

## UNIVERSITAS TERBUKA'S STUDENT PREFERENCE ON THE "FREEDOM TO LEARN INDEPENDENT CAMPUS (MBKM)" PROGRAM

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### **Abstract**

The Indonesian government through the Ministry of Education, Culture, Research and Technology (MoECRT) continues to strive to improve the competence of university graduates by providing opportunities for students to study or gain experience outside university. MoECRT then issued a policy of "Freedom to Learn-Independent Campus" (Merdeka Belajar-Kampus Merdeka/MBKM). For Universitas Terbuka (UT), which operates with a distance learning system, it is very feasible to implement the MBKM policy. The MBKM program was offered to students starting in 2021. The purpose of the study is to analyze student preferences toward MBKM program. Student preferences are focused on the scheme of MBKM organized by UT and MoECRT. The research uses a quantitative approach. The research population covers all UT students. Samples were taken from all study programs derived from 37 UT's regional offices based on the following criteria: a) 4th semester students in 2021/22.1 for those students who take semester-based package system scheme or those who has taken a minimum of 70 credits (for students who do not take semester-based package system scheme); b) Minimum GPA 2.50. Data collection techniques were carried out through surveys and focus group discussions (FGD). The survey was conducted online to 600 students and there were 415 respondents who filled out the questionnaire. FGDs were conducted in three UT's regional offices (Jakarta, Bogor, and Yogyakarta) with 15 students in each office. To find out the relationship between variables, correlation analysis was performed. The results showed that most of the respondents (51.8%) did not know about MBKM. The MBKM scheme of MoECRT that most UT students's drawn to are Pertukaran Mahasiswa Merdeka and Kampus Mengajar (70.4). As for the MBKM program organized by UT, the most popular scheme are internships (72.5%), entrepreneurship (72.3%), and student exchange (65.3%). Based on student's work status, those who are already working (70.2%) and not working (70.9%) have the same tendency to take part in student exchanges at other universities. Moreover, students who have a GPA of less than 2.75 and more than 2.75 have different interests to participate in Bangkit program.

Keywords: independent learning, preferences, distance learning, MBKM.

### **1 INTRODUCTION**

The increasing advances in the rapidly evolving technologies on education as well as competition amongst expertise in science and technology sector in Indonesia have required the university graduates to have the competencies demanded by the market and society. The Indonesian government through the Ministry of Education, Culture, Research and Technology (MoECRT) continues to strive to improve the competence of university graduates thus they are ready to be accepted by the market and society in the midst of strong competition. One of them is by providing opportunities for students to study or gain experience outside university. Therefore, universities

must offer or design a curriculum of study programs in which some of the learning outcomes of the courses can be obtained from other universities.

The MoECRT then issued a policy of “Freedom to Learn-Independent Campus” (Merdeka Belajar-Kampus Merdeka/MBKM) to accommodate the achievement of learning outcomes in other universities. The basis for the MBKM policy is Minister’s regulation No. 3 of 2020 concerning National Higher Education Standards; Minister’s regulation No. 4 of 2020 concerning the change of state university to state university with legal entities (PTN-BH); Minister’s regulation No. 6 of 2020 concerning New Student Admissions for Undergraduate Programs at state university; Minister’s regulation No. 7 of 2020 concerning Changes, Dissolution of state university and private university. The MBKM policy was implemented in universities starting in 2020. The MBKM policy will be implemented through lecture programs or non-lecture programs. These programs can be implemented through 8 schemes: a) Student exchange (lectures); b) Work practice/internship; c) Community service; d) Teaching Assistants in the Education Unit; e) Research; f) Entrepreneurial activities; g) Independent study/project; h) Humanitarian projects (MoECRT, 2020).

In UT itself, the MBKM program was implemented in 2021. It refers to 8 programs offered by the MoECRT, by selecting and determining programs in accordance with UT’s students characteristic and nature as an open and distance higher education institution. Simultaneously, socialization and surveys were carried out to students to find out and analyze student preferences about MBKM. The purpose of the study is to analyze student preferences toward MBKM program. Student preferences are focused on the scheme of MBKM organized by UT and MoECRT. Data on student preferences is useful as one of UT's considerations for determining the programs that will be offered to students.

## **2 METHODOLOGY**

The research uses a quantitative approach. The research population is all UT students. Samples were taken from all study programs from 37 UT’s Regional offices based on the following criteria: a) 4th semester students in 2021/22.1 for those students who take semester-based package system scheme or those who has taken a minimum of 70 credits (for students who do not take semester-based package system scheme); b) Minimum GPA of 2.50.

Data collection techniques were carried out through surveys and focus group discussions (FGD). The survey was conducted online to 600 students and there were 415 respondents who filled out

the questionnaire. FGDs were conducted in three UT's regional offices, namely UT's Regional offices of Jakarta, Bogor, and Yogyakarta. At each UT's regional offices, FGD was conducted on 15 students.

The development of research instruments is carried out by referring to the indicators in the MBKM program. Instrument testing was conducted on 60 respondents, but only 30 respondents were responded. From the results of the trial, improvements were made to the question items in the questionnaire, including the following.

1. Eliminate questions about name and NIM because they contain sensitive elements (private confidentiality),
2. Added "not yet taken the test" category to questions about TOEFL scores,
2. Outline the questions into separate items for questions about the form of MBKM organized by MoECRT, the form of MBKM organized by UT, student interest in the form of MBKM organized by MoECRT, student interest in the form of MBKM organized by UT,
2. Added answer categories "outside the province" and "outside the country" for item questions about the selected location regarding the MBKM program.

Data analysis was carried out descriptively by displaying data in tables, graphs, and descriptions. To find out the relationship between variables, correlation analysis was performed.

### **3 FINDINGS AND DISCUSSION**

#### **Characteristics of Respondents**

The results on the survey of respondent characteristics (Table 1) show that most of the respondents (73.5%) are working, with almost all (94.5%) having a GPA 2.75, and most of them (88.7%) have never taken the TOEFL test. Respondents are dominated by students who are already working. Universitas Terbuka which provides distance education is very suitable for students who are already working (Rusli, 2004). Several other studies also show the same result (Utami et al, 2020).

Most respondents have a GPA 2.75. This characteristic is in accordance with the requirements of students to be involved in the MBKM program, namely having a minimum GPA of 2.75 on a scale of 4.00 (Universitas Terbuka, 2021). Most of the respondents have never taken the TOEFL test thus the respondents in this study have not fully described as prospective students who are involved in the MBKM program, considering that another requirement in the MBKM program is

to have English language skills (especially for those who will take edX courses) as evidenced by certificate for english proficiency test, minimum TOEFL 475, or other equivalent test (ICE Institute, 2021).

*Table1. Characteristics of Respondents*

No	Characteristics of Respondents	Frequency (N=415)	Percentage
1	<b>Employment status</b>		
	Working	305	73.5
	Not yet working	110	26.5
2	<b>GPA</b>		
	< 2.75	23	5.5
	2.75	392	94.5
3	<b>TOEFL score</b>		
	< 475	22	5.3
	475	25	6.0
	Never taken the test	368	88.7

### **Knowledge of MBKM**

Based on survey results, it is known that most of the respondents (51.8%) did not know about MBKM (Table 2). This condition became one of the evaluation aspects for UT related to the effectiveness of the MBKM program socialization to students. It is known that knowledge is an important domain in the formation of open behavior (Donsu, 2017), which is very much needed in the successful implementation of new programs. Increased knowledge cannot merely be obtained from formal education, but can also be obtained from non-formal education. In addition, knowledge of an object also determines a person's attitude, whether its positive or negative aspects. The more positive aspects and objects that are known, the more positive attitudes will be towards certain objects (Notoatmojo, 2014). Therefore, the implementation of the MBKM program needs to be supported by good knowledge of students about MBKM so that they are able to achieve the positive attitude expected of students. Efforts that can be made to increase knowledge about MBKM are through promoting widespread dissemination of MBKM to students through various media and involving various stakeholders. This is also consistent with the results of this study that most students get information about MBKM from social media, UT's Regional offices, the UT website, and MoECRT website.

*Table 2. Student Knowledge about the Form of MBKM*

No	Knowledge of MBKM	Frequency (N=415)	Percentage
1	Know about MBKM		
	Yes	200	48.2
	Not	215	51.8
2	MBKM Information Source		
	Social media	102	23.0
	UT's Service point	22	5.0
	Friends/Relatives	47	10.6
	UT's Regional Offices	82	18.5
	MoECRT website	68	15.3
	UT website	71	16.0
	UT's Headquarter	51	11.6

### **Student Knowledge about the Scheme of MBKM**

Dissemination of information related to MBKM to students is very important so that students are well aware about the forms of MBKM offered. Currently, there are 8 MBKM schemes offered, namely Student exchange, Internship, Community service, Teaching Assistants in the Education Unit, Research, Entrepreneurial activities, Independent study/project, and Humanitarian projects. The most familiar form of MBKM by UT students is Internship (88%), Student Exchange (86.5%), Research (77.5%) and followed by Teaching Assistance (77%), Entrepreneurial activities (70%), Community services (66%) and Humanitarian Projects (63%) (Table 3). The high level of student knowledge on internships, student exchanges and research is understandable considering that these three activities were common among students even before the government's MBKM program was introduced. Many students have done internships in companies to practice the theory they have learned during their studies in the world of work. There also been student exchange between universities within Indonesia and abroad, as well as involving students in research activities. The lack of students' knowledge of other MBKM schemes such as Teaching Assistance, Entrepreneurship, Community Service Program and the Humanitarian Project indicates the need for more intense socialization to students to introduce these activities more.

*Table 3. Student Knowledge about the Scheme of MBKM*

No	Knowledge of MBKM Scheme	Frequency (N=200)	Percentage
1	Student exchange		
	Yes	173	86.5
	Not	27	13.5
2	Internship		
	Yes	176	88.0
	Not	24	12.0
3	Entrepreneurship		
	Yes	140	70.0
	Not	60	30.0
4	Research		
	Yes	155	77.5
	Not	45	22.5
5	Community Service		
	Yes	132	66.0
	Not	68	34.0
6	Humanitarian Project		
	Yes	126	63.0
	Not	74	37.0
7	Independent Study		
	Yes	143	71.5
	Not	57	28.5
8	Teaching Assistant		
	Yes	154	77.0
	Not	46	23.0

### **Student Knowledge about the Scheme of MBKM by MoECRT**

Currently, there are several forms of MBKM offered by MoECRT regarding the 8 schemes provided. Pertukaran Mahasiswa Merdeka remains the most widely known form of MBKM by students (91%) (Table 4). Furthermore, program of the Kampus Mengajar (90.5%), ICE (70.5%), Kredensial Mikro Mahasiswa Indonesia (KMMI) (66.5%) and Sekolah Ekspor (60.5%), which had previously been socialized by UT through the dissemination of information on social media and webinars, turned out to be sufficient to provide insight to students. Moreover, Bangkit and UIF programs are currently being promoted to students and it is proven that at the opening of registration for Bangkit program for 2022 in November 2021, as many as 1,000 UT students have registered.

*Table 4. Student Knowledge about the Scheme of MBKM by MoECRT*

No	Knowledge of MBKM by MoECRT	Frequency (N=200)	Percentage
1	<b>Pertukaran Mahasiswa Merdeka</b>		
	Yes	182	91.0
	Not	18	9.0
2	<b>ICE Program</b>		
	Yes	141	70.5
	Not	59	29.5
3	<b>Permata Sari</b>		
	Yes	64	32.0
	Not	136	68.0
4	<b>Permata Sakti</b>		
	Yes	68	34.0
	Not	132	66.0
5	<b>Bangkit</b>		
	Yes	85	42.5
	Not	115	57.5
6	<b>UIF</b>		
	Yes	106	53.0
	Not	94	47.0
7	<b>Kampus Mengajar</b>		
	Yes	181	90.5
	Not	19	9.5
8	<b>Sekolah Ekspor</b>		
	Yes	121	60.5
	Not	79	39.5
9	<b>BPN</b>		
	Yes	100	50.0
	Not	100	50.0
10	<b>Kredensial Mikro Mahasiswa Indonesia (KMMI)</b>		
	Yes	133	66.5
	Not	67	33.5

#### **Student Knowledge about the Scheme of MBKM by Universitas Terbuka**

At Universitas Terbuka itself, not all MBKM schemes are offered to students because it depends on the nature of the study program. The schemes that have been offered are in the form of student exchanges, internships, entrepreneurship and Community service. The results showed that most respondents chose internships as the MBKM scheme that students knew best (80.5%) (Table 5). This may be correlated with the profile of UT students, which most of whom are already working, both as workers and as entrepreneurs.

Table 5. Student Knowledge of UT's MBKM Scheme

No	Knowledge of MBKM UT	Frequency (N=200)	Percentage
1	Student exchange		
	Yes	143	71.5
	Not	57	28.5
2	Internship		
	Yes	161	80.5

### Student Preferences for Participating in MBKM of MoECRT

Out of 10 forms of MBKM MoECRT offered, the programs that most UT students' drawn to are Pertukaran Mahasiswa Merdeka and Kampus Mengajar (70.4) (Table 6). Kampus Mengajar program is quite interesting for UT students, considering that most of UT students are dominated by students from Faculty of Education and Teacher Training. In fact, quite a number of UT's students from other faculty are even interested in joining this program, with some quite interesting arguments:

*we know about learning in other places, in the village there is not much understanding about various things, it can helps elementary school children and nurture them.*

*(I'm interested in) teaching in school, (because I'm) happy around small children.*

Furthermore, Kredensial Mikro Mahasiswa Indonesia (KMMI) and ICE programs are quite attractive to UT students. In 2021, there are 961 UT students participating in ICE program. Likewise with Sekolah Ekspor and internships at BPN whereis in 2021, there will be 21 UT students participating in Sekolah Ekspor and 48 students interning at BPN.

For Bangkit program, where its activities are more focused on the IT field, it turns out that there are even more enthusiasts from study programs that do not have much contact with IT, namely students from study program of management, accounting, law and communication.



*Table 6. Student Preferences for Participating in MBKM of MoECRT*

No	The form of MBKM MoECRT wants to follow	Frequency (N=415)	Percentage
1	Pertukaran Mahasiswa Merdeka		
	Yes	292	70.4
	Not	123	29.6
2	ICE Program		
	Yes	259	62.4
	Not	156	37.6
3	Permata Sari		
	Yes	126	30.4
	Not	289	69.6
4	Permata Sakti		

### Student Preferences to Join Universitas Terbuka MBKM

Starting from semester 2020/21.2, UT has offered several MBKM programs, both lectures (student exchanges) and non-lectures (internships, community services, and entrepreneurship. The results of survey to students about the activities to be followed in MBKM, resulted that students are most interested in is internship, with the percentage of respondents with 72.5%, then entrepreneurship (72.3%), and 65.3% student exchange (Table 7). This is good, since by participating in internships and entrepreneurship, it can bring students closer to the business and industrial world thus making it easier for students to get jobs.

*Table 7. Interests of UT Students in the Form of MBKM*

No	The form of UT MBKM you want to follow	Frequency (N=415)	Percentage
1	Student exchange		
	Yes	271	65.3
	Not	144	34.7
2	Internship		
	Yes	301	72.5
	Not	114	27.5
3	Entrepreneurship		
	Yes	300	72.3
	Not	115	27.7
4	Research		
	Yes	259	62.4
	Not	156	37.6
5	Community Service		
	Yes	258	62.2
	Not	157	37.8

Student exchange is useful for students to provide learning experiences at other universities, besides UT. This experience can provide new insights for students about learning culture and academic culture at other universities. Currently, UT has partnerships with Indonesia Cyber Education Institute (ICE-I) and universities that already have a cooperation agreement with UT. ICE-I collaborates with a consortium of universities Indonesia and several universities abroad that offer courses through Open edX.

### **Relationship Between Variables**

The research will also look at some patterns of relationships that occur between variables. The pattern of relationships that will be studied thoroughly include: the relationship between student work status and their tendency to choose the scheme of MBKM, the relationship between student GPA and their tendency to choose the scheme of MBKM, student GPA with student work status, student domicile and their tendency of college choice, as well as the relationship between work status and the college that will be selected for the student exchange program.

### **The Relationship Between Student Work Status and Scheme of MBKM by MoECRT that Student Want to Follow**

There is a relationship between work status and student's tendency to participate in MBKM in the form of student exchange (Table 8). Respondents who are already working tend not to participate in MBKM program of student exchange, whilst those who are not employed yet tend to participate in this program. However, if we compare the percentages between those who are already working and not, it is relatively not much different (70.2% versus 70.9%). So it can be said that even though there is a relationship, the correlation between work status and the tendency to participate in MBKM of student

exchange is indeed very weak. The same pattern also occurs in various forms of MBKM by MoECRT, wherein there is a relationship between work status and the tendency to participate in MBKM program. The strength of the relationship is also relatively the same. So it can be said that the relationship between work status and the tendency to participate in MBKM by MoECRT is also very weak. Referring to the trend of the data in Table 8, it can be seen that students tend to participate in MBKM program by MoECRT, except for Permata Sari and Permata Sakti programs. In this relationship, both students who are not working and those who are already working tend not to take part in Permata Sari and Permata Sakti programs. The results of the

research reveal that students are more interested in participating in student exchange organized by ICE Institute.

Yes, I really want to join ICE program, because they are offering courses from abroad universities like Harvard. It's cool if you can attend Harvard, even if it's only one course.

*Table 8. Relationship between Employment Status and Scheme of MBKM MoECRT (n: 415)*

No	The form of MBKM MoECRT	Employment status		Total
		Working	Not yet working	
1	Pertukaran Mahasiswa Merdeka			
	Yes	214 (70.2%)	78 (70.9%)	292 (70.4%)
	Not	91 (29.8%)	32 (29.1%)	123 (29.6%)
2	ICE Program			
	Yes	185 (60.7%)	74 (67.3%)	259 (62.4%)
	Not	120 (39.3%)	36 (32.7%)	156 (37.6%)
3	Permata Sari			
	Yes	92 (30.2%)	34 (30.9%)	126 (30.4%)
	Not	213 (69.8%)	76 (69.1%)	289 (69.6%)
4	Permata Sakti			
	Yes	98 (32.1%)	34 (30.9%)	132 (31.8%)
	Not	207 (67.9%)	76 (69.1%)	283 (68.2%)
5	Not Bangkit			
	Yes	144 (47.2%)	61 (55.5%)	205 (49.4%)
	Not	161 (52.8%)	49 (44.5%)	210 (50.6%)
6	UIF			
	Yes	161 (52.8%)	61 (55.5%)	222 (53.5%)
	Not	144 (47.2%)	49 (44.5%)	193 (46.5%)
7	Kampus Mengajar			
	Yes	209 (68.5%)	83 (75.5%)	292 (70.4%)
	Not	96 (31.5%)	27 (24.5%)	123 (29.6%)
8	Sekolah Ekspor			
	Yes	174 (57.0%)	71 (64.5%)	245 (59.0%)
	Not	131 (43.0%)	39 (35.5%)	170 (41.0%)
9	BPN			
	Yes	173 (56.7%)	69 (62.7%)	242 (58.3%)
	Not	132 (43.3%)	41 (37.3%)	173 (41.7%)
10	Kredensial Mikro Mahasiswa Indonesia (KMMI)			
	Yes	189 (62.0%)	74 (67.3%)	263 (63.4%)
	Not	116 (38.0%)	36 (32.7%)	152 (36.6%)

Furthermore, the data in Table 9 shows the pattern of the relationship between student work status and MBKM by MoECRT that students most want to participate in. If in Table 8 students are given the opportunity to choose whether they want to join all the existing MBKM program, then in Table 9 students are only asked to choose one of the programs organized by MoECRT. The data in Table 9 shows that students both working and not working have a tendency to participate in student exchange programs organized by MoECRT, Kampus Mengajar, and internship programs organized by BPN. Other programs tend to be unattractive to students, both those who are already working and those who have not worked. The tendency of students to take part in student exchange programs is because they want to have a learning experience at other universities besides Universitas Terbuka. There is a desire to experience face-to-face learning patterns organized by other universities.

*I really want to experience what it's like to learn face-to-face, since we've been learning online. Of course, we also take a face-to-face tutorial, but it's a different atmosphere, if you go to face-to-face lectures. I just want to know.*

Respondents who choose Kampus Mengajar programs are based on their liking for children, and their desire to teach children in need.

*Yes, basically because I really like children, so when there is an offer to teach children, I like it. Especially since it's in underdeveloped areas.*

For respondents who chose the program organized by BPN, they did have an interest in knowing more about land issues, and some of them had participated in a similar program while studying in high school.

Table 9. Relationship of Work Status with the Most Followed Scheme of MBKM by MoECRT (n: 415)

		The form of MBKM MoECRT Most Want to Follow												Total	
		<del>Pertukaran Mahasiswa Merdeka</del>	ICE Program	<del>Permata Sakti</del>	Bangkit	UIF	<del>Kampus Mengajar</del>	<del>Sekolah Ekspor</del>	Badan Pertanahan Nasional	KM MI	<del>Sekolah Pertahanan</del>	Entrepreneurship	<del>Apprenticeship</del>		
<del>Employment status</del>	Working	Count	107	31	1	1	16	63	18	41	25	0	1	1	305
		% within working status	35.1%	10.2%	0.3%	0.3%	5.2%	20.7%	5.9%	13.4%	8.2%	0.0%	0.3%	0.3%	100.0%
	Not yet working	Count	40	6	0	3	9	16	5	21	9	1	0	0	110
		% within working status	36.4%	5.5%	0.0%	2.7%	8.2%	14.5%	4.5%	19.1%	8.2%	0.9%	0.0%	0.0%	100.0%
Total		Count	147	37	1	4	25	79	23	62	34	1	1	1	415
		% within working status	35.4%	8.9%	0.2%	1.0%	6.0%	19.0%	5.5%	14.9%	8.2%	0.2%	0.2%	0.2%	100.0%

### The relationship between GPA and Scheme of MBKM by MoECRT that students want to follow

Students whose GPA is less than 2.75 tend to join MBKM program in any form organized by MoECRT, while students whose GPA is more than 2.75 tend not to participate (Table 10). This condition is interesting, because theoretically, students who have a high GPA usually tend to take part in various programs offered, but the opposite condition occurs in the respondents who are sampled. From the search results, this condition occurs because those students who have GPA of less than 2.75, see this as an opportunity to improve their GPA.

*If I'm not mistaken, if we join MBKM, we'll be freed for 20 credits and doesn't have to take any courses in our university. Then the grades will be taken from MBKM program. So if the grades are good, it can improve our GPA.*

Table 10 also shows us that of all MBKM programs by MoECRT, a significant difference is in the MBKM program of Bangkit (60.9% versus 48.7%), while for other MBKM programs there is relatively no difference between students who have a GPA of less than 2.75 and those who have more than 2.75. This occurs because Bangkit program is better known among students since this was the initial program organized by MoECRT.

*We know Bangkit. We have heard about it a lot. While others, not so much information.*

Table 10. Relationship between GPA and Scheme of MBKM by MoECRT student wants to participate in (n: 415)

No	The form of MBKM by MoECRT	GPA		Total
		<2.75	2.75	
1	<b>Pertukaran Mahasiswa Merdeka</b>			
	Yes	17 (73.9%)	275 (70.2%)	292 (70.4%)
	Not	6 (26.1%)	117 (29.8%)	123 (29.6%)
2	<b>ICE Program</b>			
	Yes	16 (69.6%)	243 (62.0%)	259 (62.4%)
	Not	7 (30.4%)	149 (38.0%)	156 (37.6%)
3	<b>Permata Sari</b>			
	Yes	9 (39.1%)	117 (29.8%)	126 (30.4%)
	Not	14 (60.9%)	275 (70.2%)	289 (69.6%)
4	<b>Permata Sakti</b>			
	Yes	8 (34.8%)	124 (31.6%)	132 (31.8%)
	Not	15 (65.2%)	268 (68.4%)	283 (68.2%)
5	<b>Bangkit</b>			
	Yes	14 (60.9%)	191 (48.7%)	205 (49.4%)
	Not	9 (39.1%)	201 (51.3%)	210 (50.6%)
6	<b>UIF</b>			
	Yes	13 (56.5%)	209 (53.3%)	222 (53.5%)
	Not	10 (43.5%)	183 (46.7%)	193 (46.5%)
7	<b>Kampus Mengajar</b>			
	Yes	18 (78.3%)	274 (69.9%)	292 (70.4%)
	Not	5 (21.7%)	118 (30.1%)	123 (29.6%)
8	<b>Sekolah Ekspor</b>			
	Yes	14 (60.9%)	231 (58.9%)	245 (59.0%)
	Not	9 (39.1%)	161 (41.1%)	170 (41.0%)
9	<b>BPN</b>			
	Yes	14 (60.9%)	228 (58.2%)	242 (58.3%)
	Not	9 (39.1%)	164 (41.8%)	173 (41.7%)
10	<b>Kredensial Mikro Mahasiswa Indonesia (KMMI)</b>			
	Yes	18 (78.3%)	245 (62.5%)	263 (63.4%)
	Not	5 (21.7%)	147 (37.5%)	152 (36.6%)

Students who have GPA of less than 2.75 are more dominant in joining Pertukaran Mahasiswa Merdeka and Kampus Mengajar. The same condition also applies to students who have GPA of more than 2.75 (Table 11). The desire of students to join Pertukaran Mahasiswa Merdeka program is based on their desire to know a different experience from what they have experienced while studying at UT through online, even though learning at other universities is actually also done online.

Table 11. Relationship between IPK and scheme of MBKM by MoECRT student wants to participate in (n: 415)

			The form of MBKM MoECRT Student Most Want to Follow												Total
			Pertukaran Mahasiswa Merdeka	ICE Program	Permat a Sakti	Banakit	UIF	Kampus Mengajar	Sekolah Ekspor	BPN	KMMI	Sekolah Pertahan an	entrepre neurship	Apprenti ceship	
GPA	< 2.75	Count	10	4	0	0	0	4	1	3	1	0	0	0	23
		% within GPA	43.5%	17.4%	0.0%	0.0%	0.0%	17.4%	4.3%	13.0%	4.3%	0.0%	0.0%	0.0%	100.0%
	2.75	Count	137	33	1	4	25	75	22	59	33	1	1	1	392
		% within GPA	34.9%	8.4%	0.3%	1.0%	6.4%	19.1%	5.6%	15.1%	8.4%	0.3%	0.3%	0.3%	100.0%
	Total	Count	147	37	1	4	25	79	23	62	34	1	1	1	415
		% within GPA	35.4%	8.9%	0.2%	1.0%	6.0%	19.0%	5.5%	14.9%	8.2%	0.2%	0.2%	0.2%	100.0%

#### 4 CONCLUSION

Most of the respondents did not know about MBKM. Many students have done internships in companies to practice the theory they have learned during their studies in the world of work. The high level of student knowledge on internships, student exchanges and research is understandable considering that these three activities were common among students even before the government's MBKM program was introduced.

Pertukaran Mahasiswa Merdeka remains the most widely known form of MBKM by students. The schemes that have been offered are in the form of student exchanges, internships, entrepreneurship and Community service. The results showed that most respondents chose internships as the MBKM scheme that students knew best. Out of 10 forms of MBKM MoECRT offered, the programs that most UT students's drawn to are Pertukaran Mahasiswa Merdeka and Kampus Mengajar.

The pattern of relationships that will be studied thoroughly include: the relationship between student work status and their tendency to choose the scheme of MBKM, the relationship between student GPA and their tendency to choose the scheme of MBKM, student GPA with student work status, student domicile and their tendency of college choice, as well as the relationship between work status and the college that will be selected for the student exchange program.

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