



Need Analysis of Indonesian Universities' Micro-Credential Program- Heading to the Digital Internship NetworkFuture Learning Activities

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ARTICLE INFO ABSTRACT

This study investigates the field's requirements concerning the university's Micro-Credential Program. Education, such as learning 4.0, is advantageous for the future to rekindle educational endeavors, these developments must be implemented immediately. This qualitative descriptive study was conducted using a survey between September and December 2022. Questionnaire is used to obtain data. Using questionnaire sheets, university course information is collected. Data descriptive and qualitative analyses were carried out. Participating universities in Indonesia included Universitas Negeri Surabaya, Universitas Negeri Jakarta, Universitas Negeri Semarang, Universitas Negeri Makassar, and Universitas Terbuka. The research findings demonstrate that micro-credential programs are required for university-level education. Micro-Credentials are essential and must be implemented in higher education. Establishing micro-credentials for universities is the next step that must be taken.

Keywords: training, micro credentials, internship

Introduction

Micro credentials were developed in response to a demand in the market, and they enable individuals to complete condensed, career-focused coursework at their own discretion and in their own time. However, due to the fact that micro-credentials are only valid for a limited length of time, the incentives that come along with them, such as digital resources, are generated on a regular basis. As a result, issuing and verifying the micro-credential in a short amount of time can be difficult, and the fact that it can be forged by users renders the credentials untrustworthy. A micro-credential, which will allow users access to career-oriented courses and appears to be the perfect answer to help people keep up with the trend and improve their skills, appears to be the perfect solution. In addition to this, the micro credentials system encourages learning that is career-focused. This means that individuals can learn new skills and improve existing ones in order to stay up with the quickly expanding industries of today. Another key aspect to consider is that the normal duration of a micro credential course is between 10 weeks and a year, which means that a person is not required to make a time and financial commitment to complete the programme. When a user successfully completes a course, they will be awarded a digital badge as a form of acknowledgment as part of the system that is being suggested. Students can expand their abilities outside of the classroom with the assistance of a micro-credential programme, which offers courses that focus on developing particular skills. It often consists of more than a single course but less than a complete degree's worth of work. A "visual representation of your capability" can also be referred to as a micro credential. A person can improve their level of expertise by enrolling in a brief course, which is offered by a variety of establishments; upon successful completion, participants are awarded a manual certificate. However, manual certificates can be a disadvantage due to the lack of space that allows for the inclusion of

specifics regarding the skills that were obtained. A person who takes a large number of short courses will wind up with a larger number of certificates, which will make it more difficult for them to present all of their credentials during a job interview. Additionally, a manual certificate can be misplaced or damaged, in which case it will take a significant amount of time and money to obtain it again.

Merdeka Belajar Kampus Merdeka (MBKM) is an Indonesian curriculum currently in use (Achmad et al., 2021; Adhipertama et al., 2021). MBKM is a means for the government to better educate pupils about future challenges in the industrial sector. Therefore, kids must not only concentrate on a singular form of learning activities but also be sensitive to numerous types of difficulties in their environment. MBKM is an innovative initiative capable of bringing about significant changes for Indonesian higher education students (Ahmadi et al., 2020; Alfath et al., 2021). MBKM allows students to select what is beneficial and what they want to live in the lecture process (Anam et al., 2020; Anas, 2019).

Consequently, learning activities should be considered. In light of these issues, it is necessary to implement a suitable and suitable learning model. The designed soft-ware is a program for online learning that can facilitate the adopt campus learning (Adhipertama et al., 2021; Arriyani & Pratama, 2021). Since implementing the MBKM curriculum, universities in Indonesia have attempted numerous innovations (Ayzaz Tunc, 2017; Baharuddin, 2021). Nonetheless, a .newslide has been created to promote the adoption of MBKM in Indonesian colleges. Micro-credential pro-grams develop capable future leaders; the micro certificate program is a new initiative that will give students the option to study off-campus. In today's era of information transparency, the micro-credential program is present in colouring education (Baydilli & Selvi, 2021; Beck & Neil, 2021). This micro certificate program aims to awaken the freedom of studying at Indonesian universities. There is currently no micro-credential program that can meet teacher students' learning demands and flexibility to enhance their skills. Therefore, the growth of this micro-credential program is the appropriate action to accommodate the range of teacher students' learning (Beck & Neil, 2021; Cao et al., 2021). This endeavour enables them to become students capable of understanding and determining what they need to master (Clausen, 2022; Dewi et al., 2018). It is consistent with the MBKM idea of allowing students the flexibility to engage in any activity that supports their skills.

Method

Between September and December 2022, a questionnaire survey for this study was completed. This study attempts to look into the Micro-credential Program's demands for students. The method of gathering data is a questionnaire. The instrument for data collection was an observation sheet. Observation sheets are utilized to collect data regarding university courses. The research data were analyzed descriptively and qualitatively. The data collection method used by researchers is suitable for analyzing the educational needs of students. The system was chosen because the subject matter is a prerequisite for Education majors. It encourages researchers to investigate the learning in these courses.

The study's goal was to identify issues in universities relating to the implementation of learning and the availability of learning media. Despite this, observations were conducted to determine the learning process and the types of learning resources utilized to date. Professors and students were interviewed to determine the necessary learning conditions and types of learning media. A needs analysis aims to select the type of learning that students require during the learning process. Students were pro-vided with questionnaires regarding the evaluation of Micro-Credential Program learning requirements.

The interview process was conducted with care, and the appropriate instruments for Micro-Credential need in learning. A distributed team conducted interviews at all universities to collect data that was accurate and consistent with the conditions of the field.

This study's sample consisted of 100 students from Universitas Negeri Surabaya, Universitas Negeri Jakarta, Universitas Negeri Semarang, Universitas Negeri Makassar, and Universitas Terbuka. The research sample of 100 students were evenly dis-tributed and representative of the actual situation of students in the field. A survey was conducted using a Google form questionnaire and semi-structured interviews to collect data. Among the instruments utilized for preliminary research is a question-naire. To collect increasingly precise data, researchers conducted in-person or virtual consultations. For observational purposes, the researcher followed the learning directly in the classroom and observed the learning process now. By analyzing and summarizing the collected data, descriptive qualitative data analysis provides an over-view of the conditions and situations in the field.

Results

Depending on the topic of the research, each course presents the data processed by the researcher. This study included the participation of 100 students from Universitas Negeri Surabaya, Universitas Negeri Jakarta, Universitas Negeri Semarang, Universi-tas Negeri Makassar, and Universitas Terbuka. The conclusion that can be drawn is that students must participate in a Micro-Credential Program to feel satisfied with their education because they are learning something new. With this concept, students will enthusiastically engage in the learning process. It should be noted that students enjoy learning when novelty is present.

This section describes how each course can utilize the Micro-Credential program for educational purposes. In an initial step, the researchers arranged the methods listed below to be used in Micro-Credential programs. This design will eventually serve as the basis for the development process that will be conducted as a continuation of the current research on needs analysis.

The Most students (89%) believe that the most recent educational issues must be presented via digital storytelling. Through digital storytelling, students will quickly grasp education-related topics. Students utilized digital storytelling as a multidimensional platform (Douglass et al., 2022; El-Arris et al., 2021).

Students (86%) stated that the supporting material for digital storytelling is the digital storytelling element. Digital storytelling possesses interdisciplinary in interaction (Endrawan et al., 2021; Engin & Donanci, 2016). Students will have the ability to design digital stories if they comprehend the elements of digital storytelling. Students (88%) expressed interest in the product form consisting of short videos for digital storytelling. Students can play digital storytelling and review the short videos multiple times using short videos. Brief video narratives can be a useful tool (Fajar, 2020; Farida, 2019).

According to 85 percent of students, YouTube is the best social media platform for publishing digital storytelling works. It is due to the public's ability to quickly search YouTube, as well as YouTube's ability to filter copyrighted content. YouTube video is one of the most popular and easily accessible sources for sharing information (Fauziah et al., 2022; Fauziah, 2020)

88% of students agreed that materials for digital storytelling must include seven elements of digital storytelling. These elements are a point of View, A Dramatic Question, Emotional Content, The Gift of Your Voice, the Power of Soundtrack, Economy, and pacing. With the addition of these seven elements to digital storytelling, the final product will be considerably more appealing and readily accepted by the general public. Students' digital stories demonstrated steady improvement in digital storytelling elements (Fyfield et al., 2019; Gambhir et al., 2018).

Most students (85%) explained that instructors must involve students in creating digital story scripts. Collaboration between professors and students will enable the production of university-acceptable works. The combination of professors and students will pique the interest of all segments of society in the digital storytelling products created. Collaborating with instructors and students to develop each employed learning model can motivate students (Gamarini et al., 2021; Godshalk & Messatzzia, 2022).

85% of students stated that instructors must involve students in creating digital story scripts. Professors and students will be able to produce university-acceptable works through collaboration. The combination of professors and students will pique the interest of all segments of society in the resulting digital storytelling products. Motivating students is possible through collaboration between instructors and students in creating each employed learning model (Hastings & Latchem, 2017; Hausknecht et al., 2019).

Most students (89%) stated that digital storytelling challenges and solutions must be described in detail. By understanding the challenges and solutions associated with digital storytelling, students can create community-acceptable digital storytelling. Digital storytelling uses audio, video, and music to convey event-related information (Hausknecht et al., 2019; Hukom, 2019).

Students reported that it was easier to comprehend the fundamentals and elements of digital storytelling when presented with video tutorials, demonstrations, and animations. Incorporating video into digital storytelling will make it easier for students to comprehend. Additionally, students in the modern era enjoy various types of videos because they can increase their enthusiasm for learning. Digital storytelling can improve students' cognitive ability (Humrickhouse, 2021; Jiao, 2021).

Students (86%) indicated that video tutorials, demonstration videos, and animation videos made it simpler to comprehend digital equipment and the ethics of digital storytelling production. Due to video media's visual and auditory components, students will be more engaged in their learning. Video as an effective form of media (Jordan et al., 2021; Kamelia, 2019). Students in the modern era prefer digital and simple objects because they can use them anytime. Therefore, the videos must also be accessible on their smartphones.

Students (87%) indicated that online learning is the optimal method for mastering the fundamentals, finite elements of digital equipment, and the ethics of digital story-telling production. They understand that online learning will allow them to maximize their time and effort for more effective and efficient learning activities. Online Edu-cation can enhance the quality of education (Keller et al., 2021; Kholik et al., 2022).

Students (87%) indicated that Project-Based Learning is the most appropriate learning model for mastering the fundamentals, finite elements of digital equipment, and the ethics of digital storytelling production. This learning model can train students' creativity while expanding their understanding of digital storytelling. By creating digital storytelling products, students can mobilize the resources at their disposal to enhance their competencies, as evidenced by the products they produce. Digital storytelling media can make students more enthusiastic (Kodrat, 2021; Kulkarni et al., 2021).

88% of students believe that the flipped classroom strategy should be implemented in teaching and learning, particularly in hybrid learning. Students will be more prepared for class with flipped classrooms. It is because they have already read and comprehended the material before entering class. As a result of classroom learning activities, students discuss what they have learned. It is deemed more effective than students without not know the material they will study. The flipped classroom is an approach to blended learning that has garnered considerable attention (Lampropoulos et al., 2021; Maina et al., 2022).

90% of students indicated that learning media is necessary to comprehend the flipped classroom approach. Numerous learning activities, such as the flipped class-room method, rely heavily on instructional media. With the availability of learning media, educational activities will become more efficient and effective. It will improve the student's ability to comprehend the material. The purpose of teaching media in educational activities is to enhance communication and learning (Mojzisoova & Takac, 2020; Mokodompit et al., 2021).

88% of students indicated that the learning media in the flipped classroom material must include practical aspects of the teaching process. Modern students strongly prefer specific things, as they can quickly grasp them. Naturally, as instructors, we must understand what students enjoy and strive to do so. The basic premise of the flipped classroom method is that students acquire knowledge at home (Muhali, 2019; Nasution, 2019). 85% of students stated that implementation challenges and solutions must be de-scribed in detail. Students will be prepared to learn with the flipped classroom approach if they know the challenges and solutions associated with its use. In a flipped classroom, typically, classroom-based learning activities are conducted outside of the school (Nugraheni, 2018; Olcott, 2022).

Students (88%) reported using video editing applications on mobile phones or personal computers to create instructional videos. With easy access to information, students can study anywhere, at any time, and more efficiently. Self-taught students can master all fields if they are close to technology. The video is then subjected to an editing procedure to remove the portions that exceed the legibility distance (Ortolani et al., 2016; Prasetya & Hirashima, 2018).

YouTube was identified by 86% of students as the learning video upload platform created by the teacher and easily accessible by students. With these platforms, students can find numerous straightforward learning videos at no cost. They will be able to learn more efficiently if they utilize YouTube. YouTube is the most popular video platform in the world, providing entertaining videos and enabling many professional and amateur teachers to upload instructional videos for users to learn specific skills (Putri, 2018; Putry & Solfema, 2019).

88% of students stated that the material for classroom management with a flipped classroom approach must include the procedure for creating high-quality learning videos. Materials of a high caliber will bolster students' motivation to learn. Students will be enthusiastic and interested in learning if the material provided is high quality and enables them to increase their competence in the modern era. The flipped class-room is effective because students can view class videos at home (Putry et al., 2020; Rakhmadian & Fandyansari, 2019).

87% of students reported that digital-based learning media made the flipped class-room material easier to comprehend. With digital media, students can participate in educational activities anywhere. Additionally, a digital platform will make it simple to bring learning materials and store them on their smartphones. Students will be introduced to the material while clinical placement, with classroom instruction occurring concurrently (Ridha et al., 2021; Rizky, 2021).

Students (88%) indicated that digital-based media in video tutorials, demonstration videos, and animated videos would make the flipped classroom approach material easier to grasp. The flipped classroom's video formats will create video tutorials easier for students to comprehend. The purpose of instructional video learning media is to pique students' interest in attending (Rodiyah, 2021; Rumaningsih et al., 2021). Additionally, students in the mod-ern era enjoy various types of videos because they can increase their enthusiasm for learning.

Students (86%) indicated that online learning is the optimal method for mastering the flipped classroom approach. Pairing flipped classroom pedagogy, in which students engage with content independently before a synchronous lecture, is an effective instructional strategy (Sahertian et al., 2020; Saputra & Mujib, 2018). They recognize that online learning will allow them to maximize their time and effort for more effective and efficient learning activities.

Students (89%) indicated that Project-Based Learning is the most suitable learning model for mastering the flipped classroom approach. This learning model can cultivate students' creativity as they acquire more knowledge of learning materials. Students will be able to mobilize the resources they possess to increase their competence by producing goods, as evidenced by the products they create. Interactive learning processes result from these essential skill-training learning characteristics (Schwichow et al., 2022; Senocak & Kir, 2022).

86% of students believe short learning videos are effective teaching and learning tools. Students can access and comprehend all learning materials more quickly with instructional videos. Learning video makes learning more engaging; learning videos must be created; one of the most exciting learning videos already exists (Setyawati et al., 2022; Shu et al., 2019). Learning videos enhance student proficiency by facilitating rapid and precise comprehension.

90% of students reported using short learning videos in the teaching and learning process. Typically, students obtain instructional videos through the YouTube platform or directly from the lecturer. Those who can play the learning video anywhere and anytime will find this helpful. One of the most notable advantages is accessing the course instruction videos at any time and from any location (Sodikin, 2019; Sopiandiah et al., 2022).

Students (86%) indicated that the mastery of short learning video competencies could benefit from social media. In a time when millennials' daily diet consists primarily of learning videos. By mastering the ability to create short videos, students can efficiently utilize social media that is advantageous to them. Learning through video media demonstrates students' and parents' online enthusiasm for education (Stanley, 2021; Steiner, 2009).

YouTube was cited by 88% of students as a platform that can be used and is easily accessible for uploading or viewing short video lessons. YouTube facilitates student access to educational videos. Additionally, it enables everyone to use their YouTube account for free if they wish to upload YouTube learning videos. YouTube is an online video-sharing platform that allows users to upload, view, and share videos from around the world; therefore, it can also be used for media-based online education (Sumarni et al., 2020; Supriadi & Hignasari, 2019).

The pre-production, production, and post-production processes of brief learning videos must be included in the learning media, according to 89% of students. Students will understand how to create learning videos from scratch after using the learning media. Learning materials can effectively convey the topic so students can visualize the phenomenon (Susana & Brahma, 2020; Tzima et al., 2020). It will assist them in carrying out the task of creating learning video products.

Eighty-six percent of students stated that the process of creating short learning videos must include an intuitive video editing application. Students must understand editing software. With the information about video editing applications, students will be better equipped to carry out production tasks involving the creation of instructional videos. Without editing software knowledge, students will be rushed to create instructional videos that are accurate and effective. The video produced by the students is an output-based learning activity that reflects a meaning-making process after the project (Utomo et al., 2021; Vanka et al., 2020).

Students (88%) reported using digital-based learning media was simpler than comprehending short video learning material. Currently, digital learning media is the primary commodity in educational activities. With the availability of digital learning media, it will be easier for students to engage in learning activities at any time or place. The effect of modern digital technology will make learning much more straightforward. Learning media is an essential component of educational activities (Villafane et al., 2018; Villalustre Martínez & del Moral Pérez, 2014).

Students (86%) indicated that it was easier to comprehend the material using the short video approach; learning would be easier to understand using digital-based media such as video tutorials, demonstrations, and animated videos. Students will learn the material more easily if it is presented in in-depth videos. Additionally, students in the modern era enjoy various types of videos because they can increase their enthusiasm for learning. Videos are the most prevalent learning objects for providing theoretical concepts (Wang et al., 2021; Yustika et al., 2019).

Students (89%) indicated that Project-Based Learning is the most suitable learning model for mastering the competency of short learning videos. This learning model can cultivate students' creativity as they acquire more knowledge of learning materials. Combining images and sound, instructional videos equipped with a combination of the two are practical for use in educational activities [76], [77]. By creating products, students can mobilize the resources necessary to enhance their competencies, as evidenced by the developments.

87.36% of 100 students stated that they required a learning concept with micro-credentials. It is explained in greater detail by the findings of interviews indicating that students desire to learn based on their growing enthusiasm. The current idea of micro-credential encourages students to incorporate the concept into their learning. They hope that future innovations and learning directions will refer to the idea of micro-credentials and make them feel satisfied when participating in learning activities.

This product development resulted in the creation of a micro certification program. This program produces favorable changes in student learning. The construction of a micro-credential program is based on the independent campus learning program (MBKM), a curriculum for all Indonesian universities. In addition, this product will have a substantial effect on enhancing the quality of student learning and fostering their creativity. This micro certificate program is a novel development in higher education.

The designed programs have many positive effects on the advancement of the education industry. This program makes college learning easier to execute. In addition, the government's MBKM curriculum will be significantly simpler to implement and improve university education. Micro certificates will have a significant impact on learning in higher education. The findings of the researchers' investigations demonstrate this. Students are enthused about implementing this program, and lecturers will also be able to execute MBKM more effectively and get satisfactory outcomes.

In addition to creating micro certificate programs, producers of this product also provide learning videos, learning methodologies, and instructional materials. In addition, developers are also creating usage guides. The generated use manual is helpful as a guide for students to utilize the micro-credential program effectively. The installation of the application is also described in full in this manual. Students can use the developed program without problem if they consult the usage guide.



Figure 1. Students' External Campus Programs.

The Minister of Education and Culture Decree 754 in 2020 describes the transformation of higher education through the implementation of 8 Key Performance Indicators (KPIs). These KPIs include the translation of 4 Higher Education policies. Strategic Plan 2020–2025 of the Ministry of Education and Culture. Performance metrics Geared on enhancing the pertinence of Higher Education through IDUKA (Industry, Business, and Employment). In order to guarantee the effective execution of IKU, particularly with regards to the rights of each individual Students are required to engage in activities and dedicate themselves to studying for a duration of one semester in the program. Additional research and/or two semesters of study outside of college, as deemed suitable. Regulation No. 3 of 2020, issued by the Minister of Education and Culture, pertains to the standards for higher education at the national level. The Ministry of Research, Technology, and Higher Education (SN Dikti) oversees a total of eight Independent Campus operations, which are as follows: Can be classified as micro credentials. A micro credential is a phrase used to describe a small-scale certification or qualification that focuses on a specific skill or area of expertise. Micro-certification is a type of credential that students can get. Conduct a hands-on learning activity on a sequence Acquiring skills, information, and attitudes in order to achieve a specific goal. Subsequent to that, there are specialized competencies. The Micro credential Program is a developmental program. Students' proficiency in both technical and interpersonal skills, particularly in relation to Prepared to confront the fourth industrial revolution. This program will allocate or offer available storage or capacity. To maximize the breadth of pupils' competencies spans diverse domains of industry and technology, including the realm of artificial intelligence, machine learning, UI-UX design, deep learning, and Advancement of additional digital applications. This is significant due to the current condition or situation. This necessitates individuals with the ability to compete on a global scale and can effectively adjust to the challenges of a disruptive era such as the present one.

3.1. The Certified Independent Study and Internship Program (MSIB)

The Certified Independent Study and Internship Programme (MSIB) is one of the eight planned learning methods in the Independent Campus Policy. Aside from the MSIB programme, other programmes include engaging in community service projects in rural areas, instructing in educational institutions, participating in student exchange programmes, conducting research, undertaking entrepreneurial endeavours, initiating independent studies/projects, and participating in humanitarian initiatives. This strategy was implemented to equip students with the necessary skills and knowledge to adapt to social, cultural, and professional changes and advancements. Given the rapid advancement of technology, it is crucial for students to develop competences that enable them to readily adjust to the changing demands of the modern era. Establish connections and align not only with the global industry and the workforce, but also with a rapidly evolving future. Particularly for the MSIB programme, students have thus far lacked sufficient exposure to real-world business and professional settings, resulting in a diminished level of preparedness. Employment. Temporary internships with a duration of less than 6 months are insufficient in providing students with the necessary industry experience and competency. Companies that offer internships often argue that short-term internships are not particularly beneficial and can even interrupt industry activity. The MSIB programme spans a maximum of two semesters, offering ample opportunities for students to gain practical experience through direct workplace learning, often known as experiential learning. Throughout the programme, students will acquire both hard skills (such as sophisticated problem solving and analytical skills) and soft skills (including professional/work ethics, communication, and cooperation). The temporary sector attracts skilled individuals who, if deemed fit, can be directly hired, hence minimizing expenses associated with recruitment and initial training/induction. Students with prior working experience will possess greater self-assurance when transitioning into the realm of employment and professional pursuits. This effort will facilitate the transfer of

industry concerns to universities, resulting in the updating of teaching materials, enhancing the learning experience of lecturers, and making research themes in higher education more relevant.

1 MAGANG DAN STUDI INDEPENDEN

Magang Bersertifikat – membangun kompetensi yang dibutuhkan oleh industri dan organisasi kelas dunia

Magang Bersertifikat

- Mahasiswa **magang** di perusahaan / organisasi selama **1-2 semester penuh**
- Uang saku** dan **biaya hidup** selama magang disubsidi Pemerintah
- Mahasiswa menerima **sertifikat kompetensi** dari perusahaan setelah selesai magang

Memecahkan permasalahan/ isu yang nyata

- Mahasiswa diberikan **masalah nyata** yang berdampak
- Bekerja dalam **kelompok**

Pembimbing atau mentor full-time

- Dibimbing oleh **mentor staf profesional full-time**
- Program **magang** yang terstruktur

Imersi dan disertai sertifikasi Industri

- Disertai **sertifikat industri** di akhir magang
- Durasi program 1 semester

Figure 2. Certified Internship Requirements' Program for Students.

The Internship Acceleration and Ecosystem Development Grants (IAEDG) is a grant program initiated by the Ministry of Education and Culture. Its purpose is to expedite the transition of students from the academic environment to the professional world. Under the Independent Learning policy Episode 2, the Ministry of Education and Culture is seeking collaboration with world-class organizations to develop high-quality internship programs. These programs aim to provide students with practical experience in addressing real-world problems or projects in the industrial sector. Similar to sowing a seed, if you properly fertilize, nurture, and tend to these plants until they bloom and produce fruit, you will undoubtedly obtain a delectable harvest. Similarly, the same applies to the process of hiring employees. The industry cannot solely rely on waiting for the campus to produce high-caliber people who are prepared to be recruited and perform tasks in the industrial sector. The campus had to shift its focus only to academic and internal campus issues. We anticipate a seamless integration of alumni into the industrial sector.

1 MAGANG DAN STUDI INDEPENDEN

Studi Independen Bersertifikat – program pembelajaran di organisasi kelas dunia yang diseleksi dan diakui Kemendikbudristek

Studi Independen Bersertifikat

- Mahasiswa mengikuti program **sertifikasi** atau **short course** yang diakui Pemerintah selama **1 sampai 2 semester penuh**
- Biaya partisipasi** dan **biaya hidup** selama studi independen disubsidi Pemerintah
- Mahasiswa **menerima sertifikat** jika lulus program sertifikasi atau short course

Berbasis studi kasus / proyek nyata

- Mahasiswa diberikan **masalah nyata** untuk dipecahkan selama masa belajar
- Bekerja dalam **kelompok**

Pembimbing atau mentor full-time

- Dibimbing oleh **mentor staf profesional full-time**
- Mahasiswa bisa berdiskusi dan meminta bimbingan kapanpun

Imersi dan disertai sertifikasi Industri

- Disertai **sertifikat industri** di akhir magang
- Durasi program 1 semester

Figure 3. Students' Certified Internship Terms and Conditions.

Organizations can also support students in pursuing independent studies. As an illustration, a renowned digital technology business offers accredited independent study programs to 3000 students who have studied Deep Learning (both structured and unstructured data) for a duration of 4 months. The organization offers a comprehensive range of educational curricula and learning tools, which encompass both instructional materials and expert teachers. Companies offer possibilities for students to acquire soft skills. Following a 4-month period of studying, students then participate in a 1-month team project. Upon the completion of the project, the company awards Deep Learning Practitioner Certificates to participating students.



Figure 4. Certified Internship Partnership Institutions



Figure 5. Certified Internship Program Possibilities.

The internship selection procedure, conducted by Partners IDUKA, involves the placement of students in internships or independent studies that align them with the appropriate project role within the organization. If we compare Mitra IDUKA to a house, it can be seen as a complex structure with several components such as foundations, floors, walls, pillars, furnishings, doors, windows, and roof. Each component possesses distinct features and qualities. From a functional standpoint, each piece operates independently and in parallel. The roof, despite being positioned at the top, is not superior to the walls, floor, and other elements. Each part serves its own purpose based on its inherent capabilities. The roof and wall cannot serve interchangeable roles due to their differing potentials. While it does not completely eliminate the possibility of an expanded potential, each of these factors can subsequently substitute for one another. Similarly, inside a company or organization, each position necessitates specific qualities and corresponding abilities. By placing interns in roles that align with their potential, they will be able to effectively contribute and demonstrate optimal performance. The optimal selection of an internship location that aligns with your desired career path is contingent upon the convergence of interest, available opportunities (such as internships or independent study), and personal aptitudes encompassing both soft and hard skills

Conclusion

The research concludes that Micro-Credential Programs are essential for university education. For students to be enthusiastic about learning, fun and enthusiasm for learning must permeate the classroom. Students believe that micro-credentials will increase their enthusiasm for learning in school. The delivery of Higher Education at the university level requires innovation. This idea is known as the Micro-Credential Program. It will contribute to the growth of higher education. This invention will enable pupils to retain a high level of learning motivation. Students' basis will be proportional to their accomplishments. A micro-credential program is essential and must be implemented in higher education.

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