Evaluation of Internship on Independent Learning Program (Merdeka Belajar Kampus Merdeka)

Abdullah Ade Suryobuwono[1], Sita Aniisah Sholihah[2], Edi Abdurachman[3], Sri Rahardjo[4], Veronica[5], Wahyu Poncotoyo[6], Danie Hayam Mada Chamsudi[7], Intan Oktaviany[8]

Institut Transportasi dan Logistik Trisakti, Jakarta, Indonesia 13410
[2]corresponding author: sitaaniisah@itltrisakti.ac.id

Abstract— Internships/Work Practices aim to provide hands-on experience in the workplace to hone the hard skills and soft skills of students, which are needed when they enter the world of work. This study aimed to analyze the success of the Internship Program based on contextual factors, organizational factors, and process factors. This research is quantitative research with the method of collecting using direct observation techniques, interviews, and questionnaires. The research sample is saturated, namely, all students who participated in Internship Program managed by Ministry of Education and Culture – Republic of Indonesia, Lecturers, and Educational Personnel (Faculty Staff) were included as respondents. The results of this study are (1) the implementation of certified and regular internships is in general, has been successful; (2) Certified and regular internship partners have provided opportunities for students to develop by placing students by the student's field of study.

Keywords— Merdeka Belajar Kampus Merdeka Program, Independent Learning Program, Education, Internship, Certified Internship.

I. INTRODUCTION

Merdeka Belajar – Kampus Merdeka (MBKM) or Independent Learning Program, which was launched by the Minister of Education and Culture Republic of Indonesia, was proclaimed to prepare university graduates who were challenging and relevant to the needs of the times. The MBKM program facilitates students learning outside the campus, one of which is Internships/Work Practices.

Internships/Work Practices aim to hands-on experience in the workplace to build students' hard skills and soft skills, which are needed when they enter into work fields. Hard skills include skills, the ability to solve complex problems, analytical skills, etc. Soft skills include professional/work ethics, communication, collaboration, etc.

Ref. (1) analyzed the impact of Internship Programs on job performance. This research explained that the Internship Program will be more effective if there is a synergy between the university and the organization (company) in the scope of work environment, internship reporting, knowledge transfer, and organizational participation.

Based on Ref. (2), there are 3 (three) factors influence the success of university-industry R&D collaboration, namely: contextual factors, organizational factors, and process factors. Contextual factors related to the elements needed to collaborate among partners. Organizational factors can be defined as elements needed to develop an agreement for collaboration among partners. The process factor is essential to ensure collaboration between universities and industry can be successfully implemented smoothly.

The implementation of Internships itself has been incorporated in the curriculum of at the Fakulty of Transportation andn Logistics System, Institut Transportasi dan Logistik Trisakti since 2017. Implementing the MBKM Curriculum is expected to increase further the output of the Internship/Work Practice Program. Currently, there are 2 (two) major channels to distribute students into Internship Programs/Work Practices, namely: (1) Certified Internships (BUMN and FHCI) initiated by the Ministry of Education and Research and Technology Cultures; and (2) Reguler Internship from the Faculty. Five students were successfully accepted into Certified Internships (BUMN and FHCI), and the remaining students (160 students) did Reguler Internships.

Based on the explanation above, the research problem is "how successful is the implementation of the Internship/Work Practice Program, both from Certified Internships (BUMN and FHCI) and Faculty Reguler Internships?"

II. LITERATURE REVIEW

In this research, there are 3 (three) factors that can help build a successful R&D collaboration between university-industry within a country (see Fig. 1). These factors can also help collaborating stakeholders to determine best practices that should be applied to develop effective collaboration, as in (3).
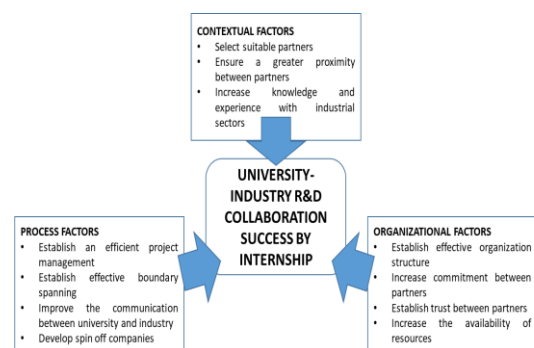

Fig. 1. University-Industry R&D Collaboration Success Factors
Source: (Ramli et. al., 2013)

To benefit from advanced university and industry R&D collaboration, both partners must find effective ways to overcome barriers to collaboration, as in (4). Focus on contextual or contractual and organizational factors to break collaboration barriers to successful R&D collaboration.

In addition, Ref. (5) stated that the process factors as another relevant element that contributes to the successful collaboration between universities and industry. In summary, the relevant factors used to build a successful R&D collaboration are contextual factors, organizational factors, and process factors.

1. Contextual Factors

Contextual factors refer to the elements needed to build R&D collaboration between collaborating partners, as in (6). This factor is essential during the initial process of an agreement to establish cooperation between partners, as in (7)(8). Inside Contextual factors refer to the elements needed to build R&D collaboration between collaborating partners, as in (9). This factor is essential during the initial process of the agreement to establish cooperation between partners. In this study, three elements are included in contextual factors, namely partner selection, geographical proximity, and knowledge and experience in establishing R&D collaboration between universities and industry, as in (10)(11).

2. Organizational Factors

Ref. (7) stated that organizational factors can be defined as elements needed to develop an agreement for R&D collaboration between collaborating partners. Formalization factors, commitment, and resources must be considered in organizational factors, as in (8). Commitment from individuals is the key to managing R&D collaboration between universities and companies, as in (12). Divide commitment into two types, namely affective commitment and calculative commitment, as in (13). Affective commitment refers to the tendency of partner members to continue to maintain their collaboration with a particular partner, while calculative commitment measures the extent to which partner member experience is required to maintain the relationship, as in (14). The results show that institutions with high commitment can help overcome obstacles in research collaboration, as in (4).

3. Process Factors

Elements included in this process factor are essential to ensure that the R&D collaboration between the university and the company can be carried out smoothly and successfully, as in (15)(16). The effectiveness of the R&D collaboration process can lead to the achievement of the goals of both partners. This factor can help overcome barriers to collaboration by applying the four variables shown in this study, namely efficient project management, effective boundaries, and improved communication between the two partners, as in (17).

III. IMPLEMENTATION RESEARCH METHOD

This implementation was carried out at the Fakulty of Transportation and Logistics System, Institut Transportasi dan Logistik, Jakarta - Indonesia. This type of research is quantitative. The research method used is descriptive statistics. The data was collected in the form of primary and secondary data, collecting using direct observation techniques, interviews, and questionnaires. Data sample is saturated, all students who do the MBKM Internship Program, Faculty

Reguler Program, Lecturers, and Educational Personnel (Faculty Staff).

IV. RESULT AND DISCUSSION

A. Student Assessment of Contextual Factors

The assessment of contextual factor can be seen in Fig. 2 and Fig. 3. The first result is obtained based on the evaluation Based on Student Assessments. The assessment of regular internship students based on contextual factor indicators shows that expectations and realization of Internship implementation are good; student expectations before Internship are higher than realization after Internship. Student relations with partners and partner relationships with university have been going well. Student respondents feel that partners have provided knowledge and experience in the industry. Generally, this experience is related to the study program being undertaken. On the other hand, students feel that the partner chosen is not by what is imagined or expected by students, including conformity with the study program.
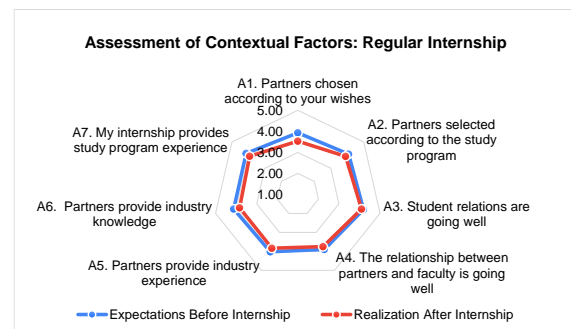

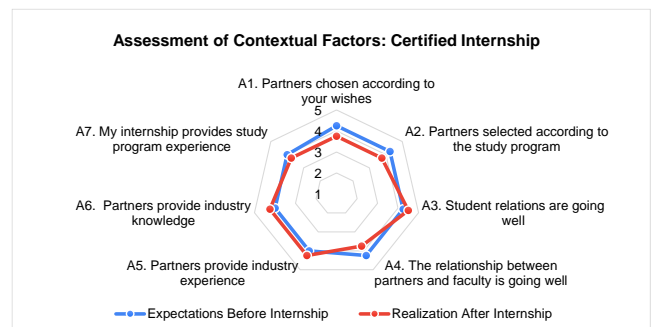Fig. 2. Student Assessment of Contextual Factors: Regular Internship

Fig. 3. Student Assessment of Contextual Factors: Certified Internship

The assessment of certified internship students based on contextual factor indicators shows that expectations and realization of Internship implementation are good; student expectations before Internship are higher than realization after Internship. The relationship between students and partners went very well beyond their expectations. Partners provide industry knowledge and experience beyond student expectations. Partner relations with faculties and study programs need to be further improved.

However, some selected partners are not in accordance with the wishes of students and are not in accordance with the study

program, so that there are experiences that are not in accordance with the study program.

B. Student Assessment of Organizational Factors

The assessment of contextual factor can be seen in Fig. 4 and Fig. 5. The assessment of regular internship students based on organizational factor indicators shows that the expectations and realization of the implementation of the Internship are good, the expectations of students before and after the Internship are the same or appropriate. Partner relationships with faculties and study programs are able to establish and increase mutual trust and work together to improve the quality of existing human resources. In addition, the implementation of street vendors has been able to improve the quality of existing human resources, and students and partners are able to build effective organizations to create good commitment.
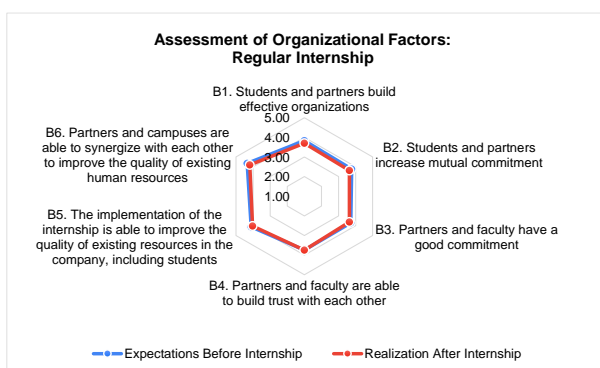

Fig. 4. Student Assessment of Organizational Factors: Regular Internship
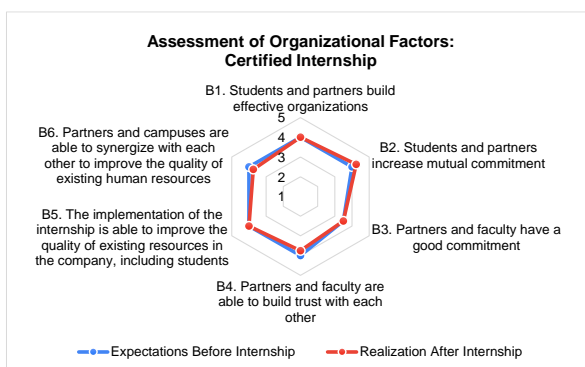

Fig. 5. Student Assessment of Organizational Factors: Certified Internship

The assessment of certified internship students based on organizational factor indicators shows that the expectations and realization of the implementation of street vendors are good, student expectations before and after street vendors are the same or appropriate. Partner relationships with faculties and study programs are able to establish a good commitment. In addition, the implementation of street vendors has been able to improve the quality of existing human resources, and students and partners are able to build effective organizations so as to create good commitment.

C. Student Assessment of Process Factors

The assessment of contextual factor can be seen in Fig. 6 and Fig. 7. The assessment of regular internship students based on process factor indicators shows that the expectations and realization of the implementation of street vendors are good, the expectations of students before and after street vendors are the same or appropriate. Partners do not assign tasks or responsibilities outside the managerial area, and the presence of students is able to improve communication between Faculty and partners. In addition, the implementation of street vendors can develop the company, and students and partners are able to build effective project management.
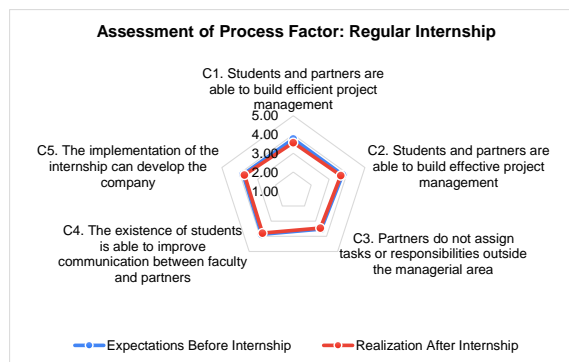

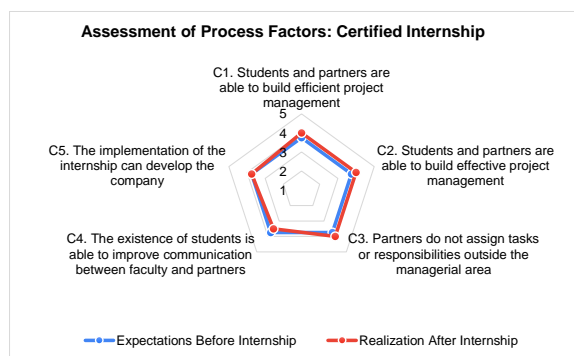Fig. 6. Student Assessment of Process Factors: Regular Internship

Fig. 7. Assessment of Process Factors: Certified Internship

The assessment of certified internship students based on process factor indicators shows that the expectations and realization of the implementation of the Internship are good, the expectations of students before and after the Internship are the same or appropriate. Students and partners are able to build effective management. In addition, students are able to improve good communication between Faculty and partners.

D. Lectures and Educational Staff Assessment

The second results is obtained based on the Evaluation Based on Assessments of Lecturers and Educational Staff. In the lecturer chart, lecturers have the highest expectations compared to students and education staff, but the realization does not match their expectations. The Lecturer's assessment of the internship Program Merdeka Belajar Kampus Merdeka is based on indicators of contextual factors, organizational factors, and process factors.

Lecturers' assessments of contextual factor indicators are not in accordance with their realization because expectations are quite high compared to their realization. However, the

relationship between partners and faculties or study programs is going well.

The Lecturer's assessment of organizational factor indicators shows that the expectations before the internship lecturers are too high from the realization after the internship implementation. Partner relationships with faculties and study programs are able to establish good commitment and trust.

The Lecturer's assessment of the process factor indicators is that the expectations before the internship lecturers are too high from the realization after the internship implementation. So, in this factor, there are no indicators that meet the expectations of the Lecturer unless the partner does not assign tasks or responsibilities outside the managerial area.

It can be concluded from the results of the assessment of lecturers to the successful collaboration of Research and Development (R&D) to three factors: contextual factors, organizational factors, and factors indicating higher expectation as compare to the realization or performed during the implementation of internship.

E. Educational Staff Assessment

A general assessment of educational personnel based on contextual factors indicates that the expectation and realization of the implementation of street vendors have been reasonable; the expectations of education personnel street vendors are higher than the realization street vendors. Student relations with partners and partner relationships with campuses have been going well. Education staff members believe that partners have provided knowledge and experience in the industry. Generally, this experience is related to the study program being carried out. On the other hand, the education staff believes that the partner chosen is not by what is imagined or expected by students, including the suitability of the study program.

In general, the assessment of education personnel based on indicators of organizational factors shows that the expectations and realization of the implementation of Internship are reasonable; the expectations of education personnel before Internship are higher than the realization after Internship. Partner relationships with faculties and study programs must be improved to establish and increase mutual trust and work together to improve the quality of existing human resources. In addition, the implementation of street vendors can improve the quality of existing human resources, and students and partners can build effective organizations to create exemplary commitment.

In general, the assessment of education personnel based on process factor indicators shows that the expectations and realization of the implementation of street vendors are reasonable. Expectations before street vendors and after street vendors two indicators exceed expectations, the other two indicators higher expectations. Students and partners can build efficient and effective project management beyond expectations. Partner communication with faculties and study programs must be improved. Partners generally do not give assignments outside the managerial area and/or by students' competence. With the proper placement of street vendors, students should be able to make positive contributions to

partners that impact the company's development in a better direction.

Academic staff's assessment of the success of collaboration Research and Development (R&D) on three factors, namely contextual factors, organizational factors, and process factors are almost the same or appropriate; this can be seen from the graph above, although expectations before street vendors on contextual factors were slightly higher.

F. Total Assessment

In general, the total assessment between students, lecturers, and educational staff based on contextual factor indicators shows that expectations and realization of internship implementation are reasonable; total expectations before Internship are higher than realization after Internship. Student relations with partners and partner relationships with campuses have been going well. Total respondents think that partners have provided knowledge and experience in the industry; in general, this experience is related to the study program carried out. On the other hand, on average, respondents think that the partner chosen is not by what is imagined or expected by students, including conformity with the study program.

In general, the total assessment between students, lecturers and education staff based on organizational factor indicators shows that the expectations and realization of the implementation of street vendors are reasonable, the expectations of students before and after street vendors are the same or appropriate. Partner relationships with faculties and study programs must be further improved to establish and increase mutual trust and synergy to improve the quality of existing human resources. In addition, the implementation of street vendors has been able to improve the quality of existing human resources, and students and partners can build effective organizations to create good commitment.

In general, the total assessment between students, lecturers, and education staff based on process factor indicators shows that the expectations and realization of internship implementation are good; student expectations before Internship are higher than the realization after Internship. Students and partners can build efficient and effective project management. The existence of street vendors should improve partner communication with faculties and study programs. Partners generally do not give assignments outside the managerial area and/or by students' competence. With the proper placement of street vendors, students should be able to make positive contributions to partners, which impact the development of the company in a better direction.

In general, the total assessment of collaboration Research and Development (R&D) success on three factors, namely contextual factors, organizational factors, and process expectations before street vendors, is slightly higher than the realization after street vendors. However, this result is already good.

In general, the expectations of students, lecturers and education staff on the total realization of contextual factors are reasonable. Expectations before internship students, lecturers, and education staff are higher than after the Internship.

In general, the expectations of students, lecturers and education staff on the total realization of organizational factors are reasonable. Expectations before internship students, lecturers, and education staff are higher than after the Internship.

In general, the expectations of students, lecturers and education staff on the total realization of process factors are reasonable. Expectations before internship students, lecturers, and education staff are higher than after the internship.

V. CONCLUSION

In general, the implementation of certified and regular internships has been successful, but there are several things that need to be improved, including:

- The participation of faculties and study programs in directing and providing street vendors according to the field of study considering various other aspects, including the distance between the location of the street vendors and the student's domicile.
- The participation of faculties and study programs in communicating with partners, need to be improved so that better relationships are established.
- The involvement of lecturers in the implementation of street vendors is needed, so that the student can give positive feedback to the partners.
- Partners apprentice is certified and regularly gives students the opportunity to flourish by putting students in accordance with the field of study of students, but some places where student took apprentice is not related to the student study program.

VI. RECCOMDATIONS

For further study, it need to have feedback and assessment from certified and regular internship partners/industry point of view, so that both parties (university and industry) will gain much through this program.

ACKNOWLEDGMENT

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