



Contribution of the Implementation of the Independent Campus Learning Program and Student Participation in Campus Intra Organizations to Academic Achievement at State University of Malang

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Abstract

This study aims to analyze the effect of implementing the Merdeka Belajar Kampus Merdeka (MBKM) program and student participation in organizations on academic achievement at the State University of Malang (UM). Using a descriptive quantitative approach and proportionate random sampling technique, 94 respondents from 1,641 students. The results showed: (1) the implementation of the MBKM program at the State University of Malang can be said to be very high with FMIPA as a faculty that has a very high frequency; (2) student participation in organizations at the State University of Malang is in a very high classification with FMIPA as a faculty that shows a very high frequency; (3) the academic achievement of Malang State University students is in a very high classification with FMIPA and FS as faculties that have a very high frequency; (4) MBKM implementation has a positive effect on academic achievement; (5) organizational participation has a negative effect on academic achievement; (6) together, both have a positive effect.

Keywords: MBKM program; intra-campus organization; academic achievement

1. Introduction

Universities must provide a conducive learning environment through structured and comprehensive educational programs to support students' cognitive, affective, and psychomotor development, in order to improve academic performance and face global challenges. According to Maisyaroh et al. (2023) universities must understand the diversity of students and meet their needs to achieve educational goals. The combination of theoretical knowledge and practical experience allows students to apply their learning to the real world, making a significant impact in society. The higher one's level of education, the higher the quality. Brook & Willoughby (2015) assert that success in higher education is key to achieving prosperity and well-being in modern western society.

Academic achievement is often used as a marker of success in education. It reflects students' overall achievement in learning as well as their level of proficiency and behavioral change. Educational assessment involves a standardized process for measuring achievement or attainment on subjects, with Grade Point Average (GPA) often used as a tool to assess student performance. Although GPA does not always guarantee absolute quality, it is often the main parameter for assessing student achievement. According to Maisyaroh et al. (2023) effective educational institutions are characterized by quality learning activities and excellent graduates, reflected in academic and non-academic achievements. Exams and tests are

considered an important method in assessing academic achievement, but not all students achieve satisfactory results (Wahyudi, 2016; Azizy et al., 2019)

Of course, learning outcomes are achieved not only through student efforts through academic competitions, but also through independent learning efforts through participation in government programs. Therefore, higher education institutions can prepare students with relevant knowledge and skills in various professional fields through an up-to-date curriculum, one of which is the Merdeka Belajar Kampus Merdeka (MBKM) program. This program emphasizes the freedom and independence of educational institutions and students in choosing fields of study without excessive bureaucratic constraints (Kementerian Pendidikan dan Kebudayaan, 2020). State University of Malang (UM) has implemented the MBKM program as an effort to develop student potential through a holistic learning experience. Some of the MBKM programs that have been implemented include: (1) Student Exchange, (2) Teaching Assistance in Education Units, (3) Internships/Work Practices, (4) Research/Research, (5) Humanitarian Projects, (6) Entrepreneurial Activities, (7) Independent Studies/Projects, (8) Building Villages/Thematic Real Work Lectures.

Puspitasari & Nugroho (2021) suggest that MBKM acts as a special tool in higher education that encourages students to become graduates who excel in the fields of science and technology and have relevant character and quality to enter the world of work. According to Sopiansyah et al. (2022) the purpose of the MBKM policy is to motivate students to have broad mastery in various fields of science according to their specialization, so that they are ready to face competition at the global level. Sulistiyani, dkk. (2021) also explained that the MBKM program aims to improve students' ability to gain knowledge through practical experience, encourage creativity and innovation, and strengthen hard skills and soft skills. Rochmiyati et al. (2022) highlighted that the Merdeka Belajar program, introduced by the Ministry of Education and Culture (Kemendikbud), provides a more practical learning method. It allows students to develop their creativity, personality, skills, and needs, as well as increase independence in conducting research and developing science through direct experience in the field.

The Merdeka Belajar Kampus Merdeka (MBKM) policy provides opportunities for students to get involved in intra-campus organizations as part of their learning experience. Participation in these organizations is important to realize the vision and goals of MBKM, providing students with autonomy and flexibility in managing their time. According to Sulistyorini (2018) participation includes physical and non-physical involvement which is important for personal skill development and future preparation. Akib & Darwis (2019) added that student organizations offer many opportunities such as new experiences and knowledge that are not available in the academic world. The role of intra-campus organizations is regulated in article 77, Indonesian Law No. 12 of 2012, which includes the development of talents, interests, potential, creativity, critical abilities, courage, leadership, patriotism, student welfare, and social responsibility through community service activities (Kementrian Hukum dan HAM, 2012). State University of Malang has various intra-campus organizations, including the Student Executive Board, Student Representative Council, Faculty Student Council, Department Student Association, and Student Activity Unit.

Student participation in student organizations not only enhances individual potential but also provides learning opportunities. However, the purpose of joining organizations varies,

with some students just looking for fun. The methods and functions of student organizations are sometimes not well understood, resulting in wrong directions and actions. Wawan et al. (2023) noted that some students see organizations as important for growth and development of soft skills that are not taught in class, while others consider them unimportant. Students who are active in organizations often have difficulty dividing their time between academic and non-academic activities, which can interfere with academic performance. As a result, low participation in organizations can affect students' ability in the world of work. Therefore, many students prefer to improve academic performance through the Merdeka Belajar Kampus Mengajar program.

Research by Abdullah et al. (2023) and Kosasih (2017) showed a decrease in student interest in organizations and an insignificant impact on academic achievement. This is due to the orientation of the organization which is more on developing individual interests and talents, so that achievement varies according to the preferences of each student. Syamsuddin et al. (2022) found that the implementation of the MBKM program was not optimal and had weaknesses in several aspects, which hindered the development of students' hard skills and soft skills. Suleman et al. (2023) revealed that students' soft skills, including communication skills and teamwork, were still not optimal. In addition, Pohan & Kisman (2022) noted the lack of information received by students about MBKM and the lack of support from the campus.

The existence of the phenomena described above, this study aims to determine the level of relevance and existence of student organizations and MBKM programs in each faculty of State University of Malang on academic achievement. The findings of this study will identify the effect of the contribution of the implementation of the MBKM program and student participation in organizations on academic achievement, and analyze the influence of the two variables together. Thus, this research will be a strong foundation for maintaining and developing effective activities in improving student academic achievement.

2. Method

This study uses a quantitative approach with multiple linear regression research design that will analyze how the level of implementation of the MBKM program and student participation in intra-campus organizations has an impact on improving academic achievement. The research sample consists of 2021 students who are involved in the MBKM program and actively participate in intra-campus organizations at the undergraduate level of State University of Malang. Based on calculations using the Slovin formula, a sample size of 94 was obtained from a total of 1641 students. Sample data is processed using probability sampling technique with proportionate random sampling type, this technique is used because the population has the same opportunity to be selected according to its proportion. Then distribute questionnaires using a 4-point Likert scale to avoid neutral or undecided options with 68 questions to the research subjects. This study has met all tests including validity, reliability, and free from classical assumption tests such as normality, linearity, multicollinearity, heteroscedasticity, and autocorrelation so that it can continue the hypothesis testing and multiple linear regression analysis steps. The formula for determining the number of samples in each section using the proportionate random sampling technique is in Table 1.

Table 1 Sample Data

No	Faculty	Calculation	Samples
1	Faculty of Economics and Business (FEB)	146/1641*94	8
2	Faculty of Sports Science (FIK)	195/1641*94	11
3	Faculty of Education (FIP)	201/1641*94	12
4	Faculty of Social Sciences (FIS)	222/1641*94	13
5	Faculty of Mathematics and Natural Sciences (FMIPA)	342/1641*94	20
6	Faculty of Psychology (FPsi)	58/1641*94	3
Total			94

3. Results and Discussion

3.1 Result

Descriptive Analysis

Description of MBKM Program Implementation (X1)

The variable implementation of the MBKM program was obtained through distributing questionnaires using Google Form and involving 94 respondents from Malang State University (UM) class of 2021. The data is processed based on the experiences felt by students who are then filled in on the questionnaire provided by the researcher. The questionnaire regarding the implementation of the MBKM program consists of 21 questions. The following are the results of data processing related to the description of the implementation of the MBKM program.

Table 2 Descriptive Analysis of MBKM Program Implementation for Each Faculty

		MBKM Program Implementation (X1)							
Description	Interval	FEB	FIK	FIP	FIS	FMIPA	FPsi	FS	FT
		f	f	f	f	f	f	f	f
Very low	21-36	0	0	0	0	0	0	0	1
Low	37-52	1	0	0	0	1	1	0	0
High	53-68	4	4	6	7	8	1	6	2
Very high	69-84	3	7	6	6	11	1	10	8
Total		8	11	12	13	20	3	16	11

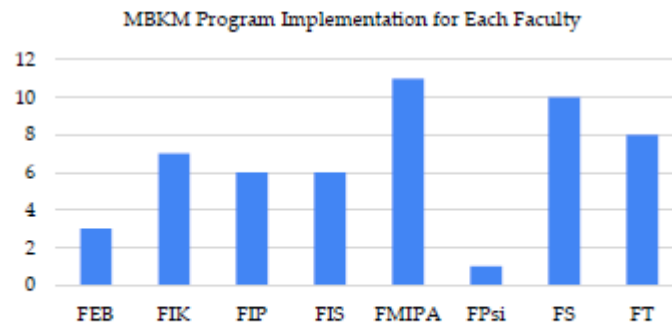


Figure 1 MBKM Program Implementation for Each Faculty

Based on Table 2 and Figure 1, it is found that the implementation of the MBKM program in each faculty shows that students with a very high frequency are in FMIPA with an interval of 69-84 as many as 11 students. This shows that FMIPA has higher enthusiasm in participating in the MBKM program than other faculties. Other faculties show a variety of frequencies, but not as intense as in FMIPA.

This research is in line with previous studies which show that student perceptions of the MBKM program are very diverse but generally positive (Arjanto, et al., 2022; Sopianingsih, et al., 2022). It can be seen from students' enthusiasm for the program. Strong determination, careful preparation and planning, high motivation, and good implementation are clear evidence of students' positive views. This finding is consistent with research by Pohan & Kisman (2022) which states that the majority of students are very interested in MBKM activities because this program is considered capable of providing additional competencies, broadening horizons, and improving student soft skills.

Similar findings conducted by Meke, et al., (2021) show a positive response to the Merdeka Belajar Kampus Merdeka (MBKM) program. Socialization through online and offline platforms provided by universities is the main choice for students to find out about MBKM programs and policies, with many students having prepared themselves to take part in the program. The internship program is the most attractive to students because of its relevance to the world of work after college. However, financial issues are the main concern of students in participating in MBKM activities.

Previous research conducted by Wardhani, et al., (2022) found that the understanding of lecturers and education personnel about the guidelines and implementation of the MBKM program was good. The implementation of the MBKM curriculum according to lecturers, students, education personnel, and partners has gone well and is able to improve student competence. However, the evaluation shows that the distribution of understanding of the MBKM curriculum is still lacking, especially among education personnel. Therefore, it is necessary to increase the socialization of the MBKM curriculum so that all parties involved

have a better understanding and are able to implement the MBKM curriculum in accordance with its objectives.

Description of Student Participation in Organizations (X2)

The variable of student participation in the organization was obtained through distributing questionnaires using Google Form and involving 94 respondents, State University of Malang (UM) class of 2021. The data is processed based on the experiences felt by students and filled in the questionnaire provided by the researcher. The questionnaire regarding student participation in organizations consists of 16 questions.

Table 3 Descriptive Analysis of Student Participation in Organizations for Each Faculty

		Student Participation in Organizations (X2)							
Description	Interval	FEB	FIK	FIP	FIS	FMIPA	FPsi	FS	FT
		f	f	f	f	f	f	f	f
Very low	16-27	0	0	1	0	0	0	0	0
Low	28-40	0	2	0	1	0	0	1	2
High	41-52	2	5	5	6	7	0	9	3
Very high	53-64	6	4	6	6	13	3	6	6
Total		8	11	12	13	20	3	16	11

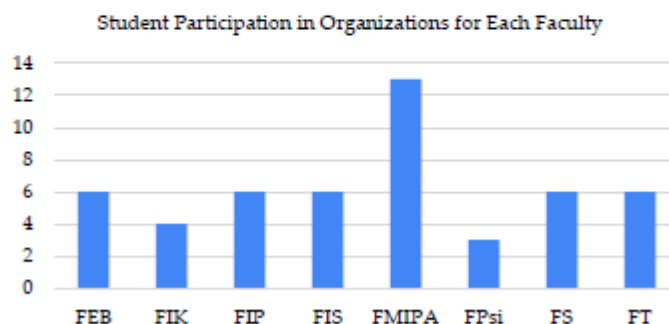


Figure 2 Student Participation in Organizations for Each Faculty

The frequency of student participation variables in organizations (X2) in each faculty shows that the frequency of very high participation is in the Faculty of Mathematics and Natural Sciences with an interval of 53-64 as many as 13 students. This shows that FMIPA has a higher level of organizational participation than other faculties. Other faculties show variations in the level of participation, but not as high as in FMIPA.

Previous research conducted by Dewi (2020) shows that student involvement in organizations has a positive impact on the effectiveness of these organizations. Students' potential can be enhanced through various activities that improve their abilities, analytical thinking, creativity, and innovation, as well as through the interests they have. Therefore,

students are given the opportunity to take part in various activities outside the academic environment, such as joining student organizations or student activity units.

Similar findings were also obtained in a study conducted by Akib & Darwis (2019) showing that the development of student skills, such as the ability to communicate and interact with the community, does not always occur directly through the learning process in the classroom. As a result, students who have high academic achievement are often less able to develop their skills in real-life situations. Therefore, activities outside the curriculum, such as those conducted by student organizations, are expected to help students expand their skills as competent individuals in both academic and non-academic fields. This is in line with students' expectations to have skills that enable them to become independent individuals and be able to interact with society effectively.

Description of Academic Achievement (Y)

The academic achievement variable was obtained through distributing questionnaires using Google Form which involved 94 respondents, State University of Malang (UM) class of 2021. The data is processed based on the experience felt by students and filled in the questionnaire provided by the researcher. The questionnaire regarding student academic achievement consists of 31 questions.

Table 4 Descriptive Analysis of Academic Achievement in Each Faculty

Description	Interval	Academic Achievement (Y)							
		FEB	FIK	FIP	FIS	FMIPA	FPsi	FS	FT
		f	f	f	f	f	f	f	f
Very low	31-54	0	0	0	0	0	0	0	0
Low	55-77	1	0	0	0	1	0	1	0
High	78-101	7	2	3	4	9	3	6	4
Very high	102-124	0	9	9	9	10	0	10	7
Total		8	11	12	13	20	3	17	11

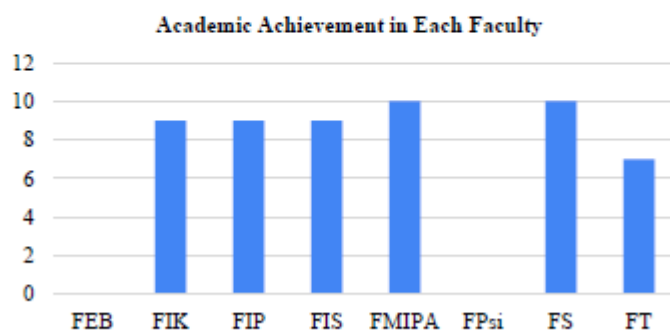


Figure 3 Academic Achievement in Each Faculty

Based on the information in Table 4 and Figure 3, it can be seen that the academic achievement variable in each faculty shows a very high frequency of academic achievement in FMIPA and FS, with an interval of 102-124 as many as 10 students. This shows that both faculties have a number of students who achieve good academic achievement.

This finding is in line with the opinion of Nabillah & Abadi (2020) that learning outcomes cover three main domains: cognitive, affective, and psychomotor. Learning outcomes have a

vital role in the educational process because they provide information about student progress in achieving predetermined learning objectives. This information can be used as a basis for designing and implementing learning activities that are more suited to student needs. Thus, learning outcomes serve as valuable feedback to improve the effectiveness of the learning process. Therefore, the use of learning media is very important because it is proven to provide significant benefits in increasing the effectiveness of learning activities (Afrita, et al., 2018).

Then, the results of research by Inayah, et al., (2023) show that students with good academic achievement tend to have good time management. Conversely, students with poor academic achievement have time management that tends to be less good. Students who are able to manage the schedule of college and work activities well realize that it helps them achieve academic goals, such as getting a good GPA. Conversely, poor time management can make it difficult for students to prioritize between college and work. Muliati (2016) also concluded that good time management will result in high academic achievement, while poor time management will result in low academic achievement.

Hypothesis Testing

Correlation Analysis Test (Pearson Product Moment)

In the Pearson product moment analysis, the level of significance is compared, where if the significance is > 0.05 , or $r_{count} > r_{table}$. It is known that Pearson's product moment with 94 respondents, the r_{table} is 0.168. Variable X1 has a correlation coefficient of $0.234 > 0.168$ or $Sig. 0,23 < 0,05$. This shows that there is a positive and significant relationship between variable X1 and variable Y. Furthermore, variable X2 has a correlation coefficient value of $-0.386 < 0.168$ or $Sig. 000 < 0,05$. This indicates a negative and significant relationship between variable X2 and variable Y. It can be concluded that there is a significant relationship between the implementation of the MBKM program (X1) and student participation in organizations (X2) on academic achievement (Y). The degree of relationship between the two variables is weakly correlated for X1 of 0.234 and weakly correlated for variable X2 of -0.386.

Multiple Linear Regression Analysis Test

After completing all the classical assumption tests, the next step is to conduct multiple linear regression analysis. This step aims to understand the relationship between the implementation of the MBKM program and student participation in organizations with academic achievement. The results of the multiple linear regression equation can be seen in Table 5.

Table 5 Multiple Linear Regression Test Results

Variable	Coefficient	T Count	Significance	Description
(Constant)	110.751	9.655	.000	
MBKM Program Implementation	.298	2.292	.024	Positively affected
Student Participation in Organizations	-.630	-3.985	.000	Negatively affected

The calculation results from Table 4 produce the following regression line equation: $Y = 110.751 + 0.298X_1 - 0.630X_2$, then interpreted as follows: a) The constant value shows a value of 110.751. This means that if

the variable implementation of the MBKM program (X_1) and student participation in organizations (X_2) has a value of 0 (zero), then the variable level of academic achievement (Y) will have a value of 110.751; b) The regression coefficient of the MBKM program implementation variable (X_1) is 0.298. This shows that if the value of the implementation of the MBKM program (X_1) increases by 1 unit, the value of the level of academic achievement (Y) will increase by 0.298, assuming other independent variables remain; c) The regression coefficient of the student participation variable in the organization (X_2) is -0.630. This indicates that if the value of student participation in the organization (X_2) increases by 1 unit, the value of the level of academic achievement (Y) will decrease by -0.630, assuming other independent variables remain constant.

Effect of MBKM Program Implementation on Academic Achievement

The effect of each independent variable on the dependent variable is measured through partial testing. A variable is considered to have a significant effect on other variables if the Sig value. $< 0,05$. The basic criteria for determining the hypothesis are: (1) if the t value $>$ t table, it can be concluded that H_0 is rejected and H_a is accepted; and (2) if the t value $<$ t table, it can be concluded that H_0 is accepted and H_a is rejected.

Table 6 Partial Significance Test of MBKM Program Implementation on Academic Achievement

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	110.751	11.471		9.655	.000
MBKM Program Implementation	.298	.130	.216	2.292	.024

In this study, the calculation of the t table value was obtained at 1.986. The MBKM program implementation variable (X_1) has a positive coefficient and has a t count $>$ t table of $2.292 > 1.986$ and a Sig value. $0.024 < 0.05$, so it can be said that X_1 has a positive effect on academic achievement (Y).

The implementation of the MBKM program at the State University of Malang has made a positive and significant contribution to improving student academic achievement. This program is designed to enrich learning experiences, improve competence, and broaden students' horizons and networks. Therefore, more intensive steps to encourage student participation in the MBKM program can be an effective strategy in improving academic achievement at the State University of Malang. This finding is in line with research conducted by Sari, et al., (2021) which shows that students' abilities have increased gradually after participating in the MBKM program. The soft skills developed include basic aspects of life such as adaptability, emotional maturity, and communication skills. Meanwhile, hard skills include improvements in communication skills, mastery of digital technology, and ability in digital engineering.

Kuncoro, et al., (2022) found that the soft skills of MBKM participants were relatively good, with the majority of participants falling into the excellent and good categories. There was no significant difference in soft skills based on the type of MBKM activity, indicating that the influence of MBKM is evenly distributed on each student's soft skills. Participation in the MBKM program is able to improve students' ability to set an example, guide, engage in decision making, share information with group members, and interact positively with others, compared to non-MBKM students. This is in line with the objectives of the MBKM program designed by Kementerian Pendidikan dan Kebudayaan, (2020), namely increasing the competence of graduates, both hard skills and soft skills, to face the needs of the times and prepare graduates as future leaders.

Based on the results of the research described Kholik, et al., (2022) that the implementation of the MBKM curriculum shows that the perceptions of lecturers and students towards this program are very positive. Several aspects show the contribution and interest of lecturers in the preparation of the MBKM curriculum. As a result, there is an increase in the capacity of lecturers, an improvement in the learning process with students, and an increase in hard skills and soft skills with a very good category.

The Effect of Student Participation in Organizations on Academic Achievement

The effect of each independent variable on the dependent variable is measured through partial testing. A variable is considered to have a significant effect on other variables if the Sig value. < 0,05. The basic criteria for determining the hypothesis are: (1) if the t value > t table, it can be concluded that Ho is rejected and Ha is accepted; and (2) if the t value < t table, it can be concluded that Ho is accepted and Ha is rejected.

Table 7 Partial Significance Test of Student Participation in Organizations on Academic Achievement

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	110.751	11.471		9.655	.000
Student Participation in Organizations	-.630	.158	-.375	-3.985	.000

Meanwhile, the student participation variable in the organization (X2) has a coefficient value with a negative direction and t count < t table of -3.985 < 1.986 and Sig value. 0.000 < 0.05, so it can be said that X2 has a negative effect on academic performance (Y).

Based on the results of partial hypothesis testing using IBM SPSS 24 for Windows, this study shows that there is a negative and significant influence between student participation in organizations (X2) on academic achievement (Y) at the State University of Malang. This means that an increase in student participation in organizations is related to a decrease in student academic achievement at the State University of Malang. This can be due to differences in the proportion or intensity of student involvement in organizations such as different study programs, batches, and time periods which can affect the dynamics of student involvement in organizations. In addition, time management and priorities between organizational and academic activities, as well as the type or focus of student organizations that are followed, whether they are more oriented towards self-development or more time-consuming activities.

The findings of this study are in line with research conducted by Kosasih (2017) which shows that students prioritize academics and hedonistic lifestyles, their desire to develop civic skills decreases on campus. The obstacles faced by student organizations in developing civic skills include various internal and external obstacles such as funding issues, licensing, communication, lack of interest from students, and limited facilities. Supported by a study conducted by Abdullah, et al., (2023) that student interest in student organizations has decreased, with more students choosing the MBKM program as an alternative. It is known that student achievement in student organizations does not have a significant effect, because achievement depends more on individual interests and talents. The Covid-19 pandemic is also proven to affect the decline in the performance of student organizations. Data from students show that there are differences in interest in participating in the management of student organizations and the MBKM program, where some respondents prefer the MBKM program because it is considered more promising and profitable. Public speaking, leadership, and social skills are skills that are considered important for participation in the MBKM program and student organization management. Student organizations are considered more flexible for skill development, while MBKM programs are more related to the professional world. This research provides a valuable understanding of the changes in students' interest in student organizations and the factors that influence their decision to join.

Nasution & Sinaga (2023) menyatakan bahwa keaktifan program dan kegiatan organisasi mahasiswa saat ini kurang optimal karena banyak pengurus organisasi mengikuti program Kampus Merdeka. Hal ini terbukti dari semakin berkurangnya kegiatan organisasi mahasiswa dan banyak program kerja yang

tidak terlaksana. Meskipun beberapa organisasi mahasiswa mengalami penurunan peminat, sebagian lainnya masih memiliki peminat yang cukup tinggi. Partisipasi mahasiswa dalam kegiatan organisasi mulai menurun seiring dengan adanya wadah aktualisasi baru seperti Kampus Merdeka. Selain itu, pengurus organisasi mahasiswa yang mengikuti program Kampus Merdeka kurang maksimal berpartisipasi karena harus membagi waktu dan tenaga antara organisasi dan program tersebut. Oleh karena itu, efektivitas organisasi dalam mencapai visi, menjalankan misi, mencapai tujuan dan sasaran, serta dalam melaksanakan kegiatan pembelajaran diperlukan seorang pemimpin yang menampilkan kepemimpinan yang efektif. Kualitas budaya organisasi perguruan tinggi sangat ditentukan oleh kualitas pemimpin yang memiliki kepemimpinan yang tinggi dan dapat menerapkan nilai-nilai kepemimpinan dalam organisasi (Boyatzis, R., & McKee, 2010 ; Juharyanto, et al., 2020).

Raditya & Nurani (2023) concluded that organizational activity does not have a negative impact on academic achievement, as long as students can manage their time and do not interfere with the lecture schedule. This should be an encouragement for students to be active in organizational activities on campus. Organizational activity can improve academic achievement if student activities are tailored to student interests. However, the academic performance of scholarship recipient students has not yet reached the target, with some scholarship recipient students experiencing a decrease in GPA despite receiving scholarship facilities. Therefore, to improve academic achievement, there needs to be awareness and understanding of the motivation to be achieved and optimal support for facilities and infrastructure.

Effect of MBKM Program Implementation and Student Participation in Organizations on Academic Achievement

Simultaneous testing is conducted to evaluate whether overall all independent variables have an influence on the dependent variable. In the context of this study, the simultaneous hypothesis test is used to assess the combined impact of the MBKM program implementation variable (X1) and student participation in organizations (X2) on the academic achievement variable (Y).

Table 8 Simultaneous Significance Test of MBKM Program Implementation and Student Participation in Organizations on Academic Achievement

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6298.613	2	3149.307	11.042	.000 ^b
	Residual	25955.416	91	285.224		
	Total	32254.029	93			

a. Dependent Variable: Academic Achievement

In this study, the calculation of the F table value was found to be 2.36. The value of f count > f table is 11.042 > 2.36, and the value of Sig. 0,000 < 0,05. This implies that Ho is rejected and Ha is accepted, indicating a significant joint or simultaneous effect of X1 and X2 on Y.

The results of simultaneous hypothesis testing using IBM SPSS 24 for Windows show a positive effect of the implementation of the MBKM program (X1) and student participation in organizations (X2) on academic achievement (Y) at the State University of Malang. This statement indicates that if the implementation of the MBKM program and student participation in organizations are improved together, there will be an increase in academic achievement at the State University of Malang.

Research findings by Andrian, et al., (2022) show that MBKM has a significant positive effect in increasing students' interest in learning, both within and outside their main field of study. In addition, the program also succeeded in improving students' ability to think across disciplines, with their ability to integrate knowledge from various fields of study increasing significantly. Students' responsiveness to social, cultural and technological changes also improved after taking MBKM, demonstrating their readiness to face challenges in the evolving job market.

Alfira & Sulistiawati (2023) stated that students who are active in organizations get more benefits than those who only attend lectures. Activeness in organizations has a positive and significant effect on learning achievement. Students have a desire to express their ideas as a form of self-actualization, develop interests and talents, and seek as much experience as possible through participation in organizations. This shows that the majority of respondents follow the organization seriously, not just following friends, and their level of activeness is generally in the good category. Participation in organizations does not always have a negative impact on academic performance. If students are active in organizations, they must be able to manage their time well so that it does not interfere with their learning achievement.

Nurrahmaniah (2019) supports this finding by asserting that student academic achievement in an educational institution is considered important as it is a reflection of the

quality of the education system in that institution. This highlights the need to improve certain aspects of the education system, such as time management, learning processes, and monitoring and evaluation, in order to achieve maximum educational outcomes. Research by Hulwani & Aliyyah (2024) confirms that academic achievement plays a very important role for students, because it can bring various benefits. In an effort to achieve optimal academic achievement, it is necessary to consider several factors, such as the urgency of academic achievement, indicators of the importance of achievement, the benefits of academic achievement, motivation, future opportunities, study strategies, and evaluation of learning outcomes and activities.

4. Conclusion

Based on the analysis conducted by researchers regarding the contribution of the implementation of the MBKM program and student participation in intra-campus organizations to academic achievement at the State University of Malang, conclusions can be drawn, among others: 1) The implementation of the MBKM program at the State University of Malang can be said to be very high, with FMIPA as a faculty that has a very high frequency; 2) Student participation in organizations at the State University of Malang is in the very high category with FMIPA as a faculty that shows a very high frequency; 3) The academic achievement of Malang State University students is in a very high classification with FMIPA and FS as faculties that have a very high frequency; 4) There is a positive and significant effect of MBKM program implementation and academic achievement at State University of Malang. The higher the level of implementation of the MBKM program, the higher the achievement of student academic achievement; 5) There is a negative and significant effect of student participation in organizations at the State University of Malang. Too intensive student involvement in student organizations can have an impact on decreasing academic achievement; 6) There is a joint positive and significant influence between the implementation of the MBKM program and student participation in organizations on academic achievement at the State University of Malang. This finding indicates that the two variables are interrelated and are part of what has an important contribution in improving student academic achievement.

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