

The Influence On MBKM Programs On Student's Intention To Become A Social Entrepreneur

Ferdinandus Sampe¹⁾, Hendrikus Kadang²⁾, Wihalminus Sombo Layuk³⁾

^{1,2,3)} Management Department, Universitas Atma Jaya Makassar

Jl. Tanjung Alang No. 23, Makassar

ferdisampe@yahoo.com¹⁾, hendrikuskadang@lecturer.uajm.ac.id²⁾

wihalminus_sombolayuk@lecturer.uajm.ac.id³⁾

ABSTRACT

Higher education institutions (HEIs) are constantly evolving how they operate and their areas of academic interest. What remains unchanged is the fact that the *raison d'être* of a university is to fulfill the role of a citadel of knowledge to its environment. The aim of this paper is to show the relationship between Independent Learning and Independent Campus (Merdeka Belajar Kampus Merdeka hereafter term MBKM will be used) that have an impact on student's intention to be a social entrepreneur. The paper thus outlines the nature of MBKM process and social entrepreneur intention. Population of the study were students from Management Department of Atma Jaya Makassar University. Data were collected using questionnaires. As many as 452 students participated in the study. The results reveal that students have good knowledge on MBKM programs and the programs influence students' intention to be a social entrepreneur. It is suggested that the MBKM programs to be improved and enriched with innovation programs.

Keywords: higher education, student, social entrepreneurship, hospitality

1. INTRODUCTION

Education is an strategic part of society life (Idris, 2018; De Carolis and Litzky, 2019; Zhyzhko et al., 2021), and must be in line with society development (Beynaghi et al, 2016; Chai, 2017). Therefore, in this case, education should not be outdated and go hand in hand with every phase a life that is constantly changing (Viyayan, 2021).

The emergency COVID-19 online learning is, however, different from the conventional online learning of pre-pandemic times (Bahasoan et al, 2020; Flavin, 2021). Online learning describes the quick transition from face to face to online learning (Meishar-Tal & Lavenberg, 2021). Courses that were originally planned to be delivered face to face were forced online within a very short period of time. Instructors and students, some of whom may not have had any experience with online teaching or learning and may not have been ready for the move, needed to cope with the changes quickly.

The rapid transition of learning modes may influence learning effectiveness, which is yet to be investigated. As the COVID-19 pandemic continues to dictate our lives and amid a slow global vaccine rollout, CoOL is likely to be a feature of university education in the coming future. This rapid switch between learning platforms may also be needed to adapt to new changing situations.

Education system which undergo a change for the better good, to meet human needs in facing the challenges of the times. the field of economy, where in this case the internet not only used as a tool communication, additional information, will but used as a business container, such as online shops, online transportation, and so on, which of course will make it easier for some people however will also have an impact on others, namely those who are not able adapting to digital

technology, so that it will happen unemployment (Harahap, 2019). Then especially in this case the next generations from College, see need ever-evolving society, college students must prepared to be able to adapt with the circumstances and become a human who useful not only for himself but also the people around them. therefore in this case when referring to the policy of an independent campus that initiated by the minister of education, namely Mr. Nadiem Makarim, the author quotes from a news source on the internet that "independence campus policy" is a continuation of the concept of independence study. (Lubis, 2018).

With the Independent Campus Policy, it is hoped that it will provide space for students and universities to be closer to the real world, closer to industry, closer to rural communities. In addition, Independent Campus may stimulate social entrepreneurship as the program enable student to choose any subject base d on their specific talent.

The study is intended to investigate the influence of MBKM porgram on Student intention to become a social entrepreneur.

2. THEORETICAL BASIS

2.1. Concept of MBKM

Independent Campus Program which is managed centrally by Ministry of Education and Culture as referred to in the FIRST Dictum letter a in the form of Campus Teaching program, Independent Campus Certified Internship program, Independent Campus Certified Independent Study program, Independent Student Exchange program; Indonesian International Student Mobility Awards program; Independent Campus entrepreneurship program; Independent Campus research program; Independent Campus humanitarian program; and Merdeka Campus village development program (Dirjen Dikti Kemendikbud, 2020; Tohir, 2020).

Higher Education has a strategic position for improving human resources, because the output of a university would enter employment. In order to improve human resources, MBKM provide several programs. The program include: (1) Studying across campuses (domestic and overseas), so that cross-cultural and ethnic brotherhood is built. (2) Building student friendships between regions, ethnicities, cultures, and religions so as to build the spirit of national unity and integrity. (3) Implement knowledge transfer to cover educational disparities, both between domestic universities and the condition of domestic higher education and abroad.

There are several forms of activities that can be carried out in this learning exchange program, including the following; a) student exchange between study programs at the same university, b) student exchange between other study programs at the same university, c) student exchange in the same study program at different universities, d) student exchange between study programs and different universities . In other study programs at the same university, learning activities are carried out face-to-face or online. The form of learning taken to support the achievement of learning outcomes that have been stated in the curriculum structure or curriculum development in enriching graduate learning outcomes in the form of elective courses.

Internship/Work Practice, the internship program was born due to the lack of work experience of university graduates so they are not ready to work in the industry/professional world. The internship program is carried out for 1-2 semesters by conducting direct learning in the workplace (experiential learning). Activities for 6 months are equivalent to 20 credits which are expressed in the form of competence in the form of hard skills and soft skills. Learning activities are carried out in collaboration with partners such as companies, non-profit foundations, multilateral organizations, government institutions, and start-ups. Students acquire hard skills such as skills, complex problem solving, and analytical skills. While soft skills such as professional / work ethics, communication, cooperation and so on. Learning activities in industry make students familiar with the workplace and better prepared to enter the world of work later. For universities, they also obtain information related to problems faced in the industrial world.

As for the mechanism for implementing internships, among others, universities must; 1) make an agreement in the form of an MoU with partners who want to be invited to cooperate in the internship program, 2) arrange an internship program with partners, 3) assign a supervisor who will guide students during the internship, 4) if possible the supervisor makes a visit to the internship place to monitor and evaluation, 5) supervisors and supervisors compile logbooks and assess student achievement during internships, and 6) monitoring of the internship process is carried out through higher education databases.

Teaching Assistance in Education Units, this program was created because the quality of education in primary and secondary schools is still very low. This program makes schools a place to practice teaching both in schools in cities and remote areas. Learning activities in the form of teaching assistance can be carried out in elementary schools, junior high schools and high schools. The aims of teaching assistance are (1) To provide opportunities for students who are interested in education to deepen their practice and knowledge to become teachers in schools; and (2) Helping to increase equity in the quality of education as well as the relevance of primary and secondary education to higher education

Research, this research program provides opportunities for students who have a passion to become researchers. The involvement of students in research can build critical thinking so that they can explore, understand, and be able to do research methods better. Activities can be carried out for 1-2 semesters. There are three things that are the objectives of research activities, namely (1) Students are expected to be able to improve their quality because they gain experience in research projects so as to strengthen researchers topically; (2) Obtaining research competence through direct mentoring at research institutes or study centers; and (3) Improving the ecosystem and the quality of research in the laboratory so that there is regeneration of researchers. Students are accompanied during research and conduct research according to the direction of the research institute, making logbooks.

Humanitarian Project, this program emerged because Indonesia experienced many natural disasters such as earthquakes, volcanic eruptions, tsunamis, hydrological disasters and so on. With this disaster, students can become "foot soldiers" in humanitarian and development projects. The objectives of this humanitarian project program are (1) To prepare students who excel and uphold human values in carrying out their duties based on religion, morals and ethics; and (2) Train students to have social sensitivity to explore and explore existing problems and participate in providing solutions according to their respective interests and expertise. Students are accompanied by lecturers and partner institutions to supervise, assess and evaluate the activities carried out. Partner institutions can be in the country or abroad. Domestic partner institutions such as the Regional Government, PMI, BPBD, BNPB and so on. Meanwhile, foreign partner institutions such as UNESCO, WHO, UNHCR, UNOCHA and so on.

Entrepreneurial Activities. the entrepreneurship program was created to encourage and develop student interest in the field of entrepreneurship. The objectives are (1) Students who have an interest in entrepreneurship to develop their business early and in a guided manner; and (2) Dealing with unemployment problems such as intellectual unemployment among scholars. Learning activities are carried out in the form of entrepreneurship that have not been or have been stipulated in the curriculum of the study program. During the activity, students are guided by the lecturer. Activities carried out can fulfill 20 credits/semester or 40 credits/year. A measure of the success of learning achievement if a student succeeds in making a start-up at the end, then he gets an A.

Independent Study/Project, Independent project programs are presented to complement topics that are not included in the lecture schedule but are included in the syllabus of the study program or faculty. Students can create innovative works to be contested at national and international levels. This activity can be used as a substitute for courses that must be taken and calculated based on the contribution and role of students in coordination with the supervisor. The

objectives of this independent study/project are: (1) Realizing student ideas in developing innovative products; (2) Organizing research and development (R&D)-based education; and (3) Improving student achievement in national and international competitions. 8. Building Villages/Thematic Real Work Lectures (KKNT) The KKNT program is a form of education by providing learning experiences for students to live in the community, identify potentials, and deal with problems, develop village/regional potentials and formulate solutions to problems faced by the community. After carrying out the activities, students make a final report. The objectives of this KKNT program are (1) The presence of students for 6-12 months can provide opportunities to utilize the knowledge, technology, and skills they have and collaborate with stakeholders in the field; (2) Assist in accelerating development in rural areas together with the Ministry of Villages PDT.

2.2. Social Entrepreneurship

The entrepreneurial behaviour model based on intention comes from empirical evidence (Kickul & Lyons, 2016). The intention-based model remains a theoretical framework that is very relevant for exploring business behavior. From these results, it stated that intention remains the sole cause of business behavior. The condition of the global economic crisis and the slowdown of national monetary growth rates throughout the world urged governments to create new businesses (Amjad et al., 2020).

An intention-based model can offer more information on this topic. From the industry and the public sector, which are currently trying to reduce hiring new employees and reduce job vacancies, graduates of higher education institutions have a strong desire to become entrepreneurs ().

Syahchari et al. (2021) define entrepreneurial intentions as preparation and commitment to establish a new company or creator of added value. Pfeifer et al. (2016) stated that the causes of business intentions must include three aspects, namely attitudes towards entrepreneurship, subjective norms, and perceived control over business behavior. According to some previous research, it is claimed that business literature and social entrepreneurs are different, but entrepreneurship has offered the foundation for knowing social entrepreneurial intentions. Companies in the social field must have an entrepreneurial spirit to make profits.

So that it not only depends on giving contributions; Thus, a focus on the making of social and economic value is a significant part of companies dedicated to social enterprises (Burga & Rezania, 2016). Entrepreneurial intention is the intention of becoming an entrepreneur. Individuals who have entrepreneurial intentions have a strategy to meet the necessary assets, take risks, and build their businesses (Idris, 2018).

Drayson et al. (2014) argue that business intention intends to create a company with high development goals. Intrepreneurial intentions are a person's intentions to have their own business. Lee and Wong, defining business desires as the first step in building a sustainable business. Krueger (1993) also describes it as the commitment to begin a new start-up, taking to account the various uncertainties that will occur. Gurbuz and Aykol declared the intention of entrepreneurship as one's ability to carry out business activities in their life choices. (2008). Social entrepreneurial intentions consist of two dimensions, namely trust and preparation, which provide the basis for the operationalization of entrepreneurial intentions in the social field. (Liang et al., 2015).

Muhammed Yunus (2010), Noble Peace Prize recipient and business pioneer who created Grameen Bank, define two types of social businesses. With the help of Hans Reitz, he formulated Seven Principles of a Type I social business; the business objective is to overcome poverty, or one or more problems (such as education, health, technology access, and environment) that threaten people and society – not maximize profit; the company will attain financial and economic stability; investors get back only their investment amount, no dividend is given beyond the return of the original investment; When the investment amount is paid back, profit stays with the

company for expansion and improvement; the company will be environmentally conscious; The workforce gets market wage with better-than-standard working conditions; and do it with joy.

According to Burga and Rezania (2016), a Type II social business is “a profit-making company owned by poor people, either directly or through a trust that is dedicated to a predefined social cause. The second type is still considered a social business because profits are flowing to poor people and alleviating the social problem of poverty.

For the purposes of this study, social enterprise will be defined as a business whose main objective is to overcome a social problem while being environmentally conscious, with profits being reinvested in the company in order to expand and improve operations to better achieve its mission while attaining and maintaining financial and economic stability.

3. RESEARCH METHODS

3.1. Research Paradigm

Quantitative research is applied in this research. Descriptive research is conducted to describe characteristics of research objects, estimate the percentage of units in a specified population, determine the degree to which variables are associated and make specific predictions (Yin, 2018). Sources of information in descriptive research are secondary data, survey research, panel inputs and observations (Creswell & Creswell, 2018; Hair et al., 2020). Descriptive research is recommended when research purposed is centred on providing accurate, statistically reliable data (Saunders et al., 2019).

3.2. Population of Study

Population of the study were Students of Management Department, Faculty of Economics and Business, Atma Jaya Makassar

3.3. Data Collection Method

Data were collected using questionnaire.

3.4. Data Analysis

Data collected for the study were analyzed descriptively to find out conclusion.

4. RESULT AND DISCUSSION

4.1. Gender

Most of the respondents in this study were women. as many as 293 were women compared to 159 men. The gender of the respondents is shown in table 1.

Table 1
Respondent's Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	159	35.0	35.2	35.2
	2.00	293	64.5	64.8	100.0
	Total	452	99.6	100.0	
Missing	System	2	.4		
Total		454	100.0		

Source : data collected for the study

The composition of participants in this study indicates the proportion of UAJM students who are mostly women.

4.2. Student's Semester

Most of the respondents are in the 7th semester or final semester. In detail, student semesters are shown in table 2 on the following page :

Table 2
Semester of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	12	2.6	2.7	2.7
	3.00	66	14.5	14.6	17.3
	5.00	136	30.0	30.1	47.3
	7.00	238	52.4	52.7	100.0
	Total	452	99.6	100.0	
Missing	System	2	.4		
Total		454	100.0		

Source : data collected for the study

From the table 2. above, it appears that as many as 238 or 52.4% of respondents, there were in semester 7 followed by semester 5 as many as 238 or 30%.

4.3. Descriptive Finding of MBKM Implementation

On a scale of 1 to 7 where 7 really know and 1 really don't know, the results of this study indicate that research respondents, in this case students majoring in Management, already know about the MBKM program launched by the government. The complete results of student responses regarding knowledge about MBKM programs are shown in table 3.

Table 3
Descriptive Finding of MBKM implementation

No	Description	Mean	Std Dev.
1	I know that there is a government program called learning freedom, independent campus	6.124	0.731
2	I know that I can take courses from different department	5.429	0.872
3	I know that I have the right to participate in an internship for two semesters or 40 credits	5.084	1.020
4	I know that there are student exchange programs that can be converted into credits	4.883	1.071
5	I know that there are teaching assistance programs that can be converted into credits	4.794	1.132
6	I know that there are research programs that can be converted into credits	4.874	1.100
7	I know that there are humanitarian project programs that can be converted into credits	4.991	1.024
8	I know that there are programs of entrepreneurial activity that can be converted into credits	4.974	1.031
9	I know that there are independent study projects that can be converted in to credits	4.896	1.053
10	I know that there is a village building program that can be converted into credits	4.870	1.160

Source : Data analysis

From the table, it can be concluded that students already know about the MBKM program. The statement that "I know that there is a government program called freedom to learn and independent campus" is the highest statement item for the introduction of this independent and independent learning campus.

4.4. Descriptive Finding of Social Entrepreneurial Intention

On a scale of 1 to 7 where 7 really know or agree and 1 really don't know or don't agree, the results of this study indicate that respondents intention to be a social entrepreneur is quite high. The complete results of student responses regarding knowledge intention to become a social entrepreneur is presented on table 4.

Table 4
Description of intention to be a social entrepreneur

No	Description	Mean	Std Dev.
1	MBKM programs stimulate my intention to actively promote social wellness	5.353	1.470
2	MBKM programs stimulate my intention to actively promote social entrepreneurship	5.989	0.697
3	I have a long-term vision of creating a social entrepreneurship	5.945	0.834

Source : Data analysis collected for the study

4.5. Regression Analysis

Using SPSS release 25, two indicators that can explain variance of MBKM practices were used as independent variables while intention to be a social entrepreneur was used as dependent variable. The regression results are presented on table 5.

Table 5
Regression Analysis

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.208 ^a	.043	.039	.81739		
a. Predictors: (Constant), MB11, MB1						
ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.631	2	6.816	10.201	.000 ^b
	Residual	299.986	449	.668		
	Total	313.617	451			
a. Dependent Variable: ENT9						
b. Predictors: (Constant), MB11, MB1						
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.466	.335		13.335	.000
	MB1	.190	.054	.167	3.491	.001

	MB11	.065	.034	.090	1.884	.060
a. Dependent Variable: ENT9						

Source : Data Analysis

As can be seen on table 5., 4.3% (R^2) of variation of the independent variable can be explained by the model (Celtek, 2020). F serves to test how well the regression model fits the data. The probability associated with the F statistic was small (0.000) so there are positive and significant relationships between MBKM implementation and intention to be a social entrepreneur.

5. CONCLUSION

5.1. Conclusion

Based on the finding, it can be conclude that :

1. The MBKM program is well known to students
2. The MBKM program is considered to increase soft skills, hard skills, expand networks and graduates who are ready to work
3. Online lectures in the context of MBKM can improve hospitality soft skills

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