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Dr. Eko Supraptono, M.Pd, dkk
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Telah kami terima naskah manuskrip saudara dengan judul :

Syncronization of Certified Intenship Program in the Implementation of *Merdeka Belajar* and *Kurikulum Merdeka at the student of Vocational Education, Faculty of Engineering Universitas Negeri Semarang.*

Dengan author : Eko Supraptono, Ulfa Medaty, Fitria Ekarini, Putri K Nashiro, Hari Setiyawan

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Syncronization of Certified Intenship Program in the Implementation of Merdeka Belajar and Kurikulum Merdeka at the Faculty of Engineering Universitas Negeri Semarang

Eko Supraptono ✉, Ulfa Medaty, Fitria Ekarini, Putri K Nashiro, Hari Setiyawan

Fakultas Teknik Universitas Negeri Semarang, Indonesia

Correspondence: ekosupraptono@mail.unnes.ac.id

Abstract

This study aims to find a formula for synchronizing the internship program that is in line with the independent learning policy (Merdeka Belajar) in preparing apprentice students to face very tight competition entering the job market in the industrial era 4.0. The other objective is to realize several Vocational Education Management Study Center programs. The implementation of the Internship program in the context of "Merdeka Belajar" and "Kurikulum Merdeka" (MBKM) still faces fundamental problems, resulting in activities that have not had the maximum impact, namely the realization of work readiness, work culture, soft skill competencies and hard skill competencies that are aligned with the field of study. This study aims to find a formula for synchronizing the internship program that is in line with the independent learning policy (Merdeka Belajar) in preparing apprentice students to face very tight competition entering the job market in the industrial era 4.0. The other objective is to realize several Vocational Education Management Study Center programs. The results of the study from this study center can be developed into a real program to improve the implementation of the MBKM internship. The method used in this research is a qualitative approach. To obtain research data, FGD activities, interviews with IDUKA actors, vocational education experts, the Human Resources Development (HRD) community and related practitioners were used. Data analysis techniques are confirmation, triangulation, and accountability cross checks. The results of the study show that the alignment of the certified internship program is carried out through agreements with partner industries; the number of credit conversions as the right of apprentice students can be achieved by developing a syllabus and study plan that integrates industry needs; the mentoring process is carried out collaboratively between the industrial assistance team and the university.

Key word : certified internship; kurikulum merdeka; merdeka belajar; synchronization program

INTRODUCTION

The independent learning policy (Merdeka Belajar) of the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) can be interpreted as an effort by higher education institutions to respond to the era of disruption that has shaken the mindset and established learning system so far. The sudden changes in the disruption era have had an impact on various sectors which are very significant, affecting readiness, adaptation, and innovation that campuses are often not ready to face. Lian (2019) argues that the era of disruption has led to intense competition, the education system in Indonesia requires changes so that it can be on par with the education systems in developed countries and overcome the challenges of the education sector. Various universities in other parts of the world are exist and some have closed because they cannot adapt to current development of technology.

Experts argues that higher education nowadays cannot only focus on helping students to be proficient in a particular competence. Changes that occur in the disruption era require universities to combine their resources and capabilities with currently developing technology, so that they can achieve competitive advantage in a sustainable manner (Hidayat, 2020). Students need to redefine the acquisition of knowledge that is comprehensive, interdisciplinary and supported by a variety of skills to face the disruption era in the 21st century.

Preparing students to focus on one scientific field raises concerns that they will become less creative and narrow-minded people, which will lead to increased unemployment. The large number of unemployed in Indonesia is caused by low skills and expertise (Sumantika & Susanti, 2021). Therefore, it is important for tertiary institutions to prepare students who have multi competency, multi knowledge, and skills that are relevant to the current situation, and in accordance with the demands of the business or industrial world.

The latest Ministry of Education and Culture policy breakthrough regarding the term Merdeka Belajar (Freedom of Learning) in the Higher Education Curriculum, has an orientation in taking interdisciplinary courses that has a strong significance for strengthening science. The Internship Program for one semester and one year is a solution that has a strong alignment and relevance to the higher education learning process which has the vision of delivering competitive graduates to face the disruption era. Kholik, et al (2022) stated that the policy of changing the Merdeka Belajar curriculum is an effort to encourage students to master various knowledge that is useful for entering job market in the 21st century. The Merdeka Belajar policy is intended to create an autonomous and flexible learning process in tertiary institutions so that there is a learning culture which is innovative, not restrictive, according to student needs, encouraging students to master various knowledge that is useful for entering the job market (Mariati, 2021).

Meanwhile, Merdeka Belajar has become an important point regarding employment or employment readiness of graduates. The absorption of Universitas Negeri Semarang (UNNES) graduates in business, job market, and the industry is one of the points from the 2021 UNNES KPI (Key Performance Indicators) which should be pursued more seriously. As it is known that through the Academic Field, the guidance of the implementation of the Merdeka Curriculum and the Merdeka Belajar Kampus Merdeka (MBKM) have been prepared which are directed as implementation guidelines for students in carrying out study programs outside the campus, including the internship program. The right to study outside the campus is expected to provide real life experience that students will later encounter after graduating from university. MBKM activities provide opportunities for students to determine the courses they will take according to the Merdeka Belajar program they are participating in. One of the government programs regarding MBKM that gives students experience working in the industry is Internship and Certified Independent Study (MSIB).

Certified internship is equivalent to industrial work practices. For academics at the Faculty of Engineering-Unnes, this activity is ideal, relevant, and urgent to produce graduates who are ready to work and competent to enter IDUKA. Faculty with its various study programs need to design real actions to design visible and measurable internship programs so that post-internship output targets can be used as a starting point for policies that are implementable and in line with university policies in realizing Strategic Plans and KPI achievement.

As a support for this policy, the Ministry of Education and Culture invites world-class organizations to provide Certified Independent Internship and Certified Independent Study programs, which are later known as the Micro credential Program, including providing subsidized funding (Belmawa Directorate, 2021). From the results of the studies by the ministry, there are up-to-date ideas which lead to efforts to improve the quality of learning, curriculum relevance and synchronization, higher education development policies, curriculum development, preparation of elements of learning outcomes in courses, reconstruction of course syllabus and RPS, constructivism in learning, models and methods with the Student Centered Learning (SCL) approach, integrating learning outcomes of attitudes and values as well as general skills/soft skills, assessment of learning processes and outcomes, preparation of assessment rubrics, preparation of teaching materials, and learning media.

The issue of synchronization of the activities of Certified MBKM Internship program is very relevant to the concepts held by the Center for Vocational Management Studies (PKMV) of the Department of Electrical Engineering 2020-2024 working program. In addition, the research which is developed in line with the UNNES Strategic Plan is a continuation of previous research that has been carried out by members of the PKMV team for the 2020 fiscal year. The research recommendations call for efforts to synchronize the internship program comprehensively (Suraptono, et al, 2020).

Internship is the main requirement to go through the educational process. Final year students are required to do an internship at a company before getting their degree. The higher demands of the job market have resulted in the importance of the internship process in the future (Clinton, R. E., 1984).

Internship has been regulated in Law no. 13 of 2003 concerning Manpower, especially articles 21 – 30. And more specifically, it is regulated in the Regulation of the Minister of Manpower and Transmigration no. Per.22/Men/IX/2009 concerning Implementation of Domestic Internship. In the Ministerial Regulation, internship is defined as part of a job training system that is organized in an integrated manner between training at training institutions and working directly under the guidance and supervision of instructors or workers who are more experienced in the process of producing goods and/or services at companies, in order to master a particular skill or expertise.

Internship is part of job training, usually it is carried out by final year students or grade 3 SMK students (PKL) as one of the main requirements for completing the educational process. Meanwhile, job training is usually attended by workers who have signed a work contract with the company in order to develop work competence and employee productivity.

Based on the description above, it is very urgent to strengthen the internship program with Merdeka Belajar that is in line with the achievement of the UNNES 2021 KPI. It is very urgent to be studied from various aspects and components through this research. The purpose of the present study is to find a formula for harmonizing the Industrial Internship program that is in line with the Merdeka Belajar policy in preparing apprentice student to face very tight competition entering the job market in the industrial era 4.0.

METHOD

This study uses a qualitative research approach with a research focus on internship programs that is aligned with MBKM. This approach is used due to the nature of the research which is a flagship research cluster with a product orientation in the form of guides, articles, books, and policy implications.

1. Source of Information

The research was conducted with sources of information from industry and business (IDUKA). The industries used as a source of information in this study include: (1) PT Dua Anyam, a company engaged in the woven handicraft business that empowers communities in the East Indonesia NTT region, provides internship opportunities for students in semester 5 and above to learn to manage a potential business and it is Social Entrepreneurship; (2) PT Global Digital Niaga, the company that produces the Bli-Bli application platform, is a pioneer in the field of retail online purchases throughout Indonesia; and (3) the Nara Creative Foundation, a foundation engaged in the field of Eco Tourism to develop the potential of tourist areas based on the economic growth of residents around tourist objects.

2. Data collection technique

Data collection techniques in this study are interviews and documentation studies. Interviews with IDUKA (industries and business) informants were conducted through FGDs via the zoom platform media. While documentation studies were used in order to obtain in-depth information about the concept of Merdeka Belajar.

Previously, researchers coordinated to determine the agreement on zoom meeting schedules. Based on the agreement, the FGD was held on 10 and 14 August 2021 at 15.00 WIB and 10.00 WIB. The reason for conducting FGDs is for obtaining information effectively. Each company made a presentation with a duration of 40 minutes, followed by a 50-minute discussion. In the discussion session, the research team asked in-depth questions to obtain answers that were most meaningful, urgent, and relevant to the purpose of the interview. The FGD discussion ended with clarification of all the answers of the informants and drawing conclusions that strengthened all explanations so that in this context it included data validation.

Documentation studies were carried out by researchers to analyze various published policies and regulations of the Ministry of Education and Culture related to the implementation of the Merdeka Belajar program. A review was carried out on good printed or electronic documents issued by ministries and universities regarding the Internship and Independent Study programs.

3. Data analysis technique

The qualitative data analysis technique was carried out by organizing data, selecting it into units that can be analyzed, finding important things, and deciding which parts will be blended into important points, four components namely data collection, data reduction, data presentation, and data verification or conclusion drawing. The interrelationships of the four components were shown interactively in the data collection process so that the activities were carried out on an ongoing basis.

The next step was data collection. At this stage, the researcher collected all field notes that have been made based on interviews and observations, data reduction and categorization. At this stage the process of simplifying and categorizing data, displaying data, was the process of displaying data as a result of reduction and categorization in a matrix based on certain criteria, drawing conclusions, if the results of the data display showed that the data obtained is sufficient and in accordance with the information needed, the formulation of conclusions using theory and data results in the field were taken.

Furthermore, the researchers formulated the concept of internship which is synchronic with the concept of independent learning, formulating a formula for strengthening working programs that can be used as a basis and suitable for implementation in the department or study program environment. For this reason, an FGD agenda was carried out which presented curriculum experts, the industrial community, and HRD practitioners.

4. Research Instruments

To collect research data, interview techniques were used via zoom media with FGD events. For additional data, the informants filled out questionnaires via the Google form application sent by the research team. The construction or interview grid is outlined in Table 1.

Table 1. Interview Grids with IDUKA

No	Question Aspect
1	The readiness of the industrial community to welcome the Ministry of Education and Culture's MBKM certified internship program
2	Operational financing for MBKM Internship student assistance
3	Preparation of syllabus/internship materials
4	Flexibility of credit conversion with the scope of internship material
5	Stages of the mentoring process by company instructors
6	Learning design
7	Development of soft skills of apprentices
8	Development of hard skills of apprentices
9	Project assignments that must be completed by apprentices
10	Evaluation process
11	Consolidation and communication with the campus to determine the success and performance of apprentices

RESULTS AND DISCUSSION

1. SKS Conversion Synchronization

As stated in the Decree of the Minister of Education and Culture Number 74/P/2021 concerning Recognition of Semester Credit Units for the Independent Campus Learning Program that students have the right to convert 20 credits for MBKM activities. Meanwhile, according to the 2017 curriculum, internship activities may not be linear. This means that there is a gap in calculating credit scores between campuses and the industries.

In this context, internship activities can be recognized by the campus as additional courses listed on the Diploma Supplement (SKPI) or converted as "Pre-Requirement" courses. It means that material in internship activities cannot be recognized and converted into credits if it is not in line with the university curriculum.

2. Learning Design

Based on the opinions of the field supervisors, and the interviewees, it was discovered that the internship program can equip participants with soft skills and hard skills. This internship program is divided into 3 methods, including: (a) 10% coaching method; (b) 20% in-class training; and 70% project practice or implementation.

Industries offer more practical compositions with the intention of strengthening real work skills. Case studies were conducted on Paragon partners. Some of the activities students need to undertake in internships include: (a) developing soft skills, (b) developing hard skills; (c) Project assignments; and (d) employer branding.

a. Development of soft skills

Currently, soft skills are absolute abilities that must be owned by someone when entering the workplace. The internship program can be a means for students to develop their soft skills. Therefore, in the curriculum and design of apprenticeship learning it is necessary to include activities that can develop students' soft skills. The learning design for the development of student soft skills during internships includes: (1) fostered by competent and dedicated industrial mentors; (2) in the form of in-class training; (3) there are evaluations in the form of quizzes, pre-tests, and post-tests for each class; (4) direct implementation of in-class training materials during project assignments; (5) in-class training every week with different experts to deepen the basic soft-skills needed in the world of work; (6) students can develop into professionals who master basic skills and instill design thinking in every problem they face; and (7) become employer branding to improve company branding by managing social media (podcast, Instagram, YouTube, LinkedIn, etc.), designing content, activating branding online and offline.

b. Development of hard skills

Practical hard skills must be possessed by students in order to work. The knowledge gained by students while carrying out their education at university needs to be further developed according to the situation in the workplace. Currently the development of technology has been progressing rapidly, students need to develop hard skills in accordance with currently developing technology. The learning design of the internship program to develop hard skills includes: (1) Fostered by each directorate with trainers who are experienced in their fields; (2) in the form of in-class training, observations, quizzes, assignments, FGDs, presentations, case studies, market visits, and others; (3) adjustments to the participant's field of study; (4) Basic Human Resources Management; (5) Equal Employment Opportunity; (6) HR Basic Skills; and (7) Evaluation process of each class (Quiz, pre-test, post-test).

c. Project assignment

Project assignment is a core activity of the internship program. In this activity, students are directly involved in working in the industry. Students can practice their knowledge and strengthen the soft skills and hard skills they have learned before. Students mingle with professional workers in the industry to communicate and collaborate with each other to solve real challenges in the industry accompanied by professional field mentors. Strong collaboration with industry and being mentored by experienced professionals in handling projects helps students gain industry experience (Lamancusa, et al., 2008).

Students can see a problem from a helicopter view which is very useful when doing project assignments. The learning design for this activity includes: (1) communicating with other directorates; (2) make long-term plans regarding social media projects held; (3) research on the content created; (4) evaluation for future improvement; (5) learn to create interesting content; (6) propose and contribute to a project improvement; and (7) holding real cases directly faced by the company. Competency expertise or skills and Graduate Learning Outcomes (CPL) need to be further developed so that the activities that will be held in the internship program can run optimally and are able to achieve the learning objectives expected of students. Implementation of student learning focuses on three aspects of competence, namely knowledge, skills, and attitudes (Nashiroh, 2017). Research by Cahyani (2017) shows that the right competency skills and the suitability of internships have a positive relationship to readiness to enter the job market. An example of the results of developing competency skills in the form of topics, modules, and learning objectives for one of the resulting internship programs can be seen in Table 2.

Table 2. Topics, modules, and Learning Objectives of One of the Internship Programs

Topic	Module	Learning Objectives
Introduction to Business and industry	Understanding the art of Business	Understand the origin & history of business
		Participants understand the values adopted by the industry and what differentiate them from other companies
		Understand business forms
		Understand the industry ways of doing business and differentiator among other companies.
Brand & Product Portfolio	Brand & Product Portfolio	Understand and know company's Brand & Product Portfolio
		Understand and know Brand & Product Portfolio Process of Product.
Design Thinking Design	Concept of Thinking	Participants can understand Design Thinking in general
		Participants recognize the application of Design thinking tools in making an innovation
		Participants can understand the ideation process as the first step in innovating and being creative
	Analytical and Critical Thinking	Participants understand the terms Analytical and Critical Thinking
		Participants understand the implementation of Analytical and Critical Thinking in everyday life
		Participants understand the importance of Analytical and Critical Thinking in business processes
		Participants can apply Analytical and Critical Thinking in everyday life and in preparing projects
Basic Skill	Building Relationship and Facilitation Skill	Participants can understand and empathize with partners and teams
		Participants can build good relationships and trust with interlocutors and teams
		Participants can convey key information effectively
		Able to complete, clarify and dig up information
		Use the right strategies and tools in communicating

	Basic Problem Solving	Participants understand the concept of Problem Solving
		Participants understand how to solve problems
		Participants can apply the concept of problem solving in everyday life and in preparing projects
Personal Branding	Personal Branding	Participants can understand the concept of Personal Branding
		Participants can apply the implementation of Personal Branding in expressing opinions and discussing.
Soft Skills	Project Management	Participants understand the concept of project management and how to identify a project
		Participants understand the Project Life Cycle
		Participants can use basic project management tools
		Participants understand the concept and implementation of Agile Project Management.
	Basic Business Acumen	Participants understand the basic concepts of Business Acumen
		Participants understand terminology, components, or management tools that are commonly used in the business world
		Participants know the business process in creating products and services.
		Participants understand the basic concepts of business strategy
		Participants know how employees can contribute to improving company performance.
	Communication	Participants understand effective, assertive dan confident communication
	Skill	Participants understand about building effective communication
		Participants understand the tools in implementing good communication
		Participants understand the impact and importance of good communication at work
		Participants can apply effective, assertive, and confident communication in everyday life

	Presentation Skill	Participants understand about good presentation
		Participants can make effective and interesting presentations
		Participants can deliver presentations well and confidently
	Public Speaking	Participants understand Public Speaking
		Participants can do Public Speaking effectively
		Participants can apply Public Speaking both in daily life and in projects that will be carried out
	Time Management	Participants can understand the concept of Time Management
		Participants can determine task priorities in work and daily life
		Participants know the tools that are commonly used in Time Management
		Participants can implement Time Management techniques in everyday life and in preparing projects

3. Assessment system

The assessment system is structured in such a way that each activity has a rating weight. The assessment method for hard skills and project assignments uses authentic assessment. Implementation of authentic assessments allows apprentice students to complete a task or demonstrate a performance in solving a real problem that exists in an industrial environment (Supraptono, et al, 2022). The biggest weight for the internship program lies in the project assignment as the most student activity in participating in the internship program. An example of the results of designing a scoring system can be seen in Table 3, a case study at Paragon.

Table 3. Example of an Internship Program Assessment Design

Topic	Module	Assessment Method	Weight (%)
Soft skills	Understanding Paragon Business	Pretest & Post Test	10
		Pretest & Post Test	
	Paragon's Brand & Product Portfolio	Pretest & Post Test	
	Concept of Design Thinking	Pretest & Post Test	
	Paragon's Brand & Product Portfolio	Pretest & Post Test	
		Pretest & Post Test	
	Concept of Design Thinking	Pretest & Post Test	
	Analytical and Critical Thinking	Pretest & Post Test	
	Building Relationship and Facilitation Skill	Pretest & Post Test	
		Pretest & Post Test	
	Basic Problem-Solving	Pretest & Post Test	
	Project Management	Pretest & Post Test	
	Basic Business Acumen	Pretest & Post Test	
	Communication Skill	Pretest & Post Test	
	Presentation Skill	Pretest & Post Test	
	Public Speaking	Pretest & Post Test	
	Time Management		
	Personal Branding		
Hard skills	Based on Directorate	Quiz Assignment Sharing Session Case Study Task	10
Project Assignment	Based nn Directorate	Mid-Test (project presentation)	40
		Final Test (project presentation)	40

CONCLUSION

Several conclusions that can be drawn from the present study : (1) Internship in the context of MBKM is called a Certified Internship, with the orientation of developing soft skills, hard skills and project assignments; (2) Learning design in internship programs includes coaching methods, in-class training, project implementation practices; (3) Learning outcomes after the internship program include understanding work culture, understanding branding, communication skills and the ability to work together, quick adaptation skills and time management; (4) The internship program can be converted up to 20 credits depending on the linearity or compatibility of the courses with learning materials in the industry. If there is a discrepancy, then the internship learning material is recognized as an additional regular course which can be included in the SKPI (Diploma Supplement) or prerequisite courses; and (5) MBKM Internship Learning (certified) has the potential to realize graduate competencies that are in line with the needs and demands of the business or industry.   The assessment system is structured in such a way that each activity has a rating weight. The assessment method for hard skills and project assignments uses authentic assessment. Implementation of authentic assessments allows apprentice students to complete a task or demonstrate a performance in solving a real problem that exists in an industrial environment (Supraptono, et al, 2022). The biggest weight for the internship program lies in the project assignment as the most student activity in participating in the internship program. An example of the results of designing a scoring system can be seen in Table 3, a case study at Paragon

SUGGESTION

Department managers are expected to be able to assist students in choosing industrial partners for internships. The selection of industrial internship places is essential because it is related to recognition and synchronization with the courses listed in the applicable curriculum. For Faculty managers, it is hoped that they can expand the network of cooperation with various industries as part of efforts to facilitate student access to obtain internships that are in accordance with the field of study or study program. Meanwhile, the Career Preparation Development unit is expected to be able to provide facilitation to students so that they are ready to compete or be ready to face selection to take part in highly competitive tertiary internship programs, especially for national and multi-national companies.

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Perihal : **REVISI NASKAH**
Lampiran : 1 naskah

Kepada Yth :
Dr. Eko Supraptono, M.Pd, dkk
Jurusan TE FT UNNES
Di tempat.

Dengan hormat,

Berikut ini kami sampaikan catatan-catan komentar dari tim editor. Harap Saudara perhatikan dan cermati sebaik mungkin dan ditindaklanjuti dengan merevisi sesuai saran-saran.

Beberapa catatan masukan/ komentar dari tim editor adalah sebagai berikut :

No	Aspek Review	Komentar/ masukan tim editor
1	Judul	Panjang judul paper supaya lebih singkat dan menunjukkan ketrkaitan antar variable dengan jumlah kata maksimal 14 kata.
2	Abstrak	Sampaikan maksimal 200 kata, supaya ditonjolkan kebaharuan penelitian
3	Bagian pendahuluan	Pertajam gap penelitian, terutama dengan menyandingkan hasil-hasil penelitian terdahulu. Gunakan jurnal mutahir
4	Metodologi	Sajikan tahapan yang runtut metode penelitian sehingga runtut dan terukur
5	Hasil penelitian	Sajikan hasil penelitian yang menggambarkan proyeksi tujuan penelitian
6	Kesimpulan	Sajikan dalam bentuk paragraph yang menggambarkan ketercapaian penelitian secara jelas dan efektif.

Kami harapkan proses revisi Saudara dikerjakan dalam kurun waktu maksimal 1 minggu sejak surat ini diterima.

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Dr. Eng. Yeri Sutopo, M.Pd.M.T
NIP. 196307301987021001

Syncronization of Certified Intenship Program in the Implementation of Merdeka Belajar and Kurikulum Merdeka at the Faculty of Engineering Universitas Negeri Semarang

Eko Supraptono ✉, **Ulfa Medaty, Fitria Ekarini, Putri K Nashiro, Hari Setiyawan**

Fakultas Teknik Universitas Negeri Semarang, Indonesia

Correspondence: ekosupraptono@mail.unnes.ac.id

Abstract

This study aims to find a formula for synchronizing the internship program that is in line with the independent learning policy (Merdeka Belajar) in preparing apprentice students to face very tight competition entering the job market in the industrial era 4.0. The other objective is to realize several Vocational Education Management Study Center programs. The implementation of the Internship program in the context of "Merdeka Belajar" and "Kurikulum Merdeka" (MBKM) still faces fundamental problems, resulting in activities that have not had the maximum impact, namely the realization of work readiness, work culture, soft skill competencies and hard skill competencies that are aligned with the field of study. This study aims to find a formula for synchronizing the internship program that is in line with the independent learning policy (Merdeka Belajar) in preparing apprentice students to face very tight competition entering the job market in the industrial era 4.0. The other objective is to realize several Vocational Education Management Study Center programs. The results of the study from this study center can be developed into a real program to improve the implementation of the MBKM internship. The method used in this research is a qualitative approach. To obtain research data, FGD activities, interviews with IDUKA actors, vocational education experts, the Human Resources Development (HRD) community and related practitioners were used. Data analysis techniques are confirmation, triangulation, and accountability cross checks. The results of the study show that the alignment of the certified internship program is carried out through agreements with partner industries; the number of credit conversions as the right of apprentice students can be achieved by developing a syllabus and study plan that integrates industry needs; the mentoring process is carried out collaboratively between the industrial assistance team and the university.

Key word : certified internship; kurikulum merdeka; merdeka belajar; synchronization program

INTRODUCTION

The independent learning policy (Merdeka Belajar) of the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) can be interpreted as an effort by higher education institutions to respond to the era of disruption that has shaken the mindset and established learning system so far. The sudden changes in the disruption era have had an impact on various sectors which are very significant, affecting readiness, adaptation, and innovation that campuses are often not ready to face. Lian (2019) argues that the era of disruption has led to intense competition, the education system in Indonesia requires changes so that it can be on par with the education systems in developed countries and overcome the challenges of the education sector. Various universities in other parts of the world are exist and some have closed because they cannot adapt to current development of technology.

Experts argues that higher education nowadays cannot only focus on helping students to be proficient in a particular competence. Changes that occur in the disruption era require universities to combine their resources and capabilities with currently developing technology, so that they can achieve competitive advantage in a sustainable manner (Hidayat, 2020). Students need to redefine the acquisition of knowledge that is comprehensive, interdisciplinary and supported by a variety of skills to face the disruption era in the 21st century.

Preparing students to focus on one scientific field raises concerns that they will become less creative and narrow-minded people, which will lead to increased unemployment. The large number of unemployed in Indonesia is caused by low skills and expertise (Sumantika & Susanti, 2021). Therefore, it is important for tertiary institutions to prepare students who have multi competency, multi knowledge, and skills that are relevant to the current situation, and in accordance with the demands of the business or industrial world.

The latest Ministry of Education and Culture policy breakthrough regarding the term Merdeka Belajar (Freedom of Learning) in the Higher Education Curriculum, has an orientation in taking interdisciplinary courses that has a strong significance for strengthening science. The Internship Program for one semester and one year is a solution that has a strong alignment and relevance to the higher education learning process which has the vision of delivering competitive graduates to face the disruption era. Kholik, et al (2022) stated that the policy of changing the Merdeka Belajar curriculum is an effort to encourage students to master various knowledge that is useful for entering job market in the 21st century. The Merdeka Belajar policy is intended to create an autonomous and flexible learning process in tertiary institutions so that there is a learning culture which is innovative, not restrictive, according to student needs, encouraging students to master various knowledge that is useful for entering the job market (Mariati, 2021).

Meanwhile, Merdeka Belajar has become an important point regarding employment or employment readiness of graduates. The absorption of Universitas Negeri Semarang (UNNES) graduates in business, job market, and the industry is one of the points from the 2021 UNNES KPI (Key Performance Indicators) which should be pursued more seriously. As it is known that through the Academic Field, the guidance of the implementation of the

Merdeka Curriculum and the Merdeka Belajar Kampus Merdeka (MBKM) have been prepared which are directed as implementation guidelines for students in carrying out study programs outside the campus, including the internship program. The right to study outside the campus is expected to provide real life experience that students will later encounter after graduating from university. MBKM activities provide opportunities for students to determine the courses they will take according to the Merdeka Belajar program they are participating in. One of the government programs regarding MBKM that gives students experience working in the industry is Internship and Certified Independent Study (MSIB).

Certified internship is equivalent to industrial work practices. For academics at the Faculty of Engineering-Unnes, this activity is ideal, relevant, and urgent to produce graduates who are ready to work and competent to enter IDUKA. Faculty with its various study programs need to design real actions to design visible and measurable internship programs so that post-internship output targets can be used as a starting point for policies that are implementable and in line with university policies in realizing Strategic Plans and KPI achievement.

As a support for this policy, the Ministry of Education and Culture invites world-class organizations to provide Certified Independent Internship and Certified Independent Study programs, which are later known as the Micro credential Program, including providing subsidized funding (Belmawa Directorate, 2021). From the results of the studies by the ministry, there are up-to-date ideas which lead to efforts to improve the quality of learning, curriculum relevance and synchronization, higher education development policies, curriculum development, preparation of elements of learning outcomes in courses, reconstruction of course syllabus and RPS, constructivism in learning, models and methods with the Student Centered Learning (SCL) approach, integrating learning outcomes of attitudes and values as well as general skills/soft skills, assessment of learning processes and outcomes, preparation of assessment rubrics, preparation of teaching materials, and learning media.

The issue of synchronization of the activities of Certified MBKM Internship program is very relevant to the concepts held by the Center for Vocational Management Studies (PKMV) of the Department of Electrical Engineering 2020-2024 working program. In addition, the research which is developed in line with the UNNES Strategic Plan is a continuation of previous research that has been carried out by members of the PKMV team for the 2020 fiscal year. The research recommendations call for efforts to synchronize the internship program comprehensively (Suraptono, et al, 2020).

Internship is the main requirement to go through the educational process. Final year students are required to do an internship at a company before getting their degree. The higher demands of the job market have resulted in the importance of the internship process in the future (Clinton, R. E., 1984).

Internship has been regulated in Law no. 13 of 2003 concerning Manpower, especially articles 21 – 30. And more specifically, it is regulated in the Regulation of the Minister of Manpower and Transmigration no. Per.22/Men/IX/2009 concerning Implementation of Domestic Internship. In the Ministerial Regulation, internship is defined as part of a job

training system that is organized in an integrated manner between training at training institutions and working directly under the guidance and supervision of instructors or workers who are more experienced in the process of producing goods and/or services at companies, in order to master a particular skill or expertise.

Internship is part of job training, usually it is carried out by final year students or grade 3 SMK students (PKL) as one of the main requirements for completing the educational process. Meanwhile, job training is usually attended by workers who have signed a work contract with the company in order to develop work competence and employee productivity.

Based on the description above, it is very urgent to strengthen the internship program with Merdeka Belajar that is in line with the achievement of the UNNES 2021 KPI. It is very urgent to be studied from various aspects and components through this research. The purpose of the present study is to find a formula for harmonizing the Industrial Internship program that is in line with the Merdeka Belajar policy in preparing apprentice student to face very tight competition entering the job market in the industrial era 4.0.

METHOD

This study uses a qualitative research approach with a research focus on internship programs that is aligned with MBKM. This approach is used due to the nature of the research which is a flagship research cluster with a product orientation in the form of guides, articles, books, and policy implications.

1. Source of Information

The research was conducted with sources of information from industry and business (IDUKA). The industries used as a source of information in this study include: (1) PT Dua Anyam, a company engaged in the woven handicraft business that empowers communities in the East Indonesia NTT region, provides internship opportunities for students in semester 5 and above to learn to manage a potential business and it is Social Entrepreneurship; (2) PT Global Digital Niaga, the company that produces the Bli-Bli application platform, is a pioneer in the field of retail online purchases throughout Indonesia; and (3) the Nara Creative Foundation, a foundation engaged in the field of Eco Tourism to develop the potential of tourist areas based on the economic growth of residents around tourist objects.

2. Data collection technique

Data collection techniques in this study are interviews and documentation studies. Interviews with IDUKA (industries and business) informants were conducted through FGDs via the zoom platform media. While documentation studies were used in order to obtain in-depth information about the concept of Merdeka Belajar.

Previously, researchers coordinated to determine the agreement on zoom meeting schedules. Based on the agreement, the FGD was held on 10 and 14 August 2021 at 15.00 WIB and 10.00 WIB. The reason for conducting FGDs is for obtaining information effectively. Each company made a presentation with a duration of 40 minutes, followed by a

50-minute discussion. In the discussion session, the research team asked in-depth questions to obtain answers that were most meaningful, urgent, and relevant to the purpose of the interview. The FGD discussion ended with clarification of all the answers of the informants and drawing conclusions that strengthened all explanations so that in this context it included data validation.

Documentation studies were carried out by researchers to analyze various published policies and regulations of the Ministry of Education and Culture related to the implementation of the Merdeka Belajar program. A review was carried out on good printed or electronic documents issued by ministries and universities regarding the Internship and Independent Study programs.

3. Data analysis technique

The qualitative data analysis technique was carried out by organizing data, selecting it into units that can be analyzed, finding important things, and deciding which parts will be blended into important points, four components namely data collection, data reduction, data presentation, and data verification or conclusion drawing. The interrelationships of the four components were shown interactively in the data collection process so that the activities were carried out on an ongoing basis.

The next step was data collection. At this stage, the researcher collected all field notes that have been made based on interviews and observations, data reduction and categorization. At this stage the process of simplifying and categorizing data, displaying data, was the process of displaying data as a result of reduction and categorization in a matrix based on certain criteria, drawing conclusions, if the results of the data display showed that the data obtained is sufficient and in accordance with the information needed, the formulation of conclusions using theory and data results in the field were taken.

Furthermore, the researchers formulated the concept of internship which is synchronic with the concept of independent learning, formulating a formula for strengthening working programs that can be used as a basis and suitable for implementation in the department or study program environment. For this reason, an FGD agenda was carried out which presented curriculum experts, the industrial community, and HRD practitioners.

4. Research Instruments

To collect research data, interview techniques were used via zoom media with FGD events. For additional data, the informants filled out questionnaires via the Google form application sent by the research team. The construction or interview grid is outlined in Table 1.

Table 1. Interview Grids with IDUKA

No	Question Aspect
1	The readiness of the industrial community to welcome the Ministry of Education and Culture's MBKM certified internship program

2	Operational financing for MBKM Internship student assistance
3	Preparation of syllabus/internship materials
4	Flexibility of credit conversion with the scope of internship material
5	Stages of the mentoring process by company instructors
6	Learning design
7	Development of soft skills of apprentices
8	Development of hard skills of apprentices
9	Project assignments that must be completed by apprentices
10	Evaluation process
11	Consolidation and communication with the campus to determine the success and performance of apprentices

RESULTS AND DISCUSSION

1. SKS Conversion Synchronization

As stated in the Decree of the Minister of Education and Culture Number 74/P/2021 concerning Recognition of Semester Credit Units for the Independent Campus Learning Program that students have the right to convert 20 credits for MBKM activities. Meanwhile, according to the 2017 curriculum, internship activities may not be linear. This means that there is a gap in calculating credit scores between campuses and the industries.

In this context, internship activities can be recognized by the campus as additional courses listed on the Diploma Supplement (SKPI) or converted as "Pre-Requirement" courses. It means that material in internship activities cannot be recognized and converted into credits if it is not in line with the university curriculum.

2. Learning Design

Based on the opinions of the field supervisors, and the interviewees, it was discovered that the internship program can equip participants with soft skills and hard skills. This internship program is divided into 3 methods, including: (a) 10% coaching method; (b) 20% in-class training; and 70% project practice or implementation.

Industries offer more practical compositions with the intention of strengthening real work skills. Case studies were conducted on Paragon partners. Some of the activities students need to undertake in internships include: (a) developing soft skills, (b) developing hard skills; (c) Project assignments; and (d) employer branding.

a. Development of soft skills

Currently, soft skills are absolute abilities that must be owned by someone when entering the workplace. The internship program can be a means for students to develop their

soft skills. Therefore, in the curriculum and design of apprenticeship learning it is necessary to include activities that can develop students' soft skills. The learning design for the development of student soft skills during internships includes: (1) fostered by competent and dedicated industrial mentors; (2) in the form of in-class training; (3) there are evaluations in the form of quizzes, pre-tests, and post-tests for each class; (4) direct implementation of in-class training materials during project assignments; (5) in-class training every week with different experts to deepen the basic soft-skills needed in the world of work; (6) students can develop into professionals who master basic skills and instill design thinking in every problem they face; and (7) become employer branding to improve company branding by managing social media (podcast, Instagram, YouTube, LinkedIn, etc.), designing content, activating branding online and offline.

b. Development of hard skills

Practical hard skills must be possessed by students in order to work. The knowledge gained by students while carrying out their education at university needs to be further developed according to the situation in the workplace. Currently the development of technology has been progressing rapidly, students need to develop hard skills in accordance with currently developing technology. The learning design of the internship program to develop hard skills includes: (1) Fostered by each directorate with trainers who are experienced in their fields; (2) in the form of in-class training, observations, quizzes, assignments, FGDs, presentations, case studies, market visits, and others; (3) adjustments to the participant's field of study; (4) Basic Human Resources Management; (5) Equal Employment Opportunity; (6) HR Basic Skills; and (7) Evaluation process of each class (Quiz, pre-test, post-test).

c. Project assignment

Project assignment is a core activity of the internship program. In this activity, students are directly involved in working in the industry. Students can practice their knowledge and strengthen the soft skills and hard skills they have learned before. Students mingle with professional workers in the industry to communicate and collaborate with each other to solve real challenges in the industry accompanied by professional field mentors. Strong collaboration with industry and being mentored by experienced professionals in handling projects helps students gain industry experience (Lamancusa, et al., 2008).

Students can see a problem from a helicopter view which is very useful when doing project assignments. The learning design for this activity includes: (1) communicating with other directorates; (2) make long-term plans regarding social media projects held; (3) research on the content created; (4) evaluation for future improvement; (5) learn to create interesting content; (6) propose and contribute to a project improvement; and (7) holding real cases directly faced by the company. Competency expertise or skills and Graduate Learning Outcomes (CPL) need to be further developed so that the activities that will be held in the internship program can run optimally and are able to achieve the learning objectives expected of students. Implementation of student learning focuses on three aspects of competence, namely knowledge, skills, and attitudes (Nashiroh, 2017). Research by Cahyani (2017) shows that the right competency skills and the suitability of internships

have a positive relationship to readiness to enter the job market. An example of the results of developing competency skills in the form of topics, modules, and learning objectives for one of the resulting internship programs can be seen in Table 2.

Table 2. Topics, modules, and Learning Objectives of One of the Internship Programs

Topic	Module	Learning Objectives
Introduction to Business and industry	Understanding the art of Business	Understand the origin & history of business
		Participants understand the values adopted by the industry and what differentiate them from other companies
		Understand business forms
		Understand the industry ways of doing business and differentiator among other companies.
Brand & Product Portfolio	Brand & Product Portfolio	Understand and know company's Brand & Product Portfolio
		Understand and know Brand & Product Portfolio Process of Product.
Design Thinking Design	Concept of Thinking	Participants can understand Design Thinking in general
		Participants recognize the application of Design thinking tools in making an innovation
		Participants can understand the ideation process as the first step in innovating and being creative
	Analytical and Critical Thinking	Participants understand the terms Analytical and Critical Thinking
		Participants understand the implementation of Analytical and Critical Thinking in everyday life
		Participants understand the importance of Analytical and Critical Thinking in business processes
		Participants can apply Analytical and Critical Thinking in everyday life and in preparing projects
Basic Skill	Building Relationship and Facilitation	Participants can understand and empathize with partners and teams

	Skill	Participants can build good relationships and trust with interlocutors and teams
		Participants can convey key information effectively
		Able to complete, clarify and dig up information
		Use the right strategies and tools in communicating
	Basic Problem Solving	Participants understand the concept of Problem Solving
		Participants understand how to solve problems
		Participants can apply the concept of problem solving in everyday life and in preparing projects
Personal Branding	Personal Branding	Participants can understand the concept of Personal Branding
		Participants can apply the implementation of Personal Branding in expressing opinions and discussing.
Soft Skills	Project Management	Participants understand the concept of project management and how to identify a project
		Participants understand the Project Life Cycle
		Participants can use basic project management tools
		Participants understand the concept and implementation of Agile Project Management.
	Basic Business Acumen	Participants understand the basic concepts of Business Acumen
		Participants understand terminology, components, or management tools that are commonly used in the business world
		Participants know the business process in creating products and services.
		Participants understand the basic concepts of business strategy
		Participants know how employees can contribute to improving company performance.

	Communication	Participants understand effective, assertive dan confident communication
	Skill	Participants understand about building effective communication
		Participants understand the tools in implementing good communication
		Participants understand the impact and importance of good communication at work
		Participants can apply effective, assertive, and confident communication in everyday life
	Presentation Skill	Participants understand about good presentation
		Participants can make effective and interesting presentations
		Participants can deliver presentations well and confidently
	Public Speaking	Participants understand Public Speaking
		Participants can do Public Speaking effectively
		Participants can apply Public Speaking both in daily life and in projects that will be carried out
	Time Management	Participants can understand the concept of Time Management
		Participants can determine task priorities in work and daily life
		Participants know the tools that are commonly used in Time Management
		Participants can implement Time Management techniques in everyday life and in preparing projects

3. Assessment system

The assessment system is structured in such a way that each activity has a rating weight. The assessment method for hard skills and project assignments uses authentic assessment. Implementation of authentic assessments allows apprentice students to complete a task or demonstrate a performance in solving a real problem that exists in an

industrial environment (Supraptono, et al, 2022). The biggest weight for the internship program lies in the project assignment as the most student activity in participating in the internship program. An example of the results of designing a scoring system can be seen in Table 3, a case study at Paragon.

Table 3. Example of an Internship Program Assessment Design

Topic	Module	Assessment Method	Weight (%)
Soft skills	Understanding Paragon Business	Pretest & Post Test	10
		Pretest & Post Test	
	Paragon's Brand & Product Portfolio	Pretest & Post Test	
		Pretest & Post Test	
	Concept of Design Thinking	Pretest & Post Test	
		Pretest & Post Test	
	Paragon's Brand & Product Portfolio	Pretest & Post Test	
		Pretest & Post Test	
	Concept of Design Thinking	Pretest & Post Test	
		Pretest & Post Test	
	Analytical and Critical Thinking	Pretest & Post Test	
		Pretest & Post Test	
	Building Relationship and Facilitation Skill	Pretest & Post Test	
	Basic Problem-Solving	Pretest & Post Test	
	Project Management	Pretest & Post Test	
	Basic Business Acumen	Pretest & Post Test	
	Communication Skill	Pretest & Post Test	
	Presentation Skill	Pretest & Post Test	
	Public Speaking		
	Time Management		
	Personal Branding		
Hard skills	Based on Directorate	Quiz Assignment Sharing Session Case Study Task	10
Project Assignment	Based nn Directorate	Mid-Test (project presentation)	40
		Final Test (project presentation)	40

CONCLUSION

Several conclusions that can be drawn from the present study : (1) Internship in the context of MBKM is called a Certified Internship, with the orientation of developing soft skills, hard skills and project assignments; (2) Learning design in internship programs includes coaching methods, in-class training, project implementation practices; (3) Learning outcomes after the internship program include understanding work culture, understanding branding, communication skills and the ability to work together, quick adaptation skills and time management; (4) The internship program can be converted up to 20 credits depending on the linearity or compatibility of the courses with learning materials in the industry. If there is a discrepancy, then the internship learning material is recognized as an additional regular course which can be included in the SKPI (Diploma Supplement) or prerequisite courses; and (5) MBKM Internship Learning (certified) has the potential to realize graduate competencies that are in line with the needs and demands of the business or industry. The assessment system is structured in such a way that each activity has a rating weight. The assessment method for hard skills and project assignments uses authentic assessment. Implementation of authentic assessments allows apprentice students to complete a task or demonstrate a performance in solving a real problem that exists in an industrial environment (Supraptono, et al, 2022). The biggest weight for the internship program lies in the project assignment as the most student activity in participating in the internship program. An example of the results of designing a scoring system can be seen in Table 3, a case study at Paragon

SUGGESTION

Department managers are expected to be able to assist students in choosing industrial partners for internships. The selection of industrial internship places is essential because it is related to recognition and synchronization with the courses listed in the applicable curriculum. For Faculty managers, it is hoped that they can expand the network of cooperation with various industries as part of efforts to facilitate student access to obtain internships that are in accordance with the field of study or study program. Meanwhile, the Career Preparation Development unit is expected to be able to provide facilitation to students so that they are ready to compete or be ready to face selection to take part in highly competitive tertiary internship programs, especially for national and multi-national companies.

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==MANUSKRIP PERDANA (AWAL SUBMIT)==

Syncronization of Certified Intenship Program in the Implementation of Merdeka Belajar and Kurikulum Merdeka at the Faculty of Engineering Universitas Negeri Semarang

Eko Supraptono ✉, Ulfa Medaty, Fitria Ekarini, Putri K Nashiro, Hari Setiyawan

Fakultas Teknik Universitas Negeri Semarang, Indonesia

Correspondence: ekosupraptono@mail.unnes.ac.id

Abstract

This study aims to find a formula for synchronizing the internship program that is in line with the independent learning policy (Merdeka Belajar) in preparing apprentice students to face very tight competition entering the job market in the industrial era 4.0. The other objective is to realize several Vocational Education Management Study Center programs. The implementation of the Internship program in the context of "Merdeka Belajar" and "Kurikulum Merdeka" (MBKM) still faces fundamental problems, resulting in activities that have not had the maximum impact, namely the realization of work readiness, work culture, soft skill competencies and hard skill competencies that are aligned with the field of study. This study aims to find a formula for synchronizing the internship program that is in line with the independent learning policy (Merdeka Belajar) in preparing apprentice students to face very tight competition entering the job market in the industrial era 4.0. The other objective is to realize several Vocational Education Management Study Center programs. The results of the study from this study center can be developed into a real program to improve the implementation of the MBKM internship. The method used in this

research is a qualitative approach. To obtain research data, FGD activities, interviews with IDUKA actors, vocational education experts, the Human Resources Development (HRD) community and related practitioners were used. Data analysis techniques are confirmation, triangulation, and accountability cross checks. The results of the study show that the alignment of the certified internship program is carried out through agreements with partner industries; the number of credit conversions as the right of apprentice students can be achieved by developing a syllabus and study plan that integrates industry needs; the mentoring process is carried out collaboratively between the industrial assistance team and the university.

Key word : certified internship; kurikulum merdeka; merdeka belajar; synchronization program

INTRODUCTION

The independent learning policy (Merdeka Belajar) of the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) can be interpreted as an effort by higher education institutions to respond to the era of disruption that has shaken the mindset and established learning system so far. The sudden changes in the disruption era have had an impact on various sectors which are very significant, affecting readiness, adaptation, and innovation that campuses are often not ready to face. Lian (2019) argues that the era of disruption has led to intense competition, the education system in Indonesia requires changes so that it can be on par with the education systems in developed countries and overcome the challenges of the education sector. Various universities in other parts of the world are exist and some have closed because they cannot adapt to current development of technology.

Experts argues that higher education nowadays cannot only focus on helping students to be proficient in a particular competence. Changes that occur in the disruption era require universities to combine their resources and capabilities with currently developing technology, so that they can achieve competitive advantage in a sustainable manner (Hidayat, 2020). Students need to redefine the acquisition of knowledge that is comprehensive, interdisciplinary and supported by a variety of skills to face the disruption era in the 21st century.

Preparing students to focus on one scientific field raises concerns that they will become less creative and narrow-minded people, which will lead to increased unemployment. The large number of unemployed in Indonesia is caused by low skills and expertise (Sumantika & Susanti, 2021). Therefore, it is important for tertiary institutions to prepare students who have multi competency, multi knowledge, and skills that are relevant to the current situation, and in accordance with the demands of the business or industrial world.

The latest Ministry of Education and Culture policy breakthrough regarding the term Merdeka Belajar (Freedom of Learning) in the Higher Education Curriculum, has an orientation in taking interdisciplinary courses that has a strong significance for strengthening science. The Internship Program for one semester and one year is a solution

that has a strong alignment and relevance to the higher education learning process which has the vision of delivering competitive graduates to face the disruption era. Kholik, et al (2022) stated that the policy of changing the Merdeka Belajar curriculum is an effort to encourage students to master various knowledge that is useful for entering job market in the 21st century. The Merdeka Belajar policy is intended to create an autonomous and flexible learning process in tertiary institutions so that there is a learning culture which is innovative, not restrictive, according to student needs, encouraging students to master various knowledge that is useful for entering the job market (Mariati, 2021).

Meanwhile, Merdeka Belajar has become an important point regarding employment or employment readiness of graduates. The absorption of Universitas Negeri Semarang (UNNES) graduates in business, job market, and the industry is one of the points from the 2021 UNNES KPI (Key Performance Indicators) which should be pursued more seriously. As it is known that through the Academic Field, the guidance of the implementation of the Merdeka Curriculum and the Merdeka Belajar Kampus Merdeka (MBKM) have been prepared which are directed as implementation guidelines for students in carrying out study programs outside the campus, including the internship program. The right to study outside the campus is expected to provide real life experience that students will later encounter after graduating from university. MBKM activities provide opportunities for students to determine the courses they will take according to the Merdeka Belajar program they are participating in. One of the government programs regarding MBKM that gives students experience working in the industry is Internship and Certified Independent Study (MSIB).

Certified internship is equivalent to industrial work practices. For academics at the Faculty of Engineering-Unnes, this activity is ideal, relevant, and urgent to produce graduates who are ready to work and competent to enter IDUKA. Faculty with its various study programs need to design real actions to design visible and measurable internship programs so that post-internship output targets can be used as a starting point for policies that are implementable and in line with university policies in realizing Strategic Plans and KPI achievement.

As a support for this policy, the Ministry of Education and Culture invites world-class organizations to provide Certified Independent Internship and Certified Independent Study programs, which are later known as the Micro credential Program, including providing subsidized funding (Belmawa Directorate, 2021). From the results of the studies by the ministry, there are up-to-date ideas which lead to efforts to improve the quality of learning, curriculum relevance and synchronization, higher education development policies, curriculum development, preparation of elements of learning outcomes in courses, reconstruction of course syllabus and RPS, constructivism in learning, models and methods with the Student Centered Learning (SCL) approach, integrating learning outcomes of attitudes and values as well as general skills/soft skills, assessment of learning processes and outcomes, preparation of assessment rubrics, preparation of teaching materials, and learning media.

The issue of synchronization of the activities of Certified MBKM Internship program is very relevant to the concepts held by the Center for Vocational Management Studies

(PKMV) of the Department of Electrical Engineering 2020-2024 working program. In addition, the research which is developed in line with the UNNES Strategic Plan is a continuation of previous research that has been carried out by members of the PKMV team for the 2020 fiscal year. The research recommendations call for efforts to synchronize the internship program comprehensively (Suraptono, et al, 2020).

Internship is the main requirement to go through the educational process. Final year students are required to do an internship at a company before getting their degree. The higher demands of the job market have resulted in the importance of the internship process in the future (Clinton, R. E., 1984).

Internship has been regulated in Law no. 13 of 2003 concerning Manpower, especially articles 21 – 30. And more specifically, it is regulated in the Regulation of the Minister of Manpower and Transmigration no. Per.22/Men/IX/2009 concerning Implementation of Domestic Internship. In the Ministerial Regulation, internship is defined as part of a job training system that is organized in an integrated manner between training at training institutions and working directly under the guidance and supervision of instructors or workers who are more experienced in the process of producing goods and/or services at companies, in order to master a particular skill or expertise.

Internship is part of job training, usually it is carried out by final year students or grade 3 SMK students (PKL) as one of the main requirements for completing the educational process. Meanwhile, job training is usually attended by workers who have signed a work contract with the company in order to develop work competence and employee productivity.

Based on the description above, it is very urgent to strengthen the internship program with Merdeka Belajar that is in line with the achievement of the UNNES 2021 KPI. It is very urgent to be studied from various aspects and components through this research. The purpose of the present study is to find a formula for harmonizing the Industrial Internship program that is in line with the Merdeka Belajar policy in preparing apprentice student to face very tight competition entering the job market in the industrial era 4.0.

METHOD

This study uses a qualitative research approach with a research focus on internship programs that is aligned with MBKM. This approach is used due to the nature of the research which is a flagship research cluster with a product orientation in the form of guides, articles, books, and policy implications.

1. Source of Information

The research was conducted with sources of information from industry and business (IDUKA). The industries used as a source of information in this study include: (1) PT Dua Anyam, a company engaged in the woven handicraft business that empowers communities in the East Indonesia NTT region, provides internship opportunities for students in semester 5 and above to learn to manage a potential business and it is Social Entrepreneurship; (2) PT Global Digital Niaga, the company that produces the Bli-Bli application platform, is a

pioneer in the field of retail online purchases throughout Indonesia; and (3) the Nara Creative Foundation, a foundation engaged in the field of Eco Tourism to develop the potential of tourist areas based on the economic growth of residents around tourist objects.

2. Data collection technique

Data collection techniques in this study are interviews and documentation studies. Interviews with IDUKA (industries and business) informants were conducted through FGDs via the zoom platform media. While documentation studies were used in order to obtain in-depth information about the concept of Merdeka Belajar.

Previously, researchers coordinated to determine the agreement on zoom meeting schedules. Based on the agreement, the FGD was held on 10 and 14 August 2021 at 15.00 WIB and 10.00 WIB. The reason for conducting FGDs is for obtaining information effectively. Each company made a presentation with a duration of 40 minutes, followed by a 50-minute discussion. In the discussion session, the research team asked in-depth questions to obtain answers that were most meaningful, urgent, and relevant to the purpose of the interview. The FGD discussion ended with clarification of all the answers of the informants and drawing conclusions that strengthened all explanations so that in this context it included data validation.

Documentation studies were carried out by researchers to analyze various published policies and regulations of the Ministry of Education and Culture related to the implementation of the Merdeka Belajar program. A review was carried out on good printed or electronic documents issued by ministries and universities regarding the Internship and Independent Study programs.

3. Data analysis technique

The qualitative data analysis technique was carried out by organizing data, selecting it into units that can be analyzed, finding important things, and deciding which parts will be blended into important points, four components namely data collection, data reduction, data presentation, and data verification or conclusion drawing. The interrelationships of the four components were shown interactively in the data collection process so that the activities were carried out on an ongoing basis.

The next step was data collection. At this stage, the researcher collected all field notes that have been made based on interviews and observations, data reduction and categorization. At this stage the process of simplifying and categorizing data, displaying data, was the process of displaying data as a result of reduction and categorization in a matrix based on certain criteria, drawing conclusions, if the results of the data display showed that the data obtained is sufficient and in accordance with the information needed, the formulation of conclusions using theory and data results in the field were taken.

Furthermore, the researchers formulated the concept of internship which is synchronic with the concept of independent learning, formulating a formula for strengthening working programs that can be used as a basis and suitable for implementation in the department or

study program environment. For this reason, an FGD agenda was carried out which presented curriculum experts, the industrial community, and HRD practitioners.

4. Research Instruments

To collect research data, interview techniques were used via zoom media with FGD events. For additional data, the informants filled out questionnaires via the Google form application sent by the research team. The construction or interview grid is outlined in Table 1.

Table 1. Interview Grids with IDUKA

No	Question Aspect
1	The readiness of the industrial community to welcome the Ministry of Education and Culture's MBKM certified internship program
2	Operational financing for MBKM Internship student assistance
3	Preparation of syllabus/internship materials
4	Flexibility of credit conversion with the scope of internship material
5	Stages of the mentoring process by company instructors
6	Learning design
7	Development of soft skills of apprentices
8	Development of hard skills of apprentices
9	Project assignments that must be completed by apprentices
10	Evaluation process
11	Consolidation and communication with the campus to determine the success and performance of apprentices

RESULTS AND DISCUSSION

1. SKS Conversion Synchronization

As stated in the Decree of the Minister of Education and Culture Number 74/P/2021 concerning Recognition of Semester Credit Units for the Independent Campus Learning Program that students have the right to convert 20 credits for MBKM activities. Meanwhile, according to the 2017 curriculum, internship activities may not be linear. This means that there is a gap in calculating credit scores between campuses and the industries.

In this context, internship activities can be recognized by the campus as additional courses listed on the Diploma Supplement (SKPI) or converted as "Pre-Requirement"

courses. It means that material in internship activities cannot be recognized and converted into credits if it is not in line with the university curriculum.

2. Learning Design

Based on the opinions of the field supervisors, and the interviewees, it was discovered that the internship program can equip participants with soft skills and hard skills. This internship program is divided into 3 methods, including: (a) 10% coaching method; (b) 20% in-class training; and 70% project practice or implementation.

Industries offer more practical compositions with the intention of strengthening real work skills. Case studies were conducted on Paragon partners. Some of the activities students need to undertake in internships include: (a) developing soft skills, (b) developing hard skills; (c) Project assignments; and (d) employer branding.

a. Development of soft skills

Currently, soft skills are absolute abilities that must be owned by someone when entering the workplace. The internship program can be a means for students to develop their soft skills. Therefore, in the curriculum and design of apprenticeship learning it is necessary to include activities that can develop students' soft skills. The learning design for the development of student soft skills during internships includes: (1) fostered by competent and dedicated industrial mentors; (2) in the form of in-class training; (3) there are evaluations in the form of quizzes, pre-tests, and post-tests for each class; (4) direct implementation of in-class training materials during project assignments; (5) in-class training every week with different experts to deepen the basic soft-skills needed in the world of work; (6) students can develop into professionals who master basic skills and instill design thinking in every problem they face; and (7) become employer branding to improve company branding by managing social media (podcast, Instagram, YouTube, LinkedIn, etc.), designing content, activating branding online and offline.

b. Development of hard skills

Practical hard skills must be possessed by students in order to work. The knowledge gained by students while carrying out their education at university needs to be further developed according to the situation in the workplace. Currently the development of technology has been progressing rapidly, students need to develop hard skills in accordance with currently developing technology. The learning design of the internship program to develop hard skills includes: (1) Fostered by each directorate with trainers who are experienced in their fields; (2) in the form of in-class training, observations, quizzes, assignments, FGDs, presentations, case studies, market visits, and others; (3) adjustments to the participant's field of study; (4) Basic Human Resources Management; (5) Equal Employment Opportunity; (6) HR Basic Skills; and (7) Evaluation process of each class (Quiz, pre-test, post-test).

c. Project assignment

Project assignment is a core activity of the internship program. In this activity, students are directly involved in working in the industry. Students can practice their knowledge and strengthen the soft skills and hard skills they have learned before. Students

mingle with professional workers in the industry to communicate and collaborate with each other to solve real challenges in the industry accompanied by professional field mentors. Strong collaboration with industry and being mentored by experienced professionals in handling projects helps students gain industry experience (Lamancusa, et al., 2008).

Students can see a problem from a helicopter view which is very useful when doing project assignments. The learning design for this activity includes: (1) communicating with other directorates; (2) make long-term plans regarding social media projects held; (3) research on the content created; (4) evaluation for future improvement; (5) learn to create interesting content; (6) propose and contribute to a project improvement; and (7) holding real cases directly faced by the company. Competency expertise or skills and Graduate Learning Outcomes (CPL) need to be further developed so that the activities that will be held in the internship program can run optimally and are able to achieve the learning objectives expected of students. Implementation of student learning focuses on three aspects of competence, namely knowledge, skills, and attitudes (Nashiroh, 2017). Research by Cahyani (2017) shows that the right competency skills and the suitability of internships have a positive relationship to readiness to enter the job market. An example of the results of developing competency skills in the form of topics, modules, and learning objectives for one of the resulting internship programs can be seen in Table 2.

Table 2. Topics, modules, and Learning Objectives of One of the Internship Programs

Topic	Module	Learning Objectives
Introduction to Business and industry	Understanding the art of Business	Understand the origin & history of business
		Participants understand the values adopted by the industry and what differentiate them from other companies
		Understand business forms
		Understand the industry ways of doing business and differentiator among other companies.
Brand & Product Portfolio	Brand & Product Portfolio	Understand and know company's Brand & Product Portfolio
		Understand and know Brand & Product Portfolio Process of Product.
Design Thinking Design	Concept of Thinking	Participants can understand Design Thinking in general
		Participants recognize the application of Design thinking tools in making an innovation
		Participants can understand the ideation process as

		the first step in innovating and being creative
	Analytical and Critical Thinking	Participants understand the terms Analytical and Critical Thinking
		Participants understand the implementation of Analytical and Critical Thinking in everyday life
		Participants understand the importance of Analytical and Critical Thinking in business processes
		Participants can apply Analytical and Critical Thinking in everyday life and in preparing projects
Basic Skill	Building Relationship and Facilitation Skill	Participants can understand and empathize with partners and teams
		Participants can build good relationships and trust with interlocutors and teams
		Participants can convey key information effectively
		Able to complete, clarify and dig up information
		Use the right strategies and tools in communicating
	Basic Problem Solving	Participants understand the concept of Problem Solving
		Participants understand how to solve problems
		Participants can apply the concept of problem solving in everyday life and in preparing projects
Personal Branding	Personal Branding	Participants can understand the concept of Personal Branding
		Participants can apply the implementation of Personal Branding in expressing opinions and discussing.
Soft Skills	Project Management	Participants understand the concept of project management and how to identify a project
		Participants understand the Project Life Cycle
		Participants can use basic project management tools
		Participants understand the concept and

		implementation of Agile Project Management.
	Basic Business Acumen	Participants understand the basic concepts of Business Acumen
		Participants understand terminology, components, or management tools that are commonly used in the business world
		Participants know the business process in creating products and services.
		Participants understand the basic concepts of business strategy
		Participants know how employees can contribute to improving company performance.
	Communication	Participants understand effective, assertive dan confident communication
	Skill	Participants understand about building effective communication
		Participants understand the tools in implementing good communication
		Participants understand the impact and importance of good communication at work
		Participants can apply effective, assertive, and confident communication in everyday life
	Presentation Skill	Participants understand about good presentation
		Participants can make effective and interesting presentations
		Participants can deliver presentations well and confidently
	Public Speaking	Participants understand Public Speaking
		Participants can do Public Speaking effectively
		Participants can apply Public Speaking both in daily life and in projects that will be carried out
	Time Management	Participants can understand the concept of Time Management

	Participants can determine task priorities in work and daily life
	Participants know the tools that are commonly used in Time Management
	Participants can implement Time Management techniques in everyday life and in preparing projects

3. Assessment system

The assessment system is structured in such a way that each activity has a rating weight. The assessment method for hard skills and project assignments uses authentic assessment. Implementation of authentic assessments allows apprentice students to complete a task or demonstrate a performance in solving a real problem that exists in an industrial environment (Supraptono, et al, 2022). The biggest weight for the internship program lies in the project assignment as the most student activity in participating in the internship program. An example of the results of designing a scoring system can be seen in Table 3, a case study at Paragon.

Table 3. Example of an Internship Program Assessment Design

Topic	Module	Assessment Method	Weight (%)
Soft skills	Understanding Paragon Business	Pretest & Post Test	10
	Paragon's Brand & Product Portfolio	Pretest & Post Test	
	Concept of Design Thinking	Pretest & Post Test	
	Paragon's Brand & Product Portfolio	Pretest & Post Test	
	Concept of Design Thinking	Pretest & Post Test	
	Analytical and Critical Thinking	Pretest & Post Test	
	Building Relationship and Facilitation Skill	Pretest & Post Test	
	Basic Problem-Solving	Pretest & Post Test	
	Project Management	Pretest & Post Test	
	Basic Business Acumen	Pretest & Post Test	
	Communication Skill	Pretest & Post Test	
	Presentation Skill	Pretest & Post Test	
	Public Speaking		
	Time Management		
	Personal Branding		
Hard skills	Based on Directorate	Quiz Assignment Sharing Session Case Study Task	10
Project Assignment	Based nn Directorate	Mid-Test (project presentation)	40
		Final Test (project presentation)	40

CONCLUSION

Several conclusions that can be drawn from the present study : (1) Internship in the context of MBKM is called a Certified Internship, with the orientation of developing soft skills, hard skills and project assignments; (2) Learning design in internship programs includes coaching methods, in-class training, project implementation practices; (3) Learning outcomes after the internship program include understanding work culture, understanding branding, communication skills and the ability to work together, quick adaptation skills and time management; (4) The internship program can be converted up to 20 credits depending on the linearity or compatibility of the courses with learning materials in the industry. If there is a discrepancy, then the internship learning material is recognized as an additional regular course which can be included in the SKPI (Diploma Supplement) or prerequisite courses; and (5) MBKM Internship Learning (certified) has the potential to realize graduate competencies that are in line with the needs and demands of the business or industry. The assessment system is structured in such a way that each activity has a rating weight. The assessment method for hard skills and project assignments uses authentic assessment. Implementation of authentic assessments allows apprentice students to complete a task or demonstrate a performance in solving a real problem that exists in an industrial environment (Supraptono, et al, 2022). The biggest weight for the internship program lies in the project assignment as the most student activity in participating in the internship program. An example of the results of designing a scoring system can be seen in Table 3, a case study at Paragon

SUGGESTION

Department managers are expected to be able to assist students in choosing industrial partners for internships. The selection of industrial internship places is essential because it is related to recognition and synchronization with the courses listed in the applicable curriculum. For Faculty managers, it is hoped that they can expand the network of cooperation with various industries as part of efforts to facilitate student access to obtain internships that are in accordance with the field of study or study program. Meanwhile, the Career Preparation Development unit is expected to be able to provide facilitation to students so that they are ready to compete or be ready to face selection to take part in highly competitive tertiary internship programs, especially for national and multi-national companies.

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Lampiran : 1 naskah

Perihal *: Accepted*

Kepada Yth,

Sdr. Dr. Eko Supraptono, M.Pd, dkk
JTE FT UNNES
Di Tempat.

Dengan hormat,

Setelah mencermati manuskrip yang saudara revisi pada beberapa bagian, dengan ini secara detail kami memberikan penilaian :

No	Aspek Review	Komentar/ masukan tim editor
1	Judul	Sudah sesuai dengan catatan
2	Abstrak	Sudah sesuai dengan catatan
3	Bagian pendahuluan	Telah dilengkapi dengan rujukan primer
4	Metodologi	Telah ditulis secara runtut dan terukur
5	Hasil penelitian	Disajikan dengan runtut dan terukur logis
6	Kesimpulan	Sudah sesuai

Hasil penilaian tim editor **: Accepted**

Semarang, 15 April 2017,

Chief in editor,

Dr. Eng. Yeri Sutopo, M.Pd.M.T
NIP. 19630730198702100

Syncronization of Certified Intenship Program in the Implementation of Merdeka Belajar and Kurikulum Merdeka.

Eko Supraptono ✉, Ulfa Medaty, Fitria Ekarini, Putri K Nashiro, Hari Setiyawan

Fakultas Teknik Universitas Negeri Semarang, Indonesia

Correspondence: ekosupraptono@mail.unnes.ac.id

Abstract
The implementation of the Internship program in the context of "Merdeka Belajar" and "Kurikulum Merdeka" (MBKM) still faces fundamental problems, resulting in activities that have not had the maximum impact, namely the realization of work readiness, work culture, soft skill competencies and hard skill competencies that are aligned with the field of study. This study aims to find a formula for synchronizing the internship program that is

in line with the independent learning policy (Merdeka Belajar) in preparing apprentice students to face very tight competition entering the job market in the industrial era 4.0. The other objective is to realize several Vocational Education Management Study Center programs. The results of the study from this study center can be developed into a real program to improve the implementation of the MBKM internship. The method used in this research is a qualitative approach. To obtain research data, FGD activities, interviews with IDUKA actors, vocational education experts, the Human Resources Development (HRD) community and related practitioners were used. Data analysis techniques are confirmation, triangulation, and accountability cross checks. The results of the study show that the alignment of the certified internship program is carried out through agreements with partner industries; the number of credit conversions as the right of apprentice students can be achieved by developing a syllabus and study plan that integrates industry needs; the mentoring process is carried out collaboratively between the industrial assistance team and the university.

Key word : certified internship; kurikulum merdeka; merdeka belajar; synchronization program

INTRODUCTION

The independent learning policy (Merdeka Belajar) of the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) can be interpreted as an effort by higher education institutions to respond to the era of disruption that has shaken the mindset and established learning system so far. The sudden changes in the disruption era have had an impact on various sectors which are very significant, affecting readiness, adaptation, and innovation that campuses are often not ready to face. Lian (2019) argues that the era of disruption has led to intense competition, the education system in Indonesia requires changes so that it can be on par with the education systems in developed countries and overcome the challenges of the education sector. Various universities in other parts of the world are exist and some have closed because they cannot adapt to current development of technology.

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to the current situation, and in accordance with the demands of the business or industrial world.

The latest Ministry of Education and Culture policy breakthrough regarding the term Merdeka Belajar (Freedom of Learning) in the Higher Education Curriculum, has an orientation in taking interdisciplinary courses that has a strong significance for strengthening science. The Internship Program for one semester and one year is a solution that has a strong alignment and relevance to the higher education learning process which has the vision of delivering competitive graduates to face the disruption era. Kholik, et al (2022) stated that the policy of changing the Merdeka Belajar curriculum is an effort to encourage students to master various knowledge that is useful for entering job market in the 21st century. The Merdeka Belajar policy is intended to create an autonomous and flexible learning process in tertiary institutions so that there is a learning culture which is innovative, not restrictive, according to student needs, encouraging students to master various knowledge that is useful for entering the job market (Mariati, 2021).

Meanwhile, Merdeka Belajar has become an important point regarding employment or employment readiness of graduates. The absorption of Universitas Negeri Semarang (UNNES) graduates in business, job market, and the industry is one of the points from the 2021 UNNES KPI (Key Performance Indicators) which should be pursued more seriously. As it is known that through the Academic Field, the guidance of the implementation of the Merdeka Curriculum and the Merdeka Belajar Kampus Merdeka (MBKM) have been prepared which are directed as implementation guidelines for students in carrying out study programs outside the campus, including the internship program. The right to study outside the campus is expected to provide real life experience that students will later encounter after graduating from university. MBKM activities provide opportunities for students to determine the courses they will take according to the Merdeka Belajar program they are participating in. One of the government programs regarding MBKM that gives students experience working in the industry is Internship and Certified Independent Study (MSIB).

Certified internship is equivalent to industrial work practices. For academics at the Faculty of Engineering-Unnes, this activity is ideal, relevant, and urgent to produce graduates who are ready to work and competent to enter IDUKA. Faculty with its various study programs need to design real actions to design visible and measurable internship programs so that post-internship output targets can be used as a starting point for policies that are implementable and in line with university policies in realizing Strategic Plans and KPI achievement.

As a support for this policy, the Ministry of Education and Culture invites world-class organizations to provide Certified Independent Internship and Certified Independent Study programs, which are later known as the Micro credential Program, including providing subsidized funding (Belmawa Directorate, 2021). From the results of the studies by the ministry, there are up-to-date ideas which lead to efforts to improve the quality of learning, curriculum relevance and synchronization, higher education development policies, curriculum development, preparation of elements of learning outcomes in courses, reconstruction of course syllabus and RPS, constructivism in learning, models and methods

with the Student Centered Learning (SCL) approach, integrating learning outcomes of attitudes and values as well as general skills/soft skills, assessment of learning processes and outcomes, preparation of assessment rubrics, preparation of teaching materials, and learning media.

The issue of synchronization of the activities of Certified MBKM Internship program is very relevant to the concepts held by the Center for Vocational Management Studies (PKMV) of the Department of Electrical Engineering 2020-2024 working program. In addition, the research which is developed in line with the UNNES Strategic Plan is a continuation of previous research that has been carried out by members of the PKMV team for the 2020 fiscal year. The research recommendations call for efforts to synchronize the internship program comprehensively (Suraptono, et al, 2020).

Internship is the main requirement to go through the educational process. Final year students are required to do an internship at a company before getting their degree. The higher demands of the job market have resulted in the importance of the internship process in the future (Clinton, R. E., 1984).

Internship has been regulated in Law no. 13 of 2003 concerning Manpower, especially articles 21 – 30. And more specifically, it is regulated in the Regulation of the Minister of Manpower and Transmigration no. Per.22/Men/IX/2009 concerning Implementation of Domestic Internship. In the Ministerial Regulation, internship is defined as part of a job training system that is organized in an integrated manner between training at training institutions and working directly under the guidance and supervision of instructors or workers who are more experienced in the process of producing goods and/or services at companies, in order to master a particular skill or expertise.

Internship is part of job training, usually it is carried out by final year students or grade 3 SMK students (PKL) as one of the main requirements for completing the educational process. Meanwhile, job training is usually attended by workers who have signed a work contract with the company in order to develop work competence and employee productivity.

Based on the description above, it is very urgent to strengthen the internship program with Merdeka Belajar that is in line with the achievement of the UNNES 2021 KPI. It is very urgent to be studied from various aspects and components through this research. The purpose of the present study is to find a formula for harmonizing the Industrial Internship program that is in line with the Merdeka Belajar policy in preparing apprentice student to face very tight competition entering the job market in the industrial era 4.0.

METHOD

This study uses a qualitative research approach with a research focus on internship programs that is aligned with MBKM. This approach is used due to the nature of the research which is a flagship research cluster with a product orientation in the form of guides, articles, books, and policy implications.

1. Source of Information

The research was conducted with sources of information from industry and business (IDUKA). The industries used as a source of information in this study include: (1) PT Dua Anyam, a company engaged in the woven handicraft business that empowers communities in the East Indonesia NTT region, provides internship opportunities for students in semester 5 and above to learn to manage a potential business and it is Social Entrepreneurship; (2) PT Global Digital Niaga, the company that produces the Bli-Bli application platform, is a pioneer in the field of retail online purchases throughout Indonesia; and (3) the Nara Creative Foundation, a foundation engaged in the field of Eco Tourism to develop the potential of tourist areas based on the economic growth of residents around tourist objects.

2. Data collection technique

Data collection techniques in this study are interviews and documentation studies. Interviews with IDUKA (industries and business) informants were conducted through FGDs via the zoom platform media. While documentation studies were used in order to obtain in-depth information about the concept of Merdeka Belajar.

Previously, researchers coordinated to determine the agreement on zoom meeting schedules. Based on the agreement, the FGD was held on 10 and 14 August 2021 at 15.00 WIB and 10.00 WIB. The reason for conducting FGDs is for obtaining information effectively. Each company made a presentation with a duration of 40 minutes, followed by a 50-minute discussion. In the discussion session, the research team asked in-depth questions to obtain answers that were most meaningful, urgent, and relevant to the purpose of the interview. The FGD discussion ended with clarification of all the answers of the informants and drawing conclusions that strengthened all explanations so that in this context it included data validation.

Documentation studies were carried out by researchers to analyze various published policies and regulations of the Ministry of Education and Culture related to the implementation of the Merdeka Belajar program. A review was carried out on good printed or electronic documents issued by ministries and universities regarding the Internship and Independent Study programs.

3. Data analysis technique

The qualitative data analysis technique was carried out by organizing data, selecting it into units that can be analyzed, finding important things, and deciding which parts will be blended into important points, four components namely data collection, data reduction, data presentation, and data verification or conclusion drawing. The interrelationships of the four components were shown interactively in the data collection process so that the activities were carried out on an ongoing basis.

The next step was data collection. At this stage, the researcher collected all field notes that have been made based on interviews and observations, data reduction and categorization. At this stage the process of simplifying and categorizing data, displaying data, was the process of displaying data as a result of reduction and categorization in a matrix based on certain criteria, drawing conclusions, if the results of the data display

showed that the data obtained is sufficient and in accordance with the information needed, the formulation of conclusions using theory and data results in the field were taken.

Furthermore, the researchers formulated the concept of internship which is synchronic with the concept of independent learning, formulating a formula for strengthening working programs that can be used as a basis and suitable for implementation in the department or study program environment. For this reason, an FGD agenda was carried out which presented curriculum experts, the industrial community, and HRD practitioners.

4. Research Instruments

To collect research data, interview techniques were used via zoom media with FGD events. For additional data, the informants filled out questionnaires via the Google form application sent by the research team. The construction or interview grid is outlined in Table 1.

Table 1. Interview Grids with IDUKA

No	Question Aspect
1	The readiness of the industrial community to welcome the Ministry of Education and Culture's MBKM certified internship program
2	Operational financing for MBKM Internship student assistance
3	Preparation of syllabus/internship materials
4	Flexibility of credit conversion with the scope of internship material
5	Stages of the mentoring process by company instructors
6	Learning design
7	Development of soft skills of apprentices
8	Development of hard skills of apprentices
9	Project assignments that must be completed by apprentices
10	Evaluation process
11	Consolidation and communication with the campus to determine the success and performance of apprentices

RESULTS AND DISCUSSION

1. SKS Conversion Synchronization

As stated in the Decree of the Minister of Education and Culture Number 74/P/2021 concerning Recognition of Semester Credit Units for the Independent Campus Learning Program that students have the right to convert 20 credits for MBKM activities. Meanwhile,

according to the 2017 curriculum, internship activities may not be linear. This means that there is a gap in calculating credit scores between campuses and the industries.

In this context, internship activities can be recognized by the campus as additional courses listed on the Diploma Supplement (SKPI) or converted as "Pre-Requirement" courses. It means that material in internship activities cannot be recognized and converted into credits if it is not in line with the university curriculum.

2. Learning Design

Based on the opinions of the field supervisors, and the interviewees, it was discovered that the internship program can equip participants with soft skills and hard skills. This internship program is divided into 3 methods, including: (a) 10% coaching method; (b) 20% in-class training; and 70% project practice or implementation.

Industries offer more practical compositions with the intention of strengthening real work skills. Case studies were conducted on Paragon partners. Some of the activities students need to undertake in internships include: (a) developing soft skills, (b) developing hard skills; (c) Project assignments; and (d) employer branding.

a. Development of soft skills

Currently, soft skills are absolute abilities that must be owned by someone when entering the workplace. The internship program can be a means for students to develop their soft skills. Therefore, in the curriculum and design of apprenticeship learning it is necessary to include activities that can develop students' soft skills. The learning design for the development of student soft skills during internships includes: (1) fostered by competent and dedicated industrial mentors; (2) in the form of in-class training; (3) there are evaluations in the form of quizzes, pre-tests, and post-tests for each class; (4) direct implementation of in-class training materials during project assignments; (5) in-class training every week with different experts to deepen the basic soft-skills needed in the world of work; (6) students can develop into professionals who master basic skills and instill design thinking in every problem they face; and (7) become employer branding to improve company branding by managing social media (podcast, Instagram, YouTube, LinkedIn, etc.), designing content, activating branding online and offline.

b. Development of hard skills

Practical hard skills must be possessed by students in order to work. The knowledge gained by students while carrying out their education at university needs to be further developed according to the situation in the workplace. Currently the development of technology has been progressing rapidly, students need to develop hard skills in accordance with currently developing technology. The learning design of the internship program to develop hard skills includes: (1) Fostered by each directorate with trainers who are experienced in their fields; (2) in the form of in-class training, observations, quizzes, assignments, FGDs, presentations, case studies, market visits, and others; (3) adjustments to the participant's field of study; (4) Basic Human Resources Management; (5) Equal Employment Opportunity; (6) HR Basic Skills; and (7) Evaluation process of each class (Quiz, pre-test, post-test).

c. Project assignment

Project assignment is a core activity of the internship program. In this activity, students are directly involved in working in the industry. Students can practice their knowledge and strengthen the soft skills and hard skills they have learned before. Students mingle with professional workers in the industry to communicate and collaborate with each other to solve real challenges in the industry accompanied by professional field mentors. Strong collaboration with industry and being mentored by experienced professionals in handling projects helps students gain industry experience (Lamancusa, et al., 2008).

Students can see a problem from a helicopter view which is very useful when doing project assignments. The learning design for this activity includes: (1) communicating with other directorates; (2) make long-term plans regarding social media projects held; (3) research on the content created; (4) evaluation for future improvement; (5) learn to create interesting content; (6) propose and contribute to a project improvement; and (7) holding real cases directly faced by the company. Competency expertise or skills and Graduate Learning Outcomes (CPL) need to be further developed so that the activities that will be held in the internship program can run optimally and are able to achieve the learning objectives expected of students. Implementation of student learning focuses on three aspects of competence, namely knowledge, skills, and attitudes (Nashiroh, 2017). Research by Cahyani (2017) shows that the right competency skills and the suitability of internships have a positive relationship to readiness to enter the job market. An example of the results of developing competency skills in the form of topics, modules, and learning objectives for one of the resulting internship programs can be seen in Table 2.

Table 2. Topics, modules, and Learning Objectives of One of the Internship Programs

Topic	Module	Learning Objectives
Introduction to Business and industry	Understanding the art of Business	Understand the origin & history of business
		Participants understand the values adopted by the industry and what differentiate them from other companies
		Understand business forms
		Understand the industry ways of doing business and differentiator among other companies.
Brand & Product Portfolio	Brand & Product Portfolio	Understand and know company's Brand & Product Portfolio
		Understand and know Brand & Product Portfolio Process of Product.
Design Thinking	Concept of Thinking	Participants can understand Design Thinking in general

Design		Participants recognize the application of Design thinking tools in making an innovation
		Participants can understand the ideation process as the first step in innovating and being creative
	Analytical and Critical Thinking	Participants understand the terms Analytical and Critical Thinking
		Participants understand the implementation of Analytical and Critical Thinking in everyday life
		Participants understand the importance of Analytical and Critical Thinking in business processes
		Participants can apply Analytical and Critical Thinking in everyday life and in preparing projects
Basic Skill	Building Relationship and Facilitation Skill	Participants can understand and empathize with partners and teams
		Participants can build good relationships and trust with interlocutors and teams
		Participants can convey key information effectively
		Able to complete, clarify and dig up information
		Use the right strategies and tools in communicating
	Basic Problem Solving	Participants understand the concept of Problem Solving
		Participants understand how to solve problems
		Participants can apply the concept of problem solving in everyday life and in preparing projects
Personal Branding	Personal Branding	Participants can understand the concept of Personal Branding
		Participants can apply the implementation of Personal Branding in expressing opinions and discussing.
Soft Skills	Project Management	Participants understand the concept of project management and how to identify a project
		Participants understand the Project Life Cycle

		Participants can use basic project management tools
		Participants understand the concept and implementation of Agile Project Management.
	Basic Business Acumen	Participants understand the basic concepts of Business Acumen
		Participants understand terminology, components, or management tools that are commonly used in the business world
		Participants know the business process in creating products and services.
		Participants understand the basic concepts of business strategy
		Participants know how employees can contribute to improving company performance.
	Communication	Participants understand effective, assertive dan confident communication
	Skill	Participants understand about building effective communication
		Participants understand the tools in implementing good communication
		Participants understand the impact and importance of good communication at work
		Participants can apply effective, assertive, and confident communication in everyday life
	Presentation Skill	Participants understand about good presentation
		Participants can make effective and interesting presentations
		Participants can deliver presentations well and confidently
	Public Speaking	Participants understand Public Speaking
		Participants can do Public Speaking effectively
		Participants can apply Public Speaking both in daily life and in projects that will be carried out

	Time Management	Participants can understand the concept of Time Management
		Participants can determine task priorities in work and daily life
		Participants know the tools that are commonly used in Time Management
		Participants can implement Time Management techniques in everyday life and in preparing projects

3. Assessment system

The assessment system is structured in such a way that each activity has a rating weight. The assessment method for hard skills and project assignments uses authentic assessment. Implementation of authentic assessments allows apprentice students to complete a task or demonstrate a performance in solving a real problem that exists in an industrial environment (Supraptono, et al, 2022). The biggest weight for the internship program lies in the project assignment as the most student activity in participating in the internship program. An example of the results of designing a scoring system can be seen in Table 3, a case study at Paragon.

Table 3. Example of an Internship Program Assessment Design

Topic	Module	Assessment Method	Weight (%)
Soft skills	Understanding Paragon Business	Pretest & Post Test	10
		Pretest & Post Test	
	Paragon's Brand & Product Portfolio	Pretest & Post Test	
	Concept of Design Thinking	Pretest & Post Test	
		Pretest & Post Test	
	Paragon's Brand & Product Portfolio	Pretest & Post Test	
	Concept of Design Thinking	Pretest & Post Test	
	Analytical and Critical Thinking	Pretest & Post Test	
		Pretest & Post Test	
	Building Relationship and Facilitation Skill	Pretest & Post Test	
	Basic Problem-Solving	Pretest & Post Test	
	Project Management	Pretest & Post Test	
	Basic Business Acumen	Pretest & Post Test	
	Communication Skill	Pretest & Post Test	
	Presentation Skill	Pretest & Post Test	
	Public Speaking		
	Time Management		
	Personal Branding		
Hard skills	Based on Directorate	Quiz Assignment Sharing Session Case Study Task	10
Project Assignment	Based nn Directorate	Mid-Test (project presentation)	40
		Final Test (project presentation)	40

CONCLUSION

Several conclusions that can be drawn from the present study : (1) Internship in the context of MBKM is called a Certified Internship, with the orientation of developing soft skills, hard skills and project assignments; (2) Learning design in internship programs includes coaching methods, in-class training, project implementation practices; (3) Learning outcomes after the internship program include understanding work culture, understanding branding, communication skills and the ability to work together, quick adaptation skills and time management; (4) The internship program can be converted up to 20 credits depending on the linearity or compatibility of the courses with learning materials in the industry. If there is a discrepancy, then the internship learning material is recognized as an additional regular course which can be included in the SKPI (Diploma Supplement) or prerequisite courses; and (5) MBKM Internship Learning (certified) has the potential to realize graduate competencies that are in line with the needs and demands of the business or industry.

SUGGESTION

Department managers are expected to be able to assist students in choosing industrial partners for internships. The selection of industrial internship places is essential because it is related to recognition and synchronization with the courses listed in the applicable curriculum. For Faculty managers, it is hoped that they can expand the network of cooperation with various industries as part of efforts to facilitate student access to obtain internships that are in accordance with the field of study or study program. Meanwhile, the Career Preparation Development unit is expected to be able to provide facilitation to students so that they are ready to compete or be ready to face selection to take part in highly competitive tertiary internship programs, especially for national and multi-national companies.

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Kepada Yth,

Sdr. Dr. Eko Supraptono, M.Pd
JTE FT UNNES
Di tempat.

Dengan hormat,

Kami ucapkan '' **Selamat dan Sukses**'' bahwa artikel saudara telah terunggah di web jurnal JVCE, Volume ke 7, Nomor 2, Desember 2022, dengan judul final :

Syncronization of Certified Intenship Program in the Implementation of *Merdeka Belajar* **and** *Kurikulum Merdeka*

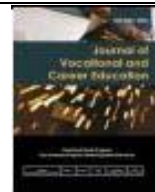Harapan kami, anda akan tetap selalu produktif berkarya sebagai bagian dari aktualisasi Tri Dharma Perguruan Tinggi.

Semarang, 20 Desember 2022
Chief in editor,

Dr. Eng. Yeri Sutopo, M.Pd.M.T
NIP. 19630730198702100

Syncronization of Certified Intenship Program in the Implementation of *Merdeka Belajar* and *Kurikulum Merdeka*

Eko Supraptono ✉, Ulfa Medaty, Fitria Ekarini, Putri K Nashiro, Hari Setiyawan

Fakultas Teknik Universitas Negeri Semarang, Indonesia

Article Info	Abstract
	The implementation of the Internship program in the context of "Merdeka Belajar" and "Kurikulum Merdeka" (MBKM) still faces fundamental problems, resulting in activities that have not had the maximum impact, namely the realization of work readiness, work culture, soft skill competencies and hard skill competencies that are aligned with the field of study. This study aims to find a formula for synchronizing the internship program that is in line with the independent learning policy (Merdeka Belajar) in preparing apprentice students to face very tight competition entering the job market in the industrial era 4.0. The other objective is to realize several Vocational Education Management Study Center programs. The results of the study from this study center can be developed into a real program to improve the implementation of the MBKM internship. The method used in this research is a qualitative approach. To obtain research data, FGD activities, interviews with IDUKA actors, vocational education experts, the Human Resources Development (HRD) community and related practitioners were used. Data analysis techniques are confirmation, triangulation, and accountability cross checks. The results of the study show that the alignment of the certified internship program is carried out through agreements with partner industries; the number of credit conversions as the right of apprentice students can be achieved by developing a syllabus and study plan that integrates industry needs;

the mentoring process is carried out collaboratively between the industrial assistance team and the university.

✉ Correspondence:

Alamat: Gedung Fakultas Teknik UNNES Kampus UNNES Sekaran Gunungpati Semarang 50229, Jawa Tengah, Indonesia

E-mail: ekosupraptono@mail.unnes.ac.id

INTRODUCTION

The independent learning policy (*Merdeka Belajar*) of the Ministry of Education, Culture, Research and Technology (*Kemendikbudristek*) can be interpreted as an effort by higher education institutions to respond to the era of disruption that has shaken the mindset and established learning system so far. The sudden changes in the disruption era have had an impact on various sectors which are very significant, affecting readiness, adaptation, and innovation that campuses are often not ready to face. Lian (2019) argues that the era of disruption has led to intense competition, the education system in Indonesia requires changes so that it can be on par with the education systems in developed countries and overcome the challenges of the education sector. Various universities in other parts of the world are exist and some have closed because they cannot adapt to current development of technology.

Experts argues that higher education nowadays cannot only focus on helping students to be proficient in a particular competence. Changes that occur in the disruption era require universities to combine their resources and capabilities with currently developing technology, so that they can achieve competitive advantage in a sustainable manner (Hidayat, 2020). Students need to redefine the acquisition of knowledge that is comprehensive, interdisciplinary and supported by a variety of skills to face the disruption era in the 21st century.

Preparing students to focus on one scientific field raises concerns that they will become less creative and narrow-minded people, which will lead to increased unemployment. The large number of unemployed in Indonesia is caused by low skills and expertise (Sumantika & Susanti, 2021). Therefore, it is important for tertiary institutions to prepare students who have multi competency, multi knowledge, and skills that are relevant to the current situation, and in accordance with the demands of the business or industrial world.

The latest Ministry of Education and Culture policy breakthrough regarding the term *Merdeka Belajar* (Freedom of Learning) in the Higher Education Curriculum, has an orientation in taking interdisciplinary courses that has a strong significance for strengthening science. The Internship Program for one semester and one year is a solution that has a strong alignment and relevance to the higher education learning process which has the vision of delivering competitive graduates to face the disruption era. Kholik, et al (2022) stated that the policy of changing the *Merdeka Belajar* curriculum is an effort to encourage students to master various knowledge that is useful for entering job market in the 21st century. The *Merdeka Belajar* policy is intended to

create an autonomous and flexible learning process in tertiary institutions so that there is a learning culture which is innovative, not restrictive, according to student needs, encouraging students to master various knowledge that is useful for entering the job market (Mariati, 2021).

Meanwhile, *Merdeka Belajar* has become an important point regarding employment or employment readiness of graduates. The absorption of Universitas Negeri Semarang (UNNES) graduates in business, job market, and the industry is one of the points from the 2021 UNNES KPI (Key Performance Indicators) which should be pursued more seriously. As it is known that through the Academic Field, the guidance of the implementation of the *Merdeka* Curriculum and the *Merdeka Belajar Kampus Merdeka* (MBKM) have been prepared which are directed as implementation guidelines for students in carrying out study programs outside the campus, including the internship program. The right to study outside the campus is expected to provide real life experience that students will later encounter after graduating from university. MBKM activities provide opportunities for students to determine the courses they will take according to the *Merdeka Belajar* program they are participating in. One of the government programs regarding MBKM that gives students experience working in the industry is Internship and Certified Independent Study (MSIB).

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Based on the description above, it is very urgent to strengthen the internship program with *Merdeka Belajar* that is in line with the achievement of the UNNES 2021 KPI. It is very urgent to be studied from various aspects and components through this research. The purpose of the present study is to find a formula for harmonizing the Industrial Internship program that is in line with the *Merdeka Belajar* policy in preparing apprentice student to face very tight competition entering the job market in the industrial era 4.0.

METHOD

This study uses a qualitative research approach with a research focus on internship programs that is aligned with MBKM. This approach is used due to the nature of the research which is a flagship research cluster with a product orientation in the form of guides, articles, books, and policy implications.

1. Source of Information

The research was conducted with sources of information from industry and business (IDUKA). The industries used as a source of information in this study include: (1) PT Dua Anyam, a company engaged in the woven handicraft business that empowers communities in the East Indonesia NTT region, provides internship opportunities for students in semester 5 and above to learn to manage a potential business and it is Social Entrepreneurship; (2) PT Global Digital Niaga, the company that produces the Bli-Bli application platform, is a pioneer in the field of retail online purchases throughout Indonesia; and (3) the Nara Creative Foundation, a foundation engaged in the field of Eco Tourism to develop the potential of tourist areas based on

the economic growth of residents around tourist objects.

2. Data collection technique

Data collection techniques in this study are interviews and documentation studies. Interviews with IDUKA (industries and business) informants were conducted through FGDs via the zoom platform media. While documentation studies were used in order to obtain in-depth information about the concept of *Merdeka Belajar*.

Previously, researchers coordinated to determine the agreement on zoom meeting schedules. Based on the agreement, the FGD was held on 10 and 14 August 2021 at 15.00 WIB and 10.00 WIB. The reason for conducting FGDs is for obtaining information effectively. Each company made a presentation with a duration of 40 minutes, followed by a 50-minute discussion. In the discussion session, the research team asked in-depth questions to obtain answers that were most meaningful, urgent, and relevant to the purpose of the interview. The FGD discussion ended with clarification of all the answers of the informants and drawing conclusions that strengthened all explanations so that in this context it included data validation.

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The qualitative data analysis technique was carried out by organizing data, selecting it into units that can be analyzed, finding important things, and deciding which parts will be blended into important points, four components namely data collection, data reduction, data presentation, and data verification or conclusion drawing. The interrelationships of the four components were shown interactively in the data collection process so that the activities were carried out on an ongoing basis.

The next step was data collection. At this stage, the researcher collected all field notes that

have been made based on interviews and observations, data reduction and categorization. At this stage the process of simplifying and categorizing data, displaying data, was the process of displaying data as a result of reduction and categorization in a matrix based on certain criteria, drawing conclusions, if the results of the data display showed that the data obtained is sufficient and in accordance with the information needed, the formulation of conclusions using theory and data results in the field were taken.

Furthermore, the researchers formulated the concept of internship which is synchronic with the concept of independent learning, formulating a formula for strengthening working programs that can be used as a basis and suitable for implementation in the department or study program environment. For this reason, an FGD agenda was carried out which presented curriculum experts, the industrial community, and HRD practitioners.

4. Research Instruments

To collect research data, interview techniques were used via zoom media with FGD events. For additional data, the informants filled out questionnaires via the Google form application sent by the research team. The construction or interview grid is outlined in Table 1.

Table 1. Interview Grids with IDUKA

No	Question Aspect
1	The readiness of the industrial community to welcome the Ministry of Education and Culture's MBKM certified internship program
2	Operational financing for MBKM Internship student assistance
3	Preparation of syllabus/internship materials
4	Flexibility of credit conversion with the scope of internship material
5	Stages of the mentoring process by company instructors
6	Learning design
7	Development of soft skills of apprentices
8	Development of hard skills of apprentices
9	Project assignments that must be completed by apprentices
10	Evaluation process
11	Consolidation and communication with the campus to determine the success and performance of apprentices

RESULTS AND DISCUSSION

1. SKS Conversion Synchronization

As stated in the Decree of the Minister of Education and Culture Number 74/P/2021 concerning Recognition of Semester Credit Units for the Independent Campus Learning Program that students have the right to convert 20 credits for MBKM activities. Meanwhile, according to the 2017 curriculum, internship activities may not be linear. This means that there is a gap in calculating credit scores between campuses and the industries.

In this context, internship activities can be recognized by the campus as additional courses listed on the Diploma Supplement (SKPI) or converted as "Pre-Requirement" courses. It means that material in internship activities cannot be recognized and converted into credits if it is not in line with the university curriculum.

2. Learning Design

Based on the opinions of the field supervisors, and the interviewees, it was discovered that the internship program can equip participants with soft skills and hard skills. This internship program is divided into 3 methods, including: (a) 10% coaching method; (b) 20% in-class training; and 70% project practice or implementation.

Industries offer more practical compositions with the intention of strengthening real work skills. Case studies were conducted on Paragon partners. Some of the activities students need to undertake in internships include: (a) developing soft skills, (b) developing hard skills;

(c) Project assignments; and (d) employer branding.

a. Development of soft skills

Currently, soft skills are absolute abilities that must be owned by someone when entering the workplace. The internship program can be a means for students to develop their soft skills. Therefore, in the curriculum and design of apprenticeship learning it is necessary to include activities that can develop students' soft skills. The learning design for the development of student soft skills during internships includes: (1) fostered by competent and dedicated industrial mentors; (2) in the form of in-class training; (3) there are evaluations in the form of quizzes, pre-tests, and post-tests for each class; (4) direct implementation of in-class training materials during project assignments; (5) in-class training every week with different experts to deepen the basic soft-skills needed in the world of work; (6) students can develop into professionals who master basic skills and instill design thinking in every problem they face; and (7) become employer branding to improve company branding by managing social media (podcast, Instagram, YouTube, LinkedIn, etc.), designing content, activating branding online and offline.

b. Development of hard skills

Practical hard skills must be possessed by students in order to work. The knowledge gained by students while carrying out their education at university needs to be further developed according to the situation in the workplace. Currently the development of technology has been progressing rapidly, students need to develop hard skills in accordance with currently developing technology. The learning design of the internship program to develop hard skills includes: (1) Fostered by each directorate with trainers who are experienced in their fields; (2) in the form of in-class training, observations, quizzes, assignments, FGDs, presentations, case studies, market visits, and others; (3) adjustments to the participant's field of study; (4) Basic Human Resources Management; (5) Equal Employment Opportunity; (6) HR Basic Skills; and (7) Evaluation process of each class (Quiz, pre-test, post-test).

c. Project assignment

Project assignment is a core activity of the internship program. In this activity, students are directly involved in working in the industry. Students can practice their knowledge and strengthen the soft skills and hard skills they have learned before. Students mingle with professional workers in the industry to communicate and collaborate with each other to solve real challenges in the industry accompanied by professional field mentors. Strong collaboration with industry and being mentored by experienced professionals in handling projects helps students gain industry experience (Lamancusa, et al., 2008).

Students can see a problem from a helicopter view which is very useful when doing project assignments. The learning design for this activity includes: (1) communicating with other directorates; (2) make long-term plans regarding social media projects held; (3) research on the content created; (4) evaluation for future improvement; (5) learn to create interesting content; (6) propose and contribute to a project improvement; and (7) holding real cases directly faced by the company. Competency expertise or skills and Graduate Learning Outcomes (CPL) need to be further developed so that the activities that will be held in the internship program can run optimally and are able to achieve the learning objectives expected of students. Implementation of student learning focuses on three aspects of competence, namely knowledge, skills, and attitudes (Nashiroh, 2017). Research by Cahyani (2017) shows that the right competency skills and the suitability of internships have a positive relationship to readiness to enter the job market. An example of the results of developing competency skills in the form of topics, modules, and learning objectives for one of the resulting internship programs can be seen in Table 2.

Table 2. Topics, modules, and Learning Objectives of One of the Internship Programs

Topic	Module	Learning Objectives

Introduction to Business and industry	Understanding the art of Business	Understand the origin & history of business
		Participants understand the values adopted by the industry and what differentiate them from other companies
		Understand business forms
		Understand the industry ways of doing business and differentiator among other companies.
Brand & Product Portfolio	Brand & Product Portfolio	Understand and know company's Brand & Product Portfolio
		Understand and know Brand & Product Portfolio Process of Product.
Design Thinking Design	Concept of Thinking	Participants can understand Design Thinking in general
		Participants recognize the application of Design thinking tools in making an innovation
		Participants can understand the ideation process as the first step in innovating and being creative
	Analytical and Critical Thinking	Participants understand the terms Analytical and Critical Thinking
		Participants understand the implementation of Analytical and Critical Thinking in everyday life
		Participants understand the importance of Analytical and Critical Thinking in business processes
		Participants can apply Analytical and Critical Thinking in everyday life and in preparing projects
Basic Skill	Building Relationship and Facilitation Skill	Participants can understand and empathize with partners and teams
		Participants can build good relationships and trust with interlocutors and teams
		Participants can convey key information effectively
		Able to complete, clarify and dig up information
		Use the right strategies and tools in communicating
	Basic Problem Solving	Participants understand the concept of Problem Solving
		Participants understand how to solve problems
		Participants can apply the concept of problem solving in everyday life and in preparing projects
Personal Branding	Personal Branding	Participants can understand the concept of Personal Branding
		Participants can apply the implementation of Personal Branding in expressing opinions and discussing.
Soft Skills	Project Management	Participants understand the concept of project management and how to identify a project

		Participants understand the Project Life Cycle
		Participants can use basic project management tools
		Participants understand the concept and implementation of Agile Project Management.
	Basic Business Acumen	Participants understand the basic concepts of Business Acumen
		Participants understand terminology, components, or management tools that are commonly used in the business world
		Participants know the business process in creating products and services.
		Participants understand the basic concepts of business strategy
		Participants know how employees can contribute to improving company performance.
	Communication	Participants understand effective, assertive dan confident communication
	Skill	Participants understand about building effective communication
		Participants understand the tools in implementing good communication
		Participants understand the impact and importance of good communication at work
		Participants can apply effective, assertive, and confident communication in everyday life
	Presentation Skill	Participants understand about good presentation
		Participants can make effective and interesting presentations
		Participants can deliver presentations well and confidently
	Public Speaking	Participants understand Public Speaking
		Participants can do Public Speaking effectively
		Participants can apply Public Speaking both in daily life and in projects that will be carried out
	Time Management	Participants can understand the concept of Time Management
		Participants can determine task priorities in work and daily life
		Participants know the tools that are commonly used in Time Management
		Participants can implement Time Management techniques in everyday life and in preparing projects

3. Assessment system

The assessment system is structured in such a way that each activity has a rating weight. The assessment method for hard skills and project assignments uses authentic assessment. Implementation of authentic assessments allows apprentice students to complete a task or demonstrate a performance in solving a real problem that exists in an industrial environment (Supraptono, et al, 2022). The biggest weight for the internship program lies in the project assignment as the most student activity in participating in the internship program. An example of the results of designing a scoring system can be seen in Table 3, a case study at Paragon.

Table 3. Example of an Internship Program Assessment Design

Topic	Module	Assessment Method	Weight (%)
Soft skills	Understanding Paragon Business	Pretest & Post Test	10
	Paragon's Brand & Product Portfolio	Pretest & Post Test	
	Concept of Design Thinking	Pretest & Post Test	
	Paragon's Brand & Product Portfolio	Pretest & Post Test	
	Concept of Design Thinking	Pretest & Post Test	
		Pretest & Post Test	
	Analytical and Critical Thinking	Pretest & Post Test	
		Pretest & Post Test	
	Building Relationship and Facilitation Skill	Pretest & Post Test	
	Basic Problem-Solving	Pretest & Post Test	
	Project Management	Pretest & Post Test	
	Basic Business Acumen	Pretest & Post Test	
	Communication Skill	Pretest & Post Test	
	Presentation Skill	Pretest & Post Test	
	Public Speaking	Pretest & Post Test	
	Time Management		
	Personal Branding		
Hard skills	Based on Directorate	Quiz Assignment Sharing Session Case Study Task	10
Project Assignment	Based nn Directorate	Mid-Test (project presentation)	40
		Final Test (project presentation)	40

CONCLUSION

Several conclusions that can be drawn from the present study : (1) Internship in the context of MBKM is called a Certified Internship, with the orientation of developing soft skills, hard skills and project assignments; (2) Learning design in internship programs includes coaching methods, in-class training, project implementation practices; (3) Learning outcomes after the internship program include understanding work culture, understanding branding, communication skills and the ability to work together, quick adaptation skills and time management; (4) The internship program can be converted up to 20 credits depending on the linearity or compatibility of the courses with learning materials in the industry. If there is a discrepancy, then the internship learning material is recognized as an additional regular course which can be included in the SKPI (Diploma Supplement) or prerequisite courses; and (5) MBKM Internship Learning (certified) has the potential to realize graduate competencies that are in line with the needs and demands of the business or industry.

SUGGESTION

Department managers are expected to be able to assist students in choosing industrial partners for internships. The selection of industrial internship places is essential because it is related to recognition and synchronization with the courses listed in the applicable curriculum. For Faculty managers, it is hoped that they can expand the network of cooperation with various industries as part of efforts to facilitate student access to obtain internships that are in accordance with the field of study or study program. Meanwhile, the Career Preparation Development unit is expected to be able to provide facilitation to students so that they are ready to compete or be ready to face selection to take part in highly competitive tertiary internship programs, especially for national and multi-national companies.

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Syncronization of Certified Intenship Program in the Implementation of Merdeka Belajar and Kurikulum Merdeka.

Eko Supraptono ✉**, Ulfa Medaty, Fitria Ekarini, Putri K Nashiro, Hari Setiyawan**

Fakultas Teknik Universitas Negeri Semarang, Indonesia

Correspondence: ekosupraptono@mail.unnes.ac.id

Abstract

The implementation of the Internship program in the context of "Merdeka Belajar" and "Kurikulum Merdeka" (MBKM) still faces fundamental problems, resulting in activities that have not had the maximum impact, namely the realization of work readiness, work culture, soft skill competencies and hard skill competencies that are aligned with the field of study. This study aims to find a formula for synchronizing the internship program that is in line with the independent learning policy (Merdeka Belajar) in preparing apprentice students to face very tight competition entering the job market in the industrial era 4.0. The other objective is to realize several Vocational Education Management Study Center programs. The results of the study from this study center can be developed into a real program to improve the implementation of the MBKM internship. The method used in this research is a qualitative approach. To obtain research data, FGD activities, interviews with IDUKA actors, vocational education experts, the Human Resources Development (HRD) community and related practitioners were used. Data analysis techniques are confirmation, triangulation, and accountability cross checks. The results of the study show that the alignment of the certified internship program is carried out through agreements with partner industries; the number of credit conversions as the right of apprentice students can be achieved by developing a syllabus and study plan that integrates industry needs; the mentoring process is carried out collaboratively between the industrial assistance team and the university.

Key word : certified internship; kurikulum merdeka; merdeka belajar; synchronization program

INTRODUCTION

The independent learning policy (Merdeka Belajar) of the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) can be interpreted as an effort by higher education institutions to respond to the era of disruption that has shaken the mindset and established learning system so far. The sudden changes in the disruption era have had an impact on various sectors which are very significant, affecting readiness, adaptation, and innovation that campuses are often not ready to face. Lian (2019) argues that the era of disruption has led to intense competition, the education system in Indonesia requires changes so that it can be on par with the education systems in developed countries and overcome the challenges of the education sector. Various universities in other parts of the world are exist and some have closed because they cannot adapt to current development of technology.

Experts argues that higher education nowadays cannot only focus on helping students to be proficient in a particular competence. Changes that occur in the disruption era require universities to combine their resources and capabilities with currently developing technology, so that they can achieve competitive advantage in a sustainable manner (Hidayat, 2020). Students need to redefine the acquisition of knowledge that is comprehensive, interdisciplinary and supported by a variety of skills to face the disruption era in the 21st century.

Preparing students to focus on one scientific field raises concerns that they will become less creative and narrow-minded people, which will lead to increased unemployment. The large number of unemployed in Indonesia is caused by low skills and expertise (Sumantika & Susanti, 2021). Therefore, it is important for tertiary institutions to prepare students who have multi competency, multi knowledge, and skills that are relevant to the current situation, and in accordance with the demands of the business or industrial world.

The latest Ministry of Education and Culture policy breakthrough regarding the term Merdeka Belajar (Freedom of Learning) in the Higher Education Curriculum, has an orientation in taking interdisciplinary courses that has a strong significance for strengthening science. The Internship Program for one semester and one year is a solution that has a strong alignment and relevance to the higher education learning process which has the vision of delivering competitive graduates to face the disruption era. Kholik, et al (2022) stated that the policy of changing the Merdeka Belajar curriculum is an effort to encourage students to master various knowledge that is useful for entering job market in the 21st century. The Merdeka Belajar policy is intended to create an autonomous and flexible learning process in tertiary institutions so that there is a learning culture which is innovative, not restrictive, according to student needs, encouraging students to master various knowledge that is useful for entering the job market (Mariati, 2021).

Meanwhile, Merdeka Belajar has become an important point regarding employment or employment readiness of graduates. The absorption of Universitas Negeri Semarang (UNNES) graduates in business, job market, and the industry is one of the points from the 2021 UNNES KPI (Key Performance Indicators) which should be pursued more seriously. As it is known that through the Academic Field, the guidance of the implementation of the Merdeka Curriculum and the Merdeka Belajar Kampus Merdeka (MBKM) have been prepared which are directed as implementation guidelines for students in carrying out study programs outside the campus, including the internship program. The right to study outside the campus is expected to provide real life experience that students will later encounter after graduating from university. MBKM activities provide opportunities for students to determine the courses they will take according to the Merdeka Belajar program they are participating in. One of the government programs regarding MBKM that gives students experience working in the industry is Internship and Certified Independent Study (MSIB).

Certified internship is equivalent to industrial work practices. For academics at the Faculty of Engineering-Unnes, this activity is ideal, relevant, and urgent to produce graduates who are ready to work and competent to enter IDUKA. Faculty with its various study programs need to design real actions to design visible and measurable internship programs so that post-internship output targets can be used as a starting point for policies that are implementable and in line with university policies in realizing Strategic Plans and KPI achievement.

As a support for this policy, the Ministry of Education and Culture invites world-class organizations to provide Certified Independent Internship and Certified Independent Study programs, which are later known as the Micro credential Program, including providing subsidized funding (Belmawa Directorate, 2021). From the results of the studies by the ministry, there are up-to-date ideas which lead to efforts to improve the quality of learning, curriculum relevance and synchronization, higher education development policies, curriculum development, preparation of elements of learning outcomes in courses, reconstruction of course syllabus and RPS, constructivism in learning, models and methods with the Student Centered Learning (SCL) approach, integrating learning outcomes of attitudes and values as well as general skills/soft skills, assessment of learning processes and outcomes, preparation of assessment rubrics, preparation of teaching materials, and learning media.

The issue of synchronization of the activities of Certified MBKM Internship program is very relevant to the concepts held by the Center for Vocational Management Studies (PKMV) of the Department of Electrical Engineering 2020-2024 working program. In addition, the research which is developed in line with the UNNES Strategic Plan is a continuation of previous research that has been carried out by members of the PKMV team for the 2020 fiscal year. The research recommendations call for efforts to synchronize the internship program comprehensively (Suraptono, et al, 2020).

Internship is the main requirement to go through the educational process. Final year students are required to do an internship at a company before getting their degree. The higher demands of the job market have resulted in the importance of the internship process in the future (Clinton, R. E., 1984).

Internship has been regulated in Law no. 13 of 2003 concerning Manpower, especially articles 21 – 30. And more specifically, it is regulated in the Regulation of the Minister of Manpower and Transmigration no. Per.22/Men/IX/2009 concerning Implementation of Domestic Internship. In the Ministerial Regulation, internship is defined as part of a job training system that is organized in an integrated manner between training at training institutions and working directly under the guidance and supervision of instructors or workers who are more experienced in the process of producing goods and/or services at companies, in order to master a particular skill or expertise.

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Based on the description above, it is very urgent to strengthen the internship program with Merdeka Belajar that is in line with the achievement of the UNNES 2021 KPI. It is very urgent to be studied from various aspects and components through this research. The purpose of the present study is to find a formula for harmonizing the Industrial Internship program that is in line with the Merdeka Belajar policy in preparing apprentice student to face very tight competition entering the job market in the industrial era 4.0.

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Furthermore, the researchers formulated the concept of internship which is synchronic with the concept of independent learning, formulating a formula for strengthening working programs that can be used as a basis and suitable for implementation in the department or study program environment. For this reason, an FGD agenda was carried out which presented curriculum experts, the industrial community, and HRD practitioners.

4. Research Instruments

To collect research data, interview techniques were used via zoom media with FGD events. For additional data, the informants filled out questionnaires via the Google form application sent by the research team. The construction or interview grid is outlined in Table 1.

Table 1. Interview Grids with IDUKA

No	Question Aspect
1	The readiness of the industrial community to welcome the Ministry of Education and Culture's MBKM certified internship program
2	Operational financing for MBKM Internship student assistance
3	Preparation of syllabus/internship materials
4	Flexibility of credit conversion with the scope of internship material
5	Stages of the mentoring process by company instructors
6	Learning design
7	Development of soft skills of apprentices
8	Development of hard skills of apprentices
9	Project assignments that must be completed by apprentices
10	Evaluation process
11	Consolidation and communication with the campus to determine the success and performance of apprentices

RESULTS AND DISCUSSION

1. SKS Conversion Synchronization

As stated in the Decree of the Minister of Education and Culture Number 74/P/2021 concerning Recognition of Semester Credit Units for the Independent Campus Learning Program that students have the right to convert 20 credits for MBKM activities. Meanwhile, according to the 2017 curriculum, internship activities may not be linear. This means that there is a gap in calculating credit scores between campuses and the industries.

In this context, internship activities can be recognized by the campus as additional courses listed on the Diploma Supplement (SKPI) or converted as "Pre-Requirement" courses. It means that material in internship activities cannot be recognized and converted into credits if it is not in line with the university curriculum.

2. Learning Design

Based on the opinions of the field supervisors, and the interviewees, it was discovered that the internship program can equip participants with soft skills and hard skills. This internship program is divided into 3 methods, including: (a) 10% coaching method; (b) 20% in-class training; and 70% project practice or implementation.

Industries offer more practical compositions with the intention of strengthening real work skills. Case studies were conducted on Paragon partners. Some of the activities students need to undertake in internships include: (a) developing soft skills, (b) developing hard skills; (c) Project assignments; and (d) employer branding.

a. Development of soft skills

Currently, soft skills are absolute abilities that must be owned by someone when entering the workplace. The internship program can be a means for students to develop their soft skills. Therefore, in the curriculum and design of apprenticeship learning it is necessary to include activities that can develop students' soft skills. The learning design for the development of student soft skills during internships includes: (1) fostered by competent and dedicated industrial mentors; (2) in the form of in-class training; (3) there are evaluations in the form of quizzes, pre-tests, and post-tests for each class; (4) direct implementation of in-class training materials during project assignments; (5) in-class training every week with different experts to deepen the basic soft-skills needed in the world of work; (6) students can develop into professionals who master basic skills and instill design thinking in every problem they face; and (7) become employer branding to improve company branding by managing social media (podcast, Instagram, YouTube, LinkedIn, etc.), designing content, activating branding online and offline.

b. Development of hard skills

Practical hard skills must be possessed by students in order to work. The knowledge gained by students while carrying out their education at university needs to be further developed according to the situation in the workplace. Currently the development of technology has been progressing rapidly, students need to develop hard skills in accordance with currently developing technology. The learning design of the internship program to develop hard skills includes: (1) Fostered by each directorate with trainers who are experienced in their fields; (2) in the form of in-class training, observations, quizzes, assignments, FGDs, presentations, case studies, market visits, and others; (3) adjustments to the participant's field of study; (4) Basic Human Resources Management; (5) Equal Employment Opportunity; (6) HR Basic Skills; and (7) Evaluation process of each class (Quiz, pre-test, post-test).

c. Project assignment

Project assignment is a core activity of the internship program. In this activity, students are directly involved in working in the industry. Students can practice their knowledge and strengthen the soft skills and hard skills they have learned before. Students mingle with professional workers in the industry to communicate and collaborate with each other to solve real challenges in the industry accompanied by professional field mentors. Strong collaboration with industry and being mentored by experienced professionals in handling projects helps students gain industry experience (Lamancusa, et al., 2008).

Students can see a problem from a helicopter view which is very useful when doing project assignments. The learning design for this activity includes: (1) communicating with other directorates; (2) make long-term plans regarding social media projects held; (3) research on the content created; (4) evaluation for future improvement; (5) learn to create interesting content; (6) propose and contribute to a project improvement; and (7) holding real cases directly faced by the company. Competency expertise or skills and Graduate Learning Outcomes (CPL) need to be further developed so that the activities that will be held in the internship program can run optimally and are able to achieve the learning objectives expected of students. Implementation of student learning focuses on three aspects of competence, namely knowledge, skills, and attitudes (Nashiroh, 2017). Research by Cahyani (2017) shows that the right competency skills and the suitability of internships have a positive relationship to readiness to enter the job market. An example of the results of developing competency skills in the form of topics, modules, and learning objectives for one of the resulting internship programs can be seen in Table 2.

Table 2. Topics, modules, and Learning Objectives of One of the Internship Programs

Topic	Module	Learning Objectives
Introduction to Business and industry	Understanding the art of Business	Understand the origin & history of business
		Participants understand the values adopted by the industry and what differentiate them from other companies
		Understand business forms
		Understand the industry ways of doing business and differentiator among other companies.
Brand & Product Portfolio	Brand & Product Portfolio	Understand and know company's Brand & Product Portfolio
		Understand and know Brand & Product Portfolio Process of Product.
Design Thinking Design	Concept of Thinking	Participants can understand Design Thinking in general
		Participants recognize the application of Design thinking tools in making an innovation
		Participants can understand the ideation process as the first step in innovating and being creative
	Analytical and Critical Thinking	Participants understand the terms Analytical and Critical Thinking
		Participants understand the implementation of Analytical and Critical Thinking in everyday life
		Participants understand the importance of Analytical and Critical Thinking in business processes
		Participants can apply Analytical and Critical Thinking in everyday life and in preparing projects
Basic Skill	Building Relationship and Facilitation Skill	Participants can understand and empathize with partners and teams
		Participants can build good relationships and trust with interlocutors and teams
		Participants can convey key information effectively

		Able to complete, clarify and dig up information
		Use the right strategies and tools in communicating
	Basic Problem Solving	Participants understand the concept of Problem Solving
		Participants understand how to solve problems
		Participants can apply the concept of problem solving in everyday life and in preparing projects
Personal Branding	Personal Branding	Participants can understand the concept of Personal Branding
		Participants can apply the implementation of Personal Branding in expressing opinions and discussing.
Soft Skills	Project Management	Participants understand the concept of project management and how to identify a project
		Participants understand the Project Life Cycle
		Participants can use basic project management tools
		Participants understand the concept and implementation of Agile Project Management.
	Basic Business Acumen	Participants understand the basic concepts of Business Acumen
		Participants understand terminology, components, or management tools that are commonly used in the business world
		Participants know the business process in creating products and services.
		Participants understand the basic concepts of business strategy
		Participants know how employees can contribute to improving company performance.
	Communication	Participants understand effective, assertive dan confident communication
	Skill	Participants understand about building effective communication
		Participants understand the tools in implementing good communication

		Participants understand the impact and importance of good communication at work
		Participants can apply effective, assertive, and confident communication in everyday life
	Presentation Skill	Participants understand about good presentation
		Participants can make effective and interesting presentations
		Participants can deliver presentations well and confidently
	Public Speaking	Participants understand Public Speaking
		Participants can do Public Speaking effectively
		Participants can apply Public Speaking both in daily life and in projects that will be carried out
	Time Management	Participants can understand the concept of Time Management
		Participants can determine task priorities in work and daily life
		Participants know the tools that are commonly used in Time Management
		Participants can implement Time Management techniques in everyday life and in preparing projects

3. Assessment system

The assessment system is structured in such a way that each activity has a rating weight. The assessment method for hard skills and project assignments uses authentic assessment. Implementation of authentic assessments allows apprentice students to complete a task or demonstrate a performance in solving a real problem that exists in an industrial environment (Supraptono, et al, 2022). The biggest weight for the internship program lies in the project assignment as the most student activity in participating in the internship program. An example of the results of designing a scoring system can be seen in Table 3, a case study at Paragon.

Table 3. Example of an Internship Program Assessment Design

Topic	Module	Assessment Method	Weight (%)
Soft skills	Understanding Paragon Business	Pretest & Post Test	10
	Paragon's Brand & Product Portfolio	Pretest & Post Test	
	Concept of Design Thinking	Pretest & Post Test	
	Paragon's Brand & Product Portfolio	Pretest & Post Test	
		Pretest & Post Test	
	Concept of Design Thinking	Pretest & Post Test	
	Analytical and Critical Thinking	Pretest & Post Test	
		Pretest & Post Test	
	Building Relationship and Facilitation Skill	Pretest & Post Test	
	Basic Problem-Solving	Pretest & Post Test	
	Project Management	Pretest & Post Test	
	Basic Business Acumen	Pretest & Post Test	
	Communication Skill	Pretest & Post Test	
	Presentation Skill	Pretest & Post Test	
	Public Speaking	Pretest & Post Test	
	Time Management		
	Personal Branding		
Hard skills	Based on Directorate	Quiz Assignment Sharing Session Case Study Task	10
Project Assignment	Based nn Directorate	Mid-Test (project presentation)	40

CONCLUSION

Several conclusions that can be drawn from the present study : (1) Internship in the context of MBKM is called a Certified Internship, with the orientation of developing soft skills, hard skills and project assignments; (2) Learning design in internship programs includes coaching methods, in-class training, project implementation practices; (3) Learning outcomes after the internship program include understanding work culture, understanding branding, communication skills and the ability to work together, quick adaptation skills and time management; (4) The internship program can be converted up to 20 credits depending on the linearity or compatibility of the courses with learning materials in the industry. If there is a discrepancy, then the internship learning material is recognized as an additional regular course which can be included in the SKPI (Diploma Supplement) or prerequisite courses; and (5) MBKM Internship Learning (certified) has the potential to realize graduate competencies that are in line with the needs and demands of the business or industry.

SUGGESTION

Department managers are expected to be able to assist students in choosing industrial partners for internships. The selection of industrial internship places is essential because it is related to recognition and synchronization with the courses listed in the applicable curriculum. For Faculty managers, it is hoped that they can expand the network of cooperation with various industries as part of efforts to facilitate student access to obtain internships that are in accordance with the field of study or study program. Meanwhile, the Career Preparation Development unit is expected to be able to provide facilitation to students so that they are ready to compete or be ready to face selection to take part in highly competitive tertiary internship programs, especially for national and multi-national companies.

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Jurusan TE FT UNNES
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Dengan hormat,

Kami ucapkan " **Selamat dan Sukses**" bahwa artikel saudara telah terunggah di web jurnal JVCE, Volume ke , Nomor
Harapan kami, anda akan tetap selalu produktif berkarya sebagai bagian dari aktualisasi Tri Dharma Perguruan Tinggi.
Diucapkan terima kasih, dan selamat berkary.

Penanggung Jawab/
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NIP. 196307301987021001

Syncronization of Certified Intenship Program in the Implementation of *Merdeka Belajar* and *Kurikulum Merdeka*

Eko Supraptono ✉, Ulfa Medaty, Fitria Ekarini, Putri K Nashiro, Hari Setiyawan

Fakultas Teknik Universitas Negeri Semarang, Indonesia

Article Info	Abstract
	The implementation of the Internship program in the context of "Merdeka Belajar" and "Kurikulum Merdeka" (MBKM) still faces fundamental problems, resulting in activities that have not had the maximum impact, namely the realization of work readiness, work culture, soft skill competencies and hard skill competencies that are aligned with the field of study. This study aims to find a formula for synchronizing the internship program that is in line with the independent learning policy (Merdeka Belajar) in preparing apprentice students to face very tight competition entering the job market in the industrial era 4.0. The other objective is to realize several Vocational Education Management Study Center programs. The results of the study from this study center can be developed into a real program to improve the implementation of the MBKM internship. The method used in this research is a qualitative approach. To obtain research data, FGD activities, interviews with IDUKA actors, vocational education experts, the Human Resources Development (HRD) community and related practitioners were used. Data analysis techniques are confirmation, triangulation, and accountability cross checks. The results of the study show that the alignment of the certified internship program is carried out through agreements with partner industries; the number of credit conversions as the right of apprentice students can be achieved by developing a syllabus and study plan that integrates industry needs; the mentoring process is carried out collaboratively between the industrial assistance team and the university.

INTRODUCTION

The independent learning policy (*Merdeka Belajar*) of the Ministry of Education, Culture, Research and Technology (*Kemendikbudristek*) can be interpreted as an effort by higher education institutions to respond to the era of disruption that has shaken the mindset and established learning system so far. The sudden changes in the disruption era have had an impact on various sectors which are very significant, affecting readiness, adaptation, and innovation that campuses are often not ready to face. Lian (2019) argues that the era of disruption has led to intense competition, the education system in Indonesia requires changes so that it can be on par with the education systems in developed countries and overcome the challenges of the education sector. Various universities in other parts of the world are exist and some have closed because they cannot adapt to current development of technology.

Experts argues that higher education nowadays cannot only focus on helping students to be proficient in a particular competence. Changes that occur in the disruption era require universities to combine their resources and capabilities with currently developing technology, so that they can achieve competitive advantage in a sustainable manner (Hidayat, 2020). Students need to redefine the acquisition of knowledge that is comprehensive, interdisciplinary and supported by a variety of skills to face the disruption era in the 21st century.

Preparing students to focus on one scientific field raises concerns that they will become less creative and narrow-minded people, which will lead to increased unemployment. The large number of unemployed in Indonesia is caused by low skills and expertise (Sumantika & Susanti, 2021). Therefore, it is important for tertiary institutions to prepare students who have multi competency, multi knowledge, and skills that are relevant to the current situation, and in accordance with the demands of the business or industrial world.

The latest Ministry of Education and Culture policy breakthrough regarding the term *Merdeka Belajar* (Freedom of Learning) in the Higher Education Curriculum, has an orientation in taking interdisciplinary courses that has a strong

significance for strengthening science. The Internship Program for one semester and one year is a solution that has a strong alignment and relevance to the higher education learning process which has the vision of delivering competitive graduates to face the disruption era. Kholik, et al (2022) stated that the policy of changing the *Merdeka Belajar* curriculum is an effort to encourage students to master various knowledge that is useful for entering job market in the 21st century. The *Merdeka Belajar* policy is intended to create an autonomous and flexible learning process in tertiary institutions so that there is a learning culture which is innovative, not restrictive, according to student needs, encouraging students to master various knowledge that is useful for entering the job market (Mariati, 2021).

Meanwhile, *Merdeka Belajar* has become an important point regarding employment or employment readiness of graduates. The absorption of Universitas Negeri Semarang (UNNES) graduates in business, job market, and the industry is one of the points from the 2021 UNNES KPI (Key Performance Indicators) which should be pursued more seriously. As it is known that through the Academic Field, the guidance of the implementation of the *Merdeka* Curriculum and the *Merdeka Belajar Kampus Merdeka* (MBKM) have been prepared which are directed as implementation guidelines for students in carrying out study programs outside the campus, including the internship program. The right to study outside the campus is expected to provide real life experience that students will later encounter after graduating from university. MBKM activities provide opportunities for students to determine the courses they will take according to the *Merdeka Belajar* program they are participating in. One of the government programs regarding MBKM that gives students experience working in the industry is Internship and Certified Independent Study (MSIB).

Certified internship is equivalent to industrial work practices. For academics at the Faculty of Engineering-Unnes, this activity is ideal, relevant, and urgent to produce graduates who are ready to work and competent to enter IDUKA. Faculty with its various study programs need to design real actions to design visible and

measurable internship programs so that post-internship output targets can be used as a starting point for policies that are implementable and in line with university policies in realizing Strategic Plans and KPI achievement.

As a support for this policy, the Ministry of Education and Culture invites world-class organizations to provide Certified Independent Internship and Certified Independent Study programs, which are later known as the Micro credential Program, including providing subsidized funding (Belmawa Directorate, 2021). From the results of the studies by the ministry, there are up-to-date ideas which lead to efforts to improve the quality of learning, curriculum relevance and synchronization, higher education development policies, curriculum development, preparation of elements of learning outcomes in courses, reconstruction of course syllabus and RPS, constructivism in learning, models and methods with the Student Centered Learning (SCL) approach, integrating learning outcomes of attitudes and values as well as general skills/soft skills, assessment of learning processes and outcomes, preparation of assessment rubrics, preparation of teaching materials, and learning media.

The issue of synchronization of the activities of Certified MBKM Internship program is very relevant to the concepts held by the Center for Vocational Management Studies (PKMV) of the Department of Electrical Engineering 2020-2024 working program. In addition, the research which is developed in line with the UNNES Strategic Plan is a continuation of previous research that has been carried out by members of the PKMV team for the 2020 fiscal year. The research recommendations call for efforts to synchronize the internship program comprehensively (Suraptono, et al, 2020).

Internship is the main requirement to go through the educational process. Final year students are required to do an internship at a company before getting their degree. The higher demands of the job market have resulted in the importance of the internship process in the future (Clinton, R. E., 1984).

Internship has been regulated in Law no. 13 of 2003 concerning Manpower, especially articles 21 – 30. And more specifically, it is regulated in the Regulation of the Minister of Manpower and Transmigration no. Per.22/Men/IX/2009 concerning Implementation of Domestic Internship. In the Ministerial Regulation, internship is defined as part of a job training system that is organized in an integrated manner between training at training institutions and working directly under the guidance and supervision of instructors or workers who are more experienced in the process of producing goods and/or services at companies, in order to master a particular skill or expertise.

Internship is part of job training, usually it is carried out by final year students or grade 3 SMK students (PKL) as one of the main requirements for completing the educational process. Meanwhile, job training is usually attended by workers who have signed a work contract with the company in order to develop work competence and employee productivity.

Based on the description above, it is very urgent to strengthen the internship program with *Merdeka Belajar* that is in line with the achievement of the UNNES 2021 KPI. It is very urgent to be studied from various aspects and components through this research. The purpose of the present study is to find a formula for harmonizing the Industrial Internship program that is in line with the *Merdeka Belajar* policy in preparing apprentice student to face very tight competition entering the job market in the industrial era 4.0.

METHOD

This study uses a qualitative research approach with a research focus on internship programs that is aligned with MBKM. This approach is used due to the nature of the research which is a flagship research cluster with a product orientation in the form of guides, articles, books, and policy implications.

1. Source of Information

The research was conducted with sources of information from industry and business (IDUKA). The industries used as a source of information in this study include: (1) PT Dua Anyam, a company engaged in the woven handicraft business that empowers communities in the East Indonesia NTT region, provides internship opportunities for

students in semester 5 and above to learn to manage a potential business and it is Social Entrepreneurship; (2) PT Global Digital Niaga, the company that produces the Bli-Bli application platform, is a pioneer in the field of retail online purchases throughout Indonesia; and (3) the Nara Creative Foundation, a foundation engaged in the field of Eco Tourism to develop the potential of tourist areas based on the economic growth of residents around tourist objects.

2. Data collection technique

Data collection techniques in this study are interviews and documentation studies. Interviews with IDUKA (industries and business) informants were conducted through FGDs via the zoom platform media. While documentation studies were used in order to obtain in-depth information about the concept of *Merdeka Belajar*.

Previously, researchers coordinated to determine the agreement on zoom meeting schedules. Based on the agreement, the FGD was held on 10 and 14 August 2021 at 15.00 WIB and 10.00 WIB. The reason for conducting FGDs is for obtaining information effectively. Each company made a presentation with a duration of 40 minutes, followed by a 50-minute discussion. In the discussion session, the research team asked in-depth questions to obtain answers that were most meaningful, urgent, and relevant to the purpose of the interview. The FGD discussion ended with clarification of all the answers of the informants and drawing conclusions that strengthened all explanations so that in this context it included data validation.

Documentation studies were carried out by researchers to analyze various published policies and regulations of the Ministry of Education and Culture related to the implementation of the *Merdeka Belajar* program. A review was carried out on good printed or electronic documents issued by ministries and universities regarding the Internship and Independent Study programs.

3. Data analysis technique

The qualitative data analysis technique was carried out by organizing data, selecting it into units that can be analyzed, finding important things, and deciding which parts will be blended into important points, four components namely

data collection, data reduction, data presentation, and data verification or conclusion drawing. The interrelationships of the four components were shown interactively in the data collection process so that the activities were carried out on an ongoing basis.

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Furthermore, the researchers formulated the concept of internship which is synchronic with the concept of independent learning, formulating a formula for strengthening working programs that can be used as a basis and suitable for implementation in the department or study program environment. For this reason, an FGD agenda was carried out which presented curriculum experts, the industrial community, and HRD practitioners.

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a. Development of soft skills

Currently, soft skills are absolute abilities that must be owned by someone when entering the workplace. The internship program can be a means for students to develop their soft skills. Therefore, in the curriculum and design of apprenticeship learning it is necessary to include activities that can develop students' soft skills. The learning design for the development of student soft skills during internships includes: (1) fostered by competent and dedicated industrial mentors; (2) in the form of in-class training; (3) there are evaluations in the form of quizzes, pre-tests, and post-tests for each class; (4) direct implementation of in-class training materials during project assignments; (5) in-class training every week with different experts to deepen the basic soft-skills needed in the world of work; (6) students can develop into professionals who master basic skills and instill design thinking in every problem they face; and (7) become employer branding to improve company branding by managing social media (podcast, Instagram, YouTube, LinkedIn, etc.), designing content, activating branding online and offline.

b. Development of hard skills

Practical hard skills must be possessed by students in order to work. The knowledge gained by students while carrying out their education at university needs to be further developed according to the situation in the workplace. Currently the development of technology has been progressing rapidly, students need to develop hard skills in accordance with currently developing technology. The learning design of the internship program to develop hard skills includes: (1) Fostered by each directorate with trainers who are experienced in their fields; (2) in the form of in-class training, observations, quizzes, assignments, FGDs, presentations, case studies, market visits, and others; (3) adjustments to the participant's field of study; (4) Basic Human Resources Management; (5) Equal Employment Opportunity; (6) HR Basic Skills; and (7) Evaluation process of each class (Quiz, pre-test, post-test).

c. Project assignment

Project assignment is a core activity of the internship program. In this activity, students are directly involved in working in the industry. Students can practice their knowledge and

strengthen the soft skills and hard skills they have learned before. Students mingle with professional workers in the industry to communicate and collaborate with each other to solve real challenges in the industry accompanied by professional field mentors. Strong collaboration with industry and being mentored by experienced professionals in handling projects helps students gain industry experience (Lamancusa, et al., 2008).

Students can see a problem from a helicopter view which is very useful when doing project assignments. The learning design for this activity includes: (1) communicating with other directorates; (2) make long-term plans regarding social media projects held; (3) research on the content created; (4) evaluation for future improvement; (5) learn to create interesting content; (6) propose and contribute to a project

improvement; and (7) holding real cases directly faced by the company. Competency expertise or skills and Graduate Learning Outcomes (CPL) need to be further developed so that the activities that will be held in the internship program can run optimally and are able to achieve the learning objectives expected of students. Implementation of student learning focuses on three aspects of competence, namely knowledge, skills, and attitudes (Nashiroh, 2017). Research by Cahyani (2017) shows that the right competency skills and the suitability of internships have a positive relationship to readiness to enter the job market. An example of the results of developing competency skills in the form of topics, modules, and learning objectives for one of the resulting internship programs can be seen in Table 2.

Table 2. Topics, modules, and Learning Objectives of One of the Internship Programs

Topic	Module	Learning Objectives
Introduction to Business and industry	Understanding the art of Business	Understand the origin & history of business Participants understand the values adopted by the industry and what differentiate them from other companies Understand business forms Understand the industry ways of doing business and differentiator among other companies.
Brand & Product Portfolio	Brand & Product Portfolio	Understand and know company's Brand & Product Portfolio Understand and know Brand & Product Portfolio Process of Product.
Design Thinking Design	Concept of Thinking	Participants can understand Design Thinking in general Participants recognize the application of Design thinking tools in making an innovation Participants can understand the ideation process as the first step in innovating and being creative
	Analytical and Critical Thinking	Participants understand the terms Analytical and Critical Thinking Participants understand the implementation of Analytical and Critical Thinking in everyday life Participants understand the importance of Analytical and Critical Thinking in business processes Participants can apply Analytical and Critical Thinking in everyday life and in preparing projects
Basic Skill	Building Relationship and Facilitation Skill	Participants can understand and empathize with partners and teams Participants can build good relationships and trust with interlocutors and teams Participants can convey key information effectively Able to complete, clarify and dig up information Use the right strategies and tools in communicating
	Basic Problem	Participants understand the concept of Problem Solving

	Solving	Participants understand how to solve problems
		Participants can apply the concept of problem solving in everyday life and in preparing projects
Personal Branding	Personal Branding	Participants can understand the concept of Personal Branding
		Participants can apply the implementation of Personal Branding in expressing opinions and discussing.
Soft Skills	Project Management	Participants understand the concept of project management and how to identify a project
		Participants understand the Project Life Cycle
		Participants can use basic project management tools
		Participants understand the concept and implementation of Agile Project Management.
	Basic Business Acumen	Participants understand the basic concepts of Business Acumen
		Participants understand terminology, components, or management tools that are commonly used in the business world
		Participants know the business process in creating products and services.
		Participants understand the basic concepts of business strategy
		Participants know how employees can contribute to improving company performance.
	Communication	Participants understand effective, assertive dan confident communication
	Skill	Participants understand about building effective communication
		Participants understand the tools in implementing good communication
		Participants understand the impact and importance of good communication at work
		Participants can apply effective, assertive, and confident communication in everyday life
	Presentation Skill	Participants understand about good presentation
		Participants can make effective and interesting presentations
		Participants can deliver presentations well and confidently
	Public Speaking	Participants understand Public Speaking
		Participants can do Public Speaking effectively
		Participants can apply Public Speaking both in daily life and in projects that will be carried out
	Time Management	Participants can understand the concept of Time Management
		Participants can determine task priorities in work and daily life
		Participants know the tools that are commonly used in Time Management
		Participants can implement Time Management techniques in everyday life and in preparing projects

3. Assessment system

The assessment system is structured in such a way that each activity has a rating weight. The assessment method for hard skills and project assignments uses authentic assessment. Implementation of authentic assessments allows apprentice students to complete a task or demonstrate a performance in solving a real problem that exists in an industrial environment (Supraptono, et al, 2022). The biggest weight for the internship program lies in the project assignment as the most student activity in

participating in the internship program. An example of the results of designing a scoring system can be seen in Table 3, a case study at Paragon.

Table 3. Example of an Internship Program Assessment Design

Topic	Module	Assessment Method	Weight (%)
Soft skills	Understanding Paragon Business	Pretest & Post Test	10
	Paragon's Brand & Product	Pretest & Post Test	
	Portfolio	Pretest & Post Test	
	Concept of Design Thinking	Pretest & Post Test	
	Paragon's Brand & Product	Pretest & Post Test	
	Portfolio	Pretest & Post Test	
	Concept of Design Thinking	Pretest & Post Test	
		Pretest & Post Test	
	Analytical and Critical Thinking	Pretest & Post Test	
		Pretest & Post Test	
	Building Relationship and	Pretest & Post Test	
	Facilitation Skill	Pretest & Post Test	
	Basic Problem-Solving	Pretest & Post Test	
	Project Management	Pretest & Post Test	
	Basic Business Acumen	Pretest & Post Test	
	Communication Skill		
	Presentation Skill		
	Public Speaking		
	Time Management		
	Personal Branding		
Hard skills	Based on Directorate	Quiz Assignment Sharing Session Case Study Task	10
Project Assignment	Based nn Directorate	Mid-Test (project presentation)	40
		Final Test (project presentation)	40

CONCLUSION

Several conclusions that can be drawn from the present study : (1) Internship in the context of MBKM is called a Certified Internship, with the orientation of developing soft skills, hard skills and project assignments; (2) Learning design in internship programs includes coaching methods, in-class training, project implementation practices; (3) Learning outcomes after the internship program include understanding work culture, understanding branding, communication skills and the ability to work together, quick adaptation skills and time management; (4) The internship program can be converted up to 20 credits depending on the linearity or compatibility of the courses with learning materials in the industry. If there is a discrepancy, then the internship learning material is recognized as an additional regular course which can be included in the SKPI (Diploma Supplement) or prerequisite courses; and (5) MBKM Internship Learning (certified) has the potential to realize graduate competencies that are in line with the needs and demands of the business or industry.

SUGGESTION

Department managers are expected to be able to assist students in choosing industrial partners for internships. The selection of industrial internship places is essential because it is related to recognition and synchronization with the courses listed in the applicable curriculum. For Faculty managers, it is hoped that they can expand the network of cooperation with various industries as part of efforts to facilitate student access to obtain internships that are in accordance with the field of study or study program. Meanwhile, the Career Preparation Development unit is expected to be able to provide facilitation to students so that they are ready to compete or be ready to face selection to take part in highly competitive tertiary

internship programs, especially for national and multi-national companies.

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