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The Influence of the Independent Learning Program Policy on the Development of Soft Skills of Office Administration Education Students

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ABSTRACT

The Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia strives to increase the relevance of higher education to the needs of the world of work through the implementation of the independent campus learning program policy. The objectives of this study are as follows: (1) explaining the policy of the free campus learning program and the development of students' soft skills; (2) to measure how much the policy affects the development of students' soft skills at the Faculty of Office Administration FIS-H UNM. To achieve this goal, a quantitative research method, specifically an associative type of research, is used. To achieve the research objectives, data was collected through observation, questionnaires, and documentation. The population in this study amounted to 153 students, with a total of 110 students taken as samples using the propotione stratified random sampling technique. The data obtained from the results of the research were processed using descriptive analysis techniques and inferential analysis techniques to determine the influence of the independent learning program policy on the development of soft skills of students of Office Administration Education FIS-H UNM. The results of the research in chapter IV show that (1) the policy of the independent learning program affects the development of soft skills of students of Office Administration Education FIS-H UNM. (2) The correlation coefficient was obtained of 0.652 which shows that the relationship between the policy of the independent learning program of the independent campus and the development of soft skills is strong. The determination coefficient was obtained as 0.424 meaning 42.4%, which shows that the influence of the independent campus learning program policy on the development of soft skills of FIS-H UNM Office Administration Education students is 42.4% (assuming that other factors are constant).

Keywords: independent learning program policy, soft skills, office administration

INTRODUCTION

In the modern era, education has become more complex and integrated with social, economic, and technological aspects. Rapid social, cultural, and professional changes, as well as technological advancements, demand that students possess superior competencies, such as critical thinking, adaptability, and digital literacy, to effectively navigate and succeed in a rapidly evolving world. Students must be prepared to better adapt to the needs of the times (Daggett, 2010; Mendonca, Kabalmay, & Amri, 2021; Wang & Wang, 2012). Therefore, implementing a new approach to higher education is crucial to producing graduates who not only master theory but also possess the ability to adapt to challenging and complex work environments. In this modern era, a person's success is determined not only by their depth of knowledge but also by their ability to build relationships, collaborate, solve problems, and manage emotions. These abilities fall into the category of soft skills.

These skills are essential in the workplace and in social life, encompassing various aspects such as leadership, communication, responsibility, and adaptability. According to (Rahma

Wati, 2023; Saleh, Lala, & Darwis, 2023; Ubfal et al., 2022) "Soft skills development in the higher education system must be carried out in an integrated manner." This means that soft skills cannot simply be taught as supplementary courses, but must be part of systematic learning activities. Students need to be given the space to experience situations that demand these skills, so they can develop their abilities naturally through direct practice.

The Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia launched the Independent Learning and Independent Campus (MBKM) Program to provide students with opportunities to study outside of campus. The program allows students to engage in a variety of community service activities, including internships, research, student exchanges, village projects, and more. The goal of MBKM is to produce graduates who not only master theory but also possess practical skills and non-academic abilities. Students participating in this program are expected to have problem-solving, communication, and leadership abilities. Therefore, MBKM is a strategic approach to developing students' soft skills, as it provides opportunities for practical experience and collaboration that enhance their problem-solving, communication, and leadership abilities. (Gunarso, Sandra, & Yap, 2023; Kania, 2022; Rachman, Setiawan, & Putro, 2022)

Based on initial observations in the Office Administration Education Study Program, it appears that before participating in the MBKM program, many students had not yet demonstrated optimal communication, collaboration, or initiative skills in group activities. Overly theoretical classroom learning makes students less accustomed to facing real-world challenges, which are key to developing character and non-technical skills. Students tend to be passive and solely focused on achieving academic grades, without understanding the importance of social skills in professional life. This situation indicates a need to evaluate the implementation of the MBKM policy, particularly in terms of its impact on soft skills development. The MBKM program should provide ample space for students to develop through direct experiences, such as dealing with team conflict, building effective communication, and learning from failure.

Previous research as conducted by Previous research as conducted by (Jackson & Shenton, 2010; Peters, 2012; van Hout-Wolters, Simons, & Volet, 2000) stated that "students who are active in MBKM activities show significant development in terms of leadership and communication". They are more independent, more confident in interacting, and able to work in a team better. These findings reinforce the assumption that the MBKM program does have the potential to improve *soft skills* in a real way. The first-hand experience gained by students during the program has been proven to have a positive impact on their mindset and adaptability. However, it is also important to consider that the success of the MBKM program in improving *soft skills* can be highly dependent on the implementation in each educational institution. Factors such as lecturer guidance, institutional readiness, and the type of MBKM activities that are followed also affect the results achieved. Therefore, contextual studies in certain study programs are important to understand the dynamics that occur specifically and in depth.

Based on this background, this research was conducted with the aim of finding out how much the policy of the Independent Learning Independent Campus Program has influenced the development of *soft skills* of students of the Office Administration Education Study Program. The focus of the research includes three main aspects, namely social skills, social intelligence, and emotional intelligence. The researchers hope that the results of this study will serve as evaluation material for the implementation of MBKM policies and contribute to the development of higher education that is more comprehensive and adaptive to contemporary needs.

METHODS

This study employs a quantitative approach with an associative research design to examine how the independent learning policy of the independent campus affects the development of soft skills among students in the Office Administration Education program at the Faculty of Social and Legal Sciences, State University of Makassar. The research was conducted after obtaining official permits, with locations chosen because they were relevant to student competencies, such as archive management, correspondence, and office information systems. In this study, the MBKM policy was determined as an independent variable, while soft skills development became a dependent variable. MBKM policy indicators include communication, project-based learning, leadership, teamwork, and creativity and innovation. Meanwhile, the development of *soft skills* is measured based on social skills, social intelligence, and emotional intelligence.

The population in this study amounted to 153 students of the 2021 and 2022 batches who participated in the MBKM program. A sample of 110 respondents was taken using *the proportionate stratified random sampling technique* based on activities that students participated in such as Teaching Campus, Student Exchange, Thematic KKN, and Certified Internship. Data collection techniques use observation, questionnaires, and documentation. Observations were made on student behavior in MBKM activities, while questionnaires were compiled using a five-point Likert scale to measure students' responses to the two variables studied. Documentation is used as a complement, in the form of data on student participation in the MBKM program.

The collected data was analyzed using descriptive and inferential statistics. Descriptive analysis is used to look at the average, percentage, and spread of the data. Normality tests were carried out with Kolmogorov-Smirnov to ensure data distribution, which is crucial for validating the assumptions of subsequent statistical analyses. Furthermore, Pearson correlation analysis is used to measure the strength of the relationship between the two variables. The determination test was carried out to see the large contribution of MBKM variables to the development of *soft skills*. Finally, t-tests and simple linear regression analysis were used to determine the significant influence between the two variables studied.

RESULT AND DISCUSSION

Independent Learning Program Policy of the Independent Campus

The measurement of the policy variables of the independent learning program of the independent campus (X) is carried out by considering 5 indicators. In total, 110 respondents filled out 30 questions using a 5-point scale. After the data collected is valid and reliable, a descriptive analysis is carried out to assess the maximum, minimum, average, middle value and Std. deviation value. The following are the descriptive results of the policy variables of the independent campus learning program seen in Table 1:

Table 1: Descriptive Analysis Results of Indicator X

N	Valid	110
	Missing	0
Mean		128.55
Median		128.50
Mode		119
Std. Deviation		11.942
Minimum		100
Maximum		150

Source: SPSS V.23 data processing results

Based on the results of descriptive data processing of indicator x in table 1 by providing a questionnaire on the policy variables of the independent learning program of the independent campus with a minimum value of 100, a maximum value of 150 and an average value of 128.55, to determine the scale of the category of variables of the independent learning program of the independent campus can be seen in Table 2.

Table 2:Variable Category Scale X

Interval	Frequency	Percentage	Category
100 - 109	6	5.45%	Very bad
110 - 119	25	22.73%	Not good
120 - 129	27	24.55%	Enough
130 - 139	32	29.09%	Good
140 - 150	20	18.18%	Very Good
Amount	110	100%	

Source: Excel 2016 data processing results

Based on Table 2, the results of the analysis of the policy analysis of the independent learning program of the independent campus in Office Administration Education Students of 128.55 are in the interval of 120-129 in the category of sufficient with a percentage of 24.55%. The data shows that the policy of the independent learning program of the independent campus is implemented quite well based on the indicators of communication skills, project management, leadership, teamwork, creativity and inovSource: Excel 2016 data processing results

a. Communication skills

Communication skills in the MBKM program are the ability of students to convey ideas and information effectively when interacting with various parties outside the KamPus environment. This is in line with the opinion (Barseli, Sembiring, Ifdil, & Fitria, 2019; Buckman, 2002; Vahedi, Zannella, & Want, 2021) that "communication skills have an important role in providing opportunities for individuals to express their ideas, knowledge, and skills." The development of communication skills also has a direct impact on increasing student confidence. This ability is acquired through consistent practice throughout the program where students are given plenty of opportunities to perform and speak in front of others. In addition, students are accustomed to expressing opinions in a structured manner in various activities, such as group discussions, team meetings, presentation of work results. This process also forms important communication sensitivities in the professional world such as the ability to listen actively, respond appropriately, and maintain a polite and open attitude to dissent.

Thus, this program makes a real contribution to improving students' communication competencies which are urgently needed in the world of work and social life after completing

higher education, not only being able to convey information, but also building professional relationships, expanding networks, and opening up greater opportunities in the world of work and social activities. Communication begins when a message or information is transferred from the sender (speaker) to the recipient (listener) through an instrument or channel, and is followed by the recipient providing feedback (Buckman, 2002; Johnston, 1911; Nothhaft, 2010). The results of the study show that students often interact with their peers. Through these interactions, students' communication skills improve as they become more confident when speaking in public and presenting ideas or results of work in a team. At first, many students feel nervous when they have to speak in front of a large crowd. However, after several presentations practice, they began to be able to speak with confidence. This proves that while participating in the MBKM program, students' communication skills have developed significantly, especially in expressing opinions logically and meaningfully.

b. Project-based learning

Project-based learning encourages students to be actively involved in identifying and understanding real-world problems. Students are also trained to design alternative solutions and make informed decisions based on rational analysis and field situations. Project-based learning is an effective method because it provides educators the opportunity to manage the classroom through complex tasks that focus on investigative questions and real-world problems, encouraging students to design solutions, make decisions, investigate, and work independently (Guo, Saab, Post, & Admiraal, 2020; Kokotsaki, Menzies, & Wiggins, 2016; Larmer, Mergendoller, & Boss, 2015). By applying this approach, students not only understand theory, but are also able to relate it to practice in the field, are trained to think critically, work together in teams, and hone communication and leadership skills.

As one of the approaches in modern learning, it is designed to provide a more contextual and applicative learning experience. The main objective of the project-based learning method is to improve and develop the competencies of learning subjects, both technical and non-technical and provide opportunities for them to apply the subject matter through real practice in the field (Li, Gao, & D'Agostino, 2019; Sattarova, Groot, & Arsenijević, 2020; Spivakovsky, Petukhova, Kotkova, & Yurchuk, 2019). The results of the study showed that after participating in the MBKM program and being directly involved in real projects, students felt an increase in critical thinking and decision-making skills. They said that the experience was very helpful in understanding real problems, formulating alternative solutions, and making logical decisions.

c. Leadership

Leadership reflects students' ability to take initiative, play an active role, and lead various learning activities outside the campus. Through this role, students can develop a sense of responsibility and make real contributions, both in the academic and social realms. Leadership attitudes are an important aspect in community life because they encourage students to manage themselves independently and grow personally (Gandolfi & Stone, 2018; Lee, Yeh, Yu, & Lin, 2023; Wayan Agus Gunada, Nyoman Harnika, Kerti Nitiasih, Wayan Ria Lestari, & Ratna Kamala Sari Lukman, 2024). This ability forms the skills of taking satisfaction, strategizing, and solving problems wisely. In the process, students learn to direct team members, listen to various opinions, and maintain the dynamics of cooperation so that it continues to run effectively.

In each group, leaders have a crucial role in determining the arh and influencing the success of the implementation of the activities carried out. Leadership is the process of moving, influencing, motivating, and directing members to achieve common goals (Avolio, Kahai, & Dodge, 2000; Marques, 2021; McLaren, 2019) This indicates that the role of a leader is not limited to decision makers, but also as a driver who is able to guide and motivate team

members in achieving the expected results. Based on the results of research on students who participated in the MBKM program, it was found that this program provides space for students to implement leadership skills directly. This is evident in their ability to distribute tasks, formulate plans, and make important decisions in the midst of dynamic situations. Thus, leadership in the MBKM program can be interpreted as the ability to direct and manage learning activities outside the campus creatively and responsibly, in order to create a transformative learning experience for students.

d. Teamwork

Teamwork is the ability of students to establish effective collaboration with various parties, both with fellow students, supervisors, and partners, external in the implementation of off-campus learning activities. The goal is to achieve maximum results and enrich the overall learning experience. The pentine of teamwork is strengthened by opinions (Fuchshuber & Greif, 2022; Hebles, Yaniz-Álvarez-de-Eulate, & Jara, 2019; Sancho-Thomas, Fuentes-Fernández, & Fernández-Manjón, 2009) which states that "group work is more effective than individual work, because the results achieved tend to be better". In the dynamics of a group, success in achieving goals depends not only on individual abilities, but also on the ability to work together collectively in a solid, well-coordinated team.

In the implementation program of the MBKM program, "The ability of students to work in a team is a very crucial aspect to support the achievement of holistic learning goals" (Gapinski, 2018; Sancho-Thomas et al., 2009; Strom & Strom, 2011). The importance of teamwork is driven by various factors, one of which is the collective thinking of two or more people who generally produce better solutions than the individual's own ideas. The results of the research of a number of students revealed that before participating in the MBKM program, students still lacked confidence in conveying ideas in front of others. However, after actively engaging in group discussions and working on projects together. Thus, teamwork in the MBKM program can be understood as a collaborative process between individuals in a group to achieve common goals through complementary contributions and produce optimal outcomes.

Student soft skills development

The measurement of the soft skills development variable (Y) in this study was conducted by referring to three main indicators, namely social skills, social intelligence, and emotional intelligence. These indicators were selected as they represent essential competencies required for individuals to interact effectively, understand social dynamics, and manage both personal and interpersonal emotions across academic and professional contexts.

Social skills encompass interpersonal communication abilities, teamwork, and adaptability within diverse social environments. Social intelligence refers to an individual's capacity to understand social situations, interpret social cues, and establish constructive relationships. Meanwhile, emotional intelligence relates to the ability to recognize, regulate, and appropriately express emotions, including demonstrating empathy and maintaining self-control in challenging situations.

The data were collected through a questionnaire administered to 110 respondents, consisting of 12 statement items measured using a five-point Likert scale. This instrument was designed to capture respondents' perceptions quantitatively regarding their level of soft skills development. Subsequently, the collected data were analyzed using descriptive statistics to provide a comprehensive overview of the data distribution. The analysis included maximum and minimum values, mean, median, and standard deviation to identify central tendencies and data variability. The results of the descriptive analysis for the soft skills development

variable are systematically presented in Table 3, illustrating the overall profile of respondents' soft skills levels based on the established indicators.

Table 3 Descriptive Analysis Results of Indicator Y

***Soft skills* development (Y)**		
N	Valid	110
	Missing	0
Mean		50.16
Median		50.00
Mode		49
Std. Deviation		5.138
Minimum		38
Maximum		60

Source: SPSS 23 V.23 data processing

Based on Table 3, through filling out questionnaires for as many as 110 respondents on the *soft skills* development variable, the highest score was 60, the lowest score was 38, and the mean score was 50.16. To find out the scale of the variable category of the independent learning independent campus program, you can refer to the information presented in table 4

Table 4 Scale of Variable Categories Y

Interval	Frequency	Percentage	Category
38 – 42	7	6.36%	Very bad
43 – 47	26	23.64%	Not good
48 – 51	29	26.36%	Enough
52 – 56	35	31.82%	Good
57 – 60	13	11.82%	Very Good
Amount	110	100%	

Source: Data processing results using Excel 2016

Based on Table 4, it can be concluded that the level of soft skills development among students of the Office Administration Education program is reflected in a mean score of 50.16, which falls within the interval range of 48–51, with a percentage of 26.36%, categorized as moderate. This finding indicates that students' soft skills development is at a sufficient level across the dimensions of social skills, social intelligence, and emotional intelligence.

This condition suggests that students demonstrate an adequate capacity in fundamental interpersonal competencies, including the ability to establish and maintain social relationships, adapt to various social environments, and understand as well as manage both their emotions and those of others. In addition, the results imply that, although students possess a relatively strong foundational drive for developing these competencies, there is still room for further enhancement to achieve a higher level of proficiency in soft skills that are essential for academic success and professional readiness.

Social skills

Social skills, as part of developing soft skills, reflect students' abilities to interact and establish effective cooperation with various parties, both on campus and off-campus. These skills include the ability to listen empathictically and build harmonious relationships. As explained by (Irikefe, 2023; Muammar & Alhamad, 2023; Naila, Jatmiko, & Sudibyo, 2020)

"Social skills involve an individual's ability to function in various situations, both those involving individuals and groups." Therefore, strengthening social skills is an important aspect of the learning process, because through healthy interactions and effective collaboration, students can develop a sense of responsibility, leadership, and adaptability needed to face the dynamics of social life and the professional world in the future.

Social skills also play a role in shaping the character of students who have tolerance, are able to respect differences of opinion, and are able to resolve conflicts wisely, so as to create an inclusive, productive, and supportive learning environment that supports overall self-development."(Howard & Gutworth, 2020; Irikefe, 2023; Petrovici & Dobrescu, 2014) Based on the research findings, the implementation of the Merdeka Belajar Kampus Merdeka (MBKM) program demonstrates a positive contribution to the enhancement of students' social skills. Prior to participating in the program, a number of students exhibited limited self-confidence, encountered difficulties in adapting to new environments, and lacked experience in establishing professional relationships.

Through engagement in various experiential learning activities, including collaborative group work, interaction among participants, and direct involvement in off-campus programs, students gradually develop greater self-confidence, adaptability, and interpersonal competence. These activities provide authentic contexts that encourage students to interact, negotiate roles, and build mutual understanding within diverse social settings.

Furthermore, the program facilitates the development of empathy and cooperative abilities, which are essential components of effective social interaction. As a result, the social skills cultivated through participation in this program serve as a crucial foundation for fostering healthy interpersonal relationships and shaping students into adaptive individuals who are capable of functioning effectively in a wide range of social and professional situations.

a. Social intelligence

Social intelligence as part of the development of *soft skills* which is the ability of individuals to understand, respond, and establish effective interactions with others in various social situations. According to (Molina, 2019; Petrovici & Dobrescu, 2014; Rezaei & Mousanezhad Jeddi, 2020) "Social intelligence reflects students' ability to understand, interact, and build constructive relationships in various social and professional contexts". Students who have high social intelligence will be more easily adapted to diverse social environments, improve teamwork skills, and develop a tolerant and empathetic attitude that is needed to build harmonious collaboration, both in the world of education and in the professional world.

Social intelligence allows students to express ideas effectively, respect the point of view of others, and resolve conflicts in a mature manner, thus creating transparent, respectful communication, and supporting the achievement of mutual agreement in various academic and organizational activities (Asad & Anwar, 2025; Muhibbin, Patmisari, Naidu, Prasetiyo, & Hidayat, 2023; Xu & Choi, 2023). Some students tend to be less sensitive to group dynamics and face challenges in building positive social relationships. However, through hands-on experiences such as involvement in teamwork, on-the-ground activities, and intensive communication, students begin to develop the ability to understand social situations, adjust behavior, and create balanced cooperation. This entire learning process fosters the development of students' social intelligence, which is crucial for achieving success in both the workplace and community life.

b. Emotional intelligence

Emotional intelligence in the development *of soft skills* refers to a person's ability to recognize and express their own emotions, as well as understand and respond to other people's emotions appropriately and wisely. (Muhibbin et al., 2023; Petrovici & Dobrescu, 2014;

Reshetnikov, 2020) This includes "the ability to deal with stress, manage stress, and maintain positive reactions to emotions shown by others, including when dealing with conflict." In such situations, students must be able to manage personal emotions when facing different pressures, targets, or work cultures, while still showing empathy and collaboration with various parties. Students with a high level of emotional intelligence tend to be better able to build professional relationships, overcome conflicts, and maintain motivation in completing the MBKM program optimally.

These abilities are very important (Agbaria, 2020; Petrovici & Dobrescu, 2014; Valente, Lourenço, Alves, & Dominguez-Lara, 2020)(Sulianta, 2018) "Emotional intelligence is an integral part of developing *soft skills* that allow students to build confidence, manage conflicts maturely, respond positively to challenges, and maintain interpersonal relationships". Therefore, the mastery of emotional intelligence indirectly encourages the development of students' *soft skills*, because this ability helps them to be open to criticism, adjust to group dynamics, manage pressure in a constructive way, and show an attitude of responsibility and emotional maturity in undergoing various forms of learning outside the classroom, including when facing real challenges in the field during the participating in activities in the MBKM program.

Based on the findings of research on students, based on the results of research involving students, emotional intelligence is recorded as one of the *soft skills* that has experienced significant development while participating in the MBKM program. Students report that in the process they are often faced with situations that demand the ability to manage emotions, whether in the face of work pressure, differences of opinion within the team, and challenges that arise in the field. Before participating in the MBKM program, some students found it difficult to control their emotions, were easily stressed, and were unable to understand the feelings of others effectively. However, through hands-on experiences such as teamwork, interaction with mentors, and active involvement in the program's activities, students become better trained in recognizing and managing personal emotions, developing empathy, and maintaining positive relationships with others.

The Influence of the Independent Learning Program Policy on Soft Skills Development

To find out whether the data used in the study was normally distributed or not a normality test was carried out. In this study, the normality test was carried out using the Kolmogorov-Smirnov test, where the data was declared to be normally distributed if the significance value (Asymp. Sig.) > 0.05. The results of the data normality test can be seen in table 5.

Table 5: Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		110
Normal Parameters[a,b]	.0000000	.0000000
	3.89751839	3.08808474
Most Extreme Differences	.076	.083
	.040	.083
	-.076	-.034
Test Statistic		.076
Asymp. Sig. (2-tailed)c		.154[c,d]

a. Test distribution is Normal.
b. Calculated from data.

c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Source: SPSS V.23 data processing results

Based on the methodological criteria, data are considered normally distributed when the significance value exceeds 0.05, and not normally distributed when it is below 0.05. Referring to the results presented in the table, the Asymp. Sig. value is 0.200, which is greater than 0.05. This indicates that the data for both variables X and Y meet the assumption of normality and are therefore normally distributed.

Given that the normality assumption has been satisfied, the analysis was subsequently continued using the Product Moment correlation to examine the strength and direction of the relationship between the variables under study. This statistical approach enables the identification of the degree of association between variables X and Y, thereby providing a basis for further interpretation of their relationship within the research context.

Table 6: Product Moment Correlation Analysis Test Results

Correlations

		MBKM Program Policy	Soft skills development
MBKM Program Policy	Pearson Correlation	1	.652**
	Sig. (2-tailed)		.000
	N	110	110
Soft Skills Development	Pearson Correlation	.652**	1
	Sig. (2-tailed)	.000	
	N	110	110

**. Correlation is significant at the 0.01 level (2-tailed).

Source: SPSS V.23 data processing results

The basis for decision-making is that if the significance of the indigo is <0.05, then the two variables are correlated, or if r is calculated > r table, then the two variables are correlated. Based on. This is because there is a strong relationship between the policy variables of the independent learning program of the independent campus (X) and the development *of soft skills* (Y) because the calculated r value of 0.652 is at the degree of strong correlation and the significance value obtained is 0.000 < 0.05 and the r value of the table >is 0.652 > 0.158. To further test the relationship, an analysis is carried out to understand how the policy of the independent learning program.

Table 7 Hypothesis Test

Coeeficients

Model	Unstandardized Coefficients		Standardized Coefficients	
	B	Std. Error	Beta	T
		Sig.		
(Constant)	14.134	4.054		
Kebijakan			3.486	.0001
Program	.280	.031		
MBKM			.652	
			8.925	.000

Dependent Variables: Development of soft kills

Source: SPSS V.23 data processing results

Based on the results of the analysis, it can be observed that the significance value for the policy variable of the Merdeka Belajar Kampus Merdeka (MBKM) program is 0.000, which is less than 0.05. This indicates that the independent variable has a statistically significant effect on the dependent variable. Furthermore, the calculated *t*-value is 8.925, which exceeds the *t*-table value of 1.659 (8.925 > 1.659). These findings confirm that there is a significant influence of the MBKM policy on the development of students' soft skills.

Accordingly, the null hypothesis (H_0) is rejected, while the alternative hypothesis (H_a) is accepted. To further examine the magnitude and direction of this influence, a simple linear regression analysis was conducted. The results of this analysis are subsequently presented in Table 8.

Table 8: Determinant Coefficient Test

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.652[a]	.424	.419	3.916

a. Predictors: (Constant), kebijakan program mbkm

b. Dependent Variable: pengembangan soft skills

Source of SPSS Data Processing Results

Based on the results of data analysis, a correlation value between the two variables can be obtained of 0.652 which indicates a strong relationship. The value of the determination coefficient (R Square) of 0.424 means that 42.4% of *soft skills development* is influenced by the policy variables of the independent learning program of the independent campus. The rest, 57.6% were influenced by other factors that were not explained in this study.

The findings of the study indicate that the policy of the independent learning program of the independent campus makes a significant contribution to the development of *soft skills* of students of Office Administration Education FIS-H UNM. This can be seen from the correlation coefficient value of 0.652, which is included in the category of strong relationships, and the determination coefficient value of 0.424, which means that 42.4% *of students' soft skills* development is influenced by the implementation of the MBKM program, while the rest is influenced by other variables that are not reached in this study. These findings strengthen the assumption that students' involvement in MBKM activities is able to improve their abilities in terms of communication, teamwork, leadership, and social and emotional intelligence. Students who participate in activities such as Teaching Campuses, Student Exchanges, or Certified Internships gain first-hand experience in dealing with challenges outside of the classroom. This experience trains them to be more adaptive, think critically, and be able to convey ideas effectively in a work and social environment.

Based on observations, students who previously tended to be passive in class discussions began to show increased confidence after participating in MBKM activities. They are more active in expressing opinions, are more courageous in making decisions in groups, and are more open to various social situations. The field activities they undertake encourage students to interact with various parties, train interpersonal skills, and develop the professional attitudes needed in the workplace. Soft skills learning activities in higher education are the first step in developing students' ability to be ready to face the world of work, making universities a strategic place to form *soft skills*". (England, Nagel, & Salter, 2020; Feraco, Resnati, Fregonese, Spoto, & Meneghetti, 2023; Tadjer, Lafifi, Seridi-Bouchelaghem, &

Gülseçen, 2022). This statement supports the results of research that the MBKM program, as a form of *experience-based learning*, is able to provide a wide space for students to hone and develop their potential as a whole.

In particular, indicators of soft *skills* development such as social skills, social intelligence, and emotional intelligence showed positive improvements. Students are better able to work in teams, resolve conflicts wisely, and manage stress in demanding situations. This shows that the MBKM program not only provides academic benefits, but also plays a role in shaping students' character and work ethic. The relationship between the MBKM policy and the improvement of *soft skills* emphasizes that the program designed by the Ministry of Education and Culture has been on the right track in answering the needs of developing superior human resources. Through a flexible and contextual learning approach, students are given the opportunity to learn more independently, creatively, and responsibly in their own learning process.

Thus, it can be concluded that the MBKM program actually encourages students to develop *soft skills* through challenging and collaborative activities. These findings can also be used as evaluation material and the basis for campus policy development in strengthening the implementation of the MBKM program so that it is more effective and equitable for all students.

CONCLUSION

The results of the study on the influence of the Independent Learning Independent Campus Program policy on the development of soft skills of FIS-H UNM Office Administration Education students showed that the MBKM policy was in the category of sufficient with a percentage of 23%, which was measured through five indicators: communication skills, project management, leadership, teamwork, and creativity and innovation. Meanwhile, the development of students' soft skills is also in the category of sufficient with a percentage of 30%, which includes social skills, social intelligence, and emotional intelligence. Inferential analysis shows that there is a positive and significant relationship between the MBKM program policy and the development of students' soft skills, which means that the more optimal the implementation of the MBKM policy, the more the students' soft skills will develop as a whole. However, this research has limitations, including focusing on only one study program and using a quantitative approach so that it has not described in depth the subjective experience of students in participating in the Independent Learning Independent Campus program. Therefore, further research is recommended to involve various study programs with a qualitative or mixed approach, in order to gain a more comprehensive understanding of the dynamics of the implementation of the MBKM policy and its impact on the development of students' soft skills in a broader context.

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