Jurnal Policy Analysis of Edu-Technopreneurship

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Policy Analysis of Edu-Technopreneurship-Based MBKM Implementation in Higher Education: A Case Study of the MBKM Program at Universitas PGRI Madiun

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Abstract: This research aims to analyze the policy of implementing MBKM at Universitas PGRI Madiun (UNIPMA) based on Edu-Technopreneurship. The research method used is the descriptive qualitative approach. The subject of this study is all UNIPMA lecturers, students, and staff. The data collection technique used (1) a survey from the Ministry of Education and Research and Technology that had been adapted to the Edu-Technoprenership-based UNIPMA MBKM program, (2) a survey given to faculty leaders, (3) analysis of the MBKM implementation document. The data were analyzed descriptively. The result shows that UNIPMA already has policies and guidelines for MBKM Edutechnopreneurship activities. The study program also has a curriculum, MBKM guidelines, and standard operational guidelines for implementing MBKM activities according to the characteristics of each study program. Policies and guidelines owned by universities and study programs have been socialized offline and online, but each has not been optimal. There are still lecturers, students, and staff who have not received complete information regarding policies, curriculum, and guidelines related to the implementation of MBKM. It is recommended to formulate policies at the university and faculty level to disseminate policies, curriculum, and other tools related to MBKM edutechnopreneurship. The implementation of MBKM has a positive impact on additional competencies such as skills in solving complex real problems, improving soft skills, and according to future needs. However, there are still 7% of students who are worried that their study period will be longer. With the correct and appropriate MBKM socialization policy, as well as testimonials from MBKM activity participants, it is hoped that the concerns of prospective MBKM participants can be reduced. Students are very interested and enthusiastic in participating in MBKM activities especially to connect their competencies with the industrial world.The form of the internship is the most sought after by students.

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Introduction

Higher education is an agent of change in preparing excellent human resources who can identify problems in society and provide the best solutions in line with world civilization which is entering the fourth stage of the industrial era which is popularly known as the fourth industrial revolution or the digital revolution or Industry 4.0 (Bai et al., 2020). The fourth industrial revolution is an era of cyber technology collaboration and automation technology

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with the characteristics of the Internet of Things, Big Data, Artificial Intelligence, Cloud Computing and Additive Manufacturing (Ortiz, 2020; Tay et al., 2018).

The significant impact of the Industry 4.0 is not only felt in the industrial sector, but also in all areas of people's lives in line with the strong attachment to supporting the needs of daily life both on a large and small scales to technological products as (Petrillo et al., 2018; Sima et al., 2021). The rapid changes that occurred as a result of the Industry 4.0 caused the phenomenon of digital disruption due to automation and connectivity in all fields, thus making the movement of the industrial world and job competition non-linear (Tay et al., 2018). The implication of this phenomenon is a change in the way of production and human consumption, for example one form of application of artificial intelligence in the form of automation using robots that replace human labor. On the one hand, this makes the user sector benefit from being cheaper, more effective, and efficient operating costs. But on the other hand, this results in the involvement of the human workforce which is drastically reduced, resulting in a skyrocketing unemployment rate if we are not ready to equip human resources with the right knowledge and skills to be able to play an active role in taking up work roles according to the demands and flows of technological advances. [6]– [8].

Universities have implemented various efforts and strategies to change quickly and flexibly by implementing a new curriculum that is in line with community demands. However, universities are currently considered not to have had significant attention in the aspect of studying the effectiveness of their programs, especially through research and their application in service activities. Universities are considered not fully capable of producing graduates who are ready to work, and have scientific competence and skills according to the demands of the world of work in the Industry 4.0 era (Nastiti & Abdu, 2020; Risdianto, 2019). Therefore, a breakthrough or rapid innovation is needed in the education system in Indonesia so that it goes hand in hand with the challenges of a changing era (Farsi & Zio, 2019; Kementrian Perindustrian RI, 2018; Satya, 2018; Sima et al., 2021).

The Independent Learning Campus (MBKM) policy issued in 2021 by the Minister of Education and Culture is a necessity if Indonesia wants to produce university graduates who are competitive and capable in the fields of science and technology, have character and can meet the challenges of the world of work in this digital era. MBKM provides a wider space for students to study science and gain expertise across study programs, across universities, and using ways that are more supportive of the actualization of students' potential, which is expected to be able to create talents who have knowledge and skills relevant to the demands and skills of the 21st century and Industry 4.0. The MBKM policy is expected can answer the problems of education and employment in Indonesia (Rodiyah, 2021). The implementation of close interactions between universities and the world of work and off-campus activities that broaden students' horizons, knowledge, and experiences are expected to have added value and are able to compete in facing challenges along with the times.

The MBKM program at UNIPMA has been implemented since 2020 based on Edu-Technopreneurship. UNIPMA as one of the Private Universities (PTS) in East Java has succeeded in obtaining funding for the MBKM Program of the Directorate General of Higher Education, Research and Technology. Various MBKM programs of the Directorate General of Research and Technology since 2020 until now, namely, 1) Curriculum Cooperation and Implementation of Independent Learning-Independent Campus (KSKI MBKM), 2) Center of Excellence (CoE) Study Program, 3) Independent Study, 4) Certified Internship, 5) Teaching Campus, 6) Innovation Talent, 7) Independent Campus Competition Program and 8) Independent Student Exchange (PMM). The MBKM program of the Directorate General of

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Higher Education at UNIPMA to date, some have been completed and some are still running. The MBKM program at UNIPMA involves the active role of lecturers and students.

The implementation of the Tri Dharma of Higher Education at UNIPMA as part of the implementation of MBKM has been carried out in all study programs based on the plans set by each faculty in accordance with the research and community service road map. The MBKM program at UNIPMA is implemented on an Edu-Technopreneurship basis. This concept is a combination of education, technology, and entrepreneurship. Education according to the KBBI (Big Indonesian Dictionary) has the same meaning as (about) education. Technology is a way to process something so that cost and time efficiency occurs so that it can produce quality products by considering market needs, solutions to problems, application development, improvement of production effectiveness and efficiency and modernization. Entrepreneurship is defined as an activity that is consistently carried out to convert good ideas into profitable business activities. Entrepreneurship is the process of organizing and managing risk for a new business (ITS, 2015; Muslichah et al., 2013). Edu-Technopreneurship can be defined as the process of forming and collaborating between business fields in the field of education and the application of technology as a supporting instrument and as the basis of the business itself, both in the process, system, parties involved, and the resulting product.

The problem possessed by students so far is the low competency in using information technology in supporting entrepreneurship implementation. In fact, along with technological advances, entrepreneurial competency is needed by utilizing the latest technology that is integrated with learning. Therefore, the implementation of the Edu-Technopreneurship-based MBKM is intended to equip students with the latest technological knowledge and skills for entrepreneurship in the field of education so that UNIPMA graduates have competence not only as graduates in their fields of expertise, but also the competence to become a Tenchnopreneur in the field of education or Edutechnopreneur. This is in line with the learning system based on OBE (outcome base education). The commitment of universities to provide and facilitate the MBKM program as mandated by the Minister of Education and Culture of the Republic of Indonesia No. 3 of 2020 and in the Free Learning Guidebook-Independent Campus published by the Ministry of Education and Culture will determine the success of the MBKM program implementation in higher education. Based on this background, it is necessary to conduct research that analyzes the impact of implementing MBKM activities at UNPMA. This research analyzed the extent of success that has been achieved from the policy of implementing the Edu-Technopreneurship-based MBKM UNIPMA. Research studies related to the achievement of IKU and the impact of MBKM implementation on students, lecturers, researchers, and university. The purpose of this study was to obtain related information: 1) Availability of policy documents, guidelines, and MBKM documents: 2) Knowledge of lecturers, students, and education staff within the scope of (UNIPMA) on knowledge about the Independent Learning-Campus policy. Merdeka (MBKM); 3) Sources of information regarding the Independent Learning-Independent Campus (MBKM) policy; 4) Impact of MBKM Implementation on Students; and 5) Obtaining information on student interest in MBKM activities.

Research Method

The method used in this research is descriptive qualitative. The research subjects of this study were all lecturers, students, and educational staff at UNIPMA. There were 82 lecturers who responded to the survey, 13 students, and 319 students. The data collection technique used (1) a survey from the Ministry of Education and Research and Technology

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that had been adapted to the Edu-Technoprenershir-based MBKM UNIPMA program, (2) a survey given to faculty leaders, (3) document analysis and MBKM implementation videos on youtube. Triangulation analysis refers to the technique in analyzing the results of the study by using different methods of data collection is used in this study (Nightingale, 2020). With the results of the questionnaire, both source and method analysis were used to obtain related information: (1) Availability of Edu-Technoprenershir-based UNIPMA MBKM Policies, Guidelines and Documents, (2) knowledge of lecturers, students, and education staff in the scope of UNIPMA on knowledge of MBKM policies, (3) Sources of information on MBKM policies, (4) Impact of MBKM implementation on students, and (5) Student interest in MBKM activities.

Results and Discussion

Based on the stages in the method, the results and discussion are presented in two points: (1) Description of survey data, (2) Analysis of survey data and discussion.

Description of Survey Data

a) The availability of Edu-Technopreneurship-based MBKM Policies, Guidelines and Documents at UNIPMA

Based on the results of the document analysis survey data obtained that UNIPMA already has policies and guidelines for implementing MBKM. The MBKM policy guidelines are contained in the rector's regulation regarding the implementation of independent learning activities for independent campuses, and the rector's decree regarding the Edu-Technopreneurship-based MBKM UNIPMA guidebook. Guidelines for MBKM activities and standard operational guidelines for Edu-Technopreneurship-based MBKM activities are also owned by 15 study programs at UNIPMA. Based on the survey results, information was obtained that 43% of lecturers were involved in the team to prepare MBKM, and 53% participated in discussions/meetings/workshops to prepare for these activities. In addition to lecturers, students also gave responses stating that 59% of study programs already have curriculum documents, guidelines and standard operating procedures for MBKM activities, 11% do not have them, and 30% do not know. The survey results also provide information that (56%) Education staff is involved/helps the Study Program in calculating/equalizing credits for MBKM activities. In doing recognition, of course, based on guidelines owned by universities and study programs.

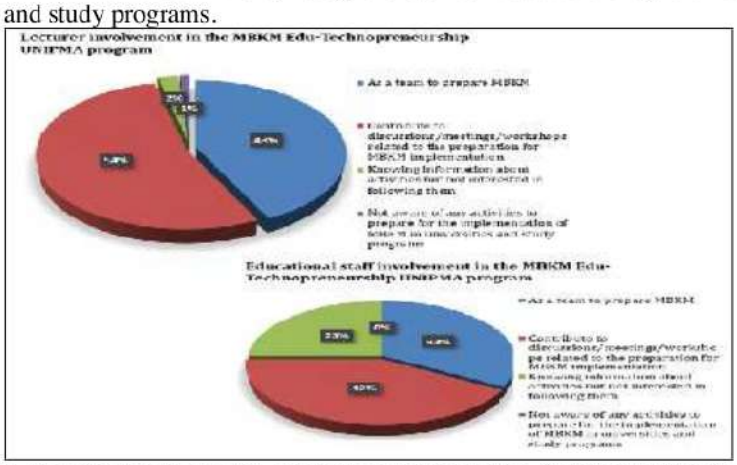

Figure 1. The Involvement of Lecturers and Education Staff in the MBKM Edu-Technopreneurship UNIPMA Program

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b) Knowledge of lecturers, students, and education staff in the scope of UNIPMA about policies and the availability of MBKM documents based on Edu-Technopreneurship at UNIPMA

Based on a survey related to knowledge about the Edu-Technopreneurship-based MBKM UNIPMA policy, it is known that 100% of lecturers, 92% of education staff, and 96% of students already know at different levels as shown in Figure 2.

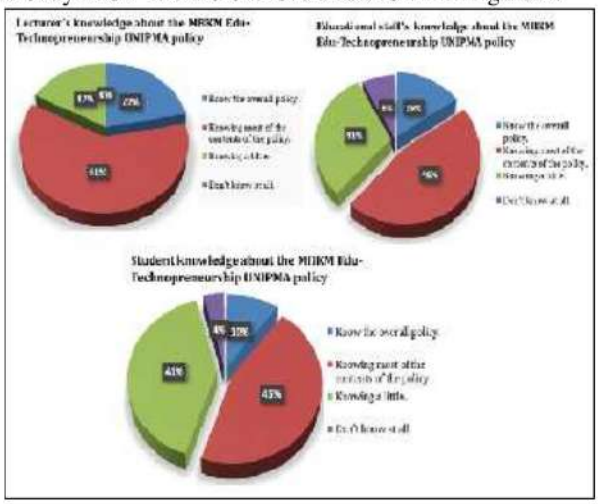

Figure 2. Knowledge of Lecturers, Education Staff, and Students towards the MBKM Edu-technopreneurship UNIPMA Program

The results of the survey regarding the knowledge of lecturers, education staff, and students regarding the availability of MBKM documents obtained data that 100% of lecturers, 83% of education staff, and 59% of students stated that they knew that the MBKM guidelines were already owned by universities and curriculum documents, guidelines and operational procedures for participating in MBKM activities already exists in the study program. Based on document analysis, it is shown that fifteen study programs within UNIPMA already have MBKM guidelines and standard operating procedures for edu-technopreneurship-based MBKM activities.

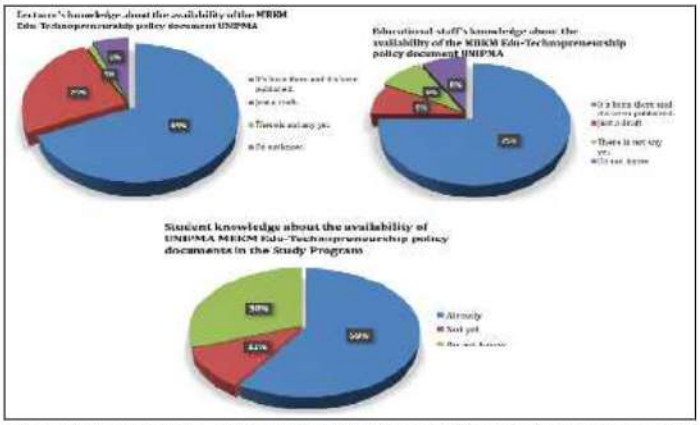

Figure 3. Knowledge of Lecturers, Education Staff, and Students about the Availability of MBKM Edu-technopreneurship UNIPMA Program Documents

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In order to test the knowledge of lecturers, students and staff regarding the understanding of MBKM policies, it can be seen in the survey items related to the number of semesters that can be used to carry out MBKM activities outside of Higher Education (UNIIPMA). Based on the survey results, information was obtained that (1) 35% of lecturers responded according to the SN-Dikti, (2) 24% of students responded according to the SN-Dikti, and (3) 25% of the students responded according to the SN-Dikti.

c) Source of information regarding the MBKM Edu-technopreneurship policy UNIPMA

The socialization of MBKM policies is carried out by the Ministry of Education and Culture, Universities, Faculties, and study programs directly (online/offline), through social media, and various other sources. The analysis of the sources of socialization that most influence the knowledge of lecturers, students and students needs to be analyzed to get the most effective and efficient way of socializing, as well as errors in delivering information. In order to make it easier to analyze sources of information, they are categorized into three categories: (1) very dominant (survey results >50%), (2) dominant (survey results between 20%-49%), moderate (survey results <20%). The results of the survey on sources of information on MBKM socialization are as follows:

(1) 46% of lecturers obtained information from offline/online socialization activities organized by the Ministry of Education and Culture, 10% from online higher education channels (websites/websites, social media), 35% offline/online socialization activities organized by universities, 7% from community communication channels (alumni-lecturer community), and 2% from mass media;
(2) 34% of students received information from offline/online socialization activities organized by the Ministry of Education and Culture, 27% of the Ministry of Education and Culture's online channels (websites/websites, social media), 8% from Higher Education online channels (websites/websites, social media), 26% Offline/online socialization activities organized by universities, 5% of community communication channels (alumni-lecturer community);
(3) 17% educational staff obtained information from the Ministry of Education and Culture's online channels (websites/websites, social media), 8% from Higher Education online channels (websites/websites, social media), 59% offline/online socialization activities organized by universities, 17 % from community communication channels (alumni-lecturer community), 8% from mass media, 8% from other sources.

Based on the description of the data, the dominant lecturers obtained information from offline/online socialization activities organized by the Ministry of Education and Culture and offline/online socialization organized by universities. Students obtain information on the dominant MBKM policies from offline/online socialization activities organized by the Ministry of Education and Culture, the Ministry of Education and Culture's online channels (websites/websites, social media), and offline/online socialization activities organized by universities. Education staff is very dominant in obtaining information from offline/online socialization activities organized by universities.

MBKM is not a new form of activity at UNIPMA. Previously, UNIPMA had implemented (1) student exchange, (2) internship/PPL, (3) entrepreneurship, (4) research, and other forms. This result is supported by a survey given to lecturers, students, and education staff. The results of filling out the survey showed that 88% of lecturers, 84% of students, and 75% of staff stated that UNIPMA already had a previous form of learning that was in accordance with MBKM activities.

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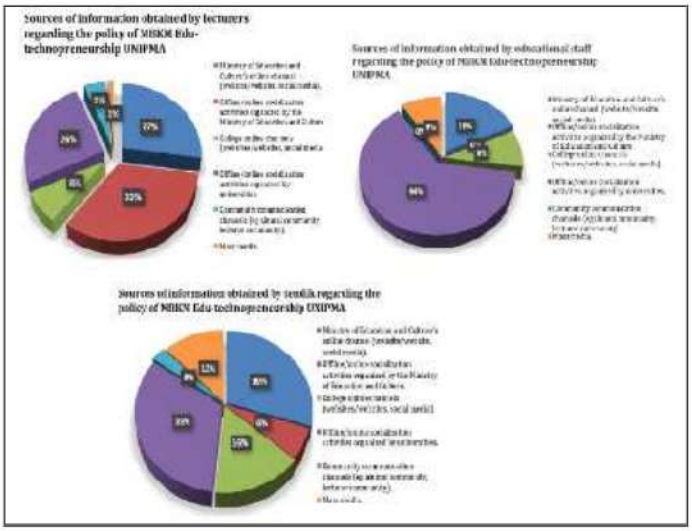

Figure 4. Sources of Information for Lecturers, Education Staff, and Students regarding the Policy of MBKM Edu-technopreneurship UNIPMA

d) Impact of Edu-Technopreneurship-based MBKM Implementation at UNIPMA on Students

Based on the survey results obtained information that the implementation of MBKM has an impact on the needs of graduates in the future. The survey results provide information that 32% of students stated that MBKM activities were very suitable for future needs and 66% said they were appropriate. Only 2% of students stated that MBKM was not suitable for future needs. The implementation of MBKM does not have a negative effect on the length of student study. The results of the survey responses from students also revealed that 73% of students stated that by participating in MBKM activities they could still graduate on time, 20% did not know, and 7% were worried that the study period would be longer.

Most students (86%) agree that off-campus learning activities will provide additional competencies such as skills in solving complex real problems, analytical skills, professional ethics, etc., 13% are still unsure, and only 1% do not know. Studying in other study programs can also broaden perspectives and provide additional competencies that students need. 84% of students agree that studying in another study program can broaden their perspective and provide additional competencies needed, 14% are still unsure, and 2% do not know. 70% of students stated that MBKM activities were very useful in developing competence/skills as a provision for work after graduation, 29% stated that it was quite useful, and the rest stated that it was less and not useful.

MBKM activities can also increase the soft skills obtained after you participate in MBKM activities in developing competence/skills as a provision for work after graduation. 18% of students stated that there was an increase in very good soft skills after participating in MBKM, 43% good, 37% quite good, and the rest there was no improvement at all and not good. Students think that MBKM activities are very important to prepare for the post-campus period (35%), 45% said it was important, 19 quite important, and the rest were less and not important. 32% of students stated that MBKM activities for higher education were in accordance with the needs of future graduates, 66 said they were appropriate and 2% said they were not.

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e) Student interest in Edu-Technopreneurship-based MBKM activities at UNIPMA

Students in UNIPMA are enthusiastic and interested in participating in the MBKM organized by the Ministry of Education and Culture. The results of the student survey provide information that 68% of students are very interested in the MBKM program organized by the Ministry of Education and Culture, 31% of students say it is normal and 1% of students are not interested. As many as 67% of students who have knowledge of MBKM stated that they would recommend this program to their colleagues. Based on the survey results, it was found that 42% chose the form of internship or work practice, 13% chose student exchange and 12% chose to build a village or thematic real work course (KKNT). Students' interest in participating in MBKM is relevant to survey data that traces students' readiness to take part in these activities. The survey results showed that 56% of students felt ready to join the MBKM program, 39% were not interested and 5% said they were not interested.

Discussion

Availability of MBKM Policies, Guidelines and Documents

As presented in the description section, there are 11% of lecturers who state that the study program within the scope of UNIPMA does not yet have curriculum documents, guidelines and operational procedures for MBKM activities. Of course, this is an initial finding and indication that the MBKM Policies, Guidelines, and Documents have not been socialized to all lecturers. Other survey results also revealed that 43% of lecturers were involved in the MBKM implementation preparation team, and 54% participated in discussions/workshops for MBKM implementation preparation. In these activities, of course, discuss policies, guidelines, and discussions.

Regarding this information, it is recommended for faculty leaders to check curriculum documents and standard operational guidelines for study program MBKM activities. Policy recommendations regarding the findings of this information are as follows.

(1) If there is a study program that does not yet have curriculum documents and standard operational guidelines for MBKM activities, it is recommended to immediately issue a policy to form a team for developing curriculum, guidelines, operational guidelines for MBKM activities standards.
(2) If there are study programs that already have curriculum documents and standard operational guidelines for MBKM activities, but have not been approved by the dean, it is recommended to make policies/instructions for the study program to immediately propose approval to the faculty according to applicable procedures.
(3) If the curriculum documents and standard operational guidelines for MBKM activities already exist and are approved, it is recommended to disseminate policies, curriculum documents, and standard operational guidelines for MBKM activities periodically every semester.

Knowledge of lecturers, students, and education staff in the scope of UNIPMA on knowledge about MBKM policies

Based on the results of the consistency test through survey questions related to Permendikbud No. 3 of 2020 (SN-Dikti), information was obtained that only 35% of lecturers, 24% of students, and 25% of staff have the right knowledge regarding MBKM policies. The survey results related to the recognition of SKS also reinforce that not all lecturers have knowledge of MBKM policies.

The results of a survey of lecturers regarding the question of the number of credits for courses that are recognized/equalized with the form of MBKM Learning Activities, the

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dominant response is 10-20 credits (68%), ideally the study program provides 51 to 60 credits for equalizing MBKM activities. Against these two findings it is recommended to do:

(1) analysis of documents and unstructured interviews of lecturers' understanding of SN-Dikti and equalization of credits that must be provided in the curriculum for MBKM activities, it is possible for lecturers to misinterpret the questions in question. Lecturers interpret survey questions that MBKM activities in 1 semester are recognized as 10-20 credits.
(2) Faculties and study programs can check the understanding of lecturers regarding SN-Dikti (Permendikbud no. 3 of 2020). If the survey results are valid, faculties and study programs can carry out socialization activities related to SN-Dikti (Permendikbud no. 3 of 2020).
(3) It is recommended to issue a policy to socialize Permendikbud No. 3 of 2020, curriculum, MBKM activity guidelines/guidelines periodically (at the beginning of each semester) for students, and in every meeting with lecturers.

Analysis of information sources regarding the Merdeka MBKM policy

Based on the information in the survey data description section, the following information is obtained:

(1) Dominant lecturers obtain information from offline/online socialization activities organized by the Ministry of Education and Culture and offline/online socialization organized by Higher Education.
(2) Students obtain information on the dominant MBKM policies from offline/online socialization activities organized by the Ministry of Education and Culture, the Ministry of Education and Culture's online channels (websites/websites, social media), and offline/online socialization activities organized by universities.
(3) Educational staff are very dominant in obtaining information from offline/online socialization activities organized by universities. Based on the survey results, the dominant source of information is online/offline socialization (Figure 4). Although this socialization is dominant and is widely followed by lecturers, students, and staff, other forms of socialization are still needed. The survey results also reveal that although lecturers, students, and staff have participated in socialization activities from the Ministry of Education and Culture and universities, they still do not fully understand the SN-Dikti and other MBKM policies. Along with the development of communication technology, in many cases, the socialization of a program or policy through social media is considered very effective (Dumoga et al., 1945; Fahimi, 2018; Guy, 2012; Komunikasi, 2012; Margaretha & Sunarya, 2017). Periodic socialization, at every opportunity, and using various media are policy recommendations that need to be conveyed at every level.

Analysis of the Impact MBKM Implementation on Students

Based on the survey results given to students, the dominant students stated that the implementation of MBKM had a positive impact on additional competencies such as skills in solving complex real problems, improving soft skills, and according to future needs. However, there are still 7% of students who are worried that their study period will be longer. The student's concern is possible because the socialization activities on the implementation of MBKM activities have not been optimal.

The commitment of lecturers in disseminating MBKM activities is very good, the survey results provide information that 95% of lecturers are willing to recommend MBKM activities to students. Lecturers are also committed to guiding students before and after MBKM is implemented. The role of lecturers in preparing CPL, studying MBKM

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guidebooks, participation in participating in the socialization of MBKM activities are indications that UNIPMA lecturers are committed to socializing and implementing MBKM activities. The most measurable indicator based on the survey results shows that 78% of UNIPMA lecturers are always willing to guide students' MBKM activities. Lecturers in UNIPMA have also been involved in driving lecturers (65%). The positive impact of MBKM in student learning was also expressed by lecturers and staff through survey results. Lecturers stated that MBKM activities had a very good impact on learning (17%), good improvement (45%), and (36%) quite good improvement. The results of this survey are a potential strength for UNIPMA in optimally implementing MBKM. With the commitment of lecturers and continuous dissemination of MBKM activities, it is hoped that students' fears can be reduced.

Student Interest in MBKM Activities

Students are very interested and enthusiastic in participating in MBKM activities, as presented in the survey description. The form of internship is the most sought after by students. Internship activities are in great demand because students gain knowledge and skills directly from industry or the world of work (Dinasty & Rianto, 2020; Evaluatif et al., 2019). These results can be a strength for UNIPMA in determining the achievements of its graduates. One of the benefits of MBKM is to connect graduates' competencies with the industrial world. The dominance of the selection of internship activities can also be interpreted as a less than optimal socialization of other forms of MBKM activities. Similar recommendations for other problems, the dissemination of policies, documents, and MBKM activities is important to do, and can even be recommended as a policy.

In line with the results of this study, the policy of implementing MBKM in several other universities was reported to have given a positive response for students after getting experience that increased their competence, especially those directly related to the field of work they would face after graduation (Meke et al., 2022; Sari et al., 2021; Waskitaningsih et al., 2022; Yuherman et al., 2021). Students assess the implications of implementing MBKM to improve 21st century skills (Waskitaningsih et al., 2022), to solve complex problems, broaden perspectives, prepare for work after graduation, increase soft skills and prepare for the post-campus period (Septiani et al., 2022)(Pohan & Kisman, 2022). In addition, the implications of implementing MBKM through student exchange activities, namely increasing competence and adding experience outside of the study program background so that they are able to develop other competencies to help them in the world of work such as communication skills, be more diligent because they are motivated from other college friends achievement and have many acquaintances (Anggraini & Siska, 2021; Masitoh et al., 2021; Meke et al., 2022; Pohan & Kisman, 2022; Septiani et al., 2022).

Conclusion

The conclusion of the research obtained is that the university already has policies and guidelines for MBKM edutechnopreneurship activities. The study program also has a curriculum, MBKM guidelines, and standard operational guidelines for implementing MBKM activities according to the characteristics of each study program. Policies and guidelines owned by universities and study programs have been socialized offline and online, but each has not been optimal. There are still curriculum documents, guidelines and Standard Operational Guidelines that have not been approved by the leadership. There are lecturers, students, and staff who have not received complete information regarding policies, curriculum, and guidelines related to the implementation of MBKM. It is recommended to formulate policies at the university and faculty level to disseminate policies, curriculum, and other tools related to MBKM edutechnopreneurship. Regular socialization activities can be

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carried out at the beginning of the semester, supported by information conveyed through social media, non-formal communication with students, and other media.

The implementation of MBKM has a positive impact on additional competencies such as skills in solving complex real problems, improving soft skills, and according to future needs. However, there are still 7% of students who are worried that their study period will be longer. The student's concern is possible because the socialization activities on the implementation of MBKM activities have not been optimal. With the correct and appropriate MBKM activity socialization policy, as well as testimonials from MBKM activity participants, it is hoped that the concerns of prospective MBKM participants can be reduced. Students are very interested and enthusiastic about participating in MBKM activities. The form of internship is the most sought after by students. Internships are highly sought after because students gain knowledge and skills directly from industry or the world of work. These results can be a strength for UNIPMA in determining the achievements of its graduates. One of the benefits of MBKM is to connect graduates' competencies with the industrial world.

Recommendation

MBKM implementation policy at UNIPMA provided a positive impact on the all elements evolved. It is recommended to continue, extend the implementation of this program, and improve the policy formulation at the university and faculty level, and add more strategies in disseminating policies, curriculum, and other tools related to MBKM edutechnopreneurship. Regular socialization activities can be carried out at the beginning of the semester, supported by information conveyed through social media, non-formal communication with students, and other media.

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