

Evaluation of Partner Satisfaction with MBKM FISIP UNNES Students in 2025

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Abstract

The Faculty of Social and Political Sciences (FISIP) of Semarang State University (UNNES) has sent students in the MBKM program to various partners, including government agencies, schools, companies, and other partner institutions. The success of the MBKM program is not only measured from an academic perspective, but also from the level of partner satisfaction with the performance of the students involved. This study aims to evaluate partner satisfaction with the performance of MBKM FISIP UNNES students in 2025. This descriptive study aims to evaluate partner satisfaction with the performance of MBKM students. This study uses mixed methods, namely using quantitative and qualitative approaches. The quantitative approach used is descriptive statistical analysis to measure the level of satisfaction from partner answers through frequency distribution. The qualitative approach uses thematic analysis techniques to identify patterns, themes, or insights from partner answers related to their experiences with MBKM students. The results of the study conclude that the implementation of MBKM FISIP UNNES in 2025 achieved a fairly good level of success, especially in efforts to prepare students for the world of work.

Keywords

Evaluation; Partner Satisfaction; MBKM

INTRODUCTION

Independent Learning, Independent Campus (MBKM) is a policy implemented by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia to provide students with the freedom to develop their competencies and experiences outside of campus. Under the MBKM program, students are given

the freedom to learn through various activities outside the classroom, such as internships or industrial work experience, entrepreneurial activities, humanitarian projects, and various other activities (Handini, 2023).

Each university is expected to replicate the MBKM program according to the characteristics of their respective higher education institutions (Ministry of

Education and Culture, 2020). At the Faculty of Social and Political Sciences (FISIP), Semarang State University (UNNES), in the Even Semester of the 2024/2025 Academic Year, the MBKM Program is currently being implemented, which is facilitated by the Prigel and Independent MBKM programs designed by the study program. This program is designed to provide opportunities for students to gain practical experience in various partner institutions, such as government agencies, non-governmental organizations, private companies, and other institutions. The number of students involved in the Prigel and Independent MBKM programs at FISIP UNNES can be seen in the following table.

As part of the MBKM implementation, the performance of students participating in the program is a critical factor in ensuring the sustainability and effectiveness of collaboration between universities and partners. The partners who host students for the MBKM program play a significant role in providing feedback on student performance, including academic competency, professional skills, and the attitudes and work ethic demonstrated during the program.

However, currently, there are not many studies that specifically evaluate the level of partner satisfaction with the performance of MBKM FISIP UNNES students. Partner satisfaction is one of the benchmarks for evaluating the success of the internship program because student competence in internship activities is primarily perceived by the partners where students practice their knowledge

and skills (Mailani, Ikrima, et al., 2024). This evaluation is important for identifying strengths and aspects that need improvement in the implementation of the MBKM program at FISIP UNNES. By understanding the level of partner satisfaction, the faculty can improve the quality of the MBKM program, adjust the curriculum to be more relevant to industry needs, and strengthen collaborative relationships with partners.

This study aims to evaluate partner satisfaction with the performance of MBKM FISIP UNNES students in 2025. The results of this study are expected to provide constructive recommendations in improving the effectiveness of the MBKM program and ensuring that students obtain optimal experience in the world of work. The State of the Art in this study lies in the analysis of partner satisfaction with the performance of MBKM FISIP students in 2025. Several previous studies have shown the implementation of MBKM and student perceptions of MBKM implementation. Meanwhile, studies on the analysis of MBKM partner satisfaction have not been widely studied. The results of previous research conducted by Rahmafritri et al. showed that MBKM can improve the quality of education, especially in the aspects of literacy, numeracy, and character building (Rahmafritri et al., 2024). Other studies show that MBKM activities implemented internally and externally bring a good level of satisfaction for students and lecturers (Suastika, et al., 2022). The MBKM program for students has been proven to improve soft skills, the ability

to innovate, and adapt in the world of practice (Gusdini, et al., 2022).

Another study by Irawan et al. showed that MBKM positively impacted students' readiness to face the world of work and the level of partner satisfaction with students' contributions to the internship program (Wardhani and Farida, 2025). Other studies emphasized the effectiveness of the MBKM program in building students' professional competencies based on feedback from industry partners (Andrian et al., 2022) (Saputra, 2024). Novyan's research also examined the role of MBKM in improving students' employability skills and how industry partners assess student readiness (Novyan, 2024).

In another aspect, Santoso et al. identified challenges faced by partners in accepting MBKM students as well as solutions to improve the effectiveness of collaboration (Santoso, et al., 2022). Muhammadiyah University of Purwokerto in its 2022-2023 Community Service User Partner Satisfaction Report, Al Azhar Indonesia University in its 2021 Collaboration Partner Satisfaction Survey Report, Padjadjaran University in its 4th Quarter 2022 Independent Learning Campus (MBKM) Monitoring and Evaluation Report also measured the level of partner satisfaction with MBKM students in research and community service programs, while Suastika examined the relationship between MBKM experience and partner satisfaction levels in the MSME and digital startup sectors.

Jefia et al.'s evaluation of MBKM implementation in the government sector demonstrated how partners assessed

students' contributions to strategic projects (Jefia, 2025). Meanwhile, Rahmawati's research identified factors influencing partner satisfaction with MBKM students, including competence, work ethic, and communication (Rahmawati, 2013). Maulana's research also analyzed partner perceptions of the usefulness of MBKM in supporting human resource development in the industrial and social sectors (Maulana, 2022).

RESEARCH METHOD

This study aims to evaluate partner satisfaction with the performance of MBKM FISIP UNNES students in 2025. This study is descriptive in nature and aims to evaluate partner satisfaction with the performance of MBKM students. This study uses mixed methods, namely using quantitative and qualitative approaches (Azhari, et.al, 2023) (Sugiyono, 2015). The quantitative approach used is descriptive statistical analysis to measure the level of satisfaction from partner answers through frequency distribution.

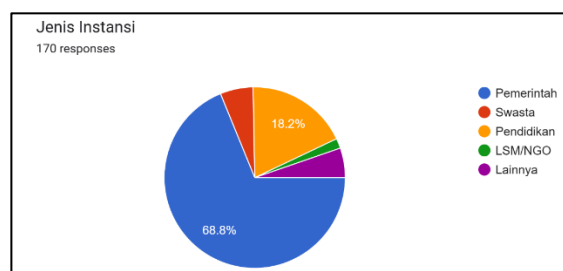
A qualitative approach with thematic analysis techniques to identify patterns, themes, or insights from partner responses related to their experiences with MBKM students. Qualitative analysis uses the Miles and Huberman technique. The subjects of this study were partners from various study programs at FISIP UNNES in 2025. The data collection technique used in this study was a survey with a questionnaire accompanied by open-ended questions (Santika, et al., 2023). The questionnaire contained questions to measure partner satisfaction with the performance of

MBKM students consisting of various indicators using a Likert scale with a scale of 1-5 (Miles and Huberman, 2014).

RESULTS AND DISCUSSION

The research on evaluating partner satisfaction with MBKM FISIP UNNES students in 2025 was conducted for 8 months, involving MBKM FISIP partners from government agencies, the private sector, NGOs, and others. The number of partners who completed the survey in this study was 170 partners, with details of government partners being 117 partners (68.7%), private companies being 10 (5.9%), educational institutions being 31 partners (18.2%), NGOs being 3 (1.8%), and others being 9 partners (5.3%).

Table 1. Respondents of MBKM FISIP UNNES Partners 2025



The results of the evaluation of partner satisfaction with students of the Independent Learning Campus (MBKM) FISIP UNNES in 2025 indicate that, in general, the level of partner satisfaction is in the satisfactory category with an average score of 4.51 out of 5.00, indicating the program's success in aligning graduate competencies with partner needs.

Several indicators that were used as survey objects include: (1) suitability of student knowledge; (2) student ability to apply theory in real work practice; (3) student ability to think critically and be

able to solve problems; (4) student independence, activeness and initiative in working and acting and working without having to be ordered; (5) student discipline in carrying out internships; (6) student politeness and obedience in carrying out internship rules; student ability to adapt to the internship environment; (7); student real contribution to partner institutions; (8) student initiative and responsibility in completing assignments; (9) student ability to complete work according to targets; (10) quality of student work results; (11) student potential to be recruited by partners after graduation; (12) suitability of the FISIP UNNES MBKM Program according to the needs and activities of partners; (13) student ability to help accelerate the achievement of organizational work targets; (14) student ability to communicate and coordinate with the campus. In more detail, the survey resultsEvaluation of partner satisfaction with MBKM FISIP UNNES students in 2025 is illustrated in the following diagram.

Partner Satisfaction Regarding Student Competence

Student competency in implementing MBKM is measured using four indicators, namely: 1) the suitability of knowledge to the field; 2) the ability to apply knowledge in work practice; 3) students' ability to think critically and solve problems; and 4) independence, activeness, and initiative in work.

Table 2. Partner Satisfaction with Student Competence

No	Indicator	Score				
		5	4	3	2	1
1	Student Knowledge According to Field	46.47	47.54	5.88	0	0
2	Ability to apply theory in work practice	45.29	45.29	8.82	0.59	0
3	Have critical thinking and problem solving skills	41.18	50	7.65	1.18	0
4	Independent, active and initiative	46.47	44.12	8.24	1.18	0
Average		44.85	46.74	7.6	0.74	0

The survey results showed that 99.83% of respondents were satisfied to very satisfied with the students' competencies, consisting of Very Satisfied at 44.85%, Satisfied at 46.74% and quite satisfied at 7.6%. Only 0.74% of partners assessed that the students did not have satisfactory competencies. Thus, it can be concluded that FISIP UNNES students who participated in MBKM activities at partner institutions obtained a very positive perception regarding the competencies they possess.

Partner Satisfaction Regarding Work Ethics and Attitude

The work ethics and attitudes of students at the internship location were measured through four indicators, namely: 1) discipline and obedience to rules; 2) politeness; 3) social adaptation; and 4) cooperation and respect for coworkers. Regarding the work ethics and attitudes of students at the MBKM implementation location, the partners stated that most students had positive

ethics and attitudes and satisfied the partners, namely at 99.86%, consisting of Very Satisfied at 59.12%, Satisfied at 35.74% and Quite Satisfied at 5%. Of the four indicators, the indicator of politeness and respect for coworkers and partner staff had the highest contribution or score. Thus, it can be concluded that in the aspect of ethics and attitudes, the most superior aspects of the character of FISIP UNNES students are Politeness and Respect.

Table 3. Partner Satisfaction Regarding Work Ethics and Attitude

No	Indicator	Score				
		5	4	3	2	1
1	Discipline and order in the rules	60.59	32.94	5.88	0.59	0
2	Polite and respectful	66.47	30.0	3.53	0	0
3	Adaptation to the environment	53.53	40	6.47	0	0
4	Teamwork and respect for coworkers	55.9	40	4.1	0	0
Average		59.12	35.74	5.0	0.15	0

Student Contributions to Institutions/Partners

In the aspect of student contribution to partner institutions, there are five measuring indicators, namely: 1) Contribution to partners; 2) initiative and responsibility in tasks; 3) able to complete work targets; 4) quality of work results; and 5) helping to accelerate the organization's work targets. The results of the study showed that the contribution of FISIP UNNES students to partners was very good and satisfactory, namely 99.4%, including Very satisfied at 48.1%, Satisfied at

44.4% and quite satisfied at 7%.

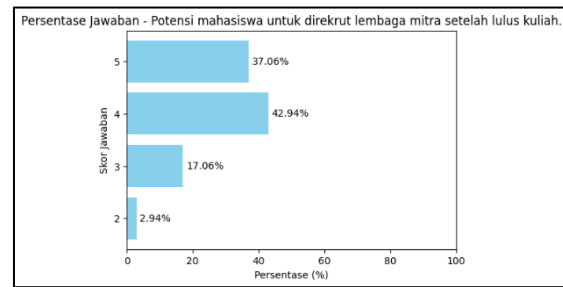
Table 4. Student Contributions to Institutions/Partners

No	Indicator	Score				
		5	4	3	2	1
1	Contribution to partners	45.9	47.1	6.5	0	0.6
2	Initiative and responsibility for tasks	52.9	42.9	4.1	0	0
3	Complete the work according to the target	54.1	38.8	6.5	0.6	0
4	Quality of work as expected	43.5	48.2	8.2	0	0
5	Helps accelerate the achievement of organizational work targets	44.1	45.3	10	0.6	0
Average		48.1	44.4	7	0.6	0

Potential of students to be recruited by partners

Regarding the opportunities and potential of students to be recruited by partners after they graduate, 37.06% of partners stated that the potential for students to be recruited by partners is very large, 42.94% stated the potential to be recruited is large, and those who stated that they have sufficient potential are 17.06%. Thus, the implementation of the MBKM internship for FISIP UNNES students has a positive impact on partners' understanding of students and the opportunities for students to be accepted at internship sites after they graduate.

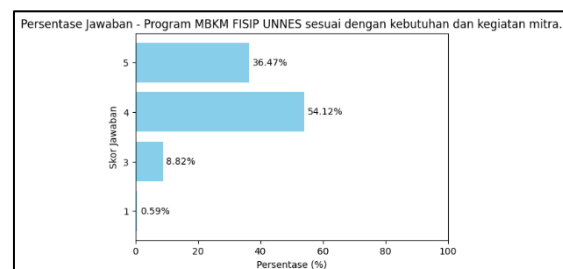
Table 5. Potential of students recruited by partner institutions



Suitability of the MBKM Program with partner needs

Regarding the suitability of the MBKM program with partner needs, the majority of research respondent partners stated that it was 99.41% suitable, with details of very suitable at 36.47%, suitable at 54.12%, and quite suitable at 8.82%. Thus, it can be concluded that the MBKM program design implemented by FISIP UNNES has high compatibility with partner needs in the field.

Table 6. Suitability of the MBKM Program with partner needs

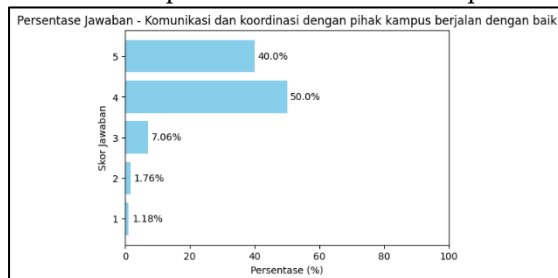


Level of communication between the campus and partners

Regarding the communication aspect between FISIP UNNES and its partners, the research results show that the majority of respondents indicated that the communication process was running well, covering 97.06%, with details of 40% stating that communication was very good, 50% stating that it was good, and

7.06% stating that it was quite good. Thus, it can be concluded that the communication between partners and FISIP UNNES has been running well and synergistically.

Table 7. Campus communication with partners



There are several suggestions from partners regarding the placement of students in the MBKM FISIP UNNES program at partner institutions that can be noted and improved in the future, namely:

1. Some students are still less responsive to work, their nature is just waiting for work. Students should offer OPD what I can help with, especially if the OPD has a large volume of work.
2. Self-confidence needs to be increased, still seems embarrassed to ask and afraid to do new things
3. Lack of socializing with teachers
4. Afraid of making a mistake every time you speak or do something
5. Too focused on administration
6. Ever played games during work hours?
7. Need to increase social skills in the field, especially when dealing with clients or community members.
8. Once in a while the supervisor can visit his students
9. Improving the provision and strengthening the role of supervising

lecturers.

CONCLUSION

Based on the results of the evaluation of industrial/institutional partner satisfaction with students of the 2025 Independent Learning and Independent Campus (MBKM) program of FISIP UNNES, it can be concluded that the implementation concludes that the 2025 Independent Learning and Independent Campus (MBKM) program of FISIP UNNES has achieved a fairly good level of success, especially in preparing students for the world of work. FISIP UNNES students demonstrated very satisfactory performance in aspects of professionalism, work ethic, and adaptability. Indicators such as student discipline and attitude received the highest scores from partners. This proves the effectiveness of instilling character values and academic culture at FISIP UNNES is running well. Overall, the 2025 MBKM program of FISIP UNNES is relevant and effective as a transition bridge from the academic world to the professional world.

Based on the conclusions above, the following are suggestions that can be used as recommendations to improve the quality of the FISIP MBKM program in the following year, namely:

1. Adjusting the curriculum, particularly the MBKM curriculum, to ensure it is appropriate and relevant to partner needs. At this stage, one activity that can be undertaken is facilitating students in pre-MBKM training, aimed at

- providing technical skills for prospective MBKM participants.
2. Develop a fast communication system between Partners, Students, and DPL and implement structured DPL monitoring as an effort to ensure that students' work ethic can run optimally.
 3. Strengthening partnership relations through Focus Group Discussion (FGD) activities with partners as an effort to align perceptions regarding the implementation of the MBKM program in the following year.
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