

EVALUATION OF THE MBKM INTERNSHIP PROGRAM ON THE LEVEL OF STUDENT SATISFACTION IN ACHIEVING LEARNING OBJECTIVES

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Abstract: This study aims to evaluate the success of the Merdeka Belajar Kampus Merdeka (MBKM) Internship Program for the period of September 2023 to January 2024. This research employs a descriptive statistical approach, where data is collected through the distribution of specifically designed questionnaires to assess various aspects of participants' experiences. A quantitative descriptive method will be used as the basis for objectively and measurably addressing the research questions. Data collection is carried out through the distribution of questionnaires with closed-ended statements. The results of this study are expected to provide a deeper understanding of the impact of the MBKM program on students, particularly in terms of individual character development and adaptation to the MBKM environment. Additionally, this research aims to identify the level of support provided by educational institutions to program participants and how this support influences the participants' success and experience. Thus, the findings of this research are anticipated to contribute meaningfully to improving the quality of the MBKM program implementation in the future and to offer recommendations for more effective educational policies. Based on the results, the MBKM internship program generally has a positive impact on student satisfaction, particularly in the development of skills such as communication, teamwork, and adaptability in the workplace.

Keywords: MBKM, Individual Character, Internship, College Support, College Student

Abstrak: Penelitian ini bertujuan untuk mengevaluasi keberhasilan pelaksanaan Program Merdeka Belajar Kampus Merdeka (MBKM) Magang periode September 2023-Januari 2024. Penelitian ini menggunakan pendekatan statistika deskriptif, dimana data dikumpulkan melalui penyebaran kuesioner yang dirancang khusus untuk mengetahui berbagai aspek pengalaman peserta. Metode kuantitatif deskriptif akan digunakan sebagai dasar untuk mengumpulkan dan menjawab pertanyaan penelitian secara objektif dan terukur. Proses pengumpulan data dilakukan melalui penyebaran kuesioner dengan pernyataan tertutup. Hasil dari penelitian ini diharapkan dapat memberikan pemahaman yang lebih mendalam tentang pengaruh program MBKM terhadap mahasiswa, terutama dalam hal perkembangan karakter individu dan adaptasi terhadap lingkungan MBKM. Selain itu, penelitian ini juga bertujuan untuk mengidentifikasi tingkat dukungan yang diberikan oleh institusi pendidikan kepada peserta program, serta bagaimana dukungan tersebut mempengaruhi kesuksesan dan pengalaman peserta. Dengan demikian, temuan penelitian ini diharapkan dapat memberikan kontribusi yang berarti bagi peningkatan kualitas pelaksanaan program MBKM di masa mendatang dan menawarkan rekomendasi untuk kebijakan pendidikan yang lebih efektif. Berdasarkan hasil penelitian, program MBKM magang secara umum memberikan dampak positif terhadap kepuasan mahasiswa, terutama dalam pengembangan keterampilan seperti komunikasi, kerja sama tim, dan kemampuan beradaptasi di lingkungan kerja.

Kata kunci: MBKM, Karakter Individu, Magang, Dukungan Kampus, Mahasiswa

INTRODUCTION

In the current era of globalization, it is important for students to develop competencies that include academic and practical aspects that are in accordance with the dynamics of the ever-evolving labor market needs. Students have increasingly diverse needs in terms of self-development. In addition to pursuing in-depth academic knowledge, students also want practical experience that is relevant to the world of work. Today's college students realize the importance of mastering interpersonal skills, such as communication, leadership, and teamwork, which are a plus in a competitive job market. Students are also actively looking for opportunities to expand their professional network through internship programs, entrepreneurial projects, and participation in extracurricular activities. In addition, students show a growing interest in holistic personal development, including aspects of mental health, life balance, and self-empowerment. By meeting these needs, educational institutions and self-development programs can play a significant role in shaping students to become more competent, resilient, and ready to face future challenges.

In the face of the very rapid development of the times, student competencies must be better prepared in order to be able to meet the demands of the times (Nurillah, 2017; Zainal, 2021). Therefore, the government also seeks to reduce the national unemployment rate by synchronizing education with the world of work and industry, so that university graduates are graduates who are ready to work with the fields of expertise and needs of the world of work (Arifin et al., 2020). This effort was realized by the Ministry of Education and Culture by launching a new policy, namely Independent Learning Independent Campus (Widiyono et al., 2021). The Independent Learning Independent Campus (MBKM) marks a progressive step in Indonesia's education policy. Supported by the Ministry of Education, Culture, Research, and Technology, MBKM aims to provide encouragement for students to be able to master various disciplines that are relevant to the demands of the world of work. The legal basis that regulates MBKM, especially Permendikbud Number 3 of 2020 concerning National Standards for Higher Education, provides a clear framework. Article 18 of the regulation explains that students in undergraduate or applied undergraduate programs can meet the learning period and burden in two ways: first, by following the entire learning process in the study program offered by the university; and second, by following part of the learning process inside the study program and some outside the study program (Permendikbud, 2020).

This emphasizes the importance of flexibility in the learning process, in line with the spirit of MBKM which values the freedom of students to explore their interests and talents outside the official curriculum. Thus, MBKM is a breakthrough that not only broadens students' academic horizons, but also enriches their learning experience, making them better prepared to face challenges in a dynamic and complex world of work. STIE Ciputra Makassar as one of the universities in South Sulawesi has implemented the MBKM program in the odd semester of the 2023/2024 academic year. In the 2023/2024 odd semester MBKM program, as many as 90 students chose the MBKM internship program. The relevance and suitability of each component of the internship program such as Certified Independent Study Internship (MSIB), Independent Internship, External Internship, and Internship *Family Business* greatly affects the quality of job readiness for students. The relationship of interconnectedness and suitability of each component can be obtained based on the assessment of each student field supervisor at the internship company.

Evaluation of the success of the MBKM internship program for the September 2023 - January 2024 period is still needed to find out the extent of the program's impact on the learning process obtained by students. This study aims to evaluate the success rate of the MBKM internship program in providing learning for MBKM internship participants. This evaluation will provide valuable insights for the further development and improvement of the MBKM internship program, so that the MBKM internship program becomes more effective in preparing students to face an increasingly competitive world of work.

LITERATURE REVIEW

Independent Learning-Independent Campus Policy (MBKM)

The definition of MBKM is an initiative launched by the Ministry of Education and Culture of the Republic of Indonesia in 2020. The main purpose of this policy is to provide flexibility to students to gain a broader learning experience that is relevant to the world of work and industry demands. This policy allows students to develop their competencies through various activities outside their study program (Isharyadi & Purwantoro, 2022). The main objectives of MBKM include:

1. Student Competency Development to improve students' skills and knowledge to be better prepared to face the world of work.
2. Connectivity with Industry: Build closer relationships between educational institutions and industry to create synergies in human resource development.
3. Extensive Learning Experience: Provides opportunities for students to have a more diverse learning experience, including through internships, research, entrepreneurship, and community service.
- 4.

Experiential Learning Theory

Experiential Learning Experiential Learning is a learning theory developed by David Kolb, which emphasizes that learning is a process that involves hands-on experience. This theory affirms that knowledge is obtained through the transformation of experience (Pasang, 2024). Experiential Learning Stages 1). Concrete Experience, i.e. Learning begins with direct involvement in new experiences. 2). Observational Reflection (Reflective Observation), which is after experiencing an event, students reflect on what has happened and analyze the experience. 3). Abstract Conceptualization, which is the reflection of students developing new concepts and theories or modifying existing ones. 4). Active Experimentation Here Students then try to apply the concept or theory in a new situation to see if the concept works.

Evaluation of Educational Programs

Program Evaluation Program evaluation is the systematic process of collecting, analyzing, and using information to answer questions about projects, policies, and programs, specifically about their effectiveness and efficiency. This evaluation is important to ensure that the educational program achieves the goals that have been set. There are two evaluation methods, namely:

- 1) Formative Evaluation: Conducted during program implementation to provide feedback that can be used for improvement.
- 2) Summative Evaluation: Conducted after the program is completed to assess the results and impact (Margitamia, 2022).

Success Indicators in achieving learning objectives: Measuring the extent to which students achieve the expected competencies, assessing the level of student satisfaction with the program they are participating in, measuring the number and involvement of students in the program, evaluating student performance at the internship site.

Individual Character of Interns

Individual character encompasses personal and behavioral traits that affect how a person functions in a variety of situations, including in the context of an internship. This character includes elements such as motivation, initiative, confidence, adaptability, and communication skills (Safrudin, et al., 2019). The Individual Character Components consist of:

- 1) Motivation: An internal drive that drives individuals to achieve their goals. High motivation can increase engagement and performance during an internship.
- 2) Initiative: Ability to take action without external impulses. Proactive interns are often more successful in overcoming challenges.
- 3) Self-Confidence: Confidence in one's own abilities. Self-confidence affects the intern's ability to take on responsibilities and interact with professionals in the workplace.

- 4) Adaptability: Flexibility in dealing with changes and new situations. This ability is important to adapt to the organizational culture and job demands.
- 5) Communication Skills: Skills to convey ideas and information effectively. Good communication helps in collaboration and integration within the team.

Campus Support from Ciputra Makassar College of Economics

The Role of Educational Institutions Educational institutions have a key role in supporting students through internship programs, both in terms of preparation and during the implementation of internships. This support is important to ensure that students get the most out of their internship experience (Marwij, Qomaruzzaman & Zaqiah, 2023). The Campus support obtained includes:

- 1) Academic Guidance: Helping students prepare for internships through academic counseling, career planning, and technical preparation or necessary soft skills.
- 2) Skills Training: Offers training and workshops on skills that are needed in the workforce, such as communication skills, time management, and the use of professional software.
- 3) Access to Resources: Provides access to a variety of resources, including libraries, career centers, and technology facilities that support the internship process.
- 4) Professional Networking: Connecting students with alumni and industry professionals to build networks that benefit their careers.
- 5) Guidance and Monitoring: Providing guidance to students during internships, including monitoring to ensure students get a quality experience and in accordance with their learning goals.

The Effect of Campus Support on Internship Success Effective support from campus can increase student satisfaction, facilitate the achievement of learning objectives, and ensure that their internship experience is rewarding. Educational institutions that provide comprehensive support can help students maximize their potential and prepare them for successful careers.

PREVIOUS RESEARCH

The first research that became a previous study was a study conducted by Guller & Mert (2012). The main objective of Guller & Mert's (2012) research is to evaluate internship programs in civil engineering majors to improve the quality of education. The research was carried out by analyzing statistics on comprehensive data to determine the effectiveness of the internship program in improving the quality of education, especially in the Department of Civil Engineering so that students are more prepared and effective in their careers in the field of Civil Engineering. This study highlights how the MBKM program shows a positive and statistically significant relationship between internship satisfaction and future career planning, teamwork, and facilities provided during the internship.

Previous research relevant to the topic of MBKM program evaluation shows various important aspects related to the effectiveness and impact of the program. Femica (2022). The main purpose of the Femica (2022) research is to evaluate the implementation of the MBKM program in the Department of Non-Formal Education FKIP Untirta and assess its effectiveness. This study highlights how the MBKM program is implemented and the results achieved from the program. The result of Femica's research (2022) is that the implementation of the MBKM program in the Department of Non-Formal Education Untirta is in accordance with the indicators that have been implemented. The MBKM program is considered effective based on understanding, timeliness, achievement of goals, and tangible changes.

Zahra (2022) also conducted a study that examined the influence of the implementation of the Independent Campus and students' perception of their interest in participating in the MBKM program. This research, conducted through Digilib Unila, provides insight into how student perceptions affect their participation in the MBKM program and provides guidance on aspects that need to be improved to increase student interest.

In addition, Muzammil's research (2023) examines how Indonesian Education students view the independent internship program within the framework of MBKM. This research highlights three main aspects: professional skills, social skills, and student satisfaction with the internship space. The findings of this study provide a deeper understanding of how the self-employed internship program in MBKM affects students' skills and satisfaction levels.

RESEARCH METHODOLOGY

The type of research used is quantitative research. Quantitative research is research that collects data from the topic to be discussed and uses statistics in its processing. The sample in this study is students who choose the MBKM program Ciputra Internal Internship, Ciputra External Internship, Independent External Internship, Certified Independent Internship and Study Internship (MSIB) and Family Business Internship. The population taken in this study is students of the Ciputra Makassar College of Economics who participated in the MBKM Internship program in the fifth semester. The population is 78 students. The questionnaire was distributed in the data collection. In this study, there were only 33 samples that filled out the questionnaire that was distributed. The primary data collection method was disseminated through a questionnaire with questions that had been provided and the sample answered using a scale of 1-4 with the conditions 1 = strongly disagree, 2 = disagree, 3 = agree and 4 = strongly agree. And the second part is given questions with the determining factor of satisfaction using the yes or no option. All respondents have filled in completely according to the choices given.

Variables and Operational Definitions

The existing variables will be operated to make this research easier. The variables observed in this study come from factors that affect the experience of the MBKM Internship program which includes six levels of measurement which are divided into 2 types, the first type is a scale with four conditions strongly disagree, disagree, agree, strongly agree and the second type with the provisions yes or no. These two types of measurement levels are categorized as dependent variables and also the type of MBKM Internship program is the dependent variable. Details of the variables collected are attached in the table below:

Table 1. Satisfaction Level

Category	Sum	Percentage (%)
Gender	33	100
Man	22	66.67
Woman	11	33.33
Answer Type	31	100
Scale 1-4	20	64.52
Yes/No	11	35.48
Types of Internships	33	100
MBKM Ciputra Internal Internship	8	24.24
Ciputra External Internship	9	27.27
Independent External Internship	14	42.42
MSIB	1	3.03
Magang Family Business.	1	3.03

The variables observed here are variables about the learning process, internship information, experience gained, and self-development. Contains a description of the variables used in the study along with their measuring tools, followed by relevant reference sources.

Data Analysis Methods

The methodology applied in this study, which is based on the Independent Learning Independent Campus (MBKM) program, uses a quantitative approach as the basis for its analysis. This quantitative approach was chosen because it allows researchers to obtain measurable and objective data. The questionnaire used in this study consisted of closed-ended questions, which were designed to get specific and measurable responses from students. These questions are designed in such a way that they allow researchers to collect numerical data that can be analyzed statistically, providing a clear picture of students' perceptions, attitudes, and experiences related to the MBKM program. With this method, the results of the research are expected to provide deeper and more accurate insights into the effectiveness and impact of the MBKM program on students.

DATA ANALYSIS AND DISCUSSION

Table 2 is a descriptive statistic from the questionnaire question data. The existing level of satisfaction is arranged in the form of a scale of one to 1-4 with the conditions 1 = strongly disagree, 2 = disagree, 3 = agree and 4 = strongly agree where this is a string scale that is converted into numbers.

Table 2.

Indicator	Mean	Std. Dev
1. I felt that my learning process on campus contributed during my internship.	3	0.74
2. The internship program allows us to see how to apply theoretical knowledge into practice.	3	0.75
3. The campus tells us about the internship program in advance	3	0.68
4. The internship program was supposed to be done after I graduated.	2	0.72
5. A short internship period (one semester) negatively impacts the success of the internship program	2	0.62
6. Internship places provide a large selection of departments to study	3	0.62
7. I had no trouble finding a suitable company to offer internships	3	0.74
8. Internships have contributed to my future career planning	3	0.56
9. Internships have a contribution to teamwork	3	0.55
10. I developed written and oral communication skills during my internship	3	0.56
11. Internships contribute to acquiring the ability to communicate with superiors and colleagues	4	0.50
12. Internships have contributed to increasing awareness of acting politely and responsibly towards the identity of the institution	4	0.50
13. Internships have a contribution in seeing my weaknesses and strengths, besides that internships also give me the ability to strengthen my weaknesses	3	0.56
14. Internships have contributed to the efficient and systematic use of my time	3	0.64
15. I gained a broad perspective on the difficulties and advantages of my job at the end of my internship		

16. I gained the ability to identify and troubleshoot problems in the application project that came up during the internship	3	0.58
17. I got enough interest and support from the company during my internship	3	0.52
18. I get information on the theoretical and practical application from the managers or experts in charge.	3	0.49
19. I follow the company's activities well	4	0.50
20. I feel that the 4-month internship period is enough for self-development and opening the mind	3	0.65

Table 2 explains that there are twenty questions divided into four variables, namely the Learning Process variable, the Internship Information variable, the Experience Obtained variable, and the Self-Development variable. These four variables are determined from the grouping of 20 indicators in table 2. The Learning Process variables come from indicators 1, 2, 12, 14, 15, 16 and 18. The Internship Information variable comes from indicators 3 and 7. The Experience Variable obtained from indicators 4, 5, 17, 19 and 20. The Self-Development variable comes from indicators 6, 8, 9, 10, 11, 13 and 15.

In the variables of the learning process, students have a neutral to slightly positive perception of the learning process during the internship. This is indicated by the overall average score which is at 3. However, there was a significant variation in student responses to several indicators. For example, in indicator 2 (The internship program allows us to see how to apply theoretical knowledge into practice) which has the highest standard deviation of 0.75. This shows that students' experiences in applying theoretical knowledge into practice vary significantly. Indicator 16 (I gained the ability to identify and solve problems in an application project that appeared at the time of the internship) had the lowest standard deviation of 0.52, indicating that most students had similar experiences in terms of the ability to identify and solve problems during the internship. Overall, these results show that although there are variations in some aspects, the learning process during the internship is considered quite consistent by most students.

In the internship information variable, students feel that they have enough information about the internship program with an overall average which is also at 3. The variation in responses was quite high in both indicators, indicating that some students may feel that they are not adequately informed about the internship program. Indicator 7 (I had no trouble finding a suitable company to offer internships) has a standard deviation of 0.73, indicating that there is a difference in experience among students in finding suitable internship places. Indicator 3 (Campus notifies us about the internship program in advance) has a standard deviation of 0.68, which also indicates a variation in student responses regarding initial information about the internship program. These results indicate the need for an increase in the more equitable and effective dissemination of information about internship programs to ensure that all students get the information they need.

Variables of experience gained, Experience gained during internships showed more diverse results. Indicators 19 (I followed the company's activities well) and 20 (I felt that the 4-month internship period was enough for self-development and opening their minds) had the highest average of 4, indicating that students felt quite active in the company's activities and considered the internship to be quite open-minded. However, indicators 4 (Internship program should be done after I graduate) and 5 (Short internship period (one semester) negatively impacts the success of the internship program) show the lowest average of 2. This shows that there is a view that internships should be done after graduation and that the short duration of internships is considered less than optimal to achieve program success. Indicator 17 (I received enough interest and support from the company during the internship) had the lowest standard deviation of 0.49, indicating the uniformity of student responses regarding the support received from the company during the internship. Meanwhile, indicator 4 has the highest standard deviation of 0.72, showing significant variation in students' views regarding the time of internship implementation.

The self-development variable is that students feel that the internship program contributes to their self-development with an overall average of 3. The variation in responses was seen in indicator 6 (Internship places provide many departmental options to study) with a standard deviation of 0.62, showing a difference in student perception of the opportunities available at the internship site. Indicator 10 (Internship contributes to written and oral communication skills during the internship period) has the lowest standard deviation of 0.55, indicating uniformity of responses regarding the development of communication skills.

Overall, the results of this study show that students feel that the internship program helps them in developing various aspects of their skills and knowledge, although there are variations in the specific experiences they experience. Overall, students have a neutral to positive view of the internship program they are participating in. The internship program is considered to help in the application of theoretical knowledge, provide sufficient information, provide mind-opening experiences, and contribute to self-development (Yoyo, et al., 2024). There are several areas that need to be improved, such as the duration of internships, implementation time, and more effective information dissemination. To ensure the internship program provides more equitable and significant benefits, there needs to be ongoing evaluation and program adjustments based on feedback from students.

Table 3. Evaluate yes/no questions

No	Question	Frequency Yes	Frequency No	Now %	No %
	1. Did you complete the internship at the company of your choice according to the specified period?	32	1	97	3
	2. Did you get a salary from the company during the internship?	12	21	36.4	63.6
	3. Does the company provide access to process company data?	24	9	72.7	27.3
	4. Does the company provide consumption during the internship period?	16	17	48.5	51.5
	5. Does the company cover your accommodation?	6	27	18.2	81.8
	6. Do you think a 4-month internship is enough for self-development?	27	6	81.8	18.2

	7. Does your internship program have an influence on improving the grade point average (GPA)? 8. Does the company you intern at have a supportive work environment? 9. Does your company evaluate the work you do? 10. In your opinion, you have made the best contribution to the company with the skills you have	30 30 31 29 32	3 3 2 4 1	90.9 90.9 93.9 87.9 97	9.1 9.1 6.1 12.1 3
	You gain new knowledge from different departments in the company during your internship				

Data source: Primary data processed by the researcher

Table 3 concludes that the MBKM Internship in general went well and provided significant benefits for MBKM Internship participants. The time to complete the internship on schedule, there was an increase in the achievement index, and a supportive work environment were some of the positive aspects identified. However, aspects of financial compensation and the provision of accommodation and consumption still require more attention to improve the quality of the internship program. The evaluation and feedback provided by the company is also considered very helpful in the professional development of participants. Overall, the internship experience was perceived as positive and constructive, contributing to the development of interns' knowledge and skills

RESEARCH IMPLICATIONS

With the implementation of this study, it was found that MBKM Internship provides benefits for students as a whole based on the indicators observed. The experience variables obtained showed a variety of student responses, including positive aspects such as active involvement and self-development, as well as challenges such as the duration and time of the internship. The variety and depth of responses in these variables make it the most memorable. Of all the available indicators, respondents most agreed with the internship indicator to improve the ability to communicate well to superiors and colleagues, internships increased awareness of acting politely with the name of the institution they were brought to and also respondents were able to follow company activities well.

CONCLUSIONS AND SUGGESTIONS

Conclusion

Based on the results of the research, the MBKM internship program in general has a positive impact on student satisfaction, especially in the development of skills such as communication, teamwork, and adaptability in the work environment. The program allows students to apply theoretical knowledge into practice, thereby increasing their readiness for work. Educational institutional support, such as academic guidance and access to professional networks, also plays an important role in enhancing the student internship experience. In addition, the MBKM internship program contributes to students' career planning and overall personal development. Experience during the internship, which includes active involvement in the workplace and improvement of communication and problem-solving skills contributes to student satisfaction during the

MBKM Internship program. However, there are several criticisms that need to be considered and corrected, such as the duration of the internship which is considered too short and the need for internship information that must be more structured and systematic, starting from the announcement of information to students to the procedures for the registration process and the announcement of internship program admission.

Advice and Limitations

This study suggests that although the MBKM internship program provides benefits, there are several aspects that need to be improved. The duration of the internship which is only one semester is considered too short by most participants, so it is not enough to deepen practical skills. In addition, the information provided before the internship needs to be improved so that students better understand the expectations and needs of the program. Limitations of this study include the use of quantitative approaches that may not fully capture individual experiences as well as a limited number of respondents, which may affect the generalization of results. Further research is recommended to use mixed methods (quantitative and qualitative) and expand the sample to increase the validity of the results. Thus, recommendations for improving the MBKM internship program can be more accurate and relevant.

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