



2021

PEDOMAN

PENYELENGGARAAN MERDEKA BELAJAR KAMPUS MERDEKA UNIVERSITAS JEMBER

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**IMPLEMENTATION GUIDELINE
MERDEKA BELAJAR-KAMPUS MERDEKA (MBKM)
THE UNIVERSITY OF JEMBER**



**THE MINISTRY OF EDUCATION AND CULTURE
UNIVERSITAS JEMBER
2021**

FOREWORD

Praise be to Allah, we express our gratitude to the God Almighty who has bestowed His grace and gifts so that the Guideline for the Implementation of *Merdeka Belajar Kampus Merdeka* (Independent Learning-Independent Campus) at the University of Jember can be completed. This guide is an integral part of the Rector's Regulation of the University of Jember Number 2 of 2021. The preparation of this guideline referred to the Guidebook for *Merdeka Belajar Kampus Merdeka* (MBKM) published by the Directorate-General of Higher Education, the Ministry of Education and Culture 2020. This guide is a reference for the academic community, study programs, faculties and related work units within the University of Jember in implementing *Merdeka Belajar Kampus Merdeka*.

The *Merdeka Belajar Kampus Merdeka* Policy is one of the policies of the Ministry of Education and Culture as stated in Regulation of the Minister of Education and Culture Number 3 of 2020 concerning National Higher Education Standards. The Minister of Education and Culture explained that there are four policy mandates related to *Merdeka Belajar Kampus Merdeka*, one of which is the right to study for three semesters outside the study program. Learning outside the study program is intended to provide opportunities for students to learn from anywhere and from anyone. This policy aims to increase the link and match with the business and industrial world, as well as to prepare students for the career world from the start.

There are 8 (eight) *Merdeka Belajar Kampus Merdeka* learning activities offered, they are: student exchange; internship/industrial placement; teaching assistantship in education units; research; entrepreneurial activity; membangun desa/kuliah kerja nyata tematik; humanitarian projects; and independent studies/projects. To organize these eight activities, the University of Jember provides four learning processes that are carried out outside the study program, namely: (1) learning in other (different) study programs within the University of Jember; (2) learning in the same study program outside the University of Jember; (3) learning in different study programs outside the University of Jember; and (4) learning in non-tertiary institutions. This activity is carried out in order to realize an autonomous and flexible learning process so as to create a learning culture that is innovative, unfettering, and in accordance with the needs of students.

With the Guideline for the *Merdeka Belajar Kampus Merdeka* at the University of Jember being constructed, we would like to express our gratitude to the Drafting Team and all related parties who have worked hard to complete this guideline. Finally, we realize that there are still many imperfections in this guideline; therefore, we welcome any suggestions for improvement.

Jember, January 8, 2021
Rector,

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CHAPTER I

INTRODUCTION

1.1 Legal Basis

The legal basis for the implementation of *Merdeka Belajar-Kampus Merdeka* (MBKM) at the University of Jember (UNEJ) is as follows:

1. Act of the Republic of Indonesia Number 20 of 2003 concerning the National Education System.
2. Act of the Republic of Indonesia Number 12 of 2012, concerning Higher Education.
3. Act of the Republic of Indonesia Number 6 of 2014, concerning Villages.
4. Government Regulation Number 04 of 2014, concerning the Implementation of Higher Education and Management of Higher Education.
5. Presidential Regulation Number 8 of 2012, concerning the IQF.
6. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020, concerning the National Standards for Higher Education.
7. Regulation of the Minister of Villages, Development of Disadvantaged Regions, and Transmigration Number 11 of 2019, concerning Priorities for the Use of Village Funds in 2020.
8. Regulation of the Minister of Villages, Development of Disadvantaged Regions, and Transmigration Number 16 of 2019, concerning Village Deliberations.
9. Regulation of the Minister of Villages, Development of Disadvantaged Regions, and Transmigration Number 17 of 2019, concerning General Guidelines for Development and Empowerment of Village Communities.
10. Regulation of the Minister of Villages, Development of Disadvantaged Regions, and Transmigration Number 18 of 2019, concerning General Guidelines for Village Community Assistance.
11. Business Strategic Plan of the University of Jember Year 2020-2024.

1.2 Background

In order to prepare students to face changes in social, cultural, the world of work, and rapid technological advances, student competencies must be prepared to be more responsive to the needs of the times. 'Link and match' is needed not only in the industrial world and the world of work, but also in the rapidly changing future. Universities are required to be able to design and implement innovative learning processes so that students can achieve learning outcomes covering aspects of attitudes, knowledge, and skills optimally and always relevant.

The MBKM policy is expected to be the answer to these demands. The MBKM program is an autonomous and flexible form of learning in higher education so as to create a learning culture that is innovative, unfettering, and in accordance with the needs of students.

The main programs of MBKM are the ease in opening new study programs, changes to the higher education accreditation system, the convenience of state universities in becoming state universities with legal entities, and the right to study for three semesters outside the study program. Students are given the freedom to take credits outside their Study Program and the three semesters referred to are 1 (one) semester with the opportunity to take courses outside the Study Program and 2 (two) semesters carrying out learning activities outside the study program. In this case, UNEJ is obliged to facilitate students to take their rights in the MBKM program.

The MBKM learning activities facilitated by UNEJ are internships/ industrial placement in industry or other workplaces, implementing community service projects in villages, teaching in educational units, participating in student exchanges, conducting research, conducting entrepreneurial activities, creating independent studies/projects, and participating in humanitarian programs. All these activities must be carried out with the guidance of the lecturers. The MBKM program is expected to provide real contextual experiences that will improve students' competence as a whole, allow them to be ready to work or create new jobs.

The MBKM learning process is one of the most essential manifestations of student-centered learning. MBKM learning provides challenges and opportunities for the development of innovation, creativity, capacity, personality, and student needs, as well as developing independence in seeking and finding knowledge through realities and the dynamics of the field such as ability requirements, real problems, social interaction, collaboration, self-management, performance demands, targets and achievements. Through the well designed and implemented MBKM programs, students' hard skills and soft skills will be formed strongly. The MBKM program is expected to be able to answer the challenges for universities to produce graduates who are in accordance with the development of the times, the progress of Science and Technology, the demands of the business world and the industrial world, as well as the dynamics of society.

1.3 Objectives

The objectives of the MBKM policy, which is the “right to learn three semesters outside the study program” program, are to: (1) improve the competence of graduates, both soft skills and hard skills, to be more prepared and relevant to the needs of the times; and (2) prepare graduates as excellent future leaders of the nation with good personality. Experiential learning programs with flexible pathways are expected to facilitate students to develop their potential according to their passions and talents.

CHAPTER II

MERDEKA BELAJAR - KAMPUS MERDEKA IMPLEMENTATION MECHANISM

In early 2020, the Ministry of Education and Culture imposed a new policy in the field of higher education, which is the (MBKM) program as an effort to increase the 'link and match' between university graduates and the world of work. Improvements in this program lead to increasing the competence of graduates (both soft skills and hard skills) so they are more prepared and relevant to the needs of the times and to prepare graduates as excellent future leaders of the nation with personality. To follow up on this policy, all study programs at UNEJ must make **curriculum adjustments** and improve the quality of the learning process in accordance with the National Standard of Higher Education (SN-Dikti) through the MBKM program.

Curriculum adjustments made by each Study Program are outlined in a curriculum document, which is a document that contains a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for the implementation of learning activities to achieve the goals of Higher Education. The curriculum document consists of at least ten parts as follows,

1. **Study Program Identity** – Writing down the identity of the study program which includes: the name of the university, the name of the faculty, the name of the study program, the obtained accreditation, education level, the degree of the graduate, vision and mission.
2. **Curriculum Evaluation and Tracer Study** – Explaining the results of the evaluation of the implementation of the curriculum that had been and is being carried out, by presenting the mechanism for the results of curriculum evaluation. The needs analysis is based on the stakeholder needs from the tracer study results.
3. **Foundation for Curriculum Design and Development**: Explaining the philosophical basis, sociological basis, psychological basis, juridical basis, and others.
4. **Formulation of Vision, Mission, Objectives, Strategy, and University Values.**
5. **Formulation of Graduate Competency Standards (GCS) stated in the Graduate Learning Outcomes (GLO)** – Presenting the GLO which consist of two aspects: general attitudes and skills (at least adopted from the National Standard of Higher Education), as well as aspects of special knowledge and skills (referring to the Indonesian National Qualification

Framework descriptor according to the level).

6. **Determination of Study Materials** – Explaining the determination of study materials based on GLO and/or using the Body of Knowledge of a Study Program, which is then used for the formation of new courses, and evaluation and reconstruction of the old or ongoing courses.
7. **Formulation of Courses and Determination of Credit Weights** – Explaining the mechanism for forming courses based on the GLO (and their derivatives at the Constitutional Court level) and study materials, as well as determining the credit weights.
8. **Curriculum Matrix and Mapping** - Describing the organization of courses or curriculum maps in a logical and systematic structure in accordance with the GLO of the Study Program. The distribution of courses is arranged in a series of semesters during the study period of the Study Program graduates.
9. **Semester Learning Plans (SLP)** – Writing complete SLP for all courses accompanied by other learning tools including: task plans, assessment instruments in the form of rubrics and/or portfolios, teaching materials, and others.
10. **Plan for the Implementation of Learning Rights for a Maximum of 3 Semesters Outside the Study Programs** – Describing the implementation of the MBKM program as stated in stipulation 1). studying outside the study program within the same university, 2) studying in the same study program at another university, 3) studying in a different study program at another university, and 4) studying at a non-higher education institution.
11. **Curriculum Implementation Management and Mechanism** – Describing the curriculum implementation plans and the Internal Quality Assurance System (IQAS) in each university related to the curriculum implementation

2.1 Implementation Design of Merdeka Belajar - Kampus Merdeka at UNEJ

The learning process at the UNEJ undergraduate level adopts the MBKM policy which refers to the Minister of Education and Culture Regulation Number 3 of 2020 concerning National Higher Education Standards on Learning Process Standards. In line with article 15 of the Indonesian Ministry of Education and Culture, the learning process at UNEJ can be carried out inside or outside the Study Program. Learning outside the study program is intended to provide opportunities for students to learn from anywhere and from anyone. For this reason, UNEJ provides four forms of learning processes that are carried out outside the Study Program, they are:

1. Learning in other (different) study programs within UNEJ;
2. Learning in the same study program outside UNEJ;
3. Learning in different study programs outside UNEJ;
4. Learning in non-higher education institutions.

In relation to the learning process, UNEJ is guided by Article 18 paragraph 2 of the Minister of Education and Culture Regulation Number 3 of 2020 concerning National Higher Education Standards on Learning Process Standards which states that universities are required to facilitate the implementation of fulfilling student learning periods and weights both in the internal and external learning process of the study program. As a general requirement, students who are allowed to join the MBKM program are:

1. Students from accredited study programs.
2. Students with an active status registered in the Higher Education Database.

In fulfilling students' learning periods and weights related to MBKM, UNEJ provides 1 (one) semester or equivalent to 20 (twenty) credits for learning in other study programs within UNEJ and a maximum of 2 (two) semesters or equivalent to 40 (four) twenty) credits for learning at other universities (either in the same or different study programs) or in non-higher education institutions. For this purpose, in general, student learning rights to support the implementation of MBKM at UNEJ can be illustrated as shown in Figure 2.1.

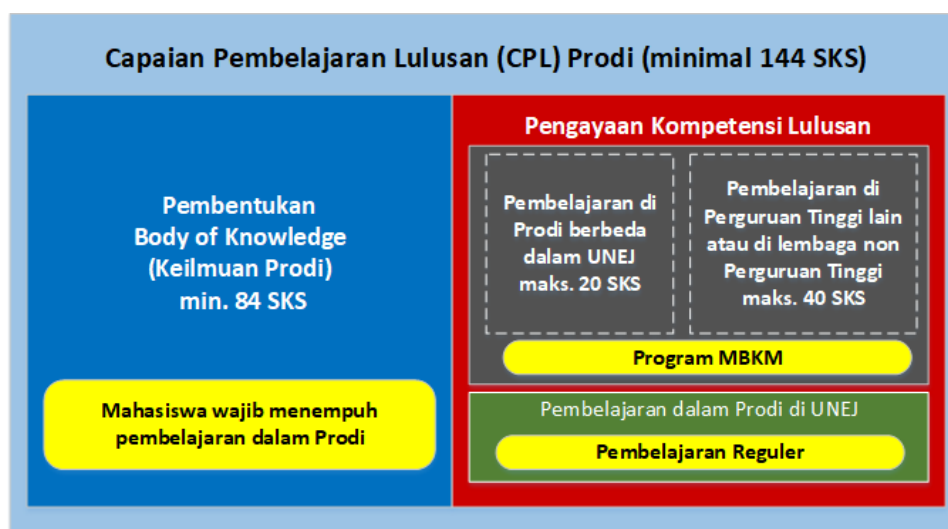


Figure 2.1. Diagram of UNEJ students' learning rights

In Figure 2.1, it can be seen that the implementation of the MBKM at UNEJ is designed to fulfill the GLO of the Study Programs including the body of knowledge (BOK) in accordance with the Study Program and competency reinforcement with a minimum of 144 credits. Each Study Program is required to facilitate students to take compulsory core courses at their Study Program (84 credits minimum) to form BOK (excluding *KKN/KK-PLP*, *PKL*, and thesis). In addition, each study program is also required to facilitate students to improve their competence either through regular learning (inside the study program) or MBKM learning program (outside the study program).

The MBKM program in the form of attending lectures at different study programs within UNEJ as well as in the same or different study programs outside UNEJ aims to strengthen understanding of scientific disciplines, support the fulfillment of GLO, and provide an expansion of the competencies that students want to have. Other forms of MBKM program activities (i.e. teaching assistantship in schools, research in research institutes, internships, humanitarian activities or independent studies/programs) aim to enable students to gain a deeper understanding of competencies and real learning experiences in the community and in the world of work while still paying attention to conformity with the GLO of the Study Program.

Referring to the Indonesian Ministry of Education and Culture Regulation Number 3 of 2020 concerning National Higher Education Standards on Learning Process Standards and harmonized with several things that have been stipulated in the Main Provisions for the Development of the UNEJ Curriculum, the implementation pattern of the MBKM at UNEJ in the semester distribution can be seen in Figure 2.2 below.

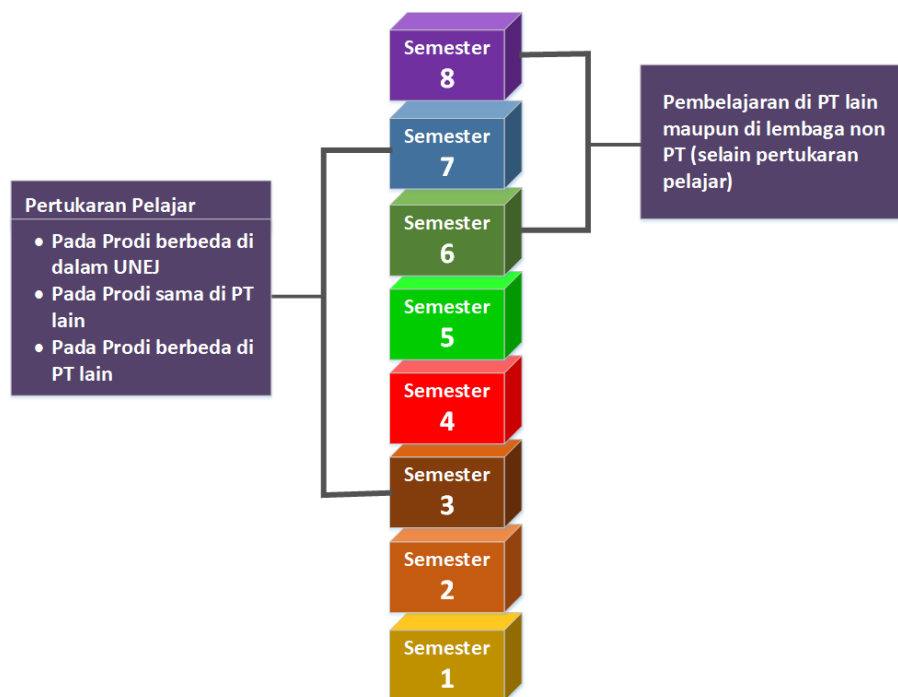


Figure 2.2 The implementation pattern of MBKM at UNEJ in the semester distribution

Regarding the study period, the implementation pattern of MBKM at UNEJ is designed so as not to affect the period of study that can be taken by students. When implementing the MBKM program, students can gain insight and knowledge from outside the study program and it is also possible for them to participate in learning activities organized by the study program as long as the number of credits does not exceed the credit quota (see Figure 2.3).

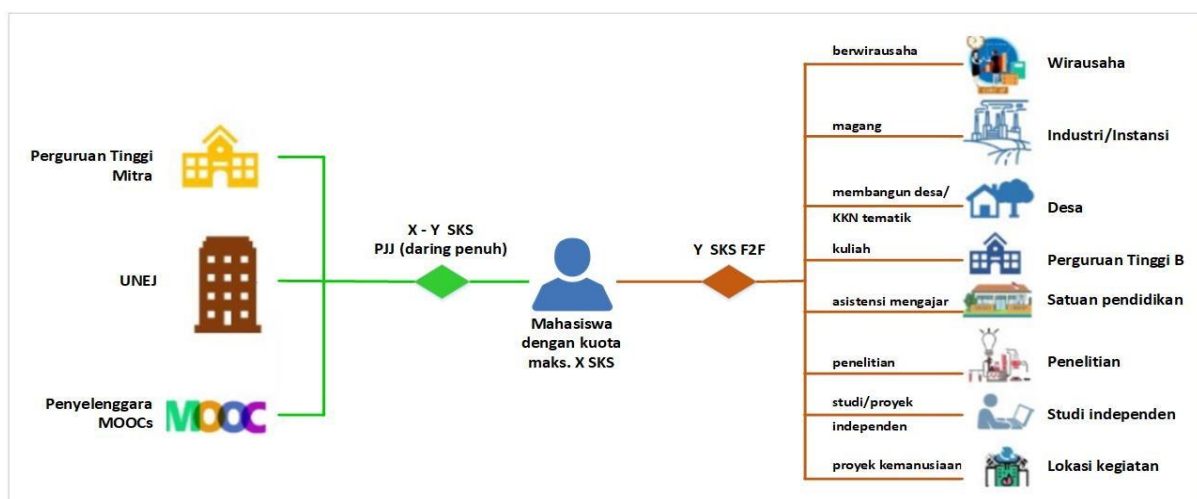


Figure 2.3 Scenarios of learning implementation of the MBKM program in one semester

Figure 2.3 shows a scenario of student learning implementation when implementing the MBKM program in a semester that does not affect the study period. As an illustration, an UNEJ student in one semester has a maximum quota of 21 credits (X credits), and the student wants to take 1 (one) course with a weight of 3 credits (Y credits) at University B face to face. Then, the remaining 18 credits can still be followed by the student by taking several courses at UNEJ online. On the other hand, if Y credits are to be taken online from other universities (University B) or taken through Massive Open Online Courses (MOOCs), the student can still attend lectures with a number of (X-Y) credits, face to face at UNEJ. The above scenario needs to be prepared by the study programs at UNEJ, especially to facilitate online learning taken by students from their own study program.

2.2 Forms of Learning Activities (FLA)

Based on the readiness of UNEJ resources, the forms of MBKM Program activities offered are 8 (eight) forms of learning activities (FLA), namely: 1) Student Exchange; 2) Internship/Industrial Placement; 3) Teaching Assistantship in Education Units; 4) Research; 5) Entrepreneurial Activities; 6) *Membangun Desa/Kuliah Kerja Nyata Tematik*; 7) Humanitarian Projects; and 8) Independent Studies/Projects. Each study program is allowed to choose an FLA in accordance with the graduate profile, GLO, and the readiness of the study program to carry out the MBKM program to be offered to students. If thesis is a part of the FLA of the MBKM, the thesis mechanism must refer to the UNEJ academic guidelines. In detail, the explanations for the eight MBKM FLA are as follows.

2.2.1 Student Exchange

A. General Policy of Student Exchange at UNEJ

1. The Student Exchange Program is a student exchange program between Study Programs at UNEJ and outside UNEJ.
2. The Student Exchange Program outside UNEJ is carried out through cooperation between UNEJ and partner universities or through associations or forums led by universities.
3. The sending study program is the study program from which the student originates, while the receiving study program is the study program that is the student's destination.
4. Transfer of Credit Score is an acknowledgment of the results of the educational

process stated in the credit or other measures to achieve learning competencies in accordance with the curriculum.

5. Acquisition of Credit Scores is an acknowledgment of the results of the educational process stated in credits or other measures to enrich learning outcomes in accordance with the curriculum.
6. Transfer of Credit Scores and Acquisition of Credit Scores can be done between the same Study Program or different Study Programs.
7. The courses for Student Exchange activities provided by the Study Program at UNEJ for students outside the Study Program are devoted to the GLO which contains the competencies that characterize the Study Program.
8. Learning activities can be done face-to-face and/or online.

B. Objectives of Student Exchange

1. Building friendships among students between countries, regions, ethnicities, cultures, and religions, thereby increasing the spirit of national unity and integrity and providing opportunities to learn different cultures from outside Indonesia.
2. Organizing the transfer of knowledge to cover educational disparities between domestic universities, as well as the condition of higher education in the country and abroad.

C. Program Mechanism

UNEJ provides three forms of student exchange program activities, namely as follows,

1. Lecture programs in different study programs within UNEJ
2. Lecture programs in the same or similar study programs outside UNEJ
3. Lecture programs in different study programs outside UNEJ

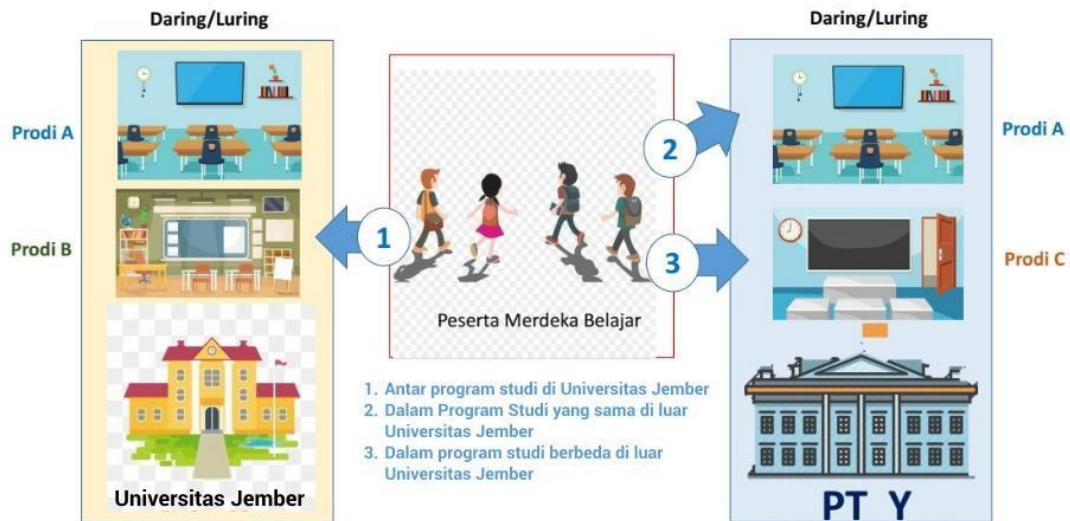


Figure 2.4 FLA of the student exchange program

A more detailed explanation of the student exchange mechanism is described as follows,

1. Mechanism of lectures in different study programs within UNEJ

The implementation of student exchange programs in the form of lecture programs in different study programs within UNEJ is generally carried out with the following mechanism:

(1) Study Program

- Adjusting the curriculum that facilitates Study Program students to take courses from other Study Programs at UNEJ.
- Determining the prerequisite courses (across Study Programs) that other Study Program students can take.
- Setting the quota for participants from other study programs.
- Offering courses that can be followed by students from other study programs within UNEJ, as well as providing detailed information on the UNEJ Study Program and SISTER websites.

(2) Student

- Conducting consultations and obtaining approval from the Academic Advisor (AA).
- Program the courses during the study plan programming period before the participant quota is full and refers to the requirements set by the destination study program.
- Participate in the lecture program at the destination study program in

accordance with the provisions of the set academic guidelines.

To sum up, the mechanism of the student exchange program between study programs at UNEJ is presented in Figure 2.5.

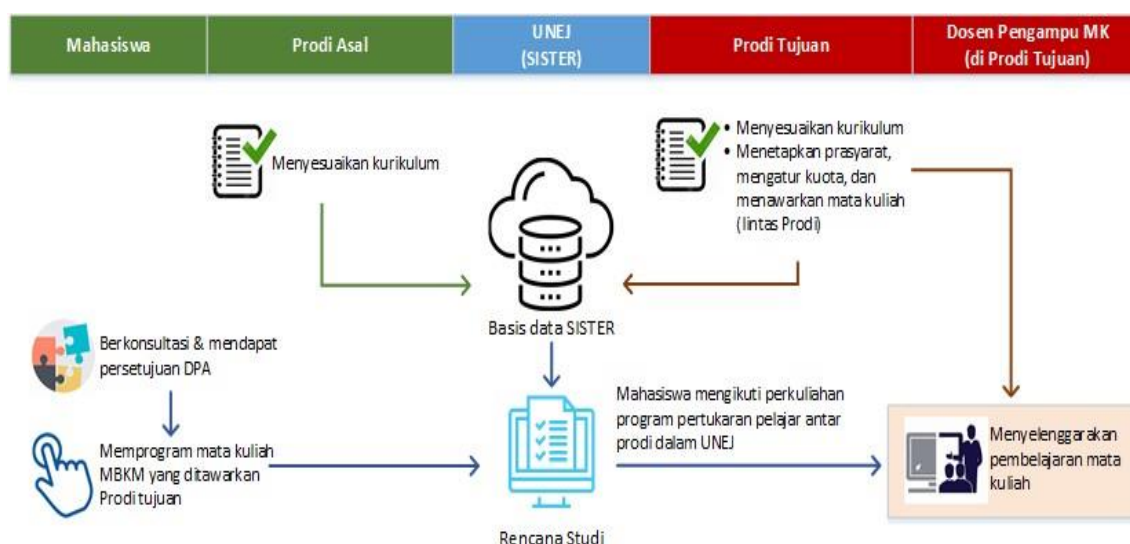


Figure 2.5 Mechanism of implementing the FLA of Student Exchange between Study Programs at UNEJ

Example of the FLA of the student exchange program between study programs at UNEJ is presented in Table 2.1 below.

Table 2.1 Example of the FLA for the student exchange program between study programs at UNEJ

| Original Study Program | GLO | Additional Competence | Destination Study Program |
|------------------------|--|--|---------------------------|
| Biology Education | GLO-5 Students are able to apply the concepts of biology and biology education in entrepreneurial activities both individually and in groups. | Designing and operating the development of business units related to agroecosystems, establish cooperation with related parties in supporting the business | Agribusiness |
| | | Manage complex data with high accuracy with | Information |

| | | | |
|------------|--|---|------------------|
| | | utilizing information systems that integrate processes, data and presentation through analysis, design, implementation and testing to solve the problems encountered. | Systems |
| | | Have the entrepreneurial spirit in the field of environmentally friendly plant protection | Plant Protection |
| Management | Students are able to design business feasibility formulations in the fields of finance, operations, human resources, and marketing | Able to design and operate the development of business units and agribusiness business networks that are innovative, create added value, and are environmentally friendly | Agribusiness |

Example Explanation:

One of the profiles of the Biology Education Study Program is Bio-entrepreneur. To achieve the graduate profile, the Study Program has determined GLO-5, which says that students are able to apply the concepts of biology and biology education in entrepreneurial activities both individually and in groups. As a consequence, in addition to the basic competencies, namely the concepts of biology and biology education obtained in the Biology Education Study Program, students still need additional relevant competencies that do not exist in the Biology Education Study Program. In this case, students can take relevant courses to fulfill these competencies in the Agribusiness Study Program, or Information Systems or Plant Protection.

2. Mechanism of Lecture Programs in Similar Study Programs Outside UNEJ

The implementation of student exchange programs in the form of lecture programs at the same or similar study programs outside UNEJ is intended to enrich the experience and scientific context obtained at other universities that have specific characteristics in order to optimize the GLO of the study programs at UNEJ. In general, the mechanism for

implementing the program is as follows.

(1) Study Program at UNEJ

- Adjusting the curriculum that facilitates students at UNEJ to take courses in similar study programs at other universities.
- Creating a cooperation program with similar study programs from partner universities as a follow-up to the agreed MoU between universities which includes the learning process, semester credit recognition and assessment in the form of bilateral cooperation, consortium (study program associations), clusters (based on accreditation), or zoning (based on the region).
- Setting the course prerequisites.
- Setting the quota for course participants from other universities.
- Setting the number of courses that can be taken by students from similar study programs at other universities.
- Offering a choice of courses organized by similar study programs from other universities that UNEJ students can take.
- Offering a choice of study programs that students from the study programs at other universities can take, as well as providing detailed information on the study program and SISTER websites.
- Determining the results of student selection from the Study Programs at other universities
- Organizing cross-universities learning
- Reporting the results of learning activities to the Higher Education Database through the UNEJ Academic, Student and Alumni Bureau (ASAB).

(2) Students

- Are actively registered as a student at the Higher Education Database and have a minimum GPA of 3.0.
- Consulting with the Academic Advisor and obtaining the Academic Advisor's approval.
- Registering for a student exchange program between universities and was declared accepted to join the program
- Programming courses during the study plan programming period at SISTER (especially for UNEJ students) in accordance with the equivalence of the courses taken in the student exchange program between universities
- Registering as a course participant in similar study programs at other universities for UNEJ students

- Registering as a course participant in similar study programs at UNEJ for students from other universities
- Participating in lecture programs at similar study programs at other universities (for UNEJ students) or at UNEJ (for students from other universities) in accordance with the provisions of the academic guidelines held by the study programs at the university.

To sum up, the mechanism for student exchange program in similar study programs outside UNEJ is presented in Figure 2.6a and Figure 2.6b below.

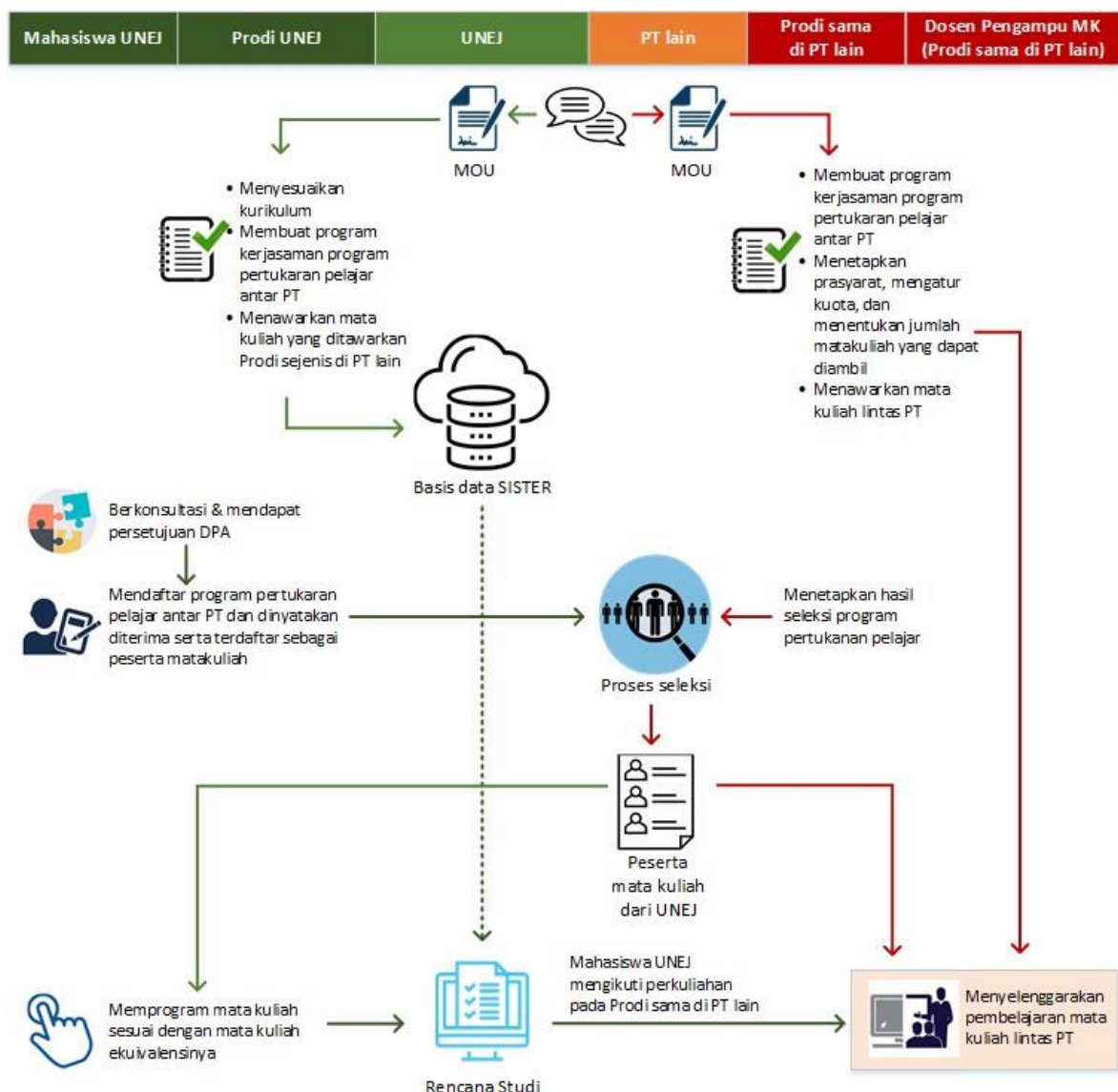


Figure 2.6a Mechanism of implementing the Student Exchange program in Similar Study Programs Outside UNEJ for UNEJ Students (UNEJ as the Sending University)

Table 2.2 Example of the FLA of the student exchange program in similar study programs outside UNEJ

| No. | Study Program at UNEJ | GLO of Study Program | Study Program Courses of University A | Study Program Courses of University b |
|-----|--|---|---------------------------------------|---------------------------------------|
| 1 | Biology Education | <p>GLO-6 Students are able to apply the skills and knowledge of biology in solving problems of biological resources, the environment, and learning biology in the scope of agroecosystems</p> <p>Course: Integrated Pest Management (IPM)</p> | Integrated Pest Management (IPM) | Integrated Pest Management (IPM) |
| 2 | Development Economics Study Program (PSEP) | <p>Students are able to use information technology as decision makers and evaluate and formulate a regional development policy</p> <p>Courses: Digital Economy</p> | Digital Economy | Development Planning |

Explanation Example 1:

UNEJ's Biology Education Study Program has one of the GLOs that says that students are able to apply biological skills and knowledge in solving problems of biological resources, the environment, and learning biology within the scope of agro-ecosystems, one of which is implemented in the Integrated Pest Control (IPM) course. In this case, students in the Biology Education Study Program of UNEJ can take courses at University A or B and vice versa, students from the Biology Education Study Program from University A or B can take IPM courses at the UNEJ Biology Education Study Program because they have similar courses.

3. Mechanism of Lecture Programs in Different Study Programs Outside UNEJ

The implementation of the student exchange program in the form of lecture programs at different study programs outside UNEJ is intended to enrich the experience and scientific context obtained at other universities that have specific characteristics in order to optimize the GLO of the study programs at UNEJ. In general, the mechanism for implementing the program is as follows.

(1) Study Programs at UNEJ

- Developing or adapting a curriculum that facilitates students at UNEJ to take courses in different study programs at other universities.
- Creating a cooperation program with different study programs from partner universities as a follow-up to the Memorandum of Understanding (MoU) between universities that have been agreed which includes the learning process, semester credit recognition and assessment in the form of bilateral cooperation, consortium (study programs association), cluster (based on accreditation) , or zoning (by region).
- Setting course prerequisites.
- Setting the quota for course participants from other universities.
- Setting the number of courses that can be taken by students from different study programs at other universities.
- Offering a choice of courses organized by similar study programs from other universities that UNEJ students can take.
- Offering a choice of study programs that students from the study programs at other universities can take, as well as providing detailed information on the study program and SISTER websites.
- Determine the results of student selection from the study programs at other universities
- Organizing cross-universities course learning
- Reporting the results of learning activities to PDDIKTI through the UNEJ Academic, Student and Alumni Bureau (ASAB).

(2) Students

- Are actively registered as a student at the Higher Education Database and have a minimum GPA of 3.0.

- Consulting with the Academic Advisor and obtaining the Academic Advisor's approval.
- Registering for a student exchange program between universities and was declared accepted to join the program
- Programming courses during the study plan programming period at SISTER (especially for UNEJ students) in accordance with the equivalence of the courses taken in the student exchange program between universities
- Registering as a course participant in similar study programs at other universities for UNEJ students
- Registering as a course participant in similar study programs at UNEJ for students from other universities
- Participating in lecture programs at similar study programs at other universities (for UNEJ students) or at UNEJ (for students from other universities) in accordance with the provisions of the academic guidelines held by the study programs at the university.

To sum up, the FLA mechanism for the student exchange program in different study programs outside UNEJ is presented in Figure 2.7a and Figure 2.7b.

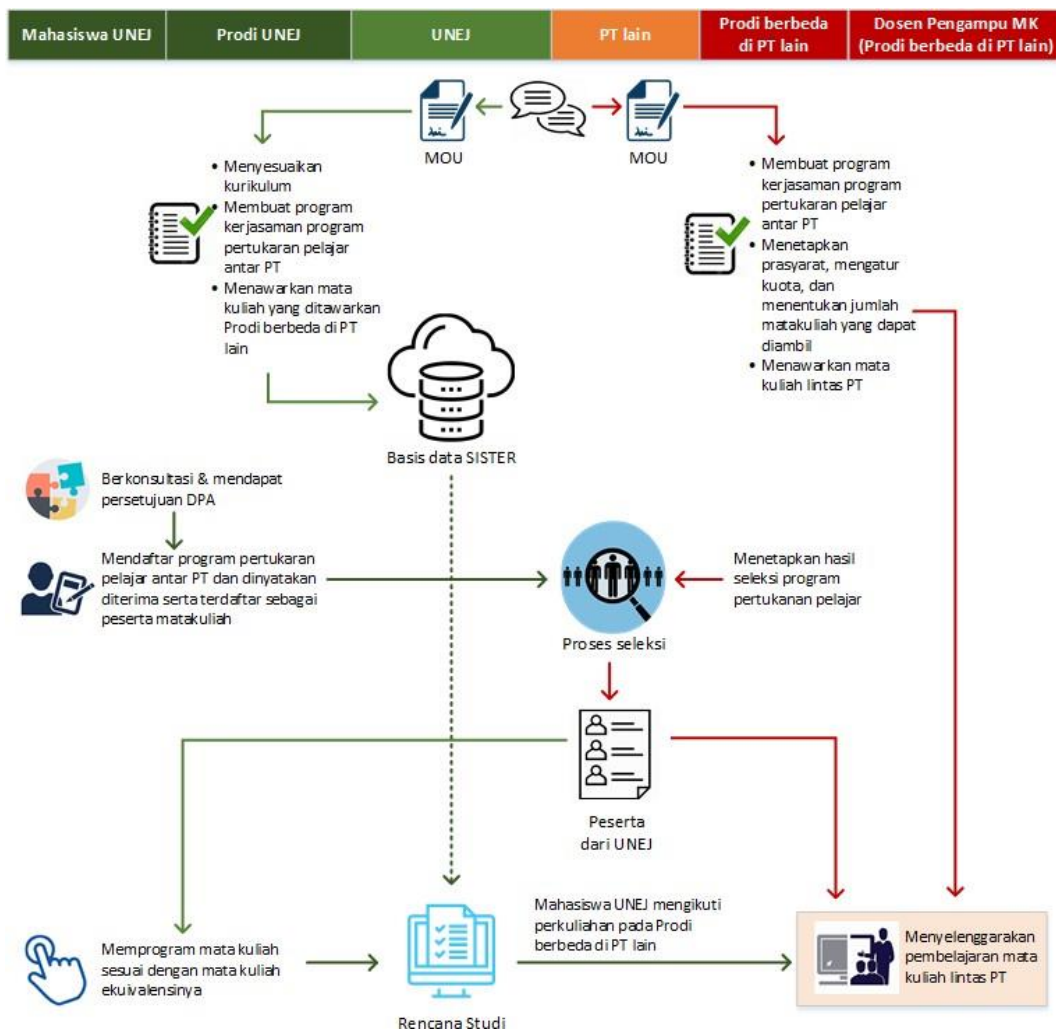


Figure 2.7a Mechanism of implementing the Student Exchange program in different Study Programs Outside UNEJ for UNEJ Students (UNEJ as the Destination University)

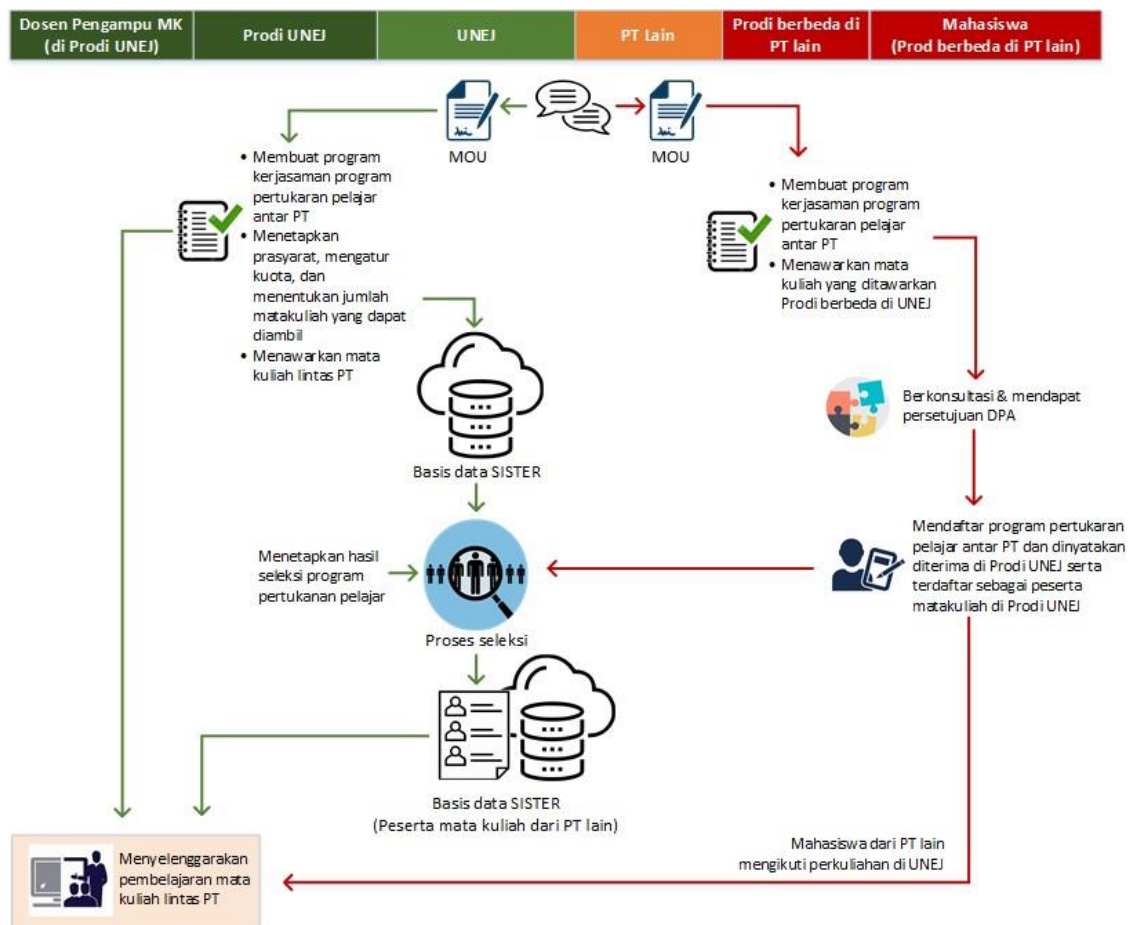


Figure 2.7b Mechanism of holding the FLA of the Student Exchange Program in different study programs outside UNEJ for students from other universities (UNEJ as the Destination University)

Examples of learning activities in different study programs outside UNEJ are presented in Table 2.3.

Table 2.3 Examples of learning activities in different study programs outside UNEJ

| Study Program at UNEJ | GLO of Study Program | Additional Competence | Courses in Other Study Programs at Other Universities |
|-----------------------|--|--|---|
| Biology Education | <p>GLO-3</p> <p>Students are able to carry out laboratory work and field studies independently by prioritizing work safety</p> <p>Course: Biopharmaceuticals</p> | Learning more about liquid and semi-solid formulations | Liquid and Semi-Solid Preparations |

Example Explanation:

The Biology Education Study Program has one GLO which says that students are able to do laboratory work and field studies independently by prioritizing work safety, which is applied to the Biopharmaceutical course. In this case, students have the right to attend lectures in different study programs at other universities, but have relevant courses and support the established GLO of the study program.

In general, the Student Exchange process in the three types of models previously described, starting from the registration process to reporting grades, can be seen in the flow chart in Figure 2.8.

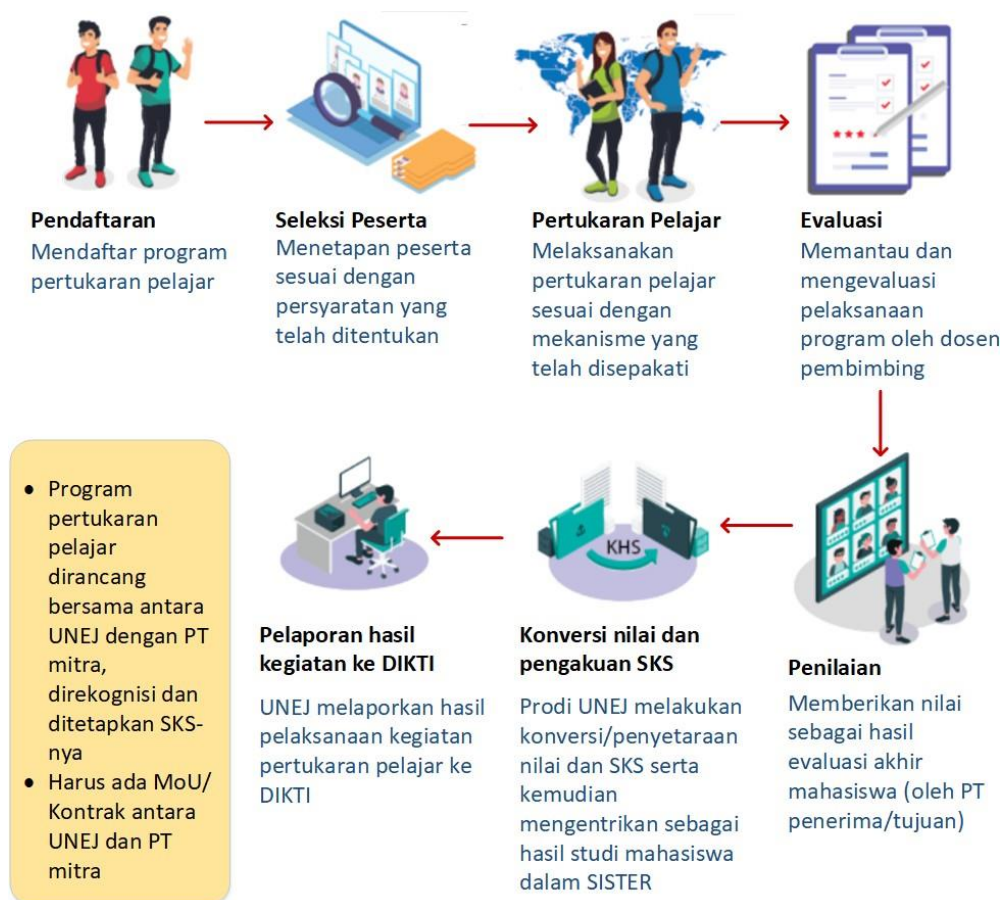


Figure 2.8 Flowchart of the student exchange process at UNEJ

The process of implementing student exchange activities with universities outside UNEJ really needs UNEJ's support. The following are the tasks that must be carried out by UNEJ as the sending and destination university of the student exchange program.

A. Tasks of UNEJ as the Sending University

- 1) Establishing cooperation with domestic and foreign universities or with scientific consortiums to organize credit transfers that students can participate in.
- 2) Allocating a quota of outbound students to the destination university in proportion to the quota of inbound students from that university (reciprocally).
- 3) If necessary, organizing a student exchange selection that meets the principle of fairness for students.
- 4) Monitoring the implementation of the student exchange program.
- 5) Assessing and evaluating the results of student exchanges for later recognition of the credits of student study results.
- 6) Reporting the results of learning activities to the Directorate-General of Higher Education through the Higher Education Database.

B. Tasks of UNEJ as the Destination University

- 1) Establishing cooperation with domestic and foreign universities or with scientific consortiums to organize credit transfers that students can participate in.
- 2) Ensuring the implementation of student learning programs and student off-campus activities in accordance with the contract agreement.
- 3) Allocating a quota of inbound students from the original university in proportion to the quota of outbound students (from UNEJ) to that university (reciprocally).
- 4) If necessary, organizing a student exchange selection that meets the principle of fairness for students.
- 5) Monitoring the implementation of the student exchange program.
- 6) Providing grades and final evaluation results for students to be recognized at their original university.
- 7) Reporting the results of learning activities to the Directorate-General of Higher Education through the Higher Education Database.

Regarding the requirements, the following are the general entry requirements for student exchange programs.

- 1) Sending and receiving study programs must be accredited (may have the same or different accreditation status).
- 2) The student exchange program has obtained approval from each Study Program

Coordinator, both from the sending Study Program and from the receiving Study Program.

- 3) Students who can register to take part in the student exchange program are students who are minimum in their third semester.
- 4) Study Program publishes a list of courses that can be taken by prospective participants two months before the lecture period and is equipped with a semester learning plan (SLP) as well as the syllabus or lecture schedule plan through the website of each university.
- 5) The registration process, the rights and obligations of participating students, and the implementation of the learning exchange program will be further regulated in the academic manual.

For student exchange participants of universities abroad, students who are allowed to take part in the program are students who meet the following requirements,

- 1) Are active students of at least the 3rd (third) semester.
- 2) Have a GPA of at least 3.0.
- 3) Have never been subject to academic sanctions in the sending university.
- 4) Have obtained written permission from parents or guardians.
- 5) Have filled out and signed the Student Exchange Program registration form.
- 6) Are declared healthy with a Health Certificate as the evidence from a doctor.
- 7) Additional requirements for international student exchange:
 - a. Have an international health assurance.
 - b. Have the required language skills (adjusted to the requirements agreed by the receiving university).
 - c. Other documents are adjusted to the terms agreed by both university parties and immigration regulations.

In the implementation of the student exchange program, there are seven conditions that must be met, which are:

- 1) The transfer and acquisition of credit scores is carried out in one semester according to the academic calendar of the receiving study program.
- 2) The hours of activities that can be taken and recognized in 1 semester are equivalent to 20 credits.
- 3) Participating students are required to comply with the administrative, academic and campus life regulations in the receiving study program.
- 4) The assessment system for students participating in the student exchange program is

carried out by following the system applicable in the receiving study program.

- 5) At the end of the program, students are entitled to a transcript of grades for the courses they have taken which is signed by an authorized official in the receiving study program as proof of the transfer of credit scores or other activity certificates in the form of a Diploma Supplement as the evidence of obtaining credit scores recognized by the sending university.
- 6) The implementation of student academic activities is carried out in accordance with the academic calendar and academic regulations at the receiving university.
- 7) Program participants are treated the same as other students in the receiving study program in matters related to the implementation of academic activities.

2.2.2 Research

The second form of MBKM learning is a research project. This form of learning is provided for students who have a passion for being researchers and is held in research institutions/study centers (partner institutions). The duration of the research project is a minimum of 1 semester (equivalent to 20 credits) and a maximum of 2 semesters (equivalent to 40 credits). Partner institutions referred to in MBKM are research institutions/study centers outside UNEJ

A. Objectives of the Research Program

1. The quality of student research is expected to be improved. Student experience in large research projects will strengthen the research talent pool topically.
2. Students gain research competence through direct guidance by researchers at partner institutions.
3. Improving the ecosystem and quality of research in Indonesian laboratories and research institutions by providing research resources and regeneration of researchers from an early age.

B. Research Implementation Mechanism

(1) Study Program

- Making an agreement in the form of a cooperation agreement (MoU/PKS) with partners from partner institutions both domestically and abroad.
- Giving students the right to participate in the selection and evaluation of research programs at partner institutions outside UNEJ.

- Appointing supervising lecturers to conduct mentoring.
- Preparing a logbook form for the implementation of research activities.
- Conducting final evaluation and equalization of research activities at partner institutions into relevant courses (credits) and sustainable programs.
- Developing technical guidelines for learning activities through research.
- Reporting the results of learning activities to the academic section (ASAB) which then forwards it to the Directorate-General of Higher Education through the Higher Education Database.

(2) Supervising Lecturers

- The supervising lecturers together with students prepare a research activity plan.
- Performing guidance, supervision, process evaluation, and final assessment together with supervisors at partner institutions.

(3) Partner Institutions

- Ensuring the implementation of student research activities at partner institutions in accordance with the agreement.
- Appointing supervisors to guide students in conducting research at partner institutions.
- Supervisors together with supervising lecturers provide guidance, supervision, and assessment of research activities carried out by students.

(4) Students

- Have completed all compulsory core courses of Study Program and have a minimum GPA of 3.0.
- When conducting research abroad, students must have good English language skills, which is proofed by passing an English interview selection organized by the destination partner institution or with evidence of 5.0 IELTS score / 500 ITP TOEFL score.
- With the approval from the Academic Advisor (AA), students register for a research program and obtain a Letter of Acceptance (LoA) from the destination partner institution.
- Designing research activities with supervising lecturers that contain objectives, duration of activities, studied fields, GLO, course equivalence plans and research outputs.

- Carrying out research activities in accordance with the instructions from the destination partner institution.
- Filling out the logbook according to the carried out activities.
- Conducting consultations with supervising lecturers at least 14 times in one semester during the implementation of activities.
- Constructing activity reports and submitting the reports in the form of research reports/thesis or scientific publications.

The process of the Research program can be seen in the flow chart in Figure 2.9 below.



Figure 2.9 Flow diagram of the process of the Research program

C. Credit Weight, Equivalence and Assessment

Independent learning activities through the Research model are structured according to the curriculum adopted by students. Research activities for 1 semester (6 months) are equivalent to 20 credits which are stated in the form of equivalence with the courses offered of which the competence is in line with Research activities carried out by students.

Example 1

The Biology Education Study Program students conduct research with the theme '*Establishment of New Method for Analyzing Jumbo Phage Genome*' at Hiroshima University, Japan for 6 months. In addition to research activities, students also carry out social and non-academic activities organized by students, student associations or campuses that aim to improve communication skills, collaboration, and also to get to know Japanese culture.

Graduate Learning Outcomes (GLO) of Biology Education Study Program that can be reached through this Research activity are as follows:

GLO 6: Students are able to apply skills and knowledge of biology to solve problems of biological resources, environment, and learning biology in the scope of agroecosystems

GLO 8: Students are able to apply research methodologies in biology and biology learning

GLO 9: Students are able to demonstrate the ability to collaborate and communicate well orally and in writing

GLO 10: Students are able to internalize the piety to God Almighty and patriotism

The research activities carried out by these students will be equivalent to studying the courses in Table 2.4.

Table 2.4 Equivalence of the FLA of Research on courses in the Biology Education Study Program

| GLO | Course Code | Course Name | Credit Weight |
|-------------|-------------|-------------------------|---------------|
| 9 | KPB 1604 | English for Biology | 2 |
| 6 | KPB 1610 | Biotechnology | 3 |
| 8, 9, 10 | KPB 1602 | Research Methodology | 3 |
| 6 | KPB 1724 | Bacteriophage | 2 |
| 8 | KPB 1744 | DNA/RNA Bioinformatics | 2 |
| 6 | KPB 1722 | Bacterial Biotechnology | 2 |
| 6, 8, 9, 10 | KPB 1804 | Thesis | 6 |
| Total | | | 20 |

Example 2

The Undergraduate Accounting Study Program students conduct research with the theme '*Using the Balanced Scorecard as a Strategic Management System at City University of Hong Kong*' for 6 months. In addition to research activities, students also carry out social and non-academic activities organized by students, student associations or campuses that aim to improve communication skills, collaboration, and also get to know Chinese culture.

The Graduate Learning Outcomes (GLO) of the Undergraduate Accounting Study Program that can be reached through this Research activity are as follows:

GLO 2: Mastering basic accounting concepts in depth

GLO 3: Students are able to apply theoretical concepts and accounting practices based on information technology.

GLO 4: Mastering other scientific concepts and principles within the scope or study of the accounting field

GLO 6: Able to conduct research in the field of accounting in accordance with the research group

Research activities carried out by these students will be equivalent to studying the courses listed in Table 2.5.

Table 2.5 Equivalence of the FLA of Research on courses in the Accounting Study Program

| GLO | Course Code | Course Name | Credit Weight |
|---------|-------------|--|---------------|
| 3 | EKA 1530 | Management Control System | 3 |
| 6 | EKA 1527 | Research Methodology | 3 |
| 4 | EKA 1638 | Strategic Management | 3 |
| 6 | EKA 1629 | Accounting Seminar | 3 |
| 2,3,4,6 | EKA 1732 | Thesis | 6 |
| | | Courses that support research are taken online at UNEJ's Accounting Study Program or at other universities, or through MOOCs | 2 |
| Total | | | 20 |

2.2.3 Internship Program/Industrial Placement

Internship/Industrial Placement Courses, which then is referred to as internship, are independent courses conducted off-campus by students. In its implementation, the internship FLA is held as a real activity in the field which is held together with partners, both industrial partners, government/private agencies, community groups, education and training institutions, business entities, and other organizations. The implementation of short-term internships (less than 6 months) is considered insufficient to provide industry experience and competence for students. In addition, partners who received internships also stated that short-term internships were not beneficial, and even tended to interfere with partner activities. To overcome this, UNEJ provides an internship program within the MBKM framework so that students gain understanding and skills from the world of work so that they can improve professionalism in accordance with their disciplines. This internship program must be included in the structure of the independent curriculum for studying Undergraduate Study Programs (S1) and it is the right of every student to take it. This learning activity can be carried out in collaboration with partners including companies, non-profit foundations, multilateral organizations, government institutions, and start-ups.

A. Objectives and Benefits of the Internship Program

The internship program within the MBKM framework has a minimum duration of 1 (one) semester. The availability of time aims to provide students with a sufficient experience, and a direct learning in the workplace (experiential learning). During the internship, students will gain hard skills (skills, complex problem solving, analytical skills, and so on), as well as soft skills (professional/work ethics, communication, collaboration, innovation, and so on). On the other hand, internships are expected to be able to obtain prospective workers with suitable talents and can be recruited immediately, thereby reducing recruitment costs and initial/induction training. Students who are familiar with the workplace will be more confident in entering the world of work and careers. Through this activity, problems in the world of work will flow to universities so that updating teaching and learning materials and research topics in the Undergraduate Study Programs will be more relevant.

Broadly speaking, the internship program within the UNEJ MBKM framework is designed to provide the following benefits,

(1) For Students:

1. Students observe and learn the world of work, both in general and specifically on an object;
2. Students introduce the latest technology used in the world of work according to the field;
3. Students understand the governance of the world of work;
4. Students introduce the process of work interaction between students and employees of various levels to improve students' interpersonal skills; and
5. Students understand the application of knowledge and skills acquired on campus to the world of work.

(2) For UNEJ:

1. Getting feedback to improve the study program curriculum according to the needs of the world of work; and
2. Fostering and enhancing cooperation between UNEJ and partners.

(3) For government agencies, private companies and State-Owned Corporations:

1. Realization and existence of a mission as a function and social responsibility of the institution; and
2. Fostering mutually beneficial cooperation for the parties involved.

B. Internship Implementation Mechanism

The internship program can be carried out through an integrated learning system (Co-operative education dual system/link and match), namely student-centered learning by combining the learning process through lectures and work in a professional and sustainable manner. This integrated learning system aims to:

1. Achieve learning outcomes;
2. Acquire knowledge, general skills and special skills/work skills; and
3. Internalize professional attitudes and work culture that are appropriate and necessary for the business world and/or industrial world (Co-operative education dual system/link and match).

The mechanism for implementing the UNEJ internship program is as follows.

(1) UNEJ

Making an agreement in the form of a Memorandum of Understanding (MoU) with partners.

(2) Study Program

1. Making a cooperation agreement (CA) with partners that includes the learning process, semester credit recognition, and assessment.
2. Developing an internship program with partners, both the content of the internship program, the competencies that will be obtained by students, as well as the rights and obligations of both parties during the internship process.
3. Assigning supervising lecturers who will guide students during the internship.
4. If possible, the supervising lecturers visits the internship site for monitoring and evaluation.
5. The supervising lecturers and supervisors compile a logbook and assess student achievement during the internship.
6. The implementation of the internship program can be done if the converted course credits are not less than 15 credits
7. Monitoring of the internship process can be done through the Higher Education Database.

(3) Intern Partners

1. Together with UNEJ, arranging and agreeing on an internship program that will be offered to students.
2. Ensuring a quality internship process according to the cooperation agreement (MoU/PKS).
3. Providing supervisors (mentors/coaches) who accompany students or groups of students during internships.
4. Providing rights and guarantees in accordance with laws and regulations (health insurance, work safety, internship fees) or in accordance with the agreement.
5. The supervisors together with the supervising lecturers provide guidance, supervision, and assessment of student performance during the internship.

(4) Students

1. With the approval from the AA, students register/apply and participate in the internship selection according to the provisions of the internship place.
2. Making a plan for internship activities with supervising lecturers that contain objectives, duration of activities, and studied fields.
3. Carrying out internship activities according to the direction from the supervisor and

supervising lecturers.

4. Filling in the logbook according to the activities carried out.
5. Preparing activity reports and submit reports to supervisors and supervisors.

(5) Supervising Lecturers & Supervisors

1. The supervising lecturers together with students makes an internship activity plan that contains the objectives, duration of activities, and the field studied (as a guide for conversion and course equivalence) of students.
2. Supervising lecturers provide briefing before leaving and mentoring and supervising students during internships.
3. Supervisors become mentors and guide students during internships.
4. The supervising lecturers together with the supervisors evaluate the process and assesses the results of the internship.

The process of implementing internship within the MBKM framework is presented in the flow chart in Figure 2.10



Figure 2.10 Flowchart of the internship process within the MBKM framework

1) Preparation Stage

The study program forms an internship committee led by an internship coordinator who is in charge of coordinating the technical implementation of the internship. At this stage, the internship committee conducts socialization of the internship program

which includes procedures, schedules and the company's place (institution) for the implementation of the internship. With the approval from the AA, interested students must determine the place of internship and make an internship application letter to the internship committee.

2) Registration Stage

The application for the internship program is only valid for students who meet the following requirements.

- Registered as an active student (not on a leave of absence).
- Have completed the compulsory core courses of Study Program as evidenced by a temporary transcript document signed by the AA
- Have obtained the approval for the internship program from the AA.

The details of the registration stages for the internship program are as follows.

- a. Students submit an internship application letter to the internship coordinator which is equipped with a temporary transcript and a letter of approval to participate in the internship program which has been signed by the AA through the academic administration of the faculty.
- b. The internship coordinator proposes internship supervising lecturers in accordance with the field of expertise to SPC and then SPC proposes a supervisory lecturer assignment letter to the Dean.
- c. The Dean issues a letter of assignment for the supervising lecturers.
- d. Students prepare prerequisites from partner institutions (if any) and together with supervising lecturers make plans for internship activities that contain the studied fields and their equivalence courses. The fields that students will be studying during the internship are based on the PKS document that has been mutually agreed upon between UNEJ (or its representative) and the partner institution where the internship is located (State-Owned Corporations, industry, or other institutions).
- e. Students submit all documents to the faculty through the academic administration of the faculty and then the faculty registers the student by sending an introduction and all files to the partner institution.
- f. At the time of programming the study plan, students program all equivalence courses that have been prepared in the internship activity plan.

3) Debriefing Stage

Before leaving for the internship, students are required to attend the debriefing scheduled by the internship committee. In addition, students also prepare the files that must be brought, such as:

1. Cover letter
2. Daily attendance list
3. Weekly report form
4. Internship assessment form
5. Logbook form
6. Internship activities design

4) Internship implementation stage

During the internship, students are required to follow all regulations in the organization where the internship is located. Violating organizational regulations means violating the study program's academic regulations which can be subject to sanctions, both verbal warnings, written warnings, or dropouts depending on the level of violation committed. Students who are expelled from the internship for violating organizational regulations are considered not to have passed the internship equivalence course. Students are not allowed to change internships without the permission of the internship coordinator and the Study Program Coordinator.

5) Guidance and Report Making Stage

1. During the internship, students are required to consult to the supervisors and supervising lecturers.
2. Consultation with the supervising lecturers is carried out for a minimum of 14 times.
3. The internship report must be completed prior to the presentation of the internship results.

6) Assessment Stage

The assessment is carried out by the supervising lecturers and supervisors

1. Assessment from the supervisor is carried out based on the student's performance during the internship.
2. Students get a certificate from the internship.
3. Assessment of the supervising lecturers can be done through seminars.
4. The submission of the presentation of the results of the internship can only be done by

students who have completed the internship and have finished making the internship report which has received approval from the supervising lecturers.

5. Students register for the presentation of the internship results.
6. The value obtained is then entered by the supervising lecturers into SISTER.

7) Monitoring and Evaluation Stage

1. Study Program conducts monitoring and evaluation (*monev*) on the implementation of the internship.
2. Based on the results of the *monev*, efforts were made to improve the quality of the implementation of the internship program.

8) Reporting to the Higher Education Database Stage

The SPC reports the credit recognition (internship recognition) to the Higher Education Database through ASAB.

C. The Systematics of Activity Plans and Report Documents

The study program prepares a systematic preparation of activity plans and internship reports according to the needs/characteristics of the internship. The internship plan is an introductory document for an internship application that contains objectives, duration of activity, GLO, studied fields, equivalence courses and other parts of the document deemed important. The internship report is a document that contains the results of student activities during the internship process as well as learning outcomes that represent the GLO that have been determined in the activity plan.

D. Internship Evaluation and Assessment

The purpose of evaluation is to measure and provide an assessment of the success of students in conducting internships. The evaluation of this internship activity is carried out by the supervisor while at the internship location, and by the supervising lecturers and examiner lecturers at the internship report seminar. This evaluation component is expressed in the form of competencies obtained by students during the program, both in hard skills and soft skills in accordance with predetermined learning outcomes.

The score of the internship is taken from 2 score variables, namely the score from the partner supervisor and the score from the supervising lecturer. The composition of the assessment is a minimum of 40% from partners and a maximum of 60% from the supervising lecturer. The score from the partner is given by the supervisor in accordance

with the Internship/Industrial Placement Assessment form. The assessment form must be submitted no later than two weeks after the internship ends.

Assessments from supervising lecturers and supervisors are based on the results of monitoring, reports and internship presentations made by students with the following assessment:

- (1) Internship report
- (2) Material mastery
- (3) Attitude and presentation skills
- (4) Achievement of the internship

Example 1

The Biology Study Program students did an internship at the Purwodadi Botanical Gardens, LIPI for 6 months which is equivalent to 20 credits and is stated in the form of equality with the courses offered of which the competence is in line with the internship activities. Students did internships at these partners to obtain competencies/GLO that support them to have a career as research assistants in the field of biology or curators of biological collections or bio-entrepreneurs. During internships, students are required to understand and be able to carry out the activities that have been planned in the activity plan in a systematic, disciplined, and responsible manner. In addition, students are also able to establish good communication with partner staff at all levels and are able to cooperate in carrying out internships and extra activities organized by partners.

Graduate Learning Outcomes (GLO) of the Biology Study Program that can be fulfilled through this Internship/Industrial Placement are as follow:

GLO 1: Students master the principles of biology that are oriented towards biological resources and the tropical environment

GLO 2: Students are able to determine relevant laboratory techniques and/or field studies in managing biological resources and the tropical environment independently and in groups

GLO 4: Students are able to communicate the results of research in the field of Biology related to biological resources and the tropical environment

GLO 5: Students are able to develop creative ideas by utilizing biological resources and the tropical environment for entrepreneurship

GLO 6: Students are able to internalize norms and ethics based on Pancasila in communicating and collaborating responsibly

The Internship/Industrial Placement activities carried out by these students will be equivalent to studying the courses in Table 2.6.

Table 2.6 Equivalence of the FLA of the Internship program to courses in the Biology Study Program

| GLO | Course Code | Course Weight | Credit Weight |
|---------|-------------|-----------------------------------|---------------|
| 1 | MAB 1602 | Tropical Forest Ecology | 2 |
| 1 | MAB 1605 | Biological Conservation | 2 |
| 4, 6 | MAB 1606 | Research Methodology | 2 |
| 2, 5, 6 | MAB 1511 | Ornamental Plants | 2 |
| 2, 5, 6 | MAB 1523 | Natural Medicines | 2 |
| 2, 5, 6 | MAB 1613 | Orchidology | 2 |
| 1, 2, 6 | MAB 1612 | Plant Ecophysiology | 2 |
| 4,6 | MAB 1518 | Valuation of Biological Resources | 2 |
| 4,6 | MAB 1619 | Bioinvasion Ecology | 2 |
| 4,6 | MAB 1620 | Phytoremediation | 2 |
| Total | | | 20 |

Example 2

The Biology Education Study Program students take internship/industrial placement FLA at Argo Bakti Wanalestari Inc. which is a company engaged in agribusiness. Based on the results of discussions with partners, the partner's business fields include horticultural plant cultivation, medicinal plant cultivation, and tissue culture.

Graduate Learning Outcomes (GLO) of the Biology Education Study Program that can be reached through this Internship/Industrial Placement FLA are as follows:

GLO 5: Students are able to demonstrate entrepreneurial activities according to the concept of biology and biology education, both individually and in groups

GLO 6: Students are able to apply skills and knowledge of biology to solve problems of

biological resources, environment, and biology learning in the scope of agroecosystems

GLO 8: Students are able to apply research methodologies in biology and biology learning

GLO 9: Students are able to demonstrate the ability to collaborate and communicate well orally and in writing

GLO 10: Students are able to internalize the piety to God Almighty and patriotism

Internship activities carried out by students at Argo Bakti Wanalestari Inc. will be equivalent to studying the courses in Table 2.7.

Table 2.7 Equivalence of the FLA of Internship to courses in the Biology Education Study Program

| GLO | Course Code | Course Name | Credit Weight |
|-------------|-------------|----------------------------|---------------|
| 6, 10 | KPB 1733 | Integrated Pest Management | 2 |
| 6, 10 | KPB 1628 | Tissue Culture | 3 |
| 5, 6, 10 | KPB 1734 | Medicinal plants | 2 |
| 5, 6, 10 | KPB 1627 | Economic Botany | 2 |
| 5, 6, 10 | KPB 1606 | Horticulture | 2 |
| 5, 6, 10 | KPB 1732 | Plant Nutrition | 2 |
| 6, 8, 9, 10 | KPB 1804 | Thesis | 6 |
| Total | | | 19 |

2.2.4 Teaching Assistantship in Education Units

Teaching assistantship is an experiential learning for students which is very useful as a part of forming the personal values of graduates of a study program. Valuable experience that will be gained in addition to the intra and interpersonal skills, also develops transferable-employability skills. If it is related to the category of the Graduate Learning Achievement (GLO) based on the National Higher Education Standard (the Indonesian Ministry of Education and Culture Regulation No. 3 of 2020), then this teaching assistantship activity can develop the four categories of the GLO, namely the development of knowledge, special skills, general skills, and attitudes. If referred to the weight of the four GLO, it is dominant in the

development of attitudes and general skills.

A. Objectives of the Teaching Assistantship Program in Education Units

1. Providing opportunities for students who have an interest in education to participate in teaching and expanding their knowledge by becoming a teacher in an education unit.
2. Helping to increase equity in the quality of education, as well as the relevance of secondary education to higher education and the development of times.

B. Mechanism of Teaching Assistantship Activities in Education Units

(1) Study Program

- Preparing cooperation agreement (MoU/SPK) with partner education units (Pre-School/Elementary School/Senior High School/Islamic Senior High School/Vocational High School), permits from the Department of Education, and developing programs with local education units.
- This program can be carried out in collaboration with the *Indonesia Mengajar* Program, *Forum Gerakan Mahasiswa Mengajar Indonesia* (FGMMI), and other programs recommended by the Ministry of Education and Culture such as *Kampus Mengajar Perintis* (KMP) dan *UNEJ Mengajar*.
- Providing opportunities for students to participate in teaching programs in formal and non-formal education units at the primary and secondary education levels.
- Education unit data can be obtained from the Ministry of Education and Culture as well as from the local Department of Education. The need for the number of teaching assistants and their subjects is based on the needs of each local government through the provincial/city Department of Education.
- Providing briefing to students to prepare an activity plan that will be carried out while at school.
- Assigning supervising lecturers to provide assistance, training, monitoring, and evaluation of teaching activities in educational units carried out by students.
- Doing an equalization/recognition of the hours of teaching activities in education units to be recognized as credits.
- Reporting the results of learning activities to the academic section (ASAB) which

then forwards it to the Directorate General of Higher Education through the Higher Education Database.

(2) Education Unit

- Ensuring that teaching activities in educational units attended by students are in accordance with the agreement in the cooperation agreement.
- Appointing supervising teachers/student assistants who teach in education units.
- Together with the supervising lecturers, monitoring and evaluating the activities participated in by students.
- Providing grades to be recognized as student credits.

(3) Students

- Students have taken the compulsory core courses of their Study Program and have a minimum GPA of 3.0.
- With the approval from the Academic Advisor (AA), students register and participate in the selection of teaching activities in an education unit.
- Before leaving for the education unit, students take a briefing from the supervising lecturer to prepare a plan of activities to be carried out.
- Students come to the education unit and do a collaboration related to the programs that will be held.
- Carrying out teaching activities in educational units under the guidance of the supervising lecturers and supervising teachers from partners.
- Filling out the logbook according to the carried out activities.
- Preparing activity reports and submitting reports in the form of presentations.

(4) Supervising lecturers and supervising teachers

- Supervising lecturers provide briefing for students before leaving to teach in education units.
- Supervising lecturers together with students make plans for the teaching activities.
- Supervising lecturers provide direction and assignments for students during teaching activities.
- Supervising teachers accompany and guide students during teaching activities.
- Supervising lecturers together with the supervising teachers evaluate and assess

the results of student activities in the teaching program.

The process of teaching assistantship in education units can be seen in the Flowchart in Figure 2.11 below.

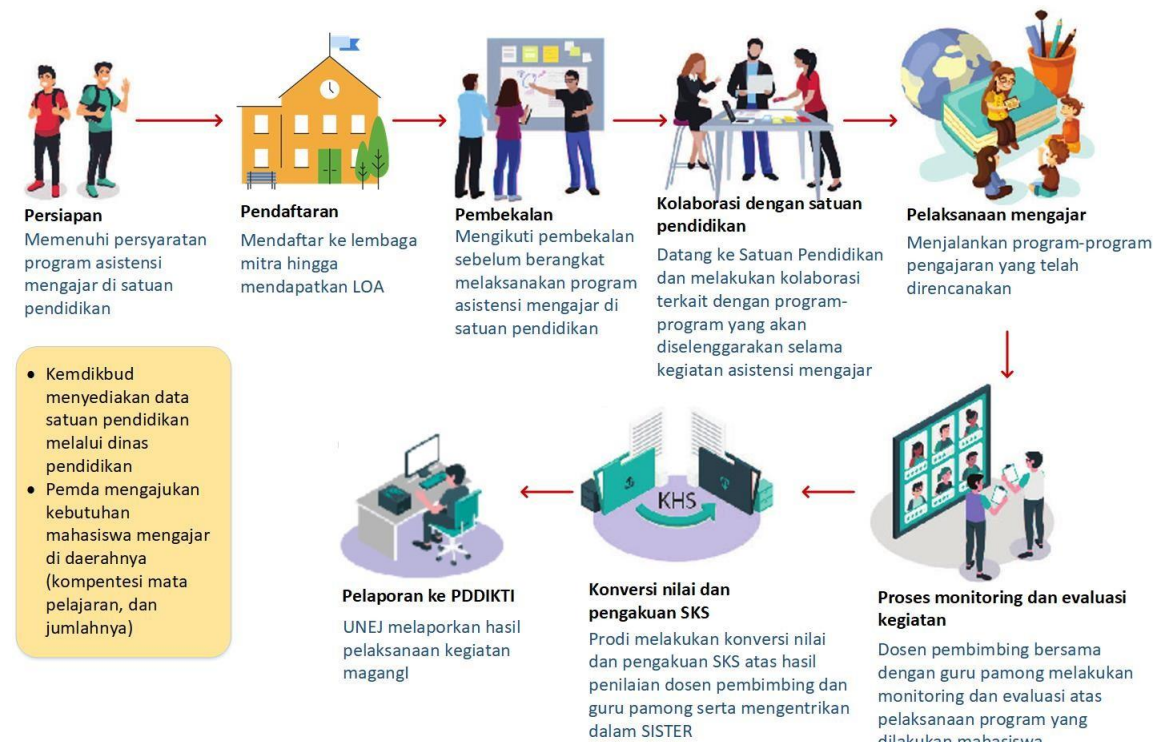


Figure 2.11 Flowchart of the teaching assistantship process in education units

C. Credit Weight, Equivalence and Assessment

Merdeka Belajar activities through the Teaching Assistantship model are structured according to the curriculum adopted by students. Teaching Assistantship Activities during 1 semester (6 months) is equivalent to 20 credits which are stated in the form of equivalence with the courses offered whose competence is in line with the Teaching Assistantship activities carried out by students.

Example

Biology Education Study Program students conducted teaching assistantship activities in high school for 6 months. In addition to research activities, students also carried out social activities in the form of community service which aims to sharpen the sensitivity and concern of the Faculty of Teacher Training and Education students at the University of Jember in helping to solve problems at school or in Non-Formal Educational Institutions and in the surrounding community.

Graduate Learning Outcomes (GLO) that can be achieved through this Teaching Assistantship activity are as follows:

GLO 2: Students are able to analyze educational theory and curriculum in biology

GLO 4: Students are able to demonstrate didactic-pedagogical principles in the field of
Biology

GLO 8: Students are able to apply research methodologies in biology and biology
learning

GLO 9: Students are able to demonstrate the ability to collaborate and communicate
well orally and in writing

GLO 10: Students are able to internalize the piety to God Almighty and patriotism

Teaching assistantship activities carried out by these students will be equivalent to studying the courses in Table 2.8.

Table 2.8 Equivalence of the FLA of Teaching Assistantship to courses

| GLO | Course Code | Course Name | Credit Weight |
|-------------|-------------|---|---------------|
| 2, 4 | KPB 1413 | Capita Selecta of Biology | 2 |
| 2, 6, 10 | KPB 1706 | Biology Teaching Material Development | 2 |
| 2, 4, 9 | KPB 1606 | Micro Teaching | 2 |
| 4, 10 | KPU 1308 | Pengenalan Lapangan Persekolahan (PLP) | 2 |
| 2,4,9,10 | KPU 1721 | Kuliah Kerja- Pengenalan Lapangan Persekolahan (KK-PLP) | 3 |
| 4, 6, 9, 10 | KPB 1602 | Biological Research Methodology | 3 |
| 6, 8, 9, 10 | KPB 1804 | Thesis | 6 |
| Total | | | 20 |

2.2.5 Independent Study/Project

Independent studies/projects are carried out to complement the curriculum already taken by students. Study programs can also make independent studies to complement topics that are not included in the lecture schedule, but are still available in the syllabus of the study program.

A. Objectives of the Independent Study/Program Project

1. Realizing student ideas in developing innovative products based on their ideas.
2. Organizing research and development (R&D)-based education.
3. Improving student achievement in national or international competitions that have been recognized by the Ministry of Education and Culture.

B. Mechanism for Implementing Independent Study/Project Activities

(1) UNEJ

- Establishing independent study/project feasibility assessment teams.
- Assessing the feasibility of independent studies/projects.

(2) Study Program

- Provide teams of supervising lecturers for independent studies/projects submitted by the student teams according to the expertise of the proposed independent study/project topics.
- Facilitating the formation of independent study/project teams consisting of students in one and/or multiple study programs.
- Organizing guidance, mentoring, and training in the process of independent studies/projects run by the student teams.
- Conducting evaluations and assessments of student independent studies/projects to be equated into relevant courses.
- Developing technical guidelines for learning activities through independent studies/projects

(3) Students

- Have completed the compulsory core courses of Study Program and have a minimum GPA of 3.0.
- Obtaining the approval of the Academic Advisor (AA).
- Creating and submitting proposals for independent study/project activities.
- Carrying out independent study/project activities.
- Producing products or participating in national or international competitions that have been recognized by the Ministry of Education and Culture.
- Preparing activity reports and submitting the reports in the form of presentations.

The process of the Independent Study/Project Program can be seen in the Flowchart in Figure

2.12 below.

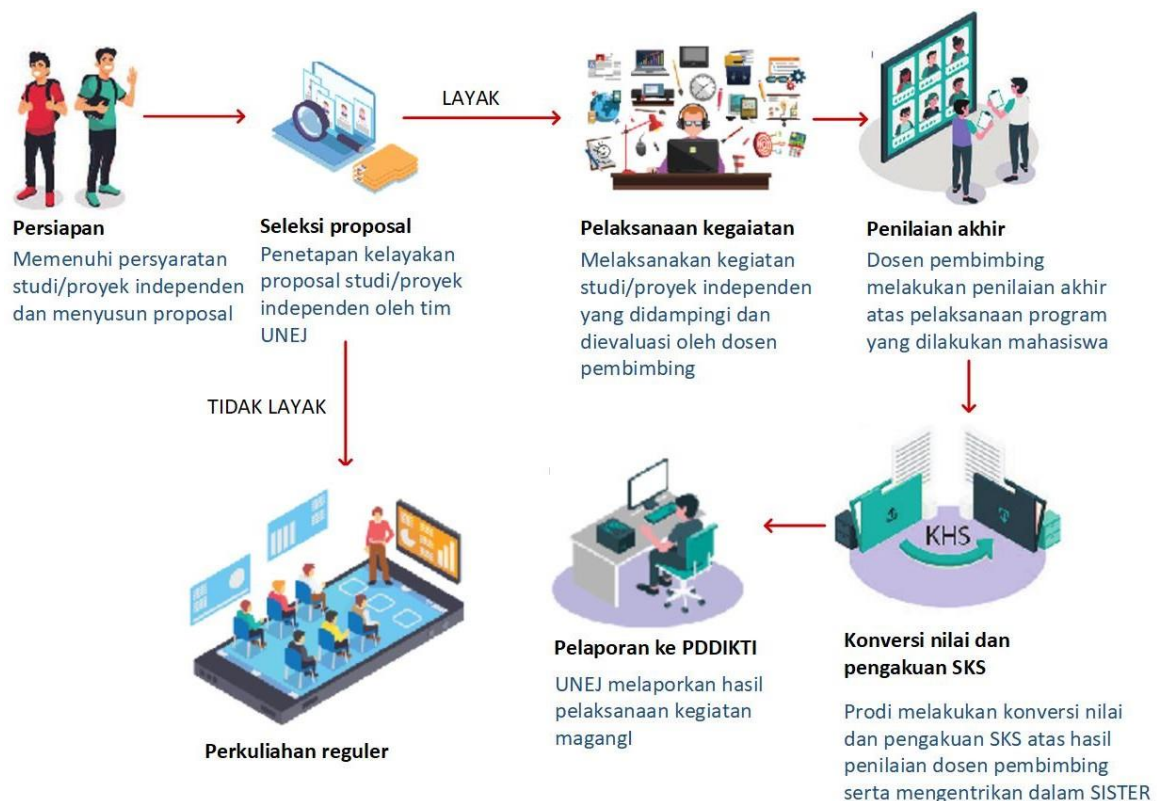


Figure 2.12 Process Flowchart of the Independent Study/Project Program

C. Credit Weight, Equivalence and Assessment

Independent studies/projects can be a complement or substitute for the courses that must be taken. The equivalence of independent study activities into courses is calculated based on the contribution and role of students as evidenced in activities under the coordination of the supervising lecturers. The total hours of activity that must be spent for 1 credit are at least 2.83 hours per week or the equivalent of 45 hours per semester. Competition activities organized by the National Achievement Center of the Ministry of Education and Culture can be an option for students to take the MBKM program with an independent study/project model. These activities include the 5-field Student Creativity Program (SCP), the Holistic Program for Village Development and Empowerment or *Program Holistik Pembinaan dan Pemberdayaan Desa* (PHP2D), and the Indonesian Student Business Competition (ISBC). The theme taken by students must be adjusted to the GLO of the Study Program.

Example

1. **Program Holistik Pembinaan dan Pemberdayaan Desa (PHP2D)** with the title:

"Development of the Potential of Local Batik Through Digital Branding and Edu-Tourism Areas to Improve the Economy of the Community of Sumberpakem Village, Sumberjambe District, Jember Regency". The PHP2D activities lasted for 6 months counting from the making of the proposal until the end of the activity

The outputs of the PHP2D activities include: 1) guidelines for the use of social media as promotions for Labako Batik products, 2) the formation of new distinctive motifs and products other than batik cloth, as well as a batik training center as a community education institution, and 3) the formation of profiles and posters on the results of the *Program Holistik Pembinaan dan Pemberdayaan Desa* covering batik sales, national/international batik exhibitions, and the "Labako Batik" edu-tourism area.

Based on the output of these activities, the GLO that correspond to the PHP2D program are GLO 5: Students are able to apply the concepts of biology and biology education in entrepreneurial activities, both individually and in groups; GLO 7: Students are able to integrate the concepts and principles of information and communication technology (ICT) in learning to support lifelong learning; and GLO 9: Students are able to demonstrate the ability to collaborate and communicate well orally and in writing.

The courses that are equivalent to the PHP2D activities mentioned above are 1) development of teaching materials (2 credits), 2) advanced information technology (2 credits), and 3) bioentrepreneur (2 credits).

2. ***Program Kreativitas Mahasiswa Penelitian Eksakta*** (PKM PE) with the title: "The Potential of Seagrass (*Enhalus acoroides*) as Alpha-glucosidase Inhibitor and an Agent in Lowering Blood Sugar Levels in Alloxan-Induced Diabetic Rats". The research conducted was the analysis of molecular docking of seagrass phytochemical compounds using several bioinformatics software which lasted for 3 months.

Based on the carried out activities, the GLO in accordance with the PKM PE activities is GLO 3, which says that students are able to carry out laboratory work and field studies independently by prioritizing work safety. The subjects that have the equivalent of PKM PE activities are natural material chemistry (2 credits), and bioinformatics (2 credits).

3. **International Writing Competition** with the title: "NoSA (No Smoking App) as an Innovative Application for Educating and Monitoring to Create an Indonesia's Healthy Young Generation" submitted to the International Invention & Innovative Competition

(InIIC) fulfills GLO 7, which says: students are able to integrate the concepts and principles of information and communication technology (ICT) in learning to support lifelong learners. However, because the activity is done in less than 1 month, it cannot meet the minimum activity hours, the experience/competence gained during the activity is written in the form of a portfolio as a diploma supplement.

2.2.6 Entrepreneurship Program

Students become a part of human resources that can be the backbone of development of the nation through the nation's economic independence. Students are also a part of the Indonesian millennial generation. Based on the guideline of the *Merdeka Belajar – Kampus Merdeka* 2020 (The Ministry of Education and Culture, 2020) which cites the research from the IDN Research Institute in 2019, that 69.1% of millennials in Indonesia have an interest in entrepreneurship. The interest and entrepreneurial potential of this great millennial generation needs to be supported and facilitated through higher education governance that supports student entrepreneurship programs at universities. The MBKM policy encourages the development of student entrepreneurial interests with appropriate learning activities programs.

A. Objectives of the Entrepreneurship Program

1. Providing opportunities for students who have an interest in entrepreneurship to develop their business early and with guidance.
2. Overcoming the unemployment problem that results in intellectual unemployment from among university graduates.

B. Mechanism for the Implementation of Entrepreneurial Activities

(1) UNEJ

- Constructing a syllabus for entrepreneurial activities that can fulfill 20 credits/semester or 40 credits/year which is a combination of several courses from various study programs offered by the Faculty both at UNEJ and outside UNEJ, including courses/microcredentials offered through online and offline learning.
- Developing an assessment rubric or a measurement of the success of the learning outcomes.
- Forming a team to assess the feasibility of an entrepreneurial activity proposal.
- Assessing the feasibility of an entrepreneurial activity proposal.

- Providing supervising lecturers and expert mentors of successful entrepreneurs to provide training, mentoring, and guidance
- Integrating this program with the appropriate UNEJ incubation center or cooperating with partner institutions in providing an integrated entrepreneurship learning system with hands-on practice.
- Developing technical guidelines for learning activities through entrepreneurship.

(2) Students

- Have completed the compulsory core courses of their Study Program.
- Obtaining the approval of the Academic Advisor (AA).
- Creating and submitting the proposals for entrepreneurial activities.
- Carrying out entrepreneurial activities under the guidance of the supervising lecturers and entrepreneurship mentors.
- Consulting with the supervising lecturers and entrepreneurship mentors at least 14 times.
- Delivering the results of entrepreneurial activities and submitting the reports in the form of presentations, activity reports, products and financial analysis.
- Students can carry out entrepreneurial activities both independently and in groups.
- Students can participate in entrepreneurial activities organized by the Directorate General of *Belmawa* or other parties outside UNEJ.

The entrepreneurship FLA mechanism in the MBKM program is presented in Figure 2.13.



Figure 2.13 MBKM Entrepreneurship Program Implementation Mechanism

C. Example of the Conversion and Equivalence of the FLA of Entrepreneurship

The following (Table 2.9) is an example of the equivalent credits for entrepreneurial activities using a structured form model in the *Kegiatan Bisnis Manajemen Mahasiswa Indonesia* (KBMI) in 2020.

Table 2.9 Equivalence of Indonesian Student Management Business Activities

| No | Entrepreneurship Activities | Equivalent Courses | Credit Equivalence |
|----|---------------------------------------|--|--------------------|
| 1 | Proposal Making | Business proposal | 2 |
| 2 | Marketing strategy | Marketing/e-Marketing | 3 |
| 3 | Business strategy | Business strategy | 3 |
| 4 | Financial Management | Financial Management | 3 |
| 5 | Product Creation | Production | 3 |
| 6 | Team Assignments and Responsibilities | HR Management | 3 |
| 7 | Entrepreneur Assistantship | Entrepreneurship / Business Simulation | 3 |

| | |
|-------|----|
| Total | 20 |
|-------|----|

2.2.7 Membangun Desa/Kuliah Kerja Nyata Tematik

Membangun desa or *kegiatan Kuliah Kerja Nyata Tematik* (KKNT) is a form of education by providing a learning experience for students to live in the community outside the campus, who directly and together with the community identify potentials and deal with problems so that they are expected to be able to develop the potential of the village/areas and formulate solutions to problems that exist in the village. *Membangun desa* or *kegiatan Kuliah Kerja Nyata Tematik* (KKNT) are expected to sharpen students' partnership soft skills, cross-disciplinary/scientific team collaboration (cross-competence), and student leadership in managing development programs in rural areas.

The implementation of KKNT can be carried out in 3T villages (Tertinggal or underdeveloped, Terdepan or frontier, and Terluar or outermost) of which human resources do not yet have development planning capabilities with such large funding facilities. Thus, the effectiveness of using village funds to drive economic growth still needs to be improved, one of which is through students who can become human resources who can empower village funds more.

A. Program Objectives and Benefits

1. Providing opportunities for students to utilize their knowledge, technology, and skills in collaboration with many stakeholders in the field.
2. Assisting in accelerating development in rural areas together with the Village Government of PDPT.

B. Activity Benefits

(1) For Students

- Making students able to see the potential of villages, identify problems and find solutions to increase the villages' potential to become independent villages.
- Making students able to collaborate in preparing and making Medium-Term Village Development Plans or *Rencana Pembangunan Jangka Menengah Desa* (RPJMDes), Village Development Activity Plans or *Rencana Kegiatan Pembangunan Desa* (RKPDDes), and other strategic programs in the village with Companion Lecturers, Village Officials, *Penggerak Swadaya Masyarakat* (PSM),

Kader Pemberdayaan Masyarakat Desa (KPMD), local village assistants, and the community.

- Making students able to apply their knowledge collaboratively with the Village Government and the community to develop the villages.
- Students are able to take the advantages of the science, technology, and skills they have in their preferred field.

(2) For UNEJ

- Providing feedback to UNEJ about the science and technology needed by the community.
- Becoming a means for UNEJ to form networks or strategic partners in assisting village development.
- Becoming a means of developing the *tri dharma* of higher education.
- Becoming a means for lecturers in the actualization of the development of science.

(3) For Villages

- Obtaining thought and energy assistance from educated personnel to prepare the *Rencana Pembangunan Jangka Menengah Desa (RPJMDes)* and *Rencana Kegiatan Pembangunan Desa (RKPDDes)*.
- Helping the development/improvement of the village governance.
- Stimulating the formation of young workers needed in empowering rural communities
- Helping to enrich the community's insight on village development.
- Acceleration of development in rural areas.

C. Terms, obligations, rights, and mechanisms

The requirements, obligations, rights of students and assistant lecturers and the implementation mechanism for the *membangun desa*/KKNT Program are further regulated by the Institute of Research and Community Service or *Lembaga Penelitian dan Pengabdian kepada Masyarakat (LP2M)*.

D. Time Allocation, Form, and Credit Weight

The structure of the graduate learning outcomes and the *membangun desa*/KKNT Program can be expressed in terms of time allocation, form and credits as shown in Table 2.10.

Table 2.10 Structure of the graduate learning outcomes and assessment of the FLA of the *membangun desa*/KKNT Program

| No | Activity | Form | Activity Weight (%) | Activity Time (in hour) | Credit Weight (Equivalence) |
|--------------|--|--------------------------|---------------------|-------------------------|-----------------------------|
| 1 | <i>Membangun Desa</i> Proposal | Structured | 10 | 90,6 | 2 |
| 2 | Implementation of the <i>Membangun Desa</i> /KKNT Program (Hard and Soft Skills) | Structured and Free Form | 90 | 815,4 | 18 |
| Total | | | 100 | 906 | 20 |

Note: 1 credit = 45.3 hours of activity per semester

E. Assessment

The evaluation of student success in participating in the *membangun desa*/KKNT Program is assessed from their academic success or achievement, outcomes and overall program evaluation. Evaluation and assessment aim to provide the score of academic achievement which includes knowledge (cognitive); attitude (affective); and skills (psychomotor) as the description of the successful implementation of the *membangun desa*/KKNT Program by students. The assessment process must have started since the briefing process at the campus, attendance, and end at the same time as the submission of the final report.

2.2.8 Humanitarian Project

The Humanitarian Project Program is a social activity for a foundation or humanitarian organization approved by UNEJ, both domestically and abroad (such as formal organizations as partner institutions: The Indonesian Red Cross Society, UNESCO, WHO and so on). UNEJ can offer programs based on international agendas such as health (e.g., the COVID 19 pandemic, stunting, HIV/AIDS prevention, etc.), population, environment and so on.

A. Objectives of the Humanitarian Project

1. Preparing excellent students who uphold human values in carrying out their duties based on religion, morals, and ethics.
2. Training students to have social sensitivity to explore existing problems and contribute to providing solutions according to their respective interests and expertise.

B. Activity Criteria

Activities recognized as humanitarian projects include the following criteria:

1. Dedicated to 1 or 2 major projects, focusing on:
 - **Solving social problems** (e.g., lack of health personnel in the area, inadequate sanitation)
 - **Providing assistance** to help natural disaster victims.
2. Creating a **real impact** at the end of the activity (e.g., volunteering during an outbreak).

Humanitarian projects include:

1. Pre-disaster
 - Prevention
 - Mitigation
 - Preparedness
2. During a disaster
 - Emergency response
 - Emergency assistance
3. Post disaster
 - Recovery
 - Rehabilitation
 - Reconstruction

C. Humanitarian Project Mechanism

The mechanism for implementing humanitarian projects is as follows:

(1) UNEJ

- Making agreements in the form of cooperation agreement (MoU/SPK) with domestic partners (Local Government, The Indonesian Red Cross Society, The Regional Disaster Management Agency, The Indonesian National Board for Disaster Management, etc.) as well as from foreign institutions (UNESCO, UNICEF, WHO, UNOCHA, UNHCR, and others).
- Appointing supervising lecturers through LP2M and LP3M.
- Developing technical guidelines for learning activities through humanitarian projects.

- Managing the Implementation of the Humanitarian Project Program.
- Reporting the results of learning activities to the Directorate-General of Higher Education through the Higher Education Database.

(2) Partner Institutions

- Ensuring that the humanitarian activities that students participate in are in accordance with the agreement in the cooperation agreement (MoU/PKS).
- Ensuring the fulfillment of student rights and safety while participating in humanitarian projects.
- Appointing mentors in humanitarian projects that students participate in.
- Together with the supervising lecturers, monitoring and evaluating activities students participate in.
- Providing the results of the activity evaluation to be equated into students' credits.

(3) Supervising Lecturers

- Are permanent lecturers at UNEJ.
- Following the TOT of humanitarian projects.
- Developing a logbook form with partner institutions.
- Conducting final evaluation and equalization of student humanitarian project activities into relevant courses (credits).

(4) Students

- Registering for the humanitarian program with the approval from the Academic Advisor (AA).
- Carrying out humanitarian project (volunteering) activities under the guidance of the supervising lecturers and field mentors.
- Filling out the logbook according to the carried-out activities.
- Preparing activity reports and submitting reports in the form of publications or presentations.

(5) Activity Implementation Stages

Details of the implementation of the Humanitarian Project related to pre-disaster and during-disaster activities are regulated by the LP2M, while post-disaster activities are regulated by the Institute for Learning Development and Quality Assurance *or* *Lembaga Pengembangan Pembelajaran dan Penjaminan Mutu* (LP3M).

D. Credit Weight

The implementation of humanitarian project activities for 6 months is equivalent to 20 credits. The twenty credits are stated in the form of competencies obtained by students during the program. The following is an example of the Graduate Learning Outcomes of the FLA of the Humanitarian Project.

Knowledge Aspects of the GLO

- Students are able to collect data and information
- Students are able to identify and analyze problems

Special Skills Aspects of the GLO

- Students are able to design empowerment programs
- Students are able to communicate and motivate the community
- Students are able to apply knowledge to solve problems
- Students are able to manage finances efficiently and transparently
- Students are able to mobilize and synergize their potential
- Students are able to explore the local wisdom

General Skills Aspects of the GLO

- Students are able to work interdisciplinary (regarding physical, social, economic and cultural aspects) to solve problems
- Students are able to perform collaboration (networking)

Attitude Aspects of the GLO

- Students are able to show a responsibility, solidarity, discipline and good time efficiency

Based on the GLO, students from the Social Welfare Study Program who submit a humanitarian project proposal can get the equivalent of the courses in Table 2.11 below.

Table 2.11 Equivalence of the FLA for the Humanitarian Project

| No | Course Name | Credit Weight |
|----|-------------------------------------|---------------|
| 1 | KKN | 3 |
| 2 | Community-Based Disaster Management | 2 |
| 3 | Medical Social Work | 2 |
| 4 | Social Program Evaluation | 3 |

| | | |
|-------|---|----|
| 5 | Environment and Environmental Impact Analysis | 2 |
| 6 | Seminar | 2 |
| 7 | Thesis | 6 |
| Total | | 20 |

2.3 Calculation of Credit Weight and Its Equivalence with the Courses

Referring to Article 19 of the Minister of Education and Culture No. 3 of 2020, there is a change in the definition of credit, namely that each credit is defined as **"hours of activity"**, not **"hours of study"**. The definition of **"activity"** is classroom learning, internships, student exchanges, village projects, entrepreneurship, research, independent studies, and teaching activities in remote areas. All types of selected activities must be guided by a lecturer (lecturers are determined by the university).

- A. 1 (one) credit in the Learning process can be in the form of lectures, responses, or tutorials, consist of:
- 50 (fifty) minutes of learning per week per semester;
 - 60 (sixty) minutes of structured assignment activities per week per semester; and
 - 60 (sixty) minutes of independent activities per week per semester.
- B. 1 (one) credit in the Learning process in the form of seminars or other similar forms, consist of:
- 100 (one hundred) minutes of learning activities per week per semester; and
 - 70 (seventy) minutes of independent activities per week per semester.]

The calculation of the study load in the block, module, or other systems is determined according to the needs in meeting learning outcomes.

One credit in the learning process in the form of practicum, studio practice, workshop practice, field practice, industrial placement, research, design, or development, military training, student exchange, internship, entrepreneurship, and/or Community Service, 170 (one hundred and seventy) minutes per week per semester.

The reference for the conversion of the value and weight of the credits for the courses, are: 1) suitability with the GLO; and 2) The equivalence of the Learning Activities with the credits. The following is an example of calculating the FLA hours other than student exchange for 20 credits.

Learning Activities: FLA of programs other than student exchange

Credit Weight: 20 credits

1 credit = 170 minutes x 16 weeks = 2,720 minutes = 45 hours

1 day of Learning Activities = 8 hours

20 credits (learning activities) = 20 credits x 45 hours = 900 hours/8 hours = 112.5 days

= 112.5 days / 20 working days in a month = 5.6 months

The focus of the *Merdeka Learning* program is on the learning outcomes. The Higher Education Curriculum is basically not just a collection of courses, but is the design of a series of educational/learning processes to produce learning outcomes. A curriculum is broadly defined as the totality of student experiences that occur in the educational process (Kelly, 2009).

In general, the equalization of the weights of MBKM activities can be grouped into 3 forms of equalization, namely free form, structured form and hybrid form (blended form).

A. Free Form

Merdeka Belajar activities for 6 months are equivalent to 20 credits without a conformity with the courses. The twenty credits are stated in the form of competencies obtained by students during the program, both in hard skills and soft skills in accordance with the desired learning outcomes. For example, in the field of engineering, examples of hard skills as part of learning outcomes are: the ability to formulate complex engineering problem definitions, the ability to analyze and solve engineering problems based on knowledge of science and mathematics, and so on; while examples of soft skills are: the ability to communicate in a professional work environment, the ability to work in a team, the ability to carry out professional ethics, and so on. Learning outcomes and assessments can be expressed in these competencies.

B. Structured Form

Merdeka Belajar activities can also be structured according to the curriculum adopted by students. The twenty credits are stated in the form of equality with the courses offered whose competence is in line with the FLA. In the transition period from the regular learning process to the MBKM learning process, it is better to use a structured form.

C. Blended Form

In addition to these two forms, a hybrid form (Blended -form) can also be designed. It is a combination of the free-form and the structured-form.

2.4 Assessment

The general assessment procedure refers to the provisions that apply to the MBKM program organizers which in principle are in accordance with the National Standards for Higher Education. Thus, matters relating to the complete procedures for implementing the learning assessment for the MBKM program can refer to these provisions.

1) Assessment Principles

Assessment in the implementation of the *Merdeka Belajar - Kampus Merdeka* policy, the "the right to learn three semesters outside the study program" program refers to 5 (five) principles according to the National Standards for Higher Education, which are educative, authentic, objective, accountable, and transparent which are carried out in an integrated manner.

2) Aspects of Assessment

In line with the educative, authentic, objective, accountable, and transparent assessment principles, the aspects assessed in the implementation of the MBKM policy, the "the right to learn three semesters outside the study program" program, must comply with the GLO set for each FLA.

3) Assessment Procedure

In accordance with the principle of continuity, assessment in the implementation of the *Merdeka Belajar - Kampus Merdeka* policy, the "the right to learn three semesters outside the study program" program is carried out during the activity (process assessment) and at the end of the activity in the form of a learning activity report (result assessment). Assessment in the process is done using observation (personality and social) as the main technique. Result assessment is carried out at the end of the program using reports made by students.

The implementation of the assessment is carried out in accordance with the form of learning taken by students which can be carried out by:

1. Assisting/supervising lecturers or assisting/supervising lecturer teams
2. Assisting/supervising lecturers or assisting/supervising lecturer teams by including mentors/supervisors from relevant partners.

The study program then converts the score and credits acknowledgment to the results

of the assessment, and enters the scores into SISTER. Furthermore, the results of the assessment and recognition of the credit as MBKM activities are reported to the Higher Education Database.

Example of an assessment form for students taking the Entrepreneurship FLA is presented in Table 2.12 below.

Table 2.12 Example of an assessment form for students participating in the FLA of Entrepreneurship

| GLO | Aspects Assessed | Value | Score | | | |
|----------------------------|---|-------|-------|-------|-------|-----|
| | | | >85 | 75-85 | 65-75 | <65 |
| Knowledge & Special Skills | Competitive product strategy and answering customer problems | ... | ... | ... | ... | ... |
| | Marketing strategy to customers | ... | ... | ... | ... | ... |
| | Financial strategy | ... | ... | ... | ... | ... |
| | Operational & HR strategy | ... | ... | ... | ... | ... |
| | Utilization of ICT for business development | ... | ... | ... | ... | ... |
| General Skills | Creativity, problem solving, teamwork, communication, leadership, etc. | ... | ... | ... | ... | ... |
| | Initiative, discipline, responsibility, curiosity, persistence, empathy, etc. | ... | ... | ... | ... | ... |

4) Assessment on the Student Exchange Program at different universities

Each university has a different assessment range, depending on the policies of each university. If in the student exchange implementation there are differences in the range of assessments, it is better to make a comparison table of the assessment ranges such as shown in Table 2.13. Furthermore, based on the assessment range table, the original study program and the destination study program make a mutual agreement to determine the assessment with the principle of not negatively affecting the students.

Table 2.13 Comparison of the assessment ranges between universities

| UNEJ | Range | UM | Range | UNMUL | Range | UNTIRTA | Range |
|------|-------------|----|-------------|-------|-------------|---------|-------------|
| A | 80,00-100 | A | 85,0-100 | A | 80,00-100 | A | 90,00-100 |
| AB | 75,00-79,99 | A- | 80-84,49 | B+ | 75,00-79,99 | A- | 80,00-89,99 |
| B | 70,00-74,99 | B+ | 75-79,99 | B | 70,00-74,99 | B+ | 75,00-79,99 |
| BC | 65,00-69,99 | B | 70-74,99 | C+ | 65,00-69,99 | B | 70,00-74,99 |
| C | 60,00-64,99 | B- | 65-69,99 | C | 60,00-64,99 | B- | 65,00-69,99 |
| CD | 55,00-54,99 | C+ | 60,00-64,49 | D+ | 50,00-59,99 | C+ | 60,00-64,99 |
| D | 50,00-54,99 | C | 55,00-59,99 | D | 40,00-49,99 | C | 56,00-59,99 |
| DE | 45,00-49,99 | D | <55 | E | 0-34,99 | D | 50,00-55,99 |
| E | 0-44,99 | E | 0 | | | E | <50,00 |

2.5 Semester Learning Plan and Logbook Making

Semester Learning Plan (SLP) is a learning planning document prepared as a guide for students in carrying out lecture activities for one semester to achieve predetermined learning outcomes. SLP is designed by the Study Program so that students can understand, prepare, plan, run, and report activities correctly and on time. The SLP format for an FLA other than student exchange is in the Appendix.

In addition to RPS, it is also necessary to create a logbook. Logbook is a medium of communication between supervisors and students, as well as with agencies. A logbook contains a history of consultations and daily activities.

2.6 Motivating Lecturer

Motivating Lecturers are lecturers appointed and assigned by the Study Programs, who act as mentors, companions, mentors, and academic advisors including non-academics, motivate and inspire a group or a student during the learning process at UNEJ from the first semester until the student is declared graduated from a Study Program in accordance with level of education they take.

Motivating Lecturers play a role in helping students carry out the educational process at UNEJ by providing consideration, motivation, inspiration, guidance and approval in academic and non-academic matters, comprehensive study plans, multi-activity and multi-channel learning (MBKM) from the first semester until students are declared graduated.

The Motivating Lecturers' functions are as follows: 1) Helping students to design portfolios from entering to graduating from higher education; 2) Providing considerations related to the learning options (mandatory and optional) that can be taken or constructed in the study plan each semester to the students under their guidance by understanding their learning needs; 3) Helping students channel their interests and talents to improve their academic abilities; and 4) Helping students to use their learning independence by understanding the journey of achieving the GLO of the Study Program.

The Motivating Lecturer's authority at UNEJ: 1) Providing academic advice to students they supervise; 2) Helping the students being mentored solve their academic problems; 3) Helping students recognize their potential, talents and interests, hone their tacit knowledge, and develop their talents; 4) Helping overcome problems that interfere with the learning of the students being mentored; 5) Forwarding student problems that are not under their authority to those who are authorized to handle the problem; and 6) Assisting students in determining topics for scientific works (Final/Thesis) with various options of activities and various forms of MBKM learning activities.

CHAPTER III

QUALITY ASSURANCE

3.1 Quality Policy and Manual

The MBKM program which regulates student learning rights for three semesters outside the study program is carried out by UNEJ to prepare students to excellent graduates, relevant to the needs of the times and ready to become leaders with a high national spirit. This program aims to encourage students to master various sciences that are useful for entering the world of work by providing opportunities for students to choose the form of learning activities to be taken. Meanwhile, the *Kampus Merdeka* is a form of learning at UNEJ that is autonomous and flexible so as to create a learning culture that is innovative, unfettering and in accordance with the needs of students.

In terms of quality assurance for this program, the steps taken are in accordance with the applicable quality policy. The University of Jember has an Internal Quality Assurance System which includes: Standard Setting Manual, Standard Implementation Manual, Standard Implementation Evaluation Manual, Standard Implementation Control Manual, and Standard Improvement Manual. The policy and quality manual for the MBKM Program are integrated with the implementation of quality assurance at UNEJ.

3.2 Quality Determination

In accordance with the Internal Quality Assurance System applicable at UNEJ, the implementation of the MBKM Program must meet the minimum criteria contained in the Education Standards, Research Standards, Community Service Standards, and Special Standards applicable at UNEJ. Other quality criteria can be added and/or improved by each faculty and study program, in accordance with the established GLO.

In order for the implementation of the MBKM policy, the program "the right to learn three semesters outside the study program" can run with guaranteed quality, it is necessary to evaluate its implementation. The evaluation was carried out in accordance with the Standard Implementation Evaluation Manual at UNEJ. The minimum criteria that become quality items are as follows.

1) Competency Quality of Participants

The Competencies of participants must include attitudes, knowledge, and skills stated in the GLO formulation.

- a. The attitude indicator of the participants is that the participants have the right and cultured behavior as a result of internalizing and actualizing values and norms reflected in their spiritual and social life through the learning process, student work experience, research and/or PkM related to learning.
- b. The knowledge indicator of the participants is that the participants master the concepts, theories, methods, and/or philosophy of a particular field of science systematically obtained through reasoning in the learning process, student work experience, research and/or PkM related to learning.
- c. The general skill indicator of the participants is that the participants are able to perform using concepts, theories, methods, materials, and/or instruments, which are obtained through learning, student work experience, research and/or PkM related to learning in general.
- d. The specific skill indicator of the participants is that the participants are able to perform using concepts, theories, methods, materials, and/or instruments, which are obtained through learning, student work experience, research and/or PkM specifically related to learning.

2) Activity Implementation Quality

- a. The implementation of activities must be in accordance with the type and educational program in line with the GLO. The implementation of activities must comply with the content standards, process standards, and assessment standards that have been set in order to achieve the GLO.
- b. Activity Implementers are required to: (a) carry out the preparation/adjustment of the curriculum and learning plans in each subject/activity; (b) conduct periodic monitoring and evaluation activities in order to maintain and improve the quality of the learning process/activity.

3) Quality of the Internal and External Guidance Process

The internal and external mentoring process must run effectively in accordance with the characteristics of the FLA to fulfill the GLO. The assignment of internal supervisors (supervising lecturers) and external supervisors (co-supervisors/supervisors/mentors) must

be based on needs, qualifications, expertise, and experience. The quality of the internal and external mentoring process is carried out through monitoring and evaluation of students who are participating in the MBKM Program.

A supervising lecturer performs:

- a. Monitoring and evaluation every 2 (two) months.
- b. Monitoring of the activity achievements as planned in the activity plan based on the student logbook.
- c. Interactive discussions with students regarding the implementation of activities at partner locations and/or direct monitoring of students in carrying out activities at partner locations.
- d. Assessment of the results of monitoring logbooks, interactive discussions with students and/or monitoring student activities directly at partner locations.

A co-supervisor performs:

- a. Supervising and guidance to students.
- b. Direct monitoring and evaluation of student activities.
- c. Interactive discussions with students every week related to activities carried out by students.
- d. Assessment carried out at the end of the activity.

4) Facilities and Infrastructure Quality

Facilities and infrastructure for the activities must be in accordance with the needs of the content and learning process. Implementing activities must have facilities and infrastructure that are at least relevant to support learning, research, PkM, and facilitate those with special needs according to the National Standard of Higher Education, and have an information system for administrative services and learning process services, research, and PkM in order to fulfil the GLO.

Standards for learning, research, and PkM facilities at least consist of furniture, educational equipment, educational media, books, electronic books and repositories, information and communication technology facilities, experimental instruments, sports facilities, art facilities, public facilities, consumables, maintenance, safety and security facilities. Infrastructure standards must at least include land, classrooms, libraries, laboratories/studios/workshops/production units, places to exercise, art rooms, rooms for student activities, rooms for university authorities, lecturer rooms, administrative rooms, and

public facilities. Public facilities that must exist include roads, water, electricity, voice communication networks, and data networks.

Event organizers must also specifically provide facilities and infrastructure that can be accessed by students with special needs who take part in the MBKM program. Facilities and infrastructure for students with special needs include labeling in Braille and information in the form of sound, ramps for wheelchair users, guiding blocks on campus roads or corridors, campus maps/plans in the form of embossed maps/plans, and toilets or bathrooms for wheelchair users.

5) Quality of Reporting and Presentation of Results

Reporting and presentation of learning outcomes/activities can be carried out with performance in the form of assignments, portfolios or design works, practicums and others. Reporting and presentation of results are assessed with an assessment instrument consisting of observation, participation, performance, written test, oral test, and questionnaire, with the following conditions.

- a) The assessment instrument consists of process assessment, in the form of a rubric and/or result assessment in the form of a portfolio or design work.
- b) Attitude assessment can use observation assessment techniques.
- c) Assessment of mastery of knowledge, general skills, and specific skills is carried out by selecting one or a combination of various assessment techniques and instruments.
- d) The weight of the assessment of attitudes, mastery of knowledge, general skills, and special skills is adjusted to the specified GLO.

6) Assessment Quality

The implementation of the assessment is carried out by:

- a) Assisting/supervising lecturers or assisting/supervising lecturer teams;
- b) Assisting/supervising lecturers or assisting/supervising lecturer teams by involving students; and/or
- c) Assisting/supervising lecturers or assisting/supervising lecturer teams by involving external supervisors/assessors who have the adequate competence.

Assessment of learning/activities must include educative, authentic, objective, accountable, and transparent principles that are carried out in an integrated manner.

- a. The educational principle is an assessment that motivates students to be able to improve planning and learning methods and achieve GLO.

- b. The authentic principle is an assessment oriented to the learning process that are sustainable and the learning outcomes that reflect students' abilities during the learning process.
- c. The objective principle is an assessment that is based on a standard agreed upon between lecturers and students and is free from the influence of the subjectivity of the assessor and the student being assessed.
- d. The principle of accountability is an assessment carried out in accordance with clear procedures and criteria, agreed at the beginning of the lecture, and understood by students.
- e. The principle of transparency is an assessment of which the procedures and results can be accessed by all stakeholders.

3.3 Monitoring and Evaluation

The MBKM policy set by the Minister of Education and Culture of the Republic of Indonesia through Permendikbud No. 3 of 2020 concerning SN-Dikti is the basis for preparing students to become strong scholars, relevant to the needs of the times, and ready to become leaders with a high national spirit. The MBKM policy gives students the right for 3 semesters to study outside their study program. Thus, through this program, there are wide opportunities for students to enrich and improve their insights and competencies in the real world according to their interests and aspirations.

In order to ensure that the program can run smoothly in accordance with the planned goals and objectives, it is necessary to carry out Monitoring and Evaluation (Monev) activities for its implementation. Monitoring and evaluation activities are carried out comprehensively covering the stages of preparation, implementation, and assessment. Monev activities are carried out by the Monev Team under the coordination of LP3M UNEJ.

In general, the MBKM program Monev activities organized by the University of Jember are aimed at:

- 1) Assessing whether the activities carried out related to the MBKM program have been in accordance with the plan.
- 2) Identifying problems that arise in the implementation of the MBKM program so that they can be addressed immediately.
- 3) Assessing whether the work and management patterns used in the implementation of the MBKM program are appropriate to achieve the program objectives.

- 4) Adjusting the activities carried out to a dynamic environment, without deviating from the objectives

The monitoring and evaluation of the MBKM program is carried out systematically through the following stages:

- 1) Establishing a Monev Team in accordance with the scope of activities to be monitored and assessed;
- 2) Establishing quality standards and criteria for which achievements will be measured;
- 3) Developing monitoring and evaluation instruments;
- 4) Measuring the level of achievement of quality standards against the established criteria;
- 5) Assessing the level of achievement of quality standards;
- 6) Reporting the results of the Monev.

In addition to carrying out the Monev for the MBKM program, LP3M UNEJ together with the Integrated Information and Technology Service Unit (UPT TI) also prepared an online survey system that records students' experiences and assessments of the quality of the MBKM program that they underwent for one semester outside the study program. This information can then be used as feedback from students for evaluation tools for UNEJ in developing further programs.

Some of the recommended criteria for off-campus activities to maintain quality and get full credits can be seen in Table 3.1.

Table 3.1. Criteria for Off-Campus Activities

| No. | Activity | Criteria to Get Complete Credits (20 Credits) |
|-----|------------------|--|
| 1. | Student Exchange | The types of courses taken must meet the conditions set by the original study program to graduate (eg meet the basic curriculum, meet general lecture requirements, meet electives requirements, and so on). |
| 2. | Research | <ul style="list-style-type: none"> ● The level of proficiency obtained after research must be equivalent to the undergraduate level. ● Actively involved in partner team activities. ● Performance evaluation is conducted every 2 months. ● Must make a presentation at the end of the research for supervisors from partners, supervising lecturers, and examiner lecturers. ● Must produce outputs in draft journal articles or IPR. |

| No. | Activity | Criteria to Get Complete Credits (20 Credits) |
|-----|---|---|
| 3. | Internship/ Industrial Placement | <ul style="list-style-type: none"> • The level of proficiency obtained after the internship must be equivalent to the undergraduate level. • Actively involved in partner team activities. • Performance evaluation is conducted every 2 months. • Must make a presentation at the end of the internship to mentors from partners, supervising lecturers, and examiner lecturers. |
| 4. | Teaching Assistantship in Education Units | <ul style="list-style-type: none"> • The level of ability obtained after the Teaching Assistantship activity in the Education Unit must be equivalent to the undergraduate level. • Actively involved in partner team activities. • Performance evaluation is conducted every 2 months. • Must make a presentation at the end of the Teaching Assistantship activity in the Education Unit to the partner tutors, supervising lecturers, and examiner lecturers. |
| 5 | Independent Study/Project | <ul style="list-style-type: none"> • The level of proficiency obtained after the Independent Study activities must be equivalent to the undergraduate level. • Independent study topics are not offered in the current university/study program curriculum. • Performance evaluation is conducted every 2 months. • Must make a presentation at the end of the Independent Study activity to supervisors from partners, supervising lecturers, and examiner lecturers. • Must produce outputs according to the independent studies/projects carried out. |
| 6 | Entrepreneurship | <ul style="list-style-type: none"> • Have a business plan and targets (short and long term). • Successfully achieve sales targets in accordance with the business plan targets set at the beginning. • The growth of human resources in the business world is in accordance with the business plan. |

| | | |
|---|----------------------------|---|
| 7 | Membangun Desa/KKN Tematik | <ul style="list-style-type: none"> • The level of ability obtained after the <i>Membangun Desa/KKN Tematik</i> activity must be equivalent to the undergraduate level. • Actively involved in village and community activities. • Performance evaluation is conducted every 2 months. • Must make a presentation at the end of the <i>Membangun Desa/KKN Tematik</i> activity to the assistant supervisors from the village authorities, supervising lecturers, and examiner lecturers. |
|---|----------------------------|---|

| No. | Activity | Criteria to Get Complete Credits (20 Credits) |
|-----|----------------------|---|
| | | <ul style="list-style-type: none"> • Must produce outputs in accordance with the <i>Membangun Desa/KKN Tematik</i> activity design. |
| 8 | Humanitarian Project | <ul style="list-style-type: none"> • The level of proficiency obtained after the Humanitarian Project activities must be equivalent to the undergraduate level. • Actively involved in Humanitarian Project activities. • Performance evaluation is conducted every 2 months. • Must make a presentation at the end of the Humanitarian Project to the assistant supervisor (field mentor), supervising lecturers, and examiner lecturers. • Must produce outputs in accordance with the Humanitarian Project activity design. |

CHAPTER IV

CLOSING

Learning in MBKM provides challenges and opportunities for developing creativity, capacity, personality, and student needs, as well as developing independence in seeking and finding knowledge through realities and field dynamics such as ability requirements, real problems, social interaction, collaboration, self-management, performance demands, targets and achievements. The existence of the MBKM policy requires UNEJ to be able to design and implement innovative learning processes so that students can achieve optimal learning outcomes. Students are given the freedom to take learning credits outside the study program for three semesters, which can be taken from outside the study program at UNEJ and/or outside UNEJ. Improving the quality of the implementation of these activities be evaluated continuously.


In order to meet the demands, the flow of change and the need for link and match with the business world and the industrial world, the learning activity programs compiled in this guidebook are expected to be one of the answers to these demands. The Guidebook for Implementation of *Merdeka Belajar – Kampus Merdeka*, the University of Jember is very dynamic, therefore, it is necessary to continue to make improvements on a regular basis to get an appropriate and flexible format so that students can carry out MBKM activities more optimally.

Thus, this guidebook has been composed, hopefully it will be useful for the UNEJ academic community and can be used as a reference for the implementation of MBKM, with the hope that UNEJ can produce intellectual graduates who uphold the Pancasila values, are competitive, and adaptive.

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APPENDIX 1. Semester Learning Plan

| | | | | | |
|---|-----------------------|--|-----|------|-------|
|  | NAME OF STUDY PROGRAM | Semester Learning Plan (SLP) Learning Activity..... *write down the FLA | | | |
| | | Version/ Revision | 1/0 | Page | 72/79 |

1. Identity of Learning Activities Outside the Study Program

| | | | |
|------------------------------|---|----------------------------|--|
| Course Name | Filled in if it is a separate course, left blank if it is a learning activity equivalent to other courses. | | |
| Forms of Learning Activities | Student Exchange; Internship/Industrial Placement; Teaching Assistantship In Education Units; Research; Humanitarian Project; Entrepreneurial Activity; Independent Studies/Projects; or <i>Membangun Desa/Kuliah Kerja Nyata Tematik</i> | | |
| Faculty | Faculty Name | Study Program | Name of Study Program |
| Semester | 7 | Credit Weight total | 20 credit |
| Institution | XYZ Inc. | Implementation Duration | 6 months |
| Prerequisite | Have taken credits Have passed the course.... | Semester/ Academic Year | 1/2020-20201 |
| Coordinator Lecturer | Coordinator Lecturer Name | Supervising Team Members | Supervisor A Supervisor B Supervisor C |

2a. GRADUATE LEARNING OUTCOMES

| GLO Code | GLO Formulation |
|----------|-------------------|
| GLO01 | GLO01 Formulation |
| GLO02 | GLO02 Formulation |
| GLO03 | GLO03 Formulation |
| GLO04 | GLO04 Formulation |

3. Reference

| |
|--|
| |
|--|

4. Learning Experience

| Learning Activity | Duration | Study Material | Reference |
|-----------------------------------|----------|------------------------------------|----------------------------|
| 4. Details of Learning Activities | | | |
| Activity 1 | 2 months | Study material1 Study material2 | Reference 1 Reference 2 |
| Activity 2 | 2 months | Study material3 | Reference 3 |

| | | | |
|------------|----------|------------------------------------|----------------------------|
| | | Study material4 | Reference 4 |
| Activity 3 | 2 months | Study material5 Study material6 | Reference 5 Reference 6 |

| 5. Monitoring | |
|---|--------------------|
| Learning Process Monitoring Design | Monitoring Parties |
| Description of the monitoring method implemented along with the monitoring instrument used. | |
| | |
| | |

| 6. Assessment | | |
|--|------------------------|----------|
| Assessment of the Learning Outcomes | Measured GLO/CPMK Code | Assessor |
| Description of the assessment technique and the assessment and assessment instruments used | | |
| | | |
| | | |

| 7. Evaluation |
|---|
| Students are declared to pass if they meet the following criteria. <ul style="list-style-type: none"> • Criteria 1 • Criteria 2 • Criteria 3 |

| | | |
|---------------------------------------|--|--------------------------------------|
| Date : | Date : | Date : |
| Approved by the Head of Study Program | Checked by the Coordinator of the Field of the Study Program | Prepared by the Coordinator Lecturer |
| | | |
| Study Program Coordinator | Coordinator of the Field of Knowledge | Coordinator Lecturer |