An Evaluation of Implementation of MBKM Program Using Countenance Stake Evaluation Model

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Abstract. The MBKM program seeks to improve graduates' competence making both hard and soft skills more prepared and applicable, particularly in light of the demands of the 21st century and the Industrial Revolution 4.0 abilities. The MBKM program allows students to learn through experiences in society, business, and industry, which will build continuing education. The research was motivated by the need for an evaluation of implementation of MBKM program to assess the effectiveness of achieving the program's objectives. The study was conducted at Economic Education study program, Universitas Pendidikan Indonesia, This evaluation research used a countenance stake model. Collecting data used questionnaires, interviews, and documentation techniques. The data was analyzed by descriptive quantitative. The results indicated that implementation of MBKM program has been carried out quite well. (1) Antecedents component, preparation of MBKM program is in high category; (2) Transaction component, the implementation of the MBKM program is categorized as moderate; (3) Outcomes component, the learning outcome of student is in high category.

Keywords: Evaluation, MBKM, Countenance Stake, Implementation.

1   Introduction

Changes in the development of the times that lead to the achievement of competencies that are able to adapt revolution 4.0 technology and 21st century skills [1], are implemented in Permendikbud No 3 of 2020 concerning national university standards (SN-DIKTI). One of the things emphasized in the regulation is the Independent Learning Program-Independent Campus (MBKM). Within the scope of higher education, the MBKM Main Program aims to facilitate the launch of new study programs, modifications to the system for accrediting higher education, assistance with state institutions becoming state universities with legal status, and the ability to study for three semesters outside the study program [2]. The activity that is the subject of this research is connected to the freedom to take three semesters of coursework outside of a formal academic program. This right aims to increase the competence of graduates, both in terms of soft skills and hard skills, through experiential learning programs like doing internships or work practices in industry and other workplaces, completing some community service projects in villages, instructing on educational units, taking part in student exchange programs, conducting research, conducting entrepreneurship, making independent studies and projects, and participating in programs for the benefit of other people. The independent campus curriculum's instructors will oversee all activities.

The effectiveness of MBKM implementation at the study program level determines how well it performs at the tertiary level. The study program is the spearhead of the success of the university-level MBKM. There have been many activities that have been carried out both in internal study programs or collaborative activities with universities and the business and industry world, but until now the MBKM achievements that have been carried out have not been evaluated in a complete and systematic way. achievement, policy improvement and program implementation. Program evaluation is a method which is systemized for collecting data, analyzing data, and using information based on the results to answer basic questions about the program. Program evaluations can be grouped into input evaluations, process evaluations, outcome evaluations, and impact evaluations[16] Several studies evaluating education quality improvement programs include the evaluation of the MGMP program [8], evaluation of the junior high school teacher arrangement program [14], evaluation of the TOEFL preparation course program [6], evaluation of the entrepreneurial student program [1] and the evaluation of the 4-year program SMK policy [11]The research was conducted using a survey method.

Stake countenance is one approach that can be used to gauge how well MBKM is being implemented. The majority of the descriptive quantitative approach with the survey method [13]; [9] and the qualitative approach with the case study method are used in Indonesian research on program assessment and evaluation of the MBKM program. The goal of this survey's evaluation of the MBKM program is to assess curriculum preparedness, identify issues [7,9,13], assess program participation [9], assess human resource readiness [7], and assess student and lecturer replies [5]. The application of this methodology sets apart MBKM program evaluation from MBKM program evaluation research. A survey and data analysis using the countenance stake evaluation approach are conducted prior to this review. This approach is appropriate for comparing the application of MBKM to other such as 1) Goal Oriented Evaluation Model which is developed by Tyler; 2) Goal Free Evaluation Model which is developed by Scriven; 3) Survey method 4) CIPP Evaluation Model which is developed by Stufflebeam, and 5) Discrepancy Model which isdeveloped by Provus.

This method of evaluating the countenance program has had a considerable impact and laid a simple foundation but is a strong enough concept for further developments in the field of evaluation [12]. The countenance stake technique highlights the existence of two fundamental assessment activities—descriptions and judgments—and recognizes three stages in educational programs—antecedents (context), transactions (process), and outcomes (output). The Intents (Goals) and Observations (Effects) matrix displays what really transpired. Standard and judgment are the two components of the judgment matrix.

To accomplish the research goal—evaluating the integration of the MBKM or Independent Learning Independent Campus programs into the study program—the countenance stake model assessment method is employed. The Countenance Stake Model was used in an evaluation study of the MBKM program to accomplish this goal. A survey approach and a countenance stake analysis technique came before this investigation. The parties involved in the Merdeka Learning - Independent Campus (MBKM) program's implementation in the Study Program are among the subjects of this study.

2 Research Methods

The studies carried out include evaluation research, such as collecting data, analyze and display useful information about the object of evaluation. Comparison between evaluation

indicators and the results will be used to make decisions for value and benefit of evaluation object[16]. In addition to research methods, evaluation research contains an evaluation model, namely determining what types of evaluations must be carried out and how the process of carrying out the evaluation. The evaluation model used is Countenance Stake.

The research subjects consisted of 39 students participating in the MBKM program, 5 lecturers and the head of the Economic Education study program, and the person in charge of the MBKM program at the faculty level. The stages carried out in this research are adapting the stages of evaluation research on the stake countenance model

Collecting data used questionnaires, interviews, and documentation techniques. The data was analyzed by descriptive quantitative. The data obtained from each instrument is changed into scores according to the predetermined score criteria. The raw score obtained is then converted into a standard score (z-score). The score obtained through the calculation of the z-score can show a negative value for scores below the average. Therefore, the z-score needs to be converted to a t-score. The obtained t-score is then compared with the evaluation criteria. Low (The evaluation criteria are not fully or partially met, below 50% of the criteria set), Moderate (The evaluation criteria are partially met, 50% or more of the specified criteria), High (All evaluation criteria are met).

3 Result and Discussion

General results of the evaluation of MBKM program in Economic Education study program, Faculty of Economics and Business Education, Universitas Pendidikan Indonesia, is as presented in table 2. In the antecedent component, the implementation of the MBKM program in the Economic Education study program is relatively high. The results of the evaluation of the transaction component show that the implementation of the MBKM program is moderate, but there are still low evaluation aspects. For the evaluation of the outcome component, it is classified as high, although there are two aspects of the evaluation that are classified as moderate.

Table 2. MBKM Program Implementation Evaluation Results

Component	Aspect										
Antecedent	Back-ground	Foundation	Objectives	Guidelines	Curriculum	Organizational structure	Supporting facilities and infrastructure				
	H	H	H	H	H	H	M				
Transaction	Program socialization	Program participant selection	Lecturer	Student	Partner collaboration	Educational staff	Learning activities	Multi-experience	Link & Match	Self-Regulated Learning	Monitoring & Evaluation
	L	M	M	H	L	M	M	H	M	M	M
Outcome	Course grades	Semester Credit System	Conversion	Study acceleration	Graduate Profile	Competence holistically	21st Century Skills Oriented				
	H	H	M	H	H	M	H				

*H = High ; M = Moderate ; L = Low

3.1 Antecedent Component

In the antecedent component, there are 7 aspects that are evaluated, including background, foundation, objectives, guidelines, curriculum, organizational structure, and supporting facilities and infrastructure. 6 aspects are in the high category, while 1 aspect is in the moderate category.

a. The evaluation's findings demonstrate that the MBKM program's background component falls under the "high" category. In order to educate students for the social, cultural, workplace, and swift technology advancements, the MBKM program in the Economic Education study program is driven by the idea that student competences must be developed to be more responsive to the requirements of the times. Link and complement not just with the field and job but also with a future that is evolving quickly. The MBKM program is an independent and adaptable kind of learning in higher education designed to foster an inventive, unrestricted, and student-centered learning culture. This is consistent with the history of the MBKM program, which was introduced by the

b. On the foundation aspect of the MBKM program, the evaluation results are in the high category. The basis for implementing the MBKM program in study programs refers to laws, government regulations, presidential regulations, ministerial regulations, and the decree of the rector of UPI as an university commitment to every MBKM program activity. A number of these regulations include general formal regulations and formal operational regulations.

c. c. The evaluation's findings indicate that the MBKM program's objectives fall under the highest category. The goals of the study program, as stated in the objectives of the MBKM program, are to prepare graduates to be future leaders of the country who are superior and charismatic, as well as to increase their competence in both hard and soft skills so that they are better prepared and adapted to the needs of the times. Students' potential should be developed in accordance with their interests and aptitudes through the flexible path and experiential learning program. in addition to the university's five goals from MBKM program guidelines, The assessment findings fall within the high category. In order to implement the MBKM program, the study program follows two guidelines: Panduan Implementasi MBKM UPI and Buku Panduan MBKM, all of which were released by the Ministry of Education and Culture in 2020.

d. The evaluation results show that the MBKM program curriculum aspect is in the high category. The Economics Education study program has restructured the curriculum in August 2021 which accommodates MBKM Selected Expertise Courses which consists of 8 courses, namely Teaching Campus (KM401), Certified Internship (KM402), Certified Independent Study (KM403), Entrepreneurship (KM404), Research (KM405), Humanity (KM406), Village Development (KM407), and State Defense (KM408).

e. In the aspect of organizational structure, the evaluation results are in the high category. Departing from the goals that have been set, the university has developed a set of organizations implementing the MBKM program from the university level to the study program. In each study program there are MBKM ambassadors and operators.

f. The evaluation results show that the aspects of supporting facilities and infrastructure are in the moderate category. This is indicated by the study program is quite ready to facilitate students by optimizing the existing university facilities and infrastructure.

3.2 Transaction Component

There are 11 aspects evaluated in the transaction component, consisting of the socialization program, participant selection program, lecturer, student, partner collaboration, educational staff, learning activities, multi-experience, link and match, self-regulated learning, and monitoring and evaluation. 2 aspects are in the low category, 7 aspects are in the moderate category, while 2 aspects are in the high category.

a. The evaluation's findings indicate that the socialization program's components are rated as low. The study program once carried out socialization of the MBKM program to 2018, 2019, 2020 students. Meanwhile, socialization to lecturers was carried out once.

b. In the aspect of the participant selection program, the evaluation results are in the moderate category. Study programs are involved in the decision-making process by recommending students who have finished all of the core courses for the MBKM program.

c. The evaluation's findings indicate that the lecturer aspect is in the moderate category. The involvement of lecturers in this program is by becoming a field supervisor in 8 MBKM activities and converting the course grade obtained from the MBKM program into the courses taught.

d. In the student aspect, the evaluation results are in top category. Students of the Economic Education study program meet the general requirements set, namely national and even internationally accredited study programs (AQAS) and are registered with PDDikti. The number of students who register for this program is also large.

e. The evaluation results show that the partner collaboration aspect is categorized as low. This is indicated by the small number of partners, especially in certified internship and certified independent study activities. Even in entrepreneurship, research, humanity, village development, and state defense activities, there are no partners yet.

f. On the educational staff aspect, the evaluation results are in the moderate category. The study program has educational staff who have information technology skills to become operators in this program.

g. The evaluation results show that the aspects of learning activities are in the moderate category. Of the 8 activities in this program, students are involved in 3 activities, namely campus teaching, certified internship and certified independent study.

h. In the multi-experience aspect, the evaluation results are in top category. This is based on the answers to questionnaires by students where out of 39 students who have participated in this program, all of them stated that by participating in the MBKM program they obtained multi-experience.

i. The evaluation results show that the link and match aspect is in the moderate category. Of the 3 activities, namely campus teaching, certified internship and certified independent study, which are followed by students, students have links and matches with the profiles of graduates from study programs.

j. In the aspect of self-regulated learning, the evaluation results are in the moderate category. The 8 activities in this program can build student self-regulated learning. However, it still requires guidance from both field supervisors and partners.

k. The evaluation results show that the monitoring and evaluation aspects are in the moderate category. Activities of monitoring and evaluation are carried out at the university level. This activity refers to the UPI MBKM Implementation Guide as well as the MBKM Guidebook published by the Ministry of Education and Culture.

3.3. Outcomes Component

Evaluation of the outcomes component refers to 7 aspects, namely course grades, semester credit system, conversion, study acceleration, graduate profile oriented, achievement of competence holistically, and 21st century skills oriented. 5 aspects are in the high category, while 2 aspects are in the moderate category.

    a. The results of the evaluation show that the aspect of course grades is in the high category. The 39 students who participated in the MBKM program got an A serve as proof of this program

    b. In the semester credit system aspect, the evaluation results were in the high category. This is based on all students who participate in MBKM program to get an equivalent of 20 credits.

    c. The evaluation results show that the conversion aspect is in the moderate category. This is shown by the fact that some of the courses that are converted from the MBKM program are less relevant to the activities that students participate.

    d. In the aspect of study acceleration, the evaluation results are in the high category. By joining the MBKM program, in semester 6 students have been able to complete all courses. Thus there is an acceleration of study where before the MBKM program, students completed all courses in semester 7.

    e. The evaluation results showed that the graduate profile oriented aspect was in the high category. The study program has 4 graduate profiles, namely as teachers, entrepreneurs, reviewers of economic education issues, as well as economic analysts and employees in government and private institutions. The activities contained in MBKM program are oriented to profile of study program graduates.

    f. On the aspect of achievement of competence holistically, the evaluation results are in the moderate category. Given that of the 8 activities in this program, students are involved in 3 activities, namely campus teaching, certified internship and certified independent study, it can be stated that they have not fully formed competence holistically.

    g. The evaluation results show that the 21st century skills oriented aspect is in the high category. Students learn 21st century skills through activities in the MBKM curriculum, including collaboration skill, communication skill, critical thinking skill, creativity skill, and digital ability.

Evaluation of the MBKM program of study programs with the Countenance Stake model outlines 3 main things, namely, (1) Preparation of MBKM program is in high category; (2) The implementation of MBKM program is categorized as moderate; (3) The The learning outcome of the pupil is in high category. The first result states that preparation of MBKM program is in the high category. The reasons for the high level of preparedness for MBKM implementation are: 1) the clarity of the MBKM program's underlying principles; and 2) the clarity of the program's justification and guiding principles. 3) the availability of applicable and well socialized MBKM program guidelines; 4) readiness of curriculum and supporting learning tools; 5) organic organizational structure with placement according to competence; and 5) adequate infrastructure and facilities.

The MBKM program, which is driven by the emergence of the Industrial Revolution 4.0 and the mastery of 21st-century abilities, is a program that requires gradual adjustment.. This development is the basis for shifting the educational paradigm that provides more direct experience by involving students in the business and industrial world. The clarity of the background and the clarity of the direction of the paradigm shift in thinking in the administration

of education makes it easier to develop guidelines. Furthermore, guidelines are prepared both at the central level and at the study program level. This guide is prepared based on higher regulations such as the National Education System Law, the Higher Education Law, the Higher Education Management Law, the KKNI Regulation and the SNPT. In addition, the implementation of inter-ministerial integrated programs that are legally covered by Ministry of Villages, Development of Disadvantaged Regions, and Transmigration.

To implement the MBKM program, study programs need to prepare for fundamental curriculum changes that involve many parties, both internal and external. The study program has restructured the curriculum to accommodate the MBKM program by listing 8 MBKM activities, accelerating the completion of the core courses of the study program in semester 6, converting elective courses to MBKM activities and completing learning tools oriented to the achievement of 21st century skills. Implementation of MBKM at the level universities, faculties and study programs, have arranged a flat organizational structure that facilitates operations and accelerates the resolution of tactical and technical problems. At the university level up to the study program level, a clear organizational structure has been drawn up with its positions and main functions, which is complemented by an ad hoc team called the PIC team, MBKM Ambassadors and program operators.

The MBKM program is supported by the availability of adequate facilities and infrastructure, the achievement of a graduate profile with 21st century skills such as the availability of digital libraries, digital laboratories, smart classrooms and the implementation of integrated online learning that continues to be enhanced with its carrying capacity. With this complete readiness, the MBKM program still has problems that need to be resolved, especially with regard to the implementation of learning, this causes problems 1) knowledge is not tiered, mastery of the material is incomplete and teachers are confused in carrying out learning; 2) there is a diversity of times and types of courses that are required. must be taken in each batch, this makes it difficult for the educational administration process; 3) there is a discrepancy in the learning outcomes of MBKM activities with the converted CPMK, which causes differences in the real competencies possessed by graduates with the competencies listed in the transcripts. This problem, based on research results, can be overcome by 1) Restructuring the basic curriculum by carrying out curriculum development according to the standard procedures stated in Permendikbud No. 3 of 2020 concerning SNPT; 2) Positioning MBKM activities as buffer courses for core courses of study programs; 3) Socialization intensive MBKM program for the academic community; 4) Finalizing SOP for partnerships with LPTK and industry. In addition, things that can be done to improve curriculum readiness, curriculum development models can be carried out including the design of MBKM policies at universities, the creation of MBKM implementation standards, the design of academic cooperation, and the determination of the program support resource requirements. The creation of the MBKM program of activities, the development of guidelines for the implementation of MBKM activities, and guidelines for converting credit transfers/credit recognition are all included in the program of activities' implementation[10]. The MBKM socialization also has to suggest that all students follow the MBKM program, take into account the problems that must be resolved, alter the MBKM curriculum, expand the information systems already in place, and formally establish partner collaboration. [15]

According to the findings of the second research, the MBKM program's implementation is classified as moderate. This is indicated by the fact that most students are not constrained when carrying out MBKM activities. By participating in the MBKM program, students hope to have better competencies and practical experience in learning. This medium category is due to the majority of students having the opinion that for activities that are carried out as expected, while

carrying out the certified internship MBKM program at the company, students feel increased technological skills, have direct experience and can feel the culture of working in a real company. For campus teaching participants, students get teaching experience, help with administration and can feel the school culture. Implementation evaluation is based on obstacles when registering for the MBKM program, the suitability of MBKM activities with the competency profile of the study program graduates and expected additional competencies, the effectiveness of on-site learning and the collaboration process with partners. Problems found in the implementation can be anticipated with careful preparation and intensive socialization. Student problems such as the additional costs required, physical and mental fatigue of students, as a result of different work rhythms with lectures and a target-oriented work culture can be avoided by good communication between the original universities and partners related to the main tasks and job descriptions of MBKM students. In addition, field supervisors need to monitor MBKM student activities intensively with an intensive daily reporting system (Log book). Communication between the originating universities and partners is necessary to monitor the activities carried out so that they are always in line with the expected profile/competence. In collaboration with external parties, The study program must include the MBKM model into a plan that can be applied to realize the study program's goals on a national and worldwide scale utilizing the pentahelix model, which entails working with partners to identify needs in business, society, and the government. [4].

The results of research 3 state that the pupils' learning outcomes fall within the "high" group. The MBKM program, which gives students firsthand experience according to the theory of experiential learning (ELT) [3] can improve learning outcomes. Direct experience can improve learning outcomes if it goes through 4 stages of learning, namely 1) concrete learning, 2) reflective observation, 3) abstract conceptualization, and 4) active experimentation [3]. The cycle's initial two stages are about absorbing experience, while its final two stages are about molding experience. According to this theory, the MBKM program is not enough to only provide concrete experiences, but students are invited to reflect and continuously improve their performance, find new ideas and implement the ideas obtained.

4 Conclusion

Evaluation of MBKM program implementation the study program consists of evaluating the preparation, implementation and outcome of the MBKM program using the countenance stake model. Until now, MBKM evaluation has been carried out using a descriptive survey method, which has many weaknesses with less systematic procedures. Based on this, this research uses the countenance stake model. The countenance stake model which not only measures through observation/survey, but emphasizes on achieving goals, measuring gaps with standards and judging and producing recommendations obtained with standard procedures so that the evaluation results can be more scientifically accountable. The results of the study revealed high MBKM preparation, moderate implementation and high MBKM program outcomes. From the stages of countenance, Intents, Observations, Standard and Judgment, it is suggested that to achieve the objectives of the MBKM program it is necessary to: (1) Restructure the basic curriculum by carrying out curriculum development according to the standard procedures stated in Permendikbud No. 3 of 2020 concerning SNPT; (2) Positioning MBKM activities as buffer courses for core courses of study programs; (3) Intensive socialization of the MBKM program to the academic community; (4) Finalizing SOP for partnerships with LPTK

and industry; (5) Needing to design standard operational for MBKM implementation at the study program level; (6) Need to design cooperation academic Pentahelix model; and (7) Need to identify the need for program support resources, preparation of guide lines to implement MBKM activities, and guide lines for converting credit transfers/credit recognition. The implication of this research, it is hoped that by evaluating the program, the formulated MBKM objectives can be achieved and continuous improvement occurs. For further researchers, this research still opens up opportunities for research in a longer period of time and the MKBM program has been steadily implemented, so that problems that occur during the transition period are not perceived as the main problem.

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