International Journal of Multicultural and Multireligious Understanding

http://ijmmu.com
editor@ijmmu.com
ISSN 2364-5369
Volume 12, Issue 12
December, 2025
Pages: 399-417

The Implementation of MBKM Program: Designing of Optimizing BIPA Internship in Thai School Model

Dyah Werdiningsih[1*], Prayitno Tri Laksono[2], Yayan Eryk Setiawan[3], Adam Hendra Brata[4], Kusom Yamirundeng[5]

[1] Faculty of Teaching and Education, Universitas Islam Malang, Malang, Indonesia
Corresponding Author: dyah.werdiningsih@unisma.ac.id

[2, 3] Universitas Islam Malang, Malang, Indonesia

[4] Universitas Brawijaya, Malang, Indonesia

[5] Thaksin University, Thailand

http://dx.doi.org/10.18415/ijmmu.v12i12.7266

Abstract

Merdeka Belajar Kampus Merdeka (MBKM - Independent Learning Independent Campus) program is a learning process where students can take courses in the form of internships in the industry or institutions or taking courses at other universities that participate in the MBKM program in accordance with the new higher education policy in Indonesia. This study aims to investigate the optimization and implementation of the MBKM program at Universitas Islam Malang. Its implications on the BIPA design program in Thai schools to support graduate learning outcome (Capaian Pembelajaran Lulusan (CPL)) were also inquired. The Indonesian Language for Foreigners Program (Bahasa Indonesia bagi Penutur Asing or BIPA) can be implemented within the country and abroad. Moreover, the current study employed research and development (R & D) with several procedures: First, the research stage encompassed extracting information about (1) optimizing MBKM according to lecturers' perceptions, (2) the impact of MBKM on increasing lecturer capacity, (3) the impact of MBKM on learning, (4) the benefits of implementing MBKM on fulfilling CPL, (5) MBKM implementation handicap in study programs, and (6) optimizing the implementation of MBKM according to lecturers. The second is model design, a model for implementing and optimizing Thai schools' BIPA MBKM Internship program. The third is examine the results of the model evaluation design for the MBKM BIPA internship program in Thai schools. The current study recruited 308 lecturers at University of Islam Malang, prompting a survey technique to determine the needs regarding MBKM program implementation. The initial needs analysis results uncovered the necessity to develop the optimization and implementation of the MBKM to enhance the learning process, the lecturers' capacity, students' soft skills and hard skills, the fulfillment of CPL, and the need to overcome the emerging obstacles. The results of this research were implemented as the basis for designing a BIPA internship MBKM program model in Thai schools. The design model (BIPA internship MBKM program in Thai schools) unveiled that the results have met the needs analysis and the MBKM implementation objectives.

Keywords: *Design; Lecturer Performance; Learning Outcomes; Optimization*

1. Introduction

The development of higher education has been mandated through the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 22 of 2020 concerning the Ministry of Education and Culture Strategic Plan for 2020-2024. There are three development targets: (1) increasing the quality of learning and the relevance of higher education, (2) increasing the quality of lecturers and education staff, and (3) realizing quality governance of the Directorate General of Higher Education. All universities are responsible for manifesting these three goals through increasing the capacity and quality of the process and management of education. Therefore, the Indikator Kompetensi Utama (IKU PT) or Main Competence Indicator is the measure or indicator of the performance of an institution must be able to focus on these three development mandates.

All universities are working to improve and reconstruct the newly constructed curriculum. The independent campus curriculum (Kurikulum Merdeka) can only be implemented optimally if the lecturers can implement the curriculum. The lecturers become the most crucial pillar in implementing the independent campus curriculum. The curriculum is a breakthrough, allowing students to autonomously gain freedom in studying in flexible higher education institutions to create an innovative and unchained learning culture corresponding to students' needs. The current curriculum corresponds to the previous one, Freedom to Learn or Merdeka Belajar (Harisusilo, 2020).

Furthermore, the universities face several handicaps in curriculum development in the 4.0 Industry era to produce new literacy skills graduates: data literacy, technology literacy, and human literacy, which lead to cultivating noble character. Thus, the government created a policy on the right to learn for students outside the study program (Permendikbud Number 3 of 2020 concerning Higher Education Standards). The policy, which is popularly known as Independent Learning Independent Campus (Merdeka Belajar Kampus Merdeka or MBKM), is intended to prompt an autonomous and flexible learning process at the university level by creating an innovative, unchained learning culture corresponding to student's needs and encourage students to master various knowledge in facing the global world and providing opportunities for students to determine their preferred courses. The policy also aims to increase link and match with industry and the world of work and prepare students for the world of work from the start (Muhajir et al., 2021). The policy wishes the emergence of universities' desire to design curricula and implement innovative learning processes to reinforce students, achieving optimal learning outcomes. Students are free to take study loads (SKS) outside the study program, either in the same, different, or non-university, to facilitate students to master various valuable knowledge in the world of work (Mariati, 2021).

The MBKM program provides freedom and autonomy to educational institutions, free from bureaucratization, lecturers are free from complicated bureaucracy, and students are free to choose their preferred course. An independent campus policy (Kampus Merdeka) is a form of learning autonomous and flexible higher education to create an innovative and unchained learning culture based on students' needs. Universities are expected to be committed to providing and facilitating the MBKM Program as mandated by the Indonesian Minister of Education and Culture No. 3 of 2020 as described in the Independent Learning Independent Campus (MBKM) Guidebook published by the Ministry of Education and Culture, stipulating nine MBKM Programs: (1) student exchange, (2) professional work practices, (3) teaching assistance in educational units, (4) research/research, (5) humanitarian projects, (6) entrepreneurial activities, (7)) independent studies/projects, (8) projects/developing villages, and (9) state defense training (Junaidi, 2020; Prijambada et al., 2020).

The implementation of the new curriculum (MBKM) policy does not always run well. Several handicaps cause deficient MBKM implementation. The scarcity of cooperation between universities and partners in the business and industrial world was among the impediments due to the communication shortage for some universities in the new program. Another obstacle is curriculum adjustments. The

adjustment is a burden for some universities due to the need for more curriculum experts in the universities who are familiar with the MBKM policy, as well as the readiness of universities to implement the various MBKM programs. The components that must be involved can potentially be araising handicaps of MBKM implementation.

Optimizing the successful implementation of MBKM is not only the government's responsibility but also of universities and lecturers as the program's spearheads. Therefore, the authors recommend developing a model that can optimize the implementation of MBKM to achieve the government's goals. The results of developing the MBKM implementation and optimization model began with a survey of MBKM implementation to determine the needs. Based on the survey, a model for optimizing the implementation of the MBKM model, designed in the BIPA internship program in Thai schools, was followed up with development and evaluation.

The implementation and optimization of the MBKM model for the BIPA internship program in Thai schools was carried out to answer the following urgencies: (1) the need to implement Law no. 24 of 2009 Article 44 relates to Indonesia's national interests, increasing the role of the Indonesian language in the international arena, (2) the potential for BIPA learning to become a diplomatic tool in creating interest among Thai people in Indonesian tourism and disseminating it to foreign tourists visiting Thailand, (3) the increasing interest of the Thai people and the demand from Thai schools for BIPA learning, and (4) by learning BIPA, the students may gain proficiency in the Indonesian language and gain insight into Indonesian tourism. Ultimately, BIPA can fulfill the government mandate, establishing the Indonesian language's internationalization, becoming a means of Indonesian language, cultural, and tourism diplomacy.

1.1. Purpose of the Study

The study aims to (1) examine the determination of needs based on the implementation of MBKM, (2) produce the development of a model design for the MBKM BIPA internship program in Thai schools, and (3) examine the results of the model evaluation design for the MBKM BIPA internship program in Thai schools. The study is expected to be conducive to further MBKM program development and can be appropriately disseminated. The targeted BIPA internship MBKM program model in Thai schools in this study is a series of activities: work procedures, rules, and systematic thought patterns to optimally produce or achieve the objectives of the BIPA internship MBKM program. In the process of achieving these goals, there are procedures and work systems based on the characteristics of the BIPA Internship MBKM program needs in Thai schools.

2. Materials and Method

2.1. Development Model

The current study employs the research and development method, piloting the Instructional Development Institute (IDI), developed by the University Consortium for Instructional Development and Technology (UCIDT), encompassing three stages: define, develop, and evaluate (Marrison et al., 2007). First, the define stage determines the needs by extracting information about (1) optimizing MBKM according to lecturers' perceptions, (2) the impact of MBKM on increasing lecturer capacity, (3) the impact of MBKM on learning, (4) the benefits of implementing MBKM on fulfilling CPL, (5) MBKM handicap in study programs, and (6) optimizing MBKM implementation according to lecturers. This stage aims to review the MBKM program that has been implemented and analyze the need for developing the needed model to optimize the BIPA internship MBKM program in Thai schools. Second, the development stage of the optimization model for the BIPA internship MBKM program at University of Islam Malang's Thailand school. The authors compiled an adjusted design to the needs analysis results

that were previously carried out in the first stage. At this stage, the authors developed a guidebook and the needed learning media to support the optimization and implementation of the BIPA internship MBKM program in Thai schools. Third is Thai schools' BIPA MBKM internship program optimization model evaluation stage. The evaluation was conducted by conducting an FGD with the research and collaborative teams. The collaborative team consists of the University of Islam Malang BIPA internship program management team, BIPA internship program managers in Thailand, and BIPA learning experts. The evaluation aims to (1) assess the accuracy of the MBKM BIPA internship program model in Thai schools and (2) obtain input and suggestions for product improvements before distribution. After receiving suggestions for improvement, the product will be revised to obtain the final product. The stages of this research can be seen in Figure 1.

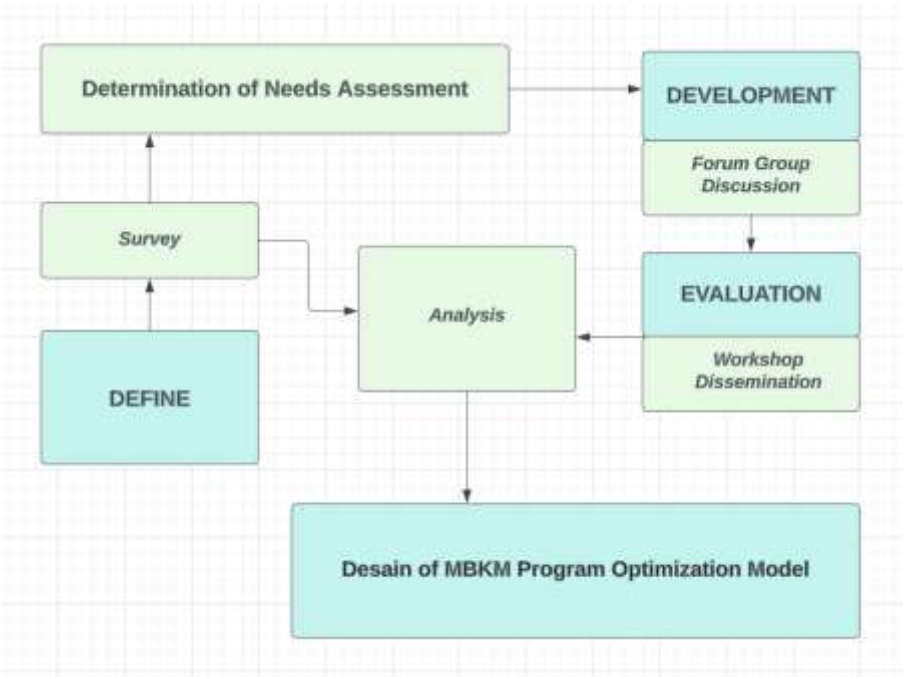

Figure 1. Model development procedure chart

2.2. Data source

The data collected is in the form of quantitative and qualitative data. The quantitative data is in the percentage of lecturers who chose specific answers from the questionnaire. This research was conducted at the Islamic University, recruiting 385 lecturers from all faculties at the Islamic University of Malang to optimize the implementation of MBKM. Qualitative data was obtained from forum group discussions (FGDs) and workshops to test the feasibility of optimizing models for implementing the BIPA MBKM internship program in Thai schools. The data were in the form of suggestions from the administrator of the internship program in Thai schools, the Krabi area internship program coordinator, BIPA learning experts, and Indonesian language learning design experts.

2.3. Research Instrument

This research instrument belongs to the Indonesian Online Learning System of the Directorate General of Higher Education (SPADA DIKTI). Therefore, the instrument is assumed to be valid and reliable. This research instrument is a closed and open-ended questionnaire, where answer choices are given, and the lecturer can write other answers. This questionnaire is used to determine the level of need for developing the MBKM implementation optimization model. This questionnaire consists of 6

questions: (1) optimization of MBKM according to lecturers' perceptions, (2) impact of MBKM on increasing lecturer capacity, (3) impact of MBKM on learning, (4) benefits of implementing MBKM on CPL fulfillment, (5) barriers to implementation MBKM for study programs, and (6) optimizing the implementation of MBKM according to lecturers. These six questions can analyze the need for developing an optimizing model for MBKM implementation.

The research team collected the qualitative data, employing observation and note-taking techniques on the collaborative team's exposure to FGDs, discussing the BIPA MBKM Internship program model in Thai schools. FGD data analysis began with conversation transcription of FDG participants, reading and in-depth understanding of the transcription text, identifying the essential components that emerged in the FGD, followed by a thematic analysis of significant findings in the design of the BIPA apprentice MBKM program model in Thai schools.

2.4. Data Collection

An online questionnaire was distributed as the data collection to obtain comprehensive data. The questionnaire provides personal information: 1) the name of the respondent, 2) the address, telephone number, and position of the respondent, and 3) suggestions from the respondent. In addition, the online questionnaire may be simultaneously distributed to the respondents. The questionnaire may also be more convenient for the respondents and researchers to answer and analyze the result, steering to accurate results data with open-ended questions, audio or visual recording and documentation, transcription of conversations, thematic analysis to identify common patterns and views, and the presentation of the main findings from discussions and interpretation of data related to the feasibility of the BIPA Internship MBKM program model in Thai schools.

2.5. Data Analysis

The data results were quantitative and then processed by descriptive analysis. Descriptive analysis was conducted by giving a percentage of each option in the questionnaire. The purpose of this descriptive analysis was to ease the researchers to analyze the data and find problem points and solutions. Furthermore, finding the large percentage of lecturers' needs for certain activities is the basis for developing this model.

FGD data analysis began with transcription of FDG participants' conversations, reading and in-depth understanding of transcription texts, identifying important components that appear in FGDs, followed by thematic analysis of significant findings in the design of BIPA internship MBKM program models in Thai schools.

3. Results and Discussion

Based on the development model (defining, developing, and evaluating stages). The results of this study presented the defining the research stage (the MBKM program optimization model needs analysis).

3.1 Results of Determining the Needs of the MBKM Program Optimization Model

Based on the survey results on several aspects of MBKM implementation, important information was obtained from several variables that can be used for needs analysis to develop an MBKM program optimization model at University of Islam Malang. Some of these variables are as follows: optimization of MBKM according to the perception of lecturers, the impact of MBKM on increasing lecturer capacity, the impact of MBKM on learning, the benefits of MBKM implementation on CPL fulfillment, obstacles

to MBKM implementation in study programs, optimization of MBKM implementation according to lecturers. The following are the results of filling out the questionnaire from these question items.

3.1.1 Implementation of MBKM in University of Islam Malang

The survey results from the first question about the activities that lecturers need to prepare so that the implementation of MBKM runs smoothly can be seen in Figure 2.

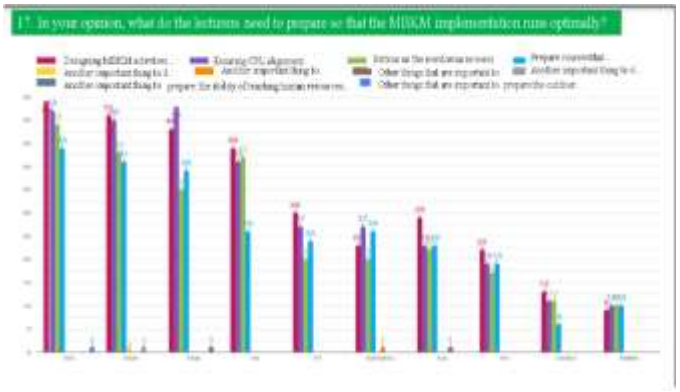

Figure 2. Results of Lecturer Preparation Survey for MBKM Program Implementation

Figure 2 shows that as many as 79.5% stated that it was necessary to design MBKM activities with partners. A total of 71.1% said they assured the alignment of CPL with its activities and assessments. As many as 57.8% mentioned preparing for a mentoring process. As many as 63.3% think of preparing the courses to be taken by the Study Program. Furthermore, as many as 18.5% stated other important things to be prepared, such as socialization, facilitating facilities and infrastructure, academic information systems, etc., implying that the essential activities to be carried out are (1) designing MBKM activities with partners, (2) aligning CPL and its assessment with various MBKM activities, and (3) preparing a guidebook for the guidance process.

3.1.2 Impact of MBKM on Lecturer Capacity Building

The survey results of the impact of MBKM implementation felt by University of Islam Malang lecturers are shown in Figure 3.

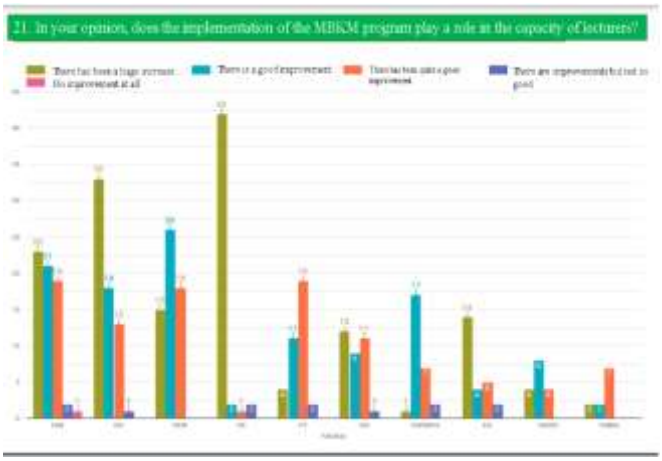

Figure 3. Survey Results on Lecturer Capacity Building

Based on Figure 3, it was obtained that in total, from 385 lecturers, it was obtained that as many as 39% of lecturers said there was an excellent improvement. A total of 30.6% was a good increase, and as much as 27% was an increase quite well. The remaining 3.4% said the increase in lecturer capacity was still lacking. If the limit of increase is good, 69.6%, the value may increase the capacity of lecturers to be well or very well, indicating the implementation of MBKM could increase the capacity of lecturers still needs to be improved.

3.1.3 Impact of MBKM on Learning

The survey results of the third question were about the impact of MBKM implementation on learning, can be seen in Figure 4.

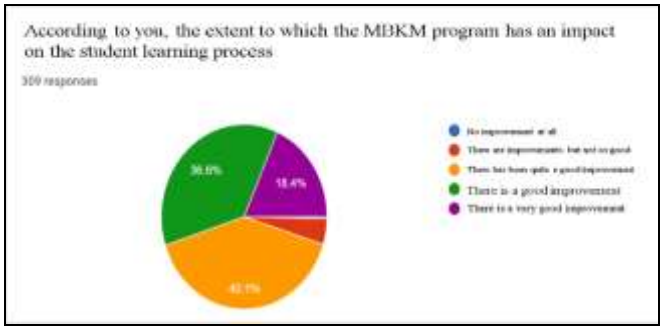

Figure 4. Survey Results of MBKM Impact on Learning Process

Figure 4 unveiled that as many as 18.4% said there was an improvement (very good), 36.6% said there was an improvement (good), 40.1% said there was an increase (good enough), and the remaining 4.9% there was an increase but still not good. If the limit of MBKM implementation is good, 55% of respondents, the value indicated a good improvement, implying an increase in the implementation of MBKM for learning still needs to be improved.

3.1.4 Impact of MBKM on Improving Student Hard Skills and Soft Skills

The results of the MBKM implementation survey in improving hard skills and soft skills for students can be seen in Figure 5.

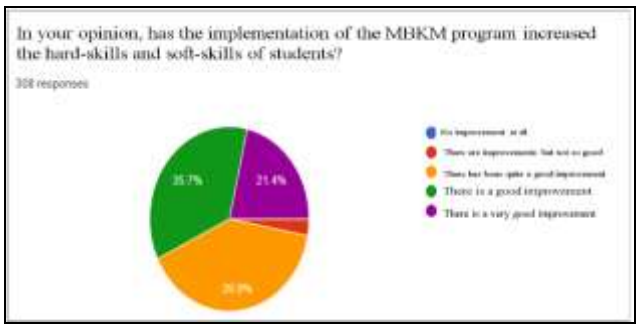

Figure 5. Survey Results of MBKM Impact on Student Hard Skills and Soft Skills

Figure 5 displayed that the implementation of the MBKM program also provided an increase in hard skills and soft skills for students. 21.4% of lecturers stated that there was an improvement (very good), 36.7% of lecturers stated that there was an improvement (good), 39.9% said there was a pretty good improvement, and the remaining 2% said there was not enough improvement. If the limit of increase

is good, then 58.1% of respondents might say there was a good improvement from implementing MBKM for students' hard and soft skills. The percentage still needs to be increased again.

3.1.5 Benefits of MBKM Implementation on CPL Fulfillment

The survey results of the benefits of MBKM implementation for the fulfillment of Graduate Learning Outcomes (CPL) can be seen in figure 6.

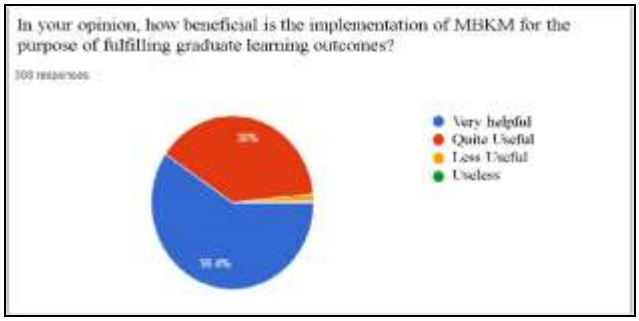

Figure 6. Results of the Survey of Benefits of MBKM Implementation on CPL Fulfillment

Regarding the benefits of implementing MBKM to fulfil Graduate Learning Outcomes, in Figure 6 it is explained that as many as 59.4% of respondents said that the implementation of this program was very useful, as many as 39% said it was quite useful, and the remaining 1.6% stated that it was less useful. If the limit of the efficacy of MBKM implementation is useful, then 59.4% of lecturers stated that the implementation of MBKM is beneficial or very beneficial for fulfilling CPL. Of course, this result still requires an improvement in MBKM implementation for CPL fulfillment.

3.1.6. Obstacles to MBKM Implementation in Study Programs

Furthermore, the survey results of obstacles to the implementation of MBKM in study programs can be seen in Figure 7.

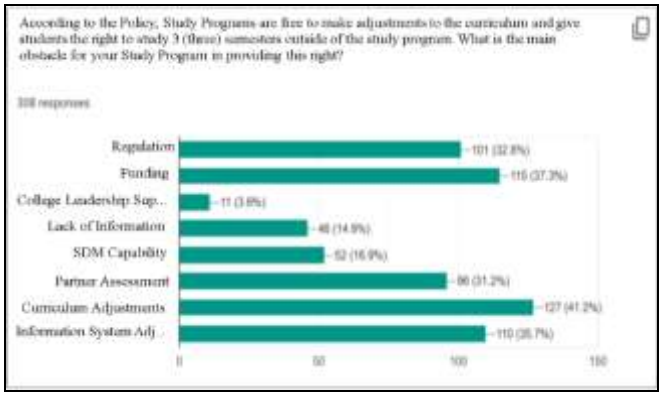

Figure 7. Survey Results of Obstacles to MBKM Program Implementation in Study Program

In the implementation of a program, of course, there are several challenges faced by program implementers. The study program faces several obstacles (Figure 7), such as the policy that the program is free to make curriculum adjustments and gives students the right to study 3 (three) semesters outside the study program. The obstacles are: a) Regulation (32.8%); b) Funding (37.3%); c) support from university leaders (3.6%); d) lack of information (14.9%); e) HR capacity (16.9%); f) partner assessment (31.2%); g)

curriculum adjustment (41.2%); and h) adjustment of academic information systems (35.7%). These results revealed that University of Islam Malang had the greatest obstacles in curriculum adjustment, followed by subsequent obstacles (funding), adjustment of academic information systems, and regulations. Thus, these four obstacles must be overcome to improve the implementation of MBKM to achieve hard skills, soft skills, and CPL fulfillment.

From the results of filling out the questionnaire described above, the percentage of achievement of MBKM implementation on lecturer capacity, learning, increasing hard skills and soft skills, and fulfilling CPL can be seen in Table 1. From Table 1, it can be obtained that the implementation of MBKM still needs to be improved to achieve this MBKM goal. The survey results also unveiled that obstacles must be overcome in implementing the MBKM curriculum, namely curriculum adjustments, funding, adjustments to academic information systems, and regulations. Thus, the results of this survey show that there is still a need for a model to optimize the role of lecturers in implementing MBKM to succeed MBKM. Because of this need, the next stage carried out by researchers is to design a model for optimizing the role of lecturers.

Table 1. Percentage of MBKM Implementation Achievement Criteria

No.	MBKM Destination Variables	MBKM Implementation Achievement Criteria			
		Excellent	Good	Enough	Less
1	Capacity building of lecturers	39%	30,6%	27%	3,4%
2	Improved learning process	18,4%	36,6%	40,1%	4,9%
3	Improving students' hard-skills and soft-skills	21,4%	36,7%	39,9%	2%
4	Fulfillment of Graduate Learning Outcomes	59,4%	-	39%	1,6%

3.2 Results of Development of MBKM Program Optimization Model BIPA Internship in Thai Schools

Based on the survey results, it still needs to be improved regarding on the implementation of MBKM to increase lecturer capacity, improve the learning process, increase hard-skills and soft-skills, and fulfill CPL to support IKU PT. The effort made by the researcher is to design a model that can improve the implementation of MBKM in support of IKU PT. We named this model "MBKM Implementation Optimization Model". MBKM Implementation Optimization Model Design based on problem-solving found at the defining stage (needs analysis). This model was chosen as a step to facilitate lecturers in implementing the MBKM program that is being launched by the Ministry of Education and Culture and Technology (2020).

The design of the MBKM implementation optimization model is prepared in the form of a chart displayed in Figure 8, illustrating the procedure for developing an MBKM implementation and optimization model and its application to the BIPA internship MBKM program in Thai schools. The reason for preparing the model in the form of a chart is to facilitate the framework for implementing the BIPA internship MBKM program in Thai schools implemented by lecturers and students.

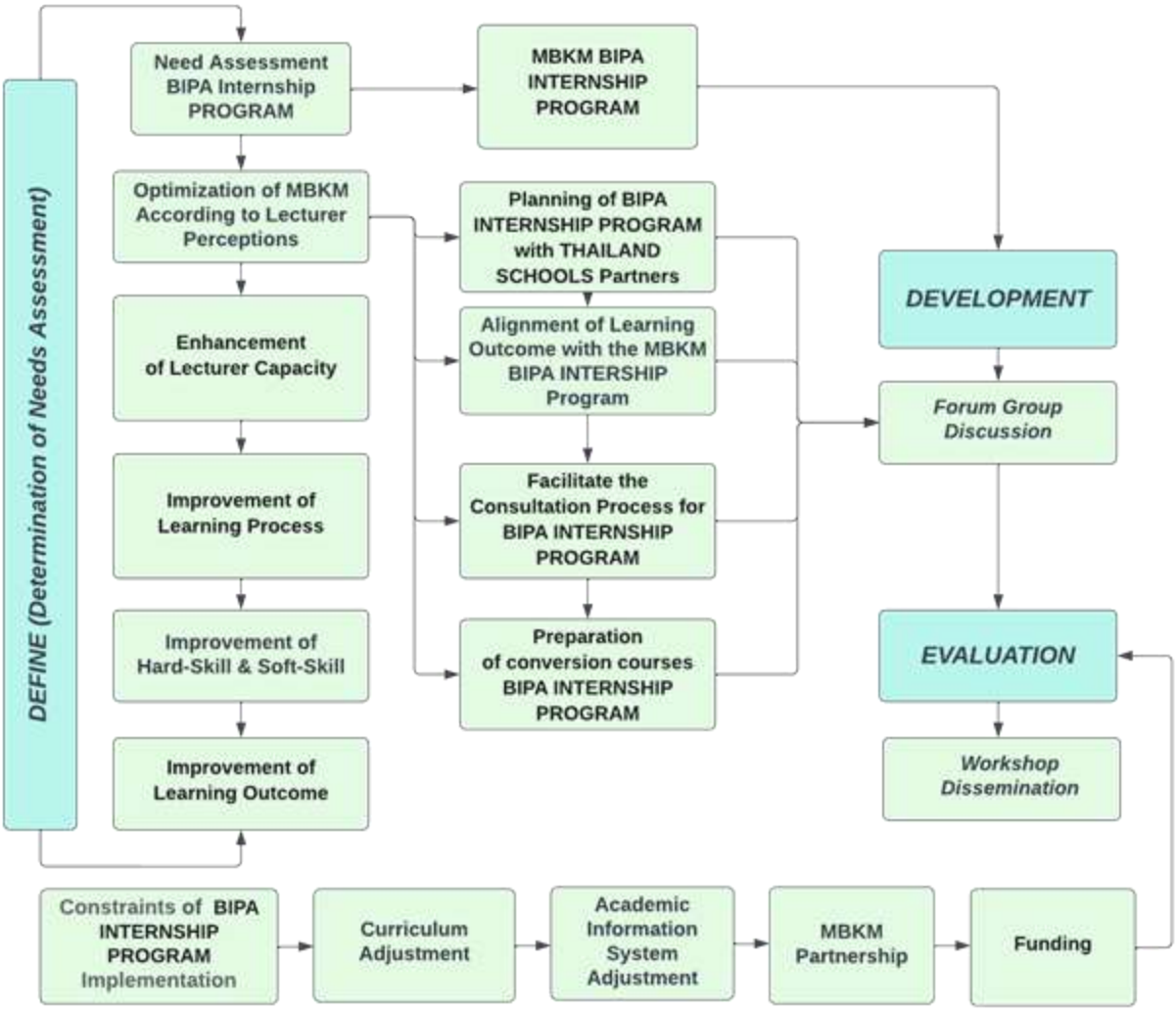

Figure 8. Conceptual Framework of MBKM Implementation Optimization Model BIPA Internship in Thai Schools

Figure 8 displays that the MBKM implementation model consists of 3 activities, expected to improve the performance of lecturers and students in supporting the achievement of graduate learning outcomes. In line with the MBKM implementation optimization model, its application in the BIPA Internship MBKM program in Thai schools is outlined in Table 2.

Table 2. Stages of MBKM Implementation Optimization Model

No.	Phase	Event Description
1	Define: Determination of BIPA MBKM Model Optimization Needs	The activities carried out in the first stage are an analysis of problems arising from the implementation of MBKM BIPA Internship in Thai schools, which includes the need for MBKM optimization according to lecturer perceptions, the success rate of MBKM implementation in increasing lecturer capacity, improving the learning process, improving hard-skills and soft-skills, increasing CPL fulfillment, and obstacles in implementing MBKM BIPA Internship in Thai schools.
2	Development	The development phase begins with a design stage based on determining optimization needs and obstacles that arise in the implementation of MBKM BIPA Internships in Thai schools. Activities in this stage include the preparation of a draft guidebook on (1) cooperation between PT and partners in order to formulate the BIPA Internship MBKM program in Thai schools, (2) alignment of CPL with BIPA Internship MBKM programs in Thai schools, (3) preparation of learning processes in accordance with the BIPA Internship MBKM program in Thai schools, (4) preparation of course conversion to match the BIPA Internship MBKM in Thai schools. In this stage, design is also carried out to overcome obstacles, namely making (1) curriculum adjustments, (2) adjusting learning information systems, (3) preparing partner cooperation with schools in Thailand, and (4) funding planning.
3	Evaluation	The evaluation stage is carried out by reviewing the implementation of the product **model for optimizing** the implementation of BIPA internship MBKM in Thai schools, namely guidelines for (1) the implementation of PT cooperation with partners in order to formulate the BIPA Internship MBKM program in Thai schools, (2) alignment of CPL with BIPA Internship MBKM programs in Thai schools in the curriculum, (3) preparation of the learning process to be in accordance with the BIPA Internship MBKM program in Thai schools, and (4) preparation of courses that are conventionally in accordance with MBKM. Furthermore, this product is tested for feasibility to measure the feasibility of the model in achieving optimal results on lecturer performance by conducting a *Group Discussion Forum* on product discussions. The revised product will be distributed to lecturers, students as participants in the BIPA internship MBKM program both for role optimization and case learning implementation. Product dissemination activities are carried out with w*orkshop*, lecturers and students can understand the results of the product well, so that with this understanding, it is expected that the lecturers' performance will be optimal.

3.3 Results of Evaluation Model Optimization of MBKM Program BIPA Internship in Thai Schools

In this development stage, the realization program will be tested and discussed in a group discussion forum (FGD). The implementation of this FGD was carried out to obtain improvements to the planned program to achieve optimal results in the implementation of the MBKM program. International Internship Program Development Workshop (MBKM) was conducted in 3 FGD sessions with 4 speakers with collaborative teams. The collaborative team comprises a research team, managers of the University

of Islam Malang BIPA internship program, graduates, and prospective practitioners of the BIPA internship program in Thai schools. FGD speakers are (1) internship program managers in Thailand from the Association of Education Cultural International (AECI), (2) Krabi Region Internship Program Coordinator, (3) East Java BIPA APPBIPA Experts, and Indonesian learning development experts.

The first FGD was carried out by a collaborative team with speakers from the management of the internship program in Thailand from the Association of Education Cultural International (AECI) with a focus on the topic of Review of BIPA Internship Program Implementation in Thai Schools and Future Development. The key findings of this FGD are as follows. (1) The existence of bilateral relations between Indonesia and Thailand, especially cooperation in education and culture, makes Indonesians accepted by Thai society with open arms, implying that the bilateral relations established between Indonesia and Thailand are good. (2) BIPA University of Islam Malang Internship Program in Thailand can be taught from primary to upper secondary education. The program has been implemented in BIPA Internships in Thai schools in 2023, where students teach foreign languages from Anuban (kindergarten) to Mattayum (high school) levels. (3) School conditions in Thailand vary greatly. Some institutions have already completed facilities, so BIPA teachers must adapt to school conditions related to the learning methods based on the facilities in the school that have been accommodated by the developed BIPA Internship Program model based on consideration of constraint aspects and the preparation of BIPA learning information systems that can be used to synchronize and unsynchronize, and the use of materials teaching variations and creative BIPA learning media.

The second FGD was conducted by a collaborative team with the Krabi Regional Internship Program Coordinator speaker, focusing on the Suitability of the BIPA University of Islam Malang Internship MBKM Program Model for Students in Thai Schools. The key findings of the second FGD are as follows. (1) The main objective of implementing the BIPA program is to strengthen the potential of language in Thai students because learning a language plays an important role in students' intellectual and emotional development and supports the success of other subjects learning. The internship program of Krabi Region management also supported the development of English and Indonesian in the Thai region. It is hoped that in the future, learning Indonesian will be important as a means of multilateral relations between countries throughout ASEAN. (2) BIPA learning activities in the classroom can be supplemented by language practice outside the classroom in extracurricular activities that have been relevant to the BIPA University of Islam Malang MBKM Internship program, which is designed to be integrated with community service activities that can be carried out with various activities such as praying, dancing, scouts, crafts, Islamic art, and others. Various extracurricular activities at this school can expand opportunities for practicing the Indonesian language in authentic communication. (3) Participants must have solid mental preparation, be competent in reading situations and conditions, be sociable, active, and creative, be open to those in charge, obey campus and school rules, and always communicate well. Debriefing on mental preparation to prospective BIPA Interns in Thai schools is necessary to fortify devotional, intelligent in reading situations and conditions, sociable, active and creative, and responsible internships.

From the third FGD conducted by a collaborative team with BIPA learning expert speakers, important findings were obtained as follows. (1) The MBKM model for BIPA internships in Thai schools can be implemented collaboratively with other universities, such as the State University of Malang, UMI Makassar, and others. (2) The target of BIPA learning can be expanded to elementary schools, high schools, universities, and Islamic boarding schools in Thailand. (3) To prepare administrative requirements, selection process, debriefing, monitoring, assessment, and technical coordination of departure and return. Based on these three things, the BIPA internship MBKM program in Thai schools can be carried out collaboratively with various BIPA-organizing universities in Thai schools. Its implementation can be expanded to universities and boarding schools in Thailand so that they are not

limited to schools, and improved quality assurance by increasing systematic administrative preparation, measurable mechanisms, and efficiency.

From the fourth FGD conducted by a collaborative team with expert speakers on learning design Indonesian, important findings were obtained as follows: (1) The selection of BIPA learning media needs to pay attention to the criteria of practicality, suitability to the objectives, student characteristics, and suitability of the learning process, (2) the use of information technology-assisted learning media can take advantage of varied applications, both graphic media, text, audio, video, animation, multimedia, and website-based learning. (3) In addition to assessments in the form of practice questions and direct written tests, digital assessments can be utilized that are integrated into LMS (Assignment, Hotpot, Quis, IMS CP, etc.), Google Applications (Google Form, Google Suite for Education, etc.), Edmodo, Quiz Creator, EasyQuizzy, Zoho Challenge, QuizStar, ThatQuiz, Quizzes iSpring, Microsoft Forms Quiz, Whatsapp, and Email. Based on these three findings, the BIPA internship MBKM program in Thai schools needs to be supported by the preparation of appropriate media and assessments, varied by utilizing information technology based on the student characteristics,school facilities, and competencies targeted in the MBKM BIPA internship program in Thai schools.

Discussion

The results of this study generally contribute to curriculum implementation, especially needs analysis and design of the development of a model that can be used to optimize the implementation of MBKM BIPA Internship in Thai schools.

Determination of Needs for MBKM Implementation Optimization Model Development

Based on the needs analysis results, various needs were obtained, which show that the development of an optimization model for MBKM implementation is needed to improve the achievement of MBKM implementation goals. The first need is the need to improve the learning process by lecturers to students. This learning process is not only carried out in the classroom, but this learning process is important to be done outside the classroom because the MBKM program conducts many activities outside the classroom. Therefore, a lecturer needs to design student-centered learning, collaborative and cooperative learning, project-based learning, or case-based learning that can be used to support the improvement of the learning process. Various research results show that student-centered learning can cause the learning process to be active (Brush & Saye, 2000; Estes, 2004; Hannafin et al., 1997; Overby, 2011). In addition, collaborative learning (Keser & Özdamli, 2012; Laal et al., 2012; Laal & Ghodsi, 2012; Palincsar & Herrenkohl, 2002; Soller, 2001) and cooperative (Brandt, 1991; Felder & Brent, 2001) are needed by students in acquiring the skills needed to be ready for the world of work. Thus, an MBKM implementation optimization model is still needed to support the success of MBKM implementation.

This is in line with several studies that show the role of lecturers in the learning process is not only a source of learning in the classroom, but lecturers also have a role in developing student character (Bali, 2013; Azhari & Alaren, 2017; Suhaida &; Azwar, 2018; Amri, 2021, in Sari et al., 2021: 118), increasing student achievement (Alam, 2018; Amri, 2021, in Sari, et al., 2021: 118), plays a role in increasing student social interaction (Maunah & Agustina, 2019, Amri, 2021, in Sari, et al, 2021: 118), and plays a role in increasing student learning motivation (Rofek, 2019, Amri, 2021, in Sari et al., 2021: 118). In addition, universities must also facilitate and realize the independent campus learning program for students as an effort to reform the education system (Independent Learning Guidebook, 2020).

The second need is the need to increase the capacity of lecturers in implementing MBKM. The results showed that it is important to prepare lecturers and teachers to implement the new curriculum (Decuir, 2017; Khan & Law, 2015; Sá & Serpa, 2020; Tom-Lawyer, 2015). Thus, this need has been

under the needs of lecturer capacity preparation. In implementing MBKM, lecturers have various roles in the sustainability of the program's implementation. With various roles undertaken, it seems that the MBKM program does not reduce the role of lecturers but instead provides high opportunities for lecturers to carry out the Tri Dharma Perguruan Tinggi/The Three Pillars of Higher Education practice (Amri, 2021, in Sari, 2021: 121).

The third need is the need to improve students' soft and hard skills in facing the world of work challenges. Various research results show that hard skills and soft skills are fundamental for students to master. For example, the results showed that only soft skills positively affected non-technical innovation, and only hard skills positively affected technical innovation (Hendarman & Tjakraatmadja, 2012). The results also showed that hard and soft skills positively affect work motivation (Nugraha et al., 2021). Hard and soft skills also affect a person's professionalism at work (Nurhasanah & Suparjono, 2020). Thus, it is imperative to improve students' hard and soft skills.

This result is also relevant to research by Sopiyansyah (2021: 36) that the Merdeka Belajar program is well designed and implemented so that students' hard skills and soft skills will be formed strongly (Director General of Higher Education of the Ministry of Education and Culture, 2020). The purpose of the Merdeka Belajar - Kampus Merdeka policy is to improve the competence of graduates, both soft skills and hard skills, to be more prepared and relevant to the needs of the times, preparing graduates as future leaders of the nation who are superior and have personality. From the two question points above, it can be concluded that implementing the MBKM program positively impacts students in the learning process.

The fourth need is the need for improvement in Graduate Learning Outcomes. The results of this data are in accordance with what is stated in the Independent Learning Guidebook (2020), that the Merdeka Belajar-Kampus Merdeka policy is supported by the diversity of learning forms and the existence of facilities for students to take their studies in 3 semesters outside their study program. The implementation aimed to fulfill the Graduate Learning Outcomes set by each study program with different forms of learning and provided opportunities for students as provisions to enter the world of work after graduating from undergraduate / applied bachelor.

The fifth need is to overcome the obstacles that arise in the implementation of MBKM. In research conducted by Fahmi (2020, in Fatimah et al., 2021) stated that obstacles are faced in implementing or implementing the independent learning campus curriculum (MBKM) based on the revised syllabus and RPS. Implementing a new program in schools and universities will not be free from obstacles or obstacles. The results of this study unveiled that four obstacles were very important to overcome: curriculum adjustments, system adjustments, funding, and regulations.

Development of MBKM Implementation Optimization Model

The analysis result unveiled the emergence of various needs that must be met in the implementation of MBKM. The researchers designed a model for optimizing the implementation of MBKM, as seen in Figure 8. Figure 8 displayed that the design of this optimization model followed the needs for optimizing the implementation of MBKM.

The first conformity is conformity with the perception of the lecturer. The survey results showed that the implementation of MBKM that needs to be implemented as an effort to optimize the implementation of MBKM is by (1) designing MBKM with Partners, (2) aligning CPL with the MBKM program, (3) preparing the guidance process, and (4) preparing courses. For this reason, optimization efforts according to the perception of lecturers also need to be implemented in real terms so that the program can run optimally and lecturers can achieve IKU PT.

The second conformity is conformity with the objectives of MBKM implementation, namely for optimization in increasing lecturer capacity, improving the learning process, increasing hard and soft skills, and increasing CPL fulfillment. This is in accordance with the application of the MBKM curriculum, which aims to prepare students to face challenges in the 21st Century by improving students' hard and soft skills and increasing the achievement of graduate competencies in order to succeed in becoming future leaders superior front and have a good personality (Junaidi, 2020). In addition, the application of this new curriculum is also useful for students in entering the world of work (Prijambada et al., 2020). For example, internship/work practice activities that send students directly to the place of work. Thus, the MBKM implementation optimization model is based on the objectives of MBKM implementation.

The third conformity is conformity with the obstacles that arise in the implementation of MBKM. These obstacles need to be overcome because these obstacles make the implementation of the program not optimal. These obstacles include curriculum adjustments, system adjustments, funding, and partner exploration. Therefore, these obstacles need to be followed up so that the implementation of the MBKM program and lecturer performance run optimally, namely through this MBKM implementation optimization model.

Thus, because it is in accordance with the need for optimizing the implementation of MBKM, the design of the implementation of MBKM is important to be developed further. Therefore, the next research will be carried out in the development stage, namely realizing the MBKM implementation optimization model and the guidebooks needed as a support system for this model. The supporting books to be developed are (1) guidelines for cooperation between PT and partners in order to formulate MBKM, (2) alignment of CPL with MBKM programs, (3) preparation of the learning process to be in accordance with the MBKM program, and (4) preparation of courses to be in accordance with MBKM. In addition, curriculum adjustments were also made, (2) adjustments to academic information systems, (3) adjustments to partner exploration programs, and (4) funding adjustments to the MBKM program.

Evaluation Model of MBKM Program Optimization BIPA Internship in Thai Schools

Programs realized in this development stage will be tested and discussed in a group discussion forum (FGD). The implementation of this FGD was carried out to obtain improvements to the planned program to achieve optimal results in the implementation of the MBKM program. The matters discussed in the FGD were efforts to improve the performance of MBKM BIPA internships in Thai schools tailored to the programs and needs of students and partner schools. The results obtained from the FGD will be used as model improvements to get the final optimization model and will be applied to study programs at universities implementing the MBKM program.

Based on the evaluation of the model conducted in the FGD by a collaborative team with the management and coordinator of the Krabi area program, BIPA experts, and Indonesian language learning design experts, it is known that the model design optimization of the BIPA internship MBKM program in Thai schools is appropriate and feasible to be implemented. This is shown by several things as follows. First, the establishment of bilateral relations between Indonesia and Thailand is well proven by establishing good relations between the managers of internship programs in Thailand schools and BIPA organizers at University of Islam Malang. BIPA learning is well received in Thai schools and has been implemented continuously until 2023 at the Anuban (kindergarten) to Mattayum (high school) levels. The optimization of the MBKM program in this Thai school has accommodated the consideration of constraint aspects and the preparation of BIPA learning information systems that can be used both synchronous and unsincronous, as well as a variety of creative BIPA teaching materials and learning media. In accordance with this, Heng, et al (2023) and Le & Johnson (2022) that the use of technology can improvement in digital knowledge and skills, greater readiness for blended/hybrid learning.

Second, the optimization model of MBKM program in BIPA in Thai schools is in accordance with the expectations of the internship management in the Krabi Region, namely developing English and Indonesian in the language development of students in the Thai region. It is hoped that Indonesian language will be important in the future as a means of multilateral relations between countries throughout ASEAN. The model has also been relevant to the needs of schools where internships are carried out in and outside the classroom as extracurricular activities. This compatibility is shown by the MBKM Internship program BIPA University of Islam Malang has been designed to be integrated with community service activities that can be carried out with various activities such as praying, dancing, scouts, crafts, Islamic art, and others. Various extracurricular activities at this school can expand opportunities for practicing Indonesian language in authentic communication.

Fifth, the potential of the BIPA internship MBKM program in Thai schools can be carried out collaboratively with various BIPA organizing universities, its implementation can be extended to universities and Islamic boarding schools in Thailand so that it is not limited to schools, and improved quality assurance with improved administrative preparation and mechanisms that are systematic and measurable in their achievements. This will be followed up with further developments to develop the implementation of the MBKM program optimization model in BIPA in Thai schools collaboratively tested for effectiveness. According to Hains-Wesson (2022)) practitioner-based model preparation and tools help create a framework for building and/or evaluating team teaching. Collaborative learning in teams should continue to develop as an alternative solution for optimizing learning programs.

Sixth, the BIPA internship MBKM program in Thai schools has been supported by the preparation of appropriate media and assessment, varied by utilizing information technology in accordance with student characteristics, school facilities, and targeted competencies in the MBKM BIPA internship program in Thai schools. The importance of attention to media use in BIPA learning is in line with Dereh's (2019) research, that Regular and BIPA classes certainly have different treatments. The problem of media in the BIPA class is a serious matter to be considered by the instructor. This implies that BIPA classes must be given different treatment in media use according to their level and characteristics (Purnomo &; Aster, 2021).

After going through this development stage, the dissemination stage is then carried out, namely the dissemination of the final product of the development of this MBKM implementation optimization model. The implementation of the deployment is carried out by conducting FGDs. Lecturers who understand the designed program will provide innovations in the learning process and support lecturer creativity in developing applied learning. Thus, IKU PT, namely, students get real learning experience outside the campus can be achieved, and the implementation of the BIPA internship MBKM program in Thai schools can run effectively and efficiently.

4. Conclusion and Implications

The results of a needs analysis were obtained from the research and discussion results, which showed that it was necessary to develop an optimization model to implement this MBKM. This need is based on the fact that there is still a need to improve the learning process, still need to increase the capacity of lecturers, still need to increase students' hard and soft skills, still need to increase CPL fulfillment and overcome the obstacles that arise in the implementation of this MBKM. Because the analysis showed that it was necessary to develop an optimization model for MBKM implementation, a design for the optimization model for implementing MBKM BIPA internships in Thai schools was prepared. In addition to the results of the needs analysis, the design of the MBKM implementation optimization model for BIPA internships in Thai schools is also in accordance with the objectives of MBKM implementation in order to improve students' skills to face the challenges of the world of work and support IKU PT, namely students who have experienced real learning off-campus through BIPA

learning internships in Thai schools. The results of the model evaluation conducted in the FGD obtained a feasibility assessment and the suitability of the MBKM implementation optimization model with its application to the BIPA internship program in Thai schools. This is also shown by the effectiveness and efficiency of its application in implementing the BIPA internship MBKM program in sustainable Thai schools.

Acknowledgements

This is study was funded by the Directorate of Higher Education, Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia through Penelitian Dasar Kompetitif Nasional 2023 (contract number: 183/E5/PG.02.00.PL/2023).

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