Exploration of an International Program with the Independent Learning and Independent Campus Approach at Sari University Indonesian Son Tomohon

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ABSTRACT

The internship program which is one of the Merdeka Learning and Merdeka Campus (MBKM) programs is carried out because students have so far lacked work experience in the real world or in the industry so they are not ready to work. Meanwhile, internships that are held for less than six months or for a short period of time are not sufficient in providing industry competence and experience to students. The company that received the apprentice also stated that the short-term apprenticeship had no benefits, and even disrupted the industry's activities. The purpose of the research is to analyze the implementation of the internship program, namely: the curriculum; the process of carrying out an apprenticeship; the obstacle; its human resources; learning tools; funding; advantages and disadvantages of implementing the MBKM program at the Sari Putra Indonesia University, Tomohon. This study used a qualitative design with the case study method, the sample was determined using a purposive sampling consisting of 6 informants, carried out from January to February 2023 at the University of Sari Putra Indonesia, Tomohon. The research instrument was the researcher himself by collecting primary data, namely interviews and observations, the validity of the data was determined by examining techniques, namely triangulation techniques. The results of the study found that in implementing a quality apprenticeship program, it is necessary to have a curriculum that is adapted to the MBKM curriculum, socialized to academics and campus partners.

INTRODUCTION

Changes that are occurring globally and technological advances that have increased in the era of the industrial revolution 4.0 have had a major impact on the world of education and must be able to go hand in hand with the changes that are occurring so as to obtain quality and highly educated human resources who are also able to innovate, efficiently. and creative (Bryan & Clegg, 2019). With the progress of technology and information that is very fast and the changes and dynamics that exist in

the field of education are very dynamic so that there will be opportunities and challenges for universities in providing learning model facilities so that campuses can face challenges and have quality and reputation (Hudjimartsu, et al, 2022) .

In Indonesia, the education system in its application is heavily influenced by the policies issued by the Minister of Education and Culture of the Republic of Indonesia through the ideas and ideas of Mas Nadiem Anwar Makarim, known as the Freedom to Learn and Independent Campus (MBKM) policies. The MBKM policy and concept is that educational institutions are given autonomy and freedom and are free from all complicated bureaucracy including lecturers and students are given the freedom to choose fields according to their wishes (Dikti, 2020). It is hoped that with this MBKM program graduates will be able to gain competency to be able to face the times in terms of both social and cultural aspects, technological advances and work life (Coccoli et al., 2014).

The MBKM policy aims to give students the right to study for three semesters outside of the study program in order to increase graduate competence both in soft skills and hard skills so that they are better prepared according to the needs of the times, preparing graduates to lead in the future of the nation and homeland with excellence and personality. It is hoped that the experiential learning program with a flexible path can provide facilities for students so they can develop their abilities according to their talents and passions (Kemendikbud, 2020).

Sari Putra Indonesia Tomohon University (UNSRIT) is one of the universities that has implemented the MBKM program, although it has not fully implemented the MBKM program. Of the many learning activities that are offered, the program is set to be implemented, namely internships and independent student exchanges between study programs. The implementation of the MBKM activities has just begun in the 2022/2023 academic year at the Faculty of Science and Technology and the Faculty of Business Management and Communication. Even though it has been opened for student exchange between study programs, no students have joined the program yet. Unsrit also has a Faculty of Nursing but does not run the MBKM program because it is in accordance with government policy that the MBKM program is excluded from health study programs.

The Internship Program is carried out because students have so far lacked work experience in the real world or in the industry so they are not ready to work. Meanwhile, internships that are held for less than six months or for a short period of time are not sufficient in providing industry competence and experience to students. The company that received the apprenticeship also stated that the short-term apprenticeship had no benefits, and even disrupted the industry's activities (Ministry of Education and Culture, 2020).

The internship program implemented at Unsrit begins in the 2022/2023 Academic Year which is attended by students from the Faculty of Science and Technology as well as the Faculty of Business Management and Communication. The Internship Program implemented will certainly provide hands-on experience in the field in increasing the capacity and capability of students. This program can be attended by students for 1-3 semesters, has a weight of 20 credits, can directly study at partner workplaces so that they can build relationships and network with related industries.

In order for the implementation of government policies in the field of education, more specifically the apprenticeship program to run well, it needs to be analyzed so that it can run effectively and efficiently. This study aims to analyze the implementation of the MBKM implementation, namely 1. The curriculum; 2. The process of implementing the apprenticeship, 3. The obstacles; 4. Human Resources; 5. Devices; 6. Funding; 7. The advantages and disadvantages of implementing the MBKM program at the Sari Putra Indonesia University, Tomohon.

RESEARCH METHODS

The research used is a qualitative design with a case study method. The sample consisted of 6 informants using purposive sampling consisting of the Chancellor, Deputy Chancellor I for Academic Affairs, student affairs and cooperation, the Dean of the Faculty of Science and Technology and the Dean of the Faculty of Business Management and Communication and 2 students. The research was

conducted in January and February 2023 at the Indonesian Sari Putra University, Tomohon. In this study using the instrument, namely the researchers themselves and primary data collection by in-depth interviews with informants. An interview guide was used when interviewing informants and the results were recorded and recorded. Secondary data is obtained from the results of making observations either covertly or frankly. The validity of the data using triangulation techniques.

DISCUSSION

Based on the results of interviews with respondents, it was found that in the implementation of MBKM on the Unsrit campus it was only carried out in the odd 2022/2023 Academic Year which was attended by two faculties, namely the Faculty of Science and Technology and the Faculty of Business Management and Communication, and not all programs were implemented. The program that has been implemented is the independent student exchange between study programs and internships for the reason that compared to other programs, currently these two programs can be achieved and are in accordance with the conditions of Unsrit, but it is possible that all existing programs will be followed. all gradually.

The implementation of this internship program is under the management of study programs and faculties. In the implementation of MBKM at Unsrit, the curriculum, internship implementation, human resources, learning tools used, funding and advantages and disadvantages will be discussed.

1. Curriculum

According to the results of interviews with respondents, it was found that before the implementation of the MBKM began, in 2022 a curriculum revision had been carried out because previously the curriculum used was based on the Indonesian National Qualifications Framework (KKNI) which had been adapted to the MBKM curriculum. This is in line with Sumarto (2020) who argues that in carrying out the independent campus program it must be appropriate, able to collaborate, there is integration with the IQF curriculum, vision and mission must exist in each study program and have achievements and graduate profiles.

In addition to having followed the MBKM curriculum, there has also been a change in layout where previously the fourth semester courses and above were already scientific courses. It's just that with this program, several courses entered in the internship program were included in the semester where the internship was carried out, so that when they choose an internship, they will not sacrifice the subject. The core courses that should be in the upper semester are moved to the lower semester so that no core courses are sacrificed, so the internship program complements the core courses that must be contracted.

The revision process has been carried out in several stages starting from workshops that invited various related parties ranging from alumni, graduate users, stakeholders to solicit various inputs and convey the intention of revising the curriculum, then proceed with the formulation of an adjusted curriculum. After the determination, it enters the socialization stage both to the academic community and to campus partners, in this case partners who have implemented the MoU with Unsrit. The curriculum has been designed and determined as well as possible by the drafting team so that it can be used as a reference in implementing learning in accordance with the MBKM program.

The curriculum will be able to run in accordance with educational goals if there is mutual cooperation between all the existing subsystems. Because if one of the curriculum variables cannot function properly, the existing curriculum system will automatically not run optimally and not well. So from the existing curriculum, in practice it really requires organizing all the components in the curriculum. When this organizing process is running, of course it is closely related to planning, implementing, organizing, and controlling. For implementing the implementation of the curriculum, it must be mastered by someone who is the manager of an educational institution both in managing the curriculum and education (Suhelayanti, 2020)

The implementation of curriculum socialization to campus partners who have implemented the MoU is carried out at the beginning of the lecture where according to the Internship program before students carry out these activities a meeting has been held with partners to discuss the apprenticeship mechanism from students starting from how long to carry out the internship, the competencies that must be achieved , criteria for assessment and final evaluation of the implementation of the internship activities. After there is a mutual agreement, students can carry out internship activities in accordance with the specified time, which will be implemented for 6 months. The MBKM program has also been socialized to students since this program was echoed so that students have prepared themselves from the start before this program was run. By socializing the MBKM program, students will understand and be ready to take part in this program. This is in line with research from Asfuri, et al (2022) which states that in order for more students to take part in the MBKM program, higher education institutions, more specifically study programs, must make efforts to increase efforts in socializing and introducing the MBKM program. Study programs on campus are required to increase efforts in introducing the MBKM program to students (Panjaitan, et al, 2022).

For learning tools, starting from KRS management, project-based RPS, syllabus, lecture journals, learning evaluation formats, all have been arranged and adapted to the MBKM curriculum. For the learning device templates, all were prepared by the Internal Quality Assurance Agency (LPMI) which had been socialized before being used so that the study programs understood how to fill them out. The format required for the internship has been prepared by the academic field which will be filled in by field supervisors and campus partners who are the place for student internships.

For internship programs, all lecture journals are diverted to visiting lecturers where each week they have to visit to carry out mentoring for students according to the rules between lecturers and students there must be 16 face-to-face meetings. So every week when face-to-face when field supervisors visit, there must be competencies that have been achieved by students which are checked through the student logbook.

From the results of the evaluation that has been carried out, the campus still has to look for campus partners who are truly in accordance with their expertise so that the results of the internship will really be of the quality expected. Currently, the partners are still in government agencies, so there are several competency points that cannot be achieved optimally so that in the future there will be improvement efforts by adding campus partners who can really provide competencies that should be achieved according to the graduate profile.

For the MBKM curriculum it refers to Out Come Base Education (OBE) where learning is based on output, from there adjustments have been made especially in one semester taking a full 20 credits, the RPS is somewhat different from the RPS that we are used to, where there is value -the value that must be transferred or converted. In the process of learning the curriculum is a very important tool and its preparation in the field is carried out according to needs. Freedom to learn and an independent campus which is the policy of the minister of Education and Culture aims to provide encouragement to master knowledge that is useful when entering the world of work, and students are given the opportunity to choose the courses they will take. The MBKM curriculum in its implementation is to answer the challenges of technological developments,

2. Implementation of Internship

The implementation of this internship has been carried out starting from the academic year 2022/2023 odd semester, previously the institution had made a Memorandum of Understanding (MoU) with campus partners and made an agreement regarding the learning program and semester credit recognition, the assessment system and competencies that must be achieved by students as well as the rights and obligations of both parties during the apprenticeship process. Campus partners guarantee that the apprenticeship process must be of high quality and prepare mentors who are tasked with accompanying students during the apprenticeship process and assessing student performance as well as providing joint assessments with supervisors.

Institutions through faculties during the apprenticeship process assign supervising lecturers to carry out the mentoring process to students and before students go into practice, supervisors provide debriefing to students. Supervisors routinely visit once a week to the internship site to carry out monitoring and evaluation of whether the internship process is going well or not. If the lecturer finds a problem or obstacle, he will immediately find a solution as soon as possible so as not to hinder the implementation of the internship. At the end of the internship, the supervisor collaborates with the mentor to provide an assessment of the results of student practice and include the results of the assessment in the study program.

Prior to carrying out the internship, students are required to register with the approval of the academic supervisor and the faculty will appoint an internship supervisor who will direct students while carrying out the internship together with the mentor. While carrying out the internship practice students are required to fill out a logbook and compile activity reports in accordance with the activities that have been carried out and report to mentors and supervisors.

3. Human Resources

In supporting the Human Resources (HR) program, it can be seen from the teaching staff that it is not sufficient so that Unsrit as the MBKM organizer has proposed additional human resources to the Dharma Bhakti Indonesia Tomohon Foundation (YDBI) and currently recruitment is being sought by the Administration and Personnel Division. For the Faculty of Engineering itself, there are several lecturers who have additional assignments by occupying structural positions both at the faculty level and at the university level so that in the process of mentoring students who carry out automatic practice it can no longer be carried out optimally.

For abilities in the field of informatics engineering because most of the lecturers at Unsrit are still young so they are able to master information technology and have no difficulty in giving assignments to students and are able to keep up with current students who already have a lot of mastery of information technology. From Unsrit also periodically carry out technical guidance to all lecturers and education staff so that they can keep abreast of existing developments, can update existing knowledge and knowledge and will be more professional in carrying out their duties and functions. Because according to Evelin and Marthing (2021) a professional attitude does not come from birth but is obtained from the process of learning and practicing and having goals in life and motivation in achieving goals.

Basically everyone has good skills within themselves, so if given the opportunity these skills can be developed to the fullest. As a facilitator and motivator, the function of educators acts in the process of developing students' abilities by paying attention to the expertise of a student who has varied expertise (Hakim and Mukhtar, 2018).

4. Learning Media

Existing equipment in the framework of implementing the MBKM program in fact still needs to be added and as time goes by, learning tools and infrastructure inevitably have to be sufficient and this is gradual in the process of procurement and improvement. In Zuhdan's opinion (in Masitah, 2018) that learning devices are tools or equipment for educators and students in carrying out the process of learning activities. Learning devices play an important role in implementing ideal learning, so that in time it will allow good results and learning objectives can be achieved. One of the factors that plays a role in determining the learning process can be successful, namely learning tools, both for educators and those who are more interested, namely students (Aziz, et al, 2022).

The role of learning devices is a guide for educators because an educator cannot carry out learning without making a learning plan. The types of developing learning tools are curriculum, syllabus, Semester Learning Plans (RPS), learning media, academic calendars.

The use of the internet is one of the important things in an institution so that communication activities can be carried out more easily, effectively, and save time. Likewise, it is very helpful in the services

on campus, namely in the use of information technology. For internet facilities, it still needs to be completed again so that all places on campus can be reached by an internet connection. Basically, a tertiary institution that is considered capable of having the capabilities and tools to implement MBKM, students will gain independence in their studies. With learning independence, the probability of students' direct exposure to the world of work will be increased and insights will become wider (Tiatri, et al, 2022).

5. Funding

Funding for apprenticeships does not require funding from campus partners, but if it is related to the lecturer in charge, the campus and the foundation have already determined the financing, just waiting for the realization because there are several procedures that must be followed. Students who take part in this internship program are free of charge, can take part in this program for free. In the MBKM guidelines issued by Unsrit itself, the amount of funding for each activity indicator has not been included. And for implementation in 2023 all the deficiencies encountered in 2022, especially financing problems, will be corrected later in 2023.

Funding in education is one of the important things in educational institutions in schools, whether it is a public school or a private school that is managed by an educational administration body or foundation. The educational costs used must be properly managed and recorded so that education financing can be efficient, effective in carrying out the learning process and other programs in schools. When funding is managed properly, educational services will be optimized for the academic community internally and externally, namely the community and parents and the community. Conversely, if the management of education funding is not good, then all forms of education services and programs in schools will not produce the expected quality and will not run well (Citra, 2017).

Quality education in meeting the needs of all the programs handled will not be achieved without the availability of funds, facilities and infrastructure that are complete, relevant or sophisticated. The impression is that expensive education with the use of expensive facilities or equipment is also a quality education. This fact cannot be denied, even though a lot of money and expensive and complete facilities by itself do not guarantee the achievement of quality education. This really depends on how to manage, namely obtaining, spending and developing and having the ability or skills and ethics of responsible officers (Arsyad, 2018)

6. Advantages and Weaknesses

Study programs that carry out MBKM have many advantages, including students who take part in this activity in the even semester of the 2022/2023 academic year, most of them contract thesis and most of the thesis topics are based towards where they do their internship so that it can help become a research location and make students feel the state of the world of work. actually so students can prepare themselves as early as possible. With the MBKM program in the learning process, students will be more flexible in their learning process because they get the opportunity to study outside the classroom for provisions when they are in the world of work (Laga, et al, 2022).

Besides that, a lot of knowledge is not obtained when receiving material on campus but is obtained when carrying out this internship program. The advantage for the institution is that by participating in this activity, reporting on MBKM activities has already been realized and the profile of student graduates will be increasingly achieved .According to Assingkily (2020) stated that in order to realize the MBKM program, the campus must; 1. Graduate profiles are aligned with community needs, 2. Approaches and strategies and learning methods are determined according to community demands, 3. Techniques and types of assessment are determined, 4. Curriculum alignment mapping is carried out which includes aspects of learning outcomes, learning materials and methods as well as assessment .

Another advantage of participating in MBKM activities is that they can improve their soft skills and hard skills. This is in line with research from Rahmawati and Nurzaelani (2022) which concluded that the implementation of the MBKM program had the impact of increasing soft skills, namely being able to communicate, being able to resolve conflicts, being able to solve problems and being able to

be creative. There is also an increase in hard skills, namely having empathy, being able to socialize, being able to use technology and being creative and innovating as well as being able to write and conduct research.

The weakness of the MBKM program is that the fear is related to, for example, the credits are not converted into courses so that when applying for a job, I am afraid that there will be a workplace that will see the grade transcripts and when they see that there are no required courses, they will not accept applicants who register.

In implementing the MBKM programIn Unsrit there is no specific person in charge who handles it so that it is not well organized, and it would be nice in the future for someone to be assigned to manage the program starting from the process of planning, implementation and up to monitoring and evaluation as research results from Anggraini, et al (2022) stated that a strategic step in significantly implementing the MBKM implementation is by forming an acceleration team whose role is to assist and align lecturers and students who are faced with obstacles to the implementation and application of the learning process, prioritizing in administrative aspects and appropriate learning strategies. It is hoped that this team will facilitate the MBKM implementation process for all lecturers and students as needed so that activities can run optimally and sustainably.

CONCLUSION

In implementing the apprenticeship program so that it can run well and with quality, it is necessary to have:

1. Revision of the curriculum adapted to the MBKM curriculum which is able to answer the challenges of technological developments, graduates can focus on learning achievements referring toOut Come Base Education (OBE) where learning is based on output.

2. Socialized both to the academic community and to campus partners who have implemented the MoU so that all existing elements can understand the mechanism of implementing this apprenticeship program and the partners are able to provide facilities that are in accordance with the competencies that must be achieved by students.

3. The availability of human resources, in this case field supervisors, must be prepared according to the needs and the need for technical guidance so that they are able to keep abreast of existing developments and become more professional in carrying out their duties and functions.

4. Learning tools that ideally support the implementation of the MBKM program such as curriculum, syllabus, lesson plan, learning media, academic calendar, adequate facilities and infrastructure will enable good results and learning objectives to be achieved.

5. Funding is managed properly so that educational services can be efficient, effective and optimal and produce quality education and are able to meet all the needs needed in implementing each learning activity.

6. The person in charge who specifically handles the MBKM program so that this program can be organized and managed properly starting from the implementation planning process to monitoring and evaluation

By carrying out this apprenticeship program, the advantages that students can get are being able to experience the real world of work and being able to put into practice the knowledge that has been obtained through theory on campus so that they can prepare themselves as early as possible to enter the world of work.

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