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THE EFFECT OF PERFORMANCE OF LP3M UNDANA EMPLOYEES ON QUALITY IMPROVEMENT AND IMPLEMENTATION OF MBKM REGULATIONS FOR THE 2022/2023 ACADEMIC YEAR

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Abstract:
Indonesian higher education institutions (PT) face many changes in the globalized era. To handle complex changes, PT education must be improved. University quality assurance is not only carried out externally. Permenristekdikti Number 62 of 2016 on the Higher Education Quality Assurance System requires universities to conduct the Internal Quality Assurance System autonomously (SPMI). The Undana Learning Development and Quality Assurance Institute (LP3M) implements quality assurance. The curriculum must also adapt to students' interests, needs, and expectations in revolution 4.0. The Central Government, through the Ministry of Education and Culture-Ristek, issued a policy of Free Learning and Independent Campus (MBKM). Human resources are an essential asset for the successful implementation of quality assurance and implementation of the MBKM policy. The research method used is a quantitative method to know and describe the effect of the performance of LP3M (X) Undana employees on internal quality improvement (Y1) and the implementation of the MBKM regulations for the 2022/2023 Academic Year (Y2). The results The performance of LP3M Undana employees regarding the implementation of MBKM, namely compiling MBKM guidelines and monitoring and evaluating each process of implementing MBKM. The MBKM curriculum design must refer to the National Higher Education Standards (SNPT); the MBKM policy has an impact on changing the curriculum structure, where each Study Program/Faculty reviews existing courses to be synchronized with the MBKM Program. LP3M must ensure that changes to the curriculum structure must be integrated between Undana's internal quality policy and the MBKM program.

Keywords: Employee Performance, Independent Learning And Independent Campus

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INTRODUCTION

In facing the era of globalization, universities in Indonesia face multi-dimensional challenges with various changes that have the impact of free competition and the emergence of foreign universities in Indonesia, which has an impact on improving the quality of human resources. In essence, all changes will bring a tendency to eliminate all forms of obstacles, where every individual gets the opportunity to actualize himself creatively and optimally through competition towards perfection. The tendency of the quality of human independence will be tested due to these changes.

In order to improve the quality of education in every educational institution in Indonesia in general, active and dynamic participation is needed from the heads of the institutions or the entire

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academic community, parents, students, teaching staff and other staff, including institutions that have concern for the education of educational institutions. Educational institutions must establish a work unit tasked with systematically compiling databases and profiles of educational institutions that concern various academic, administrative and financial aspects.

Implementation of education must prioritize governance that facilitates collaboration between universities and other institutions, including industry. The Central Government, through the Ministry of Education and Culture, issued a policy of Free Learning and Independent Campus (MBKM). This policy aims to gain more learning experience, not only on their campus but also on different campuses, even in institutions outside the campus.

The MBKM policy is a product of central government policy, so at the implementation level, it must be well organized, translated into more operational matters, and easy to apply to achieve the desired policy objectives. Jones (1996: 166) says that policy implementation is an activity intended to operate a program by taking into account the three main activities of the activity. The three activities referred to are:

1) Organization, formation or rearrangement of resources, units and methods to support the program running,
2) Interpretation, interpreting so that the program becomes an appropriate and acceptable plan and direction and implemented, and
3) Application (implementation) is related to the implementation of routine activities, which include the provision of goods and services.

Every organization seeks and is oriented towards long-term goals, namely the indicated development of the organization. However, to achieve these goals, organizations often face obstacles, one of which is employee performance. The role of employees in facing organizational challenges and achieving organizational goals can be realized optimally if employees have high performance. Based on the problems above, this research aims to analyze the Effect of Performance of LP3M Undana Employees on Quality Improvement and Implementation Of MBKM Regulations for The 2022/2023 Academic Year.

METHODS

Performance. Fahmi (2018) states that performance is the result obtained by an organization; the organization is profit-oriented. Nonprofit oriented which is produced during another period, as is the case with King in Uno and Lamatenggo (2012: 61), which states that performance is an activity someone in carrying out the main tasks assigned to him and Mangkunegara (2017: 67) states that performance is the result of work in quality and quantity achieved by an employee in carrying out his duties following the responsibilities given to him.

For Simanjuntak (2005:221), performance is the achievement of results on implementing specific tasks. Each person's performance is influenced by many factors, which can be classified into three groups, namely the individual competence of the person concerned, organizational support, and management support.

Higher Education Internal Quality Assurance System. To guarantee the quality of goods or services, it is necessary to have a system known as a quality assurance system that ensures that the process runs according to quality standards that are maintained by following the procedures set by the quality assurance system. The Higher Education Quality Assurance System is a systemic activity to improve the quality of higher education in a planned and sustainable manner. The higher education quality assurance system can be divided into two parts, namely internal and external quality assurance.

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The Internal Quality Assurance System (SPMI) is a systemic activity of higher education quality assurance by each tertiary institution autonomously to control and improve the implementation of higher education in a planned and sustainable manner.

SPMI is regulated in Permenristekdikti Number 62 of 2016 Article 5 and has an activity cycle consisting of:

a. Stipulation of Higher Education Standards;
b. Implementation of Higher Education Standards;
c. Evaluation of the implementation of Higher Education Standards
d. Controlling the implementation of Higher Education Standards; and
e. Improvement of Higher Education Standards.

SPMI is implemented in all areas of higher education activities: a) academic, including education, research, and community service; and b) non-academic, including human resources, finance, facilities and infrastructure. All of these activities aim to achieve Higher Education Standards. SPMI as a system is continuously evaluated and developed by the tertiary institution concerned. SPMI is stipulated in the higher education leadership regulations for PTNs or the implementing legal entity regulations for PTS after approval by the senate or tertiary academic senate.

This type of research is descriptive, using a quantitative (positivistic) approach carried out at LP3M Indiana. It will be carried out after the completion of a scientific seminar with the following research variables:

Table 1. Research Variable

Variable	Operational definition	Indicator	Scale
Employee Performance (X)	The work results achieved by LP3M Undana employees in carrying out their duties are following the responsibilities given to them	1. Quality 2. Quantity 3. Punctuality 4. Effectiveness 5. Independence 6. Commitment	Ordinal
Internal Quality Improvement (Y1)	Systemic activities for quality assurance of education autonomously by Undana to control and improve the implementation of higher education in a planned and sustainable manner.	1. Setting Internal Higher Education Standards 2. Implementation of Internal Higher Education Standards 3. Evaluation of the implementation of Internal Higher Education Standards 4. Improvement of Internal Higher Education Standards	Ordinal
MBKM Implementation (Y2)	The process of implementing MBKM policy products is translated into more operational matters.	1. Organization 2. Interpretation 3. Application (application)	Ordinal

Source: Robbins (2006: 260), Permenristekdikti Number 62 of 2016

The population in this study was all 22 LP3M Undana employees, while the sample in this study was all of the population taken, namely all 22 LP3M Undana employees.

RESULT AND DISCUSSION

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Descriptve Statistical. Descriptive statistical analysis was carried out to provide an overview of the data regarding the minimum, maximum, mean and standard deviation data. Further explanation can be seen in the following table:

Table 2. Results of Descriptive Statistical Analysis

	N	Min.	Max.	Mean	Std. Dev.
Employee Performance (X)	22	12	39	28,45	7,242
Internal Quality Improvement (Y1)	22	16	46	33,09	6,473
MBKM Regulation Implementation (Y2)	22	9	24	17,59	3,924
Valid N (listwise)	22				

Source: Primary data processed, 2022.

Internal Quality Improvement. Based on the results of the descriptive statistical analysis in table 4.1, it can be seen that the mean or average value of the Internal Quality Improvement variable (Y1), with a total of 22 respondents, has an average value of 33.09% with a minimum of 16% and a maximum of 46 %, while the standard deviation is 6.473. This value is classified as medium quality. Internal quality improvement in the results of this study was classified as medium quality consisting of the first indicator, namely the establishment of high standards of internal education. The second indicator, namely the implementation of high standards of internal education, the third indicator evaluates the implementation of high standards of internal education and indicators of increasing internal education high standards.

Meanwhile, internal quality improvement can be seen in indicators of implementing high standards of internal education where the implementation needs to follow established standards. This can be seen from several aspects, namely: 1) the lack of teaching staff (lecturers) with doctoral qualifications (S3). Only 187 people; 2) in the research content standards, it is stipulated that lecturer research must involve students, but in practice, there is still little research involving students; 3) the data has not been integrated, and there are also many mistakes made by the study programs related to the higher education standards contained in the Self Evaluation Report (LED) document, making it challenging to prepare university accreditation forms carried out by LP3M.

MBKM Regulation Implementation Analysis (Y2). Based on the results of the descriptive statistical analysis in table 4.1, it can be seen that the mean or average value of the MBKM regulation implementation variable (Y2), with a total of 22 respondents, has an average value of 17.59% with a minimum of 9% and a maximum of 24 %, while the standard deviation is 3.924. This value is classified as low quality. The implementation of the MBKM regulations in the results of this study was classified as of low quality consisting of the first indicator, namely organization, the second indicator, namely interpretation, and the third indicator, implementation (application). This indicates that the Undana academic community needs to understand the MBKM mechanism fully; this can be seen from the number of applicants of 1309 students with a total of 256 partners. Of the eight existing MBKM programs, 1298 students took part in the internship program, seven students took part in the Humanity Project program, two students took part in the entrepreneurial program, and two students took part in independent studies. The MBKM policy impacts changing the curriculum structure, where each Study Program/Faculty reviews existing courses to synchronize them with the MBKM Program. Changes to the curriculum structure must be integrated between Undana's internal quality policy and the MBKM program.

Employee Performance Analysis (X). Based on the results of the descriptive statistical analysis in table 4.1, it can be seen that the mean or average value of the Employee Performance

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variable (X), with a total of 22 respondents, has an average value of 28.45% with a minimum of 12% and a maximum of 39%, while the standard deviation is 7.242. This value is classified as medium quality. Employee performance in the results of this study is classified as low quality consisting of 6 indicators, namely quality, quantity, timeliness, effectiveness, independence & commitment. LP3 M indicates that employees have a solid commitment to carry out tasks related to internal quality improvement effectively according to the existing job description; this is also related to the knowledge and expertise following the position occupied. However, from the timeliness indicator, there are minus points; this is indicated by the work on several accreditation form documents that were done at the deadline for submission to Higher Education.

Table 3. Correlation Analysis of Employee Performance (X) with Internal Quality Improvement (Y1)

		Correlations	Employee Performance (X)	Internal Quality Improvement (Y1)
Spearman's rho	**Employee Performance (X)**	Correlation Coefficient	1,000	,461*
		Sig. (2-tailed)	.	,031
		N	22	22
	Internal Quality Improvement (Y1)	Correlation Coefficient	,461*	1,000
		Sig. (2-tailed)	,031	.
		N	22	22

*. Correlation is significant at the 0.05 level (2-tailed).

Source: Primary data processed, 2022.

The table above shows that the rxy1 value is 0.461, indicating a relationship between employee performance variables (X) and internal quality improvement (Y1). This is based on the provision that if r count > r table; there is a significant relationship/correlation because r count is 0.461 > r table is 0.422 (See table 4.3 and attachment r table).

This relationship is positive and is in the moderate classification (see Chapter 3 in table 3.2) in the sense that employee performance is seen from 6 indicators, namely 1) Quality, 2) Quantity, 3) Timeliness, 4) Effectiveness, 5) Independence, 6) Commitment has a relationship with internal quality improvement. This relationship indicates that LP3M Undana employees can carry out their duties and responsibilities to improve the internal quality of higher education well.

The implementation of SPMI-PT generally starts with educational activities first, then is developed in the field of research and then community service. Thus it can include academic activities. After carrying out SPMI-PT in the academic field, it can be developed into a wider field, for example, finance, human resources, etc. The ultimate goal is SPMI-PT for all fields related to higher education management so that it is closely related to organizational health to ensure the quality of academic and non-academic aspects of higher education.

Efforts to improve internal quality are inseparable from the performance of the academic community in order to create a conducive academic environment. Regarding quality improvement, LP3M Undana employees have been placed according to knowledge and expertise to carry out tasks according to SOP and job descriptions (job descriptions). Performance is not only productivity because performance involves a person's natural behavior to be free to act as he wishes; this free behavior to act cannot be separated from the formal requirements of an employee's role to improve the effective functioning of an organization. Strong employee commitment to complete tasks is also an indicator that strengthens the relationship between employee performance and internal quality improvement. Even so, the indicators of independence and timeliness are minus points in the

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relationship between LP3M employee performance and internal quality improvement. Many employees still need the initiative to complete their duties without being instructed; this is indicated by completing the Self-Evaluation Report (LED) at the last minute for submission to the Directorate of Higher Education.

Table 4. Correlation Analysis of Employee Performance (X) with Implementation of MBKM Regulations (Y2)

		Correlations	Employee Performance (X)	Internal Quality Improvement (Y1)
Spearman's rho	**Employee Performance (X)**	Correlation Coefficient	1,000	0,423*
		Sig. (2-tailed)	.	0,050
		N	22	22
	Internal Quality Improvement (Y1)	Correlation Coefficient	0,423*	1,000
		Sig. (2-tailed)	0,050	.
		N	22	22

*. Correlation is significant at the 0.05 level (2-tailed).

Source: primary data processed, 2022.

The table above shows that the rxy2 value is 0.423, indicating a relationship between the employee performance variable (X) and the MBKM regulations (Y2) implementation. This is based on the provision that if r count > r table; there is a significant relationship/correlation because r count is 0.423 > r table is 0.422 (See table 4.2 and attachment r table).

This relationship is positive and is in the moderate classification (see Chapter 3 in table 3.2) in the sense that employee performance is seen from 6 indicators, namely 1) Quality, 2) Quantity, 3) Timeliness, 4) Effectiveness, 5) Independence, 6) Commitment has a relationship with the implementation of MBKM regulations. The performance of LP3M Undana employees regarding the implementation of MBKM, namely compiling MBKM guidelines and monitoring and evaluating each process of implementing MBKM. The MBKM curriculum design must refer to the National Higher Education Standards (SNPT). The MBKM policy changes the curriculum structure, where each Study Program/Faculty reviews existing courses to be synchronized with the MBKM Program. LP3M ensures changes to the integrated curriculum structure between Undana's internal quality policy and the MBKM program.

Table 5. Regression Analysis of Employee Performance (X) on Internal Quality Improvement (Y1)

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	16,839	4,507		3,736	0,001
	Employee Performance (X)	0,571	0,154	0,639	3,716	0,001

a. Dependent Variable: Internal Quality Improvement (Y1)

Source: Primary data processed, 2022.

The table above can be given the regression equation X on Y 2, namely: $Y2 = \alpha + \beta X$

Y2 = 23,117 + (-0,194)

Y2 = 23,117 - 0,194

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These numbers can be interpreted as follows:

1) A constant of 23.117; means that employee performance (X) is -0.194 and internal quality improvement (Y1) is positive, namely -0.194.
2) The regression coefficient of the employee performance variable (X) is -0.194, meaning that employee performance (X) has increased by 1. Implementing the MBKM regulation (Y2) will experience an increase of -0.194 (see table 4.2). The coefficient is positive and classified as of moderate quality between employee performance (X) and the implementation of MBKM regulations (Y2). Therefore, the lower the employee performance (X), the lower the implementation of the MBKM regulations (Y2). The value of implementing the MBKM regulation (Y2) can be seen in the Casewise Diagnostics table (Column Predicted Value). While the residual (unstandardized residual) is the difference between the implementation of the MBKM regulation (Y2), with the Predicted Value, and Std. The residual (standardized residual) is the residual value that has been standardized (the closer the value is to 0 or more than 1 or -1, the worse the regression model is in making predictions); (See Regression attachment).

Employee Performance Hypothesis Test (X) on Internal Quality Improvement (Y1). The following steps are carried out to test the X hypothesis against Y1.

1. Determining the Alternative Hypothesis (Ha): There is an effect of employee performance (X) on internal quality improvement (Y1)!
2. Determine the Null Hypothesis (H0): Employee performance (X) does not affect internal quality improvement (Y1)!
3. Determine the level of significance: The test uses a 2 (two) sided test to determine whether there is a significant relationship if one side is used to find **Hypothesis Test** a smaller or larger relationship, with a significance level of α = 5%. In this case, the significance level means we risk making a wrong decision and incorrectly rejecting the correct hypothesis by as much as 5% or 0.05.
4. Define t table: The t distribution table is searched at α = 5%: 2 = 2.5% (2-sided test) with degrees of freedom (df) n-2 or 22-2 = 20. With a 2-sided test (significance = 0.025), the results are obtained for t table = 0.686.
5. Comparing t arithmetic with t table: The t value of the regression coefficient X to Y1 is 3.286 (see table 4.5), while the t table is 0.686. Therefore, t count > t table (3.716 > 0.686).
6. Conclusion: Based on the results of the regression coefficient significance test above, it can be concluded that the t count > t table (3.716 > 0.686) then Ha is accepted, meaning that there is a significant influence between employee performance (X) on internal quality improvement (Y1).

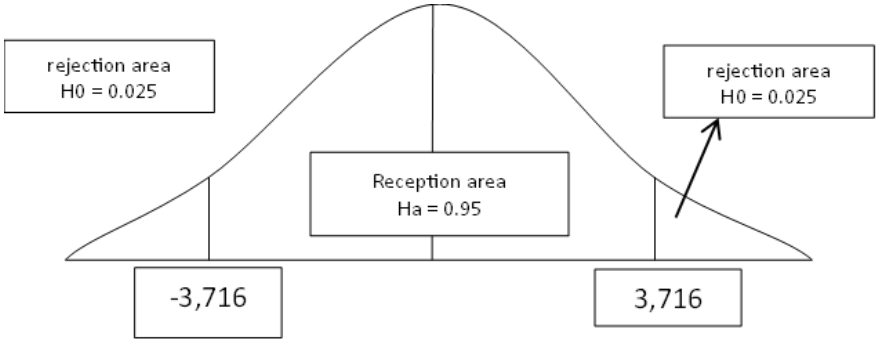

Figure 1. XY1 Area of Acceptance and Rejection Curve

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Hypothesis Test Employee Performance Hypothesis Test (X) on Implementation of MBKM Regulations (Y). The following steps are carried out to test the X hypothesis against Y2.

1. Determining the Alternative Hypothesis (Ha): There is an effect of employee performance (X) on the implementation of MBKM regulations (Y2).
2. Determine the Null Hypothesis (H0): Employee performance (X) does not affect implementing MBKM regulations (Y2)!
3. Determine the level of significance: The test uses a 2 (two) sided test to determine whether there is a significant relationship if one side is used to find a smaller or larger relationship, with a significance level of α = 5%. In this case, the significance level means we risk making the wrong decision and wrongly rejecting the correct hypothesis by as much as 5% or 0.05.
4. Define t table: The t distribution table is searched at α = 5%: 2 = 2.5% (2-sided test) with degrees of freedom (df) n-2 or 22-2 = 20. With a 2-sided test (significance = 0.025), the results are obtained for t table = 0.686.
5. Comparing t arithmetic with t table: The t value of the regression coefficient X to Y2 is -1.717 (see table 4.6), while the t table is 0.686. Therefore, t count < t table (-1.717 < 0.686).
6. Conclusion: Based on the results of the regression coefficient significance test above, it can be concluded that the value of t count < t table (-1.717 < 0.686) then Ha is rejected and accepts Ho, meaning that there is no influence between employee performance (X) on the implementation of MBKM regulations (Y2).

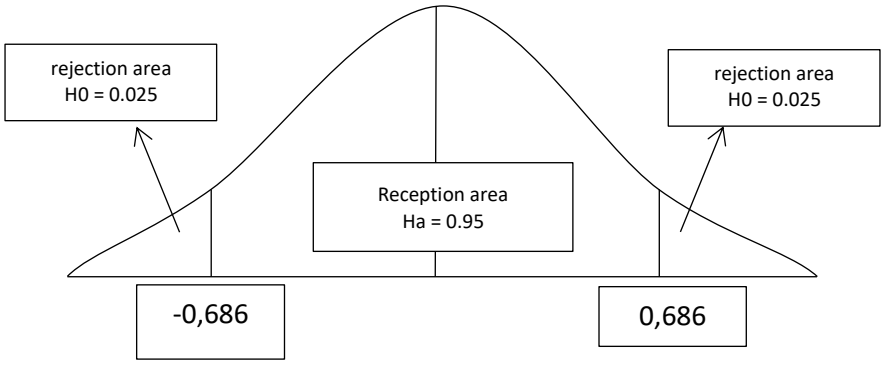

Figure 2. Acceptance and Rejection Area Curves

Table 6. Coefficient of Determination of Variable X Against Variable Y1

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,639[a]	0,408	0,379	5,102

a. Predictors: (Constant), Employee Performance (X)

Source: Primary data processed, 2022

Analysis of Employee Performance Determination Coefficient (X) on Internal Quality Improvement (Y1). According to Santoso (2001) (in Priyanto; 2008) that for regression using more than two or more independent variables, adjusted R2 is used as the coefficient of determination, while for regression using more than one independent variable, R2 (R Square) is used as the coefficient of determination.

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Based on the data in the table above, the R2 (R Square) number is 0.639. This shows that the percentage of the influence of the independent variable (X) on the dependent variable (Y1) is 0.408 (40.8%) or the variation of the independent variable (X) used can explain the dependent variable (Y1). In comparison, 59.2% is influenced or explained by other variables not included in this research model.

The Standard Error of the Estimate measures the number of errors the regression model has in predicting the value of Y1. Based on the regression results obtained a value of 5.102 (Internal Quality Improvement (Y1)) in the sense of the slightest error in predicting the value of Internal Quality Improvement (Y1), amounting to 5.102. As a guideline, if the Standard Error of the Estimate is less than the standard deviation of Y, then the regression model is better at predicting the value of Y.

Based on the explanation of the results of the analysis of the coefficient of determination (R2) mentioned above, the effect of the independent variable, namely Employee Performance (X), on Internal Quality Improvement (Y1), indicates that the value of R2 (R Square) is 0.408 meaning that the influence of Employee Performance (X), to internal quality improvement (Y1), is 40.8%. In contrast, the remaining 59.2% is influenced by other factors that are not taken into account in the model or not included in the results of this study.

Table 7. Coefficient of Determination of Variable X on Variable Y2

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,358[a]	,128	,085	3,754

a. Predictors: (Constant), Employee Performance (X)

Source: Primary data processed, 2022

Analysis of the Coefficient of Determination of Employee Performance (X) on Implementation of MBKM Regulations (Y2). Based on the data in the table above, the R2 (R Square) number is 0.128. This shows that the percentage of the influence of the independent variable (X) on the dependent variable (Y2) is 0.128 (12.8%), or the variation of the independent variable (X) used can explain the dependent variable (Y2). In comparison, 81.2% is influenced or explained by other variables not included in this research model.

The Standard Error of the Estimate measures the number of errors the regression model has in predicting the value of Y2. Based on the regression results, it was obtained a value of 3.754 (Internal Quality Improvement (Y1)) in the sense that there were few errors in predicting the value of implementing the MBKM regulations (Y2), amounting to 3.754. As a guideline, if the Standard Error of the Estimate is less than the standard deviation of Y, then the regression model is better at predicting the value of Y.

The results of the R Square (R2) value of only 0.128 (12.8%) is also reinforced by the results of the X variable hypothesis test on the Y2 variable, which accepts Ho in the sense that there is no influence between employee performance (X) on the implementation of MBKM regulations (Y2).

Theoretical Implications. The results of research related to employee performance (X) on internal quality improvement (Y1) and implementation of MBKM regulations (Y2) after conducting a literature review and statistical analysis.

1. There is a positive relationship and significant influence of employee performance variables (X) on internal quality improvement (Y1), meaning that Robbins (2001) argues that employee performance criteria are seen in 6 aspects, namely work quality; work quantity; punctuality;

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effectiveness; independence and increased work commitment can improve internal quality through the SPMI activity cycle contained in Permenristekdikti Number 62 of 2016.

2. There is a positive relationship between employee performance variables (X) and MBKM implementation (Y2), meaning that Robbins (2001) argues that employee performance criteria are seen in 6 aspects, namely work quality; work quantity; punctuality; effectiveness; Independence and work commitment are also related to policy implementation activities proposed by Jones (1996), namely organization, interpretation, and application (implementation). Performance is the success or success of an action, task or operation carried out. Performance refers to results (outcomes), outputs (outputs), or achievements. If it is related to policy, then the performance of a policy is interpreted as an illustration or result regarding the level of achievement of implementation in realizing the goals and objectives of a policy, both in the form of policy outcomes and policy outputs.

CONCLUSION

Employee Performance Correlation Analysis (X) with Internal Quality Improvement (Y1) shows a value of 0.461, enabling that there is a relationship between employee performance variables (X) and internal quality improvement (Y1). This is based on the provision that if r count > r table; there is a significant relationship/correlation because r count is 0.461 > r table is 0.422 (See table 4.2 and attachment r table). The relationship is positive and is in the moderate classification. Efforts to improve internal quality are inseparable from the performance of the academic community in order to create a conducive academic environment. Performance is not only productivity because performance involves a person's natural behavior to be free to act as he wishes; this free behavior to act cannot be separated from the formal requirements of an employee's role to improve the effective functioning of an organization.

Correlation analysis of Employee Performance (X) and Implementation of MBKM Regulations (Y2) shows a value of 0.423, enabling that between employee performance variables (X) and the implementation of MBKM regulations (Y2), there is a relationship. This is based on the provision that if r count > r table; there is a significant relationship/correlation because r count is 0.423 > r table is 0.422 (See table 4.2 and attachment r table). The relationship is positive and is in the moderate classification. The performance of LP3M Undana employees regarding the implementation of MBKM, namely compiling MBKM guidelines and monitoring and evaluating each process of implementing MBKM. The MBKM curriculum design must refer to the National Higher Education Standards (SNPT); the MBKM policy has an impact on changing the curriculum structure, where each Study Program/Faculty reviews existing courses to be synchronized with the MBKM Program. LP3M must ensure that changes to the curriculum structure must be integrated between Undana's internal quality policy and the MBKM program.

Based on the results of the significance test of the regression coefficient of employee performance (X) on internal quality improvement (Y1), it can be concluded that the t count > t table (3.716 > 0.686) then Ha is accepted, meaning that there is a significant influence between employee performance (X) on internal quality improvement (Y1). The results of the Analysis of the Coefficient of Determination of Employee Performance (X) on Internal Quality Improvement (Y1) also obtained an R2 (R Square) number of 0.639. This shows that the percentage of contribution of the independent variable (X) to the dependent variable (Y1) is 0.408 (40.8%), or the variation of the independent variable (X) used can explain the dependent variable (Y1). In comparison, 59.2% is influenced or explained by other variables not included in this research model, namely management and leadership, academic service quality, service satisfaction, supervision, etc.

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The results of the significance test of the regression coefficient of employee performance (X) on the implementation of MBKM regulations (Y2), it can be concluded that the value of t count < t table (-1.717 <0.686) then Ha is rejected and accepts Ho, meaning that there is no influence between employee performance (X) on the implementation of MBKM regulations (Y2). This result is also reinforced by the analysis of the coefficient of determination of employee performance (X) on the implementation of the MBKM regulation (Y2), which obtains an R2 (R Square) of 0.128 or only 12.8% of the variation of the independent variable (X) used to explain the dependent variable (Y2).). This is because 1) MBKM implementation has not been effective; 2) Lack of understanding of the implementation of the MBKM rules at the executive level; 3) Lack of socialization so that the number of enthusiasts and partners is small.

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