

**Research Article**

# Program evaluation of independent Campus learning program in IAIN Ternate Kirkpatrick Model

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**ABSTRACT**

Education has an important role in people's lives and in the future, with the hope that improving the quality of education can reduce crime rates. The Independent Campus Learning Program (MBKM) is a government initiative to increase student productivity and reduce truancy in tertiary institutions. MBKM aims to improve the quality of human resources, graduates, and educational institutions. This research focuses on the IAIN Ternate campus, especially the Faculty of Tarbiyah and Teaching Science (FTIK) which has 8 study programs. The research method used is qualitative and quantitative (Mix Method). Researchers used the draft MBKM guidelines from the FGD results to create variable indicators and create research instruments. The instrument was validated by three education experts using a Likert scale. The results showed that the implementation of the first level of MBKM (Reaction) had not been fully socialized to the study program coordinators. The guidelines used are still in draft form and have not been approved by the chancellor, indicating that the campus has not been wholeheartedly involved in implementing MBKM. The MBKM guideline draft is also still imperfect and is in the data collection stage regarding the number of credits of courses that will be involved in the MBKM.

**Keywords:** independent campus learning program (program belajar kampus merdeka); kirkpatrick model:

## 1. INTRODUCTION

Education is an important issue for the community. The quality of education cannot be separated from the quality of life in the future. Improving the quality of education is expected to reduce the crime rate. The government's initiatives in improving the quality of education are the implementation of the Independent Campus Learning Program (MBKM). MBKM is a new program of the Ministry of Education and Culture which has started its implementation in universities. Important matters contained in the program are as follows: (Nurkholid, 2022) a). Opening of new study programs in accordance with Decree Number 7 of 2020 concerning Establishment, Amendment and Dissolution of State Universities and Establishment, Amendment and Revocation of Permits to Organize Private Higher Education, b). Higher education Accreditation System in accordance with Decree Number 5 of 2020 Ministerial Decree of Education and Culture concerning Accreditation of Study Programs and Higher Education, c). Legal entities at tertiary institutions as regulated in Ministerial Decree of Education and Culture Number 4 of 2020 concerning Changes in State Universities to State Universities with Legal Entities and Ministerial Decree of Education and Culture Number 6 of 2020 concerning Admission of Undergraduate Program Students at State Universities, d). The right to study 3 semesters outside the study program as stipulated in Minister of Culture Regulation No. 3 of 2020 concerning National Higher Education Standards.

The aim of the program is the students can take courses they are interested in and prepare for the job market (Alfikalia, Haryanto, & Widyaningsih, 2022). Another goal is to increase the productivity of higher education students while reducing absenteeism rates. These various types of regulations include Government Regulation of Republic Indonesia No 57 of 2021 concerning National Education Standards and Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards, and Guidebook MBKM from the Directorate General of Higher Education, Ministry of Education and Culture of 2020. Through the right legal basis, government initiatives can be developed and implemented by related agencies, educational institution, and the community.

In improving the quality of education, the MBKM program is an important factor. Day by day, higher education in Indonesia rises to the top of the world ranking and related to the ability in improving the quality, which serves as an indicator of the MBKM program implementation. The outcome of the program is to improve the quality of human resources,

graduates, and educational institutions. The student is expected to directly experience the ecosystem of the world of work, so that it will equip them with the ability to live in the future. This is the form of transformation in the world of education that the government wants, namely the quality of graduates who are relevant to the world of work and highly competent (Antoni, Ritonga, Ahmad, & Hadi, 2022). IAIN Ternate is one of the education institutions which is in the stage of implementing the MBKM program.

Currently, IAIN Ternate which was originally known as STAIN Ternate since August 6<sup>th</sup> 2013 through Presidential Decree No. 54 of 2013. The IAIN Ternate has 4 faculties and 1 postgraduate. The institute is now in the stage of implementing the MBKM program. The implementation of MBKM at IAIN Ternate is still in the category of the planning stage of drafting MBKM guidelines based on which is the Decree of the Director General of Islamic Education Number 7290 of 2020. The drafting of the MBKM guideline of IAIN Ternate was carried out using the Focus Group Discussion (FGD) method involving all campus officials. Such as the Chancellor, vice-chancellors, deans and deputy deans, heads of institutions and study program coordinators. The resulting MBKM guideline draft includes the forms of MBKM learning activities and the MBKM Curriculum related to Graduate Learning Outcomes (CPL) contained in each study program. The purpose of this research is to evaluate the MBKM program implemented at IAIN Ternate, especially at the Faculty of Tarbiyah and Teacher Training (FTIK) using the Kirkpatrick Evaluation Model. Evaluation is a process to collect information about an object, then used to determine the right recommendations and alternatives in deciding (Suharsimi, 2009). Furthermore, Sanders as chairman of The Joint Committee on Standards for Educational Evaluation (1994) defines evaluation as a systematic investigative activity about the truth or success of a goal. Program evaluation according to the Joint Committee quoted by Brinkerhoff (1986: xv) is a systematic investigative activity about something valuable and valuable from an object. Another opinion Denzin and Lincoln (2000: 983), says that program evaluation is oriented around the attention of policy makers from funders characteristically including causal questions about the degree to which the program has achieved the desired goals. In the evaluation there are various models that are used as an approach. (Models & Evaluation, 2021)

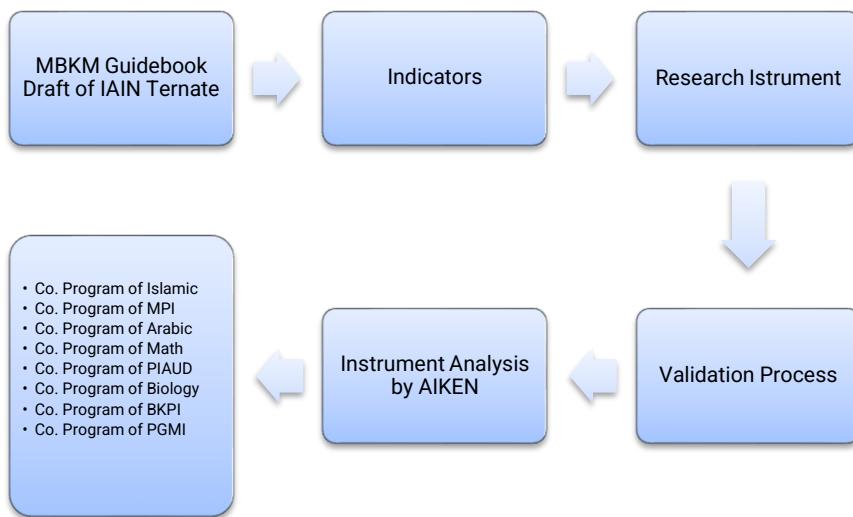
Kirkpatrick is an expert in evaluating training programs in the field of human resource development (HR). The evaluation model developed by Kirkpatrick is known as the Kirkpatrick Four Levels Evaluation Model. Evaluation of the effectiveness of the training program (training) according to Kirkpatrick (1998) includes four levels of evaluation, namely: level 1 reaction, level 2 learning, level 3 behavior, and level 4 result (Supriyati & Muqorobin, 2021). As the implementation of the MBKM on the IAIN Ternate, especially at the Faculty of Tarbiyah and Teaching Science is in early stages or preparation of the MBKM guidebook, the evaluation that the researcher will do is on the guide to the MBKM document. The results of the implementation review of MBKM activities, it can be concluded that IAIN Ternate and other institutions have different preparations for implementing the MBKM program, also the methods and level of analysis used in the type of programs. The results of the study show that there is an interaction between what is prepared at the university level and the implementation of the study program level even though it is not discussed in depth (Krishnapatria, 2021).

## 2. RESEARCH METHOD

The location and focus of the research are on the IAIN Ternate, especially the Faculty of Tarbiyah and Teaching Science (FTIK), which has 8 study programs. The study used qualitative and quantitative methods (*Mix Method*) from the MBKM guideline draft produced through the FGD. The researchers formed variable indicators. The indicator will produce several research instruments that will be distributed to the respondents. The indicators are included: Knowledge of MBKM, Preparation for MBKM implementation, Collaboration with partners, MBKM Curriculum, Implementation, Monitoring and Evaluation of MBKM, Benefits, Supporting and Inhibiting Factors. From these indicators several instruments were born as research measurement tools which then validated by several experts in the field of education. To complete the instrument, a Likert scale is used from 1 to 4 choices, namely: 1 = Absolutely Inappropriate, 2 = Inappropriate, 3 = Appropriate, and 4 = Absolutely Appropriate.

In this study, researchers used three (3) educational experts as validators. The validator is needed to show the achievement of a measurement tool. The object to be measured is the application of MBKM Guidebook used at the Faculty of Tarbiyah and Teaching Science IAIN Ternate. The instrument used can be seen on the following page: <https://docs.google.com/forms/d/1xtHoheE7l13ZyJ5cVibBGzZ-1FcTsG3lwAXjxpN82OE/edit>

After the validation instruments have been collected, the researcher conducts an analysis whether the instrument is valid or not by using the AIKEN analysis tool. The results of the instrument analysis then shared by the researchers with the 8 study program coordinators at Faculty of Tarbiyah and Teaching Science IAIN Ternate as research respondents

**Figure 1.** Scheme of Research design

### 3. RESULTS AND DISCUSSION

#### 3.1 Results

The results of the validation MBKM IAIN Ternate guidance instrument then analyzed using the AIKEN formula. It is necessary to check whether the assessment instrument being developed can be measured. Research data analysis was carried out in several ways, it was analyzed qualitatively by considering the input to revise the product and quantitatively analyzed by calculating the content validity coefficient using AIKEN formula (Rida Fironika Kusumadewi, 2020). The formula as following:

$$V = \sum S / [n(c-1)]$$

V : Rater deal index

S : Rater score (real score – lowest score)

n : Number of validator (3 people)

r : Lowest score as 1

c : Highest score as 4

Through the formula, the validity level criteria are high for 0.80-1.00, moderate for 0.40-0.80, and low for less than 0.40 (Suharsimi, 2012). The following is a list of acquisition of assessment instrument validation data by three (3) validators:

**Table 1.** Result of The Assessment

Question	Validators			S1	S2	S3	$\sum S$	$[n(c-1)]$	V	Info
	I	II	III							
1	3	3	3	2	2	2	6	8	0,75	Moderate
2	3	3	3	2	2	2	2	8	0,75	Moderate
3	3	3	3	2	2	2	2	8	0,75	Moderate
4	3	3	3	2	2	2	2	8	0,75	Moderate
5	3	3	3	2	2	2	2	8	0,75	Moderate
6	3	1	1	2	0	0	2	8	0,25	Low
7	3	1	2	2	0	1	3	8	0,38	Low
8	3	3	3	2	2	2	2	8	0,75	Moderate
9	3	3	3	2	2	2	2	8	0,75	Moderate
10	3	1	2	2	0	1	3	8	0,38	Low
11	3	3	3	2	2	2	2	8	0,75	Moderate
12	3	3	3	2	2	2	2	8	0,75	Moderate
13	3	1	1	2	0	0	2	8	0,25	Low
14	3	3	3	2	2	2	2	8	0,75	Moderate
15	3	3	3	2	2	2	2	8	0,75	Moderate
16	3	3	3	2	2	2	2	8	0,75	Moderate
17	4	3	3	3	2	2	7	8	0,88	High
18	3	3	3	2	2	2	2	8	0,75	Moderate
19	3	3	3	2	2	2	2	8	0,75	Moderate
20	3	3	3	2	2	2	2	8	0,75	Moderate
21	4	3	3	3	2	2	7	8	0,88	High

Based on the **Table 1**, there are 21 assessment instruments, there are 4 assessment instruments whose validity

category is low because it is less than 0.40. The instrument was not used in the assessment because it was invalid and only 17 questions were used as an assessment instrument which represented several indicators in the MBKM guideline draft. The valid assessment instruments were then distributed by the researchers to the 8 study program coordinators in Faculty of Tarbiyah and Teaching Science. The distribution of the instrument is a form of evaluation that the researcher applies to the Kirkpatrick Four Levels Evaluation Model. The MBKM implementation which is currently being run by the IAIN Ternate is in its early stages, namely the preparation and dissemination of the MBKM guideline draft to each study program coordinator in several faculties. The evaluation tool that is suitable for evaluating the guide is the first stage of Kirkpatrick's evaluation model called reaction. Here by the result of 8 program coordinator trough Google Form:

**Table 2.** Question and Answer

Indicators	Questions	Results	%
Knowledge	1. What you know about MBKM program? Explain. 2. How the study program conduct MBKM socialization? What kind of media to use? 3. What kind of document in the process to support MBKM program?	8 respondents know well the program of MBKM and the way to socialize the MBKM	100%
MBKM Preparation	4. How the process of document assembly in study program?	All the respondents can answer the question even in different way	100%
Cooperation	5. How the program conduct cooperation with the third party for MBKM implementation?	Half of the respondent stated that they haven't get the MoU with the third party of MBKM implementation	50%
Curriculum	6. Is there any curriculum alignment for MBKM implementation? 7. What kind of program to be chosen?	Majority of respondent agree there is no curriculum alignment yet or the chosen program yet	0%
Implementation	8. How the implementation of MBKM? explain. 9. In what kind of stage, the teacher involves in MBKM implementation? 10. How the program conduct monitoring and evaluation in MBKM implementation?	All the respondents agree there is no implementation yet of MBKM in the study program	0%
Monitoring & Evaluation	11. How to follow-up the result of monitoring and evaluation? 12. What is the benefit to the program from MBKM implementation? 13. How MBKM support program learning achievement? 14. The benefit to the students after join MBKM in terms of skill, knowledge, and experience? 15. The benefit to the lecture of MBKM implementation in terms of competency improvement?	Instrument of 10 to 13 have not implement yet due to the process still in the early stage	0%
Benefit	16. The supporting factors of the program in conduct MBKM?	Majority of respondents there is not so much benefit yet to the lecture and or students	10%
Supporting Factors	17. The obstacle factors of the program in conduct MBKM?	The supporting factors are human resources, stakeholder, and policy of government and university (Rector and Vice 1) The obstacle factors such as financial policy, curriculum alignment, and not connected yet to SIAKAD, there is no partner school for internship, and the coordinator not involved yet to the curriculum preparation	100%

### 3.2 Discussion

There are 8 indicators used in evaluating the implementation of MBKM, such as knowledge, preparation, collaboration, curriculum, implementation, monitoring evaluation, benefits, and supporting factors. From the knowledge indicators, there are two instruments related to knowledge and socialization of MBKM. The results are from 8 respondents, all of whom stated that they knew about the MBKM program and how to socialize it. In the second indicator called preparations for MBKM, the answers of 8 respondents related to the documents prepared at the study program level to support MBKM and the process of preparing them, it appears that there have been efforts to compile various supporting documents, including the determination of courses for MBKM, curriculum documents, and MBKM guidelines. The drafting process involves coordination with Deputy Dean I and involves the participation of lecturers in selecting courses to be integrated into the MBKM. Although several documents are still in the collection stage and have not been fully prepared, collaboration between related parties shows a good step towards implementing the MBKM program effectively at the study program level. Further evaluation can help to understand thoroughly how the preparation and preparation of documents for MBKM takes place in all study programs.

In the cooperation indicator of 8 respondents' responses regarding how the study program cooperates with partners for the implementation of MBKM, there are several patterns of cooperation identified. Several study programs have carried out the implementation of cooperation MoUs that have been carried out, carried out MoUs and MoAs with partners, and

made cooperation documents (MoU/PKS) with PT/PS in accordance with the level and scope. However, some study programs state that no collaboration has been established or there has been no concrete effort to date. Others stated that the basic policy making through the MoU for cooperation. In addition, one respondent stated that currently, MBKM is still being carried out at the IAIN Ternate campus level itself in collaboration with certain study programs, which focus on collecting course data to determine targets for MBKM cooperation. From this analysis, it can be concluded that several study programs have succeeded in establishing cooperation with partners through MoUs and MOAs, but there are still some that need to take further steps to implement cooperation and establish a more concrete policy basis for implementing MBKM.

In the curriculum indicators answered by 8 respondents regarding curriculum equalization for the implementation of the MBKM and selected programs, there are variations in the study program approach in implementing the MBKM program. Some study programs have actively carried out curriculum equalization according to the MBKM or KKNI guidelines and have chosen MBKM programs such as student exchanges or workshops. This shows the study program's commitment to aligning the MBKM program with institutional policies and national education standards. However, there are also study programs that have not adopted curriculum equalization or have not chosen the MBKM program specifically, perhaps because it is still in the planning stage or other constraints. This shows that there are several challenges in implementing MBKM at the study program level. Thus, further efforts are needed to support study programs that are still in the process of adjusting their curriculum and helping them choose the right MBKM program to optimize the benefits of the program. The respondents related to how the MBKM implementation was implemented in 8 study programs. From the answers of 8 respondents regarding the implementation of the MBKM implementation in their respective units, most of the units were still in the preparation stage or had not implemented MBKM at all. Several units stated plans to implement MBKM in the new school year in 2023. There were also those who stated that although there was a policy on MBKM, implementation had not been carried out because it still used the old curriculum.

This shows that the implementation of MBKM is still in its early stages or has not started in many units. There may be challenges or obstacles that hinder the implementation of MBKM, such as preparation that is not sufficiently mature or the old curriculum which is still an obstacle. Further efforts are needed to support the unit in planning and implementing the MBKM so that this program can run successfully and provide optimal benefits for students. In terms of the role of educators in implementing MBKM, the response of 8 respondents was that teaching staff played a role in various very important aspects. As stated by 8 respondents, the role of educators includes teaching and accompanying PPL and KKL lecturers, supervising lecturers, as well as trainers, supervisors, and advisors. They contribute to strengthening student additional competencies, compiling curricula, and provide direction and guidance to students regarding the implementation of MBKM. However, several study units or programs stated that the implementation of MBKM had not yet been seen because this program had not been implemented in their study programs, while others planned to implement it in learning. The role of educators is very central in directing students to take advantage of MBKM opportunities and ensure that this program runs effectively and provides maximum benefits for developing student competencies outside of the classroom.

In the indicators of monitoring and evaluating the answers of 8 respondents regarding the process of monitoring and evaluating the implementation of MBKM at the study program level, there are various levels of readiness and different approaches. Several study programs stated that they were still in the preparation stage for MBKM implementation or that monitoring, and evaluation had not been carried out at all because this program had not yet been implemented. One respondent stated that the study program had verified students participating in the MBKM program and lecturers supporting the MBKM course. Nonetheless, some study programs state that currently no evaluation process has been carried out or has never been evaluated. However, several study programs have planned to carry out regular monitoring and evaluation by quality groups at the study program and faculty level in the future. Based on these answers, it appears that there are different levels of readiness and commitment in implementing the MBKM monitoring and evaluation process at the study program level. Further coordination and support are needed to help study programs that are still in the preparation stage or have not carried out monitoring and evaluation so that the MBKM program can run effectively and provide optimal benefits for students.

Regarding the follow-up on the results of monitoring and evaluation of the implementation of MBKM, the answers of 8 respondents related to the follow-up of the results of monitoring and evaluation of the implementation of MBKM, there were various levels of readiness and different approaches. Several study programs stated that they were still in the preparation stage for MBKM implementation or had not implemented MBKM at all, so there were no monitoring evaluation results that could be followed up on. However, there were respondents who stated that if the MBKM was successful, the program would continue, but if there was a failure, an evaluation would be carried out to identify weaknesses and look for ways to improve. This response demonstrates a commitment to make corrections and enhancements to the program if necessary. Although several study programs stated that there were no results or that the RTL (*Follow-Up Plan*) had not been implemented, this approach indicated that monitoring and evaluation were expected to be carried out in the future when the MBKM program had been implemented. It should be remembered that the results of MBKM monitoring, and evaluation must be used as a basis for identifying problems and potential improvements as well as

providing strategic recommendations to ensure the success of this program in the future.

At the level of benefits felt by study programs in general from implementing MBKM, most study programs are still in the preparation stage for implementation or have not even implemented MBKM, so the benefits cannot be felt. Several respondents stated that the benefits of MBKM had not been seen or did not yet exist. However, there was one respondent who stated that in the future, the study program would be assisted by the MBKM program, which provides a platform for students to improve their soft skills and hard skills. This response indicates that in the future, the implementation of MBKM is expected to provide benefits for study programs by improving the quality of student competence through the development of soft skills and hard skills. Although the benefits are still being anticipated and have not been fully felt, the role of MBKM as a student competency development program seems to be expected to be a positive factor in supporting the development of study programs and student progress in the future. Regarding how MBKM supports the achievement of the study program's CPL, MBKM is considered a program that plays an important role in supporting the achievement of the study program's Competency Point Learning (CPL). Several respondents stated that MBKM would assist students in strengthening scientific competence and improving students' skills outside their study program.

In addition, MBKM is also considered to support CPL to support graduate profiles and in accordance with the learning activities carried out in the study program. Other responses stated that MBKM can help students strengthen their skills, thus supporting the achievement of CPL from the study program. Overall, MBKM is considered a relevant and effective tool in supporting the achievement of CPL in study programs, which includes developing student competencies, fulfilling CPL supporting graduate profiles, and completing learning activities in study programs. Through the MBKM curriculum, the CPL study program is assisted in achieving the goal of producing qualified educators and professionals. Based on the answers of 8 respondents regarding the benefits felt by students after participating in the MBKM program, it appears that most respondents stated that students would have additional skills, knowledge, and experience after participating in the program. Several respondents stated that the MBKM program contributed to increasing student additional competencies. However, there were several respondents who stated that the MBKM program had not been implemented or that no benefits had been felt. Other responses stated that this program is very good for developing skills in their field. Overall, the MBKM program is considered to provide positive benefits for students by providing additional valuable skills, knowledge, and experience for developing their competencies, although there are some study programs may not have fully implemented the program so that the benefits have not been felt.

Based on the answers of 8 respondents regarding the benefits obtained by lecturers from this MBKM activity, it appears that several respondents stated that lecturers could add recognition, Main Master Credit (KUM), and work experience through MBKM activities. Some respondents stated that the MBKM activities had not been implemented or that the lecturers had not experienced any benefits. However, there are also those who state that MBKM can provide benefits in the form of network development for lecturers. Other responses stated that MBKM activities enable lecturers to establish relationships with partners, which in turn can improve lecturer competence. From these answers, it appears that the MBKM program provides significant potential benefits for lecturers, including increased reputation, KUM, work experience, and opportunities to expand professional networks. However, it is important to note that these benefits may not have been felt by some respondents who stated that MBKM had not been implemented or had not provided concrete benefits. Factors that support the study program implementing MBKM, several factors play an important role. Some of the supporting policy factors are the existence of MBKM guidelines, an assessment of MBKM implementation as an indicator of study program accreditation, and additional graduate profiles for alumni of the MPI study program which focus on the profile of PAI teachers. In addition, HR factors, stakeholders, and policies are also important supports for the implementation of MBKM. The Islamic basis factor is also a relevant consideration. From several answers, it appears that government regulations and efforts to increase student skills in other fields are also supporting factors for the implementation of MBKM. Although there are study programs that state that there are no clear support factors or that they have not implemented MBKM, there are other study programs that show readiness by stating the availability of many relationships for collaboration, such as with schools and related agencies. From these answers, policies, human resources, Islamic basis, and cooperation with stakeholders are the key factors that support study programs in implementing MBKM.

Based on the results of the discussion above, it can be concluded that the implementation of the first level of MBKM (Reaction) has not been fully socialized to the study program coordinator as an intermediary in the implementation of MBKM between implementers and students. This is because the guidelines used are still in the form of drafts that have not been approved by the chancellor so that it seems that the campus is not wholeheartedly involved in implementing MBKM. In addition, the draft MBKM guideline is still not perfect and is still in the stage of collecting data from faculties and study programs regarding the number of course credits that will be taught in MBKM. In running a program, of course, it cannot be separated from supporting factors and inhibiting factors. In terms of drafting the MBKM guidelines at IAIN Ternate, there are supporting factors, including the HR or the MBKM implementing lecturers who are ready to perfect and support the guidelines.

The inhibiting factor in the implementation of the guideline was because it did not involve the study program coordinator which in the end became an obstacle in disseminating the guide to students because of the variety of programs available in each study program. It is suggested to the authorities, in this case the Deputy Chancellor 1 of IAIN Ternate, as

the person in charge of MBKM in Higher Education, especially IAIN Ternate, to focus more attention on preparing the MBKM guidelines so that when it is implemented, no one will be harmed, especially students.

#### 4. CONCLUSION

Factors that hinder the study program implementing MBKM, such as unclear financial allocation support, lack of partner schools or offices for internships, trust from stakeholders, not yet connected to the SIAKAD system, study program readiness, training, and curriculum adjustments, are obstacles that need to be overcome so that the MBKM program can run successfully. Adequate financial support, strong cooperation with external partners, and the trust of all related parties will influence the successful implementation of the MBKM program. In addition, the integration of the MBKM program into the academic system and increasing the readiness of study programs through training and curriculum adjustments are also important steps to ensure that the MBKM program can provide optimal benefits for the students and study programs involved. To increase the effectiveness of the implementation of MBKM at IAIN Ternate, it is necessary to have a strong understanding of the MBKM concept from all stakeholders to avoid pros and cons during implementation. In addition, the support and firmness of policies from institutional leaders is very important to ensure a clear direction and the success of this program. Synergy between study programs and cooperation with external agencies will enrich students' experience in MBKM. It is necessary to develop knowledge about MBKM and strengthen the capability of the study program so that this program can be designed and implemented effectively. Active support and involvement from all stakeholders, including lecturers, students, leaders, and other parties, is the key to success. Continuous monitoring and evaluation will help to see the impact and effectiveness of the MBKM program, so that program improvements and developments can be carried out to provide maximum benefit for the academic and professional development of students at IAIN Ternate.

#### CONFLICT OF INTEREST

There are no conflicts of interest declared by the authors.

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