
The Influence of Self-Efficacy on Interest in Participating in the *Merdeka Belajar Kampus Merdeka (MBKM)* Program

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Abstract

The purpose of this research was to ascertain how self-efficacy affected students' desire to enrol in Universitas Ma'soem's MBKM program. 1539 Universitas Ma'soem students from the 2020–2023 academic year made up the population. Moreover, the Krejcie and Morgan table revealed that the sample size was 306 (19.88%). A questionnaire with five responses and a Likert scale model served as the research instrument. All the questionnaire's items are valid, and the questionnaire reliability test yielded calculated self-efficacy R-values of 0.761 and interest R-values of 0.760, which are higher than Cronbach's alpha reliability coefficient of 0.70, indicating the questionnaire's reliability. The SPSS application was utilized.

Keywords

Merdeka Belajar Kampus Merdeka (MBKM), self-efficacy, student interest

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Introduction

The *Merdeka Belajar Kampus Merdeka* (MBKM) has become one of the essential initiatives in higher education reform in Indonesia (Nahdiyah et al., 2023), which aims to provide students with a learning experience that is more flexible and relevant to industry needs (Sintiawati et al., 2022; Sulistiyani et al., 2022). Through this program, students are allowed to learn outside their study program, such as internships, humanitarian projects, research, entrepreneurship, and other activities that can improve their competencies and skills (Aithal & Mishra, 2024; Fakhruddin et al., 2023). This program is designed to reduce the gap between the world of education and industry and prepare students to face global challenges and be ready to compete (Thahir et al., 2023).

The implementation of MBKM is based on the principle of autonomous learning, where students can choose and design their learning experiences that best suit their interests and career goals. It does not only aim to improve the quality of graduates but also to encourage innovation and creativity in the learning process. According to official guidelines from the Ministry of Education, Culture, Research and Technology (Kemendikbudristek), this program also supports the development of soft skills such as leadership, teamwork, and communication, which are very much needed in the world of work (Aulia et al., 2023). This MBKM activity encourages students to study outside their study program through various activities such as internships, humanitarian projects, research, entrepreneurship, and others, which can improve their competencies and skills. The *Merdeka Belajar Kampus Merdeka* (MBKM) program has been in the spotlight in many research and academic discussions since it was introduced by the Ministry of Education, Culture, Research and Technology (Kemendikbudristek). The focus of MBKM is to provide students with a learning experience that is more flexible and relevant to industry needs, as well as prepare them to face global challenges (Ika et al., 2024; Irawan & Suharyati, 2023; Manurung, 2022; Rosyanafi et al., 2023).

However, based on data obtained from the person in charge of the MBKM program at Universitas Ma'soem, information was obtained that there were only five students taking part in the MBKM program. This number is considered very small out of a total of 1539 students. In percentage terms, only 0.32% of Ma'soem students participated in the program. This phenomenon shows the very low interest of Ma'soem students in participating in the MBKM program. Overall, research proves the importance of developing student interest in being involved in the MBKM program (Rochana et al., 2021). The consequence of this interest is the motivation, attitudes, and behavior that are visible from student involvement (Kahu et al., 2017). Apart from that, the student interest level in learning certainly influences the learning culture in higher education (Thahir et al., 2023).

In the context of MBKM implementation, self-efficacy is an essential factor influencing their interest in participating in this program. Self-efficacy regarding their ability to complete definite tasks has long been recognized as an influential factor in various aspects of education. In one theory, self-efficacy is a belief that influences how individuals think, feel, and act (Bandura & Wessels, 1997). Students with high self-efficacy tend to be more confident and motivated to initiate and be involved in challenging activities, including innovative programs such as MBKM (Muhid, 2021). Self-efficacy is positively related to academic achievement and

involvement in learning activities (Zimmerman, 2000). This research is relevant in the MBKM context, where students with high self-efficacy tend to be more confident and motivated to participate in challenging and innovative activities. Recent research found that self-efficacy has a significant effect on students learning independence. These findings support the theory that students with high self-efficacy are more likely to engage in demanding learning experiences, such as those offered by the MBKM program.

Several studies have highlighted the positive impact of MBKM implementation on the quality of education and students' readiness to face the world of work. MBKM improves the quality of students by allowing them to gain more practical and applicable learning experiences (Arsyad & Widuhung, 2022). In another research, the development and implementation of the MBKM curriculum increased student satisfaction (Chrisyarani et al., 2022). In addition, the MBKM at Universitas Muhammadiyah Yogyakarta (UMY) has helped the university achieve Research Excellence University status, showing that this program is not only for students but also for educational institutions (Riyadi et al., 2022). However, research highlighting the influence of self-efficacy on interest in participating in the MBKM program has not been studied by other researchers. The results of the analysis show that researching student interests is very important because interests influence various aspects, for example, learning outcomes/achievements (Assem et al., 2023; Hanaysha et al., 2023; Issah et al., 2023; Rahayu, 2023).

Apart from that, this research was conducted to support the realization of the MBKM program, especially by strengthening Indonesia's human resources and involving students in special programs. With this background, this research aims to analyze more deeply how self-efficacy influences students' interest in participating in the MBKM program. It is hoped that the findings will provide new insights into more effective and relevant education policies and provide practical recommendations for universities on supporting and increasing student participation in the MBKM program.

Literature Review

The *Merdeka Belajar Kampus Merdeka* (MBKM) program has been in the spotlight in many research and academic discussions since it was introduced by the Ministry of Education, Culture, Research and Technology (Kemendikbudristek). The focus of MBKM is to provide students with a learning experience that is more flexible and relevant to industry needs, as well as prepare them to face global challenges (Ika et al., 2024; Irawan & Suharyati, 2023; Manurung, 2022; Rosyanafi et al., 2023). The MBKM program provides various learning opportunities that are different from conventional learning systems; for example, students can choose to undertake internships at companies relevant to their field of study, engage in humanitarian projects that can hone their social skills and empathy, or even start their businesses as part of their learning (Marwiji et al., 2023). This opportunity not only improves students' technical skills but also develops soft skills that are much needed in the world of work, such as leadership, teamwork, and communication.

In addition, MBKM encourages collaboration between universities and industry to create programs that are more relevant to the needs of the job market (Arsyad & Widuhung, 2022; Wati et al., 2022). It means that the curriculum and learning activities offered in the

MBKM program are in such a way that they can provide practical and applicable learning experiences for students. Thus, graduates of this program will be better prepared to enter the world of work and face professional challenges better. At the international level, the concept of flexible and experience-based learning, as promoted by the MBKM program, has been recognized as an effective approach in higher education. Research on experience-based learning shows that direct experience in real situations can significantly improve students' understanding and skills, which is in line with MBKM's aim to provide a more applicable and relevant learning experience for students.

In this context, interest is an important aspect. Interest can refer to a psychological state of having affective reactions and attention focused on content and/or a relatively enduring tendency to re-engage with a particular class of objects, events, or ideas (Ainley, 2019; Renninger, 2000). Individual interest refers to a person's relatively long-lasting tendency to re-engage and persist in work with a particular content over time (Tan et al., 2019). Furthermore, self-efficacy is an important variable that influences students' interest in participating in this program. Self-efficacy is an individual's belief in his or her ability to complete definite tasks and has been a widely researched topic in education. Self-efficacy influences how individuals think, feel, and act (Bandura & Wessels, 1997). Self-efficacy is a person's confidence in their ability to carry out tasks effectively and efficiently (Kurniawan et al., 2016).

Methodology

Research design, site, and participants

This research is quantitative research using correlational methods. This research aims to determine the influence of self-efficacy on interest in participating in the *Merdeka Belajar* Program at Universitas Ma'soem. This research can be classified as a causal type of quantitative because it will reveal the causal influence between the research variables studied, namely self-efficacy and interest in participating in the *Merdeka Belajar Kampus Merdeka* (MBKM) program.

The research population is all Universitas Ma'soem students from the class of 2020 to 2024, spread across five faculties with 12 study programs, totaling 1539. The distribution of the research population is in the following table.

Table 1. *Distribution of research population*

Faculty	Study Program	2023		2022		2021		2020		Total
		Male	Female	Male	Female	Male	Female	Male	Female	
Faculty of Islamic Economics and Business	Sharia Banking	2	25	4	30	5	28	4	40	138
	Sharia Business Management	22	37	18	44	19	37	8	19	204
Faculty of Computers	Information Systems	51	20	60	32	42	38	51	17	311
	Computerized Accounting	8	22	13	22	8	18	10	25	126

	Business Digital	28	32	29	17	8	11	10	9	144
	Informatics Management	28	32	29	17	4	9	9	8	136
Faculty of Agriculture	Agribusiness	10	12	13	11	10	6	3	6	71
	Food Technology	9	17	9	14	7	14	4	7	81
Faculty of Teacher Training and Education	English language education	8	26	11	20	4	11	3	9	92
	Guidance and counseling	14	39	8	59	8	50	4	21	203
Faculty of Engineering	Industrial Engineering	8	1							9
	Informatics	20	4							24
	Total									1539

The sample for this study was determined using a proportional stratified random sampling technique to provide equal opportunities for all population members to be sampled. The sample size was determined using the Krejci and Morgan table so that the sample totaled 306 (19.88%). The sample recapitulation is in the following table.

Table 2. *Distribution of research samples*

Faculty	Study Program	2023		2022		2021		2020		Total
		Male	Female	Male	Female	Male	Female	Male	Female	
Faculty of Islamic Economics and Business	Sharia Banking	0	5	1	6	1	6	1	8	27
	Sharia Business Management	4	7	4	9	4	7	2	4	41
	Information Systems	10	4	12	6	8	8	10	3	62
Faculty of Computers	Computerized Accounting	2	4	3	4	2	4	2	5	25
	Business Digital	6	6	6	3	2	2	2	2	29
	Informatics Management	6	6	6	3	1	2	2	2	27
Faculty of Agriculture	Agribusiness	2	2	3	2	2	1	1	1	14
	Food Technology	2	3	2	3	1	3	1	1	16
Faculty of Teacher Training and Education	English Language Education	2	5	2	4	1	2	1	2	18
	Guidance and Counselling	3	8	2	12	2	10	1	4	40
Faculty of Engineering	Industrial Engineering	2	0							2
	Informatics	4	1							5
	Total									306

Research instrument, data collection, and analysis

The research variables and indicators that were developed into data collection instruments are in the following table.

Table 3. *Research variables and indicators*

Variables	Indicators
Students Interest (Aisyah et al., 2024; Shofwan et al., 2021)	Feeling of Joy
	Carefulness
	Participation
	Desire/Awareness
Self-efficacy (Hatta et al., 2021)	Level
	Strength
	Generality

The instrument used in this research was a questionnaire prepared using a Likert scale model with five alternative answers, namely Always (A), Often (O), Sometimes (S), Rarely (R), and Never (N). The questionnaire was tested on 30 respondents to determine the validity and reliability of the instrument before using it. The results of the validity test show that using the IBM SPSS Statistics Version 24 program, all the variables are valid. The results of the questionnaire reliability test obtained a self-efficacy R-value of 0.761 and an interest R-value of 0.760, which are greater than Cronbach's Alpha reliability coefficient of 0.70, so the questionnaire is reliable. These valid and reliable questionnaires are used to collect data in field research.

Data were collected directly by submitting questionnaires to respondents via Google Forms. The research data is processed by carrying out several steps: 1) tabulating the data, 2) testing the analysis prerequisites: normality test, linearity test, and homogeneity test; 3) hypothesis testing by determining the level of influence through simple regression analysis, significance level, and determination coefficient analysis.

Findings

Normality test

The normality test results show that the Kolmogorov-Smirnov test results obtained a significant value of 0.200. The testing criteria for the normality test via the Kolmogorov-Smirnov test is the sig value. The Kolmogorov-Smirnov test ≥ 0.05 indicates that the data is said to be normal, and if sig. Kolmogorov-Smirnov test < 0.05 , the data is not normal. Based on this, the significance value exceeded alpha 5% (0.05), namely 0.053 for the self-efficacy variable and 0.200 for the interest in participating in the program variable; the data is normally distributed so that the normality prerequisite test is met.

Table 4. *Normality test results*

One-Sample Kolmogorov-Smirnov Test

			Self-efficacy	Interest in participating in the program
N			306	306
Normal Parameters ^{a,b}	Mean		99.93	92.00
	Std. Deviation		9.053	8.756
Most Extreme Differences	Absolute		0.051	0.036
	Positive		0.035	0.036
	Negative		-0.051	-0.031
Test Statistic			0.051	0.036
Asymp. Sig. (2-tailed)			0.053 ^c	0.200 ^{c,d}

- a. Test distribution is normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Source: Processed research data in 2024

Linearity test

By the rules of linearity testing, if the deviation from the linearity value is significant or ≥ 0.05 . It means the data is linear, and if sig. < 0.05 , the data is not linear. The results of the data linearity test show that the data is linear. The results of data processing with SPSS show that the sig. Deviation from linearity of the self-efficacy variable with interest in participating in the program is > 0.05 , namely 0.443. Therefore, there is a significant linear relationship between self-efficacy and interest in participating in the program. In detail, the results of the linearity statistical test are in the following table.

Table 5. *Linearity test results*

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Interest in participating in the program* Self-efficacy	Between Groups (Combined)	3763.717	42	89.612	1.201	0.197
	Linearity	643.579	1	643.579	8.628	0.004
	Deviation from Linearity	3120.138	41	76.101	1.020	0.443
	Within Groups	19617.279	263	74.590		
	Total	23380.997	305			

Source: Results of research data processing in 2024

Hypothesis testing

Below are the results of simple linear regression analysis testing.

Table 6. *Hypothesis test results*

Coefficients^a

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients Beta		
1	(Constant)	75.969	5.489		13.841	0.000
	Self-efficacy	0.160	0.055	0.166	2.933	0.004

a. Dependent variable: Interest in participating in the program

Source: Processed research data in 2024

Based on the test results, the Constanta value (a) is 75.969, while the self-efficacy value (b/regression coefficient) is 0.160, so the regression equation is $\hat{Y} = \alpha + bx$, namely $\hat{Y} = 75.969 + 0.160X_1$. It means that if the value of self-efficacy (X1) is 0 (zero), then the student's interest in participating in the program (Y) is 75,969. The regression equation is $\hat{Y} = 75.969 + 0.160$. Meanwhile, the value of students' interest in participating in the MBKM program is already at 75.969 on a scale without any self-efficacy; for example, if a student has a self-efficacy score of 100 on the scale, then the student's interest in participating in the next program can be predicted at $75.969 + 0.160 \times 100 = 91.969$.

Based on the table above, the t-value of the regression coefficient is 2.933, and the significance level is 0.004. A significant value of 0.004 means smaller than 0.05 ($0.004 < 0.05$), so the H_a hypothesis is accepted. It means that the regression coefficient = 0.160 is significant and can be used to influence students' interest in participating in the MBKM program at Universitas Ma'soem. Furthermore, to test the regression significance, this equation was then tested for significance using the F test. A summary of the results of the significance analysis (F test) is in the following table.

Table 7. *F test for regression significance of self-ability (X1) on interest in participating in the program (Y)*

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	539.917	1	539.917	7.186	0.008 ^b
Residual	22841.080	304	75.135		
Total	23380.997	305			

a. Dependent Variable: Interest in participating in the program

b. Predictors: (Constant), Student readiness

Source: Processed research data in 2024

The calculation results in the table above show that the calculated $F = 7.186$ with $\rho = 0.008 < \alpha 0.05$. It means that the regression equation $\hat{Y} = 75.969 + 0.160X$. The R-value can be used to determine the influence of self-efficacy (X1) on students' interest in participating in the MBKM program (Y). Based on statistical tests, an R-value of 0.166 was obtained with an R-square value of 0.028. In detail, the results of the R-value calculation are in the following table.

Table 8. *The influence of self-efficacy (X1) on students' interest in participating in the program (Y)*

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.166 ^a	0.028	0.024	8.648

a. Predictors: (Constant), Self-efficacy
 Source: Statistical data processing 2024

The calculation results in the table above show that the correlation coefficient (r_{yx}) value is 0.166. Meanwhile, the coefficient of determination (r^2) is 0.028. This means that the influence of self-efficacy on students' interest in participating in the MBKM program is 2.8%. It was obtained by applying the formula proposed by Usman (2010), which states that the influence value of an independent variable on the dependent variable can be determined by carrying out calculations using the following formula: Determinant = $r^2 \times 100\%$, you can calculate that Determinant = $0.028 \times 100\% = 2.8\%$.

After reviewing the analysis results above, the research hypothesis of "self-efficacy influences students' interest in participating in the MBKM program at Universitas Ma'soem" can be accepted at the 95% confidence level. Furthermore, it can be interpreted that the self-efficacy factor has significant predictive power on students' interest in participating in the MBKM program. The influence of self-efficacy on students' interest in participating in the MBKM program at Universitas Ma'soem is 2.8%. This influence is relatively small.

Discussion

The hypothesis proposed in this research is that there is a positive and significant influence of self-efficacy (X1) on interest in participating in the MBKM (Y) program. After testing the hypothesis, information was obtained that the proposed hypothesis was accepted, meaning that self-efficacy had a significant influence on interest in participating in the MBKM program at Universitas Ma'soem. It is proven by the regression coefficient t-value of 2.933 and a significance level of 0.004. A significant value of 0.004 means smaller than 0.05 ($0.004 < 0.05$), so the H_a hypothesis is accepted. This means the regression coefficient = 0.160 is significant and can influence interest in participating in the MBKM program at Universitas Ma'soem.

The regression equation obtained is $\hat{Y} = \alpha + bx$, namely $\hat{Y} = 75.969 + 0.160X$. This regression equation explains that when self-efficacy (X) has a value of 0 (zero), then interest

in participating in the MBKM (Y) program has a value of 75,969. The influence of self-efficacy on interest in participating in the MBKM

Self-efficacy has an influence on interest in participating in the MBKM program at Universitas Ma'seom, which is 2.8%. This means that the self-efficacy factor has significant predictive power on interest in participating in the MBKM program. However, when categorized, this influence is considered very small. In other words, interest in participating in the MBKM program can be determined by the self-efficacy level. The description above means that the higher the self-efficacy in a student, the more the student's interest in participating in the MBKM program will increase. Likewise, if students lack self-efficacy, their interest in participating in the MBKM program will not be optimal.

Student self-efficacy is a student's desire to encourage acting, which can be seen from the person's sincere belief in the ability to do something or overcome a situation. Self-efficacy (perceived capabilities for learning or performing actions at designated levels) is a key cognitive variable influencing motivation and engagement (Dogan & Durmus, 2021; Ferla et al., 2009; Pajares & Schunk, 2002).

This research is supported by several previous studies that show that self-efficacy has a positive impact on an individual's interests (Andini & Pratama, 2023; Khairat et al., 2022; Kurniawan et al., 2016; Marlina et al., 2023; Rahmawati & Rahmi, 2023). Self-efficacy influences task choices, effort, patience, endurance, success, behavioral conditions, and activities such as how long they can withstand obstacles and obstacles. People with high self-efficacy may be more comfortable and productive when facing situations of high difficulty. People with low self-efficacy see difficult situations as even more difficult than they are, and such thinking increases anxiety and stress and narrows the person's perspective for solving problems. In this case, it was determined that self-efficacy greatly influences individual success (Dogan & Durmus, 2021; Ferla et al., 2009; Pajares & Schunk, 2002).

Academic self-efficacy, which reflects a student's personal beliefs in his capacities to achieve educational duties at expected levels (Gore Jr, 2006), increases a student's mental efforts to learn. Students whose academic self-efficacy levels are strong put in persistent efforts to overcome the academic duties assigned to them and do not give up easily. Moreover, when students with higher academic self-efficacy are compared to the ones with low self-efficacy, it was found that those having higher academic self-efficacy study more, and by using efficient learning strategies, manage difficult academic duties effectively (Chemers et al., 2001; Margolis & McCabe, 2003; Zimmerman, 2000). Studies showing that students with higher self-efficacy levels could manage their school life better are available in the literature (Chemers et al., 2001; Schunk, 2002). Students with low academic levels and self-efficacy experience academic failure more and have problems in devoting themselves to school. In other words, students with low academic self-efficacy levels, draw themselves away from academic duties, show avoidance, experience motivation problems, and experience anxiety with school (Lodewyk & Winne, 2005). Nonetheless, students with high levels of self-efficacy devote themselves to school better and are more optimistic (Chemers et al., 2001). Unsuccessful experiences of students affect their academic self-efficacy negatively. Students with high self-efficacy are more willing to perform academic duties given to them when compared to the ones with low self-efficacy (Bassi et al., 2007). Academic self-efficacy is also

related to students' vulnerability. Students with low academic self-efficacy, despite their ability levels, are more fragile in the classroom (Pajares & Schunk, 2002).

Conclusion and Recommendation

Based on the research results, the conclusion is that self-efficacy has a significant influence on interest in participating in the MBKM program at Universitas Ma'soem, which is 2.8%. This category of influence is very small. Even though it has a very small influence, it still means that self-efficacy can be used to influence and increase interest in participating in the MBKM program at Universitas Ma'soem. It also means that self-efficacy is one of the factors that need to be considered in increasing interest in participating in the MBKM program at Universitas Ma'soem. The implication of this research is the importance of increasing students' self-efficacy so that they can be more confident in their abilities and become interested in being involved in MBKM programs.

Disclosure statement

No potential conflict of interest was reported by the authors.

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