

Analysis of Determining Factors of Student Success in the Indonesian International Student Mobility Awards (Iisma) Program Within the MBKM Policy at the State Polytechnic of Manado

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ARTICLE INFO	ABSTRACT
<p>Keywords: Determining Factors of Success, IISMA Program, MBKM Policy, The State Polytechnic of Manado</p>	<p><i>The Merdeka Belajar Kampus Merdeka (MBKM) policy has become crucial in transforming higher education in Indonesia. One of the programs adopted within the MBKM framework is the Indonesian International Student Mobility Award (IISMA), aimed at enhancing international student mobility. This study analyzes the factors determining student success in the IISMA program at the State Polytechnic of Manado. The research methodology used is qualitative, with data collection techniques in the form of observation, interviews, and literature review. Meanwhile, the data analysis technique uses the Miles and Huberman method. The tentative observation shows that the critical determinants of success are highlighted factors such as student motivation, English language proficiency, academic and administrative support, and international experience. The implications of this research underscore the importance of considering these factors in designing policies and supporting programs for students interested in international programs at universities. This study is expected to provide valuable insights for developing policies and implementing MBKM programs at the institutional level, particularly at the State Polytechnic of Manado and other educational institutions in general.</i></p>

INTRODUCTION

Kampus Merdeka (MBKM) is an innovation developed by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) to change the structure of higher education in Indonesia to produce graduates who are more in line with the needs of the time. The Indonesian International Student Mobility Award (IISMA) is a scholarship program from the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia that funds Indonesian students for a one-semester mobility program at leading universities and industries abroad. IISMA offers two programs for undergraduate and diploma students, introducing Indonesian students to international academic and cultural diversity.

PolytechnicManado State Polytechnic is one of the leading vocational colleges in Manado that implements the Independent Learning Independent Campus (MBKM) program, especially in participating in the IISMA program. Since 2022, they have consistently sent their best students to the IISMA program. In 2022, 5 students successfully graduated from the program. The number of participants at Manado State Polytechnic continues. Grow to 8 students who successfully graduated in 2023, and in 2024, this number will increase to 12 people. This active participation reflects the commitment of Manado State Polytechnic to providing opportunities for its students to graduate. Gain international experience.

Students sent by Manado State Polytechnic for the IISMA program certainly have exemplary academic achievements, even above the average of other students. Academic achievement is the result or level of ability achieved by students after participating in the teaching and learning process for a certain period, either in the

form of changes in behavior, skills, or knowledge (Asrori, 2020). Some factors influence a person's academic achievement, namely internal factors and external factors. Internal factors include intelligence, motivation, and personality. At the same time, external factors are the home and school environments (Ozcan Mehmet, 2021) (Ahmed et al., 2023).

This study is entitled "Analysis of Determining Factors for the Success of Students of the Indonesia International Student Mobility Awards (IISMA) Program in the MBKM Policy at the Manado State Polytechnic." The researcher chose this title because it was considered interesting and important to find out what factors determine the success of students of the Indonesia International Student Mobility Awards (IISMA) program in the Merdeka Belajar Kampus Merdeka (MBKM) program policy.

METHOD

This study uses a qualitative research approach, a scientific method often used by researchers in the social and language fields. According to Sugiyono (2020:9), qualitative research is case study research that uses analysis. The process and meaning are more emphasized. This study's research team consisted of 3 people: one research leader, two lecturer members, and two students. Members 1 and 2 and the research leader conducted observations, teaching and learning processes, questionnaires, and data collection. Members 1 and 2 were tasked with processing and analyzing data. 2 students helped distribute and collect questionnaires, conducted research-related documentation, and assisted research members 1 and 2 in their respective duties. Finally, the leader and all the members gave a report and held a seminar.

RESULTS AND DISCUSSION

1. Success factors in the IISMA program:

a. Institutional support

From the distributed questionnaire survey, the results showed that campus policy support for student success in the IISMA program was very large.

b. Academic readiness

Academic readiness regarding students' English language skills before joining the IISMA program was generally good and some were very good.

c. Mental and social readiness

The mental and social readiness of students to socialize before participating in the IISMA program is generally ready and some students are very ready.

d. Financial support

According to the survey, the financial support received by students is sufficient to cover their needs during the IISMA program.

e. Personal motivation and goals

The influence of motivation and personal goals is very strong in supporting success in the IISMA program.

2. Implementation of success factors in the IISMA program:

a. Implementation of institutional support

According to the survey, the implementation of institutional support was effective and several students answered that it was very effective.

b. Implementation of academic readiness

Survey shows good implementation of academic readiness.

c. Implementation of mental and social readiness

From the survey results, the implementation of mental and social readiness is also good.

d. Implementation of financial support

Based on the survey results, the implementation of financial support is quite adequate.

e. Implementation of personal motivation and goals

The application of motivation and personal goals is generally achieved.

The survey results provide a comprehensive overview of the factors influencing student success in the Indonesian International Student Mobility Awards (IISMA) program. Based on these findings, the following discussion can be made:

SUCCESS FACTORS

Institutional Support

Support from educational institutions is crucial in ensuring student success in the IISMA program. This support can include policies that simplify administrative processes, learning facilities, and mentoring for students participating in the program. The survey results show that institutional support has been applied effectively, with some students even rating it as very effective. This reflects that the campus actively supports students in achieving success through various policy initiatives.

Academic Readiness

Student academic readiness, especially in English proficiency, plays a significant role in determining how well students can adapt to an international learning environment. According to the survey, students' academic readiness before joining the IISMA program was generally good, with some showing very high proficiency. This suggests that the institution may have already provided adequate support for academic preparation, such as language training or academic mentoring, before departure.

Mental and Social Readiness

Mental and social readiness are essential when participating in an international program, as students will be placed in different cultural and social environments. The survey results indicate that most students feel prepared to socialize, with some feeling highly prepared. This means that students have sufficient cultural awareness and social skills from training or previous experiences. Psychological support or cultural orientation sessions may have also contributed to this readiness.

Financial Support

Adequate financial support also influences success in the IISMA program. The survey shows that the financial support students received was sufficient to cover their needs during the program. This is important because insufficient financial support can distract students from focusing on the program. Adequate financial support enables students to concentrate fully on their studies and social adaptation.

Motivation and Personal Goals

Motivation and personal goals are essential internal factors in student success. The survey indicates that student motivation and personal goals significantly contribute to their success. Strong motivation is often linked to a desire to broaden their horizons, develop skills, and improve career prospects. Clear goals also help students stay focused and committed throughout the program.

Implementation of Success Factors

Overall, implementing the successful factors in the IISMA program has been well executed. Institutional support, academic readiness, mental and social readiness, financial support, and personal motivation and goals

They have all been applied effectively, forming the foundation for student success. With proper institutional support and personal readiness, students can face the challenges of this program well. This discussion shows that student success in the IISMA program is influenced by external (institutional and financial support) and internal (personal motivation and mental readiness) factors. Successfully implementing these factors is critical in ensuring that students can maximize their international experience.

CONCLUSION

The success of students in the IISMA program is driven by five key factors: strong institutional support from campuses, good academic readiness, particularly in English proficiency, adequate mental and social adaptability, sufficient financial support to meet program needs, and strong motivation and personal goals. These factors have been effectively implemented, with institutional support and financial assistance considered adequate, and academic, mental, and social readiness aligning well with program expectations. Moreover, students' motivation and aspirations remain the primary drivers of their success, ensuring positive outcomes throughout the program.

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