Implementation of the MBKM program: Meeting the needs and expectation of stakeholders

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Abstract: This research aims to gain an overview and constructive, pedagogical, and applicable feedbacks from stakeholders, both internal and external, of the Merdeka Belajar Kampus Merdeka (MBKM) program that has been implemented so far in every study program within the Faculty of Language and Literature (FLL) of a private university in Malang. The results of this study would be used as a basis for policy formulation and improvement of the quality of MBKM implementation in the future. The study applied a descriptive quantitative method with questionnaires as the data collection technique. Respondents include students (N=150), lecturers (N=25), academic staff within the faculty (N=7), non-university partners (N=15), and university partners (N=4). The results show that the MBKM program implemented at the FLL was relevant to what was expected by all the stakeholders, with a total score of 3.38 on the scale between 1 (very unsatisfactory) and 4 (very satisfactory), which means that the satisfaction level of the MBKM implementation at the FLL was satisfactory. Several obstacles were also identified concerning the MBKM program implementation as feedback for quality improvement in the future.

Keywords: the MBKM program; the MBKM program implementation; stakeholders' satisfaction

Introduction

The Merdeka Belajar Kampus Merdeka (MBKM) program or translated into English as the Independent Learning Independent Campus (ILIC), is essentially a form of the Indonesian government's effort to give autonomy to higher education institutions such as universities, institutes, and polytechnics, especially study programs from various kinds of bureaucratic obstacles. It also provides opportunities for students to choose activities/programs both within and outside their campuses that would improve the competencies, hard and soft, that they need after finishing their tertiary education (Kemendikbud, 2020; Sa'diyah, Nurhayati, Endri, Supriadi, & Afrianto, 2022).

The MBKM program is based on the principles of educational democracy and free learning (Freire, 2001; Prahani et al., 2020). The best sources of learning, according to these concepts, are the

ones that allow individuals to reach their full potential through their learning experiences. In other words, students learn optimally through involvement with various sources in a dynamic process (Freire, 2001; Sa'diyah et al., 2022). The main goal is to create an academic atmosphere within educational institutions that are autonomous and not bureaucratic and to create innovative learning systems. This effort is essential as a way to respond to the skills demanded by the modern world, such as critical and creative thinking skills, communicative skills, collaborative skills, and problem-solving skills. These skills are certainly beyond manual and procedural abilities (Kemendikbud, 2020).

To achieve this goal, universities, especially study programs, need to build a culture of collaboration and not a competition as a strategy for developing their institutions (Kamalia & Andriansyah, 2021). The MBKM program implementation requires collaboration across units within universities, across universities, and across institutions, such as collaboration with non-university institutions involved in business and industry (DUDI). These collaborations play a significant role because they provide relevant provisions for students and university graduates to be better prepared to enter post-campus life. Therefore, synergy, creativity, innovation, and a willingness to collaborate with external parties from all elements within a tertiary institution are required in the MBKM program. Students should be independent in seeking and finding knowledge through realities and field dynamics, such as skill requirements, real issues, social interaction, collaboration, self-management, performance demands, targets, and achievements. In addition, curriculum adjustment needs to be made by study programs to accommodate these pedagogical expectations.

The MBKM program policy certainly provides both challenges and opportunities for universities, study programs, and students. Research conducted by Krishnapatria (2021), for example, found several challenges related to the MBKM curriculum implementation at one of the state universities in Indonesia. Generally, these problems are administrative and therefore require an established information system to handle them. These obstacles include: 1) the difficulty of building partnerships across study programs inside and outside the campus as well as with other external institutions; 2) the credit transfer process and assessment criteria (i.e., conversion and its grading system) for programs like internships which are often not the same among institutions; 3) the unavailability of a standardized guideline issued by the Ministry of Education and Culture that regulates the details and mechanism for implementing the internship program (the study program has to make it on its own); 4) the clash of schedules between internships program and the university lectures; 5) the difficulty of building partnerships with universities with good status/ranking, because they prefer to collaborate with universities with the same or higher ranking; and 6) the difficulty of meeting the synergy from many parties, especially lecturers, academic staff, and students. Apart from these obstacles, Fuadi and Aswita (2021) also found a hindrance related to the quality and productivity of lecturers and students involved in the MBKM programs and a constraint related to the funding owned by the institutions to support the MBKM programs. These two obstacles arise especially in private tertiary institutions because the focus of Fuadi and Aswita's research (2021) is private tertiary institutions in Aceh Province.

Despite these challenges, Krishnapatria (2021) also found numerous opportunities to improve the quality of human resources in tertiary institutions through the MBKM program implementation. These opportunities include, first, the possible use of online and hybrid learning to facilitate the MBKM program implementation, which certainly has positive implications like a more efficient use of funds. Second, students can shorten their study period to less than four years because course

waivers apply. There is also a possibility that students are allowed to drop some core courses in their study program because the credits or scores achieved by the students taking the MBKM program could be transferred to several core courses in which the developed competencies are aligned or relevant to the MBKM program. Third, the number of student publications will increase through the MBKM program. A program such as research assistantships carried out by students and lecturers inside or outside their campuses will produce better publication outcomes compared to theses with a more intense advisory process before the publication. Research outputs in the form of publications in reputable journals at the national and international levels or creative work as an outcome of the MBKM program can also be used to substitute the obligation to write a thesis by students.

Developing students' career maturity is another possible positive impact of the MBKM program implementation. A correlational study conducted by Aryanti, Yudiana, and Sulistiobudi (2023), for example, found a positive significant correlation between the career exploration variable and the career maturity variable of students participating in the MBKM program in the faculty of psychology of a university in West Java. These students have received career exploration interventions through (1) a course named Career Development and (2) the opportunity to participate in an MBKM program activity where the students had an experience doing an internship program and gained knowledge outside of the field of psychology. Based on the finding, the researchers conclude that the MBKM curriculum implementation plays a role in the students' maturity in determining careers after graduating from university, even though they are still in their fifth semester.

The other promising opportunity as a result of the MBKM program implementation is that it improves the quality performance index of the university implementing the program as usually measured by the Higher Education Main Performance Indicators (KPI). Research conducted by Susanti, Ronando, Basyarach, Sulistyawati, and Widiasih (2022), for example, found that two forms of MBKM activities (internship and independent projects/studies) affected the Main Performance Indicator (KPI) index of the university studied (17 August 1945 University). Research conducted by Sa'diyah et al. (2022) shows a similar trend; the implementation of the MBKM program at the university studied (Ibn Khaldun University, Bogor) was also able to increase the quality performance index of the university by 75%.

The challenges and opportunities of the MBKM program implementation, as explained above, have encouraged the researchers to conduct a study that focuses on the level of satisfaction of stakeholders or parties involved in the MBKM program activities at the Faculty of Languages and Literature (FLL) at one of the private campuses in Malang. Starting from 2020, the FLL has implemented the MBKM program in the three study programs under its management: English Literature Study Program, Indonesian Language and Literature Education Study Program, and English Education Study Program. Furthermore, the three study programs have received grants, 'The Collaboration in the MBKM Curriculum and Program Implementation' from the Indonesian Ministry of Education in 2020 (English Literature Study Program) and 2021 (English Language Education Study Program and Indonesian Language and Literature Education Study Program). The three study programs have also prepared curriculum adjustments, guidelines, and operational procedures to participate in the MBKM program activities.

However, the level of participation in the MBKM program, especially among students, is still not optimal in each study program. Furthermore, only a few program activities—student exchange,

KKN-T (civil service), teaching assistance, and internships—comprise the entirety of the learning activities that the students engage in as part of the MBKM program. Research, humanitarian projects, entrepreneurship, and independent studies/projects are among other types of the MBKM program activities that are rarely engaged in. No student even participates in the programs, such as research and independent studies/projects. Therefore, there needs to be an evaluation of the stakeholders' (especially students) understanding of the MBKM program and the forms of learning activities in it.

A more important reason is that there has not been a thorough analysis, particularly within the FLL, about the satisfaction level of internal stakeholders (i.e., students, lecturers, and academic staff) and external stakeholders (i.e., university partners and non-university partners) regarding the implementation of the MBKM program as feedback for the sustainability of the MBKM program activities in the future. In other words, this research aims to gather pedagogical and practical recommendations and views from the stakeholders regarding the MBKM program implementation at the FLL and its three study programs. The stakeholders' satisfaction and dissatisfaction reflect the strengths and weaknesses of the current MBKM program activities implemented, and it serves as valuable feedback for better future implementation. The results of this study will serve as a basis for policy formulation and quality improvement of the MBKM program implementation in the future.

The research was carried out to answer the following research questions.

1. What is the satisfaction level of students as the internal stakeholders participating in the MBKM program implemented by a study program at the FLL?
2. What is the satisfaction level of lecturers as the internal stakeholders in providing guidance (directly or indirectly) to the students participating in the MBKM program implemented by a study program at the FLL?
3. What is the satisfaction level of academic staff as the internal stakeholders in providing administrative assistance for the MBKM program implemented by a study program at the FLL?
4. What is the satisfaction level of non-university partners as the external stakeholders in providing guidance to the students carrying out the MBKM program activities in their institutions?
5. What is the satisfaction level of university partners as the external stakeholders in providing guidance to the students carrying out the MBKM program activities at their universities/study programs?

Method

The study employed a descriptive quantitative method with questionnaires as the data collection technique. The respondents include students from three study programs at the FLL (N=150), lecturers from the three study programs (N=25), academic staff within the faculty (N=7), non-university partners (N=15), and university partners (N=4). Thus, the total number of respondents was 201, of which 182 categorized as internal stakeholders and 19 as external stakeholders of the MBKM program. This total number of respondents served both as the population and sample of the study (i.e., total sampling).

The 150 students who became respondents were students in semesters 3 to 7 from three study programs: English Literature Study Program, Indonesian Language and Literature Education Study Program, and English Education Study Program. These students were those who participated in the MBKM program (N=89) and those who did not or have not yet participated in the program

(N=61). The difference is, for those who participated in the MBKM program activities, there were additional statement items/questions in the questionnaire that should be completed regarding their perceptions of participation. The lecturers (N=25) who became respondents also came from three study programs at the FLL. Academic staff (N=7) administratively supported the students and lecturers while joining the MBKM program implemented in the three study programs. In this study, partners were categorized into two: 1) university partners (N=17), namely persons on behalf of the institutions or units where students carried out the MBKM program activities, and the implementation of it was on the students' campus/other study programs such as the student exchange program; and 2) non-university partners, namely persons on behalf of the institutions or units where students carried out the MBKM program activities outside their campus in the programs like the internships/work practices, teaching assistance, KKN-T (community service), etc.

The questionnaires were developed based on three indicators of stakeholder satisfaction, including the MBKM program understanding and preparation for implementation, the program implementation, and the evaluation of the program implementation. Depending on the primary function of each respondent's engagement in the MBKM program activities, the statement/question items and the total number of items in the questionnaires varied for each group of respondents. The questionnaires contained various types of statements and questions; the majority used a Likert scale, while others were in the form of multiple-choice or brief descriptions. In addition, the questionnaires underwent a validation process on three aspects (i.e., material/content, construction, and language) before being used. An expert in the field of learning technology carried out the validation process. The results showed that the questionnaires were feasible to use.

Using the Google Forms application, the questionnaires were distributed online to five groups of respondents (lecturers, students, academic staff, university partners, and non-university partners) to collect the data. The data were then analyzed quantitatively to determine the mean, frequency, and percentage values of each indicator and statement/question item in the questionnaires. The results were then used as a basis for determining the level of satisfaction of each indicator in each group of respondents. As for data in the form of brief descriptions, they were identified and grouped based on the themes or topics of the statements.

Results

In general, all the respondents or stakeholders (internal and external) considered that the implementation of the MBKM program activities at the FLL was satisfactory as reflected in the average value of the satisfaction score of each group of the respondents, as depicted in Figure 1 below. The respondent satisfaction was measured using a scale of 1 to 4, where 1 = very unsatisfactory, 2 = unsatisfactory, 3 = satisfactory, and 4 = very satisfactory.
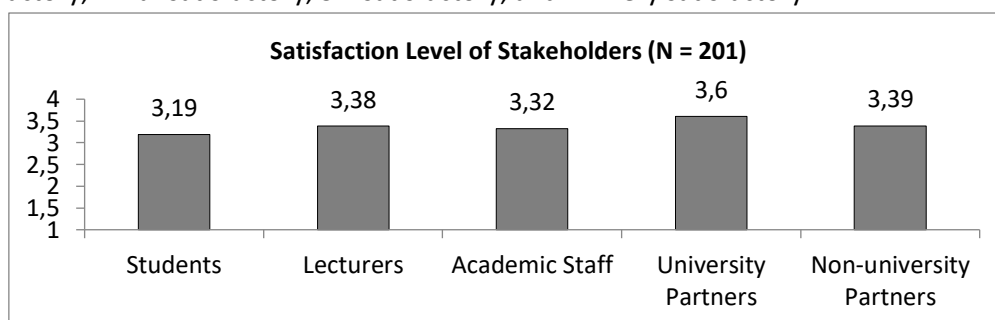

Figure 1. Satisfaction Level of Stakeholders

Figure 1 above shows that the MBKM program activities implemented at the FLL were already relevant to what was expected by stakeholders. Detailed information about the level of satisfaction of each group of stakeholders is presented below.

Satisfaction Level of Students as Internal Stakeholders

A questionnaire was distributed to the third-semester to seventh-semester students. The questionnaire consists of two parts; the first was completed by all students, both by those who did not participate in the MBKM program and by those who participated in it, and the second was filled in only by those who participated in the MBKM program, which means that they already had an experience in participating in the MBKM program. The main reason for including the students who did not participate in the MBKM in the survey was that the researchers wanted to know their understanding of the MBKM program. There is a possibility that their lacking of interest in the MBKM program was because of their minimum understanding of the program. The results of the analysis of the responses given by the students are presented in Table 1 below.
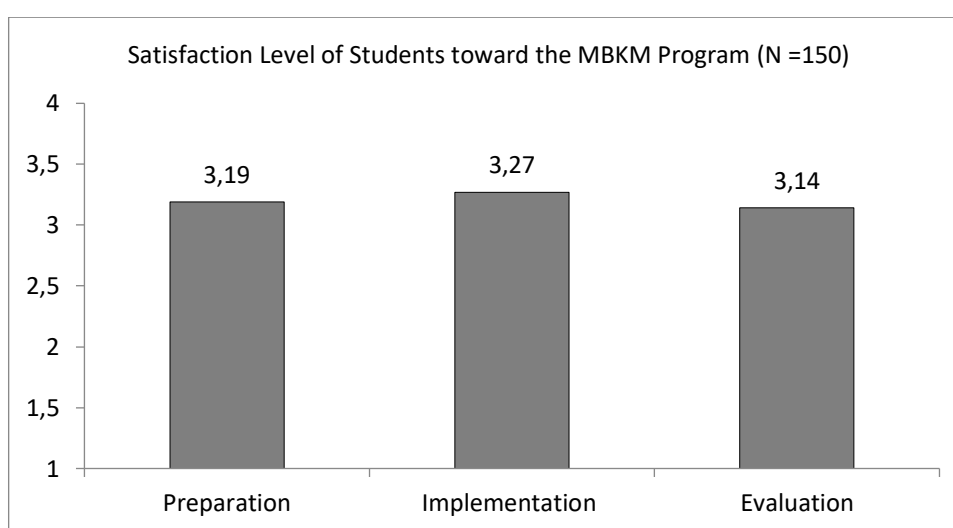
Table 1. Satisfaction Level of Students (participated and not participated) towards the MBKM Program (N=150)

Aspects	Questionnaire Items	Mean
Preparation	Q1	3.25
	Q2	3.15
	Q3	3.15
	Q4	3.19
	Mean - Preparation	**3.19**
Implementation	Q5	2.89
	Q6	3.43
	Q7	3.35
	Q8	3.42
	Q9	3.38
	Q10	3.13
	Mean – Implementation	**3.27**
Evaluation	Q11	2.93
	Q12	3.07
	Q13	3.38
	Q14	3.06
	Q15	3.21
	Q16	3.17
	Mean – Evaluation	**3.14**
	Mean – Total	**3.20**

As described in Table 1 above, the preparation aspects (Q1, Q2, Q3, and Q4) show an average score of 3.19, which means that the students (participated and not participated in the MBKM program) felt satisfied with their understanding and attitudes towards the MBKM program implemented by the faculty. Furthermore, the implementation aspects (Q5, Q6, Q7, Q8, Q9, and Q10) show an average value of 3.27 which means that the students also felt satisfactory related to

the implementation aspects of the program. For example, by participating in the MBKM program, they would finish their study faster, improve their problem-solving skills for future careers, widen their knowledge and perspective as they have a chance to take a course in other study programs, have enough provisions after graduation, improve soft skills and hard skills, and improve their graduate competencies for employability.

The evaluation components (Q11, Q12, Q13, Q14, Q15, and Q16) have an average score of 3.14, meaning that the students had a favorable view (satisfactory level) of the MBKM program. The students (whether participating or not participating) believed that the MBKM program was effective, and they got support from parents and their campus if they wanted to participate in it. Figure 2 below shows a summary of the level of student satisfaction, which was based on how they perceived the MBKM program.

Figure 2. Satisfaction Level of Students with the Preparation, Implementation and Evaluation of the MBKM Program

Table 2 below summarizes the satisfaction level of students participating in the MBKM program. The students already had experience participating in the MBKM program, including the preparation, implementation, and evaluation stages. The preparation stage has an average score of 3.11, meaning that the students had an adequate level of satisfaction with the MBKM program because they found it straightforward to register for the program (Q20) and received adequate training before the implementation stage (Q21).

Meanwhile, the implementation stage (Q23 and Q24) has an average score of 3.21, meaning that the students who participated in the MBKM program felt that they received guidance from their field supervisors (usually lecturers). The field supervisors were also cooperative in guiding the students. Concerning the evaluation stage (Q22, Q25, Q26, and Q27), it has an average score of 3.25, which means that the students had a satisfactory level of satisfaction because they received valuable experience before entering into work life. The students also perceived that their participation in the MBKM program improved not only their knowledge relevant to their field of study but also their soft and hard skills as well.

Table 2. Satisfaction Level of Students Participating in the MBKM Program (N=89)

Aspects	Questionnaire Items	Mean
Preparation	Q20	3.07
	Q21	3.15
	Mean – Preparation	3.11
Implementation	Q23	3.20
	Q24	3.22
	Mean – Implementation	3.21
Evaluation	Q22	3.34
	Q25	3.25
	Q26	3.21
	Q27	3.19
	Mean – Evaluation	3.25
	Mean – Total	3.19

The summary of the students' satisfaction after participating in the MBKM program can also be seen in Figure 3 below.
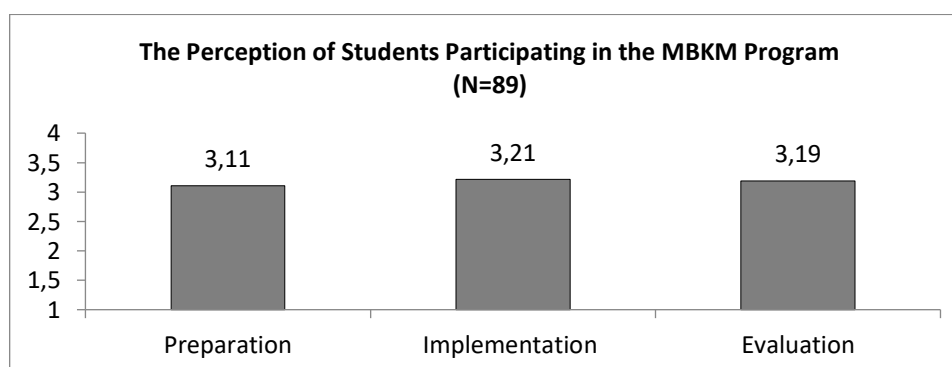
Figure 3. Satisfaction Level of Students with the Preparation, Implementation and Evaluation Stages of the MBKM Program

The description above shows that the students mostly had an adequate (satisfactory) level of satisfaction with the preparation, implementation, and evaluation stages of the MBKM program, both in terms of understanding and program implementation. The MBKM program itself has been implemented by the FLL since 2020.

Satisfaction Level of Lecturers as Internal Stakeholders

Lecturer participation was relatively high in the MBKM program carried out by the three study program under the FLL. It is evident that 21 (84%) of the 25 lecturers participated in the MBKM program activities. Only four lecturers acknowledged that they took part in none of the activities. However, the distribution only clustered in several MBKM program activities such as KKN-T (community service), teaching assistance, and student exchange. Details are described in Figure 4 below.
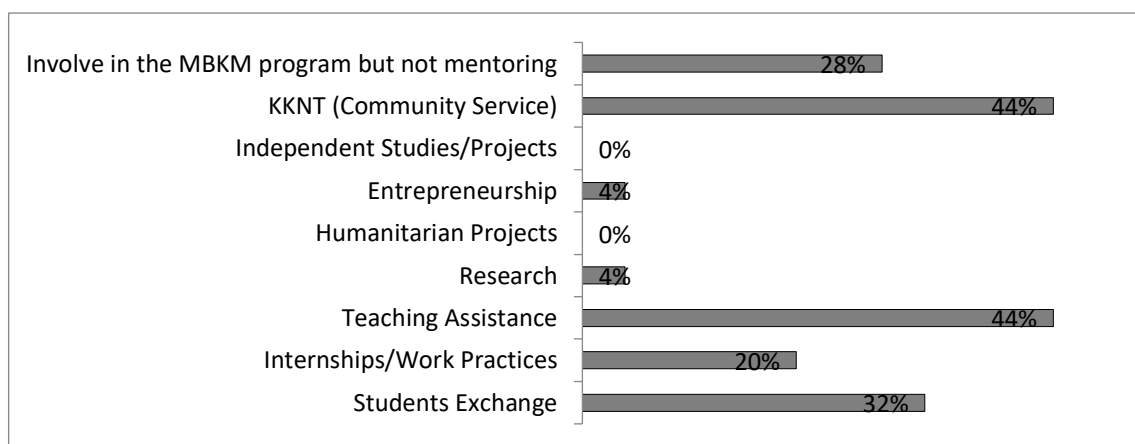
Figure 4. MBKM Program Activities Joined by Lecturers (N=25)

Three aspects (preparation, implementation, and evaluation) were considered in determining the lecturers' level of satisfaction with the MBKM program implementation. The preparation aspect contained eight point statements (items 3, 4, 5, 6, 7, 19, 20, and 21), which focused on the understanding, beliefs, and things needed to be prepared before carrying out the MBKM program activities, such as documents and other administrative matters. The implementation aspect included 6 statement items (i.e., items 8, 9, 10, 11, 12, and 13), which focused on how the form/activity of the MBKM program was carried out. Meanwhile, the evaluation aspect focused on assessing the effectiveness of the MBKM program activities, and it had 8 statement items (i.e., items 14, 15, 16, 17, 18, 22, 23, and 24). Figure 5 below presents the level of lecturer satisfaction with the MBKM program activities.

As apparent in Figure 5, the lecturers achieved a satisfactory level regarding their satisfaction with the MBKM program implemented at the FLL because the average score exceeded 3.0 for each aspect of measurement (preparation, implementation, and evaluation). Based on the responses provided by the lecturers for statement items numbers 20 and 21, 60% and 40% of the lecturers were confident that the three study programs under the FLL management were ready to implement the MBKM program. The lecturers also recommended the students in each study program participate in the MBKM program.
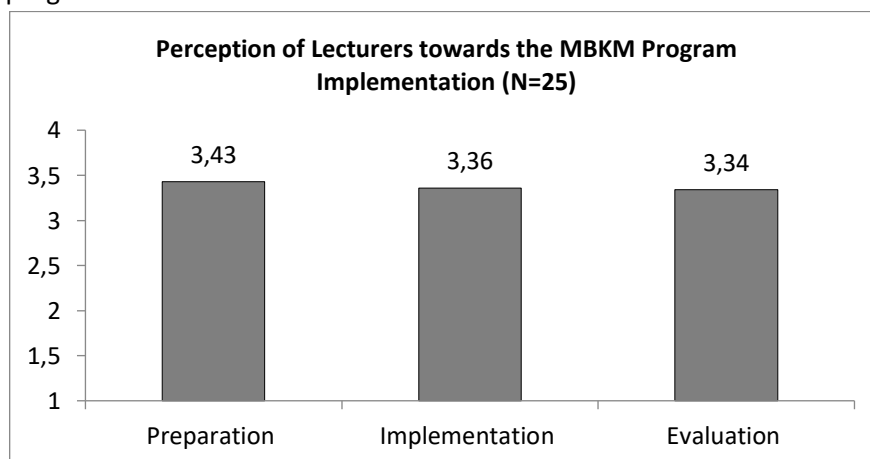

Figure 5. Satisfaction Level of Lecturers with the Preparation, Implementation, and Evaluation Stages of the MBKM Program

Satisfaction Level of Academic Staff as Internal Stakeholders

This research also explored the perceptions of academic staff at the FLL to find out how they thought about the MBKM program implementation in the faculty. The results of the data analysis (as shown in Figure 6) shows that the average score for the MBKM program preparation aspect was 3.26, the implementation was 3.44, and the evaluation was 3.25. Therefore, the average satisfaction score for the MBKM program implementation at the overall level was 3.32, which means that the level of satisfaction of academic staff in supporting the lecturers and students participating in the MBKM program activities was satisfactory. Like lecturers, the academic staff also believed that all the study programs within the FLL management were ready to implement the MBKM program.
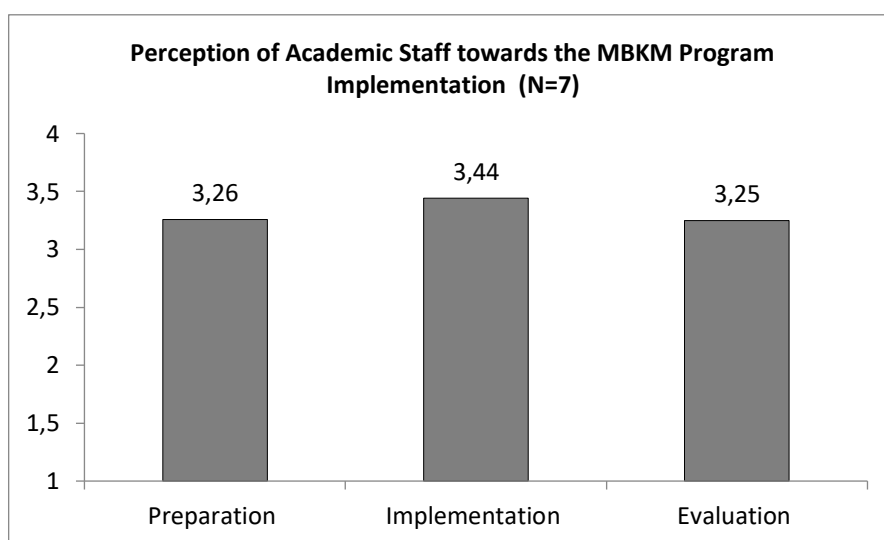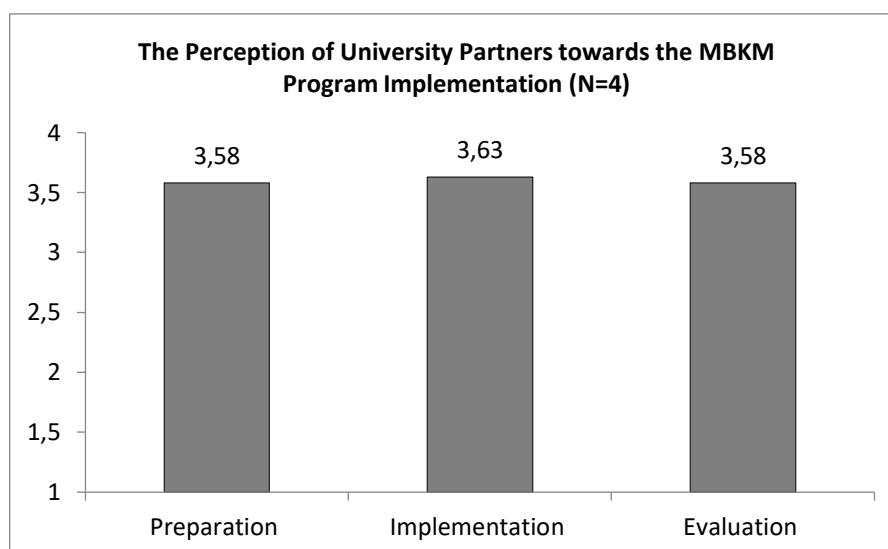

Figure 6. Satisfaction Level of Academic Staff with the Preparation, Implementation, and Evaluation Stages of the MBKM Program

Satisfaction Level of University Partners as External Stakeholders

Data analysis on the responses provided by four university partners related to the implementation of the MBKM program obtained an average satisfaction score of 3.58 on the preparation aspect. Meanwhile, the average satisfaction score for the implementation aspect was 3.63, and the average score for the evaluation aspect was also 3.58. Overall, the average university partners' satisfaction score was 3.60, which means that the MBKM program activities carried out by students at their institutions were relatively successful, and they were satisfied with the student performance. For example, responses to questionnaire items 16, 17, 18, 19, 20, 21, and 22 indicate that the university partners considered that the students participating in the MBKM program activities from the FLL possessed good ethics, performance, skills, ways of communicating, and teamwork. They also felt satisfied with the students' performance and, therefore, welcomed future students from the FLL to do the MBKM program activities in their institutions or universities. The details of the university partners' satisfaction level at every stage of the MBKM program are shown in Figure 7 below.

Figure 7. Satisfaction Level of University Partners with the Preparation, Implementation, and Evaluation Stages of the MBKM Program

Satisfaction Level of Non-university Partners as External Stakeholders

Non-university partners also provided their perceptions of the MBKM program implementation through a questionnaire distributed to them with the following results; for the preparation aspect 3.07, implementation aspect 3.55, and evaluation aspect 3.56. Therefore, the overall average score obtained was 3.39. This means that their level of satisfaction with the MBKM program activities carried out by the FLL students at their institution was satisfactory. However, it should be noted that the respondents generally came from the KKN-T (community service) and teaching assistance of the MBKM program activities. The effectiveness of other forms of activities, such as entrepreneurship, research, humanitarian projects, and independent studies/projects belonging to the MBKM program were still unknown.
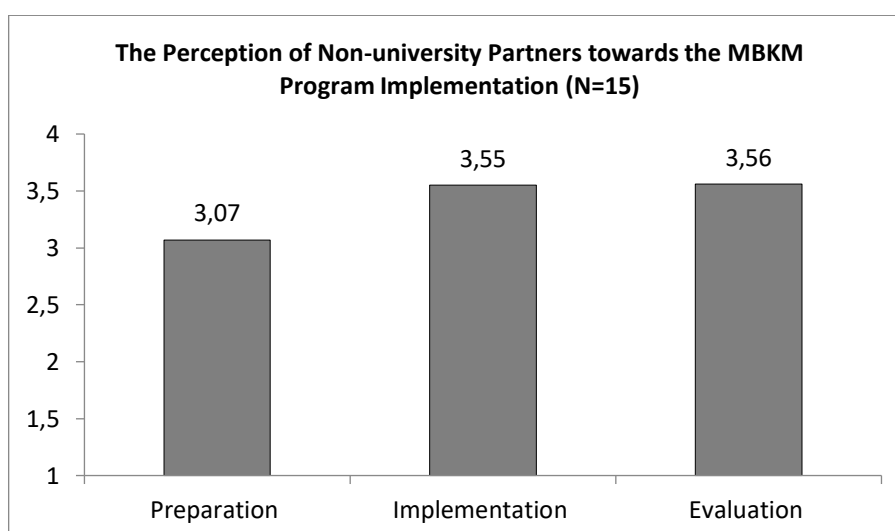
Figure 8. Satisfaction Level of Non-university Partners with the Preparation, Implementation, and Evaluation Stages of the MBKM Program

Discussions

In general, all the respondents (internal and external) believed that the MBKM program implementation at the FLL was satisfactory, reflected in the average score of satisfaction reaching 3.38. This finding shows that the MBKM program at the FLL has already met the expectation, at least from the stakeholders' perspectives. However, the analysis of an open item in the questionnaire for each group of respondents indicates several obstacles that need to be addressed by every study program within the FLL in the future in terms of preparation, implementation, and evaluation stages.

These obstacles include, first, the intensity of socialization of the MBKM program. Even though in closed-format items of the questionnaire, all groups of respondents stated that there was socialization provided by each study program, especially for internal stakeholders, they still thought that socialization activities needed to be continuously improved. This finding might indicate that the stakeholders, especially students, still do not have a complete understanding of the MBKM program (including its forms of learning activities) implemented in the study program. Accordingly, they feel reluctant to participate in the program. This problem seems to be relevant to the fact that only about 60% of students participated in the MBKM program activities launched by each study program at the FLL. This likelihood is supported by the results of research conducted by Wahyuni, Yanuarto, and Handayani (2022), which found that the perception variables of the MBKM program, including benefits, convenience, and beliefs were the main factors influencing the active participation of stakeholders in the MBKM program.

Second, according to the stakeholders, especially students, the mentoring services by field supervisors (usually done by appointed lecturers) still needed to be improved. This problem might be caused not only by the lecturers' working load, but also by the lack of standard operational procedures and monitoring mechanism from the faculty and study programs. Consequently, policy improvements are required, for example, by producing a clear guideline book, standard operational procedure, and monitoring mechanism for each stakeholder and the MBKM program activity.

The third obstacle relates to the technical implementation of the MBKM program. The respondents considered that a mix of online and offline activity implementation was a better option due to financial considerations. This obstacle was in line with what was stated by Arifin and Muslim (2020) in their literature study that a financial factor would be an obstacle to the MBKM program implementation, especially for tertiary institutions where the majority of the students came from middle to lower economic levels (Ishak, 2021). Therefore, a mix of online and offline option would be a solution to the limited funding experienced by students participating in the MBKM program. The fourth obstacle, according to the stakeholders' responses in the open format item in the questionnaire, is the scheduling of the MBKM program activities should be done in stages and not simultaneously. Krishnapatria (2021) and Insani, Fitriasari, and Iswandi (2021) also reported a similar case in their studies. Scheduling for a program/activity such as internships often clashed with the lecture schedule. For this reason, a study program needs to be careful in making a program/activity schedule and its implementation.

Building partnerships in the forms of a Memorandum of Understanding (MoU) and Memorandum of Agreement (MoA) with university and non-university partners is the fifth obstacle based on the suggestions/criticisms expressed by respondents. This seems to be consistent with the fact that only about 60% of respondents (students) at the FLL stated that they participated in the MBKM program. The difficulty of finding partners, both university and non-university partners, was

also found in the research done by Fuadi and Aswita (2021) , and Krishnapatria (2021). One of the reasons put forward was that universities with good ratings often only wanted to enter into partnerships with universities with the same or a higher rating. In addition, partners often chose to collaborate with state universities and those with big names. As a consequence, the choice was difficult for private universities with a moderate or low rating (Ishak, 2021).

The next obstacle, according to the stakeholders, is the availability, readiness, and usability of technology-based learning system. A student exchange program, for example, required the use of online learning technologies such as SPADA and SIAKAD, which enabled the interconnection of learning activity, evaluation, and credit transfer between the student's home campus and destination campus. Therefore, the university needs to improve its online learning technologies so that it can optimally support students' MBKM program activities.

The relevance of students' MBKM program activity to the core knowledge and competences developed in the study program is the final obstacle mentioned by the stakeholders. An MBKM program activity sometimes was not in line with the core knowledge and competencies determined by the study program. For example, a student of an English Literature study program carried out a teaching assistance program which essentially should be the area of English Education study program students. Because of this, the faculty and study program must create a policy that not only encourages students to participate in any MBKM program activities but also performs a selection process for the forms and partners of the MBKM program activities before implementation.

At first glance, there was a gap between the findings obtained from the closed items and the results gained from the short description item of the questionnaire. As explained in the findings section, there was generally an adequate level of satisfaction from each stakeholder regarding the MBKM program implementation at the FLL. However, there were also criticisms about its effectiveness from the respondents conveyed through the short description item of the questionnaire. This mismatch of findings can be interpreted that although generally, the stakeholders felt satisfied with the program implementation, there are still rooms for improvement in terms of its management at the faculty and study program levels. Further studies, obviously, need to be conducted qualitatively to gain a deeper understanding of the preparation, implementation, and evaluation of the MBKM program within the FLL through in-depth interviews, observations, and focus group discussions (FGD) with each stakeholder group. In that way, the quality of the findings will be more comprehensive. The present study is descriptive and perception-based, in which the objective is to understand the satisfaction level of stakeholders through a survey of the MBKM program activities implemented at the FLL. In the future, more exploratory and qualitative research is required, especially with the planning process, field implementation, and evaluation of the implemented program.

Another limitation of the present research is the limited number of respondents from university partners and non-university partners; therefore, it is recommended to include more respondents from these two groups in future studies. There are explanations for this. First, the collaboration carried out by the faculty and study programs with external stakeholders is not many and varied, especially with institutions involved in business and industries. Student participation is concentrated in programs like KKN-T (community service), teaching assistance, and internship activities. Research, humanitarian projects, entrepreneurship, and independent studies/projects are forms of activities that students rarely participate in. No student has participated in research and

independent studies/projects. Second, there seems to be a lack of understanding of the procedures and administrative matters of internal stakeholders and limited resources, both in terms of funding and expertise of field supervisors, to support these two MBKM program activities.

Apart from the limitations above, a good level of stakeholder satisfaction, which is the main finding of this research, could be an initial capital for the FLL and its study programs to contribute to the university quality performance index, like the ones achieved by universities in the research conducted by Susanti et al. (2022) and Sa'diyah et al. (2022). In addition, findings related to challenges of the MBKM program implementation faced by the FLL are valuable feedbacks for improvement in future implementation. Furthermore, the results of this study can be used as a reference and consideration for the MBKM program implementation at universities or faculties with similar contexts to the FLL.

Conclusion

In general, this study found that the MBKM program at the FLL was already relevant to the internal and external stakeholders' expectations. However, several obstacles were also uncovered from the MBKM program implementation in each study program at the FLL. Therefore, improvements need to be made in terms of preparation, implementation, and evaluation of the MBKM program, including the intensity of its socialization to stakeholders, especially students, the mentoring quantity and quality provided by field supervisors, a mix of online and offline activity implementation due to practical and financial consideration, better scheduling of the MBKM program activities so that it does not clash between one activity and the other, the availability, readiness, and usability of a technology-based learning system, and the relevance of the MBKM program activities to the core knowledge and competences developed in the students' study program.

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