



Implementation Of The Independent Learning Curriculum: A Case Study On The Overseas Internship Program In The D-IV Mechanical Engineering Department At The State University Of Surabaya

Adellia Alliena¹, Weni Rosdiana^{2*}, Iis Oktafiani³, Nidia Sabela⁴, Tia Nur Nabila⁵,
Veny Trisnawati⁶

¹²³⁴⁵⁶Bachelor of Applied Public Administration, Faculty of Vocational Studies, Surabaya State University, Indonesia
wenirosdiana@unesa.ac.id

Abstract. Implementation of the Merdeka Belajar curriculum in the D-IV Mechanical Engineering study program at Surabaya State University met with companies regarding the unclear departure of the overseas internship program in Japan. The aim of this research is to describe and analyze the Implementation of the Independent Learning Curriculum: Case Study in the Overseas Internship Program at the D-IV Mechanical Engineering Study Program, Surabaya State University. With a research focus that refers to grindle theory, namely policy content and implementation context. This research method uses qualitative descriptive research with data collection techniques through interviews and observation. The research results show that the implementation of overseas internship programs faces uncertainty related to selection and administrative status, high financial burdens, and administrative requirements such as Certificate of Eligibility (COE). With qualitative data analysis which includes data reduction, data presentation, and drawing conclusions.

Keywords: Policy Implementation, Independent Learning Campus, External Internship Country

1. Introduction

Learning is the process of organizing information and knowledge regularly in order to achieve certain goals. In the tertiary environment, teachers apply various strategies and learning methods to expand students' abilities. Learning can occur either directly or indirectly. (Rosdiana & Isbandono, 2020). Direct learning involves active teaching by lecturers, one of which is in the form of lectures. Meanwhile, indirect learning gives students the freedom to explore and understand the material independently. Supported by the understanding that each learning method has its own role and advantages. Using a combination of the two learning methods can improve the quality of learning.

The Independent Campus Learning Policy (MBKM) is an initiative from the Minister of Education and Culture, Nadiem Makarim, who gave universities the authority to allow students to study for three semesters outside their study program. The Indepen-

dent Campus concept is actually a learning approach that gives students the freedom to pursue learning at higher education more freely. The Merdeka Belajar Kampus Merdeka program aims to encourage students to become familiar with various fields of study according to their expertise, so that they can be prepared to compete on a global scale. There are eight types of programs that have been regulated in Minister of Education and Culture Regulation number three of 2020 Article 15 paragraph 1 (Education et al., 2020). Types of program events include student exchanges, work practice or internships, research activities, independent studies on entrepreneurial activities, humanitarian projects, teaching experiences at schools, as well as participation in projects in villages/real work colleges according to certain themes. The hope is that the programs implemented by MBKM can strengthen the teamwork and cooperation abilities of the younger generation for the future. MBKM at Surabaya State University is based on the Attachment to the Unesa Chancellor's Decree (in Surabaya State University Chancellor's Regulation No. 9 of 2020, 2020) concerning Academic Regulations for Implementing Independent Learning at Independent Campuses in article 4 which contains the implementation of the MBKM Program as follows:

1. Number of credits in the MBKM program that Unesa students can take maximum 40 (forty) credits.
2. Implementation of MBKM programs or activities is carried out in semesters 5, 6, or 7
3. Implementation of MBKM can be carried out in several ways, namely by collaborating between universities that have been agreed in the MoU, study programs that have equivalent or higher accreditation, as well as government or private parties that already have an MoU agreement.
4. Surabaya State University has a policy regarding credit transfers for support the implementation of the MBKM program.
5. MBKM implementation can be done online, offline, or a combination both of them.

The D-IV Mechanical Engineering Study Program, Vocational Faculty, Surabaya State University is one of the study programs that supports the implementation of the MBKM program in tertiary institutions. Of the eight existing Independent Learning

Campus (MBKM) programs, currently the DIV Mechanical Engineering Study Program at Surabaya State University is actively participating in the MBKM program. From the results of field observations, the main obstacles identified were related to delays and difficulties in processing administrative files for applying for internship programs abroad, namely Japan. Initially, this problem arose around December 2022, when 14 students from the D-IV Mechanical Engineering Study Program planned to undertake an internship program at a company in Japan. Although three of them were scheduled for interviews on February 14, until then the interviews had not taken place. In fact, they were promised to leave after the Eid celebrations and had already taken care of the administrative documents according to the requirements.

However, of the 14 students, 11 were promised interviews at different times, but to date, three students from the first wave have still not departed because there is no administrative clarity from the immigration authorities. The internship process in Japan requires payment of fees which are not cheap and document requirements, such

as COE (Certificate of Eligibility). On the other hand, 11 other students were scheduled for interviews on March 9 2023, but there was no further follow-up from the company in Japan. Finally, on around May 24, the Job Training Institute (LPK) stated that 11 students of the D-IV Mechanical Engineering Study Program had passed, but there was no further progress.

Finally, students who were promised internships protested to LPK because of the lack of clarity and had communicated with the bureaucracy, but the response was not good, and the internship agreement did not match the expected salary and company,

However, other MBKM programs run well and effectively, therefore, the focus of this research is to analyze administrative obstacles in implementing student internship programs in Japanese companies: Case study of MBKM implementation in D-IV Mechanical Engineering students at Surabaya State University. by using the theory and approach to policy implementation put forward by Merilee S. Grindle. Grindle said that implementation is an administrative process that can be investigated specifically at the level of a particular program related to various activities aimed at realizing the program.

In implementing the Independent Learning Curriculum in the Unesa D-IV Mechanical Engineering Study program, the university has established policies regarding the implementation of Student Skills Learning Internships (MBKM). in this curriculum, students are allowed to take a maximum of 40 credits taking into account completion of the program in semesters 5, 6, or 7. The implementation of MBKM is designed with flexibility that allows students to choose various methods, such as through collaboration using institutions that are bound by the MoU, study programs with equivalent or higher accreditation, and government and private institutions that have entered into an MoU agreement with Unesa. This can enable students to gain experience in a real world work environment and gain a better understanding of how theory is applied in practice.

Policy implementation problems can be analyzed further using policy perspective to determine the inhibiting and supporting factors for the objectives of the MBKM program. According to Lester and Stewart in Agustino (Elsye, 2020), policy implementation is the stage of policy implementation immediately after the law is enacted. In a broader perspective, policy implementation is defined as the administration of laws into various types of actors, organizations, mechanisms and methods that work together to achieve certain goals and the impact the policy wants to achieve. Policy implementation is a very crucial process in the entire policy structure because this method can influence the policy stages holistically and the level of success in achieving goals. Educational policy implementation is a series of educational activities carried out by educational institutions by implementing educational policy programs that have been designed or established by ministries, education offices or related agencies (Baidowi, 2020 in Ramadhan & Megawati, 2022).

This article aims to analyze and describe the implementation of the Independent Learning Curriculum in overseas internship programs at D-IV Engineering Surabaya State University machine using Grindle theory which includes identifying interest indicators that influence policy content variables (consisting of influencing interests, various benefits, desired changes, place of implementation, program implementers, resources mobilized) as well as context variables implementation (consisting of power, interests, actors involved; characteristics of institutions and authorities; compliance and responsiveness) (in Prihatin et al., 2021) can influence problems in the implemen-

tation of the MBKM overseas internship program in the D-IV Mechanical Engineering study program.

2. Research Methods

This research applies a qualitative descriptive approach. Qualitative research is research that has the aim of understanding the reality of what is experienced by research subjects, for example patterns of behavior, perceptions, motivations, actions as a whole, and using descriptive methods in the form of terms and language, in a specific, natural context and utilizing various natural way (Moleong LJ, 2012 in Zaini et al., 2023). The qualitative approach in this research refers to the use of data in the form of oral and written information. This article will describe the Independent Campus Learning concept applied to the D-IV Mechanical Engineering Study Program at UNESA. The main focus of this research is to analyze the implementation of the Independent Campus Learning Program (MBKM) in overseas internship programs implemented in the UNESA Mechanical Engineering DIV Study Program.

Data collection techniques through interviews, observation and documentation. Interviews are a data collection method, where questions are asked according to relevant indicators. In determining sources, this research used a purposive sampling technique. Because the purposive sampling technique is more efficient and saves time, and is more related to the reality being studied. This research involved sources including lecturers and students who were taking part in the MBKM program in overseas internship programs. The data collection process was carried out using an observation process with the aim of finding out the respondents' understanding of the statements given. We asked several questions related to the implementation of the MBKM program that they were participating in and they were obliged to answer them.

Data analysis through data reduction, data presentation, and drawing conclusions to understand the successes, obstacles and impacts of the MBKM program on the overseas internship program for the D-IV Mechanical Engineering Study Program, Surabaya State University. The data presentation is presented in the form of narratives and interview excerpts that describe the implementation process of the overseas internship program for the D-IV Mechanical Engineering Study Program, Surabaya State University. The final stage in qualitative research analysis is drawing conclusions. Conclusions were obtained from an analysis of the success, obstacles and impact of the overseas internship program for the D-IV Mechanical Engineering Study Program, Surabaya State University, as well as providing suggestions for improving and developing overseas internship programs in the future.

3. Result and Discussion

The MBKM program at the D4 Mechanical Engineering Study Program, Surabaya State University is one of the programs proposed by the Ministry of Education, Culture, Research and Technology (Kemendikbud Ristek) to provide opportunities for students to develop competencies and skills in the field of manufacturing engineering technology. This program was launched at the end of January 2020, and there are already more than 725,000 students registered and having Independent Campus accounts, as well as 1,300 universities participating in the Independent Campus program. The D4 Mechanical Engineering Study Program, Surabaya State University has implemented this program in accordance with Chancellor's Regulation no. 11 of 2020 concerning Independent Learning and Study Guidebooks - Merdeka Campus, July 2020. This program gives students the right to voluntarily go outside campus for two semesters or the equivalent of 40 credits from the total semester that must be taken. This program also includes internship, MSIB, and PKM activities.

Several MBKM program documents at the D-IV Mechanical Engineering Study Program at State University Surabaya related to the implementation of the program, follows:

1. Surabaya State University Chancellor's Regulation Number 9 of 2020 concerning Regulations Academic Implementation of Independent Learning, Independent Campus
2. Academic Guideline - MBKM Curriculum 2020.
3. Independent Learning Guidebook - Merdeka Campus, July 2020.
4. 2020 Curriculum for D4 Mechanical Engineering Study Program, Surabaya State University.

The MBKM implementor at the D-IV Mechanical Engineering Study Program, Surabaya State University is the party who participates in supervising and handling a series of planning, implementation and evaluation of the MBKM program. Implementors include central actors and local actors. Central actors are actors who have power in formulating, ratifying and monitoring MBKM policies. Meanwhile, local actors are actors who play a role in implementing, managing and evaluating MBKM policies. The central actors consist of the Ministry of Education, Culture, Research and Technology acting as organizer and supervisor of the MBKM program; The Region VII East Java Higher Education Service Institution plays a role in coordinating and facilitating the KBKM program in the East Java region; and partner universities, domestic and foreign, which provide places and facilities for MBKM activities, such as internships or MSIB.

Local actors include the Chancellor of Surabaya State University as the main person in charge of the MBKM program at UNESA, the Dean of the Vocational Faculty acting as the person in charge of the MBKM program at the Faculty of Vocational Studies, the Head of the D-IV Mechanical Engineering Study Program acting as the person in charge of the MBKM program in the D-IV Engineering Study Program Machines, lecturers who teach courses related to the MBKM program as supervisors and assessors of MBKM activities, as well as students from the D-IV Mechanical Engineering Study Program as participants who carry out the MBKM program directly. The MBKM Program requirements are to fulfill a series of predetermined administra-

tive requirements, following the selection process; and implementing the MBKM program.

The results of this research will be discussed with reference to the theory and implementation approach put forward by Merilee S. Grindle (in Prihatin et al., 2021) including policy content and implementation context with several indicators determining its success. Policy content refers to the policy itself, including goals, targets and expected benefits. This provides an understanding of how the policy is planned and expected to function in practice. Meanwhile, the implementation context is more directed to the environment in which the policy is implemented. By using this approach, it is hoped to gain insight into the implementation of policies in an agency and see whether compliance with policy targets is successful or not.

3.1. Policy Contents

3.1.1. Influenced Interest

The influencing interests are related to interests which include the theory of two large variables, namely: policy content (Content of Policy) and implementation environment (Context of Implementation). According to Grindle (1980), the content of a policy or program will have an impact on the level of success of implementation. Influence a policy implementation. The extent to which the policies designed have the potential for changes in social, political and economic relations in society (Grindle, 1980: 8). This indicator states that a policy in its implementation must include a pattern of interests, and the extent to which those interests have an impact on its implementation. From the data from interviews in the MBKM overseas internship program, *"the parties who have an interest in the MBKM overseas internship program in the D4 Mechanical Engineering study program are definitely the heads of study programs, lecturers, labor supply companies and Japanese companies as the highest power holders."* **Said one of the D4 Mechanical Engineering study program students.**

The labor supply company has the role of intensive communication with Japanese company internship partners regarding clarity and certainty of information, as well as getting students who Japanese companies need interns. And lecturers and students have the same goal, namely gaining internship experience and knowledge in the world of work abroad. This overseas internship program policy starts at the university level, then goes down to the relevant faculties, and is then conveyed to the study program. This includes a policy evaluation process which involves conformity of the internship program with university standards, coordination between faculties and responsible departments or divisions, as well as the delivery of specific policies and guidelines to the Mechanical Engineering study program so that they comply with the directions set by the university. However, the overseas internship process was hampered because the internship partners did not provide timely information, causing confusion.

3.1.2. Various Benefits

A policy is designed so that it can provide benefits, have a positive impact, has the ability to change for the better, and has the ability to solve problems that exist in society. The MBKM program in the overseas internship program in the D-IV Mechanical Engineering study program is designed to have many benefits. It is hoped that the MBKM program for overseas internships can encourage students to become agents of change on a broad scale, both small and large. From change and innovation obtained, can make a maximum contribution to the progress of a country that has superior human resources and expands the network of relationships in the world of work. However, based on the results of interviews conducted by researchers interviewing one of the D4 Mechanical Engineering lecturers, *"the study program and students have not received the full benefits. Even though students have paid, they have not received maximum benefits from this overseas internship program except for getting a Japanese language course and getting an overseas internship certificate but without carrying out the internship process, because there are obstacles from the company's internship partners and the labor supply company. Then, for the study program itself, even though collaborative relationships have been established, it is very unfortunate that this was not implemented well."*

3.1.3. **Desired Change**

Changes originating from program recipients can be greatly influenced by the type of program used to achieve goals. The wider and bigger the changes expected through the policy, the more difficult it will be to implement. From the results of interviews that have been conducted, *"the internship program has not gone well. This overseas internship program was an initiative of the study program itself, but the company's internship partners lacked commitment so they have not departed or there is no clarity," said the D4 Mechanical Engineering study program lecturer.* It was revealed that this overseas internship program was not running well. This overseas internship program is an initiative of the study program itself, while the Japanese company internship partners lack commitment so they have not yet departed and there is no clarity. It is hoped that communication and coordination between study programs and distributors and Japanese companies must be improved. This must be addressed immediately, so that the desired changes can be achieved through the implementation of this internship program. Apart from that, this can be used as experience in the future to be more selective and careful in selecting and determining internship company partners as well as labor supply companies.

3.1.4. **Place of Implementation**

Regarding policy implementation, place of implementation refers to the stage at which the policy or program has been designed and implemented. Based on the data we have obtained, the place where the overseas internship program for the D-IV Mechanical Engineering Study Program at Surabaya State University will be carried out is in Fujioka City, Japan. Where D4 Mechanical Engineering study program students are promised to leave in December 2022. *"The internship area is in the city of Fujio-*

ka, Japan, at an industrial company. "Meanwhile, the selection location for internship programs and Japanese language courses is located in the K3 and K4 buildings, Vocational Faculty, Surabaya State University." **Said one of the D4 Mechanical Engineering study program students.** Japanese language training courses study Japanese language, culture and everyday life in Japan. The company partners and the study program provide language teachers.

3.1.5. Executors

The program implementers or implementors of this overseas internship program consist of students from the Unesa Applied Mechanical Engineering Undergraduate Study Program. These students include the class of 2020. *"There are 14 students from the D4 Mechanical Engineering study program, namely men, all of whom were declared to have passed the interview and of course the lecturers and head of study program were involved in accompanying the students to take part in the selection. "But the labor supply company has no clarity until now," said one of the D4 Mechanical Engineering study program lecturers. The student stated that, "for students who do not pass the selection at this company, they will look for another company until they leave. We were given a guarantee that those who took part in this overseas internship program would definitely go to Japan. The time has not yet been scheduled."* The following is a list of program implementers along with: his roles.

Table 1.
Program Implementers and Roles

No.	Implementers	Roles
1.	Japanese Company Internship	- Prepare partnership documents (MoU/SPK) with universities/faculties/study programs. - Implementing program activities outside the studyprogram in accordance with the provisions in the partnership document (MoU/SPK).

2.	Employment and Internship Distribution	- High quality students thereby generating competitive human - Increasing student competence to face the world of work - Responsible for student departure to Japan - Arranging visas and student administration in Japan - Selecting student who register for overseas internship programs in Japan.
3.	Head of Study Program	- Preparing students, starting from training, Japanese language courses, mental preparation. - Manage campus administration required by third parties. - Develop or adapt the curriculum using the campus implementation model. - Facilitate students who will take cross-study study programs at tertiary institutions. - Providing courses that can be taken by students outside the study program and outside the university according to the requirements. - Carry out eye equivalence studying together activity learning outside the study program and outside the university. - Accompany students who take overseas internship selection tests program.

4.	Lecturer	- Encourage students motivationally. - Conducting research with student involvement. - Provide direction in activities overseas internship program. - Accompany students who take overseas
----	----------	---

Source: Data from interview results.

3.1.6. Resources Deployed

A policy can be said to be successful in its implementation, one of which is influenced by the available resources. These resources include manpower, expertise, budget and facilities. Meanwhile, if program implementers have the ability and if policies support it, then the level of success will also increase. *"Regarding resources, the infrastructure is lacking while in Vocational Studies but when carrying out training/practical activities outside Unesa then the workforce is also lacking and sometimes alumni are called to help lecturers provide practice in the field, I hope that the infrastructure in the D4 Mechanical Engineering Study Program will be improved again"* Said one of the D4 Mechanical Engineering Study D. D.

4. Program Lecturers

In the D-IV Mechanical Engineering Study Program, the workforce includes lecturers and other support staff. However, lecturers say that the number of workers is insufficient, so they sometimes contact alumni to help lecturers provide learning and practice in the field. This shows that there is a need for additional workforce in the D4 Mechanical Engineering study program. Apart from that, the expertise of lecturers and support staff is also very influential in implementing this internship and has the knowledge and skills needed to support the implementation of the MBKM program. Apart from that, it also includes knowledge about the industry where students will carry out internship practices, as well as skills in guiding students. In this case, lecturers also have good expertise in providing knowledge and skills to students. However, a shortage of workers has resulted in less than optimal practice in the field. The D-IV Mechanical Engineering study program has taken the initiative to call D-IV Mechanical Engineering alumni to overcome the temporary shortage of labor, looking for in-

ternship partner companies and labor supply companies, involving students to take part in overseas internship programs, providing Japanese language teachers for Japanese language courses. Even though it turned out not to meet expectations.

Apart from that, there is a budget which is an important factor for purposes such as operational costs, training for lecturers and staff, and the like. In the case of this internship program, the budget is used for registration fees, training fees for internship preparation, Japanese language tutoring training fees, test fees, and administrative costs borne by students who take part in various stages of the overseas internship program. But it's a burden The financial costs borne by students are high, here is a table detailing the costs and payment stages for each participant:

Table 2.
Details of Costs and Payment Stages for Overseas Internships for the D-IV Engineering Study Program Machine

STAG E TO	No .	DE- SCRIP- TION	COST/ PARTICI- PANT PLAN- NING (IN- TERN- SHIP)	SUB TO- TAL	PAYMENT DEADLINE	MANAG- ER
I	1.	Fundrais ing for C O E D o c u- m e n t Prepara- tion	Rp. 500.000	Rp. 2.500.000	May 25, 2022	TEAM JAPAN
	2.	Booking COE	Rp. 2.000.000			TEAM JAPAN

II	3.	J a p a n e s e L a n g u a g e C o u r s e s	Rp. 9.000.000	Rp. 9.500.000	June 20, 2022	Associa- tion of Japanese Language Teachers Throug- h o u t I n- d o n e s i a / L P K
	4.	Medical CU	Rp. 500.000			TEAM UNESA
III	5.	Visa	Rp. 1.500.000	Rp. 13.000.000	July 25, 2022	TEAM JAPAN
	6.	Vaccine	Rp. 500.000			TEAM UNESA
	7.	Airplane Tickets	Rp. 11.000.00 0			TEAM JAPAN
IV.	8.	L a n g u a g e T e s t	Rp. 450.000	Rp. 1.950.000	January 9, 2023	TEAM UNESA
	9.	Skill Test	Rp. 0			
	10.	NCO	Rp. 1.500.000		January 9, 2023	TEAM UNESA
	TOTAL PEMBA- YARAN		Rp. 26.950.00 0			

Source: Document Details of Fees and Payment Stages for D-IV Overseas Internships Mechanical Engineering

From the table image above, students only receive Japanese language courses, data collection for COE document preparation, language tests, and skills tests, the rest they have not received.

Apart from the budget and workforce, facilities and infrastructure also include the facilities and equipment needed to prepare for this overseas internship program. The facilities and equipment provided in preparation for this internship program within the scope of the D- IV Mechanical Engineering Study Program are inadequate. So students as implementers of internship programs often take part in practical training independently outside the scope

of the study program. Regarding the large amount of funds spent by students, there is still no certainty about the return of these funds because a meeting will be held between parents and the study program. Thus, increasing resources including workforce, expertise, budget and infrastructure is very important to improve the implementation of the MBKM program in the overseas internship program at the D-IV Mechanical Engineering Study Program, Surabaya State University.

4.1. Implementation Context

4.1.1. Power, Interests, Actors Involved

Power is the ability to influence other people's behavior according to their wishes. Power can come from various things, such as legal position, money, knowledge, networks, information, or legitimacy. Interests are the goals, hopes, or values aimed at by actors. The interests of the actors involved greatly influence the achievement of the desired goals. Interests can be individual, group or collective. The actors involved in the overseas internship program in the D-IV Mechanical Engineering study program are the Chancellor of Surabaya State University as the main person responsible for the MBKM program at UNESA, the Dean of the Vocational Faculty as the person in charge of the MBKM program at the Vocational Faculty, the Head of the D Study Program -IV Mechanical Engineering acts as the person in charge of the MBKM program in the D-IV Mechanical Engineering Study Program, Lecturers who teach courses related to the MBKM program as supervisors and assessors of MBKM activities, as well as students of the D-IV Mechanical Engineering Study Program as participants who carry out the MBKM program directly . The parties who have power are the Japanese company's internship partners and the labor supply company and the interns as distributors act as intermediaries between the study program and internship partners. The company does not have clauses in the cooperation agreement regarding the implementation.

4.1.2. Characteristics of Institutions and Authorities

This overseas company's internship partner is a manufacturing company engaged in making automotive parts, such as tires, vehicle steering wheels, and similar products. This company was founded in 1976. It has collaborated with several campuses and vocational high schools in Indonesia. The characteristics of Japanese companies are as follows: (1) The company is committed to producing high quality products that meet safety and environmental standards, (2) satisfying customer needs, (3) implementing a stable and sustainable dividend policy, taking into account net profit, cash flow, and investment needs as well as (4) assessment of the internship selection stage in the form of Japanese language, experience during college both theoretically and

practically. (5) Japanese company partners also provide Japanese language teachers in training courses which include studying Japanese language, culture and daily life in Japan.

Employment and Internship Distribution Companies are companies that coordinate the management of interns who will take part in internship programs from abroad. This company has an important role in channeling Indonesian students to work in various fields in Japan. Apart from that, this company is also responsible for organizing training for prospective workers before they are placed in Japan. The following are some of the company's policies: (1) In collaboration with either party uses an MoU containing cooperation in the academic field and sending educated workers to Japan. (2) The company is responsible for organizing training for level III, level IV students who will work or do internships in Japan. (3) For more than 6 months, they will undergo training first. After being declared proficient and meeting the requirements expected by the Japanese company to occupy certain fields, they will be departed. However, when collaborating with the D-IV Mechanical Engineering Study Program at Surabaya State University, the Japanese company Did not provide clarity regarding when they would depart and did not provide information regarding refunds of funds that had been spent by students if they were not sent for their internship to Japan.

The D-IV Mechanical Engineering Study Program, Surabaya State University held an overseas internship program in Japan and was carried out for the first time by students of the 2020 D-IV Mechanical Engineering Study Program. The study program felt confused and less responsive to students who asked for clarity. This lack of clarity is of course related to the company's partners in Japan. In this situation, the study program and students are still waiting until there is clarity or a solution to this problem. The study program has also tried to pressure the labor supply companies and Japanese companies, but until now there is still no solution. Regarding the characteristics of the actors implementing the MBKM program in the overseas internship program in the D-IV Mechanical Engineering Study program, Surabaya State University, only the study program supports and pays attention to students in implementing this program. On the part of the Japanese partner companies and the labor supply companies, there is less commitment, because in reality they have not provided clarity to the implementing parties program.

4.1.3. Compliance and Responsiveness

Grindle (1980) said that implementers must have the capacity to respond and always be consistent in order to achieve the targets in the policies that have been designed. "In a policy implementation, nothing is perfect, even though the actors implementing the overseas internship program in the Unesa Student D-IV Mechanical Engineering Study program have tried to fulfill the internship requirements in Japan, the responsiveness has been positive, participating in the selection from the initial stage until the stage of being de-

clared passed, " " "However, there are several obstacles from students, such as receiving information late, not meeting requirements, information from Japanese companies and labor supply companies suddenly," said a lecturer. These obstacles indicate that there is a strong desire from students to participate in this overseas internship program. Japanese internship partner companies and labor supply companies have not provided clarity to the program implementers, proving that there is a lack of internal commitment this internship program. Which results in gaps for improvement in the policy implementation process.

5. Closing

5.1. Conclusion

To Learn: Case Study of the Overseas Internship Program in the D-IV Mechanical Engineering Study Program, Surabaya State University, this research refers to the policy in the Attachment to the Unesa Chancellor's Decree (in Surabaya State University Chancellor's Regulation No. 9 of 2020, 2020) concerning Academic Regulations for the Implementation of Independent Campus Learning in article 4 which contains the Implementation of the MBKM Program. Researchers discuss this research using the theory and implementation approach proposed by Merilee S. Hypnotizing interests are related to interests which include the theory of 2 large variables, namely: the content of the policy (Content of Policy) and the implementation environment (Context of Implementation). The content of the policy includes the interests that influence it, the various benefits, the desired changes, the place of implementation, the implementers, and the resources mobilized. Meanwhile, the implementation context consists of power, interests of the actors involved; characteristics of institutions and authorities; and compliance and responsiveness. This research provides an understanding of the implementation of the overseas internship program in the D-IV Mechanical Engineering Study Program studied, by detailing aspects including the legal basis, theory and variables that influence implementation. The biggest change in program recipients comes from the type of program created to achieve the goal. A policy implementation can be said to be successful if it is influenced by the available resources. Meanwhile, if the program implementer has the ability and is supported by a policy, then the level of success will also increase. The interests of the actors involved greatly influence the achievement of the desired goals. This can be reviewed in the overseas internship program at the D-IV Mechanical Engineering Study Program, Surabaya State University through 2 major variables and their indicators contained in Grindle's theory as follows:

5.1.1. Policy Contents

5.1.1.1. Influencing Interests

Judging from the results and discussion. It was concluded that the parties who have an interest in the overseas internship program at the D-IV Mechanical Engineering study program, Surabaya State University include Japanese companies as the highest authority holders who need interns, companies that distribute labor and internships as distributors and intermediaries for interns. , while lecturers and Students have the same goal, namely gaining internship experience and knowledge in the world of work abroad. This program policy starts at the university level, goes down to the faculty, and is conveyed to study programs. However, this overseas internship was hampered because the internship partners did not provide timely information, which created confusion.

5.1.1.2. Variety of Benefits

Based on the results and discussion of the various benefits, it can be concluded that the DIV Mechanical Engineering study program and the students concerned have not experienced the overall benefits. The only benefits you get are Japanese language courses and getting an overseas internship certificate without going through a practical internship process. This happened because there were several obstacles and obstacles from the company's internship partners and the labor supply company. The D-IV Mechanical Engineering Study Program has established collaborative relations but it has not been implemented well.

5.1.1.3. Desired Changes

Judging from the results and discussion, the desired change in the overseas internship program in the D-IV Mechanical Engineering Study Program is that the overseas internship program runs well. In this problem, the study program wants changes in communication and coordination with suppliers and Japanese companies to be improved and well coordinated. Because this overseas internship program is an initiative of the study program itself, the suppliers and Japanese companies lack commitment so they have not yet started and there is no clarity.

5.1.1.4. Place of Implementation

The place of implementation of the D-IV Mechanical Engineering overseas internship program at Surabaya State University is located in Fujioka City, Japan. The company that collaborates with the D-IV Mechanical Engineering Study Program is an industrial company. Meanwhile, the selection location for overseas internship programs and Japanese language courses is located in the K3 and K4 buildings, Vocational Faculty, Surabaya State University. The Japanese company and the D-IV Mechanical Engineering Study Program provide Japanese language teachers. Japanese language courses study several things, including Japanese language, Japanese culture, and everyday life in Japan.

5.1.1.5. Executors

In this indicator, it can be concluded that there are several implementers in the D-IV Mechanical Engineering overseas internship program at Surabaya State University which include D-IV Mechanical Engineering students, Japanese company internship partners, labor and internship distribution companies, the head of the D-IV Mechanical Engineering study program, and lecturer in D-IV Mechanical Engineering. D-IV Mechanical Engineering students class of 2020 met the requirements and passed the overseas internship program selection consisting of 14 students. However, until now the 14 students have not been given definite clarity regarding their departure for overseas internships to Japan. Japanese company internship partners have a role in preparing the MoU/SPK, implementing the overseas internship program for the D-IV Mechanical Engineering study program, providing Japanese language teachers in courses intended to prepare students before leaving for internships. Labor and internship distribution companies that play a role in student training, increasing student competency, are responsible for the departure of internship students to Japan, visa processing and student administration in Japan, selecting students who register for overseas internship programs in Japan.

The Head of the D-IV Mechanical Engineering Study Program plays a role in preparing students for training, Japanese language and mental courses, managing administration required by third parties, preparing the curriculum, facilitating students who are interested in taking cross-study programs, providing courses to students that can be taken outside the study program, implementing course equivalence, and assisting students who take selection tests for overseas internship programs. D-IV Mechanical Engineering lecturers also play a role in overseas internship programs, their roles include providing motivation to students, providing research by involving students, directing overseas internship program activities, and assisting students who take overseas program selection tests. The D-IV Mechanical Engineering Study Program promises and provides guarantees to D-IV Mechanical Engineering students who do not pass the selection at the company concerned, they will look for another company until they leave for an internship abroad. However, the exact time has not been determined.

5.1.1.6. Deployed Resources

The resources deployed include manpower, expertise, budget and facilities. From the resources deployed in the D-IV Mechanical Engineering overseas internship program at the University of Surabaya, it can be concluded that the workforce provided by the D-IV Mechanical Engineering study program is lacking, so we are calling on alumni of the D-IV Mechanical Engineering study program to take part in helping Lecturers provide practice in the field. The expertise of lecturers and support staff influences the implementation of overseas internship programs, in this case they are quite good, but cannot be carried out optimally when practicing in the field, due to a shortage of labor and inadequate facilities.

The budget spent on the costs of taking part in an overseas internship is borne by the student and the financial burden is quite high. Of the total fees paid by students, what has been received so far is only Japanese language courses, data collection for pre-

paring COE documents, language tests, and skills tests, the rest has not been received. The funds that have been spent by students, until now there is no guarantee of a refund because there will be a meeting between parents and the product department. Apart from that, the facilities including facilities and equipment provided in preparation for the internship program within the scope of the D-IV Mechanical Engineering Study Program are inadequate.

5.1.2. Implementation Context

5.1.2.1. Power, Interests, Actors Involved

In terms of indicators of power, interests, and actors involved, it can be concluded that the holders of power are the internship partners of Japanese companies and the companies that distribute labor and internships. The interest aimed at by the actors is the running of the overseas internship program at the D-IV Mechanical Engineering Study Program, Surabaya State University. Meanwhile, the actors involved in this internship program are the Chancellor of Surabaya State University as the main person in charge of the MBKM program at UNESA, the Dean of the Faculty of Vocational Studies acts as the person in charge of the MBKM program at the Faculty of Vocational Studies, the Head of the D-IV Mechanical Engineering Study Program acts as the person in charge of the MBKM program in the D-IV Mechanical Engineering Study Program, lecturers who teach courses related to the MBKM program as supervisors and assessors of MBKM activities, as well as students from the D -IV Mechanical Engineering Study Program as participants who carry out the MBKM program directly.

5.1.2.2. Characteristics of Institutions and Authorities

Judging from the results and discussion, it can be concluded that in the overseas internship program at the D-IV Mechanical Engineering Study Program, this Japanese company's internship partners, including manufacturing companies, have collaborated with several campuses and vocational high schools in Indonesia. From this, it can be ascertained that the company is of good quality. Meanwhile, labor and internship distribution companies are companies that are involved in coordinating the management of interns who will take part in internship programs from abroad and play an important role in channeling Indonesian students to work in various fields in Japan.

The D-IV Mechanical Engineering Study Program at Surabaya State University held an overseas internship program in Japan and was carried out for the first time by students of the D-IV Mechanical Engineering Study Program class of 2020. In fact, when the Japanese company collaborated with the University's D -IV Mechanical Engineering Study Program In Surabaya, the Japanese company did not provide clarity regarding when they would depart and did not provide information regarding the refund of funds that had been spent by students if they were not sent for their internship to Japan. The D-IV Mechanical Engineering study program has tried to urge the labor supply companies and Japanese companies, but until now there is still no solution.

5.1.2.3. Compliance and Responsiveness

In terms of indicators of compliance and responsiveness, it is concluded that the students have tried to follow the initial stages until they have passed the overseas internship program. Although there were several obstacles such as receiving information late, not meeting the requirements, information from Japanese companies and labor supply companies was sudden. Meanwhile, Japanese internship partner companies and labor supply companies have not provided clarity to the program implementers, proving that there is a lack of commitment to this internship program.

5.2. Suggestion

From the results of the discussion that has been described regarding the implementation of the independent learning curriculum in the internship program at the D-IV Mechanical Engineering Study Program at State University Surabaya, here are some suggestions to improve implementation as follows:

1. Improve communication and coordination between all related parties, including students, universities, companies in Japan, as well as labor supply companies involved in this process.
2. Strengthening cooperation with external parties such as companies in Japan and maintaining open communication is also the most important strategy.
3. Providing support from internal parties, such as university administrative staff and lecturers, also needs to be considered in order to provide further support to students in administrative matters.
4. It is hoped that the D-IV Mechanical Engineering Study Program will be more selective in selecting and determining internship partner companies and labor supply companies.

References

- [1] Education, M., Culture, DAN, & Indonesia, R. (2020). Minister of Education and Culture Regulation Number 03 of 2020 concerning National Higher Education Standards (Issue 47).
- [2] Elsy, R. (2020). Analysis of West Java Provincial Government Policy in Handling Covid 19. *Constituent Journal*, 2(2), 113–126.
- [3] Prihatin, PS, Wicaksono, A., & Riau, I. (2021). *Journal of Government Studies (JKP) Journal of Government, Social and Politics GRINDLE POLICY IMPLEMENTATION THEORY IN ANALYSIS OF FORESTRY CONFLICT IN PELALAWAN DISTRICT, RIAU PROVINCE*. 7, 31–44.
- [4] Ramadhan, S., & Megawati, S. (2022). Implementation of the Independent Campus Learning Policy Independence in Improving the Quality of Student Education at Surabaya State University. *Unesa Ejournal*, Vol 11, 1581–1592.
- [5] Rosdiana, W., & Isbandono, P. (2020). Development of Teaching Materials for Implementation Study Courses for UNESA FISH DIII State Administration Students. *Journal of Dimensions of Education and Learning*, 8(3), 139–145.
- [6] Surabaya State University Chancellor's Regulation No. 9 of 2020, N. d. (2020). Independent Study at the Merdeka Campus Curriculum, Surabaya State University.
- [7] Zaini, PM, Zaini, PM, Saputra, N., Publisher, Y., Zaini, M., Lawang, KA, & Susilo, A. (2023). *Qualitative Research Methodology* (Issue May).

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

