The Influence of Academic Services and Lecturer Performance on Student Engagement Moderated by Independent Learning Independent Campus Program Policy

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A b s t r a c t

For universities to improve the quality of education, policies from the government and internal higher education are needed. The latest government policy is the Independent Learning Independent Campus (MBKM) program policy based on Minister of Education and Culture Regulation Number 3 of 2020 concerning National Higher Education Standards. The MBKM program policy involves higher education actors, such as academic services, lecturers, and students. This is interesting to research, especially at Panca Marga University as a PTS Campus. The study aimed to determine the influence of academic services and lecturer performance on student involvement, as moderated by the MBKM Program Policy. The research population was Public Administration Study Program students with 100 samples. The data collection technique used the questionnaire distribution method. The data collection instrument used was a questionnaire. Quantitative research focuses on variables with numerical processing for analysis using the SmartPLS application. The research results show that academic services directly, positively, and significantly influence students' interest in involvement. The higher the academic services, the greater the interest in student involvement. Likewise, if academic services are low, it will result in lower interest in student involvement. Meanwhile, lecturer performance has an indirect and insignificant influence on students' interest in involvement. Furthermore, the MBKM program policy cannot moderate or strengthen the impact of academic services and lecturer performance on students' interest in involvement.

I.   Introduction

Education is a concept of investment in human resources over a long period containing strategic value for human civilization (Gunawan et al., 2020). Higher education has two main tasks, including providing education or education for the nation's sons and daughters for mastery. Science and technology support and drive national development (Fajduani et al., 2021; Novika, 2018).

Improving the quality of education in tertiary institutions has implemented several policies and studies by the government and internal tertiary institutions for the progress of tertiary institutions (Meke et al., 2022; Rosmiati et al., 2021). The latest government policy in the world of higher education is the policy related to the Independent Campus Learning (MBKM) program (Syarifuddin et al., 2022; Rochana et al., 2021). This policy was implemented in 2020 by the Ministry of Education and Culture (Pohan & Kisman, 2022). It is stated in the Minister of Education and Culture Regulation Number 3 of 2020 concerning National Higher Education Standards. The MBKM program has a goal, namely the MBKM program is for harmony between graduates from tertiary institutions with business and industrial scope and a future in line with Pancasila values (Pohan & Kisman, 2022; Junaidi et al., 2020; Sodik et al., 2021). The MBKM program involves all actors in the higher education environment who must be directly involved, such as academic services, lecturers or teaching staff, and students in tertiary institutions. These three elements are essential in the MBKM program to realize good quality education. These three elements are interrelated.

Previous research discussed the elements of academic services that were applied, orienting towards aspects of quality, adequate infrastructure, and professional management (Marthalina, 2018). Other research also discusses that activities in higher education must be managed within a service quality system and administrative procedures. Services in higher education orientate transparency, timeliness, accuracy of quantity, and accuracy of quality to gain a sense of trust and guarantee of education (Rahareng & Relawan, 2017). Other research shows that the results of research on academic services will be directly related to student responses. The reason is that service quality is the value given by service recipients to all forms of properties and characteristics of products or services (Parwanto, 2022). Another opinion explains that service quality is related to the nature and characteristics of products and services, based on the ability to demonstrate satisfaction and meet needs (Kotler & Keller, 2021). Measurement of academic services can apply five dimensions of service quality, including *tangibles, reliability, responsiveness, assurance,* and *empathy* (Nurdin, 2019).

Meanwhile, research on good lecturer performance can be seen in the spirit of implementing the *tridarma* three main responsibilities of Higher Education. Lecturer performance is a factor that determines the success of the teaching and learning process in higher education. Lecturer performance is a form of process output carried out by lecturers, such as performance presentations, performance implementation, performance achievements, performance results, and performance performances (Nadeak, 2020). Other research related to lecturer performance aims to achieve results or implement lecturers' duties in carrying out duties and responsibilities as functional academic employees (Nadeak, 2020). According to Madgopes, seven performance indicators include productivity, work quality, initiative, teamwork, problem-solving, overcoming pressure, and motivation (Nadeak, 2020). All forms of academic services and lecturer performance are aimed at students in order to achieve the target of good educational quality and be able to produce competent graduates through the MBKM program by involving students who are also involved in higher education activities in the MBKM program research (Rochana et al., 2021). Further research discusses that student involvement can be manifested in motivation, attitudes, and behavior (Kahu et al., 2017). Meanwhile, other research by (Rochana et al., 2021) discusses that student involvement can support students in developing habits and thought patterns to increase interest in learning and individual development.

In line with the explanation above, the Public Administration Study Program, Faculty of Social and Political Sciences (FISIP), Panca Marga University's teaching and learning process aligns with the MBKM program policies. Activities are carried out with several programs; of the eight MBKM programs, six stand out and are superior to the Public Administration Study Program, Faculty of Social and Political Sciences, Panca Marga University. The first program is building villages through thematic community service programs (KKN). For example, KKN activities in 2022 will be carried out at several regional points, one of which is in a campus environment that is

building a digital-based village (Tjahjaningsih et al., 2022a; Fitria et al., 2022a; Tjahjaningsih et al., 2022b). The second program is an independent study or project, one of which is applied to agriculture and others (Fitria et al., 2022b). The third program is entrepreneurial activities; in this program, many students are directly involved in business (Septiandika et al., 2022) (Septiandika & Fitria, 2022). The fourth program is humanitarian projects, which include providing natural disaster relief and other humanitarian activities (Humas FISIP UPM, 2021). The fifth program is research or research; students are actively involved in research and publish research results such as research related to the economy of Probolinggo City and educational needs in Probolinggo City (Marwiyah & Fitria, 2022) (Supriyanto & Fitria, 2022). The sixth program is an internship or work practice; this program will be held from the end of 2022 to the beginning of 2023 by involving students from the UPM FISIP Public Administration study program to intern in several Probolinggo City Regency agencies. This is interesting to research, primarily as no one has conducted research regarding the existence of supportive learning program policies. This research discusses not only the influence of academic services and lecturer performance on student engagement but also the moderation of the program policies that have been implemented.

This research aimed to determine the influence of academic services and lecturer performance on student involvement moderated by the MBKM program. Research hypotheses include:

Ha1: Academic Services influence student engagement

Ha2: Lecturer performance influences student engagement

Ha3: MBKM Program policies are able to moderate the relationship between Academic Services and student involvement

Ha 4: MBKM Program Policies can moderate the relationship between Lecturer Performance and student engagement.

II. Methods

Research with a quantitative approach focuses on theoretical variables using numerical calculations, followed by analysis. Case study research with a single instrument forms the focus of research related to problems with follow-up research limitations aimed at describing or presenting illustrations of research problems (Cresswell, 2016). This research focuses on the influence of the quality of academic services and the performance of lecturers within the Public Administration Study Program, FISIP, Panca Marga University on the interest in the involvement of Public Administration, FISIP, Panca Marga University students who are supported or even strengthened by the MBKM program.

Research with a purposive sampling approach means the sample is determined using particular criteria (Sugiyono, 2015). The resource persons who were directly involved were Public Administration, FISIP, and Panca Marga University students. Data collection by distributing questionnaires. The number of respondents was 100 respondents. The location of this research was Panca Marga University, Probolinggo. The research was carried out from November to December 2023.

Data analysis functioned to conclude research results. Data analysis included planning by designing the groups used as samples. Researchers prepare research instruments. Second, implementation by researchers collecting data on the research sample. Next, testing, analyzing, and determining the research instruments. Third, evaluation is done by analyzing and processing data collected using predetermined methods. Fourth, reports were prepared by compiling and reporting research results.

The operational definition of research variables in the dependent variable was academic services (X1) and lecturer performance (X2). The independent variable was student involvement (Y). Meanwhile, the moderating variable was program policy (M).

Table 1. Operational Definition

Variable	Indicator	Source
Academic Services (X1)	1. Tangibles 2. Reliability 3. Responsiveness 4. Assurance 5. Empathy	(Nurdin, 2019)
Lecturer Performance (X2)	1. Productivity 2. Work Quality 3. Initiative 4. Team work 5. Solution to problem 6. Dealing with pressure 7. Motivation	(Nadeak, 2020)
Student Engagement (Y)	1. Level of academic challenge 2. Active and collaborative learning 3. Student-faculty interaction 4. Enriching educational experience 5. Supportive campus environment	(Rochana et al., 2021)
Program Policy (M)	1. Communication 2. Resource 3. Behavior 4. Bureaucratic Structure	(Ramadhan & Megawati, 2022)

Source: Processed by Researchers (2023)

The study's score measurement scale used *a Likert scale*. Research variables with *a Likert scale* were presented with variable indicators in instrument items in the form of statements or questions. There were five answer indicators, including strongly disagree (1), disagree (2), neutral (3), agree (4), and strongly agree (5).

III.   Results and Discussion

Model Evaluation
1. *Outer Model*

Outer Model to determine the reliability and validity values of the indicators shaper construct latent. Evaluation model on measurement in a way system reflective through convergent validity tests, compositional discriminant validity, and reliability. The results measurement model includes:

a. *Convergent validity*

Convergent validity is a form of relationship-related testing between a reflective item and a latent variable. The indicator model belongs to fulfillment *convergent validity* If mark *loading factors* > 0.5.

Table 2. Validity through Loading Factors

Variable	Indicator	Loading Factor	Status
Academic Services (X1)	X1-a	0.852	Reliable
	X1-b	0.881	Reliable
	X1-c	0.812	Reliable
	X1-d	0.841	Reliable
	X1-e	0.836	Reliable

Lecturer Performance (X2)	X2-a	0.736	Reliable
	X2-b	0.842	Reliable
	X2-c	0.767	Reliable
	X2-d	0.855	Reliable
	X2-e	0.749	Reliable
	X2-f	0.804	Reliable
	X2-g	0.738	Reliable
Student Engagement (Y)	Y1	0.851	Reliable
	Y2	0.740	Reliable
	Y3	0.845	Reliable
	Y4	0.797	Reliable
	Y5	0.842	Reliable
Program Policies (M)	M1	0.840	Reliable
	M2	0.786	Reliable
	M3	0.878	Reliable
	M4	0.644	Reliable

Source: Processed by Researchers (2023)

The table 2 shows value *loading factors* for every indicator variable: Academic Services (X1), Lecturer Performance (X2), Student Involvement (Y), and Program Policy (M), which is more than 0.5. The point is that indicators in the group have reliability as gauge variables.

b. *Discriminant validity*

Composition test of discriminant validity on research This is done through value *cross-loading* and *Average Variance Extracted (AVE)*, which aims to test valid research instruments on the exposure or reflection of latent variables. Results include:

Table 3. Validity via Discriminant Validity

Variable	X1	X2	Y	M	Status
X1-a	0.852	0.373	0.663	0.005	Reliable
X1-b	0.881	0.375	0.647	0.038	Reliable
X1-c	0.812	0.393	0.598	0.056	Reliable
X1-d	0.841	0.310	0.614	0.060	Reliable
X1-e	0.836	0.321	0.531	0.014	Reliable
X2-a	0.331	0.736	0.294	0.041	Reliable
X2-b	0.504	0.842	0.390	-0.025	Reliable
X2-c	0.316	0.767	0.212	-0.018	Reliable
X2-d	0.242	0.855	0.288	-0.078	Reliable
X2-e	0.275	0.749	0.229	-0.085	Reliable
X2-f	0.255	0.804	0.225	-0.124	Reliable
X2-g	0.303	0.738	0.221	-0.021	Reliable
Y1	0.582	0.274	0.851	0.224	Reliable
Y2	0.475	0.169	0.740	0.223	Reliable

Y3	0.644	0.324	**0.845**	0.240	Reliable
Y4	0.596	0.304	**0.797**	0.235	Reliable
Y5	0.645	0.343	**0.842**	0.214	Reliable
M1	0.023	-0.011	0.228	**0.840**	Reliable
M2	-0.071	-0.064	0.179	**0.786**	Reliable
M3	0.141	-0.035	0.298	**0.878**	Reliable
M4	0.075	-0.098	0.099	**0.644**	Reliable

Source: Processed by Researchers (2023)

The results of the discriminant validity test are the results *cross loading* respectively variable Academic Services (X1), Lecturer Performance (X2), Student Involvement (Y), and Program Policy (M) contain value above *cross loading* on variable latent other. All values are above 0.5, so the research instrument is classified as reliable and discriminant. The next test uses a comparison *technique* on the AVE value. AVE value is from 0.5, so the variable falls into the discriminant validity category Good.

Table 4. AVE Value

Variable	√AVE	Information
Academic Services (X1)	0.845	Reliable
Lecturer Performance (X2)	0.786	Reliable
Student Involvement (M)	0.816	Reliable
Program Policy (M)	0.792	Reliable

Source: Processed by Researchers (2023)

The √AVE value obtained shows that the variables Academic Services (X1), Lecturer Performance (X2), Student Involvement (Y), and Program Policy (M) have an √AVE value above 0.5. So, the variables above enter the reliable category.

c. *Composite Reliability*

Composite reliability is evaluated through value indicators using construct measurement tests and Cronbach's *alpha values*. A construct is included in the reliable category if its *composite reliability value* is greater than 0.7 and *Cronbach's alpha* value is above 0.6.

Table 5. *Composite Reliability*

| Variable	*Composite Reliability*	*Cronbach alpha*	Information
Academic Services (X1)	0.926	0.900	Reliable
Lecturer Performance (X2)	0.918	0.898	Reliable
Student Engagement (Y)	0.909	0.874	Reliable
Program Policy (M)	0.869	0.811	Reliable

Source: Processed by Researchers (2023)

Academic Services (X1), Lecturer Performance (X2), Student Involvement (Y), and Program Policy (M) show a reliability composite with Good, a reason mark of more than 0.70 for *composite reliability* and more than 0.6 on *Cronbach's alpha*. Next, analysis is done by inspecting the *goodness*-of-fit Model and evaluati*ng the inner Model.*

2. *Inner Model*

     Inner Model used in the prediction or estimation of correlation between variable latent through mark significance and *R*-square on the model research.

Figure 1. *Inner Model*
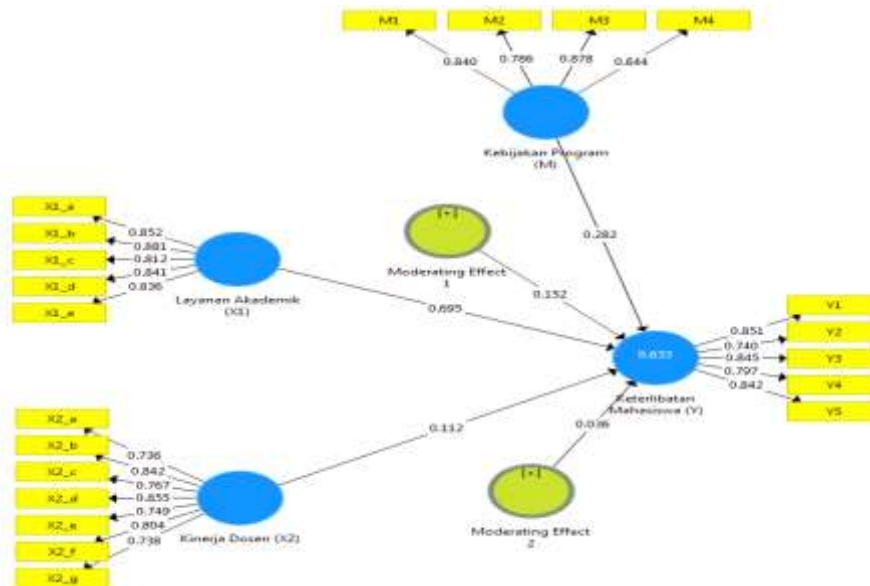
Source: Processed by Researchers (2023)

Information:
1. Moderating effect 1 (Academic Services with Program Policies)
2. Moderating effect 1 (Lecturer Performance with Program Policy)

     Evaluation of the PLS structural model with the *R-square value* at the dependent latent variable. Mark *R-Squares* can be applied with the influence variable latent exogenous on the variable latent endogenous, so it has a known influence on which substantive or not. Results count *R-Squares* are in the table 6:

Table 6. Calculation of *R-Squares*

Variable	*R-Square*	*R - Square Adjusted*
Student Engagement	0.633	0.613

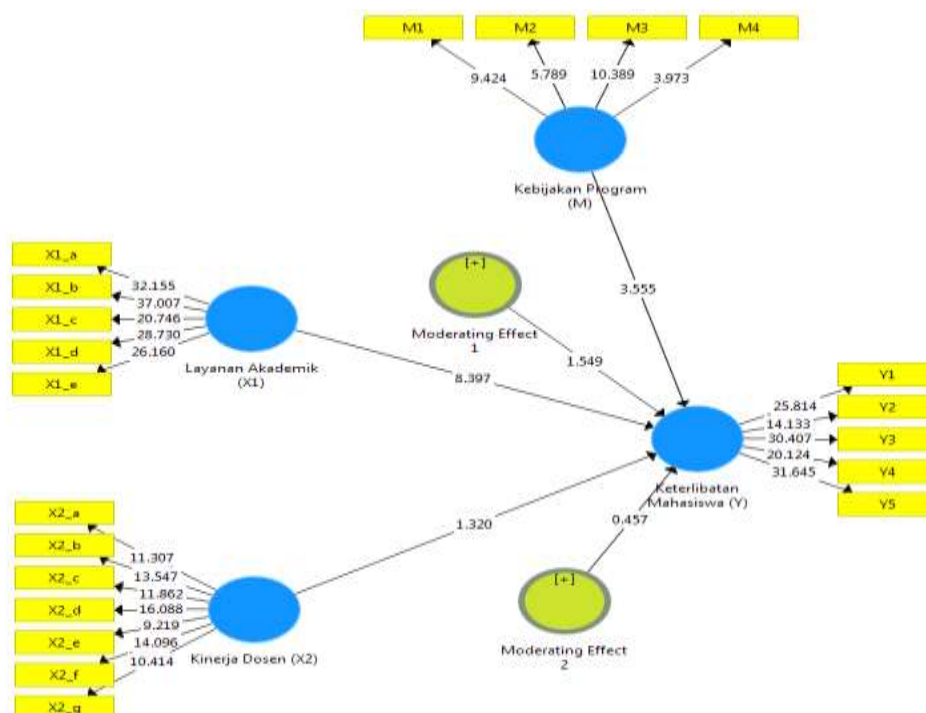Source: Processed by Researchers (2023)

     Adjusted R-Square Model = 0.613. This result means that the ability of the exogenous variable to explain Y is 61.3%. So, the ability of academic service variables, lecturer performance, and MBKM program policies to explain student policies is quite strong, namely 61.3%. The remaining 38.7% is the influence of other independent variables not measured in this research.

Hypothesis test

     The structural connection of the testing model is the relationship between research variables. Structural model testing is applied with the test through software PLS And testing moderation. Test t h e hypothesis directly as an output image and value on the output *path coefficients*. The base

testing hypothesis, in a direct way, is If *p-value* < 0.05 (*significance levels = 5%*), so classified as influence significant variable exogenous on variable endogenous. Detailed explanation regarding the test hypothesis:

Figure 2. Hypothesis Testing

Source: Processed by Researchers (2023)

Table 7. Inner-Model Test Results Indicator Reflective

Variable	Original Sample (O)	Sample Mean (M)	STDEV	T-statistic	P-Value	T-table
X1 -> Y	0.695	0.684	0.083	8,397	0,000	1.64.
X2 -> Y	0.112	0.122	0.085	1,320	0.187	1.64.
M->Y	0.282	0.285	0.079	3,555	0,000	1.64.

Source: Processed by Researchers (2023)

Statistical testing is hypothesized through simulation, namely the *bootstrapping method* on the sample. PLS *bootstrapping* analysis results, including:

1. The influence of academic services on direct student engagement

   The results of testing the first hypothesis, namely academic services on student involvement directly, show a coefficient value of 0.695, *p-values* of 0.000, and a t-statistic of 8.397. The *p-value of* 0.000 is less than 0.05, and the t-statistic value of 8.397 is greater than the t-table of 1.64. X1 → Y = 0.695 (positive), P Value 0.000 <0.05 (significant). This result means that if academic services improve, student involvement can also increase

   These results indicate that academic services significantly directly affect student engagement. Thus, the hypothesis that academic services influence student involvement in the Public Administration Study Program, FISIP, Panca Marga University, is directly **accepted**.

   Academic services can influence student engagement. The results of this research are the same as those of Mulyawan and Rinawati (2016), which explain that the influence of academic service quality can increase student engagement loyalty by 49.1%. Apart from that, the form of academic support services utilized optimally can also influence student involvement in academics (Astuti, 2024). Meanwhile, Zulfa et al. (2020) explain the influence of academic

service quality on student loyalty by 50%. Other research also shows similarities in the results of research by Sarbina et al. (2021), which explains that the quality of academic services affects students positively and significantly.

2. The influence of lecturer performance on student involvement directly

The second hypothesis is that lecturer performance directly influences student involvement. The results of explaining lecturer performance in direct student involvement have a coefficient of 0.112. The T-statistic value is 1.320 with *a p-value* of 0.187. These results prove that the *p-value* is 0.187 above the value of 0.05 and the t-statistic value is 1.320 below the t-table value of 1.64. $X_2 \rightarrow Y = 0.112$ (positive), P Value $0.187 > 0.05$. This value means that if lecturer performance increases, it does not affect student engagement

These results indicate that lecturer performance on student engagement has no direct influence. So, the hypothesis which states that there is an influence on the performance of lecturers in the Public Administration Study Program, FISIP, Panca Marga University on the involvement of students in the Public Administration Study Program, FISIP, Panca Marga University has a significant influence is directly **rejected**.

The results of this research are also the same as those of Suroso et al. (2022), who explain that good lecturer performance can influence students in assessing student satisfaction and engagement in academics. Handican et al. (2023) also agrees that lecturers' performance can influence student involvement, especially in achieving achievements. Besides, lecturer performance can influence student involvement in learning motivation (Imawati et al., 2020). Apart from that, the performance of lecturers with good competence can influence student involvement in the form of student loyalty (Mujahidin et al., 2018).

3. The influence of policy programs on direct student involvement

The results of testing the first hypothesis, namely policy programs for direct student involvement, show a coefficient value of 0.282, *p-values* of 0.000, and a t-statistic of 3.555. The *p-value of* 0.000 is less than 0.05, and the t-statistic value of 3.555 is greater than the t-table of 1.64. These results indicate that policy programs significantly directly affect student involvement. So, the hypothesis that the MBKM policy program in the Public Administration Study Program, FISIP, Panca Marga University, influences students' involvement in the Public Administration Study Program, FISIP, Panca Marga University is directly **accepted**.

This research is the same as the results of Pratiwi et al. (2023), who explained that implementing MBKM program policies influenced the involvement of student competencies through internship programs. Apart from that, research by (Rochana et al., 2021) shows that increasing student involvement through the implementation of the independent campus policy. The existence of policies to support academics can influence student involvement in academics (Astuti, 2024). The existence of an MBKM policy can influence students' responses to get involved (Meke et al., 2022).

Moderation Test

According to Abdillah and Jogiyanto (2015), testing of moderating variables can be applied if the element's primary variable is independent of the variable dependent and is classified as having a significant influence. If it is not classified as significant, then the moderation test cannot be followed up because the results are certainly not significant. Moderation testing was implemented through the *SmartPLS application* as a supporting tool with *bootstrapping procedures. The p-value* of the *path coefficient* and the value *p-value* of the moderation element must be below a value of 0.5. Then, the moderation variable is classified as providing more strength or moderating influence of the independent variable to the dependent variable.

The MBKM program policy strengthens the influence of academic services on student engagement but is not significant. In other words, MBKM program policies mediate the relationship between academic service variables and student engagement. Meanwhile, in the second moderation, the MBKM program policy does not strengthen the influence of lecturer performance on student

engagement. In other words, MBKM program policies do not mediate the relationship between academic service variables and student engagement.

Table 8. Test Moderation

Correlation Between Variables	Original Sample (O)	T-statistic	P-Values
Moderating effect 1 -> Student Engagement Moderating MBKM program policy on the relationship between academic services and student involvement	0.152	1,549	0.122
Moderating effect 2 -> Student Engagement Moderating MBKM program policy on the relationship between lecturer performance and student involvement	0.036	0.457	0.6 48

Source: Processed by Researchers (2023)

Academic services can directly influence student involvement in the implementation of the Merdeka Belajar Campus Merdeka program, and the presence of direction from lecturers can run the MBKM program more optimally (Rochana et al., 2021). The difference in this research lies in the performance of lecturers in developing interest in increasing student involvement in independent campus programs. Meanwhile, in this study it did not have a significant effect. Meanwhile, explains that the quality of academic services can increase student involvement in preparing themselves to participate in the MBKM program (Fadhilah & Pratiwi, 2021).

IV. Conclusion

By the results of research and results analysis, conclusions are obtained that provide answers related to the problem formulation in research, namely: academic services provide a direct influence on value positive and significant to interest in student involvement, the main thing is the higher than academic services so will higher also interest in student involvement. On the contrary, low academic services will result in lower interest in student involvement. Meanwhile, lecturers' performance has an indirect and insignificant influence on interest in student involvement. Furthermore, the MBKM program policy cannot moderate or strengthen the influence of academic services and lecturer performance on student involvement.

Recommendations related to education policies, especially in private universities, especially Panca Marga University, are policies that can support students' abilities, both academic abilities and other abilities related to students' hobbies. Holding special programs that can add to a student's portfolio and achievements will provide a basis and guarantee for post-graduation, either working or continuing to a master's program. And there is a program policy that makes it easy to get scholarships and coaching money rewards. These three programs effectively increase students' interest in being active and intensively involved in academic activities.

The research's limitation is that it only focuses on one faculty member at Panca Marga University as the research respondent. So, further research can add respondents and include more than one faculty member. Apart from that, further research can use other theories, such as giving rewards, self-development, use of technology, and other theories regarding the scope of education.

V. Acknowledgments

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VI. Author Contributions Statement

NJLF is the sole researcher and author of this research article. Therefore, all tasks are carried out, starting with conceptualization, design, data collection, data analysis, and writing.

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