Students Intention to Join *Merdeka Belajar Kampus Merdeka* Based on Theory of Planned Behavior

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Abstract

This study aims to determine the effect of the variable attitude toward behavior, subjective norms, perceived behavior control on students' intentions to join Merdeka Belajar Kampus Merdeka (MBKM) program based on the theory of planned behavior (TPB) in private university, Universitas Pelita Harapan (UPH). The MBKM program is expected to be able to bring private universities closer to the conditions of the Industrial World Business World to produce graduates who have the competencies according to the MBKM program offered. This study was conducted quantitatively on 379 UPH student respondents that has not joined MBKM program based on convenience sampling. Data processing was carried out with partial least squares using the Smart PLS program. The results show that attitude, subjective norms, and moral have a positive effect on students' intention to join MBKM program. The contribution of this research provides input for university administrators to know how to motivate students to have intention join MBKM program.

I. Introduction

The Minister of Education and Culture on December 11th 2019 delivered a program that encourages students as individuals to be able to master various sciences to enter the world of work. This program is known as the Independent Learning-Independent Campus (MBKM, *Merdeka Belajar Kampus Merdeka*) policy. The policy refers to Permendikbud No. 3 of 2020 concerning National Higher Education Standards. MBKM policy focuses on improving the quality of students with a more flexible learning system. Through this program, Universities that have been accredited A and B can have autonomy in opening new study programs; provide opportunities for universities to increase cooperation with partner companies or other universities. So that through the MBKM program there is a guarantee that prospective graduates will get better job opportunities and get closer to the business world and the industrial world on the competence of university graduates.

To become a high-performing organization, private universities need a quality academic community to carry out the best service and teaching (Karpagam & Suganthi, 2010). While, based on database from Ristek Dikti shows that there are 4,586 universities in Indonesia consisting of 400 public universities and 4,186 private universities (pddiktiristekdikti.go.id, 2018). Private universities have difficulty competing and are unable to compete with several state universities (Nurchayati & Gozali, 2008). For example, during 2015-2019 130 private universities in Indonesia had to be closed because they were unable to manage their performance properly. The Indonesian Ministry of

Research and Higher Education stated that the most private universities closed occurred in 2019, namely 79 private universities (CNN Indonesia, 2019).

The outbreak of this virus has an impact of a nation and Globally (Ningrum *et al*, 2020). The presence of Covid-19 as a pandemic certainly has an economic, social and psychological impact on society (Saleh and Mujahiddin, 2020). Covid 19 pandemic caused all efforts not to be as maximal as expected (Sihombing and Nasib, 2020).

Especially in pandemic era Covid-19 that higher education, including UPH, has entered a agility era that requires a deep understanding of the business world of the industrial world. One form of MBKM activity that emerged was the synergy between UPH and partners from the industry and business world. Nora Susilowati (2021) stated that MBKM has provided space or opportunity for universities to develop learning characters such as social awareness, creativity, mutual respect between different cultures, independence, critical thinking and so on. Of course, in its application, university managerial must respond wisely and make students have these characters so that they become superior students, have good personalities, are happy and smart.

The involvement of student participation as subjects in the MBKM program is important to study (Munadi, 2020; Susilowati, 2021). So the attitudes and behavior of students as individuals need to be studied towards the MBKM program. Seeing attitudes and behavior, especially individual intentions, including students, can be explained through the Theory of Planned Behavior (TPB). Theory of Planned Behavior (TPB). TPB refers to the individual's intention to perform a certain behavior which consists of several factors including attitude toward behavior, subjective norms and perceived behavior control. This interest or intention causes behavior to occur (Ajzen, 2013). Intentions show how individual students are trying to do something, which in this study is the intention to join in the MBKM program. The intention to join in the MBKM program also shows the students' efforts to try, including how much effort the students plan in accordance with the actual behavior of participating in the MBKM program.

Several studies have been conducted to discuss MBKM such as explaining MBKM in the view of the philosophy of humanism education (Mustaghfiroh, 2020 and Susilawati's study, 2021). Then Muslikh (2020) discusses the philosophical basis and analysis of MBKM policies in line with Luthfi (2020) which explains about the independent learning of the independent campus policy: how does it affect the sustainability on accounting education in Indonesia? Specifically, Hendrik's study (2020) examines the concept of MBKM and its application in learning process. However, there has not been a lot of quantitative research on students' intentions to take MBKM based on variables in the theory of planned behavior such as attitude toward behavior, subjective norms, moral norms, and perceived behavior control. To see that individual decisions are influenced by moral norms, this study adds as a determinant of student intentions. This research will focus on knowing how much influence of attitude toward behavior, subjective norms, perceived behavior control, and moral norms to student's intention to join MBKM program.

Attitude towards behavior is a combination of experience, social conditions, and individual personality (Ajzen, 2013). Attitudes can also be said as positive or negative feelings of individuals towards a behavior or object (Burhanudin, 2015). Attitudes can be shown through behavior, which can change a person's mindset and beliefs about something and in the end can change a person's behavioral mindset. Attitudes are aspects of actions taken or not carried out in social situations. Attitudes can measure behavior. Studies that show attitudes have a role and influence attitudes on intentions include studies conducted by Bhattacherjee (2000), Cruz et al. (2015) and Putri 2019). Based on the description

above, then the hypothesis can be formulated as follows H1: attitude towards behavior has a positive effect on students' intentions to join in MBKM program

Subjective norms have based on feelings or assumptions in life that individuals subjectively choose to do certain behaviors or not (Kreiner and Kinichi, 2011). However, according to Marhaini (2008), subjective norms can be interpreted as behavior that will be carried out at the encouragement of other people or families to follow the behavioral view. While Ajzen (2012) and Ajzen (2013) argue that the relationship between attitudes and behavior can determine subjective norms that are influenced by beliefs. In line with the results of the study of Fishbein and Ajzen (1975), that the individual process of making an assessment is a natural thing. Perception concerns a particular object. Previous studies have stated that there is a positive influence of subjective norms on behavioral intentions carried out by Bhattacherjee (2000), Troshani and Rao (2007), and Alrajawy et al. (2016). Based on the description above, then the hypothesis can be formulated as follows H2: subjective norms have a positive effect on students' intentions to join in MBKM program.

Perceived Behavior Control or control over perceived behavior according to Ajzen (1988), Beck and Ajzen (1991), Ajzen (2012), Ajzen (2013) is a perceived control over an individual's behavior that can explain differences in intentions and actions. Perceived behavioral control tends to create uncertainty and hinder progress. This study seeks to clarify conceptual ambiguity and resolve issues related to the operationalization of perceived behavioral control. Recent research has shown that perceived behavioral control is inseparable from the existence of self-efficacy and controllability according to Putri's (2019) study. Based on the description above, then the hypothesis can be formulated as follows H3: Perceived behavior control has a positive effect on students' intentions to join in MBKM program.

Moral norm as belief according Novius (2011) can affect the decision-making process by person, and from one person to another varies in moral norms. Supported by Kreshatuti (2014), moral norms are something that includes the following characteristics that arise as a result the expansion of issues related to the main moral issues in situations that will affect the individual's perception of ethical issues and intentions her/his behavior. Based on the description above, then the hypothesis can be formulated as follows H4: moral norms has a positive effect on students' intentions to join in MBKM program.
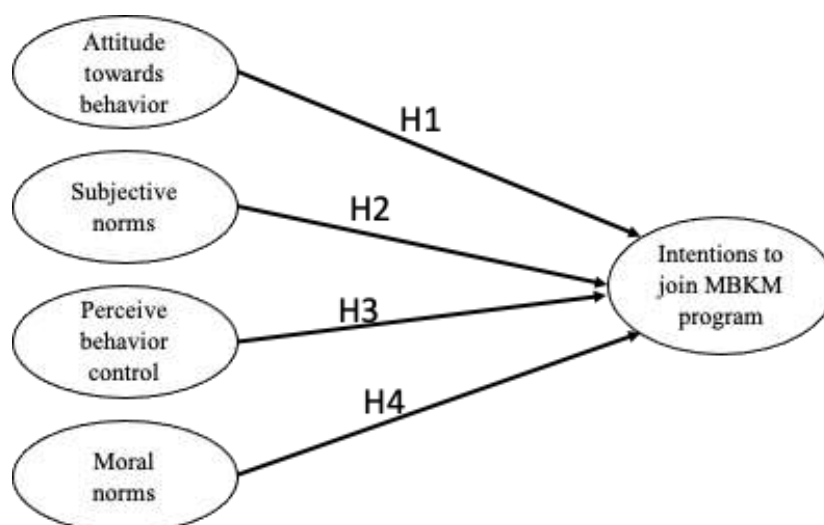

Figure 1. Research Model

II. Research Method

This study used quantitative paradigm with philosophy of positivism. Due to Sekaran and Bougie, (2017) research process is based on rational thinking, numerical empirical data. The research sample is students who have studied more than two years, at UPH as one of private university in Tangerang, Indonesia. UPH has B accredited as one of good University performance indicator. The research subjects are individual analysis units. Then this study uses two types of variables, namely the independent variable and the dependent variable. The independent variable is the type of variable that explains or influences other variables, namely the attitude construct, subjective norms, perceived behavioral control, and moral norms. The dependent variable of this study is the intention to join in the MBKM program. The dependent variable is the type of variable that is explained or influenced by the independent variable.

The first construct is attitude (A). Attitudes towards behavior are explained as feelings of support / favor (favorableness) or feelings of unsupported or impartiality (non-favorableness) towards an object to be addressed (Beck and Ajzen, 1991). Attitude construct indicators were adapted based on the concept of Ajzen (2005) and Ajzen (2013). Several indicators adapted such as: (1) I feel that I will benefit from MBKM activities in the next one to two semesters. (2) I feel that MBKM activities are less useful in the next one to two semesters. (3) I feel that MBKM activities can provide experience in the business world.

The second construct is subjective norms (SN) subjective norms are explained as the influence of the people around who refer to something (Ajzen, 1988, Ajzen, 2013, Burhanudin, 2015). The subjective norms construct indicator was adapted from the concept of research conducted by Ajzen (2013). The indicators adapted such as: (1) Department (Prodi) hopes that I can join the MBKM program, (2) My parents support me to be involved in the MBKM program, (3) I know that MBKM is supported by the government by providing facilities such as a max conversion of 20 credits and pocket money, (4) I am interested in participating in MBKM activities because of the influence of social and electronic media

The third construct is perceived behavioral control (PBC). Ajzen (2012) defines behavioral control as the easiest way to feel the benefits of performing a behavior based on past experiences and anticipated obstacles. Perceived behavioral control construct indicators were adapted from Giles and Cairn (1995) and Ajzen (2013). The indicators adapted such as: (1) I feel I get a lot of information about MBKM activities, (2) The Department (Prodi) provides sufficient facilitation regarding participation in the MBKM program, (3) The university provides support in the MBKM program, (4) The faculty provides sufficient direction so that students can be involved in the MBKM program, (5) Liberal Arts knowledge is reflected in the MBKM program

The fourth construct is moral norms (MN). Morality is defined as beliefs about right and wrong, or good and bad, in accordance with social conventions underlying actions or thoughts (Ibung, 2009). The indicators adapted from Novius (2011) that decision-making process by person, and from one person to another varies in moral norms. The indicators adapted such as: (1) I feel that the MBKM program is something valuable in supporting government programs. (2) I feel proud to be selected in the MBKM program organized by the government. (3) I feel like I'm the representative of UPH when I join the MBKM program

Intention (I) as dependent variable adapted from Ajzen (2013) and Burhanudin (2015). The indicators adapted such as: (1) I intend to join the MBKM Program next

semester. (2) I plan to join in the MBKM Program next semester. (3) I will join the MBKM program next semester

The population set is all UPH students at the faculty who do MBKM. The criteria for the respondents are active students, class of 2020 and above (minimum two years of study at UPH), and they are students who have not join in MBKM program. The sample selection in this study uses random sampling method using convenience sampling. Then sampling size refer to Sekaran and Bougie (2017) that good sample between 30-500, supported by Hadaya and Kock (2018) that stated for Smart PLS minimal sample can applied is 180 respondents. This study using 379 sample for response rate 100%.

This research will carry out a non-probability sampling since the research is conducted during the COVID-19 pandemic resulting in a lot of the population being hard to access or difficult to get in touch with. This could be based on how easy it is to choose the sample or other criteria set by this study. This method causes the initial data to be collected more conveniently but it does not give everyone in the population an equal chance of getting chosen. A measurement scale is a mechanism to differentiate individuals from the variables of the study (Sekaran & Bougie, 2016). The measurement scale used as a basis by this paper will involve the Likert Scale. The Likert scale is a 5-point scale that ranges from one extreme anchor to another. For the most part, the middle of the Likert scale, usually the 3-point scale is a neutral or moderate option.

Processing data in this study using Partial Least Square Structural Equation Modeling, with the reason, because the data is taken only once as a questionnaire directly using Google forms, and the purpose of the study only explains the prediction of endogenous variables to exogenous variables using R square and not looking for a model fit. Then by Smart PLS, it is necessary to test an external model (measurement model) for measuring validity and reliability. This is done through convergent validity, discriminant validity, and Cronbach Alpha. Then the validity converges through loading factor > 0.6; and the average variance extracted (AVE) > 0.5. The AVE value must be greater than the latent variable correlation.

III. Results and Discussion

3.1 Results

Response rate is 100%. Meaning 379 samples that distributed through the online platform Google form has been filled as requirements of the desired respondent category. Based on the existing sample, can be seen on Table 1. It shown that majority is female respondent, can explain female students at UPH are more active in participating in student activity programs or student life and lead to a higher level of responsiveness to the MBKM program offered by the institution. Age 18-20 as majority respondents because MBKM program applied in batch of 2020 and before who are already studying as active students of UPH for at least the second year. Where in the second year the average age of 2020 students at UPH is in the range of 18-20 years.

Table 2 shows the respondent demography by their departments, social humanities (12 departments) dan science technology (12 departments). The majority department is *S1 Teknik Informatika* (MC) with reason that *Teknik Informatika* is a study program that actively offers and supports MBKM program applications and relieve for its students. So that the role of the department chair can make students have information and confidence in the MBKM program. Then, Medan is majority city from respondents because many UPH students who come from that city and especially UPH has a campus in Medan city. Details of respondents' domicile shown in Table 3 with Medan, Jakarta, Tangerang, Surabaya and

Sidoarjo as the top five domicile city. Meaning MBKM socialization by UPH was not only heard by students in Jakarta and Tangerang but also other cities from all over Indonesia. The top three type of MBKM program are internship, student exchange and entrepreneurship. The choices detail of MBKM type are shown in Table 4.

Table 1. Respondent Profile

Criteria	Amount	Percentage
Gender		
Female	216	57.0%
Male	163	43.0%
Age		
< 18 years	10	2.6%
18-20	270	71.2%
21-24	89	23.5%
25-27	4	1.1%
28-30	2	0.5%
34-36	2	0.5%
37-40	0	0.0%
> 40 years	2	0.5%
Cohort		
≤ 2017	4	1.1%
2018	50	13.2%
2019	83	21.9%
2020	104	27.4%
2021	138	36.4%

Table 2. Respondents' Department

Department	Amount	Percentage
S1 Teknik Informatika (MC)	60	15.8%
S1 Sistem Informasi (MC)	45	11.9%
S1 Farmasi	42	11.1%
S1 Matematika	25	6.6%
S1 Teknik Informatika	9	2.4%
S1 Sistem Informasi	8	2.1%
S1 Desain Interior	6	1.6%
S1 Teknik Industri	6	1.6%
S1 Desain Komunikasi Visual	4	1.1%
S1 Arsitektur	2	0.5%
S1 Biologi	1	0.3%
S1 Teknik Elektro	1	0.3%
S1 Manajemen (SC)	56	14.8%
S1 Ilmu Hukum	32	8.4%
S1 PJJ Ilmu Komunikasi	16	4.2%

S1 Hukum (MC)	13	3.4%
S1 Hukum (SC)	13	3.4%
S1 Psikologi	9	2.4%
S1 Ilmu Komunikasi	8	2.1%
S1 Manajemen)	8	2.1%
D4 Pengelolaan Hotel	7	1.8%
S1 Ilmu Hubungan Internasional	4	1.1%
S1 Manajemen (MC)	3	0.8%
S1 Akuntansi	1	0.3%

Table 3. Respondents' Current Domicile

Domicile	# Student	Percentage
Medan	116	30.6%
Tangerang	65	17.2%
Jakarta	29	7.7%
Surabaya	26	6.9%
Sidoarjo	17	4.5%
Tangerang Selatan	10	2.6%
Bandung	8	2.1%
Manado	8	2.1%
Jakarta Barat	7	1.8%
Tangerang, Kabupaten	6	1.6%
Bekasi	5	1.3%
Depok	4	1.1%
Ambon	3	0.8%
Kupang	3	0.8%
Jakarta Selatan	3	0.8%
Bogor	3	0.8%
Solo	3	0.8%
Malang	3	0.8%
Batam	3	0.8%
Tangerang, Kota	2	0.5%
Jakarta Utara	2	0.5%
Gresik	2	0.5%
Tomohon	2	0.5%
Jambi	2	0.5%
Pekanbaru	2	0.5%
Medan, Kota	2	0.5%
Pematang Siantar	2	0.5%
Other cities with one student	41	10.8%

Table 4. Respondents' Intention to the type of MBKM program

Intention to MBKM Types	# Students	Percentage
Internship	305	31.8%
Student Exchange	235	24.5%
Entrepreneurship	119	12.4%
Humanity Project	82	8.6%
Research	74	7.7%
Independent Study / Project	55	5.7%
Build a Village / Thematic Student Study Service	50	5.2%
Teaching Assistant in the Education unit	39	4.1%

a. Outer Model

Outer model (measurement model) showed value of outer loading factor should more than 0.6 (Table 5) and AVE should more than 0.5 (Table 6) as convergent validity. For this study all the requirement factor loading from table 1 has showed match the standard of requirement more than 0.6. Indicator A2 with statement "I feel that MBKM activities are less useful in the next one to two semesters" cannot met the requirement then concluding as not valid and exclude from path model.

Table 5. Factor Loading Results

	Attitude towards behavior	Subjective norms	Perceive behavior control	Moral Norms	Intention to join MBKM prog.
A1	0.914				
A3	0.783				
SN1		0.824			
SN2		0.896			
PBC1			0.730		
PBC2			0.837		
PBC3			0.873		
PBC4			0.741		
PBC5			0.756		
MN 2				0.919	
MN 3				0.883	
I1					0.962
I3					0.952

Table 6 showed AVE more than 0.5 meaning, not all items are valid. Then Table 6 also showed all variable are reliable because Cronbach Alpha (CA) > 0.6, Composite Reliability (CR) > 0.6, and Average Variance Extracted (AVE) > 0.5 meaning all values meets the following requirements (Ursachi et al., 2015).

Table 6. Construct Reliability and Validity Results

	Cronbach Alpha (CA)	Composite Reliability (CR)	AVE
Attitude towards behaviour	0.634	0.839	0.724
Subjective norms	0.655	0.851	0.741
Perceive behavior control	0.848	0.892	0.623

Moral norms	0.771	0.897	0.813
Intention to join MBKM	0.908	0.956	0.916

For discriminant validity using heterotrait-monotrait (HTMT) ratio < 0.90 then a construct has good discriminant validity (Henseler et al., 2015). Then Discriminant Validity - HTMT Table 7 showed of criteria has met the requirements.

Table 7. Discriminant Validity – Heretroit-Monotrait Ratio Results

	Attitude towards behaviour	Intention to join MBKM Program	Moral norms	Perceive behaviour control
Intention to join MBKM Program	0.625			
Moral norms	0.829	0.651		
Perceive behaviour control	0.514	0.388	0.484	
Subjective Norms	0.861	0.753	0.801	0.590

b. Inner Model

In evaluating inner (structural model), the Smart PLS 3.0 program can be justified through R square value. R square of each endogenous latent variable as the predictive the strength of structural models (Ghozali, 2013). The R-square results represent the number of construct variants explained by the model shown in Table 8. R-square 0.424 meaning 42.4% dependent variable Intention to join in MBKM can explain by Attitude toward behavior, Subjective norms, Perceived behavior control, and Moral norms. The rest 58.6% explain by other variables that is not included in this research model, such as personality, university support, facilities, and others. Thus, this model is classified as moderate.

Table 8. R Square of Intention to join MBMK Program

R Square	R Square Adjusted
0.424	0.418

Figure 2 explains construct Attitude toward behavior (A) to Intention to join MBKM program (I) is 0.126 showed weak relation and construct Subjective norms (NS) to intention join in MBKM Program (I) is 0.349 showed low relation. While construct Perceived behavior control (PCP) to Intention to join MBKM program (I) is 0.047 while Moral norms (MN) to Intention to join MBKM program (I) is 0.255, both constructs showed weak relation, (Hinkle, Wiersma, & Jurs, 1998, Pett, 1997) apud Pett, Lackey e Sullivan (2003, p. 60)
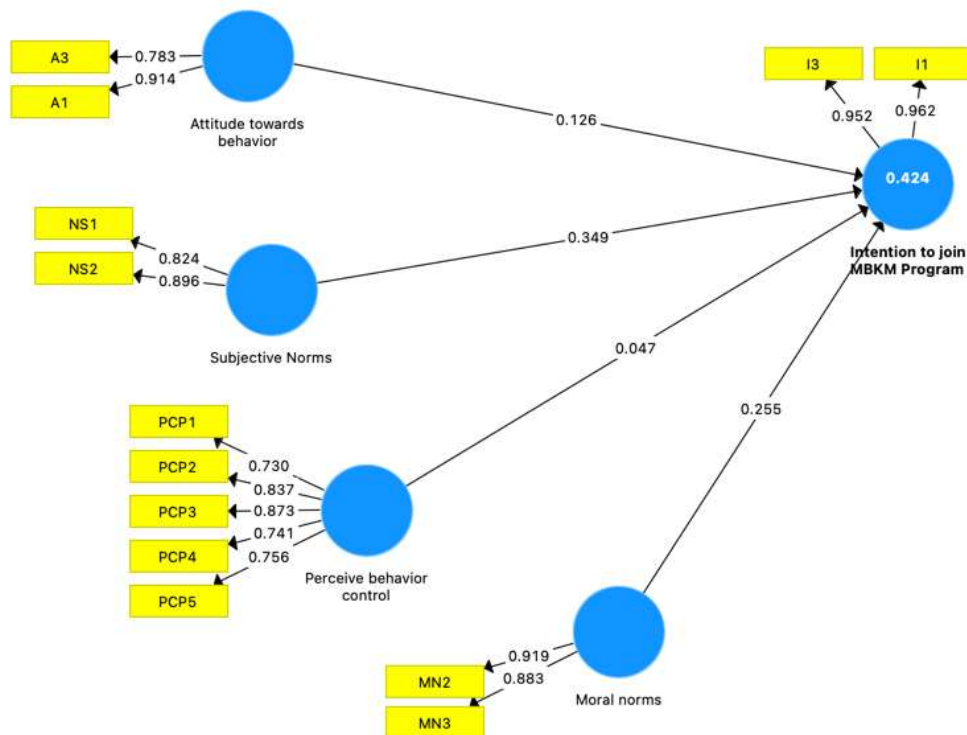
Figure 2. *Constructs Relationship between Variables*

In this study, the 5000-bootstrapping procedure is used, as the Smart PLS 3.0 program (Ringle, Wende & Becker, 2015) only provides a bootstrap resampling method. Ghozali (2013) state that the bootstrap approach uses all original samples to re-sample. Then test the structural relationships showed in Table 6. Suitability of the model can be accepted if the hypothesis produces a significant T-statistic at alpha 0.05. Where the T-value must be above 1.65 and the P-value is significant at a value below 0.05. Table 6 shows these results, only hypothesis 3 rejected and hypothesis 1, 2, and 4 supported with p-value below 0.05 and T-value above 1.65 with alpha 0.05.

Table 9. Path Coefficients Result

Hypothesis	Path Coefficient	T-statistic	P-value	Conclusion
H1: Attitude toward behavior → Intention to join MBKM program	0.126	2.29	0.011	Supported
H2: Subjective norms → Intention to join MBKM program	0.349	6.317	0.000	Supported
H3: Perceived behavior control → Intention to join MBKM program	0.047	1.054	0.146	Rejected
H4: Moral norms → Intention to join MBKM program	0.255	3.982	0.000	Supported

3.2 Discussion

The first hypothesis that stated Attitude toward behavior has positive effect to Intention to join MBKM program has supported. It can be explained that this result supported the previous research by Beck and Ajzen (1991). Ajzen (2005), Ajzen (2013). Meaning students has positive belief such as important of learning real life through MBKM program. Then, their attitude will support MBKM properly. Many more students feel MBKM program useful and getting closer to the real-world business. In this university students learn start how serious this UPH doing MBKM program thus facilitate students starts from introducing and socialization MBKM. One of the efforts to improve the quality of learning is to improve the curriculum which also recognized by DUDI and the profession nationally and internationally. In addition, it is necessary also a flexible learning process utilizing technology and learning authentic for the needs of the world of work.

The second hypothesis that stated Subjective norms has positive effect to Intention to join MBKM program has supported. It can be explained that this result supported the previous research by Ajzen, 1988, Ajzen, 2013, Burhanudin, 2015. Meaning there is positive Subjective norms from respondents. Prove from all indicators are valid and reliable then students feel comfort for next join MBKM because Prodi' hope, parents support, government support, department and university supports. As gen-Z refer to majority age 18-20, they usually prefer using recommendation from their circle fried.

The third hypothesis that stated perceived behavior control has positive effect to intention to join MBKM program has rejected. It can be explained that this result is not supported the previous research by Giles and Cairn (1995), Ajzen (2012), and Ajzen (2013). Research by also found that attitudes predict behavioral beliefs but do not predict control beliefs, and the opposite is true for perceived behavioral controls. Shown from respondents' profile that majority age is 18-20 years of ages. Generally, in these ages they are finding their beliefs system.

The fourth hypothesis that stated Moral norms has positive effect to intention to join MBKM program has supported. It can be explained that this result supported the previous research by Ajzen (1988), Ibung (2009) and Novius (2011). Meaning moral norms as guidance to do specific behavior. One of the efforts to improve the quality of learning is to improve the curriculum which also recognized by DUDI and the profession nationally and internationally. In addition, it is necessary also a flexible learning process utilizing technology and learning.

IV. Conclusion

This study intended to determine the effect of attitude toward behavior, subjective norms, perceive behavior control and moral norms of UPH student's intention to join MBKM program. These results prove the important maintenance program MBKM for all students after 2nd grade. Conceptually, MBKM is really good enough to answer the problem of the gap in the quality of education. For example, a student exchange program provides students with the flexibility to study at other universities that have strengths in the subjects they are participating in. Lecturers also have wider opportunities in carrying out Tridharma activities outside the campus so that there is a process of mutual learning and with each other thus can improve the quality of the joint. Between public universities (PTN) and private universities (PTS), the gap is getting smaller, but what needs to be paid attention to is that private universities in small towns or 3T areas are still facing the challenge of access and resource difficulties students may be hindered from enjoying the MBKM program.

Suggestion for the future research is to think of other variables that are not in the research model to improve student intention to join MBKM program, such as personality, university support, program itself. Then, if still to do a cross sectional study, can enlarge the sample and research area not only private universities but also public universities and can compare the results between them. Applying the same model for a longitudinal study to see changes in employee performance processes, for example after 6 months from taking the first questionnaire. It may use program Lisrel or Amos for data processing programs as variance based Structural Equation Model.

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