

Implementation of Internship Program as a Form of Mbkm Learning Activities in Improving Students' Competency Public Administration Study Program Bandar Lampung University

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ABSTRACT: *This study aims to describe: 1) Preparation for internships. 2) Implementation of the internship. 3) Evaluation of the Independent Learning Internship Program-Free Campus Public Administration Study Program, University of Bandar Lampung. 4) Reveal how the MBKM internship program can improve the competence of students of the Public Administration Study Program. This type of research is a qualitative research, with a descriptive design, and the use of a phenomenological approach. Methods of data collection using interviews, observation and documentation. Informants of this research are students of Public Administration Study Program, DPL and stakeholders (partners). The data analysis method uses interactive analysis by means of data reduction-data presentation & data verification. The results of this study are: 1) Preparation for internships in the Administration study program is carried out well, students have carried out registration procedures according to the provisions, DPL (field supervisor) also provides debriefing for students before being deployed to partner locations so that students understand and understand the purpose of holding an internship program. 2) The implementation of the internship program for students of the Public Administration study program is in accordance with the guidelines for the Independent Learning Independent Campus internship guidebook. 3) Stakeholders (partners) and DPL provide a joint evaluation at the end of the program. 4) Implementation of the MBKM internship program can strengthen student competencies because it is seen from the curriculum guidebook for the Public Administration program, Faculty of Social and Political Sciences, Bandar Lampung University.*

KEYWORDS: competency strengthening, implementation of MBKM internship, public administration study program students.

INTRODUCTION

The field practice program (PPL) so far in its implementation has not been successful in preparing undergraduate strata 1 (S1) graduates, the field practice process which is often considered to have less significant impact on student competency development is certainly a criticism in the academic environment. Apart from that, the ideal PPL concept to foster a professional attitude towards students who go directly to the work environment also often becomes an obstacle. Not to mention, the safety and comfort of students is at stake, because after all, students participating in PPL are still the responsibility of the original university. Therefore, it is necessary to improve programs that are considered more effective and efficient in facing the challenges and demands of the era in the current era of globalization with a much more mature concept, for that a new idea is launched in accordance with the regulation of the Minister of Education and Culture No. 3 of 2020 Article 15 Paragraph 1 can be done inside the study program and outside the study program, one of which is the Independent Learning Internship Program-Independent Campus, apart from that there are other new programs that are able to provide solutions for students in this era of globalization including: Student Exchange, Megajar In School, Research or Research, Humanitarian Projects, Entrepreneurial Activities, Independent Studies or Projects, and Village Building or Thematic Real Work Lectures.

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

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

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

NO	STUDY PROGRAM	Forms Of Learning Activities
		Internship/Work Practice
1.	PUBLIC ADMINISTRATION	15
TOTAL STUDENT		15

Sumber: Unit MBKM UBL 2021

With the development of a field practice program called the independent learning-campus internship program, it will certainly have an impact on the preparation of professional and competent undergraduate strata 1 (S1) graduates as desired. For that, of course, the participation of University leaders, DPL field supervisors, and stakeholders (partners) are all very helpful in the smooth running of the program. (Mardiyanto, 2020).

In the implementation of the internship program, it is said that further guidance is urgently needed from the supervisors and partner supervisors so that they are able to produce professional graduate students who are able to plan, implement and evaluate an active and efficient learning process in implementing the internship program at partner agencies. (Mazwar, 2013:2).

Based on the results of previous research conducted by Arlian Ayu Cahyati (2014) it can be concluded that the practice of field experience (PPL) has a positive effect on the maturation level of prospective undergraduate graduates.

RESEARCH METHODS

This type of research is qualitative research, with a descriptive design, and uses a phenomenological analysis approach. The informants of this study were students of the public administration program, stakeholders (partners), the Bureau of Student Affairs and Alumni Relations (BPKHA), and field supervisors (DPL). Data collection techniques used interviews with all research informants, including documentation, and unstructured observations that developed during the study in the form of field notes.

Data analysis using the Miles and Huberman model, Sugiyono (2015:338) describes the steps of data analysis in qualitative research as follows: a) Data reduction (data reduction) is data obtained and then processed by triangulation and then summarized, selected things main point, focus on the important things. Thus the data that has been reduced will provide a clearer picture, and make it easier for researchers to conduct further data collection, looking for it if needed. b) Presentation of data (data display), after the data is reduced, the presentation of the data is carried out with descriptions, charts, relationships between categories and the like. c) Data

verification (concluding drawing/verification), the initial data verification is temporary which will change if there is strong evidence that supports the next data collection stage. With these various data collection techniques, researchers can examine, analyze, relate the data obtained, and present research results. The validity of the data in this study uses triangulation techniques that function to collect data from a single source and uses several of the same data collection techniques, and source triangulation which is collecting data from different sources using one data collection technique. (Sugiyono, 2015:331)

RESEARCH RESULTS AND DISCUSSION

The results of the presentation of this research have been reduced by researchers and then synchronized with research findings and relevant research is also analyzed in order to find conformity with the results of the study and find new things about the results of the analysis. In the following, the researcher discusses based on the results of the analysis of the research findings above which are adjusted to the aspects in the following problem formulation:

Table 2. Discussion of Research Results

NO	Problem Formulation and Indicators	Research Finding
1	Preparation of the internship program which includes: -Apprenticeship registration -Debriefing the internship -The purpose of the internship	Students know and understand how online registration and filing Students receive debriefing
2	Implementation of the Internship Program which includes: - Implementation on apprentice partners -Internship Process Support -Implementation	Students can collect data as needed Students make observations Students carry out learning development There are obstacles and obstacles in the implementation of internships, mainly costs

		Unsupported office facilities
		Internship distance which is sometimes quite far
3	The forms of evaluation of the Internship Program include: -Inhibiting Aspects of the Internship Program -Internship Report Preparation Process	Partners provide joint evaluation DPL (Field Advisory Lecturer) provides a joint evaluation Students prepare internship reports with the guidance of DPL
4	Internship Programs can improve student competence through: -Mastery of the field of study -Understanding of students -Mastery of learning in educating -Personal and professional development	Students have competence mastery of the field of study that has not been maximized Students can understand the learning curriculum document, as a reference for students in implementing the Merdeka Learning Independent Campus internship program.

The following is a discussion of the results of the analysis based on the findings of researchers in the field according to the aspects in the formulation of the problem as follows:

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

The preparation for the independent internship program at the Independent Campus Study Program in the Public Administration Study Program begins with online registration by students, the majority of public administration students know how and how to register for an internship program well. Although already using the online system, it also has several weaknesses, such as sometimes the website is difficult to access by students so of course there needs to be a thorough improvement regarding the facilities for registering. (Yanuar:2021).

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

B. Implementation of the MBKM Internship in the Public Administration Study Program

During the implementation of the internship program at the partner's place, students easily get the clarity of the data needed, especially in internship 1, this is in accordance with the results of interviews with students of the Public Administration Study Program who have carried out the MBKM internship program which revealed that the level of student satisfaction with internship services is quite large. evidenced by the ease with which students get information about data on internships (partners). (Results of interviews with students, 17 December 2021). Then the average student at the beginning of the internship is for 2 weeks, students make observations at the location, this is in accordance with the results of interviews with student interns who revealed that:

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

Regarding the infrastructure facilities at the internship place, it turned out to be very supportive during the internship implementation process, this is in accordance with the results of field observations, then another supporting factor is the MBKM internship partners, most of whom are government offices that have complete facilities to make it easier for Intern students.

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

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

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

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

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

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

At the end of the internship, each student participating in the internship is required to make an internship report both individually and in groups for internships, this is in accordance with previous research by Utami (2015), which is the purpose of compiling this report to describe Field Experience Practice activities in a series of Internship activities, especially for students.

MBKM Internship Program Can Improve Student Competence

Understanding Competence Etymologically the word "competence" is adapted from English, namely "competence" or also "competency" which means skill, ability, and authority. In general, this understanding of competence is an ability or skill that is possessed (Wibowo, 2016). Based on the research findings, the MBKM Internship program can improve student competencies as follows:

In the competence of mastery of the field of study, namely:

- (a) Intern students understand the term curriculum.
- (b) Students have the ability to formulate problem indicators.
- (c) Internship students have the ability to analyze problems in the field
- (d) Internship students master knowledge related to the form of problem solving strategies.
- (e) Internship students can master knowledge in their field, in this case administrative science.

These findings are in accordance with the results of the Focus Group Discussion FGD with stakeholders (2021:20) so students are expected to include: (1) being able to practice various administrative activity completions. (2) mastering the concept of good governance. (3) recognize the relationship between the environment and social problems and everyday life. (4)

mastering how to develop science in the field of public administration. (5) mastering the principles of management and administration.

Competencies based on Hard skills and Soft skills for students according to the findings in the field, namely:

- (a) Interns develop more self-confidence.
- (b) Student interns have consequences & preparation in the profession.
- (c) Intern students always evaluate their own weaknesses.
- (d) Intern students are able to develop their skills in operating computers.
- (e) Internship students are able to formulate plans, analyzes and strategies in solving a problem.
- (f) Internship students are able to carry out administrative services in the government and private sectors

In the competence of mastering social relations, namely:

- (a) Students have the ability to communicate.
- (b) Students have organizational skills.

The findings are in accordance with the results of the FGD with stakeholders and student interns (2021:23), namely the competence of mastering the social environment which is formulated as follows:

- (1) Able to communicate verbally and in writing clearly and intelligently in providing services to the community.
- (2) Have an interest in joining professional organizations and contributing to improving the quality of the scientific profession.

On the competence of personality and professional development (professional), namely:

- (a) Students are skilled in organizing the sequence of problems.
- (b) Students are skilled in preparing learning materials.
- (c) Students are skilled in formulating learning indicators.
- (d) Students master teacher knowledge.
- (e) Students master the knowledge taught.

These findings are in accordance with the results of interviews with stakeholders of MBKM internship partners (2021:21-25), namely personality and professional (professional) development competencies which are described as follows:

- (1) able to understand themselves and others, so they can learn to understand and give appreciation to others.
- (2) able to develop a good attitude value system.
- (3) has a strong belief and dedication to his profession.
- (4) able to empower the community for the common good.

E. Inhibiting Aspects and Program Supporting Aspects

Judging from the obstacles to implementation according to the research findings by conducting interviews with several stakeholders and students (2021:13-26), several things were found including:

- (1) Difficulty or irrelevance of expertise with the work and tasks that students do in internships, the factors causing students to consider the internship program a formality

requirement in taking credits, the machines in industry are different from those on campus and the lack of communication between DPL (field supervisors) and The MBKM internship partner also causes obstacles for students in expressing opinions regarding what students need, apart from that the MBKM internship partners are not involved in the preparation of the MBKM curriculum so they need to be involved.

- (2) There is low student discipline, the cause is that students themselves have low discipline attitudes.
- (3) The application of K3 that is not in accordance with SOPs and sometimes incomplete K3/Safety tools is a factor that causes MBKM apprentice partners to have limited facilities and infrastructure;
- (4) The lack of intensive guidance of instructors on student apprentices is the cause of the large number of internship instructors' work so that guidance is less intensive.

Aspects that support the implementation of the program can affect the implementation and success of the program. This is of course in accordance with the results of research findings in the field including:

- (1) There is full support from the central government
- (2) There is support from universities in this case Bandar Lampung University
- (3) Independent internship partners study at independent campuses are very enthusiastic about this program
- (4) Provide outstanding work experience to students.
- (5) This program is the flagship program of the Ministry of Education, Culture and Research and Technology.

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

CONCLUSION

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

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

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