



Analysis of Scientific Field Suitability and the Goal Achievement of Certified Independent Study Internship and Learning Activity Form for Undergraduate Students of Social Science Education at Universitas Negeri Malang

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ABSTRACT

Form of Learning Activity (BKP) of certified independent study internship (MSIB) is an activity that is intended for students to get to know the current world of work. However, based on its implementation, the achievement of the objectives and suitability of BKP MSIB with the scientific field study programs becomes a real issue in the implementation of BKP MSIB. This paper aims to describe the achievement of the objectives of BKP MSIB for undergraduate students at the Social Science Education Study Program of UM, as well as the suitability of BKP MSIB followed by undergraduate students at the UM Social Science Education with the scientific field study program. The study uses a descriptive narrative study method to answer the formulation of the problem based on the students' experience of BKP MSIB participants who came from S1 UM Social Science Education. The research results indicate the achievement of the objectives of BKP MSIB. Students get the right fulfillment to obtain experience in the implementation of BKP MSIB. The right fulfillment to obtain experience is evidenced by the experience of getting off the field for 1-4 months (for certified internships), as well as the real-world issues, which are raised to be reviewed in the classroom (for Certified Independent Studies). Based on its implementation on undergraduate students of UM Social Science Education, it turns out that BKP MSIB still has shortcomings. The shortcomings include the incompatibility between BKP MSIB taken by S1 students of UM Social Science Education with the scientific field study program. Furthermore, based on the research, it is still found students who have a sense of "compulsion" to undergo BKP MSIB MBKM.

Keywords: *learning activity form (BKP), certified independent study internship (MSIB), scientific field, social science*

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INTRODUCTION

Merdeka Belajar-Kampus Merdeka (MBKM) is one of the government's major policies in the field of Education. The Directorate General of Higher Education through the MBKM guidebook (2020) explains that the Independent Learning - independent campus policy is a policy taken with the aim of improving the quality of learning, as well as graduates from higher education. This policy is motivated by the needs of the times, especially the world of work and rapid technological advances. Higher education is required to design and implement learning that is able to prepare students in terms of cognitive, psychomotor, and affective. To that end, the government prepared several major programs in MBKM policy. One of the programs prepared is the right to study for three semesters outside the study program.

The right to study three semesters outside the study program is one of the MBKM programs that is expected to overcome the current problems of Higher Education. Nasrullah et al. (2021) argues that the three-semester learning rights program outside this study program can provide broad opportunities for students to increase knowledge and skills as a preparation for facing the world of work. This Program is then described into 8 forms of learning activities (BKP) that can be followed by students. Based on the MBKM guidebook (2020) 8 the BKP includes student exchanges, internships, teaching assistance in education units, Research/Research, humanitarian projects, entrepreneurial activities, Independent Project Studies, and thematic work lectures/building villages. Rahmawanti & Nurzaelani (2022) explained that these eight activities refer to the Tri Dharma of Higher Education, namely education, research, and community service.

One form of learning activities (BKP) that can be followed by students is the certified independent study internship (MSIB).

The form of learning activities (BKP) certified independent study internship (MSIB) is one of the answers to MBKM's policy on the lack of student work experience and Human Resources needs that are relevant to the industrial world. Sulistyaningrum et al. (2022) explained that the certified independent study internship (MSIB) is a program that facilitates students to understand the reality in the world of work. In the study, the types of activities included in the MSIB program include short courses, bootcamps, massive online courses, and similar activities that are able to provide real experience and understanding of the world of work today.

The certified independent study internship (MSIB) is basically 2 different programs but has the same goal, which is to facilitate students to come into direct contact with the world of work. Further Reza et al. (2022) outlines the differences between the two programs where certified internships are programs that facilitate students to experience firsthand in the world of work. While certified independent study is a course program that facilitates students to learn through real cases that occur in the industrial world today. The duration of MSIB activities itself is for 1-2 semesters using experience-based learning methods. It is expected to equip a series of competencies in the form of hard skills or soft skills to students to be ready to face the world of work. Saragih et al. (2022) explained that students get a course equalization of 20 credits when taking BKP MSIB. The equalization of the courses is recognized in the form of competencies in the form of hard skills and soft skills. Based on this, it is expected that the MSIB program is really able to facilitate students to be more ready to plunge into the world of work with the provision of relevant knowledge in accordance with the current world of work.

Based on the results of observations and empirical studies conducted, it is known that the implementation of BKP MSIB turned out to have indications of problems. Destiniar et al. (2020) in his research, he found that departments/study programs had difficulties, especially in terms of equalizing courses for BKP MSIB as many as 20 credits. This is because each course has its own course Learning Achievement (CPMK). While BKP MSIB also has its own learning outcomes. This course equalization problem can cause its own confusion, especially for related departments / study programs to adjust learning achievement for course equalization.

The equalization of courses for BKP MSIB in fact also raises new problems. Cahdriyana & Richardo (2021) in their research found core courses that fit into a 20-credit course package, where core courses are important courses for students to achieve graduate competency standards. Halim's research (2021) provides an overview of the problems that occur in the Civil Engineering Study program where there is an important/main course that students must take (Building Design & Bridge Design), but the student concerned cannot get the course due to the equalization of 20 credits. So that some lecturers in charge of the course are not ready if the course goes into the equivalent of 20 credits. This is inseparable from the efforts in providing important knowledge in the main courses as the fulfillment of core competencies to produce graduates according to the goals of the Department/study program. The researchers also found that the implementation of MBKM policy provides its own challenges to the Department/study program related to the purpose of the Department / study program. According to Meilani et al. (2022) challenges in the implementation of MBKM in terms of curriculum that leads to the goals of the study program, where there is a need for adjustment of learning achievements so that the application of MBKM can be in accordance with the core competency in a study program.

Previous research has shown that the study of BKP MSIB from the point of view of students participating in BKP MSIB is still not done. Previous research has focused on reviewing the implementation of BKP MSIB from the curriculum and technical policy aspects within the scope of the study program. The researcher intends to elaborate more on the implementation of BKP MSIB by looking at the point of view of the participants of BKP MSIB. Description of the implementation of BKP MSIB by researchers aims to review whether or not the implementation of BKP MSIB so far. The reviews that the researchers attach include the achievement of the objectives of the MSIB BKP implementation, as well as the suitability between

the MSIB BKP that students follow and their scientific fields. Both of these coverage researchers take based on the previous subject of BKP MSIB which always indicates problems in the achievement of program goals and the suitability of BKP MSIB with the scientific field of a study program. This study aims to describe the achievement of the objectives of BKP MSIB in students of S1 UM Social Education Study program, as well as the suitability of BKP MSIB followed by students of S1 UM social education with the scientific field of their study program.

LITERATURE REVIEW

The Concept Of Freedom Of Speech – Campus

Merdeka Belajar-Kampus Merdeka (MBKM) is a policy issued by Minister of Education Nadiem Makarim to realize independent and flexible campus learning (Direktorat Jenderal Pendidikan Tinggi, 2020). Mendikbud in Siregar et al. (2020) explained that it turned out that so far learning in higher education seemed to focus only on one family of knowledge in each study program. He also added that in the world of work today, a person will be required to have more than 1 skill/ability. So it takes a learning that is able to facilitate students to learn other science clumps, in accordance with the passion of the students themselves. This opinion is reinforced by research conducted by Simatupang & Yuhertiana (2021) that student abilities must be aligned with the Times. This is intended so that the university is still able to produce graduates in accordance with the needs of the world of work today.

Kampus Merdeka is expected to be an answer to the demands of the world of work at the university as a higher education organizing institution (Direktorat Jenderal Pendidikan Tinggi, 2020). This has been reflected in the main focus of the independent campus policy itself. Rochana et al. (2021) explained that the main focus of the Merdeka campus policy is to encourage students to develop abilities, as well as gain experience outside the study program through 8 forms of learning activities (BKP). (Direktorat Jenderal Pendidikan Tinggi, 2020) further elaborated on the 8 BKPS, including : student exchanges, internships, teaching assistance in education units, Research/Research, humanitarian projects, entrepreneurial activities, Independent Project Studies, and thematic work lectures/Village Building.

Forms Of Learning Activities (Bkp) Certified Independent Study Internship (Msib)

The form of learning activities (BKP) certified independent study internship is a program designed to facilitate students to be able to develop their abilities in the form of hardskills and softskills so that they are expected to be able and ready to face the current industrial revolution 4.0 (Suryatno & Insana, 2022). Sari et al. (2021) explained that in its implementation, BKP MSIB provides an opportunity for students for 1-2 semesters to gain sufficient experience by learning directly at the workplace. This opens up opportunities for students to directly experience the real world of work. So it is expected that BKP MSIB can bridge students to understand more about the world of work, and as much as possible equip themselves to look at the world of work.

Saraswati et al. (2021) explained that before running BKP MSIB, students must obtain approval from the related study program. This shows that in practice, students cannot directly participate in MSIB activities without the approval of the related study program. It is also explained in the MBKM implementation manual (2020) that BKP MSIB is valued at the equivalent of 20 credits. So that students have the right to receive conversion course offerings to be replaced with MSIB BKP that students are undergoing.

Core Competency Study Program

Competence according to Nurjaya et al. (2021) is an ability that a person needs in order to be able to achieve the expected performance. The abilities in question include knowledge, skills, creativity and practice in a person. The competencies intended in this study are none other than the core competencies/main competencies in the study program. Based On Kepmendiknas No. 045 year 2002 explained that the core curriculum is a characterizer of the main competencies. This puts the core curriculum as the basis for achieving graduate competencies, as well as the minimum reference in the organization of study programs.

In Kepmendiknas No. 045 of 2002 also mentioned that the core curriculum contains an explanation of the substance of the study of the main competencies are grouped according to competency elements. As well as an explanation of the teaching and learning process and study materials to achieve the elements of competence. The position of the core curriculum as a characterizer of the main competencies is increasingly strengthened by Article 4 of the National Education Decree No. 045 of 2002 which states that the curriculum contains an explanation of the characteristics of the main competencies as differentiators between one study program and another.

Constructivism Learning Theory

Constructivism according to Sugrah (2019) is a learning theory that focuses on how learners build understanding of knowledge through experience. In line with this opinion, Paradesa (2015) describes that the learning process in the theory of Constructivism emphasizes the learning process that is built through experience and the result of interaction between learners and the learning environment. Further in his writing, Paradesa (2015) said that students in constructivism theory can be more active in sorting and choosing what they want to learn. Constructivism learning theory in the context of this research includes supporting the MBKM program. The initial goal of MBKM itself is to provide the widest possible freedom for students to learn the widest possible knowledge, even knowledge that is outside the scientific field of student study programs. Forms of learning activities (BKP) such as certified internships, as well as independent studies are expected to be programs that are able to build student experience. The freedom of students to choose what they want to learn is a plus point in the eyes of Constructivism learning theory.

Freedom of students to learn something is also in line with the view of learning according to Ki Hajar Dewantara. Muzakki (2021) explains Ki Hajar Dewantara's view on "non-coercive" education, where the ultimate goal of Education is to advance people's lives. Ki Hajar Dewantara views education as a real effort to liberate humans as a whole. For that with the release of the learner to choose the science he wants to learn, then the learner needs to be more active to choose what science he wants to learn. Constructivism learning theory according to Masgumelar & Mustafa (2021) is a theory that prioritizes the activeness of learners in the learning process. Where in the learning process, learners can actively participate in solving problems that occur in the learning environment.

METHOD

This study uses qualitative research methods using descriptive narrative study design. Sugiyono (2013) revealed that qualitative research is research conducted on objects that are natural. Based on this statement, in qualitative research the presence of researchers as research instruments, does not provide any influence or treatment on the object of research. Creswell (2015) stated that qualitative research is a suitable research used to answer the formulation of research problems that require more in-depth exploration of the researcher. In order to obtain more in-depth research data, the study design used descriptive narrative study design. Rianto (2020) explained that narrative studies are research that focuses on individual and group life experiences. The life experience is deeply explored by the researcher who acts as a research instrument, then rewritten in a narrative analysis. Through this study, the researchers sought to explore information related to the purpose of implementation of BKP MSIB and the suitability of BKP MSIB with the scientific field of S1 Social Studies Program. Then the results are presented in a narrative analysis to answer the formulation of the research problem.

Researchers divided the research data based on 2 types of data sources, namely primary and secondary. Researchers took 2 primary data sources in this study, namely data sources from key informants and supporting informants. Determination of informants in this study using purposive sampling technique. This technique is chosen on the basis of certain considerations and goals to answer the formulation of research problems. The key informants in this research are students of the S1 Social Studies Program of the State University of Malang (UM) participants of the BKP MSIB for the 2021/2022 academic year. Supporting informants in this research are educators of academic and Student Affairs Sub-Division of the Faculty of Social Sciences UM. The number

of informants for this research amounted to 9 people consisting of 7 students of the S1 UM social studies program participants in the 2021/2022 academic year BKP MSIB, Vice Dean I (WD I) of the UM Faculty of Social Sciences for the 2019-2022 period, as well as Educational Personnel of the academic and Student Affairs Sub-section of the UM Faculty of Social Sciences. The reason for the selection of students of Social Studies Education S1 Program is to focus the scope of research. This is because the Core Competency of each different study program in accordance with Kepmendiknas No. 045 of 2002. So there will be differences in reference to Core Competency if researchers take informants with different study programs. The reason for choosing WD I FIS UM as an informant is because he is a party that plays an important role in the implementation strategy of BKP MSIB for students of State University of Malang, especially in the Faculty of Social Sciences, where the S1 Social Studies Program is included in it. The reason for the selection of Education Personnel Sub - academic and Student Affairs Faculty of Social Sciences is because he is a representative of the faculty that is focused on the academic field, where its own function is to realize the service and evaluation of the Tri Dharma Perguruan Tinggi (Education, Research, Service). Secondary data sources used in this study are books, journals, documentation, and other sources in accordance with the purpose of research.

Data collection techniques in this study using data collection techniques in the form of observation, interviews, and documentation. The observation made in this study is a non-participant observation, by observing and recording data and facts of the field implementation of BKP MSIB in the S1 UM social studies program. The observational Data in this study were taken from the data of the MSIB BKP participants for the 2021/2022 academic year as well as evidence of the implementation of the MSIB BKP for S1 UM social studies students. Interview technique conducted in this study is a semi-structured interview technique. Researchers only hold on to the outline of the interview questions in accordance with the formulation of the problem, then the questions are developed during the interview session to explore more in-depth information. Noekent & Kurniawan (2020) argue that narrative studies aim to describe a person's life experience as well as the flow of events/events. So the depth of information needed in this study. Documentation techniques referred to in this study are documentation data both activity certificates and transcripts of BKP MSIB participants belonging to S1 students of Social Studies Education. The documentation Data is intended to complement the research data from observations and interviews, and then analyzed.

The data analysis used in this study adopts Miles and Huberman model data analysis. Researchers perform a series of data analysis processes including: data collection, data reduction, data presentation, and conclusion. Test the validity of the data in this study using triangulation techniques. Where researchers will conduct checks from various related sources to prove the correctness of the existing data. According to Creswell (2015) explained that in narrative studies, it is necessary to check the validity of the story obtained from the examination of the data sources themselves, as well as triangulation between data sources, both observation, interview and documentation.

RESULTS AND DISCUSSION

Achievement of BKP MSIB (Certified Independent Study Internship) Goals For Pips Students

Research Data shows that students participating in certified internship BKP have gained work experience, hard skills, and soft skills in accordance with the institution where the internship takes place. While the informants of the certified independent study BKP participants have received courses that are able to raise problems in the world of work by carrying the Problem Based Learning model. Based on research data obtained that the three informants got 1-2 months to get a briefing. Then in the next 3-4 months, students get the opportunity to plunge directly into the internal activities of the informant internship. The researcher compared data from informants and documents regarding certified internship BKP according to Table 1. As well as independent study BKP in Table 2.

Table 1. BKP Objectives of Certified Internships

Number	From GuideBook MBKM 2020	From Official <i>website</i> MBKM
1	Provide work experience for students by providing direct learning in the workplace.	Provide opportunities for students to directly participate in the internal activities of the institution where the internship is held.
2	Students will get hardskills and softskills.	Provide relevant knowledge from the institution where the internship takes place.

Table 2. BKP Objectives MBKM Certified Independent Study

Number	From GuideBook MBKM 2020	From Official <i>website</i> MBKM
1	Realizing the ideas of students in developing innovative products that became his brainchild.	Provide opportunities for students to learn and develop themselves through activities outside the classroom lectures, but still recognized as part of the lecture.
2	Conducting research and development (R&D) based education.	Giving students the opportunity to learn and have specific and practical competencies that are also sought after by the business world and the world of work.
3	Improving student achievement in national and international events	

Suitability Of Bkp Msib (Certified Independent Study Internship) Mbkm With The Scientific Field Of S1 Social Studies Education Program

Research findings on the suitability of the MSIB program with the scientific field of S1 students of Social Studies Education indicate a problem. Based on research data, it was found that there are still BKP MSIB that has not been linear with the scientific field of S1 students of Social Studies Education. This fact is evidenced by the results of a comparison between the presentation of the material obtained by students in place of applying for BKP MSIB, with the presentation of conversion courses presented by related study programs.



No	Module	Hours	Score	Sub-Modules	Module Outcome
1	Digital Marketing	200	84	Social Media Organic Search Engine Optimization & Content Marketing Digital Marketing Measurement & Analytics Paid Ads Overview Digital Marketing Capstone Project	1) Understand the basics of marketing and its application in digital platform 2) Have basic knowledge about major online marketing channels 3) Understand the importance of strategic thinking and how to apply it in digital marketing
2	Tech Sales	160	94	Tech Sales: Key Concepts & Theories Prospecting, Research, CRM, and Sales Tools Written Communication Skills Verbal Communication Skills	1) Understand the basics of sales and communication in the digital industry 2) Understand the consultative selling method used in the world of technology sales 3) Have basic knowledge about funnel and sales pipeline
3	Data Analytics	200	97	Understanding Business Problem Data Cleaning Data Visualization Data Communication Data Analytics Capstone Project	1) Understand the basics of data analysis and analytical thinking methods 2) Understand the general data structure and cleaning 3) Understand data visualization
4	Product Management	200	91	Market Size, Customer Persona & User Journey Problem Prioritization Product Development Stakeholder Management Product Management Capstone Project	1) Understand the basics of product management 2) Understand the difference between company vision and product vision 3) Understand steps needed to define and prioritize market for a product
5	Career Development	40	91	Fundamentals of planning your career Get More Opportunity: Power of Personal Branding Building Up Your Assets Workshop Curriculum Vitae Review	1) Understand the soft skills needed to build a career in a technology company 2) Deepen and foster the concept of a growth mindset 3) Improve time management

Figure 1. Transcript of BKP MSIB participant scores

Researchers took a sample of transcripts of students S1 social studies education participants BKP MSIB. The transcript outlines what skills are acquired by students during BKP MSIB. These skills include: Digital Marketing, Tech Sales, Data Analyst, Product Management, and Career Development. Researchers then compare with the field of Science in the study program S1 Social Science Education based on the official website S1 Social Science Education State University of Malang which includes social humanities. Sayyidati (2017) which outlines the disciplines in S1 social studies education include: Geography, Economics, archeology, anthropology, history, Law, Politics, Philosophy, Psychology, religion, and sociology. The researcher also referred to the purpose of the social studies S1 education program based on the official website of Social Studies S1 State University of Malang which states that related study programs aim to produce graduates who are able to manage learning, and apply theoretical concepts of integration of social studies based on information technology. These three sources are used by researchers to analyze the suitability between the skills acquired by S1 students of social studies BKP MSIB participants with their scientific fields.

Table 2. List of skills learned by S1 Social Sciences Education students participating in BKP MSIB

Nama (disamarkan)	Keterampilan
D.N.F	Digital marketing
E.R.P	Educational program analyst
A.M.S	Videography
P.A.	Utilization of Microsoft applications
S.T	Utilization of Microsoft applications
Z.N	Utilization of Microsoft applications
K.K	Problem solving dunia start up

Discussion

Based on the exposure of the results of the study found that the implementation of BKP MSIB in S1 students of Social Studies has been able to meet the implementation goals. Students participating in BKP MSIB do not only get work experience. Based on the purpose of MBKM certified internship, students also have the opportunity to obtain relevant knowledge from the institution where the internship takes place. The relevant knowledge in question is Hardskill and Softskill, as the achievement of competence recognized by the institution where the informant internships with the provision of certificates at the end of the internship implementation time. This is in line with Presidential Regulation No. 8 of 2012 concerning the National Qualification Framework Article 4 paragraph 1 which reads “Learning Achievement obtained through education or job training is stated in the form of a certificate”. Based on research data, researchers found that all S1 students of social studies education certified interns have received a certificate in recognition of the achievement of internship learning. Researchers argue that the duration of the implementation of BKP MSIB is ideal. Setiawan & Thenarianto (2021) explained in their research that the recommended ideal internship duration is 3-6 months of implementation. The results showed that the duration of the internship / course is 5 months of implementation.



Figure 1. BKP MSIB participant certificate

The researchers found that even though BKP MSIB had fulfilled the achievement of the goals in its implementation in the UM IPS Education Study program, there were still indications of deficiencies. The research Data showed an indication of the compulsion of students participating in BKP MSIB from UM Social Studies Education. This is due to the decision of the UM IPS Education Study program which requires students to choose one of 8 MBKM BKP to follow. So that the student who initially only wanted to undergo regular lectures was forced to follow BKP MSIB to abort the obligation. According to Ki Hajar Dewantara about Constructivism in (Muzakki, 2021) coercion in following learning is not recommended. Students in this case should have freedom of thought in determining priorities and needs in lectures. Ki Hajar Dewantara's opinion is also described in (Nanggala & Suryadi, 2021) regarding independence in learning. The student feels that attending regular lectures is enough to meet the skills needed to face the world of work.

The problem of implementing BKP MSIB does not only occur in the S1 UM Social Studies Program. Halim's research (Halim, 2021) shows a similar problem, it's just that the social studies S1 education program leads more to supporting students to succeed in the Independent Learning – independent campus (MBKM) program. Researchers refer to research data sourced from informants that the S1 UM social studies program fully supports students to take any type of BKP. The researcher confirmed this condition by referring to the MBKM guidebook (Directorate General of Higher Education, 2020) which shows that before students participate in the selected BKP, the study program is required to know and provide licenses for the students concerned.

The research Data showed a discrepancy between the BKP MSIB selected by S1 students of Social Studies Education with their scientific fields. Researchers found that there are still skills in Table 3, which is able to support the ability of students as prospective educators. These skills are the utilization of Microsoft applications. The researcher's statement is supported by the data of IPS learning media products that can be made by students of BKP MSIB participants by utilizing Microsoft applications. This Data shows that BKP MSIB can be recommended to be followed by S1 students of social studies education, even though in terms of the scientific field of BKP MSIB taken by S1 students of Social Studies Education is still not appropriate.

CONCLUSIONS AND RECOMMENDATION

The results showed that the implementation of BKP MSIB in the S1 UM Social Studies Program has been running in accordance with the objectives of the implementation of BKP MSIB. Research Data indicate the fulfillment of the rights of participants BKP MSIB to gain experience and skills in the world of work. BKP MSIB participants have also received certificates as a form of recognition of learning achievements in accordance with Presidential Regulation No. 12 of 2012 on the National Qualifications Framework. Researchers found weaknesses in the implementation of BKP MSIB in the S1 UM Social Studies Program, namely the sense of compulsion experienced by students participating in BKP MSIB. This is due to the policy of related study programs that require students to follow one of 8 MBKM BKP.

The suitability between BKP MSIB taken by S1 students of social studies with the scientific field of study programs is intended to make BKP MSIB a program that is able to support the study program in achieving its goals, namely having graduates who are competent in their fields. By choosing BKP MSIB in accordance with the scientific field of study programs, students are expected to optimally get an overview and direct experience to plunge into the world, in accordance with the student's study program. In addition to gaining learning experience outside the study program, students can directly build their competence to face the world of work that is expected to be relevant to their current study program.

The researcher provides suggestions for related study programs to re-consider the appropriate policy related to MBKM, so that the independence for students to choose BKP MBKM can be felt by all S1 students of UM social studies education. In addition, the study program needs to consider the course offerings that are used as course conversion packages. This is so that the study program can adapt to the MBKM era which provides freedom for students to take knowledge outside their scientific field. Students are feared to lose the spirit of their scientific field if the study program includes core courses into the MBKM course conversion package. For this reason, the researcher recommends related study programs to fill the course conversion

package using elective courses. Researchers recommend for future researchers to examine more deeply about BKP MSIB from the perspective of actors/participants, namely students related to the motivation of BKP MSIB participants, as well as the suitability of expectations and reality faced by BKP MSIB participants.

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