

THE IMPLEMENTATION OF THE MERDEKA BELAJAR KAMPUS MERDEKA (MBKM) INTERNSHIP PROGRAM IN SOCIOLOGY STUDY PROGRAM, FACULTY OF SOCIAL SCIENCES, STATE UNIVERSITY OF JAKARTA

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ABSTRACT

This study aims to evaluate the implementation of the independent internship program within the Sociology Study Program, Faculty of Social Sciences, State University of Jakarta using the CIPP (Context, Input, Process, Product) evaluation model. The type of approach used is descriptive qualitative with observational data collection techniques, interviews, and literature studies. The results of this study show that: (1) Context evaluation is still not optimal, because the involvement of Sociology students is only around 15% from batches 1-4. However, the vision, mission, and objectives of the Sociology study program are considered to be in line with the objectives of the implementation of the Independent Internship program. (2) Input evaluation has been running well, due to the availability of human resources, facilities, and budgets that are met, but improvements are needed for optimal achievement. (3) Process evaluation has run well, evidenced by a high level of student satisfaction, intensive mentor assistance, and job suitability with the field of science. (4) Product evaluation through the Independent Internship program is very good because it can increase work experience, relation/networking, significantly improve the abilities and skills of participants, and absorption in the world of work more optimally with an appropriate salary.

Keywords: Independent Internship, Program Evaluation, CIPP.

INTRODUCTION

The Minister of Education and Culture and Technology in February 2022, launched an independent curriculum with the aim of improving the quality of learning that focuses on essential materials, as well as character development of the Pancasila Student Profile (ditpsd.kemdikbud.go.id). The implementation of the Merdeka Campus program at the university level, provides opportunities for all students to hone their abilities according to their talents and interests, by going directly into the world of work as a career preparation sector. These off-campus activities can be converted into credits, so students can expand their networks, explore knowledge and abilities in the field for more than one semester with qualified and reputable partners (kampuserdeka.kemdikbud.go.id).

From a review of similar research, researchers categorize in 2 forms, namely the benefits of the MBKM program and obstacles in the implementation of the MBKM program (Tambunan 2020). First, that the MBKM program is useful for making students more skilled, character, competitive, knowledgeable (literacy), and opening learning opportunities in the field such as hospitals, puskesmas and companies (Yamin and Syahrir 2020), (Lhutfi and Mardiani 2020), (Syamsuadi et al. 2022). Second, there are various obstacles in implementation, first at the level of students who do not understand the procedural flow, at

the level of lecturers who are still minimally involved both in information and in preparation and assistance, and at the organizational level the study program is still difficult to convert because it needs adjustments between the 8 main performance indicators of the MBKM program with a value of 20 credits (Nona et al. 2021), (Takdir et al. 2021), (Sulistiyanı et al. 2021) (Syamsul, Abidin, and Anshori 2021), (Shamsa Aziz 2018).

Based on a review of similar research that has been conducted, research with this theme is still relevant and interesting to be studied because it needs to be unraveled problems in the implementation process. This study also complements previous studies that have not conducted evaluations related to implementation. In fact, program evaluation is one of the tools to see the implementation of implementation and at the same time evaluate all components comprehensively. Therefore, the researcher raised the research theme "Application of the Independent Learning Independent Campus (MBKM) Internship Program in the Sociology Study Program, Faculty of Social Sciences, Jakarta State University". Specifically, this study will discuss aspects of evaluation of the *Context, Input, Process, Product* (CIPP) model by (Stufflebeam and Zhang. G. 2020), (Shamsa Aziz 2018)

METHOD

This research uses a qualitative approach with a descriptive method. The data collection technique carried out was an in-depth interview with 9 informants consisting of students, mentors / mentors from companies and study program coordinators, in addition to observation and literature study. This research was conducted in the even semester of the 2022-2023 academic year, located in 5 places, namely BPJS employment companies, PT Paragon Pratama Teknologi, PT Telkom Indonesia, the Ministry of Tourism and the UNJ Sociology Study Program. Data analysis in this study through *open coding, axial coding and selective coding*. Analysis of the discussion using the evaluation of the Context, Input, Process, Product (CIPP) model by (Stufflebeam and Zhang. G. 2020), (Wholey 2010), (Philip Robinson 1981)

RESULTS AND DISCUSSION

Context Aspects in the Implementation of the Independent Internship Program in the Sociology Study Program, Faculty of Social Sciences, State University of Jakarta: Involvement, Participation and Suitability of Vision, Mission and Goals

Context evaluation aims to thoroughly assess the process of implementing a program in identifying problems or fundamental needs in planning and implementing a program. In addition, *context evaluation* also aims to assess the suitability of goals to be able to meet student needs. The success indicators in context evaluation are (a) program planning: the background and objectives of the implementation of the Independent Internship program (b) the level of participation of participants in the Independent Internship program, and (c) the conformity of the Independent Internship program plan with the vision, mission, and goals to be achieved by educational institutions, especially in the Sociology Study Program, Faculty of Social Sciences, Jakarta State University.

Based on these indicators, it is stated that (a) there is a suitability of the background and objectives of the implementer as assessed from regulatory documents, and other supporting documents made by the campus in order to adaptively respond to MBKM, (b) the participation rate is still relatively low, recorded at a percentage of around 15% for all Sociology students who successfully pass the Independent Internship program starting from *batches 1-4*. There are only 4 students in *batch 4*, and 4 non-MBKM internships. This is due to the lack of socialization and technical instructions, intense competition (thousands of participants who register from all campuses in Indonesia), do not have *special opportunities* from alumni or special partners related to cooperation for the needs of certain positions and fields of work, and finally the Department of Sociology is still not as common and known by

the wider community as other majors which cause few opportunities to occupy the industrial world, because there is no specific position that is a land or place for graduates majoring in Sociology. (c) There is a conformity of the vision, mission, and objectives of the Sociology study program with the implementation of the Independent Internship program which is assessed from the written documents of the study program to develop skills, knowledge, and experience relevant to the student's field of study.

Input Aspects in the Implementation of the Independent Internship Program in the Sociology Study Program, Faculty of Social Sciences, Jakarta State University: Resources, and Implementation

The *input* aspect is carried out to identify and analyze strategies carried out in order to achieve program objectives. The success indicators in *input evaluation* include human resources, facilities and budget funds. Based on these indicators, it is stated that (a) the human resources owned by (1) the study program are adequate, as evidenced by the existence of the Independent Internship program management team, namely the Former Head of the Sociology Study Program, namely Mr. Abdul Rahman Hamid, who was then assisted by the Admin of the Sociology Study Program, Mrs. Mega Susanti in taking care of all administrative needs starting from registration to the end of the program. This team has a strong understanding because it has participated in various socializations as a debriefing process carried out by the rectorate, namely Vice Rector 1 and Vice Rector 3. The human resources owned by (2) Merdeka internship partners or so-called mentors provided by the company in providing direct teaching and guidance to every student accepted by the company are good. Each mentor is tailored to the ability in their respective fields and the number is also adjusted to the needs of each project. For example, Telkom Indonesia provides mentors totaling 1:3 with a total of 113 mentors for 346 participants. Third, the resources owned by (3) students who successfully pass and are accepted by the company in the Independent Internship program are students who have a fairly good academic level in quality. This is because students have passed the selection process set by the company with the following stages: (i) Administrative Selection by the Ministry of Education and Culture (completeness of Recommendation Letters and SPTJM). (ii) Diversity Test by the Ministry of Education and Culture. (iii) Administrative Selection by Partners (suitability of majors with positions). (iv) Online Test (the company's core values, namely AKHLAK). (v) User selection by Partners, namely by making profile videos or interviews and portfolio reviews.

Second, (b) In this case, the company provides facilities related to roles in the field of each intern. For example, providing access to workspaces, access to collaborative platforms and *tools* that manage *projects*, and access to *learning (online) platforms and resources*, including participation in *event sharing by experts*. In addition, gain access to information related to professional development for alumni interns.

Third, (c) the campus does not allocate funds, because there is no budget need to be spent. But the partner in this case is a company that has a budget fund from the Ministry of Education, Culture, Research, and Technology (Kemdikbud) which is intended for students / interns and mentors. The financial support in question is in the form of participant mobilization funds, student living expenses assistance and salaries or honors for mentors.

Process Aspects in the Implementation of the Independent Internship Program in the Sociology Study Program, Faculty of Social Sciences, Jakarta State University

This evaluation *process* is used to detect or predict implementation procedures or designs during the implementation phase of the independent internship program. The indicators in the *process* aspect are (1) the level of participant satisfaction with the internship program, (2) the level of attendance and involvement of participants, (3) the level of

implementation of the internship program in accordance with the schedule and activity plan, (4) the effectiveness of mentoring and monitoring, and (5) the level of obstacles or obstacles faced during the internship program.

Based on these indicators, it is stated that (1) the first assigned mentor can carry out tasks as expected, guide and provide direction well to interns. Second, the workload given by the company is aligned with the syllabus and has an interest in improving the ability of participants in the world of work. Third, by being actively involved, interns have qualified experience and have better and directed abilities. (2) Interns have a satisfactory level of attendance, because during the program participants are required to be actively involved in projects implemented by the company. (3) Implementation of the program in accordance with the syllabus and time given, the company has a high commitment in implementing the internship program according to the direction of the ministry of education. So that the activity and time goals are achieved in accordance with the syllabus. (4) Mentoring and supervision carried out by mentors are quite effective because mentors regularly provide guidance and monitor interns to be able to carry out tasks as they should. Thus, interns can carry out the internship program well, and are able to contribute to the company. (5) Interns have relatively no significant obstacles in implementing the internship program, because interns get mentoring from mentors, and get a clear syllabus.

Product Aspects in the Implementation of the Independent Internship Program in the Sociology Study Program, Faculty of Social Sciences, Jakarta State University

Product *evaluation* aims to measure the impact, as for 3 success indicators in *product evaluation*, namely (1) Increasing the knowledge and skills of interns, (2) the graduate rate of Independent Apprentices in the industrial world, and (3) the impact of the internship program on the career development of participants.

Based on these indicators, it is stated that (1) there is an increase in the abilities, knowledge and skills of interns, the ability of interns increases due to being directly involved in the world of work. Participants are trained in foreign languages, work in teams across generations, relate to professionals. More specifically, participants are trained in communication, *powerful presentation*, digital analysis, marketing, negotiation, *leadership*, teamwork, *critical thinking*, *product tariffing* and others related to the position of interns. In addition, interns also get professional certificates issued by related companies and ministries, so that it will be of added value for participants later, when they will register to work. (2) Participants who take part in the independent internship program will get a job faster, because they already have real experience in the world of work. This was conveyed by the Head of MSIB 4 Program, Wachyu Hari Haji, revealed that on average Indonesian students need a waiting time of 4 months to get a job. The MSIB team again conducted research on MSIB alumni with significant results. In fact, from the latest data, interns only need 1 month to get a job after graduation. Then, independent apprentices also get greater wages than non-independent apprentices. Based on the results of the economic impact study of the Merdeka Campus program, as many as 41 percent of the 7,099 alumni of the Merdeka Campus program spent 0.3 to 2.8 months to get a job or faster than the national average waiting time of four months to get a job. According to the Director General of Higher Education, Research, and Technology, Prof. Ir, in addition to quickly getting a job, the first salary obtained by alumni of the Independent Campus Program is higher than the national average of the first salary. "The national average of the first salary is 0.72 x UMP (provincial minimum wage). While graduates of the Independent Campus Program reached 1.43 to 1.88 x UMP. (3) Interns get career development as evidenced by the ease of getting a job after the independent internship program ends, and getting a job offer after graduating at the company where the internship program takes place. (Nasrullah et al. 2021)

CONCLUSION

Based on the results of *the context evaluation* that has been carried out, 2 indicators are good, and 1 indicator is not satisfactory. So to respond to the optimal level of participation, improvements are made by conducting socialization, and debriefing so that students are ready to compete. In addition, assistance is also carried out for every student who is declared to have passed the independent internship so that they still pay attention to the rules and regulations during the internship process. Finally, the study program also conducts internal evaluations related to the curriculum used in learning to emphasize more on the *hard skills* and *soft skills* needed by graduates in the world of work.

Based on the results of *input* evaluations that have been carried out on the 3 indicators above, it is considered good enough. However, improvements are needed so that achievements are more optimal, such as increasing the quantity and quality of the internship management team from lecturers, encouraging students to take part in internship selection, providing facilities for students to communicate regarding mentoring, progress and obstacles during the MBKM internship program with supervisors. Also, preparing a budget from the study program for the needs of increasing human resources of lecturers and students.

Based on the results of *the process evaluation* that has been carried out on the 5 indicators above, it is considered good. This is evidenced by participants who have completed the independent internship program with the maximum, and a high level of participation. This independent internship program is expected to continue to be carried out well, and continue to be a space to improve the experience for participants in real terms about the world of work, because participants need real space to prepare themselves to become competitive workers.

Based on the results of *product* evaluations that have been carried out on the 3 indicators above, it is considered that this internship program is very good because there is an increase in abilities, skills and relationships, the level of competent graduates and has a positive impact on absorption in the world of work with appropriate wages.

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