

Socialization Of The Business World - The Industrial World As An Implementation Of The Independent Learning Policy - Independent Campus At The Faculty Of Social And Political Sciences, Riau University

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Abstract.

During the Covid-19 pandemic, the pattern of education has changed. From a face-to-face teaching system to a teaching and learning process carried out remotely by utilizing the internet and information and communication technology. The Merdeka Belajar – Kampus Merdeka policy applied by the government to universities has created interesting dynamics for universities. One of these policies is internship/work practice in the industrial world. It is hoped that universities and their alumni can be independent, and graduates are able to work with the knowledge and skills they have so that they can provide benefits for the community to maintain a work environment in the industry. The purpose of this service is to socialize business world - industrial world to universities within the Faculty of Social and Political Sciences, University of Riau. Community service is carried out in the form of seminars and collaboration in the business world and industry. The method used in the implementation of this service is direct collaboration with distributors of e-learning companies and international work internships at PT. Anugrah Rezeki Sejahtera with its products, namely Altissia (e-learning 22 language program), SmartInternz (IT project e-learning program) and Sea Education (cruise ship internship program).

Keywords: Business World - Industrial World, E-Learning Program, Internship Program, The Merdeka Belajar-Kampus Merdeka Policy

I. INTRODUCTION

The policy of the Minister of Education and Culture with the Merdeka Belajar-Kampus Merdeka (MBKM) program aims to produce students mastering various sciences that are useful for entering the world of work. With this program, students have the opportunity to choose the courses they will take. In accordance with the Merdeka Belajar - Kampus Merdeka policy in Permendikbud Number 3 of 2020 concerning National Higher Education Standards, Article 18 is expected to provide opportunities for students for 1 (one) semester or equivalent to 20 credits, students take learning outside the study program at the University the same height; and a maximum of 2 (two) semesters or the equivalent of 40 (forty) credits of carrying out learning in different study programs at different universities; and/or learning outside of Higher Education [1]. So, the purpose of the Merdeka Belajar - Kampus Merdeka is to encourage students to master science in the field of expertise that is useful for entering

the world of work [1,2,3]. There is a paradigm resemblance of the Link and Match policy with the MBKM Program [4], the substance of which prioritizes practice in the field (link and match) [5]. Thus, the expected outcome of this program is the formation of student readiness (both soft skills and hard skills) that are relevant to the times, capable and skilled when entering the world of work and can also play a role as creators of new jobs.

This provides challenges and opportunities for students to be able to have creativity, competence, personality and work experience, as well as develop independence in finding and seeking knowledge through the realities and dynamics of the field in the world of work such as ability requirements and real problems in the field, as well as social interaction, collaboration, self-management, performance demands, targets and achievements in the industrial world. In some universities, the learning method used is still using a conventional learning model (faculty teaching) whose learning method is centered on the lecturer, so seeing the development and dynamics of the development of science in the field of information technology is no longer appropriate [6]. One product of the integration of information technology into the world of education is e-learning or electronic learning [7]. The results of the study reveal that several countries in Asia (Hongkong, Singapore, and Taiwan) have prepared professional educators, namely educators who are able to use e-learning. Phenomena like this are an example that changes and developments in our education world have reached the peak of the industrial era due to changes in digital transformation [8]. To build a nation, education is needed that produces quality human resources [9,10].

Competition in a very tight job search in the current era of globalization requires someone to have quality competitiveness. So that the program implemented by the government through the Merdeka Belajar – Kampus Merdeka policy must be immediately implemented in universities. When students complete their studies, they are expected to be ready for work and this must be prepared by students and universities. So that when you graduate you will be able to work and/or be able to create your own employment with a short waiting period. For this reason, it is necessary to have soft skills from students for aspects of the planning and job search process and success in future work careers is easier to achieve. So, it is indicated that soft skills will determine the speed with which graduates get a job other than being supported by hard skills [11]. Therefore, various forms of learning activities are needed to open the widest possible collaboration opportunities for other parties to build partnerships with universities. To gain experience in the world of work in the future, students are expected to experience the world of work in the industrial world firsthand. As a form of transformation of the world of education that the government wants, namely the quality of graduates who are highly competent and relevant to the world of work and industry. In today's corporate world more companies are looking for employees based on more specialized skills.

The acceleration of technological and economic changes will be related to the improvement of job competencies in accordance with industry needs. This makes it a challenge for educational organizations or universities. In line with the idea of "Link and Match", universities should not be like "ivory towers", not in contact with what is on the ground. "Link and Match" is how students can be directly absorbed by the industry, but also hope that the industry can take advantage of it. Now the term is "Triple Helix", between the government, universities and the industrial world, they can do cooperation [12]. To meet the needs in the world of work and industry to its students, the University of Riau at the Faculty of Social and Political Sciences, Riau University, currently has a Business Administration Study Program, a Public Administration Study Program, a Travel Business Study Program with an option in the Department of International Relations, Department of Government Science, Department of Communication Science and Department of Sociology.

As a campus that has been established since September 25, 1962 with its establishment based on the Riau Foundation Decree No. 2/KPTS/JUR/62 was later strengthened by the Decree of the Minister of Higher Education and Science No. 123 on 20 September 1963 (effectively recognized on 1 October 1963) [13]. UNRI continues to improve for campus progress and implement strategic steps to anticipate and respond to changes in the education system in this industrial era, it is necessary to change the application of the system in universities towards digital transformation. Based on the description above, so that the author and the team agreed to hold community service with the title " Socialization of the Business World - The Industrial World as an Implementation of the Independent Learning Policy - Independent Campus at the Faculty of Social and Political Sciences, Riau University ".

II. METHODS

Community service activities will use the classroom action research method. This method will provide action to the subject under study, namely the academic community of FISIP UNRI and the speaker acts as an observer. Classroom action research is a research activity carried out on a number of targeted subjects, namely students, aiming to improve the learning situation in the classroom so that there is an increase in the quality of learning [14]. The method of implementing this community service is assistance with lecture techniques, discussions and directly bringing together universities, students and business partners in the industrial world. The activity was carried out for a day with each partner company presenting its program in front of the participants by following the applicable health protocols by wearing masks and hand sanitizers and checking body temperature before carrying out activities in the seminar room. In accordance with the agreement between the community service implementation team and students and the leadership of the Faculty of Social and Political Sciences at the University of Riau, the activity was carried out at the Ayola First Hotel, Jalan HR. Soebrantas, Panam, Pekanbaru on Tuesday, November 2, 2021,

from 08.00 to 16.00. The implementation of this activity includes the activities described as follows:

Preparation phase

The preparatory stage is carried out by the committee in coordination with the dean of the Faculty of Social & Political Sciences and the chairman of the FISIP UNRI student association regarding the community service program that will be implemented, then the committee coordinates with business partner companies in the industrial world regarding this community service activity. Partner companies prepare presentation materials for program activities offered that will support the introduction and learning process of e-learning for preparation of international internships in foreign companies, Attendance List and Pre-Test and Post-Test Forms to determine participants' understanding before and after the activity. The committee then prepares a schedule of activities. The presentation of the material will be held at the hotel.

Training Implementation Stage

The implementation phase of the community service program is carried out for a day starting at 08.00 to 16.00 according to schedule by starting the opening by the dean of FISIP UNRI then presentation of material on internship and e-learning products by partner companies and direct discussions with participants (deans, heads of study programs and students), then distribute pre-test forms to be filled out by participants to determine participants' understanding of the exposure of internships abroad before participating in activities. Furthermore, partner companies provide explanations and training mechanisms for working abroad using modules that have been prepared and distributed to each participant as well as guidance during the material presentation process.

Evaluation Stage

Evaluation activities are carried out by looking at the responses of participants by giving pre-test and post-test forms to seminar participants to find out the understanding, willingness and requirements needed for internships abroad from the exposure given by partner companies after participating in the seminar activities.

III. RESULT AND DISCUSSION

This community service is a socialization of the business world - the industrial world for the implementation of MBKM for FISIP UNRI students carried out for one day on Tuesday, November 2, 2021 at 08.00 WIB to 16.00 WIB. The seminar participants totaled 35 people consisting of student associations and the academic community of FISIP UNRI. The service implementation team consists of 6 people with a composition of 4 lecturers and 2 representatives of partner companies in charge of organizing and accompanying seminars. The activity was held on November 2, 2021 at 08.00 starting with an opening by the implementing committee, then the team shared pre-test questions about understanding the business world and the industrial world on the implementation of the MBKM program. After the seminar, it will continue with the

implementation of the program which will be held in the odd semester of the 2022/2023 academic year. The work internship program that will be run later as an activity that is part of this seminar activity was successfully funded by the University of Riau and students who participated in the program.

This program is an optional program that can be followed by fifth or seventh semester students from all study programs at the Faculty of Social and Political Sciences, Riau University. During the seminar, programs from partner companies were also presented. The implementation was carried out starting at 08.00 WIB until finished and attended by partner companies which would later become internships for FISIP Riau University students who took part in this program. There are three partner company products presented by PT. Anugrah Sustenance Sejahtera, including: Altissia (e-learning Language) – Belgium, Smartinternz (IT e-learning project) – India and Sea Edu (cruise ship internship) – Indonesia. The implementation of Community Service activities that have been carried out is summarized in the material images presented at the seminar as follows. Then the speaker, Mr. Ir. Bhakti Alamsyah M.T., Ph.D delivered material on understanding MBKM in the business world-industrial world which was applied to students at universities.



Fig 1. Merdeka Belajar-Kampus Merdeka Policy

The next speaker, Mr. Dr. Jhon Simon S.Sos., M.Si delivered material on the collaboration process in the business world and the industrial world at the university.



Fig 2. Cruise Ship Internship Partner Program – Sea Education

Furthermore, the presentation of material on the language e-learning program and the implementation of work internships abroad in the industrial world by Mr. Bambang Suwarno S.E., M.M.

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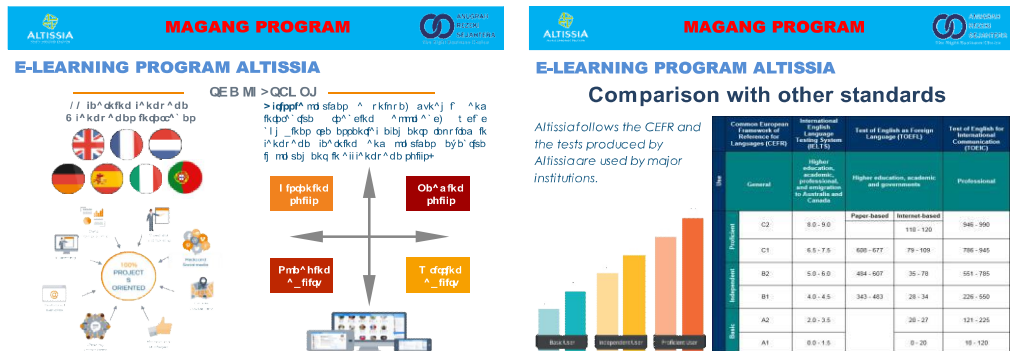


Fig.3. Language E-Learning Partner Program – Altissia

Finally, the presentation of the IT project work internship program by Mr. Zuhri Ramadhan S.Kom., M.Kom. which can be implemented by female students at the Faculty of Social & Political Sciences, Riau University.

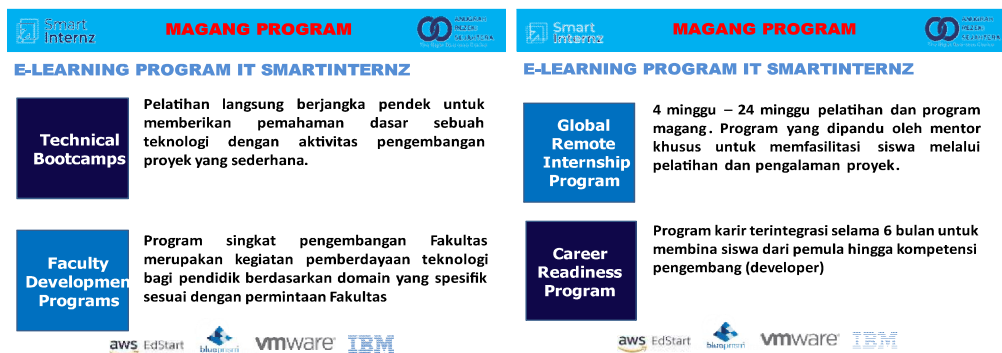


Fig.4. Internship IT Project Program – SmartIntern

In this internship activity, students will get 20 credits and it is planned to carry out an internship program for 6 months on a cruise ship. The initial procedure that must be carried out by students who meet the requirements is to register through the Head of the Study Program according to their major. After that, the student will pay the training fee, then go through the training stages, until the interview to determine whether the student meets the requirements to join this program or not. This is important because students will be directly involved in the internal activities of the institution where the internship is located. The implementation of Community Service activities that have been carried out is summarized in the image presented at the seminar as follows.



Fig 6. Documentation of the Implementation of Community Service Training

The internship program not only provides benefits for students, but also benefits companies that provide opportunities for students [15]. In addition, the concept of an independent campus directs students to be more ready to work, collaborate, be creative and can benefit themselves and the community [16].

In addition to getting several benefits such as converting 20 credits of regular courses and getting a salary while participating in the cruise ship internship program, students will also get benefits such as:

1. Career continuity (greater chance of being accepted as an employee in the internship)
2. Immediate and deep involvement (valuable work experience to use after graduating from university)
3. A real picture of the world of work (knowledge of best practices in Industry or Business as well as education)
4. Build and expand connections (network and relationships within the internship industry)

To measure the success of the seminar presentation, a thorough evaluation was carried out, before starting the material was distributed pre-test and after the exercise was distributed post-test questions. The results of the Pre-Test and Post-Test evaluations are presented in table 1 as follows:

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Table 1. Participants' Pre and Post Test Results

No	Name	Test Value					
		MBKM 1	MBKM 2	DUDI 1	DUDI 2	E-L 1	E-L 2
1	Syafri Harto	60	95	70	90	50	80
2	Belli Nasution	60	85	53	91	53	94
3	Ismadianto	65	90	63	95	52	85
4	Tri Joko Waluyo	55	85	50	98	50	98
5	Alfian	65	90	60	85	60	85
6	Khairul Aswad	60	95	55	90	60	95
7	Indrawati	50	90	60	95	60	98
8	Anuar Rasyid	55	90	55	90	55	90
9	Faisal Rani	55	98	55	85	60	85
10	Ramadhan	50	85	55	90	50	95
11	Andri Suharmi	50	90	50	95	50	90
12	Hadi Meskali	55	95	55	90	50	90
13	Salsa Nabila	40	90	35	80	55	80
14	Adlin	55	90	40	98	55	85
15	Lusiani	55	85	40	95	60	98
16	Dadang Meskur	55	90	55	80	55	90
17	Zaili Rusli	60	90	55	80	55	90
18	Masriful	50	90	55	90	60	98
19	Kelik R	50	80	55	85	55	90
20	Ramadhan	55	90	50	90	55	90
21	Riko Tampi	65	90	55	98	55	95
22	Andri Suharmi	55	98	55	89	60	90

23	Hadi Meskali	55	98	55	98	55	95
Total		1275	2079	1231	2077	1270	2086
Average		55.43	90.39	53.52	90.30	55.22	90.70

From the data in table 1 above, it can be seen that in the pre-test at the beginning of the training the average initial knowledge assessment of participants for Merdeka Belajar-Kampus Merdeka (MBKM) was 55.43% and for the Dunia Usaha – Dunia Industri (DUDI) was 53.52 % and for E-Learning is 55.22%. After the seminar activities were accompanied by direct guidance, it was seen that there was a change in the knowledge of the seminar participants. This is evidenced by the Post-Test results with the MBKM score of 90.39%, DUDI of 90.30% and E-Learning of 90.70%

Table 2. Average Test Results of Seminar

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	Test	MBKM	DUDI	E-Learning	Average Value	
	Pre-Test	55.43	53.52	55.22	54,72	
From the	Post -Test	90.39	90.30	90.70	90,46	data

presented in Table 2 the results of the participants' average scores, it can be seen that there was a significant difference for the average pretest of 54.72% and the result of the final test (Post-Test) of 90.46%. The graphics related to the results of the initial and final tests of the trainees for each Training Material, can be seen in Figure 7.

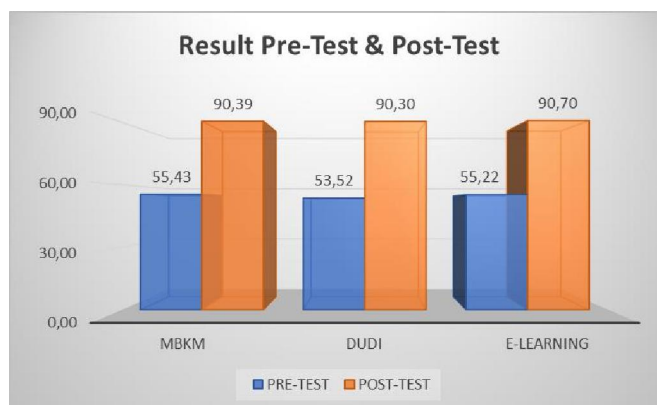


Fig 7. Graph Of the Results of The Average Pre-Test and Post-Test

From Figure 5 it can be seen very clearly that there was a difference between before the participants were trained and after the participants were trained.

IV. CONCLUSION

Based on the data that has been obtained, it is proven that the application of the principles of Progressive Differentiation and Integrative Reconciliation has increased students' understanding which can be seen from the increased score of learning outcomes [17]. Thus, the principles of Progressive Differentiation and Integrative Reconciliation are also evident in the academic community of FISIP UNRI which can be seen from the increase in the score of understanding on MBKM, DUDI and E-Learning from the average pre-test score of 54.72% to the post-test of 90.46% which is obtained. The seminar which was held was an agreement of the parties in order to improve the quality of scientific insight and professionalism of students and administrators of the Faculty of Social and Political Sciences, Riau University regarding the situation of the world of work in the Industrial World Business World internship program.

Through this seminar, partner companies convey several things related to the implementation of cooperation, including: 1) partner companies hope to get new ideas and positive suggestions from students and increase productivity during the internship, and 2) partner companies will help provide and organize facilities infrastructure needed in the implementation of cooperation/internships. That is, the University accompanies and provides consultation as long as the student participates in holding a partner company. For this reason, support from various parties is needed, so that this collaboration can provide benefits for all parties involved. Sharing knowledge and skills can occur in two directions, so that no one feels disadvantaged, but instead it is mutually beneficial with various innovations that can arise as a result of this collaboration.

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V. ACKNOWLEDGMENTS

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