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Analysis of the success level of the Independent Campus Competition Program (PK-KM) on the quality of higher education in higher education in Universitas 17 Agustus 1945 Surabaya

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Abstract. The internship program is able to improve students' soft skills and hard skills as well as solve problems that exist in the industrial world. The student exchange program is able to improve student competence in participating in the transfer of existing knowledge at partner universities. Student certification and training programs are able to improve student scientific discipline in identifying problems and solving problems according to the scientific field. The Thematic Real Work Lecture Program is able to understand the culture, social and economics of the community so that students have the ability to draft village regulations and socialize them. Students' abilities in internships, student exchanges, student certification and training, and thematic Real Work Lecture activities are expected to enable students to achieve KPI 1, namely Graduates Get Decent Work.

Keywords. PK-KM; Education; Untag Surabaya

Introduction

The Universitas 17 Agustus 1945 Surabaya has 10,883 active students in the 2019/2020 academic year so it is included in the PK-KM League 2 category. PK-KM League 2 category can apply for 3 study programs with a maximum budget of Rp.1 billion per study program/year. The proposed study programs are Industrial Engineering Study Program, Civil Engineering Study Program, and Law Studies Study Program. Based on the **contract** Number: 89/E1/KM.05.03/2021 concerning the Implementation Agreement of the Independent Campus Competition Program, the Universitas 17 Agustus 1945 Surabaya received assistance of Rp.1,948,267,000, with the following budget details:

Table 1.1 Details of approved PK-KM budgets for Each Study Program

No	ProgramStudi	DanayangDisetujui
1.	IlmuHukum	Rp.658.644.000
2.	TeknikSipil	Rp.652.298.000
3.	Teknik Industri	Rp.637.325.000

Funding for PK-KM activities carried out by the three study programs refers to the Main Performance Indicators (IKU) 1, KPI 2, KPI 3, KPI 4, and KPI 7. The PK-KM program is realized in the implementation of MBKM namely student exchanges, internships, and village wira program (patriots serve). Other activities that encourage the realization of KPI 1 and KPI 4 are conducting training and certification for lecturers, staff, and students. The number of lecturers, staff, and students involved in the PK-KM program is as follows:

Table 1.2 Involvement of lecturers, staff, and students in the PK-KM program

Prodi	Type activity of	Number of lecturer	Number of Education Staff	Number of students	Activity location
Industrial engineering study program	Internship / apprenticeship	4	-	16	Gresik, Lumajang, dan Blitar
	Student exchange	2	-	30	Universitas Petra, UKWM
	Case method	4	-	300	Gresik, Surabaya, Sidoarjo
	Training and certification	6	-	-	Surabaya
	Internship / apprenticeship	2	-	-	Surabaya
Civil engineering study program	Internship / apprenticeship	3	-	10	Gresik, Tuban, Sidoarjo
	Student exchange	2	-	15	ITS, ITN Yogyakarta
	Training and certification	9	-	93	Surabaya
	Internship / apprenticeship	15	-	-	Surabaya, Gresik, Sidoarjo
Legal studies	Collage real work patriots serve.	11	-	50	6 Village at Wonosalam, Jombang
	Student training	-	-	50	Surabaya
	Training and certification	-	2	-	Surabaya
Amount		58	2	564	

Research methods

The stages of this research are as follows: (Dzikria & Narulita, 2021)

1. The initial study was divided into a literature study to find some literature related to research and field studies where the research team went directly to make observations
2. Making online questionnaires through the google form application and there are limitations for correspondents in the form of validation. The questionnaire is divided into two, namely if the answer is not appropriate, it will be repeated again at the beginning until the validity test stage is reached
3. Data collection was carried out using a questionnaire where the respondents were lecturers, staff, and students who were directly involved in the PK-KM program.
4. Data validation is carried out to test the data that has been collected whether it is in accordance with the expected research objectives
5. Data analysis using the SPSS program was carried out to describe the results of the questionnaire into quantitative data, diagrams, or graphs.
6. In closing, a conclusion which is an overview of the overall impact resulting from PK-KM activities.

Discussion and research

N o	Preparation of students so that MBKM implementation runs optimally	Frekuensi	Persentase
1	Briefing on the implementation of MBKM together and offline to better understand how to implement it	1	0.30%
2	Study the MBKM guide and the curriculum that facilitates MBKM	112	33.84%
3	Study the MBKM guide and curriculum that facilitates MBKM, Participate in the selection of activities and prepare the required requirements	34	10.27%
4	Studying MBKM guidelines and curricula that facilitate MBKM Participating in the selection of activities and preparing the required requirements Proactive in preparing appropriate learning activities	81	24.47%
5	Studying MBKM guidelines and curriculum that facilitates MBKM, Proactive in preparing appropriate learning activities	18	5.44%
6	Participate in the selection of activities and prepare the required conditions	42	12.69%
7	Participate in the selection of activities and prepare the required conditions, be proactive in preparing appropriate learning activities	3	0.91%
8	Proactive in preparing appropriate learning activities	40	12.08%
	Amount	331	100.00%

N o	Worries when carrying out learning activities outside of campus	Frekuensi	Persentase
1	When face to face and far enough from the city where you live	1	0.30%
2	Lack of support from campus	13	3.93%

3	Lack of support from campus, lack of information	7	2.11%
4	Not approved by parents	14	4.23%
5	Lack of parental approval, Lack of support from campus	2	0.60%
6	Lack of parental approval, Lack of Information	9	2.72%
7	Lack of parental approval, Covid 19 pandemic	1	0.30%
8	Lack information	72	21.75%
9	Spend	107	32.33%
10	Incurring Fees, Convert Credits	1	0.30%
11	Expenses, Lack of support from campus	12	3.63%
12	Expense, Lack of parental approval	40	12.08%
13	Expense, lack information	50	15.11%
14	Expense fees, do not pass the selection, because the selection is very tight	1	0.30%
15	Late disbursement of funds from the Ministry of Education and Culture and LPDP	1	0.30%
	Amount	331	100.00%

Based on the results of the survey that has been carried out, the following results can be obtained:

1. The Independent Learning Policy of the Independent Campus has been widely known by academics (students, lecturers and education staff). This is evidenced by the results of the questionnaire as much as 82% already know the MBKM policy. (Murnawan et al., 2020)
2. The most frequently obtained MBKM information is from higher education online channels (pages/websites and social media) which is 16.92%.
3. After knowing about the MBKM program, students, lecturers and education staff expressed their great interest in the MBKM program held by the Directorate General of Higher Education, Research, and Technology, as shown by the results of respondents amounting to 64.05%
1. 4. Achievement of KPI 1 Graduates Get Decent Work in the PK-KM program, namely student certification and training activities that are considered successful in increasing student competence in the field of science as indicated by the respondent's results of 72%.
4. Achievement of IKU 2 Students get Off-Campus Experience through internship and student exchange programs in the PK-KM program are considered successful, this is indicated by the improvement in the soft skills and hard skills of students who take part in the internship program. In addition, students can solve industrial problems. This is indicated by the results of respondents by 74%. In the student exchange program, 73% of students stated that they had received knowledge transfer from the lecturers, the material provided and the environment in which the students carried out the program.
5. The achievement of IKU 3 Lecturers with Off-Campus Activities is shown by the research and dedication carried out by the lecturers with partners, both university partners and partners from the industrial world, which are considered to be able to increase the competence of lecturers by a percentage of 77%. In addition, the interest of lecturers in activities outside the campus is also very large, as shown by the results of respondents by 72%.
6. The achievement of IKU 4 Teaching Practitioners on Campus and IKU 7 Collaborative and Participatory Classes in the PK-KM program is shown by the interest of students in

participating in case method-based learning programs and project-based learning conducted in industrial partners.(Kania, 2021)

Functions and Benefits of Research Results

Based on the results of the research that has been done, the functions and benefits that can be taken are as follows:

1. As a measure of the success of the MBKM program that has been issued by the Directorate General of Higher Education, Ministry of Education and Culture.
2. As a measure of the success of achieving the Main Higher Performance Index, especially IKU 1 Graduates Get Decent Work, IKU 2 Students Get Experience Outside Campus, IKU 3 Lecturers Do Activities Outside Campus, IKU 4 Practitioners Teach On Campus and IKU 7 Collaborative Classes And Participatory.
3. Knowing the positive impact of the PK-KM Program that has been carried out for students, lecturers and education staff.(Saves, 2021)
4. Knowing activities that get high interest from academics, namely for lecturers. Students and education staff

Economic and Social Impact

The PKK-M program that has been carried out by the three study programs at Untag Surabaya, namely Industrial Engineering, Civil Engineering, and Legal Studies, has had an economic and social impact on partners.(Murnawan et al., 2020) The economic impact is felt by SMEs who are the object of research as well as the object to carry out the case method. Problem solving carried out in lecturer research and case method activities provides increased profits for partners.(Krishnapatria, 2021) One example is in the case method activity for the Business Design Analysis course in the Industrial Engineering study program, students create innovations in tools that are able to increase production capacity and reduce production costs so that SME profits are higher. In addition to the economic impact, the PKK-M program also provides social impacts for students, lecturers, and partners. For example, when the Patriot Real Work Lecture is serving, students will collaborate with the community so that it will increase student empathy and concern for the community environment at the location of the Real Work Lecture.

Contribution to Other Sectors

The research carried out has a contribution for university partners as well as non-university partners. For higher education partners, in this case Narotama University Surabaya, Wijaya Kusuma University Surabaya, Yogyakarta National Institute of Technology, Widya Mandala Christian University, Petra Christian University Surabaya, and Trunojoyo University Madura, there is a form of cooperation in the form of implementing the Tridharma of Higher Education to achieve University IKU. There is a transfer of knowledge both in terms of service and research.(Purwanti, 2021)

For non-college partners, in this case PT. Independent Youth Facilities, Central Java Bali National Road Implementation, PT. Fort Api Tecnic, CV. Wana Indo Raya, P4S Alam Lestari, PT. Graha pro Yustisia, Ibnu Arly Notary, Dwi Maryati Notasir, and the Advocate Office Sudwijayanti received contributions in the form of human resources from students who did internships (Raissa et al., 2019) at the company, while students themselves received increased soft skills and hard skills from the internship process carried out.(Hartik & Murnawan, 2019)

Obstacles/Obstacles

The following are the obstacles/obstacles faced in conducting research, namely as follows:

1. The research time given is quite short so that in the data collection process it is difficult
2. The condition of the Covid-19 pandemic that is still happening in Indonesia, causing some limitations in conducting research. (Michael, 2020)

Follow-up

The follow-up to be carried out from this research is as follows: Based on the results of the research that has been done, a scientific article will be prepared which can later be used as a reference for other universities.

Conclusion

1. The conclusions from the research that has been done are as follows:
2. The internship program is able to improve students' soft skills and hard skills as well as solve problems that exist in the industrial world
3. The student exchange program is able to improve student competence in participating in the transfer of existing knowledge at partner universities
4. Student certification and training programs are able to improve student scientific discipline in identifying problems and solving problems according to the scientific field
5. The Thematic Real Work Lecture Program is able to understand the culture, social and economics of the community so that students have the ability to draft village regulations and socialize them. Students' abilities in internships, student exchanges, student certification and training, and thematic Real Work Lecture activities are expected to enable students to achieve KPI 1, namely Graduates Get Decent Work.

The suggestions from the research that has been done are as follows:

1. Further research is needed regarding the amount of data distribution that receives the impact of PK-KM both from students, lecturers, education staff as well as university partners and non-university partners
2. There needs to be assistance regarding the right number of respondents for further research

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