

IMPLEMENTATION OF MERDEKA BELAJAR KAMPUS MERDEKA (MBKM) ON THE INTEREST OF MOESTOPO UNIVERSITY STUDENTS

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ABSTRACT

Merdeka Belajar Kampus Merdeka (MBKM) Policy is the right to study for three semesters, namely completing 1 semester (equivalent to 20 credits) and 2 semesters (equivalent to 40 credits) in different study programs at the same university or the same study program at the university. different. The purpose of the research is to prove the effect of student exchange activities, internships or work practices, campus teaching, research or research, humanitarian projects, entrepreneurship, independent studies or projects, and building villages or KKNT in the MBKM program on the interest of students of the Faculty of Economics and Business Moestopo University. The data used in this study is primary data. The sampling technique used purposive sampling technique with 100 respondents. The method used is a multiple regression technique using SPSS 26. The results show that the independent variables of campus teaching, research or research, humanitarian projects, independent studies or projects, and building a village or KKNT have no significant effect on student interest. But the independent variables of student exchange, internship or work practice, and entrepreneurship have a significant effect on interest in learning.

INTRODUCTION

One of the Independent Campus Independent Learning policies that apply in several universities is the right to study for three semesters outside of subjects as regulated in Permendikbud Number 3 of 2020 concerning National Higher Education Standards. The right to study outside the study program for 3 semesters can be exercised by completing a different study

program of 1 semester (equivalent to 20 credits) plus 2 semesters (equivalent to 40 credits) in different study programs at the same university or the same study program at the university. different heights, through activities outside the campus (Kemdikbud, 2020).

According to Permendikbud No. 3 of 2020, there are several programs provided in Independent Learning Independent

Campus, for example student exchanges, namely respecting cultural diversity, views, religions and beliefs, as well as having social sensitivity and concern for the community. Internships or work practices, namely activities that aim to provide opportunities for students to learn and develop themselves through soft skills and hard skills. Campus teaching, which is an activity carried out by students in educational units such as elementary, junior high, and high school to become teaching staff, usually located in urban or remote areas. Research or research is an academic research activity, whether in science or humanities, which is carried out under the supervision of a lecturer or researcher. The humanitarian project is a program that can prepare excellent students and uphold human values, as well as train students to have social sensitivity. Entrepreneurship is a student activity that provides opportunities to create an activity or business activity through analysis of market needs and opportunities. Independent studies or projects are activities of students who have a passion for realizing great works which will later be contested at national and international levels or innovative ideas. Building a village or KKNT is an activity by providing a learning experience for students to live in the community.

The problems that occurred in the students of the Faculty of Economics and Business, Universitas Prof. Dr. Moestopo (Beragama) because he saw the situation and conditions in the environment around the researchers who still did not know about the Independent Learning Independent Campus (MBKM) program. So there are still a few students who participate in the activities in the Independent Learning Independent Campus (MBKM) program. This is due to the lack of socialization delivered by the faculty about the program, for example research programs or research and humanitarian projects. For other programs, such as student exchanges, internships or work practices, teaching campuses, entrepreneurship, independent

studies or projects, and village development or KKNT have been submitted but there are still shortcomings or have not been conveyed in detail. In addition, at the Faculty of Economics and Business, Universitas Prof. Dr. Moestopo (Beragama) also lacks a place to develop soft skills such as, no communication training or training to be a speaker at an event and lack of knowledge about professional/work ethics, no training to develop analytical skills such as research or research. Because this program can really help students of the Faculty of Economics and Business to explore their potential and develop their soft skills and hard skills outside of campus.

The purpose of this study was to determine and prove the effect of student exchange activities, internships or work practices, campus teaching activities, research or research activities, humanitarian project activities, entrepreneurial activities for independent studies or projects, village building activities or real work lectures in the MBKM program on the MBKM program. the interest of students of the Faculty of Economics and Business at Universitas Prof. Dr. Moestopo (Beragama).

Literature Review

Interest

Interest is a state of attention that a person has for something, accompanied by a desire to know, learn and prove it. This attention can lead to a desire to know more, to be able to learn, and to prove oneself further. This shows that interest is closely related to the effort to get something from the object of interest and trying to be able to realize the desire, feeling happy about it (S. P. Sukartini, 2015). According to S. P. Sukartini (2015), analyzing several things that are indicators of interest are as follows: (a) The desire to know or have an object of interest; (b) Favorite objects or activities; (c) Types of activities to achieve the things you like; (d) Efforts to realize a desire, a sense of pleasure towards something that interests him.

Student Exchange

According to Sun Education Group (2020), a student exchange is a program that allows school or university students to experience learning at another school or university. Student exchanges are held to shape some student attitudes as stipulated in the Regulation of the Minister of Education and Culture (Permendikbud) Number 3 of 2020, namely respecting the diversity of cultures, views, religions and beliefs, as well as the original opinions or findings of others; and work together and have social sensitivity and concern for society and the environment (Kemendikbud, 2020). According to the Ministry of Education and Culture (2020), one of the activities carried out outside campus is student exchange, which aims to: (1) Studying across campuses (domestic and overseas), living with family at the destination campus, students' insight into *Bhinneka Tunggal Ika* (Unity in Diversity) will develop, and cross-cultural and ethnic brotherhood will be stronger; (2) Building student friendships between regions, ethnicities, cultures, and religions, thereby increasing the spirit of national unity and integrity; (3) Organizing the transfer of knowledge to cover educational disparities between domestic universities, as well as the condition of higher education in the country and abroad.

Internship/Work Practice

According to Sumardiono (2014), internship is a learning process from an expert through activities in the real world, with the aim of practicing the skills and knowledge of students to solve related problems in the surrounding environment. So far, students lack work experience in the industry/real professional world so they are not ready to work. Meanwhile, short-term internships (less than 6 months) are not sufficient to provide students with industry experience and competence. Companies that accept internships also state that short-term internships are not useful, and even

interfere with activities in the Industry. The internship program is a learning method carried out through learning and working activities directly (learning by doing) which is carried out in an integrated manner between the learning process on campus and the environment outside the campus. According to the Ministry of Education and Culture (2020), the purpose of the internship program itself is that during the internship students will get soft skills in the form of professional/work ethics, communication, collaboration, etc. In addition, students will also gain hard skills in the form of skills, problem solving, analytical skills, etc. Meanwhile, the industrial world will get a new talent who, if suitable, can be immediately recruited, so as to reduce the cost of initial recruitment and training.

Teaching Campus

Campus teaching is a program that aims to provide opportunities for students who are interested in education and develop themselves outside the campus (Kemendikbud, 2020). Campus teaching activities are carried out by students in educational units such as elementary, middle, and high schools, usually the schools that will be used as places for teaching campuses also vary, some are in urban locations as well as remote or rural areas. According to the Ministry of Education and Culture (2020), the objectives of the campus teaching program in educational units are as follows: (1) Provide opportunities for students who have an interest in education to participate in teaching and deepening the knowledge by becoming a teacher in the education unit; (2) To help improve the distribution of quality education, as well as the relevance of primary, secondary, and upper education to higher education and to be able to keep up with the times.

Research

According to the Ministry of Education and Culture (2020), research is an academic research activity, both science and social humanities carried out under the

supervision of lecturers or researchers. Through research or research activities, it can help students who have a passion for being researchers, because they can be realized in the form of research activities at research institutes or centers. With this activity, students can build critical thinking, which is very much needed for various scientific clumps at the higher education level. The critical thinking skills possessed by students will later deepen, understand, and be able to do research methods better. For students who have an interest and desire to work in the research field, the opportunity to do an internship in a research center laboratory is a dream for them. In addition, research laboratories/institutions sometimes lack research assistants when working on a short-term research project (1 semester – 1 year).

The objectives of the research program are as follows (Kemendikbud, 2020): (1) Student research is expected to be of higher quality and will strengthen the talent pool of researchers topically; (2) Students will gain research competence through direct supervision by researchers at research institutes or study centers; (3) Can improve the ecosystem and the quality of research in laboratories and Indonesian research institutes by providing research resources and regeneration of researchers from an early age.

Humanitarian Project

According to the Ministry of Education and Culture (2020), Indonesia has experienced many natural disasters, both in the form of earthquakes, volcanic eruptions, tsunamis, hydrological disasters, etc. When there is a natural disaster, many universities come to help or provide assistance to overcome disasters through humanitarian programs. So far, student participation is voluntary and only short term. In addition, many international institutions such as UNESCO, UNICEF, WHO, and so on have conducted in-depth studies and made development pilot projects in Indonesia and other developing countries. Students with

young souls, scientific competencies, and interests can become "foot soldiers" in humanitarian and other development projects both in Indonesia and abroad. According to the Ministry of Education and Culture (2020), the objectives of this humanitarian project activity program are as follows: (1) Preparing students who excel and uphold human values in carrying out their duties based on religion, morals, and ethics; (2) Train students to have social sensitivity to explore and explore existing problems and contribute to providing solutions with their respective interests and expertise.

Entrepreneurship

Based on the Global Entrepreneurship Index (GEI) in 2018, Indonesia only scored 21% of entrepreneurs from various fields of work, or ranked 94th out of 137 countries surveyed. Meanwhile, according to research from the IDN Research Institute in 2019, 69.1% of millennials in Indonesia have an interest in entrepreneurship. According to the Ministry of Education and Culture (2020), entrepreneurial activity is a student activity that provides opportunities to create an activity or business activity through analysis of market needs and opportunities. The form of entrepreneurial learning is in the form of a direct practice of entrepreneurship which is carried out in a planned and programmed manner. These activities can be in the form of products or services. This program is also expected to be the forerunner of the birth of entrepreneurs from the campus who can open up job opportunities widely. The main objectives of this entrepreneurial activity are as follows (Kemendikbud, 2020): (1) Provide an opportunity for students who have an interest and desire to develop their business early and are guided; (2) Dealing with unemployment problems that can result in intellectual unemployment from among scholars.

Independent Study or Project

According to the Ministry of Education and Culture (2020), study activities or independent projects are a form of learning activities for students who have a passion for realizing great works which will later be contested at national and international levels or innovative ideas. This independent study or project activity is to solve a problem with innovative science and technology that is comprehensive, meaningful, complete, and sustainable (sustainable) aimed at helping overcome the problems faced by the productive economy community (problems of production, management, marketing), and problems faced by the general public. (health issues, poverty, education, gender equality and social inclusion, natural disasters, environment, population, security, social politics, and other social problems. The objectives of the study activity program or independent project are as follows (Kemendikbud, 2020): (1) Realizing student ideas in developing innovative products that become their ideas; (2) Organizing research and development (R&D) based education; (3) Improving student achievement in national and international competitions.

Building a Village or Thematic Real Work Lecture (KKNT)

According to the Ministry of Education and Culture (2020), the Thematic Real Work Lecture (KKNT) is a form of education by providing learning experiences for students to live in the community outside the campus, which directly together with the community identify potentials and deal with problems so that they are expected to be able to develop their potential. village/region and formulate solutions to problems that exist in the village. KKNT activities are expected to hone partnership soft skills, cross-disciplinary/scientific team collaboration (cross competencies), and student leadership in managing development programs in rural areas. The objectives of the program to build a real work village/college include (Kemendikbud, 2020): (1) Student attendance for 6 - 12 months can provide opportunities for students to take advantage of their knowledge, technology, and skills in collaboration with many stakeholders in the field; (2) Assist in accelerating development in rural areas together with the Ministry of Villages of PDTT.

The framework of thought in this research can be drawn as follows:

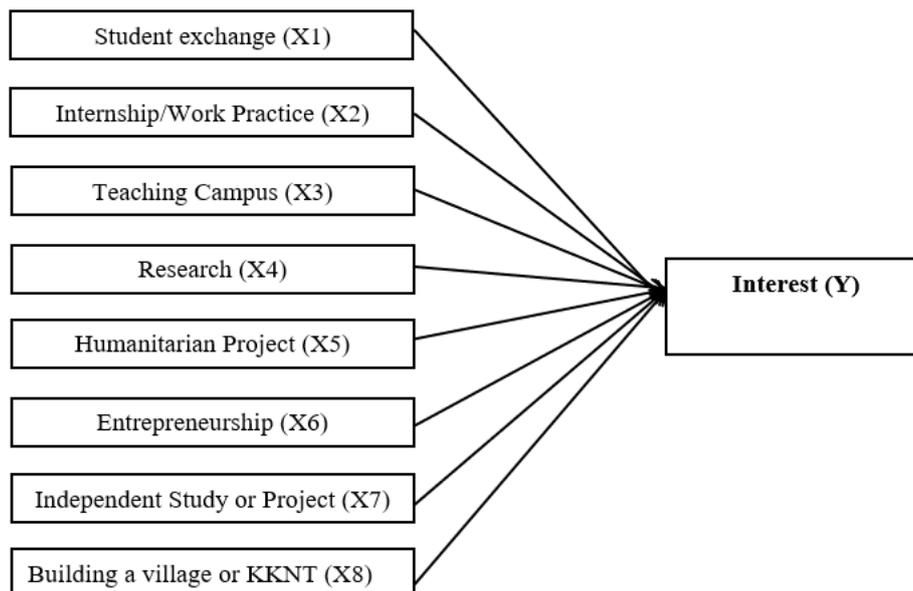


Figure 1. Framework

METHOD

The type of data used in this study is subject data. While the source of data used in this study is primary data. This study uses quantitative methods as research that emphasizes testing theories through measuring research variables with a numerical scale (numbers) that can be analyzed using statistical analysis. The population in this research is students of the Faculty of Economics and Business at Universitas Prof. Dr. Moestopo (Beragama), totaling 296 respondents from the accounting and management study program in the 2021/2022 academic year.

The research sample that will be used in this study are students of the Faculty of Economics and Business at Universitas Prof. Dr. Moestopo (Beragama) from semester 5 - semester 8. Because this research was

conducted in the Even Semester Academic Year, the sample of this study was only semester 6 and semester 8. While the method used in this study is purposive sampling based on judgment. Considerations for the selection of all accounting and management students in semesters 6 to 8 of the Faculty of Economics and Business at Universitas Prof. Dr. Moestopo (Beragama) because the students in that semester had sufficient learning experience, and they had the opportunity to participate in and participate in the Independent Learning Independent Campus (MBKM) program.

RESULT AND DISCUSSION

Descriptive Statistics Test Results

The results of the descriptive test in this study can be seen in the table 1 below:

Table 1. Descriptive Statistics Test Results

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
Student exchange (X1)	100	18	30	25.80	3.172
Internship/Work Practice (X2)	100	12	20	17.38	2.260
Teaching Campus (X3)	100	9	20	14.68	2.620
Research (X4)	100	18	30	25.84	3.052
Humanitarian Project (X5)	100	12	20	17.54	2.294
Entrepreneurship (X6)	100	12	20	17.16	2.182
Independent Study or Project (X7)	100	17	29	25.38	2.620
Building a village or KKNT (X8)	100	12	20	15.93	1.635
Interest (Y)	100	23	40	33.50	4.244
Valid N (listwise)	100				

Source: managed by SPSS 26

Classic Assumption Test Results

Normality Test Results

Normality test results in this study which can be seen in table 2 below:

Table 2. Test Results One Sample Kolmogorov-Smirnov Test (K-S)

		Unstandardized Residual
N		100
Normal Parameters ^{a,b}	Mean	0.000000
	Std. Deviation	2.40834674
Most Extreme Differences	Absolute	0.084
	Positive	0.083
	Negative	-0.084

Test Statistic	0.084
Asymp. Sig. (2-tailed)	0.078 ^c

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.

Source: managed by SPSS 26

Based on the table 2 above, the results of the normality test above, the significance value of the K-S test in the Kolmogorov-Smirnov regression model is 0.084 with a significance of 0.078. Based on the test results, it can be said that the regression model has met the requirements for

normality because the significance value is $0.078 > 0.05$.

Multicollinearity Test Results

Multicollinearity test in this study can be seen in table 3 below:

Table 3. Multicollinearity Test Results Coefficients^a

Model	Collinearity Tolerance	Statistics VIF	Keterangan
1 (Constant)			
Student exchange	0.228	4.385	Tidak Terjadi Multikolinieritas
Internship/Work Practice	0.363	2.752	Tidak Terjadi Multikolinieritas
Teaching Campus	0.756	1.322	Tidak Terjadi Multikolinieritas
Research	0.280	3.576	Tidak Terjadi Multikolinieritas
Humanitarian Project	0.302	3.311	Tidak Terjadi Multikolinieritas
Entrepreneurship	0.328	3.050	Tidak Terjadi Multikolinieritas
Independent Study or Project	0.312	3.206	Tidak Terjadi Multikolinieritas
Building a village or KKNT	0.643	1.556	Tidak Terjadi Multikolinieritas

Dependent Variable: Minat Mahasiswa

Source: managed by SPSS 26

Heteroscedasticity Test Results

The results of the heteroscedasticity test which can be seen in table 4 are given below:

Table 4. Heteroscedasticity Test Results Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	T	
1 (Constant)	-2.657	2.938		-0.905	0.368

Student exchange	0.069	0.167	0.088	0.416	0.678
Internship/Work Practice	0.044	0.185	0.040	0.238	0.812
Teaching Campus	-0.087	0.111	-0.091	-0.781	0.437
Research	0.127	0.156	0.155	0.810	0.420
Humanitarian Project	0.247	0.200	0.227	1.233	0.221
Entrepreneurship	-0.305	0.202	-0.266	-1.509	0.135
Independent Study or Project	-0.195	0.172	-0.204	-1.129	0.262
Building a village or KKNT	0.263	0.193	0.172	1.364	0.176

a. Dependent Variable: LN_RES

Source: managed by SPSS 26

Based on the research table 4 above, it shows that the significance value of each variable indicates that the significance value is greater than 0.05 so that it can be concluded that all of the independent variables do not have heteroscedasticity symptoms.

Multiple Linear Regression Analysis Results

Based on the multiple linear regression analysis in this study, it can be seen in table 5 below:

Table 5. Multiple Linear Regression Analysis Results Coefficients^a

Model	Unstandardized Coefficients	
	B	Std. Error
1 (Constant)	3.026	2.938
Student exchange	0.471	0.167
Internship/Work Practice	0.736	0.185
Teaching Campus	0.093	0.111
Research	-0.046	0.156
Humanitarian Project	-0.173	0.200
Entrepreneurship	0.489	0.202
Independent Study or Project	-0.014	0.173
Building a village or KKNT	0.021	0.193

a. Dependent Variable: Minat Mahasiswa (Y)

Source: managed by SPSS 26

Based on table 5 above, the multiple linear regression equation obtained is as follows:

$$Y = \alpha + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_5X_5 + \beta_6X_6 + \beta_7X_7 + \beta_8X_8 + e$$

$$\text{Minat mahasiswa} = 3,026 + 0,471 + 0,736 + 0,093 - 0,046 - 0,173 + 0,489 - 0,14 + 0,021 + e$$

Statistical Test Results t

The results of the t-test carried out can be seen in table 6 below:

Table 6. Statistical Test Results t Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	T	
1 (Constant)	3.026	2.938		1.030	0.
Student exchange	0.471	0.167	0.352	2.827	0.006
Internship/Work Practice	0.736	0.185	0.392	3.972	0.000
Teaching Campus	0.093	0.111	0.057	0.837	0.405
Research	-0.046	0.156	-0.033	-0.292	0.771
Humanitarian Project	-0.173	0.200	-0.093	0.863	0.390
Entrepreneurship	0.489	0.202	0.252	2.421	0.017
Independent Study or Project	-0.014	0.173	-0.009	-0,083	0.934
Building a village or KKNT	0.021	0.193	0.008	0.107	0.915

a. Dependent Variable: Minat mahasiswa
Source: managed by SPSS 26

F Test Results (Anova)

Based on the results of the f test analysis carried out, it can be seen in table 7. below:

Table 7. F Test Results

ANNOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1208.787	8	151.098	23.946	0,000 ^b
Residual	574.213	91	6.310		
Total	1783.000	99			

a. Dependent Variable: Minat mahasiswa (Y)

b. Predictors: (Constant), Building a village or KKNT (X8), Campus teaching (X3), Internship or work practice (X2), Research or research (X4), Entrepreneurship (X6), Humanity project (X5), Independent study or project (X7), Student exchange (X1).

Source: managed by SPSS 26

Coefficient of Determination Test Results (R2)

The results of the Determination test (R2) analyzed can be seen in table 8:

Tabel 8 Coefficient of Determination Test Results (R2)

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,823 ^a	0.678	0.650	2.512

a. Predictors: (Constant), Building a village or KKNT (X8), Campus teaching (X3), Internship or work practice (X2), Research or research (X4), Entrepreneurship (X6), Humanity project (X5), Independent study or project (X7), Student exchange (X1). Dependent Variable: Student Interest (Y)

Source: managed by SPSS 26

Discussion

Based on the results of the tests that have been carried out in this study, it proves that student exchange as measured by cross-campus learning, building friendships, and organizing knowledge transfers has a significant effect on student interest in the Faculty of Economics and Business, Universitas Prof. Dr. Moestopo (Beragama) in the Independent Learning Program at the Independent Campus. This explains that student exchange is related to student interest, because students of the Faculty of Economics and Business, Universitas Prof. Dr. Moestopo (Beragama) is interested in activities to add insight into the nationality, integrity, and capability of students as citizens who love the homeland, the unitary state of the Indonesian nation. With the difference in the academic atmosphere to add to the experience, it requires students to be able to adapt to the new environment. In addition, each place has different regulations, and students think their actions are right or wrong in choosing the program.

The effect of internships or work practices on student interest

Based on the results of the tests that have been carried out in this study, it proves that internships or work practices as measured by soft skills and hard skills have a positive and significant effect on student interest in the Faculty of Economics and Business, Universitas Prof. Dr. Moestopo (Beragama) in the Independent Learning Program at the Independent Campus. This explains that internships or practices are related to student interests, because these

activities can increase or strengthen competence in entering a better career path. With this internship or work practice, it can provide opportunities for students who want to have educational values and scientific insights, as well as theoretical and applicable learning within the framework of Indonesian culture. This activity can also provide practical and meaningful experience to students according to their field of expertise and provide experience in solving problems that exist in the world of work.

The influence of campus teaching on student interest

Based on the results of the tests that have been carried out in this study, it proves that the teaching campus as measured by opportunities for students and equal distribution of education quality does not have a positive and significant effect on student interest in the Faculty of Economics and Business, Universitas Prof. Dr. Moestopo (Beragama). This explains that campus teaching is not related to student interests because it is not as easy as other people think in educating and teaching students, students have not been moved to be able to help and contribute to this program. This is proven when we teach or give a lesson to someone but that person does not understand, it becomes a burden for ourselves and can consider ourselves to be failing in imparting knowledge to others. In addition, there is a lack of confidence to be able to become a teacher in educational units (Elementary School, Junior High School, and High School). The Students do not have a leadership spirit in teaching in educational

units so that they have not been able to help improve the quality of learning. In addition, students also have no interest in contributing to improving the quality of life for the community, nation and state, as well as civilization based on Pancasila. With campus teaching activities, students can improve the ability to cooperate and have social sensitivity and concern for society and the environment, but students are not interested in it.

The influence of research on student interest.

Based on the results of the tests that have been carried out in this study, it proves that research or research measured by improving quality, research competence, as well as ecosystem and research quality does not have a positive and significant influence on student interest in the Faculty of Economics and Business, Universitas Prof.

The impact of humanitarian projects on student interest.

Based on the results of the tests that have been carried out in this study, it proves that humanitarian projects as measured by student excellence and social sensitivity do not have a positive and significant effect on student interest in the Faculty of Economics and Business, Universitas Prof. Dr. Moestopo (Beragama). This explains that humanitarian projects are not related to students' interests because there is no readiness to directly help the community and the low level of concern for others.

Because in religion it is recommended to help each other towards others who are experiencing difficulties, from this we can become excellent students, and have a high moral spirit. Students who have a high level of humanity will not discriminate between friends of different ethnicities and are tolerant of each other. However, students are still not aware that humanitarian project activities can build their potential to be even better, because doing humanitarian projects must have an incentive to explore existing problems and be able to provide solutions

Dr. Moestopo (Beragama). This explains that research or research is not related to student interests because students do not understand and have no experience in conducting research in the scientific field at the higher education level. Research activities usually include collecting, processing, analyzing, presenting data that is carried out systematically and objectively to solve a problem. However, this can be a tedious activity if it is not carried out seriously. In addition, students have not been able to develop innovation and creativity in becoming a researcher through various theoretical and methodological discoveries in their fields. And have not been able to create quality written work. In Indonesia, there is also a lack of research or applied research and innovation, low research budgets, low collaboration between sectors, and very minimal partnerships between universities.

according to their respective interests and skills. Not only that, other social sensitivity can be in the form of having the courage to apologize if you make a mistake, and respecting other people who have different conditions.

The influence of entrepreneurship on student interest.

Based on the results of the tests that have been carried out in this study, it proves that entrepreneurship as measured by student opportunities and dealing with unemployment problems produces a positive and significant effect on student interest in the Faculty of Economics and Business, Universitas Prof. Dr. Moestopo (Beragama). This explains that entrepreneurship is related to student interest because entrepreneurship can be an opportunity for the future in improving the student's economy and can add to a broad range of jobs.

With the existence of entrepreneurial activities, it must involve a lot of human resources who have high innovation and are creative in developing their business

processes. This activity can also improve the spirit of leadership, make decisions wisely, and be responsible for the decisions that have been made. If entrepreneurship is carried out in the long term, it will be a source of economic growth and social welfare. Students who are interested in joining the entrepreneurship program not only want to develop their business, but students can also create jobs.

Effect of independent study or project on student interest.

Based on the results of the tests that have been carried out in this study, it proves that independent studies or projects measured by realizing student ideas, conducting research and development-based education, and increasing student achievement in national and international events do not have a positive and significant effect on student interest in the Faculty of Economics and Business Universitas Prof. Dr. Moestopo (Beragama). This explains that independent studies or projects are not related to students' interests because of the lack of confidence in realizing great works which can later be contested in national and international competitions. In addition, there is no experience to run or create a large event.

In this variable, students are not interested in competing in expressing their opinions, while this activity is able to realize an idea given in developing an innovative product to become a successful project. The Students also do not have the desire to increase their potential and skills through study activities or independent projects. Because this activity requires students to become individuals who think critically, creatively, and innovatively in making a big project. Success in making big projects not only gives a good impression for yourself, but can make the campus name better because it can produce a work.

The effect of building a village or KKNT on student interest

Based on the results of the tests that have been carried out in this study, proving that building a village or KKNT as measured by student attendance and helping accelerate development results in that the variable of building a village or KKNT does not have a positive and significant effect on student interest in the Faculty of Economics and Business, Universitas Prof. Dr. Moestopo (Beragama). This explains that building a village or KKNT is not related to student interest because students think the actions taken are right or wrong. Building a village or KKNT can support the fulfillment of good learning outcomes, but students are still less interested in being able to improve these abilities. This is evidenced by the lack of a sense of humanity of students to directly help people in rural areas to live in the community outside the campus and help deal with problems that exist in the village. So that students have not been able to develop the potential of the village/region so that their lives will be better for the future. Village building activities or KKNT also take a long time.

CONCLUSION

The conclusions obtained from this research are; (1) Student exchange as measured by cross-campus learning, building friendships, and organizing knowledge transfer has a positive and significant effect on student interest in the Faculty of Economics and Business, Universitas Prof. Dr. Moestopo (Beragama) in the 2021/2022 academic year; (2) Internships or work practices as measured by soft skills and hard skills have a positive and significant effect on student interest in the Faculty of Economics and Business, Univesitas Prof. Dr. Moestopo (Beragama) in the 2021/2022 academic year; (3) Campus teaching as measured by opportunities for students and equal distribution of education quality has no positive and significant effect on student interest in the Faculty of Economics and Business, Universitas Prof. Dr. Moestopo (Beragama) in the 2021/2022 academic year; (4) Research measured by

improving quality, research competence, as well as ecosystem and research quality does not have a positive and significant effect on student interest in the Faculty of Economics and Business, Universitas Prof. Dr. Moestopo (Beragama) in the 2021/2022 academic year; (5) Humanitarian projects as measured by student excellence and social sensitivity do not have a positive and significant effect on student interest in the Faculty of Economics and Business, Universitas Prof. Dr. Moestopo (Beragama) in the 2021/2022 academic year; (6) Entrepreneurship as measured by student opportunities and dealing with un employment problems has a positive and significant effect on student interest in the Faculty of Economics and Business, Universitas Prof. Dr. Moestopo (Beragama) in the 2021/2022 academic year; (7) Independent studies or projects measured by realizing student ideas, conducting research and development-based education, and increasing student achievement do not have a positive and significant effect on student interest in the Faculty of Economics and Business, Universitas Prof. Dr. Moestopo (Beragama) in the 2021/2022 academic year; (8) Building a village or KKNT as measured by student attendance and helping accelerate development does not have a positive and significant effect on student interest in the Faculty of Economics and Business, Universitas Prof. Dr. Moestopo (Beragama) in the 2021/2022 academic year

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