The level of satisfaction of internal stakeholders on the implementation of the relevance of the MBKM-based learning process at the Faculty of Animal Science, Universitas PGRI Kanjuruhan Malang

Aju Tjatur Nugroho Krisnaningsih[1], Tri Ida Wahyu Kustyorini[2], Dimas Pratidina Puriastuti Hadiani[3], Waluyo Edi Susanto[4], Ari Brihandhono[5]

[1]Faculty of Animal Husbandry, Universitas PGRI Kanjuruhan Malang, Malang, Indonesia
[2] Faculty of Animal Husbandry, Universitas PGRI Kanjuruhan Malang, Malang, Indonesia
[3] Faculty of Animal Husbandry, Universitas PGRI Kanjuruhan Malang, Malang, Indonesia
[4] Faculty of Animal Husbandry, Universitas PGRI Kanjuruhan Malang, Malang, Indonesia
[5] Faculty of Animal Husbandry, Universitas PGRI Kanjuruhan Malang, Malang, Indonesia
E-mail: [1]ajutjatur@unikama.ac.id*,[2]triida@unikama.ac.id, [3]puriastuti@unikama.ac.id,
[4]waluyoedi@unikama.ac.id, [5]aribri@unikama.ac.id
*Coresponding Author

ABSTRACT
This study aims to determine the extent to which the level of satisfaction of the academic community as internal stakeholders on the relevance of the MBKM-based learning process at the Faculty of Animal Husbandry, Unikama. The method used in this research is a survey. The variables measured are the level of satisfaction of the academic community regarding the improvement of Soft-skills and hard skills obtained after participating in the MBKM-based learning process, breadth of the learning experience, effectiveness in dealing with the world of work, and application of methods. case method learning in student lectures. The research data were processed and analyzed based on the percentage of alternative answers to questionnaires and presented descriptively. The results showed that the level of respondents' satisfaction with the improvement of Soft-skills and hard skills obtained after participating in the MBKM Program in Competency/Skills Development as a provision after graduation, breadth of the learning experience, effectiveness in dealing with the world of work, application of the case method learning method in student lectures. produces a very good response. It can be concluded that the implementation of the MBKM-based learning process at the Unikama Faculty of Animal Science provides a very good level of internal stakeholder satisfaction.
Keywords: *Learning process, Stakeholder, MBKM*

INTRODUCTION

Implementation of the Merdeka Belajar Kampus Merdeka (MBKM) program The MBKM policy produces an adaptive and flexible learning outcomes-based curriculum to prepare students of the Faculty of Animal Husbandry to become mature people who can be independent. The basis for supporting the implementation of the MBKM program has been preconceived in Unikama, as indicated by the implementation of SPMI in 2013, then the existence of an MOU and cooperation between the Faculty of Animal Husbandry and various parties related to the Tridarma PT activities in 2008, so that

policy references, guidelines and cooperation development are available. The MBKM learning model with other Study Programs in the same University can be taken from semester 3 to semester 5 (Non-Block Model), then the Partner cooperation program outside the UNIVERSITY is taken in semesters 6 and 7 with the condition that it has completed all compulsory study program courses, activities carried out during internships / work practices are converted to elective courses. The implementation of the MBKM policy in the learning process, synergy with the main achievement indicators of universities, one of which is to improve skill competence as a provision for work after graduation.

Entering the 21st century, the world of Indonesian education in general and universities in particular on the side of producers or labor providers, face two major challenges, first, as a result of the economic crisis the world of education is required to be able to maintain the results of educational development that have been achieved. Second, to anticipate the era of globalization, the world of education is required to prepare competent human resources to be able to compete in the global job market. As the main partner of the government in providing human resources, universities are required to play an active role in being able to produce graduations that have a competitive advantage in the competitive scene in the world.

Based on the description above, research was carried out related to the level of satisfaction of internal stakeholders related to the implementation of the MBKM-based learning process with parameters of increasing soft skills, hard skills, breadth of the learning experience, effectiveness in facing the world of work and the application of make-based case method learning models by the achievement of the main performance indicators of PT.

Research objectives

This study aims to:

1) To determine the level of satisfaction of internal stakeholders with the improvement of soft skills obtained after participating in the MBKM-based learning process, at the Faculty of Animal Husbandry, PGRI Kanjuruhan University, Malang.
2) To determine the level of satisfaction of internal stakeholders with the improvement of hard skills obtained after participating in the MBKM-based learning process, at the Faculty of Animal Husbandry, PGRI Kanjuruhan University, Malang.
3) To determine the level of satisfaction of internal stakeholders with the breadth of make-based learning experiences, at the Faculty of Animal Husbandry, PGRI Kanjuruhan University, Malang.
4) To determine the level of satisfaction of internal stakeholders with effectiveness in facing the world of work after participating in the MBKM-based learning process, at the Faculty of Animal Husbandry, PGRI Kanjuruhan University, Malang
5) To determine the level of satisfaction of internal stakeholders with the application of the MBKM-based Case Method learning model by the achievement of the main performance indicators of PT.

Theoretical Framework

Soft skills are a person's skills in interacting with others (interpersonal skills), life skills (performance), and self-regulation (intrapersonal skills). Soft skills have a big role in supporting a person's success, because if you only have good hard skills without being supported by a good personality or soft skills, then everything will be in vain. (Baharuddin, 2021).

Hard skills can be defined as the ability to master science, technology, and technical skills related to certain scientific fields (Budiningsih, 2020). Effective learning, one of which can produce quality graduates, namely; 1) will be quickly absorbed by the business world, they will not wait long after college. Many companies will use their services either as partners, consultants or employees. They will obtain employment according to competencies with incomes exceeding the minimum wage in their area; 2) otherwise as employees they will be able to become entrepreneurs directly involved in the business world as entrepreneurs because they have been equipped with direct learning

experiences in the community through internships, research, entrepreneurship, student exchanges, and village projects (Mudrikah et al., 2022).

Case-solving learning (case method) is a variant of the learning model that uses case studies from the real world that occur in society (Harahap and Yusra, 2022). The Case Method Learning Method has an impact on increasing the degree of reflective thinking of students on problem issues in the field (Liu & Chen, 2019).

METHODS

The research method used is the survey method (survey research), which is one of the descriptive research methods. Descriptive research is a research method that describes the characteristics of the population or phenomenon under study (Maidiana, 2021).

Data was obtained and collected using questionnaires or questionnaires as research instruments (Sugiyono, 2018) which were filled out online through google forms. The target audience of this study is lecturers and students of the class of 2021, 2020, 2019, and 2018, Faculty of Animal Husbandry, PGRI Kanjuruhan University, Malang.

The measured research variables include:
1) The level of satisfaction of internal stakeholders with the improvement of soft skills obtained after participating in the MBKM-based learning process, at the Faculty of Animal Husbandry, PGRI Kanjuruhan University, Malang.
2) The level of satisfaction of internal stakeholders with the improvement of hard skills obtained after participating in the MBKM-based learning process, at the Faculty of Animal Husbandry, PGRI Kanjuruhan University, Malang.
3) The level of satisfaction of internal stakeholders with the breadth of make-based learning experiences, at the Faculty of Animal Husbandry, PGRI Kanjuruhan University, Malang.
4) The level of satisfaction of internal stakeholders with effectiveness in facing the world of work after participating in the MBKM-based learning process, at the Faculty of Animal Husbandry, PGRI Kanjuruhan University, Malang
5) The level of satisfaction of internal stakeholders with the application of the MBKM-based Case Method learning model by the achievement of the main performance indicators of PT.

Data analysis was carried out manually for the study after the data on the list of questions answered by respondents were obtained. The data is processed and presented as an alternative percentage of the answers. The results are descriptively deciphered to clearly describe the data.

RESULTS AND DISCUSSION

1. The level of satisfaction of internal stakeholders with the improvement of soft skills obtained after participating in the MBKM-based learning process, at the Faculty of Animal Husbandry, PGRI Kanjuruhan University, Malang.

Based on the results of the study, it shows the highest level of satisfaction of internal stakeholders in the Fapet Unikama environment towards the improvement of Soft-skills in the development of competencies/skills as a provision for working after graduation with a very good response, then quite good, not good and the lowest is the level of satisfaction which shows no improvement (listed in Figure 1).

Figure 1.The level of satisfaction of internal stakeholders with the improvement of soft skills

According to Sailah (2008), Soft-skill is a person's skill in relating to others (interpersonal skills), and skills in regulating themselves (intrapersonal skills) that can develop optimally their performance (performance) of a person. Soft skills variables are seen from indicators in the form of oral communication, honesty, participation rate, and student creativity level during the learning process (Delita et al, 2016). Meanwhile, according to O'Brien (2002), soft skills are grouped into six components, namely: a. Communication Skills b. Organization Skills c. Leadership (Leadership) d. Effort Ability (Effort) e. Group skills f. Attitudes and Morals (Ethics).

Several factors affect the Soft-skills possessed by a person, including:

1. Intelligence. Intelligence or intelligence is the ability of an individual to think or act directionally and master the environment effectively.
2. Talent. Talent is an ability that a person has from birth, that ability if given the opportunity to develop through learning will become a real skill, while if it is not developed through learning, the ability will not become a real skill.
3. Interests. Interest is the tendency of one's soul toward something, a person will try harder to obtain something that he is interested in, or in other words with the presence of interest in a person, then that person will be motivated to get something he wants. Motivation. Motivation is an internal state that encourages to do something (learning). Included in motivation is the feeling of joy and the need for the subject matter for the future.
4. Attitude. A person's attitude affects to what extent his learning outcomes can be achieved. A person will have learning difficulties if they previously had a negative attitude (Shah, 2008).

The results of research by Rahmawanti and Nurzaelani (2018) showed that the impact of the MBKM program provided an increase in student soft skills with the highest indicator of the creativity of 97.3%. The results of the research by Sari et al (2021) stated that student competence increased gradually after participating in the MBKM program. Basic life skills and skills such as adaptive attitudes, emotional maturity, and communication skills are developed soft skills.

Universities as one of the producers of labor providers in the era of globalization, inevitably have to provide labor needs that are by the wishes of the world of work through the application of curriculum and learning methods based on soft skills. The key to the success of soft skills-based learning, by paying attention to teaching materials and methods, in addition to having to be committed from universities, the competence of lecturers as the spearhead, must be able to change the mindset of the learning system, namely; 1) from knowledge is seen as something ready-made, just transferred from lecturer to student, to knowledge is the result of construction or the result of the transformation of a person who learns; 2) from learning is receiving knowledge (passivereceptive), to learning is the process of seeking and constructing (forming) active and specific knowledge; and 3) from teaching is to carry out an instruction that has been designed, to teaching is to carry out various strategies that can help students to learn (Muhmin, 2018). The higher the soft skills possessed by individuals, the higher the level of work readiness and vice versa, the lower the Soft-skill ability possessed, the lower the work readiness in facing the AEC. Therefore, soft skills need to be considered so that the level of work readiness they have is getting better. In this case, the ability of soft skills plays a role in

distinguishing between qualified graduates who are ready to compete globally and these soft skills are able to improve their ability to prepare for global competition in the world of work.

Thus, it can be concluded that respondents feel very confident that the implementation of the MBKM-based learning process in the Fapet Unikama environment can improve Soft-skills in the development of competencies/skills as a provision for work after graduation.

2. The level of satisfaction of internal stakeholders with the improvement of hard skills obtained after participating in the MBKM-based learning process, at the Faculty of Animal Husbandry, PGRI Kanjuruhan University, Malang.

Based on the results of the study, it shows the highest level of satisfaction of internal stakeholders in the Fapet Unikama environment towards the improvement of hard skills in the development of competencies/skills as a provision for working after graduation with a very good response, then quite good, not good and the lowest is the level of satisfaction which shows no improvement (shown in Figure 2).

Figure 2. The level of satisfaction of internal stakeholders with the improvement of hard-skills

Hard skills can be defined as the ability to master science, technology, and technical skills related to certain scientific fields (Budiningsih, 2020). The synergy of Sari's research results (2021) The impact of MBKM increased student hard skills performance skills. Meanwhile, hard skills indicators include (1) empathy, (2) sociability, (3) ability to use technology, (4) creative and innovative thinking, and (5) ability to write and conduct research. In the report of Rahmawanti et al (2022), there is an increase in student hard skills with the highest indicators, namely creative and innovative thinking by 96%.

The results of the research testing of Yunia et al., (2022) show that hard skills significantly affect work readiness, are ability and ready to compete in the world of work. There is a difference between graduates who have hard skills and graduates who do not have hard skills. Graduates will face very open competition in the event of finding human resources who have certain qualifications and certifications of expertise. Meanwhile, according to Budiningsih (2020) for types of work that rely more on technic skills related to high accuracy levels, performance is more influenced by hard skills. Furthermore, it was reported that Putri (2019) measured the success of hard skills and soft skills development through the Teaching Factory Program (TEFA) by each of their field expertise, which can create the potential to become a smart, genius, diligent person, to minimize the unemployment rate and be able to glorify abilities both locally and globally. Furthermore, it can provide provisions, especially for the younger generation to improve competence not only in the science learning at university but other competencies in the form of hard skills and soft-skills that can provide added value and increase competitiveness (Sumantika and Susanti, 2021).

Thus, it can be concluded that respondents feel very confident that the implementation of the MBKM-based learning process in the Fapet Unikama environment can improve hard skills in developing competencies/skills as a provision for work after graduation.

3. The level of satisfaction of internal stakeholders with the breadth of make-based learning experiences, at the Faculty of Animal Husbandry, PGRI Kanjuruhan University, Malang.

Based on the results of the study, it shows the highest level of satisfaction of internal stakeholders in the Fapet Unikama environment towards the breadth of make-based learning experiences with a response that gets the breadth of learning experiences, then simply gets the breadth of learning experiences, lacks the breadth of learning experiences and the lowest is the level of satisfaction which shows the absence of breadth of MBKM-based learning experiences (shown in Figure 3).
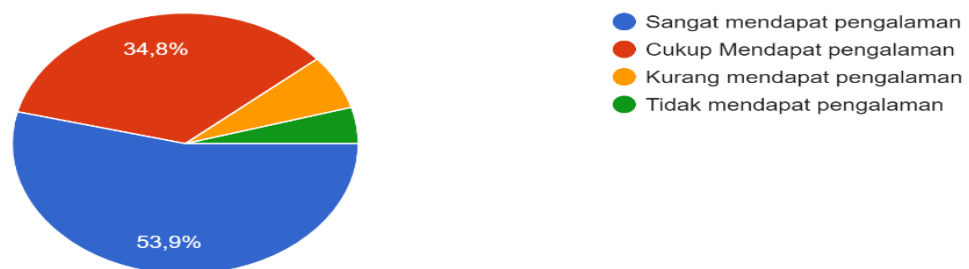

Figure 3. The level of satisfaction of internal stakeholders with the breadth of the learning experience

The learning experience is a student learning activity through interaction with external conditions in their learning environment Learning activities that transform learning materials into meaningful knowledge that can be used to do new things and provide benefits. To increase the link and match between higher education graduates and the business world and the industrial world and the future that is increasingly rapidly changing, at the beginning of 2020. The Ministry of Education and Culture has enacted a new policy in the field of higher education through the "Merdeka Belajar – Kampus Merdeka (MBKM)" program. The MBKM policy provides opportunities for students to gain a broader learning experience and new competencies through several learning activities outside their study program, with the hope that in the future it can in turn produce graduates who are ready to win the challenges of increasingly complex life in the 21st century. The student learning experience, which is manifested in the description of the tasks that must be done by students for one semester, is a form of student learning activities expressed in tasks so that students can achieve the expected abilities at each stage of learning. This process includes process assessment activities and assessment of learning outcomes .

Learning is the process of student interaction with lecturers and learning resources in a learning environment. The characteristics of the learning process are interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered (SN-Dikti Article 11). Student-centered in question is that graduate learning outcomes are achieved through a learning process that prioritizes the development of creativity, capacity, personality, and student needs, as well as developing independence in seeking and finding knowledge. The characteristics of the learning process mentioned above have their respective meanings as follows:

a) Interactive states that graduate learning outcomes are achieved by prioritizing a two-way interaction process between students and lecturers.

b) Holistic states that the learning process encourages the formation of a comprehensive mindset by internalizing local and national excellence and wisdom. Integrative states that graduate learning outcomes are achieved through an integrated learning process to meet the overall learning

outcomes of graduates in one unified program through an interdisciplinary and multidisciplinary approach.

c) Scientific states that the learning outcomes of graduates are achieved through a learning process that prioritizes a scientific approach to create an academic environment based on value systems, norms, and rules of science and uphold religious and national values.

d) Contextual states that graduates' learning outcomes are achieved through a learning process that is adjusted to the demands of the ability to solve problems in the realm of expertise.

e) Thematic states that graduate learning outcomes are achieved through a learning process that is adjusted to the scientific characteristics of the study program and is associated with real problems through a transdisciplinary approach.

f) Effectively state that the learning outcomes of graduates are achieved successfully by attaching importance to the internalization of the material properly and correctly within an optimal period.

g) Collaborative states that graduate learning outcomes are achieved through a joint learning process that involves interaction between individual learners to generate capitalization of attitudes, knowledge, and skills. Characteristics of learning with the implementation of MBKM students get real-world learning experiences according to their profile or scope of work. The learning design is flexible and able to adapt to the development of science and technology (scientific vision) and the demands of the field of work (market signal).

The MBKM program has a positive impact on increasing the knowledge and skills of students and has an impact on increasing the capacity of lecturers. (Mulyana et al, 2022). The suitability of the results of the MBKM program to the needs of graduates is strongly influenced by the learning culture that is experimental learning. Experiences in a place of study such as a company bring students closer to entering the world of work. The relationship between universities and the business world and the industrial world is increasing and much closer. Students can enter the world of work earlier so that the waiting period for graduates to get a job can be cut (Sulistiyani et al, 2022).

Thus, it can be concluded that respondents feel very confident that the implementation of the MBKM-based learning process in the Fapet Unikama environment can increase the breadth of the student learning experience.

4. The level of satisfaction of internal stakeholders with effectiveness in facing the world of work after participating in the MBKM-based learning process, at the Faculty of Animal Husbandry, PGRI Kanjuruhan University, Malang

Based on the results of the study, shows the highest level of satisfaction of internal stakeholders in the Fapet Unikama environment for effectiveness in facing the world of work after following the MBKM-based learning process with a very effective and effective response. There was no response to the respondent's level of satisfaction stating ineffectiveness after following the MBKM-based learning process in facing the world of work (shown in Figure 4).
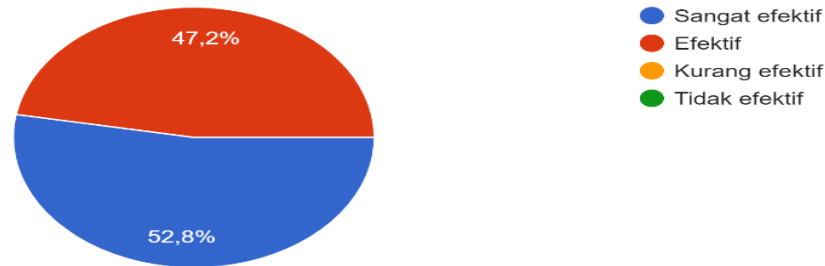
Figure 4. The level of satisfaction of internal stakeholders with the effectiveness of facing the world of work

In the current era of globalization, developments and advances in various fields always prioritize the effectiveness of work to move and run the wheels of the organization. Effective learning, one of which can produce quality graduates, namely; 1) will be quickly absorbed by the business world, they will not wait long after college. Many companies will use their services either as partners, consultants or employees. They will obtain employment according to competencies with incomes exceeding the minimum wage in their area; 2) otherwise as employees they will be able to become entrepreneurs directly involved in the business world as entrepreneurs because they have been equipped with direct learning experiences in the community through internships, research, entrepreneurship, student exchanges, and village projects (Mudrikah et al., 2022). Meanwhile, according to Sulistiyani et al., (2022). The MBKM policy gives students the right to study for 3 semesters outside the study program. This freedom will certainly provide additional competencies beyond the core competencies of their respective study programs. Skills in solving complex real problems, skills in analyzing, professional ethics, and competencies in other fields outside the study program are very likely to be obtained through the implementation of MBKM. To support the effectiveness of the MBKM program, it can collaborate with industries that can accommodate students when conducting internship programs. This collaboration is not limited to certain industries, but to the government sector and firms that can become faculty affiliates in the future. Second, the faculty must consider courses, development programs and activities that can support student creativity and innovation in carrying out entrepreneurial activities. Third, student exchange programs have a large portion of students' interests. This means that the faculty must create an integrated alternative scheme if students want courses that are deemed to have no relevance to the development of their potential. Even though they are given freedom of choice, students also need to get assistance and direction when deciding (Aji et al, 2021).

Thus, it can be concluded that respondents feel very confident that the implementation of the MBKM-based learning process in the Fapet Unikama environment can increase the effectiveness in facing the world of work in developing competencies/skills as a provision for work after graduation.

5. **The level of satisfaction of internal stakeholders with the application of the MBKM-based Case Method learning model by the achievement of the main performance indicators of PT**

Based on the results of the study, shows the highest level of satisfaction of internal stakeholders in the Fapet Unikama environment towards the application of the MBKM-based Case Method learning model by the achievement of the main performance indicators of universities with a very useful response to hone and improve students' critical thinking skills and solve problems better, then the next

response from the respondent's satisfaction level is the response to the application of the case method learning model is quite useful for students (shown in Figure 5).
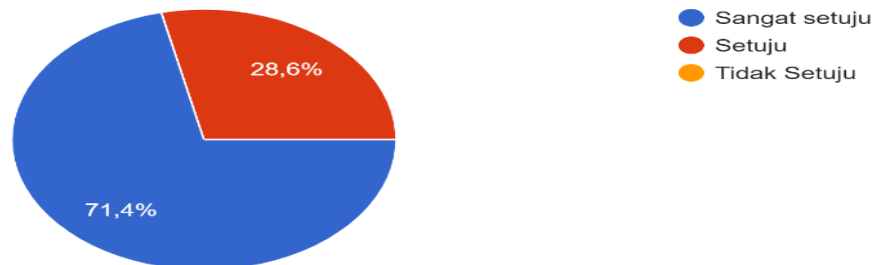

Figure 5. The level of satisfaction of internal stakeholders with the application of the Case Method learning model

Learning Methods are ways used to realize learning strategies by using as optimally as possible learning resources including learning media. The selection of learning forms and methods is based on the inevitability that the expected abilities have been established in a learning stage by the CPL. Forms of learning in the form of lectures, responses, tutorials, seminars or equivalent, practicum, studio practice, workshop practice, field practice, research/research, community building / thematic KKN, student exchanges, internships/work practices, teaching assistance, humanitarian projects, entrepreneurial activities, independent studies/projects, and / or other equivalent forms of learning. While the learning methods are in the form of group discussions, simulations, case studies, collaborative learning, cooperative learning, project-based learning, problem-based learning, or other learning methods, which can effectively facilitate the fulfillment of graduate learning outcomes. The synergy of the results of the report Widiastuti, et al. 2022),

The Case Method Of Learning has an impact on changes, including interest in learning is increasing because students have begun to think and look for answers to the cases to be discussed, (Liu & Chen, 2019). Students are given the freedom to process the meter to be discussed so that they can issue opinions, suggestions, and criticisms on case-based learning. Supported by the results of research by Wospakrik, et al., (2020) there is a significant influence in the application of the Case-Based Learning learning method on student motivation and learning outcomes. Case method-based learning is one of the options to train students' abilities; rhetoric, realist and critical thinking, and conducting simple, more varied, and fun research, students are required to develop and solve problems together with their creativity and innovation (Harahap and Yusra. 2022).

CONCLUSION

Based on the results of the study, it can be concluded that the implementation of the MBKM-based learning process at the Faculty of Animal Husbandry Unikama provides an excellent level of satisfaction to internal stakeholders. It is recommended that research be carried out on optimizing the implementation of the MBKM-based learning process with the level of satisfaction of external stakeholders outside the university.

REFERENCES

Aji, R. H.S., M.H. I, Putra. 2021. *Role Model Implementasi Kurikulum Merdeka Belajar Kampus Merdeka Pada Program Studi Non-Agama* . SALAM Jurnal Sosial dan Budaya Syar-i P-ISSN: 2356-1459.

E-ISSN: 2654-9050 Vol. 8 No. 6 (2021), pp. 2001-2010 DOI: 10.15408/sjsbs.v8i6.23821 http://journal.uinjkt.ac.id/index.php/salam/index

Baharuddin, M. R. 2021. *Adaptasi Kurikulum Merdeka Belajar Kampus Merdeka (Fokus: Model MBKM Program Studi)*. Jurnal Studi Guru Dan Pembelajaran, 4(1), 195-205. https://doi.org/10.30605/jsgp.4.1.2021.591

Budiningsih, I., Soehari, T., & Marlison, M. 2020. *Hard Skill VS Soft skill in The Achievement of Employees in Jakarta Mass Rapid Transit (MRT) Infrastructure Project*. Akademika: Jurnal Teknologi Pendidikan, 9(02), 29-42. https://doi.org/10.34005/akademika.v9i02.895

Delita, F.E., T, Sidauruk. 2016. *Peningkatan Soft Skills Dan Hard Skills Mahasiswa Melalui Project-Based Learning Pada Mata Kuliah Perencanaan Pembelajaran Geografi*. Jurnal Geografi Vol 8 No. 2 - 2016 ISSN 2085 – 8167

Direktorat Pembelajaran dan Kemahasiswaan. (2020). *Merdeka Belajar: Kampus Merdeka.* Dipresentasikan pada webinar Kementerian Pendidikan dan Kebudayaan.

Harahap, E. P., H, Yusra. 2022. *Implementasi Pembelajaran Case Method Melalui Observasi-Investigasi Sebagai Pengembangan Bahan Ajar Dialogika Di Forum Kelas*. Jurnal Bahasa Indonesia Prima,Vol. 4, No. 1, 2022, Maret 2022, PP.

Kementerian Pendidikan dan Kebudayaan. 2020. *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 3 Tahun 2020 Tentang Standar Nasional Pendidikan Tinggi*. Jakarta: Kemendikbud.

Liu, W. Y., & Chen, P. (2019). *The Use of the Case Method to Promote Reflective Thinking in Teacher Education.* Advances in Social Sciences Research Journal, 6(7) 547-557.

Maidiana. 2021. Penelitian Survey. ALACRITY : Journal Of Education Volume 2 No 1 Page : 20-29

Mudrikah, A .,A, Khori., Hamdani., A, Holik,, L, L, Hakim., B, Yasmadi., H, Hidayat. 2022. *Implementasi Merdeka Belajar Kampus Merdeka (MBKM) di Universitas Islam Nusantara*. Islamic Management: Jurnal Manajemen Pendidikan Islam P-ISSN: 2614-4018 Doi: 10.30868/im.v5i01.2177 E-ISSN: 2614-8846 137

Muhmin, A. H. 2018. *Pentingnya Pengembangan Soft Skills Mahasiswa di Perguruan Tinggi.* Forum Ilmiah Volume 15 Nomor 2, Mei 2018 338

Mulyana., Y, Wahyudin., D, Lesmana, Muarif., F. S, Mumpuni., E. R, Farastuti. 2022. *Evaluasi Dampak Program Merdeka Belajar Kampus Merdeka (MBKM) pada Bidang Studi Akuakultur*. Edukatif Jurnal Ilmu Pendidikan Volume 4 Nomor 1 Tahun 2022 Halaman 1551 – 1564

O' Brien, Patrick S. 2002. Making College Count: A Real World Look at How to Succeed in & After College. Miami: Making it Count.

Putri, Y. E ., E, Nuraina., F, Styaningrum. 2019. *Peningkatan Kualitas Hard Skill Dan Soft Skill Melalui Pengembangan Program Teaching Factory (Tefa) Di SMK Model PGRI 1 Mejayan*. Jurnal Promosi. Jurnal Pendidikan Ekonomi UM Metro e-ISSN 2442-9449 Vol.7. No.2 (2019) 26-33 p-ISSN 2337-4721

Rahmawanti, M.R., Nurzaelani, M.M. *Dampak Program Merdeka Belajar Kampus Merdeka Bagi Peningkatan Soft Skills Dan Hard Skills Mahasiswa*. Jurnal Teknologi Pendidikan. Educate, Vol. 7, No. 1, Januari 2022 hlm. 37-47 DOI: 10.32832/educate.v7i1.6218.

Sailah, Illah. 2008. *Pengembangan Soft Skills di Perguruan Tinggi.* Jakarta: Direktorat Jenderal Pendidikan Tinggi.

Sari, R. P., T,Tawami., M.R, Bustam., Juanda., N, Heriyati., A, Prihandini. 2021. *Dampak Implementasi Program Pembelajaran Merdeka Belajar Kampus Merdeka pada Mahasiswa Program Studi Sastra Inggris Universitas Komputer Indonesia.* Jurnal Pendidikan Tambusai Volume 5 Nomor 3 Tahun 2021. ISSN: 2614-6754 (print) ISSN: 2614-3097(online) Halaman 10303-10313

Sugiyono. 2018. Metode Penelitian Kuantitatif, Kulitataif dan R&D. Bandung:Alfabeta

Sulistiyani, E., Khamida., U, Soleha., R, Amalia., S, Hartatik., R. S, Putra., R.P, Budiarti., A, Andini. 2022. *Implementasi Merdeka Belajar Kampus Merdeka (MBKM) pada Fakultas Kesehatan dan Non Kesehatan.* Edukatif : Jurnal Ilmu Pendidikan Vol 4 No 1 Tahun 2022 p-ISSN 2656-8063 e-ISSN 2656-8071

Sumantika, A dan E, Susanti. 2021. *Peningkatan Hard Skills dan Soft Skills pada Lingkup Organisasi*. Jurnal Abdidas Volume 2 Nomor 6 Tahun 2021 Halaman 1449-1455. http://abdidas.org/index.php/abdidas.

Syah, M. 2008. Psikologi Pendidikan dengan Pendekatan Baru. Bandung: Remaja Rosdakarya.

Widiastuti, F., Amin, S., Hasbullah, H. 2022. *Efektivitas Metode Pembelajaran Case Method Dalam Upaya Peningkatan Partisipasi dan Hasil Belajar Mahasiswa pada Mata Kuliah Manajemen Perubahan.* Jurnal Edumaspul, 6 (1), page 728-731 | ISSN 2548-8201 (Print) | 2580-0469)(Online)

Wospakrik, F., Sundari, S., Musharyanti, S. 2020. *Pengaruh penerapan metode pembelajaran case based learning terhadap motivasi dan hasil belajar mahasiswa*. Journal Health of Studies, Vol 4, No.1 Maret 2020, pp. 30-37

Yunia R. G., O. S, Nelwan., G, Lumintang. 2022. *Pengaruh Hard Skill, Soft Skill Dan Efikasi Diri Terhadap Kesiapan Kerja Pada Mahasiswa Akhir Jurusan Manajemen FEB UNSRAT Manado*. Jurnal EMBA Vol.10 No.1 Januari ril 2022, Hal. 172 – 183