



**STIE SULTAN AGUNG
PEMATANGSIANTAR**

**P-ISSN :2338-4328
E-ISSN :2686-2646**

SULTANIST

JURNAL MANAJEMEN DAN KEUANGAN



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DETERMINANT SUCCESS FACTORS IN IMPLEMENTATING MB-KM AND ITS IMPACT ON STRENGTHENING THE CAPACITY OF GRADUATES

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Abstrak

Penelitian ini bertujuan untuk mengkaji determinan keberhasilan implementasi MB-KM dan dampaknya terhadap penguatan kapasitas lulusan di Program Studi Manajemen FEB UNIKOM. Metode yang digunakan dalam penelitian ini adalah deskriptif kualitatif dengan menggunakan analisis SWOT. Sampel diambil secara acak yang terdiri dari dosen, tenaga kependidikan, dan mahasiswa aktif di Program Studi Manajemen FEB UNIKOM melalui angket, observasi dan dokumentasi. Hasil penelitian menunjukkan bahwa faktor-faktor yang menentukan keberhasilan implementasi MB-KM dan dampaknya terhadap kualitas lulusan terdiri dari kesiapan sumber daya manusia, pengembangan kurikulum yang menyesuaikan dengan revolusi industri 4.0, sarana, prasarana dan teknologi informasi, serta dukungan dari seluruh civitas akademika, dan karya. kemitraan yang sama. Untuk mencapai hal tersebut, strategi yang tepat yang akan diambil oleh Program Studi Manajemen FEB UNIKOM adalah strategi integrasi horizontal dengan menitikberatkan pada kerjasama dan kemitraan MB-KM internal dan eksternal. Hal ini dikarenakan kerjasama dan kemitraan strategis memberikan dukungan yang sangat diperlukan bagi keberhasilan program MB-KM di Program Studi Manajemen FEB UNIKOM. Dengan adanya program ini dapat dijadikan sebagai acuan dan evaluasi dalam pelaksanaan program MB-KM sehingga dapat menjadikan SDM yang unggul.

Keywords: Kampus Merdeka, Merdeka Belajar, Economy, Strategic Management, Human Resource

Abstract

The aim of this study was to examine the determinants of the success of MB-KM implementation and their impact on strengthening the capacity of graduates in the Program Studi Manajemen FEB UNIKOM. The method used in this research is descriptive qualitative using SWOT analysis. Samples were taken randomly consisting of lecturers, education staff, and active students in the Management Study Program FEB UNIKOM through questionnaires, observation and documentation. The results show that the factors that determine the success of MB-KM implementation and its impact on influencing the quality of graduates consist of the readiness of human resources, curriculum development that adapts to the industrial revolution 4.0, facilities, infrastructure and information technology, as well as support from the entire academic community, and work. same partnership. In order to achieve this, the right strategy to be taken by the Program Studi Manajemen FEB UNIKOM is a horizontal integration strategy with an emphasis on internal and external MB-KM cooperation and partnerships. This is because cooperation and strategic partnerships provide indispensable support for the success of the MB-KM program in the Program Studi Manajemen FEB UNIKOM. With this program, it can be used as a reference and evaluation in the implementation of the MB-KM program so that it can make superior human resources.

Keywords: Independent Campus, Free Learning, Economy, Strategic Management, Human Resource

Article History: Received: 22 February 2022 Revised: 22 May 2022 Accepted: 07 April 2022

INTRODUCTION

Determinants of Successful Implementation of MB-KM and Its Impact on Strengthening Graduate Capacity is an effort to accommodate policies based on changing trends in the learning system in the era of the industrial revolution 4.0. One of the government's work programs is the improvement of Superior Human Resources (HR), namely excelling in science and technology, therefore the Ministry of Education and culture has established the Independent Learning Policy-Independent Campus (MB-KM). This policy aims to encourage students to master various disciplines that are useful for entering the world of work. Independent campuses provide space for students to decide which course to choose.

The MB-KM policy refers to the Minister of Education and Culture Regulation No. 3 of 2020 concerning National Standards for Higher Education which states that universities are expected to be able to meet the learning period and burden for students by providing freedom of learning within the study program and outside the study program. In addition, universities are required to facilitate and provide support in the implementation of fulfilling the learning period and burden in the learning process. This curriculum policy model includes learning in other study programs on campus and the learning process outside campus (Baharuddin, 2021).

The MB-KM program implemented during the Covid-19 pandemic faced several obstacles including the student exchange program unable to carry out direct learning (offline), limited partnership cooperation, and fairly tight competition between students in participating in the MB-KM program selection. Therefore, the readiness of facilities and infrastructure including the

development of a digital-based learning system developed by the university is expected to support the successful implementation of MB-KM during the pandemic.

Based on the MB-KM policy, the UNIKOM FEB Management Study Program aims to implement the program in the learning process. This research was conducted using a qualitative descriptive method with SWOT analysis as a strategy determination analysis tool.

According to Nambiar (2020) during the pandemic, hybrid lecture activities provide opportunities for students to continue to participate in the student exchange program. Education must continue and immediately adapt to the pandemic situation from conventional learning in the classroom to digital-based learning.

However, there is not yet a strategic plan to accommodate the MB-KM program. Therefore, it is necessary to analyze the determinants of the success of MB-KM implementation. This will provide information related to improving the implementation of MB-KM and its impact on strengthening the capacity of graduates of the UNIKOM FEB Management Study Program. In addition, it is necessary to design the right strategy so that the MB-KM program has an optimal impact. The results of this study can be taken into consideration in determining the appropriate factors to obtain the successful implementation of MB-KM.

LITERATURE REVIEW

The era of the Industrial Revolution 4.0 requires the world of education to adapt to changes and make adjustments to changing times. Advances in science and technology have resulted in changes in the education system. The industrial revolution

4.0 has characteristics based on applied technology, one of the indicators is the transfer of the function of human capabilities by technology and information systems (Harahap, 2019). Completion of work no longer requires human resources with conventional procedural skills, but human resources (HR) are required to have critical and innovative thinking skills. In addition, HR must be collaborative, communicative and able to solve problems. HR must have 21st century skills that are oriented towards soft skills and hard skills that are integrated between scientific insight, attitudes, behavior, and skills including expertise in the field of ICT (Information, Communication and Technology).

Strengthening the capacity of human resources can be prepared through an integrated formal education system starting from basic education, secondary education to higher education (Lase, 2019).

Previously, the education system in Indonesia was still focused on certain fields of knowledge. The learning process of students is limited to certain scientific fields. This makes the output of graduates only have a limited understanding. However, the era of the industrial revolution 4.0 actually requires human resources who have an understanding in multi-disciplinary sciences. Scientific linearity which has been an obligation for graduates must be renewed so that graduates are not only limited to scientific linearity but also have multi-disciplinary insight. Graduates who have multi-disciplinary knowledge will have more innovative soft skills and hard skills (Siregar et.al, 2020).

In the era of the industrial revolution 4.0, according to Azis (2018), there was a paradigm shift in the education system which emphasized the use of technology, independent learning and implementation of theory. In addition, Fisk (2017) states that the change in the learning system in the era

of the industrial revolution 4.0 aims to change the vision of learning by encouraging students to learn not only the skills and knowledge needed, but also to identify sources that can contribute to improving these skills and knowledge. Therefore, the source of knowledge is not limited to schools or campuses, but the expansion of scientific insight is obtained by providing learning opportunities outside school or campus.

Based on changes in the trend of learning systems in the era of the industrial revolution 4.0, one of the government's work programs is improving human resources, namely excelling in science and technology. In order to produce superior human resources, the Ministry of Education and Culture has established the Independent Learning Policy-Independent Campus (MB-KM) through Permendikbud No. 3 of 2020 concerning National Education Standards. This policy aims to encourage students to master various disciplines that are useful for entering the world of work. Independent campuses provide space for students to decide what courses they will take.

The MB-KM policy is expected to be the answer to the demands of link and match with industry and the world of work in general. The MB-KM program is an autonomous and flexible form of learning in higher education so as to create a learning culture that is innovative, unfettered, and in accordance with student needs. The learning process with the contextual learning method (Contextual Learning) will provide learning independence for students as the actualization of the MB-KM program (Suhartoyo, 2020).

METHOD

This type of research is descriptive qualitative research. The research subject is the academic community at the UNIKOM FEB Management Study Program. Samples

were taken randomly consisting of lecturers, education staff (tendik) and active students of the Management Study Program FEB UNIKOM and FEB UNIKOM partners. Data were obtained through the methods of distributing questionnaires, observation and documentation. Data were analyzed by qualitative descriptive method.

SWOT analysis is used in the analysis of strategy determination. This analysis emphasizes the state of internal factors and external factors. SWOT analysis allows management to select several strategic options that are most effective in implementing the research objectives. The steps in compiling a SWOT matrix are as follows:

1) Make details of internal factors (strengths/strengths and weaknesses/weaknesses) and external factors (opportunities/opportunities and threats/threats).

2) Create IFAS (Internal Factor Analysis Summary) and EFAS (External Factor Analysis Summary) matrices.

3) Give weight, rating, and score. The score is obtained from the result of multiplying the weight and rating.

4) Create IE Matrix and strategy recommendations

IFAS is an analysis that aims to organize internal strategic factors into categories of strengths and weaknesses and measure how well management responds to these factors according to their level of importance to the company. While EFAS is an analysis that aims to organize external strategic factors into generally accepted categories of opportunities and threats and also to measure how well management responds to certain factors in terms of their importance to the company.

Each EFAS and IFAS indicator is then given a weight between 0.0 (not important) to 1.0 (very important). The total of the

maximum weight value is 1.0. If the value is known, then the next step is to give a rating from 1 to 4 where, 1 = below the competitor's average; 2= on average equal to competitors; 3= above the competitor's average; and 4= very big above competitors.

The Internal-External Matrix (IE Matrix) is a strategy formulation tool at the matching stage that focuses on creating a logical alternative strategy by combining the weighted results of the EFAS Matrix and the IFAS Matrix. The X axis of the IE Matrix is the total weighted score of the EFAS matrix and the Y axis of the IE Matrix is the total weighted score of the IFAS Matrix. The IE matrix has nine cells, each of which implies a specific strategy.

In cells I, II, and IV can be described as "Grow" and "Build". The strategy that is suitable for companies in these cells is intensive (market penetration, market development, and product development) or integration (backward integration, forward integration, and horizontal integration. In cells III, V, and VII it is best controlled by strategy - "Hold" and "Maintain" strategies. The strategies commonly used are market penetration and product development strategies. In cells VI, VIII, and IX you can use the "Harvest" or "Divestiture" strategy. - External) can be seen in Figure 1. below.

		Skor Total IFE		
		Kuat	Rata-rata	Lemah
Skor Total EFE	Tinggi	GROW&BUILD I	GROW&BUILD II	GROW&BUILD III
	Rata-rata	HOLD&MAINTAIN IV	HOLD&MAINTAIN V	HARVEST VI
	Rendah	HOLD&MAINTAIN VII	HARVEST VIII	HARVEST IX

Figure 1. IE Matrix

RESULTS AND DISCUSSION

The determinants of the success of the MB-KM implementation in the UNIKOM FEB Management Study Program include: (1) Readiness of human resources, both lecturers, education staff and students, (2) Curriculum development that adapts the industrial revolution 4.0, (3) Facilities, facilities and infrastructure, as well as information technology, (4) Support from the entire academic community, both support from the leadership as policy makers and all parties involved, (5) Internal and external MB-KM partnership cooperation. To determine the success rate of MB-KM implementation in the UNIKOM FEB Management Study Program, further discussion will be made of the results of the questionnaire data distributed to 917 student respondents, 21 permanent lecturer respondents, 4 education staff respondents.

From the results of the questionnaire distribution, it can be concluded that the readiness of human resources, both lecturers, education staff and students can be said to be ready to implement the MB-KM program, this is like knowing the policies of the independent campus learning program very well. the number and equalization of credits also show very satisfying results that the lecturers are very familiar with the conversion of credits. Meanwhile, students are also in the category of being very aware of the policy of the independent campus learning program, this can be seen from the answer to readiness to be part of the MB-KM program which reaches 95%, including education staff (Tendik) which reaches 100%.

Factors Curriculum development that adapts the industrial revolution 4.0 can already be implemented properly. This can be seen from the results of the questionnaire that the involvement of lecturers in making learning outcomes (CPL) is in the very good category. Student respondents can also be categorized as very good. If you look at the

answers to the suitability of MB-KM with the needs of future graduates, almost all students answered accordingly, meaning that the study program assisted by lecturers has designed an environment-based CPL that intersects with the industrial revolution 4.0. Tendik respondents also found that involvement in credit equalization and being involved in socializing to students answered very well. Thus the development of a curriculum based on the industrial revolution 4.0 has been fulfilled in the implementation of the MB-KM program at the UNIKOM FEB Management Study Program.

Factors of facilities, facilities and infrastructure, as well as information technology are also determinants of the success of the MB-KM program that has been well provided. From the results of the lecturer's questionnaire answers, it was found that information about the MB-KM program was well absorbed due to the source of the information from online socialization activities both from the Ministry of Education and Culture and from universities, where the infrastructure network for accessing the internet and information media was well available so that lecturers, students and tendons have been able to access properly. Tendik who is very helpful in the administration of study programs can also serve students online, both during the WFH era and the current situation, which has undergone a new normal where some of the work serving students is done online.

The support factor of the entire academic community, both the support of the leadership as policy makers and all parties involved is an agenda that has a very strong determination so that the MB-KM program can be implemented as a tangible manifestation of the involvement of the academic community.

The cooperation factor of both domestic and foreign study programs from the results of distributing questionnaires was found that the lecturers were very aware of the existence of these activities. The knowledge of the lecturers for this type of collaboration with other universities related to MB-KM is very good where there are several campuses that have collaborated. For students, knowledge about the implementation of study programs collaboration is also quite good, this can be

seen from the results of the questionnaire where the interest for the MB-KM program outside the campus mostly chooses student exchanges, internships, and entrepreneurship.

Thus, to determine the follow-up in the form of strategies that will be carried out by the UNIKOM FEB Management Study Program, a SWOT analysis is designed to determine strategic recommendations that can be taken. The results of SWOT analysis can be seen in table 1. below.

Table 1. SWOT Analysis of the UNIKOM FEB Management Study Program

Analisis SWOT			
Kekuatan	B	R	Skor
Program Studi Manajemen FEB UNIKOM Terakreditasi "A" oleh BAN-PT.	0,15	4	0,6
Program Studi Manajemen FEB UNIKOM memperoleh Hibah Kemdikbud yaitu Bantuan Kurikulum Menerapkan MB-KM tahun 2020. Kurikulum menerapkan MBKM telah diimplementasikan pada tahun akademik 2020-2021.	0,1	3	0,3
Program Studi Manajemen FEB UNIKOM Unikom telah melakukan kerjasama kemitraan Kampus Merdeka dengan berbagai Program Studi di lingkungan Unikom, dan beberapa Perguruan Tinggi lain baik dalam negeri maupun luar negeri	0,1	3	0,3
Program Studi Manajemen FEB UNIKOM Unikom terlibat dalam Hibah Spada Indonesia Kemdikbud tahun 2020 yaitu Rekognisi Pembelajaran Lampau yang diikuti oleh 50 mahasiswa Program Studi Manajemen FEB UNIKOM Unikom, 200 mahasiswa Universitas Victory Sorong, dan 10 mahasiswa STIH Bintuni Papua	0,1	3	0,3
Program Studi Manajemen FEB UNIKOM Unikom sejak tahun 2010 melakukan kerjasama <i>Joint Degree</i> dan telah memperoleh perijinan dari Biro Perencanaan Kerja Sama Luar Negeri (BPKLN) Dikti Kemdikbud No.558/MPK.E/LN/2013 untuk menyelenggarakan Program <i>Joint Degree</i> dengan Youngsan University Korea. Program <i>Joint Degree</i> ini mendukung terselenggaranya kerjasama mitra Program studi yang berbeda dengan Perguruan Tinggi lain di level internasional	0,1	3	0,3
Program Studi Manajemen FEB UNIKOM Unikom memiliki sarana dan prasarana serta teknologi informasi yang mendukung dalam Inovasi Pembelajaran Digital. Infrastruktur <i>hardware</i> yang dimiliki sudah dapat mengakomodir pelaksanaan pembelajaran digital secara daring.	0,05	2	0,1
Sistem Pembelajaran Digital melalui <i>Learning Management System</i> (LMS) sudah dilakukan Program Studi Manajemen Unikom untuk mendukung Program Merdeka Belajar Kampus Merdeka	0,05	3	0,15
Total Kekuatan	0,65		2,05
Kelemahan	B	R	Skor
Masih terkendalanya infrastruktur jaringan internet yang merata di kalangan mahasiswa menjadikan akses materi pembelajaran yang menggunakan konsep digital biasa seperti video pembelajaran, juga akan mengakibatkan beberapa mahasiswa yang jaringan internetnya kurang baik akan mengalami kesulitan.	0,15	3	0,45
Jarak mahasiswa yang akan melakukan pertukaran pelajar cukup jauh dari lokasi kampus Unikom	0,1	2	0,2
Dalam proses pembelajaran melalui media daring, materi perkuliahan yang di upload di LMS atau kuliah daring sebagian besar masih menggunakan media power point atau video tutorial sederhana.	0,05	2	0,1
Dosen belum melakukan inovasi pembelajaran digital secara optimal.	0,05	2	0,1
Total Kelemahan	0,35		0,85
IFAS			
Peluang	B	R	Skor
Peningkatan Kinerja melalui pembelajaran digital sesuai dengan Indikator Kinerja Utama	0,4	4	1,6
Perguruan Tinggi ataupun program studi lain banyak mengajukan kerjasama kemitraan Kampus Merdeka dalam proses Pembelajaran Digital.	0,3	3	0,9
Total Peluang	0,7		2,5
Ancaman	B	R	Skor
Kasus Covid-19 yang masih ada terjadi mengakibatkan belum dapat dilakukan perkuliahan secara tatap muka	0,15	3	0,45
Mahasiswa masih ragu dalam mengikuti program MB-KM terutama yang harus keluar kota atau daerahnya.	0,15	2	0,3
Total Ancaman	0,3		0,75

Analisis SWOT				
	EFAS	1		3,25

Keterangan:

B : Bobot

R : Rating

Sumber: data diolah, 2021

Based on the calculation using the IFAS and EFAS matrices, the results obtained are 3.25 (EFAS) and 2.90 (IFAS). Thus, the IE Matrix is in quadrant II with a recommendation for a growth strategy through Horizontal Integration. Alternative strategies based on IE Matrix can be seen in Figure 2. below.

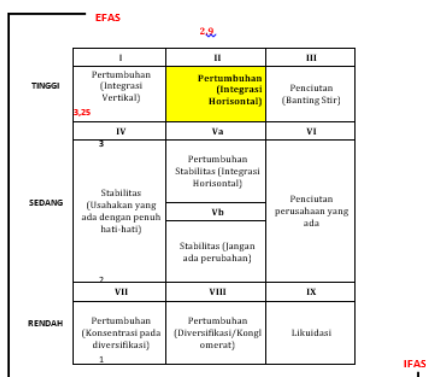


Figure 2. SWOT Analysis Matrix of UNIKOM's Management Study Program

Figure 2. describes the coordinates of the calculation results of the SWOT Analysis which recommends the Horizontal Integration strategy. The implementation of the horizontal integration strategy in the UNIKOM FEB Management Study Program has different characteristics from companies in the profit-oriented industrial world. Therefore, the Horizontal Integration Strategy implemented by the UNIKOM FEB Management Study Program is not through acquisitions or mergers but through a series of strategic collaborations both forward (forward orientation) and backward (backward orientation). The horizontal integration strategy model that will be applied to the UNIKOM FEB Management Study Program can be seen in Figure 3. below.

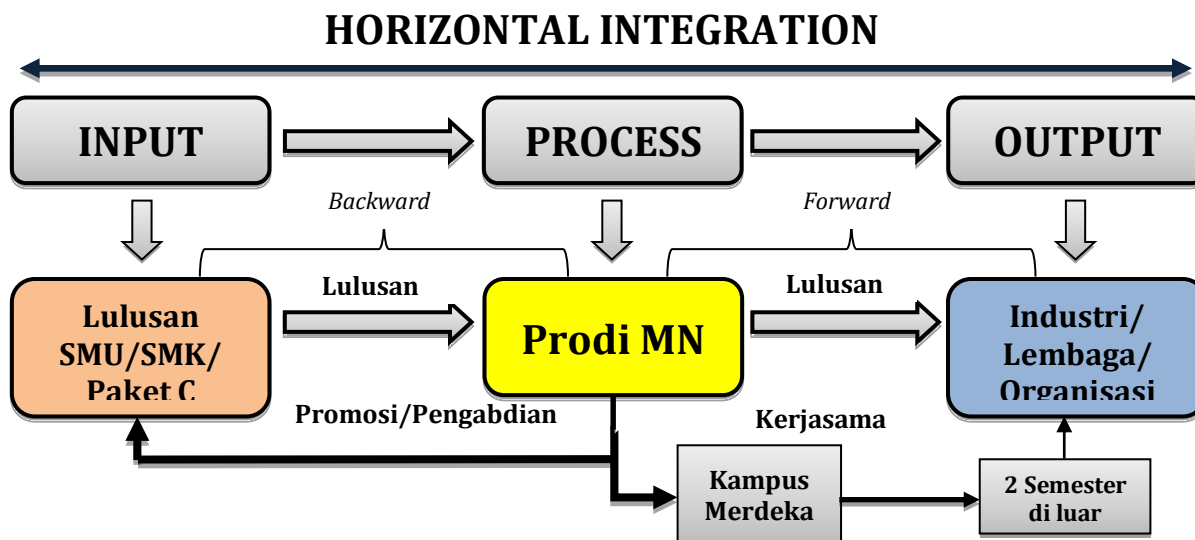


Figure 3. Horizontal Integration Strategy Model of UNIKOM FEB Management Study Program

Figure 3. describes the strategic partnership pattern which is the strategy of the UNIKOM FEB Management Study Program in implementing the MB-KM program. Forward orientation is a strategy that can be applied by the UNIKOM FEB Management Study Program by establishing the widest possible collaboration with the industrial world, both BUMS and BUMN, government organizations, NGOs, and other educational institutions. The strategic partnership going forward is intended to create the widest possible opportunities for graduates of the UNIKOM FEB Management Study Program to be absorbed into the industry, both as professional workers and as entrepreneurs as the output of the MB-KM program. In addition, future strategic partnerships are also useful for honing the competence of students and lecturers to suit industry needs.

Meanwhile, backward strategic partnership (backward orientation) is a form of collaboration between the UNIKOM FEB Management Study Program and basic, junior and senior secondary education institutions, as well as general and vocational equalization providers (SMU/SMK/Package C). This partnership is useful so that the "supply" of graduates from secondary education / equality is guaranteed and increasing for the UNIKOM Management Study Program. In addition, UNIKOM FEB Management Study Program students can take advantage of this strategic collaboration as an option for lectures outside UNIKOM by teaching in elementary/secondary schools.

UNIKOM's Management Study Program is expected to be able to adapt to the MB-KM program policies so that there is no miss implementation in both the study program and students. In addition, gradually, continuous improvements can be made so that the MB-KM program

policy launched by the government can be accommodated to the maximum and produce maximum output.

Discussion

Based on the explanation that has been presented in the previous chapter, it can be concluded that the factors that determine the success of the MB-KM implementation in the UNIKOM FEB Management Study Program for both practical as well as theoretical implications include: 1). Readiness of human resources to support the program for both lecturers, education staff, and students, 2). Curriculum development that adapts the industrial revolution 4.0 in line with the purpose of the program, 3). Developing facilities, infrastructure, and information technology in order to adjust with the program, 4). Support from the entire academic community, both leaders as policy makers and all parties involved in the form of policy, and 5). Internal and external MB-KM partnership cooperation with both universities, government institutions, business institutions, as well as NGO's both local, domestic, and international.

Therefore it is necessary to increase human resources by conducting regular training, it is necessary to form a special team under the coordination of the Study Program Curriculum Coordinator to be able to immediately make changes in accordance with changes in government regulations, it is necessary to carry out intensive communication and meetings with the authorities to manage the information system so that any changes to the curriculum can be immediately accommodated properly, all parties involved can be improved by conducting intensive and sustainable socialization and massively contributing to the success of

the MB-KM program, as well as increasing cooperation by utilizing the personal network of lecturers and students as well as the academic community others to open up opportunities for cooperation and follow up on these opportunities to become an effective form of cooperation so that Management Study Program students can be absorbed into various sectors.

THANK-YOU NOTE

This program is funded by the Directorate General of Higher Education, Research and Technology for MB-KM and PkM research programs based on research results and PTS 2021 prototypes.

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