

Exploring The Impact of MBKM Program To The Learners Academic Quality

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Abstract

The objective of this research was to find out how is the impact of MBKM program to the learners academic quality after participating in the MBKM program. In carrying out this research, the researcher used describe qualitative research. The purpose sampling strategy was used obtain data from six (6) learners of the English Education Study Program at Universitas Kristen Indonesia Toraja class of 2020 who had participated in the MBKM program. Data were obtained using observation, interview and document file analysis techniques. Based on the results of the research, the researcher concluded that the MBKM program has a positive impact to the learners academic quality in the English Education Study Program at Universitas Kristen Indonesia Toraja. These results are shown by the experience by learners after participating in the MBKM program both when studying in campus and also teaching practice outside campus so that they experience improvements therefore, understanding concepts, the ability to think critically in solving a problem, develop skills obtained, motivation and independence in learning, fun learning experiences, participation in academic activities that can train leadership skills, academic achievement and career adaptability. Through the MBKM program learners can improve their academic quality gradually, especially as future English teachers. There are some obstacles in the implementation of the MBKM program and for this reason it is hoped that there will be an evaluation related to the program, so that learners and university can be of mutual quality.

Keywords : *Impact, MBKM Program, Academic Quality*

Introduction

According to Nadiem (2020) the availability of the MBKM program can provide incentives for learners to increase their motivation and academic achievement. They know that they have a rare opportunity to get a quality higher education, which can encourage them to work harder and achieve better results. from the MBKM Program contributes to improving the quality of higher education graduates in Indonesia. Graduates who have access to the best facilities and education tend to have better academic quality, which in turn can increase their competitiveness in the job market. However, despite the increasing popularity of the MBKM program in higher education, there are still many pros and cons to the policy and research needs to be done to understand the impact of this program on the academic quality of learners. In the

context of this study, academic quality includes academic achievement, concept understanding, research skills, and participation in extracurricular activities.

Currently, there are eight of activities that are accommodated in the MBKM policy, such as student exchange, internship/work practice, teaching assistance in educational units, research, humanitarian projects, entrepreneurial activities, study Independent/projects, and building thematic real work villages/colleges. Learners are given the opportunity to innovate, experience the working atmosphere through internship (Baert 2021). Trained to think critically through research and independent projects, honed an entrepreneurial spirit (Byun 2018), and developed soft skill through various activities including real work lectures and humanitarian projects (Sopriansyah & Masuroh 2021).

Based on the researcher observation, the MBKM program that has been attended by learners of the English language education study program at UKI Toraja from 2021 to 2023 is 97 learners. in 2021, the exchange of learners across study programs was attended by 6 learners, and 4 learners across universities batch 1, then continued with batch 2, exchange of learners across study programs 1 and across universities 7 learners, internship 1 student. In 2022 batch 3, student exchange across study programs 1 student, internship 2 learners and teaching assistance for study programs 5 learners. batch 4 student exchange across universities 23 learners, campus teaching 5 learners, and teaching assistance 6 learners. Batch 5, internship for 1 student, teaching assistance for 23 learners, campus teaching for 5 learners. Batch 6, campus teaching for 6 learners in 2023.

However, researcher observed that learners of the English education study program at the Indonesian Christian University of Toraja who have participated in the MBKM program even though they had received high scores after participating in the MBKM program, but these scores did not guarantee their academic quality, the researcher observed that learners still had difficulty and this was researcher, also observed when they had not participated in the MBKM program did not take responsibility for their scores on their academic quality, it was evident that they still had difficulties, especially in communication skills, critical thinking. Researchers also observed that their learning motivation was still lacking as evidenced during the online learning process when told to active the camera and give opinions or suggestion about the material discussed, many of them were still unenthusiastic or silent as well as offline learning permission but were not sick and lazy to attend lectures, after participating in the MBKM program it was also evident that in class when discussing their confidence did not increase if they were asked to express their opinions, most of them were just silent, critical thinking skills in problem solving also had no progress, their academic achievement that researchers observed had not increased, and their participation in activities was still very lacking, especially when the activities of the English Education Study Program should be more active but very less.

Not only that, researchers also observed that in campus activities their creativity ability was still lacking, their ability to innovate was also lacking. Some of these problems make researchers really want to know how the impact of this MBKM program to the learners academic quality. In this research there researcher will examine the academic quality by learners after participating in the MBKM program. the academic quality in question is about the development of improving the academic quality as result of the MBKM program, therefore concept understanding, critical thinking skills in solving problem, academic achievement, participating in extracurricular activities, skill development, Motivation and learning independence, learning experience. The purpose

of the research is that researcher is to find out how exactly the impact of the MBKM program to the learners academic quality after participating in the MBKM program which refers to the results or achievements that occur in the middle of a process that can provide an overview of the progress and effectiveness of learning or vice versa and researcher are interested in taking the title Exploring The Impact Of Mbkm Program To The Learners Academic Quality at the Indonesian Christian University of Toraja, especially those who have participated in the MBKM program in the English Education Study Program.

Ifdil (2023) conducted with the research entitled “Enhacing Educational Quality During MBKM Implementation”. The result indicated that MBKM implementation had fulfilled the quality attainment additional criteria relevant to the application of the framework. The correlation analysis showed a positive relationship between the competency of learners and the satisfaction of partners within the curriculum. Therefore, this study conclusively established that MBKM implementation indeed fulfilled the benchmark for educational quality.

Salamah (2023) from the research with the titled “Pengaruh Penerapan Kebijakan Merdeka Belajar di Perguruan tinggi”. The survey results stated that around 90% of learners who implemented the MBKM program thought that the implementation of MBKM had an impact on improving soft skills such as communication skills, problem solving skills, increasing creativity, conflict resolution skills, and increasing awareness of other cultures. Then it can also have an impact on student hard skills such as increasing empathy, increasing social skills, the ability to use technology, increasing creative and innovative thinking, increasing the ability to write and conduct research. Among these two skills, what is more affected by the implementation of this MBKM policy is on hard skills, precisely on student creativity.

Arsyad (2022) conducted a research entitle “ Dampak Merdeka Belajar Kampus Merdeka Terhadap Kualitas Mahasiswa Universitas Al Azhar Indonesia Fakultas Manajemen Ekonomi dan Bisnis ”. The result of the study it can be concluded that MBKM activities have positive impact on the quality of learners at the Faculty of Economics and Business. This is shown from the results of surveys and FGDS of learners who took part in MBKM activities. The student qualities in question include increased, knowledge, understanding, experience, creativity, communication, relationships, and being more adaptive, and able to solve problems.

Arifa (2022) Conducted a research entitle “Exploring The Effectiveness of Merdeka Belajar Kampus Merdeka (MBKM) Policy in Indonesia Higher Education Institutions: An in – depth Case Study Analysis”. Based on the results of this research, it can be concluded that the MBKM policy has the potential to improve the quality of higher education in Indonesia by prioritizing student-centered learning and encouraging innovation and collaboration between universities. However, this policy still faces several challenges in its implementation, including the need for adequate funding, stakeholder support, and strong leadership from governments and institutions.

Kuncoro (2022) from the research entitled “Peningkatan Soft Skill Melalui Kegiatan Merdeka Belajar Kampus Merdeka (MBKM). This research aims to determine the impact of the MBKM program on UNISSULA Psychology Study Program learners, namely in improving soft skills in the form of communication skills, career adaptability, leadership, innovation and collaboration. Another aim is to determine the differences in soft skills abilities between learners who take part in the MBKM program and those who do not. This research concludes that learners who take part in the MBKM program have

a slightly higher soft skills average than non-MBKM learners. Significant differences occur in leadership competency.

In this study shows of course several differences such as location and research object. In previous research focuses more on the implementation and administration aspects of MBKM. Meanwhile in this research, researchers will impact of the MBKM program on learners' academic quality so as to enrich the latest literature and provide evidence – based recommendations to improve the MBKM program in order to optimize student learning experiences and achievements. This is very important because MBKM aims to bring transformative change at higher education level to develop future talent with 21st Century skills.

Method

According to Creswell (2016), qualitative research is a research methodology that seeks to understand and interpret social phenomena through the collection and analysis of non – numerical data. The purpose of qualitative research is to provide an overview of how social phenomena occur naturally. Data is obtained through multiple sources and number of challenging techniques. Researcher used information from observation, interviews and documentation. In this research researcher used a qualitative method. With observation, interview through a case study approach, which focuses on how the impact of the MBKM program has had on the academic quality of learners at UKI Toraja college, especially in the English Education Study Program. In this research, researcher used data triangulation techniques to check data from various sources, methods and time. In this research, the qualitative data analysis technique that used by researcher is thematic analysis.

Result

The description of the research results of the impact of MBKM program to the learners academic quality is as follows :

Tabel 4.1 Data of Observation (Field Note)

NO	Observation Indicator	Description/Fact
1.	Concept Understanding	Based on direct in – depth observation by researcher, found that there was an increase in learners understanding of concepts after participating in the MBKM program, learners could understand what the MBKM program was like, what the activities of the MBKM program were, how the flow of the MBKM program was, then learners were also very enthusiastic about the MBKM program such as Student Exchange (PMM), Teaching Assistance (KM) that they could complete from the beginning to the end of the program.
2.	Improving Critical Thinking Skills in Problem solving	Based on direct in – depth observation by the researcher, saw that there was evidence of an increase in learners critical thinking skills after participating in the MBKM program, therefore being able to solve problems in the classroom both during teaching practice and in campus when given

		the assignments by lecturers, learners were able to complete these assignments with fairly good analytical skills.
3.	Academic Achievement	Based in – depth researcher observation, the researcher also find that there was an increase in learners academic achievement after participating in the MBKM program, such as the achievement of having become a judge in the NUDC and KDMI debate competition activities, then the achievement of being a facilitator in the Tular Nalar activity.
4.	Leadership Skills in Various Academic Activities	Based on direct in – depth observation by the researcher, that learners have indeed experienced an increase in participation in several academic activities compared to before they joined the MBKM program, learners have begun to take part in seminar activities both off campus and on campus, participate in organizational activities on campus and events on campus.
5.	Motivation and Learning Independence	Based on direct in – depth observation by researcher, it is evidenced that there is an increase in learners motivation and learning independence after participating in the MBKM program, learners are able to take responsibility for the assignments given without having assignments given without having to be reminded again, learners really do the assignments given without depending on others, learners can already better manage their time, have a higher curiosity, especially during teaching practice.
6.	Learning Experience	Based on direct in – depth observation by researcher, there are several positive learning experiences for learners after participating in the MBKM program therefore adjustments, self-confidence especially in improving communication in speaking English, getting new teaching techniques and new learning processes and being more active in learning.
7.	Skill Development	Based on direct in – depth observation by researcher, that learners can develop skills obtained after participating in the MBKM program, learners can manage their time, can already know how to learn and how to teach well, techniques in teaching especially as prospective English teachers,

		speaking in public.
8.	Career Adaptability	Based on direct in – depth observation by researcher, that the MBKM program can really help learners to hone their skills so, that learners can know what they want to be and are really well directed especially as prospective English teachers.
9.	Problems in the MBKM programs.	Based on direct in depth observation by researcher, found that indeed the implementation of the MBKM program at UKI Toraja especially in the English language education study program still has obstacles such as, the lack of socialization or seminars related to the MBKM program and also when participating in the MBKM program experience difficulties such as insufficient funds, the distance of the location where the MBKM program is implemented is far from the City so it is difficult to reach.

Concept Understanding

The first concept understanding. Learners who participated in the MBKM program tend have a deeper understanding of concepts in their field of study, through the MBKM program, they can gain additional knowledge that they have not gained in the regular curriculum, they have a better understanding of key concepts and their applications (Joko Kuncoro, 2022). The MBKM program is designed to provide learners with the opportunity to develop a comprehensive and deep understanding of key concepts in their field of study so that they can apply that knowledge and skills more effectively in a real – world context especially the English Language Education Study Program at UKI Toraja. Based on the results observations and inerviews, it can be concluded that through the MBKM program will improve learners understanding of concepts, resulting in a positive impact to the learners academic quality.

This finding is related to Arsyad (2022) who argues that MBKM activities have a positive impact on the quality of students at the Faculty of Economics and Business, this can be seen from the survey results and FGDS of students who take part in the MBKM activities, the quality of students in question includes improvement, knowledge, understanding, experience, creativity, communication. As experience by respondents who used almost the same statement so as to conclude the data were R1, R2, R3, R4, R5 and R6. R1 argued program MBKM is an initiative of the Ministry of Culture of Republic of Indonesian that aims to give learners flexibility in determining their learning path. While the R2 MBKM program was created to get out of the comfort zone and gain experience. R3 and R5 the sameness statement explained some of the programs. R4 the MBKM program that aims to encourage learners to master various sciences to prepare for entering the world of work. And also R6 MBKM program which open opportunities for learners.

Critical Thinking Skills In Problem Solving

The second positive impact is increasing critical thinking skills. Through the MBKM program, learners gain an increased ability to analyze in depth, evaluate various options, and make rational and informed decisions based on evidenced and logic. According to Rossie (2004) the impact of the MBKM program on the academic quality of learners is also influenced by several factors, therefore the readiness of universities to become partners, the availability of programs and the willingness of learners to participate. In general the MBKM program has the potential to improve learners academic quality, therefore improve learners ability to accept differences and social problems in the off – campus environment, enhance learners creativity, improve learners ability to adapt and respond to changes in the surrounding environment. Based on the results of the observations and interviews, it shows that after learners participated in the MBKM program there was an increase in their thinking skills in solving problem. And improving critical thinking skills is very important for the academic quality of learners.

This finding is related to Salamah (2023) who believes that the majority of learners respond positively to the policies of the MBKM program and have implemented various programs contained in this policy. The positive impact arising from the MBKM policy can improve soft skill and hard skills, therefore communication skills, problem solving abilities, increasing creativity and awareness of other cultures. As experience by respondents who used almost the same statement so as to conclude the data were R1, R2, R4, R5 and R6. R1 through diverse learning experiences through the MBKM program is given the opportunity to solve problems in new and real context thereby improving critical thinking skills. R2 also experienced an increase in critical thinking after participating in the MBKM program therefore, when participating in the PMM program and met a lot of new people and changed ideas and socialized. R4 critical thinking skills improved because from within the classroom during the learning process if students suddenly asked questions when the ability was tested and could answer them well could be well received by students.

Within R5 experienced a good improvement when participating in the PMM program and a the time started not immediately solve problems or immediately judge it bad but learned to think critically by looking at it from various points of view. And also R6 experienced an increase in critical thinking skills when participating in the Teaching Assistance MBKM program, which initially did no understand how to teach but after participating in the Teaching Assistance program was able to find out how to teach and discipline.

Academic Achievement

The third positive impact that researcher get of the MBKM program is increase in academic achievement of learners in the program. Learners who participated in the MBKM program to tend show higher academic achievement compared to those who do not participate in the program. This isi because laerners involved in the MBKM programs have the opportunity to deepen knowledge in their field of study, develop critical skills and hone problem solving abilities (Joko Kuncoro, 2022).

Based on the results of the observations, interviews and document analysis, it can be concluded that, through the MBKM program, learners are able to improve and get quite good academic achievement, especially Language Education Study Program at UKI Toraja, from cognitive abilities namely understanding and knowledge of thinking, then being able to work together both among positive character, having good enough trust so as to produce quite good academic achievement, especially. This finding is related to Arifa (2022) who argue that impact of the MBKM program on Banjarmasin State

Polytechnic students is quite good, this is triggered by awareness of the importance of the program to equip themselves in the form of mastery of competitive competencies so that they can changes in the competency needs of the world of work, meaning that learners feel the benefits of MBKM learning activities, increased competence in attitude, skills and knowledge is felt through improving and strengthening management skills. The MBKM program aims to improve learners academic performance by providing a learning approach that focuses on developing skills and knowledge that are relevant and necessary in the world of work, especially as prospective English teacher. As experience by respondents who used almost the same statement so as to conclude the data were R5. R5 after participating in the MBKM program felt that academic performance had improved and they were also entrusted obtained is being a judge in the NUDC and KDMI debate competitions, then another academic achievements is being one of the facilitators in the Tular Nalar activities organized by the government.

Leadership Skills In Various Academic Activities

The next positive impact of the MBKM program is the improvement of leadership skills. Participation in extracurricular activities, learners in the MBKM program often have more active participation in extracurricular activities at the university, this could learners clubs and organizations, seminar or conference and social projects (Joko Kuncoro, 2022). Based on the observations, interviews and document file, it can be concluded that, there are changes in increasing learners participation in academic activities after participating in the MBKM program, compared to before participating in the MBKM program, from several aspects that have been observed by researcher such as 1) analytical abilities, 2) courage, 3) hearing ability, 4) firm, the three aspects found an increase in leadership skills that is quite good in learners. Then from the learners statements through interview data that has been analyzed by researcher and found that program MBKM can increased learners participation in campus academic activities that can train their leadership skills. And also through document analysis that has been carried out by researcher and obtained results that this reflects an increase in strong leadership skills in taking part and contributing in various academic activities.

This finding there are differences to research conducted by Nugroho (2022) argues that first, the Faculty of Law of Usahid has prepared for the implementation of the MBKM polcy with various method, Usahid Law Faculty has prepared related to the implementation of the MBKM policy with various opportunities that exist, facilitators to respond to student choices for the MBKM program, the impact of this MBKM policy focuses on the readiness of human resources and facilities of the Usahid Faculty of Law. As experience by respondents who used almost the same statement so as to conclude the data were R2, R3, R4, R5 and R6. R2 after participating in the MBKM program, they feel that they are more active in participating in class than in an activity, if they are still passive in an activity. Also R3 after participating in the MBKM program more often participate and socialize both on campus and off campus therefore, in schools or off campus activities such as teaching courses.

R4 participated more in activities after participating in the MBKM program such as participating in organizational activities of the association board in the study program and participating in Teaching Assistance. And also R5 before participating in the MBKM program was still lazy to participate in seminar, then after participating in the MBKM program interest in seminars increased and was also entrusted to be a judge and facilitator in campus activities. R6 after joining the MBKM program, they have begun actively participate in activities therefore expo and seminars.

Motivation and Learning Independence

Motivation and learning independence refers to the ability of learners to take initiative in their learning process, including organizing time, setting learning goals, seeking information sources, evaluating their own progress, with the flexibility in choosing courses and learning methods, learners in the MBKM program have the opportunity to tailor their education to their needs interest, this can contribute learning motivation, active participation in class and ultimately improved academic performance (Rahmat, 2020). Based on the observations and interviews it can be concluded that, learners experienced an increase in learning motivation and learning independence after participating in the MBKM program.

Learners are able focus overcome obstacles and difficulties that may arise while working on the final project, they are also seen to be able to prioritize tasks, manage their time well, and avoid distractions that can interfere with learning concentration. In addition, learners are able to take initiative to overcome problems independently and utilize available resources to support their learning, they value their time more, take responsibility for their work, and are able to learn independently. This finding related Sophia (2023) who argue that there is a positive influence and significant influence between the Self – Efficacy variable on learning independence. Second, the variable Self – Concept has a positive and significant influence on the learning independence variable. Third, the learning motivation variable has a positive and significant influence on the learning independence. Based on the results of the observations and interviews, it can be concluded through the MBKM program can increase the motivation and learning independence of learner that it has positive impact in improving academic quality.

As experience by respondents who used almost the same statement so as to conclude the data were R1, R2, R3, R4 and R5. R1 changes in learning motivation after participating in the MBKM program are more able to appreciate time and responsible for what they do. R2 also there are changes regarding motivation and independence in learning, especially when participating in Student Exchange activities such as where each individual learns in different ways and is more preparing a teaching material during Teaching Assistance. R3 motivation increased in some activities there also required to work personally, which then increases motivation and learning independence, not depend on other. R4 after participating in the MBKM program is more confident, active in learning. And also R5 motivation in learning has increased because more aware, mind is more open when participating in the MBKM program and the matter of independence in learning has certainly also increased because without being reminded again being told that to study is to be aware and start to study on your own.

Learning Experience

A positive learning experience through the MBKM program is one where learners feel engaged, motivated and feel successful in their learning. According to Nadiem (2020) through the MBKM program, learners can develop their potential according to their passion and talents through experience learning programs with flexible pathways. Based on the observations and interviews it can be concluded that through the MBKM program learners get experienced a more interactive and participatory learning method, where lecture ask questions before presenting the material which helps sharpen English vocabulary an increase learners engagement in the learning process, learners are encouraged to use online learning applications in English language learning, which helps to improve the accessibility of learning materials and provide variety in teaching methods, learners are given the flexibility to save effort in providing learning that is

tailored to their needs, so as to increase participation in the learning process, the MBKM program provides learners with a fun learning experience, which helps them be more interested and motivated in learning English, bringing positive changes to them, such as increased courage, English speaking ability.

This finding related Martinus (2022) who argue that through the MBKM program provide knowledge and experience for participants, participants were guided by mentors who are not only insightful but also have of experiences that are very useful for participants to deepen their knowledge and insight about exporting, in addition the creation of a network and export community that has the same spirit and desire to advance the nations economy through exports also has a very strong impact. As experience by respondents who used almost the same statement so as to conclude the data were R1, R3, R4 and R5. R1 experience of the MBKM program before joining the MBKM program, they were not confident and unable to speak English to anyone. After participating in the MBKM program, felt more courageous and a little able to speak. R3 after participating in the MBKM program, for the changes or course, get different learning experience, then adjust to the destination campus and adjust the learning process.

R4 also through the MBKM program after participating in the MBKM program is more confident, active in learning. And also R5 related learning experiences before participating in the MBKM program, were still minimal concepts or techniques in learning English, then after participating in the MBKM program, explored more and knew what techniques or concepts were used In English so that it was easier.

Skill Development

The next positive impact of the MBKM program is skill development. Development of the most relevant skills, the MBKM program increase the opportunity for learners to develop the most relevant skill that are sought after by the workforce, in selecting courses and other learning experiences, learners can hone skills that include creativity, critical thinking, collaboration, innovation and problem solving that enhance their competence in a professional context.. Based on the results of the observations and interviews, it can concluded that, through the MBKM program learners are able to manage their time well and understand how to teach effectively, including designing lively learning sessions that match students interest, learners can improve their ability to socialize and adjust to ne people and situations, as well as understand student characteristics and how to respond to students reactions, learners are moderately able to provide basic vocabulary in English, speak, listen, read and write in English and can teach clearly and discuss in English. Although still at a basic or average level, learners have shown a clear direction in becoming an aspiring English teacher and have the confidence and motivation to continue developing their skills.

This finding related Mahdi (2020) that showed more increase in the number of students critically analyzing and evaluating situations. Moreover, a larger number of students are seen to critically examine, construe, assess, deduce, and do inductive and deductive reasoning as well. The initial study findings stated that the case study encouraged students to reflect, have a discussion with teachers and get involved in group discussions. In addition, the group case study discussion would be more effective than an individual case study for teaching critical thinking and enhancing students' critical thinking abilities. The MBKM program can improve the academic quality of learners especially English language Study Program at UKI Toraja, by developing the skills that learners acquire in preparing themselves as competent and qualified prospective English teachers. As experience by respondents who used almost the same

statement so as to conclude the data were R2, R3, R4 and R5. R2 explained the skill development, skills gained after participating in the MBKM program therefore, as how to teach techniques during English learning, then the time management, and also the division of materials that must be taught, especially in English learning.

Also R3 explained how skills development after participating in several MBKM programs, skills are obtained that related to the profession of prospective teachers, namely how we make lesson plans, how we understand the situation in the classroom, how we deal with students who different characters and in terms of public speaking. R4 also the skills gained, especially as prospective English teachers after participating in this MBKM program are more confident in performing in public and having the opportunity to become agents of change for Indonesia education. And also R5 explained the skills obtained after participating in the MBKM program as prospective English teachers are more understand how to teach well and how to understand the characteristic of students and also how to respond to students when students give reactions and better understand how to establish good communication with all of them.

Career Adaptability

Career adaptability through the MBKM program adjust to environmental changes and changing job demands in the field of education, this includes the ability to integrate new technologies in teaching, address the needs if diverse learners, deal with classroom challenges, and continually update skills and knowledge according to the latest developments in the field of education (Rossie, 2004). Based on the results of the observations and interviews, it can be concluded that through the MBKM program, learners can develop and improve career adaptability, especially as future teachers.

Learners can develop new skills in English both in comprehension and teaching although still at a basic level, showing their adaptability to the new learning environment, learners experienced increased responsibility in their careers, especially as prospective teachers, and are ready to face the challenges that will be faced in the field, the MBKM program helps learners to realize the importance of lifelong learning and the importance of continuously new skills in the face of changes in the educational environment and society, learners have been introduced to images of situations they may face as a teacher, helping them to prepare mentally and emotionally for the challenges ahead. This finding is related to Aisyah (2022) argues that MBKM activities have a positive impact on the quality of learners of the Faculty Economic and Business, the quality of learners in question includes increased knowledge, understanding, experience, creativity, communication. Through the MBKM program it has a positive impact to the learners academic quality especially English language Study Program at UKI Toraja, makes a positive contribution in developing participants career adaptability and helps them to be ready to face challenges as prospective English teachers in the future.

As experience respondents who used almost the same statement so as to conclude the data were R2, R3, R4 and R5. R2 this MBKM program helps in preparing oneself to face career challenges, especially as a prospective English teacher in the future, knowing strategies in teaching, especially in learning English, division of material. Also R3 this MBKM program is very helpful in preparing ourselves as prospective teachers and when participating in the MBKM program have been introduced to images when become a teacher such as an overview of the situation in the classroom. R4 this MBKM program is very helpful and prepares us as prospective English teachers because through the MBKM program can practice teaching and go directly to the field and can imagine what kind of challenges will face in the future. And also R5 the MBKM program is very

influential on future careers because by participating in the MBKM program can be confident, understand and know what to do when become a teacher, especially prospective English teacher.

Problems in the MBKM Program

The MBKM program policy is of course inseparable from the problems in the MBKM program referring to the challenges or obstacles faced by learners in their learning and self development process. Based on the observations and interviews, it can concluded that, the MBKM program is certainly inseparable from various problems in the implementation of the program as well as those that make learners experience difficulties especially English language education study program at UKI Toraja after joining the MBKM program.

There are infrastructure related constraints therefore as lack of learning facilities, inadequate teaching materials, and accessibility issues such as limited transportation and difficulty in reaching the city, Learners experience difficulties in adapting to the new environment at the destination campus, especially in terms of the language spoken and different local culture, challenges in the classroom management such as learners face difficulties in maintaining order in the classroom which can be caused by cultural differences or lack of experience in managing the classroom, there are administrative constraints such as the slow registration, selection, and disbursement of MBKM program funds as well as the lack of recommended semester credits, which can affect the smoothness and comfort of learners, and also learners face economic constraints namely difficulty high living costs, limited funds that lead to independence on support from family. This finding related Yoga (2022) argues that the obstacles in implementing the MBKM program in higher education vary.

Each form of learning activity has its own obstacles. In addition, each University through study programs, lecturers and learners also have obstacles in the MBKM program, but there is no obstacle is an evaluation material to be even better in its implementation later on, although it has many obstacles the MBKM program has received a positive response from learners throughout Indonesia, especially in the form of Teaching Assistance activities in educational units and internships. That the MBKM program certainly also has various problems in implementation and has an impact to learners especially English language Study Program at UKI Toraja, therefore funding problems, program administration problems, program introduction problems, that are also still lacking so that learners do not know the MBKM program, lack of socialization. As experience by respondents who used almost the same statement so as to conclude the data were R3, R4, R4, R5 and R6. R3 when participating in the PMM program it is difficult to adapt to new environment on the destination campus such as the language often having difficulty in class when talking with fellow learners on the destination campus because they use Sundanese which is not understood R4 also the difficulties that were found that during teaching it was very difficult to discipline students in the classroom, especially when the teaching and learning process.

R5 when participating in the MBKM program, difficulties from the registration stage directly preparing files, the selection stage, continuing to answer many questions and when arriving at the destination campus, difficulties such as campuses that do not match expectations, facilities provide by the campus and also have to adjust to adapting to the destination campus and the difficulties faced also when participating in the MBKM program, funds are slow to disburse. And also R6 the difficulties are difficult networks, the difficulty of water, the difficulty of being far from the City so if needed and not sold in the Village, we have to go to the City to buy and then return to the place of placement.

Conclusion

Based on the findings and discussion in the previous chapter, the researcher concluded that the MBKM program has a positive impact to the learners academic quality. Through the MBKM program, learners can increase their concept of the MBKM program from beginning to the end of the program, learners can also find out what the MBKM program is like, then an increase in the ability to think critically in solving a problem, an increase in academic achievement, an increase in learners participation in academic activities, an increase in motivation and independence in learning, gaining enjoyable and positive learning experiences, developing skills, as well as career adaptability learners can know what they want to be in the future through the MBKM program, learners can already direct their future where they want to go, the results of this research are also supported by the theory of the expert, then in previous studies which really had positive impact to the learners academic quality and also the results of this research have also answered this research question that the MBKM program has a positive impact to the learners academic quality. As for this research, the researchers also found several obstacles in the implementation of the MBKM program so that learners experience a little difficulty, but it is hoped that through these findings it can in the future improve the implementation of the MBKM program, especially at UKI Toraja in the English education study program that the implementation of the MBKM program can run well without any obstacles.

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