

**CHALLENGES AND OPPORTUNITIES OF MBKM
PARTICIPANT: A SURVEY ON FACULTY ANIMAL SCIENCE STUDENT**

Michael Susanto Wijaya¹

¹Animal Science Department, Universitas Brawijaya, Malang City, Indonesia
email: michaellllssssanto@gmail.com

Abstract: Merdeka Belajar Kampus Merdeka (MBKM) programme first launched in 2021 by the Indonesian Ministry of Education. The programme held for one whole semester, with 8 types, including certified internship (MSIB), Indonesian International Student Mobility Awards (IISMA), domestic student exchange, and entrepreneurship. The faculty of animal science Universitas Brawijaya awarded as the first winner of participation of MBKM outside college in 2021. Indubitably, there were some challenges faced by student registered in MBKM, for instance, registration, financial, workhour implementation, to achieve opportunity such as future career and digital technology usage. This paper aim to examine the challenges and opportunity of Animal Science student registered in MBKM in 2021 until 2022. Survey as the method of this paper conducted from the 21st of September until 8th of October 2023 for 78 respondents. Result of the research: the majority of respondent stated that an accessible registration, funded by the company but not the faculty, in favor of workhour, working fresh graduate and variety of digital technology. To conclude, there were some challenges and opportunities of Animal Science student registered in MBKM in 2021 until 2022.

Keywords: career; digital; financial; registration; workhour

Accepted: October 1, 2023

Approved: November 7, 2023

Published: March 20, 2024



© 2022 FKIP Universitas Terbuka
This is an open access under the CC-BY license

INTRODUCTION

Merdeka Belajar Kampus Merdeka (MBKM) programme established in 2021 by the Indonesian Ministry of Education, Culture, Research, and Technology. The programme conducted for one whole semester, with eight types, including certified internship (MSIB), Indonesian International Student Mobility Awards (IISMA), domestic student exchange, and entrepreneurship. Students start from their 5th semester of college enable to do their internship or student exchange by this programme. For IISMA, the student can applied starting from the fourth or sixth semester and onboard as early as their 5th or 7th semester. Student got 20 credits for a whole semester joining MBKM. Students can applied MBKM twice, between the fifth semester and the seventh semester, therefore the students received up to 40 credits for two semester.

The faculty of animal science Universitas Brawijaya awarded as the first winner of

participation of MBKM outside college in 2021 by the university, with 152 students participated on the first MBKM batch, followed by a falling number to 135 students on the second batch on the even semester, and a dropped into 55 student participated in the third batch of MBKM. Determining the success of MBKM implementation based on the role of Universities facilitating the students, engaging student (in ratio) and involvement of lecturer as supervisor and person in charge (Cakrawala & Hakim, 2021 cited by Bhakti, et al, 2022). Indubitably, there were some challenges faced by student registered in MBKM, for instance, registration, financial, workhour implementation, to achieve opportunity such as future career and digital technology usage. Some registration has something to do administration from the faculty. Some programme need financial support, especially IISMA. A variety of workhour and duration of the programme is questionable regarding to assess student for the same 20 credits transfer.

This paper aim to examine the challenges and opportunities of Animal Science student registered in MBKM in 2021 until 2022. This paper is essential so that the faculty can improve the programme in terms of registration, financial, workhour implementation. The opportunities including career and digital technology learning.

METHOD

This study uses quantitative method, which describes by data in number. Using Slovin formula for sampling is compatible for a survey with numerous populations expecting for a small size of sample but can represent (Saptariana, et al, 2020). The total sample used was round into 78 participants, using Slovin formula with a standard error of 10% out of the total of 342 participant of MBKM from the faculty of animal science from 2021 to 2022. Standard error of 10% suitable for social research (Ghozali, 2019, cited by Fayanni and Tjahjadi, 2022). Questionnaire through google form.

$$n = \frac{N}{1+(N \times e^2)} \quad (1)$$

n = sample size

N = Population size

e = standard of error

Some questions are open (filling in sentences), while some are closed (strictly choose option). In addition, several multiple choice question provide additional option if the respondent want to answer other than the option provided (Krosnick, 2018). Several multiple choice allowed respondent to answer more than one choice, for example motivation to join MBKM.

RESULT AND DISCUSSION

From the 78 respondents, 19 respondents participated in the first batch on the odd semester year 2021. The other 38 respondent took part in the second batch on the even semester from the academic year of 2021/2022. In addition, seven respondents engaged in the third batch on the odd semester from the academic year of 2022/2023.

The majority of respondents applied the internship programme through the faculty (70.5%). The faculty provide dozens of choices and channeling the students into various company. Student submitted the resume and parent permission letter. Later, interview conducted between two lecturer as interviewer and one student as interviewee.

The other two respondent joined volunteer in Semeru volcano. This volunteer as a part of MBKM provided by the university. The volunteer arrived several days after the volcano erupted. The volunteering conducted for almost 4 months.

Furthermore, two respondents accepted in IISMA 2021, a programme for student exchange by the ministry of education. One respondent got into University of Pisa, Italy and spent there for six month, while the other one respondent had the chance to go to University of Songkla, Thailand, for four month. Pandemic of Covid19 became a hinder for those student exchange to Asian countries because the rising patients and thus delayed for the next semester. The selection for the first batch was English proficiency test such as TOEFL ITP, TOEFL IBT, IELTS, and Duolingo English Test.

Moreover, 16 respondents involved in Bertani Untuk Negeri (BUN) by Japfa. A strict selection occurred, starting from resume application, followed by cognitive test, and finally interview. The rest three respondents joined MBKM for the ministry. Few people on their second attempt to join MBKM manage to join in entrepreneurship programme, or the same type they had on the first batch.

Students that joined MBKM had miscellaneous motivation. The majority of respondents looked for experience. Half of overall respondents feeling that a year of online learning is insufficient. MBKM support student to explore deeply on their career while the student still in their college period (Bhakti et al, 2022). Another one-eighth of the total respondents stated that they looked for income in MBKM, while the second motivation for a minority of respondents searched for boyfriend or girlfriend (9%). Bear in mind that for this question, respondents may sent double or multiple answer.

A majority of 96.2% respondent stated that registered to MBKM was not hard. Students can applied through website, online form, and many more depending on the types of the programme. 21.8% respondents refused to join MBKM if no funding available. This is because some programme cost a lot in advance, especially IISMA. In

2021, the university supported the student by providing free TOEFL ITP as one of the requirement in IISMA2021. In contrast, TOEFL ITP was not the English proficiency requirement in IISMA 2022. The alternatives were IELTS that cost approximately 3 million IDR, Duolingo English Test (DET) that cost more than 600,000 IDR, and TOEFL IBT.

The respondents that participated at the odd semester received one million IDR as funding from the faculty. The other respondent that only participated in the even semester did not receive any funding from the faculty. In addition, 45% of respondents received funding from the company or ministry with various amount of bankroll. Company used their own discretion whether to give allowances for the interns or not. Several company gave the intern salary a total of 2 million IDR. Another company granted a total of 16,800,000 IDR to the intern. For IISMA, allowances depending on the country located. The one that got student exchange in Thailand received a total of 35 million IDR from the ministry, in contrast to the one that got student exchange in Italy received 17 million IDR per month.

Despite 9% respondents stated that they did not wish to receive financial funding, 96.2% respondents utter that financial funding really support their performance in MBKM. Most assuredly, welfare is important some company offered accommodation, food, transportation. One respondent said that it was tough to undergo internship without incentive. One respondent affirmed that the funding behind the schedule.

Fifteen respondents stated that beginning internship needed sometime to adapt with the fast paced working environment. Another respondent stated that the unpaid interns faced the same workload with the fulltime worker, although the internship job description was limited only to observe and earn data. Uncertain job description faced by many respondents. Some more problems were the place interns settled far from the work place and groceries, recognition of credits, management of time between college and intern, unavailable transportation, short time of writing final report, and achieving daily target. Transportation needed especially those in remote living.

Table 1. Study or Workhour of Respondent during Their MBKM in a Semester
 Title of Column Table

Period	Workhour in a week in weeks	Respondent	\sum respondent x Weekly workhour x
by period (in hours)			
<8	Between 38-<40 hours	1 (1.3%)	320
8 - <12	Between 38-<40 hours	1	480
	Between 40-<42 hours	1	504
	Total respondent of 8 - <12	2 (2.6%)	
12 - <16	Under 20 hours	1	320
	Between 20-<35 hours	2	1120
	Between 35-<38 hours	1	608

Between 38-<40 hours	1	640	
Between 40-<42 hours	1	672	
Between 42-<48 hours	1	768	
Between 48-<56 hours	1	896	
More than 56 hours	2	1792	
Total respondent of 12 - <16	10 (12.8%)		
16 - <20 Under 20 hours	6	1600	
Between 20-<35 hours	4	2800	
Between 35-<38 hours	3	2280	
Between 38-<40 hours	4	3200	
Between 40-<42 hours	5	4200	
Between 42-<48 hours	9	8640	
Between 48-<56 hours	9	10080	
Total respondent of 16 - <20	40 (51.3%)		
20 - <24 Under 20 hours	2	960	
Between 20-<35 hours	3	2520	
Between 35-<38 hours	1	912	
Between 38-<40 hours	2	1920	
Between 40-<42 hours	2	2016	
Between 42-<48 hours	3	3456	
Between 48-<56 hours	5	6720	
More than 56 hours	3	4032	
Total respondent of 20 - <24	21 (26.9%)		
>24 Under 20 hours	1	480	
Between 40-<42 hours	1	1008	
Between 42-<48 hours	1	1152	
Between 48-<56 hours	1	1344	
Total respondent of >24	4 (5.1%)		
Total	78	67440	
Average of work/study hour		864 hours	

Data shows from table 1, that 51.3% of respondent stated that the period of MBKM was between four to five month (16 - <20 weeks). Another 26.9% respondents stated that the period of their MBKM range between five to six months. Another 16.7% respondents implied that the programme ended before four months. The rest 5% respondents stated that their programme about 6 months. Unlike a simple four credits intern, MBKM much similar to vocational training.

The data shows diversity of one semester MBKM in terms of period and weekly workhour. Referring to the statement of Nadiem Makarim, the minister of education, attaining one credit equivalent to 45 hours (Prastiwi and Ihsan, 2023). While the guideline from the faculty, one credit equal to 170 minutes times 14 weeks equal to almost 40 hours a week. Therefore 20 credits is equivalent to 800 hours to 900 hours. Table 1 shows the

average of workhour in a semester of MBKM, equal to 864 hours, despite 37 respondent spent more than 900 of hours. Most of the time in a credit may not always in form of work but also filling logbook and final report. Only 6.4% of respondent upheaval with the workhour.

A majority of 83.3% of respondents satisfied with the output of MBKM. MBKM made learning more interactive unlike monotone class. To determine the output, faculty has encouraged student to write or type logbook that will be put in appendix of the final report. Even though MBKM can breakthrough many conventional barrier in learning, though recognition for classes within the 20 credits should be more precise to what the MBKM is doing, so the participant can explain about MBKM relation to the course that recognizes while MBKM.

One fifth of the respondent stated that they do not learn anything new regarding digital technology during their MBKM period. Almost 80% of the respondents learned digital technology in their MBKM such as Google data studio, RFID eartag, temptron (farm controller), temperature and humidity sensory, kahoot, quizizz, canva, inshot, google slide, spreadsheet, thermo-hygrometer, google workspace, vento, cashier, Smart TV. CCTV, HT, Survey123 dan webgis, Microsoft office, SKOV for closed house, USG usb HP, bench scale, projector, google classroom, google meet, zoom, presence, website, google form, google doc, google worksheet, dosatron, nipple (for broiler drinking), control panel social media like tiktok and instagram, online shop, and platform spada dikti, .

MBKM make transdisciplinary possible (Takdir et al., 2021; Sonjaya & Iskandar, 2022 cited by Bhakti, dkk, 2022). Few animal science course provided in IISMA. There was a respondent experiencing MBKM working in Export Company under the ministry. This may related in animal science for some export animal product despite during the internship nil about animal thing.

91% of respondents stated that MBKM gave a bright opportunity in future career. The rest that stated in contrast were pursuing the academic, have not work, and entrepreneur. The respondents that participated at the odd semester received one million IDR as funding from the faculty. The other respondent that only participated in the even semester did not receive any funding from the faculty. In addition, 45% of respondents received funding from the company or ministry with various amount of bankroll. Company used their own discretion whether to give allowances for the interns or not. Several company gave the intern salary a total of 2 million IDR. Another company granted a total of 16,800,000 IDR to the intern. For IISMA, allowances depending on the country located. The one that got student exchange in Thailand received a total of 35 million IDR from the ministry, in contrast to the one that got student exchange in Italy received 17 million IDR per month.

Despite 9% respondents stated that they did not wish to receive financial funding, 96.2% respondents utter that financial funding really support their performance in MBKM. Most assuredly, welfare is important some company offered accommodation, food,

transportation. One respondent said that it was tough to undergo internship without incentive. One respondent affirmed that the funding behind the schedule.

Fifteen respondents stated that beginning internship needed sometime to adapt with the fast paced working environment. Another respondent stated that the unpaid interns faced the same workload with the fulltime worker, although the internship job description was limited only to observe and earn data. Uncertain job description faced by many respondents. Some more problems were the place interns settled far from the work place and groceries, recognition of credits, management of time between college and intern, unavailable transportation, short time of writing final report, and achieving daily target. Transportation needed especially those in remote living.

Table 1. Study or Workhour of Respondent during Their MBKM in a Semester

Title of Column Table			
Period	Workhour in a week	in weeks	
Respondent	\sum respondent x Weekly workhour x by period (in hours)		
<8	Between 38-<40 hours	1 (1.3%)	320
8 - <12	Between 38-<40 hours	1	480
	Between 40-<42 hours	1	504
	Total respondent of 8 - <12	2 (2.6%)	
12 - <16	Under 20 hours	1	320
	Between 20-<35 hours	2	1120
	Between 35-<38 hours	1	608
	Between 38-<40 hours	1	640
	Between 40-<42 hours	1	672
	Between 42-<48 hours	1	768
	Between 48-<56 hours	1	896
	More than 56 hours	2	1792
	Total respondent of 12 - <16	10 (12.8%)	
16 - <20	Under 20 hours	6	1600
	Between 20-<35 hours	4	2800
	Between 35-<38 hours	3	2280
	Between 38-<40 hours	4	3200
	Between 40-<42 hours	5	4200
	Between 42-<48 hours	9	8640
	Between 48-<56 hours	9	10080
	Total respondent of 16 - <20	40 (51.3%)	
20 - <24	Under 20 hours	2	960
	Between 20-<35 hours	3	2520
	Between 35-<38 hours	1	912
	Between 38-<40 hours	2	1920
	Between 40-<42 hours	2	2016

Between 42-<48 hours	3	3456
Between 48-<56 hours	5	6720
More than 56 hours	3	4032
Total respondent of 20 - <24	21 (26.9%)	
>24 Under 20 hours	1	480
Between 40-<42 hours	1	1008
Between 42-<48 hours	1	1152
Between 48-<56 hours	1	1344
Total respondent of >24	4 (5.1%)	
Total	78	67440
Average of work/study hour		864 hours

Data shows from table 1, that 51.3% of respondent stated that the period of MBKM was between four to five month (16 - <20 weeks). Another 26.9% respondents stated that the period of their MBKM range between five to six months. Another 16.7% respondents implied that the programme ended before four months. The rest 5% respondents stated that their programme about 6 months. Unlike a simple four credits intern, MBKM much similar to vocational training.

The data shows diversity of one semester MBKM in terms of period and weekly workhour. Referring to the statement of Nadiem Makarim, the minister of education, attaining one credit equivalent to 45 hours (Prastiwi and Ihsan, 2023). While the guideline from the faculty, one credit equal to 170 minutes times 14 weeks equal to almost 40 hours a week. Therefore 20 credits is equivalent to 800 hours to 900 hours. Table 1 shows the average of workhour in a semester of MBKM, equal to 864 hours, despite 37 respondent spent more than 900 of hours. Most of the time in a credit may not always in form of work but also filling logbook and final report. Only 6.4% of respondent upheaval with the workhour.

A majority of 83.3% of respondents satisfied with the output of MBKM. MBKM made learning more interactive unlike monotone class. To determine the output, faculty has encouraged student to write or type logbook that will be put in appendix of the final report. Even though MBKM can breakthrough many conventional barrier in learning, though recognition for classes within the 20 credits should be more precise to what the MBKM is doing, so the participant can explain about MBKM relation to the course that recognizes while MBKM.

One fifth of the respondent stated that they do not learn anything new regarding digital technology during their MBKM period. Almost 80% of the respondents learned digital technology in their MBKM such as Google data studio, RFID eartag, temptron (farm controller), temperature and humidity sensory, kahoot, quizizz, canva, inshot, google slide, spreadsheet, thermo-hygrometer, google workspace, vento, cashier, Smart TV. CCTV, HT, Survey123 dan webgis, Microsoft office, SKOV for closed house, USG usb HP, bench scale, projector, google classroom, google meet, zoom, presence, website,

google form, google doc, google worksheet, dosatron, nipple (for broiler drinking), control panel social media like tiktok and instagram, online shop, and platform spada dikti, .

MBKM make transdisciplinary possible (Takdir et al., 2021; Sonjaya & Iskandar, 2022 cited by Bhakti, dkk, 2022). Few animal science course provided in IISMA. There was a respondent experiencing MBKM working in Export Company under the ministry. This may related in animal science for some export animal product despite during the internship nil about animal thing.

91% of respondents stated that MBKM gave a bright opportunity in future career. The rest that stated in contrast were pursuing the academic, have not work, and entrepreneur. Respondents mentioned that MBKM surely gave them deep understanding on certain division job description and reality of job's space. MBKM taught the participants soft skill, hard skill, and logical thinking. MBKM widen the participant networking. In addition, MBKM gave them experience they never had before, hence can be put into CV or resume. IISMA gave the participant international recognition.

MBKM is interactive learning by the stakeholder from certain company. More than a year of online learning due to pandemic of Covid19. MBKM filled the gap of learning loss (no laboratory work or field trip during online learning) and unattained learning in class or even implemented the basic science to work. MBKM matched the science and the companies' need of workforce according to the requirement of knowledge. MBKM trained the participant to be agile and accurate of problem solving. Participant trained to survive in the mid of unexpected happened at work, strong mental. A lucky respondent that got intern into a farm stated that the company taught ways to raising livestock, product processing, and marketing, hence leading eagerness to entrepreneurship.

Out of 73 respondents that did their MBKM as internship, excluding those student exchange, only 12 respondents got invitation to work back in their intern place after their graduate. This can be a link for fresh graduate to work and also recruiters from the company. Most of the respondents that received invitation work for KASA, BUN by Japfa, and Kembang Joyo.

In average, 38 respondents have gotten a job within three and a half month after they obtained the degree in *yudisium* or in English Commencement. From the total of 38 that had work, nine of them work unrelated to animal industry, while fourteen of them part time work. Currently, three respondent doing their undergraduate thesis while in fast track in post graduate school. Ten respondents focus on undergraduate thesis. Eight of the other respondent focus on the post graduate studies. Almost one fifth of the respondent unemployed, few of them still applied job. The rest of the five respondents initiated business.

CONCLUSION

Challenges faced by MBKM participant varied depending on the type and the place of the program. Mostly, the challenges about unsupervised interns, some unfunded programme, administration hindrance, an average of 864 hour of work/study in a semester, and many more. Despite of those challenges, the faculty of animal science successfully delivering student to opportunities of MBKM, in particular, memorable experiences, new interactive learning for a whole semester, digital learning especially those programme in farm, and view a glance of career.

SUGGESTION

Faculty shall look after the welfare of the MBKM participants including accommodation and transportation. Faculty shall give a lot more information regarding dissemination (socialisation) writing final report, timeline, recognition of credit, preparing letters and details. Supervisor shall responsive especially monitoring the interns.

ACKNOWLEDGEMENT

Thank you for the respondents that accepted to fill the questionnaire.

REFERENCES

- Bhakti, Y. B., Simorangkir, M. R. R., Tjalla, A., & Sutisna, A. (2022). Kendala Implementasi Kebijakan Merdeka Belajar Kampus Merdeka (MBKM) di Perguruan Tinggi. *Research and Development Journal of Education*, 8(2), 783-790.
- Fakultas Peternakan. 2019. *Buku Pedoman Pendidikanprogram SarjanaTahun 2019/2020*. Malang.
- Fayanni, Y., and Tjahjadi, B. (2021). The Influence of Technology and Innovation Strategy on Financial Performance Through the Mediation of Intellectual Capitalin Private Hospitals. *Proceedings of the 3rd International Conference on Education and Technology (ICETECH 2022)*, 745, 783.
- Krosnick, J. A. (2018). Questionnaire design (Macmillan, P. Ed.) Plagrave Hanfbook ofSurvey Research. Chapter 9.
- Prastiwi dan Ihsan. 30 Agustus 2023. Nadiem Makarim Definisikan 1 SKS sebagai 45Jam Per Semester.
[Kompas.com link: https://www.kompas.com/edu/read/2023/08/30/152000871/nadiem-makarim-definisikan-1-sks-sebagai-45-jam-per-semester?page=all](https://www.kompas.com/edu/read/2023/08/30/152000871/nadiem-makarim-definisikan-1-sks-sebagai-45-jam-per-semester?page=all).
- Saptariana., Wahyuningsih, S. E., Hudallah, N., Krisnawati, M., and Ali, T. (2020) The Relationship between Student' Stress on Work Internship with Student' Achievement Index in Department of Family Welfare Engineering Faculty

Unnes.Proceedings of the 2nd Vocational Education International Conference,
45.