

## Implementation of Internship Program as A Form of MBKM Learning Activities in Improving Students' Competency

**Ida Farida**

University of Bandar Lampung, Indonesia

[ida.farida@ubl.ac.id](mailto:ida.farida@ubl.ac.id)

**M. Ardiansyah**

University of Bandar Lampung, Indonesia

[m.ardiansyah@ubl.ac.id](mailto:m.ardiansyah@ubl.ac.id)

**Masayu Nila Juwita**

University of Bandar Lampung, Indonesia

[masayu@ubl.ac.id](mailto:masayu@ubl.ac.id)

**Dora Rinova**

University of Bandar Lampung, Indonesia

[dora@ubl.ac.id](mailto:dora@ubl.ac.id)

**Soewito**

University of Bandar Lampung, Indonesia

[soewito@ubl.ac.id](mailto:soewito@ubl.ac.id)

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### **Abstract**

*In this era of rapid change, students are expected to be able to prepare themselves and continue to hone their abilities. Universities are also required to provide innovative learning processes so that they can help students develop optimal and relevant attitudes, knowledge, and skills. This study aims to describe: 1) Preparation for internships. 2) Implementation of the internship. 3) Evaluation of the Independent Learning Internship Program-Free Campus Public Administration Study Program, University of Bandar Lampung. 4) Reveal how the Merdeka Belajar Kampus Merdeka or commonly called the MBKM internship program improves student competence. Methods of data collection using interviews, observation and documentation. The data analysis method uses interactive analysis by means of data reduction-data presentation &*

*data verification. The results of this study are: 1) Preparation for internships in the Administration study program is carried out well, students have carried out registration procedures according to the provisions, DPL (field supervisor) also provides debriefing for students before being deployed to partner locations. 2) The implementation of the internship program for students is in accordance with the guidelines for the Independent Learning Independent Campus internship guidebook. 3) Stakeholders (partners) and DPL provide a joint evaluation at the end of the program. 4) Implementation of the MBKM internship program strengthen student competencies.*

**Keywords:** *Implementation of MBKM Internship, Competency Strengthening, Public Administration*

## **Introduction**

The field practice program (PPL) so far in its implementation has not been successful in preparing undergraduate strata 1 (S1) graduates, the field practice process which is often considered to have less significant impact on student competency development is certainly a criticism in the academic environment. Apart from that, the ideal PPL concept to foster a professional attitude towards students who go directly to the work environment also often becomes an obstacle. Not to mention, the safety and comfort of students is at stake, because after all, students participating in PPL are still the responsibility of the original university.

Therefore, it is necessary to improve programs that are considered more effective and efficient in facing the challenges and demands of the era in the current era of globalization with a much more mature concept, for that a new idea is launched in accordance with the regulation of the Minister of Education and Culture No. 3 of 2020 Article 15 Paragraph 1 can be done inside the study program and outside the study program, one of which is the Independent Learning Internship Program-Independent Campus, apart from that there are other new programs that are able to

provide solutions for students in this era of globalization including: Student Exchange, Teaching Assistant in Education Unit, Research or Research, Humanitarian Projects, Entrepreneurial Activities, Independent Studies or Projects, and Village Building or Thematic Real Work Lectures.

Based on the above background, the researchers conducted a more in-depth study related to the implementation of the MBKM internship program in increasing the competence of students in the Public Administration Study Program with the aim of describing: 1) Preparation for internships. 2) Implementation of the internship. 3) Evaluation of the Independent Learning Internship Program in the Merdeka Campus Public Administration Study Program at the University of Bandar Lampung. 4) Reveal how the MBKM internship program can improve the competence of students at the Bandar Lampung University Public Administration Study Program.

The independent MBKM independent campus learning internship program for new stakeholders (partners) in 2020 was carried out by 15 students of the 2018 public administration study program. Most of the students felt a little difficult with the gradual implementation of the internship and had difficulty understanding their job descriptions and how to act during the internship because of course students needed to adjust to a new program that felt good and was able to achieve maximum results and have quality.

Table 1. Student Participants in the MB-KM UBL T.A. 2020/2021

No	Study Program	Internship/Work Practice
1.	Public Administration	15
	Total Student	15

Source: Unit MBKM UBL 2021

With the development of a field practice program called the independent learning-campus internship program, it will certainly have an impact on the preparation of professional and competent undergraduate strata 1 (S1) graduates as desired. For that, of course, the participation of university leaders, DPL field supervisors, and stakeholders (partners) are all very helpful in the smooth running of the program. <sup>1</sup>

In the implementation of the internship program, it is said that further guidance is urgently needed from the supervisors and partner supervisors so that they are able to produce professional graduate students who are able to plan, implement and evaluate an active and efficient learning process in implementing the internship program at partner agencies. <sup>2</sup>

Based on the results of previous research conducted <sup>3</sup> it can be concluded that the practice of field experience (PPL) has a positive effect on the maturation level of prospective undergraduate graduates.

## Methods

This type of research is qualitative research, with a descriptive design, and uses a phenomenological analysis approach. The informants of this study were students of the public administration program, stakeholders (partners), the Bureau of Student Affairs and Alumni Relations (BPKHA), and

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<sup>1</sup> Assingkily, M.S. (2020). Upaya Mewujudkan Program Kampus Mandiri dalam Kurikulum PGMI STIT Al Ittihadiyah Labuhanbatu Utara. *At-Thullab: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 4(2).

<sup>2</sup> Hasibuan, J.J dan Moedjiono. 2010. *Proses Belajar Mengajar*. Bandung: PT. Rosda Karya Pemuda.

<sup>3</sup> Cahyati, A. A., & Yahya, M. (2014). *Pengaruh Mata Kuliah Micro Teaching dan Praktik Pengalaman Lapangan (PPL) Terhadap Tingkat Kematangan Calon Guru Pada Mahasiswa Pendidikan Ekonomi Akuntansi Angkatan 2010 Universitas Muhammadiyah Surakarta*. Universitas Muhammadiyah Surakarta.

field supervisors (DPL). Data collection techniques used interviews with all research informants, including documentation, and unstructured observations that developed during the study in the form of field notes.

Data analysis using the Miles and Huberman model,<sup>4</sup> describes the steps of data analysis in qualitative research as follows: a) Data reduction (data reduction) is data obtained and then processed by triangulation and then summarized, selected things main point, focus on the important things. Thus, the data that has been reduced will provide a clearer picture and make it easier for researchers to conduct further data collection, looking for it if needed. b) Presentation of data (data display), after the data is reduced, the presentation of the data is carried out with descriptions, charts, relationships between categories and the like. c) Data verification (concluding drawing/verification), the initial data verification is temporary which will change if there is strong evidence that supports the next data collection stage. With these various data collection techniques, researchers can examine, analyze, relate the data obtained, and present research results. The validity of the data in this study uses triangulation techniques that function to collect data from a single source and uses several of the same data collection techniques, and source triangulation which is collecting data from different sources using one data collection technique.<sup>5</sup>

## **Results and Discussion**

The results of the presentation of this research have been reduced by researchers and then synchronized with research findings and relevant research is also analyzed in order to find conformity with the results of the study and find new things about

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<sup>4</sup> Sugiyono. 2015. *Metode Penelitian Pendidikan*. Bandung: Alfabeta

<sup>5</sup> Sugiyono. 2012. *Pengertian Penelitian Kualitatif*. Bandung: Alfabeta

the results of the analysis. In the following, the researcher discusses based on the results of the analysis of the research findings above which are adjusted to the aspects in the following problem formulation:

Table 2. Discussion of Research Results

No	Problem Formulation and Indicators	Research Finding
1	Preparation of the internship program which includes: <ul style="list-style-type: none"> <li>• Apprenticeship registration</li> <li>• Debriefing the internship</li> <li>• The purpose of the internship</li> </ul>	Students know and understand how online registration and filing Students receive debriefing
2	Implementation of the Internship Program which includes: <ul style="list-style-type: none"> <li>• Implementation on apprentice partners</li> <li>• Internship Process Support</li> <li>• Implementation</li> </ul>	Students can collect data as needed Students make observations Students carry out learning development There are obstacles and obstacles in the implementation of internships, mainly costs Unsupported office facilities Internship distance which is sometimes quite far
3	The forms of evaluation of the Internship Program include:	Partners provide joint evaluation DPL (Field Advisory Lecturer) provides a joint evaluation

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| <ul style="list-style-type: none"><li>• Inhibiting Aspects of the Internship Program</li><li>• Internship Report</li><li>• Preparation Process</li></ul>   | Students prepare internship reports with the guidance of DPL   |
| 4 Internship Programs can improve student competence through:  | Students have competence   |
| <ul style="list-style-type: none"><li>• Mastery of the field of study</li><li>• Understanding of Students Mastery of learning in educating</li><li>• Personal and professional development</li></ul> | mastery of the field of study that has not been maximized<br>Students can understand the learning curriculum document, as a reference for students in implementing the Merdeka Learning Independent Campus internship program. |
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The following is a discussion of the results of the analysis based on the findings of researchers in the field according to the aspects in the formulation of the problem as follows:

*Preparation of Independent Internship Program for Independent Campus Learning in Improving Student Competence*

The preparation for the independent internship program at the Independent Campus Study Program in the Public Administration Study Program begins with online registration by students, most public administration students know how and how to register for an internship program well. Although already using the online system, it also has several weaknesses, such as sometimes the website is difficult to access by students so of course there needs to be a thorough improvement regarding the facilities for registering.

After registering online, then students verify by requesting a letter of recommendation from the college so that the student will be together with the field supervisor (DPL). Then debriefing was held by DPL (field supervisor) with debriefing from DPL so that students know and understand the purpose of the internship program, this is in line with Muluk's explanation (2021:12) which states that briefing on internships is a strategy for providing understanding to students about

*Implementation of the MBKM Internship in the Public Administration Study Program*

During the implementation of the internship program at the partner's place, students easily get the clarity of the data needed, especially in internship 1, this is in accordance with the results of interviews with students of the Public Administration Study Program who have carried out the MBKM internship program which revealed that the level of student satisfaction with internship services is quite large. evidenced by the ease with which students get information about data on internships (partners). (Results of interviews with students, 17 December 2021).

Then the average student at the beginning of the internship is for 2 weeks, students make observations at the location, this is in accordance with the results of interviews with student interns who revealed that:

"We as interns can be seen doing a lot of field observations, 70% we undergo observations for less than a week, and 30%, then we interns carry out activities according to the learning curriculum document". (Results of student interviews, 15 December 2021)

Regarding the infrastructure facilities at the internship place, it turned out to be very supportive during the internship



implementation process, this is in accordance with the results of field observations, then another supporting factor is the MBKM internship partners, most of whom are government offices that have complete facilities to make it easier for Intern students.

Next, regarding the location of partner offices, it turns out that it also supports the implementation of the internship program, with most government agencies partnering the independent apprenticeship program learning-independent campuses located in urban areas, this is in accordance with the results of field observations that have been carried out by researchers and supported by statements from students participating in the internship directly.

*Evaluation of the MBKM Internship Program in the Public Administration Study Program in Improving Student Competence*

Stakeholders/partners always provide joint evaluations with DPL Field Supervisors at the end of each internship program, this is in accordance with the results of interviews with MBKM internship partners who revealed that:

"This evaluation process is very important, especially in providing an assessment of the success of the apprenticeship process that has been carried out, so that the field supervisors and partner field supervisors collaborate in the assessment process." (Results of the Livestock and Animal Health Service of Lampung Province, December 21, 2021)

Then the DPL (field supervisor) also provides a joint evaluation at the end of the internship program, this is in accordance with the results of interviews conducted by researchers with the Head of BPKHA, Bandar Lampung University who revealed:

"With the guidance of a supervising lecturer, students can improve and motivate themselves in carrying out internships as well as possible so that learning outcomes will certainly be very comprehensive".

At the end of the internship, each student participating in the internship is required to make an internship report both individually and in groups for internships, this is in accordance with previous research <sup>6</sup>, which is the purpose of compiling this report to describe Field Experience Practice activities in a series of Internship activities, especially for students.

#### *MBKM Internship Program Can Improve Student Competence*

Understanding Competence Etymologically the word "competence" is adapted from English, namely "competence" or also "competency" which means skill, ability, and authority. In general, this understanding of competence is an ability or skill that is possessed.<sup>7</sup> Based on the research findings, the MBKM Internship program can improve student competencies as follows:

In mastery competence in the field of study, students are expected to be able to master several abilities, such as understanding curriculum terms, Students have the ability to formulate problem indicators, Intern students have the ability to analyze problems in the field, Intern students master knowledge related to the form of problem solving strategies, Intern students can master knowledge in the field of study. field, in terms of administrative science.

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<sup>6</sup> Utami.Budi.Pelaksanaan Magang Pendidikan Profesi pada Mahasiswa Pendidikan Kimia FKIP UNS. Jurnal .Surakarta: Universitas Sebelas Maret Surakarta. Diakses pada 29 November 2016.

<sup>7</sup> Wibowo, 2016. *Manajemen Kinerja, Edisi Kelima*. Jakarta: PT.Rajagrafindo Persada

These findings are consistent with the results of the Focus Group Discussion FGD with stakeholders (2021:20) so that students can practice various administrative activities, master the concept of good governance, recognize the relationship between the environment and social problems and everyday life. life, mastering how to develop knowledge in the field of administration. public, mastering the principles of management and administration.

Competencies based on Hard Skills and Soft Skills for students are in accordance with findings in the field, which state that Interns develop more self-confidence, Internships have consequences & preparation in their profession, Internal students always evaluate their own weaknesses, Interns are able to develop themselves, skills in operating computers, Students Interns are able to formulate plans, analyzes and strategies in solving a problem, and Interns are able to carry out administrative services in the government and private sectors.

In the competence to master social relations, namely: Students have communication skills as well as organizational skills.

These findings are in accordance with the results of FGDs with stakeholders and interns (2021:23), namely the competence of mastering the social environment which is formulated as follows: Able to communicate orally and in writing clearly and intelligently in providing services to the community, have an interest in joining professional organizations and contribute to improving the quality of the scientific profession.

Regarding personality competencies to professional (professional) development, such as skilled students in organizing the sequence of problems, skilled in preparing teaching materials,

formulating learning indicators, mastering teacher knowledge, and lastly, students mastering the knowledge being taught.

This finding is in accordance with the results of interviews with stakeholders of MBKM internship partners (2021:21-25), which contains personality and professional (professional) development competencies described as follows: being able to understand oneself and others, so that they can learn to understand and respect others, develop a good attitude value system, have a strong belief and dedication to their profession, and also empower the community for the common good.

#### *Inhibiting Aspects and Aspects*

Program Support Judging from the implementation constraints according to the results of research by conducting interviews with several stakeholders and students (2021:13-26), several things were found such as difficulties or the irrelevantsness of expertise with the work and tasks carried out by internship students, the factors causing students to consider the internship program as a formality requirement in taking credit, machines in industries that are different from those on campus and the lack of communication between DPL (field supervisor) and MBKM internship partners are also obstacles for students in expressing opinions about what students need, besides MBKM internship partners are not involved in the preparation of the MBKM curriculum so that it needs to be involved, furthermore, there is low student discipline, the cause is the students themselves who have a low discipline attitude, the application of K3 which is also not in accordance with SOPs and sometimes incomplete K3/Safety Equipment is a factor causing MBKM apprentice partners to have limitations facilities and infrastructure, coupled with the lack of intensive coaching of instructors on student apprentices is the cause of the large number of apprentice lecturers so that coaching is less intensive.

Aspects that support program implementation can affect program implementation and success. This is of course in accordance with the findings of field research, among others, the full support of the central government, Bandar Lampung University tertiary institutions, independent internship partners who study on independent campuses are very enthusiastic about the program, providing students with extraordinary work experience, the program is a program flagship of the Ministry of Education, Culture and Research and Technology.

From several aspects that have been described above, it illustrates that there are inhibiting and supporting aspects in the program implementation process so that it becomes a reference in the program evaluation process so that the independent learning internship program at independent campuses can run even better.

### **Conclusion**

In the preparation process for the internship program, the public administration study program has been carried out well, students have carried out the registration procedure in accordance with the provisions, DPL (field supervisory lecturer) also provides briefing to students before being deployed to the Merdeka Learning partner agency Merdeka Campus. The implementation of the Independent Learning Independent Campus internship program is actually in accordance with the guidelines in the independent learning-independent campus guidebook. Evaluation of the internship program from partner agencies as those who know firsthand the implementation of the internship program in the field always provides an evaluation at the end of the internship program. DPL (field supervisor) as the guide for internship students also provides joint evaluations both in the middle and at the end of the internship program. Then students as interns also make internship reports both in groups

and individually for internships. From the findings during the research that the implementation of the student internship program can be an increase in student competence, seen from the findings in the field, it turns out that these 4 competencies are also owned and found in students participating in the internship program when carrying out the internship program at the internship partner's place.

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