

Increasing the Human Resources Competence of Export in Indonesia

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Abstract

“Independent Learning Campus Merdeka” Program was issued by the Minister of Education and Culture of the Republic of Indonesia. The program is expected to be able to answer the challenges of higher education to produce graduates who are in line with the times, advances in science and technology, and the demands of the business and industrial world. This research wants to examine the implementation and evaluation of the Independent Learning Campus Merdeka Program for the Certified Independent Study in the Export. This Independent Study provides knowledge and experience for students regarding exports. The method used in this study is in the form of qualitative research by conducting observations, interviews, and discussions with resource persons participating in the Independent Study Program. The observations were made for one semester on participants who became informants in participating in the program. The findings are that students face various obstacles in participating in Export Schools during the COVID-19 Pandemic. Some students feel that the online Export School activity process has become less effective. Various factors that cause difficulties in participating in independent study activities at the Export School are described, along with solutions to overcome these problems, such as the need for offline export practices. Learning at the Export School needs to be improved because this program has a good impact on students.

Keywords: Export School, Independent Learning Campus Merdeka, Independent Study, Learning Evaluation.

I. INTRODUCTION

Not many Indonesian people or small and medium entrepreneurs dare to enter the world of exports, even though they have great potential, such as processed batik, handicrafts, furniture, canned or frozen food, and spices (Mediacreative, 2021). It can now do marketing products abroad easily through digital media, and dissemination of information from all over the world can be done via the internet, including introducing business abroad (J.entrepreneur, 2022). Moreover, Indonesia is a country that has natural resources and diverse customs. It will be very profitable if we can manage it properly.

Some of the influencing factors include a lack of knowledge about exports. Only the theory of

export and import is taught in school or college, so people do not know how to export goods, what documents are needed to export, how to process export financing and others. It makes people choose to market their products only locally. They do not have the creativity to develop products. Product development is very necessary because, along with time, people need something instant and easy, so we as entrepreneurs must be able to adapt and make innovations to products both from packaging, flavor variants, shapes, and so on. Don't dare to go out of your comfort zone because you feel that if you sell it abroad, you will need a large amount of capital, and if you fail to export, you will experience big losses. Lack of networking (business network), because they are

accustomed to distributing products only locally, Indonesian Small and Medium Enterprises (SMEs) certainly do not have a network abroad, discouraging them from exporting their products. Inexperienced feeling experience is needed, but it is not the main key to a person's success. All the passed processes will become a valuable business experience. These things create obstacles for people to develop and dare to try new things, especially in the export sector. (Simanjuntak, 2022)

To expand knowledge about exports, the Indonesian government held the program "Independent Learning Campus Merdeka" (called MBKM), in which one of the activities is "Certified Independent Study" (called SIB), especially for Export Schools. This Independent Study provides knowledge and experience for students regarding exports. Thus, it is hoped that students can become new exporters or can even help become facilitators for small and medium enterprises (SMEs) whose products may have the potential to be exported abroad. (Dikti, 2020) The COVID-19 outbreak has made the situation for many people very difficult, both in the economic, industrial, and educational fields. Conditions are completely limited, so we can only do activities online. Only a few people do face-to-face while still following health protocols. One of those who experienced it was the students carrying out their learning, especially independent schools as an independent learning program for independent campuses (MBKM) with Export School activities.

Implementing physical distancing makes Export School students conduct online learning (in a network or online). Some students feel that the online Export School activity process has become less effective. Some feel burdened by the state of the network, internet quota, and other activities such as searching and developing products to be exported. These difficulties are a process that shapes and perfects the quality of a student so that he "fits" to become a net exporter.

For this reason, the author conducted a study that aims to find out the activities carried out by the Export School in the Independent Learning Program for Certified Independent Studies in achieving its goal of making students New Exporters 4.0. In addition, it also looks at what

obstacles occur in the implementation of an independent study (SIB) as an evaluation of learning as a new MBKM program organized by the government, especially during the COVID-19 Pandemic, where learning is carried out online. Guidance activities for students are carried out by two parties, namely external parties from export schools and internal parties from the student's home university.

2. METHODOLOGY

This study uses a qualitative study by conducting interviews with students directly involved with the certified independent study of the Merdeka Learning Campus Merdeka (MBKM) Program. The informants were interviewed by students involved in Certified Independent Study (SIB) for the export school program. This direct experience evaluates the Independent Study of Certified New Exporter 4.0. Observations were made for one semester on participants who became informants in participating in the program by studying the logbook of the activities they reported. This topic is a new thing in Indonesian education because this MBKM program is a policy that was just launched in January 2020.

Students develop their interests by participating in off-campus school activities through the Export School Foundation, which is also a partner at Merdeka Learning Campus Merdeka (DirjenDikti, 2020). This foundation has opened a Certified Independent Study Program to provide students with a means of knowledge and experience regarding exports. Thus, it is hoped that students can become new exporters or can even help become facilitators for small and medium enterprises (SMEs) whose products may have the potential to be exported abroad. The Export School Foundation has the aspiration to create one hundred thousand new exporters for the future of Indonesia and invite the young generation of Indonesia to have a global perspective. More than 80% of the participants are students or alumni of public or private universities. (S.Exports, 2021)

3. DISCUSSION

Merdeka Learning Campus Merdeka

The Independent Learning Campus Policy or "Merdeka Learning Campus Merdeka" (MBKM) was issued by the Minister of Education and Culture of the Republic of Indonesia. The MBKM policy aims to improve the competence of graduates, both soft skills and hard skills. Students are expected to be better prepared to meet the needs of the times and become graduates who can become future leaders of the nation with wonderful personalities. Experiential learning programs with flexible pathways are expected to facilitate students to develop their potential according to their passions and talents (Sudaryanto et al., 2020). As time changes in the era of the industrial revolution 4.0, which is very close to this technology, MBKM wants to give freedom and autonomy to educational institutions and is free from bureaucratization. Lecturers are freed from complicated bureaucracy, and students are given the freedom to choose the fields they like (Nehe, 2021). The MBKM program is expected to be able to answer the challenges of higher education to produce graduates who are in line with the times, advances in science and technology, the demands of the business and industrial world, as well as the dynamics of society (Astuti et al., 2022).

It is very much needed in the world of work because the MBKM concept tends to be practical in responding to the demands of today's world of work (Fachrissal, 2020). In addition, the purpose of the MBKM Program is to provide opportunities for students to choose a study program according to their passion so that they become graduates who are ready to work (Sopiansyah & Masruroh, 2021). Some MBKM programs include students being given the opportunity for one semester, equivalent to 20 credits of studying outside the study program at the same university. A maximum of 2 (two) semesters which is equivalent to 40 credits in studying in the same study program at different universities, studying in different study programs at different universities, and studying outside the university (Tohir, 2020). (Kamalia et al., 2001)

Shah et al. (2020) showed that the application of independent learning was very effective in improving cognitive (creativity and critical

thinking), metacognitive (reflecting the entire learning process), and affective (motivation to adapt) skills. To realize this independent learning experience, universities must cooperate with the business or industry world and the government. Cooperation is based on the framework of improving the professionalism of the academic community (Susilawati, 2021). Universities need to establish partnerships, especially in implementing credit transfers, monitoring, assessment, and program evaluation (Hidayat et al., 2021). (Insani et al., 2021)

Independent Studies is one of the MBKM Programs. It is part of the "independence campus" program organized by organizations or industries that provide knowledge and skills relevant to work and business. It is like short courses, work camps (boot camps), massive open online courses (MOOC), and others, collaborative activities with fellow participants and personnel of partner organizations in a project or case study. (T.Microcredential, 2021)(W. Belajar, 2021)

It aims to provide opportunities for students to learn and develop themselves through activities outside the lecture class but are still recognized as part of the lecture. This program is intended for students who want to equip themselves by mastering specific and practical competencies sought after by the business and the industrial worlds. The following are 6 (six) characteristics of independent study by "Independent Learning Campus Merdeka" (MBKM) (Situmorang, 2021):

- Simple project-based learning method and work in groups.
- Students are given relevant learning modules under the guidance of professional mentors (25 students at least accompanied by one Mentor).
- The synchronous portion is where students interact directly with teachers, mentors, and other students.
- They are learning hours from 16 weeks to 24 weeks.
- The learning curriculum also includes developing soft skills related to the field of science being taught.

- Students are given certification if they pass the evaluation and are given recommendations to partner companies or organizations from independent study providers.

Export School

Independent study to become a new exporter 4.0 combines off-campus lectures with 20 credits and real export practice to become today's global entrepreneur as a net exporter by optimizing e-commerce. The program is held online or online with a combination of export practices, offline or offline activities are optionally limited to participants who register. The series of activities in the independent study program to become a new exporter 4.0 includes individual learning and final assignments in the form of teams. Independent study activities certified to become a new exporter 4.0 consist of a series of activities: teaching, bootcamp, export practice, and exams.

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The competencies developed have the main objective of managing and developing export businesses among students to be competitive and sustainable (S.Export, 2021). The participating students will be divided into groups according to their choice. Namely to become new exporters or export facilitators for small and medium enterprises (SMEs) with priorities as Exporters of agricultural products; Processed food industry exporters; Exporter of creative industry products; as well as An export facilitators intended for participating students who have the intention to become an export companion for SMEs.

Activities in Export School

The activities carried out are (S.Export, 2021a):“

1. Teaching Activities
 - 1) The presentation of teaching materials is carried out with 30 modules that reflect 30 competency units grouped into 6 module clusters. Each module consists of several activities, namely:
 - a) Synchronous teaching in online presentations delivered by export teachers is 2 hours long.
 - b) Synchronous teaching in online case study discussions delivered by export teachers is 2 hours long.
 - c) Asynchronous teaching by watching export videos placed in the Export Learning System (SELS) School for 30 minutes.
 - d) Paper writing according to the module topic.
 - 2) Export Lecture Teaching Activities. Periodically, all participants will also participate in Export Lectures from Export Experts to share experiences and enlightenment from successful exporters, CEOs, officials, Ambassadors/Consul Generals, Trade

- Attaches, Head of ITPC, and others. Export Lectures are conducted online 100 times, delivered in the format of 1 (one) hour of experience sharing, followed by a discussion for 1 hour facilitated by the Mentor.
- 3) Practical Activities. It carried out a practicum with a mentoring system with four assignments: Practicum on the Development of Export Ideas and Export Products; Practicum of Preparation of Export Plan; Onboarding Practicum on Marketplace; and Onboarding Practicum in the Export Directory.
 2. Bootcamp Activities. It made this activity in the form of a New Exporter Summit Bootcamp export for all participating students. In principle, it is carried out online or combined with offline activities for limited participants at the New Exporter Summit Series 2021 in 3 (three) cities, namely: Bandung, Denpasar, and Jakarta.
 3. Export Practice Activities. All participants participate in export practice activities by developing export products and participating in exhibitions and bazaars at home and abroad by applicable health protocols. Costs support the development of export products and export promotion materials. It will display Products or Export Promotion Materials by participating in student Export Products Exhibitions at home and abroad.
 4. Exam Activities. Students who have completed all clusters of teaching modules in the certified independent study program Become a New Exporter 4.0 will take several exams, namely:
 - 1) Practice Exam Preparing Export Plan
 - 2) Practice Exam Developing Export Products
 - 3) Onboarding Practice Exam on Marketplace
 - 4) Onboarding Practice Exam in Export Directory
 - 5) Promotion Practice Exam at Export Products Exhibition
 - 6) Final Paper Writing Becomes New Exporter
 5. Program Activation
 - 1) Selected students who meet the requirements of up to 50 people will receive Onboarding facilities at the International Marketplace, including the cost of shipping goods to the Marketplace Warehouse in Singapore.
 - 2) Selected students who meet the requirements of up to 50 people will receive transportation and accommodation facilities from practicing offline promotions in Singapore and other countries for 2 (two) days by health protocols and provisions related to the corona pandemic in each country.
 - 3) Selected students who meet the requirements of up to 50 people will receive transportation and accommodation facilities from practicing offline promotions for 2 (two) days at export product exhibitions at SMESCO Jakarta or other places.
 - 4) Selected students who meet the requirements of up to 50 people will receive transportation and accommodation facilities to take part in the Bootcamp or new exporter summit offline.
- Three certificates can be obtained by a student participating in the Independent Study Program. Become a New Exporter 4.0: Participation Certificate, Beginner Exporter Certificate, and Competency Certificate.”
- Scope of Work (Duha, 2022)
- The target partners for independent study activities are community business groups (such as Village-Owned Enterprises or other village business units), cooperatives, productive economic business groups, and other general community groups. The field of activity carried out is a priority and superior that the partner has determined. The science and technology that will apply are science and technology products that have been tested and are for the community's needs. In addition, it is carried out in

collaboration through multidisciplinary science. This activity is expected to produce outputs in the form of (1) Innovative products in the form of appropriate technology (TTG), prototypes, models, prototypes, and the like; (2) One scientific article published in an ISBN journal or proceedings at a national seminar; (3) One article in print/electronic mass media; (4) Intellectual property rights, and (5) Video activities. In the Independent Study program at the National Export School Foundation, students must fulfill learning outcomes to become new exporters. (S.Exports, 2021a)

Export School Teaching Activities

It carried out this Independent Study learning activity for approximately five months. Teaching activities are divided into several parts:

1. Material Presentation (Mandatory). Teaching is carried out with 30 modules that reflect 30 competency units grouped in 6 (six) module clusters. Synchronous teaching in online presentations delivered by export teachers is 90 minutes long.
2. Regular Mentoring (Mandatory). More detailed synchronous teaching in online presentations delivered by export teachers lasts 90 minutes.
3. Mentoring Export Wisdom or Global Thematic Mentoring (Mandatory). Mentoring is done online by looking at it from a global perspective, how business works globally, and how to compete in a globalized world, delivered by an export teacher within 3 (three) hours.
4. Thematic Mentoring (Optional). Thematic mentoring is carried out online and divided according to the commodities taken, namely agricultural products, processed food industries, and innovative industrial products, delivered by export teachers for 2 (two) hours 30 minutes.
5. Export Lecture (Compulsory). Export Lectures from Export Experts share experiences and enlightenment from successful exporters, CEOs, officials,

Ambassadors/Consul Generals, Trade Attaches, and Heads of ITPCs abroad for 3 (three) hours.

6. Practicum (Compulsory). A practicum with a mentoring system is carried out with 4 (four) assignments.
7. Export School Team Mentoring (Compulsory). Mentoring for the Export School Team is carried out online and divided according to their respective groups delivered by the export teacher according to a 3-hour team.
8. Export Debate (Mandatory). Each Export Debate is carried out by each Export School Team, presenting their respective products online, then being given criticism and suggestions from other Export School Teams, lasting 3 hours.
9. Export Mentoring (Mandatory). Export Mentoring is carried out by several Export School Teams participating in business matching in several cities such as Medan, Bali, Jakarta, and Batam; they present their products before potential buyers for 3 (three) hours.

Obstacles Encountered

Based on interviews with student informants who took part in the Certified Independent Study to Become a New Exporter 4.0, it turned out that students experienced quite a several difficulties during distance learning. At the start of this program, the information provided by partners was still quite ambiguous because it created no official group for all students. The question and answer process with partners is also quite difficult because in the learning process, there is limited time, and chat via Whatsapp is sometimes very rarely answered by the school.

Eight hundred students participate in this program, while the partner employees who work to serve it are 11-50 people. Thus the performance of partners is not optimal. For example, at the time of consolidation, said that partners would divide students into groups of 4 (four) people. Still, because of the large number of students, partner employees had difficulty dividing them and suddenly informed them to

choose their group mates. It is difficult for students to find group friends because learning is done online. Over time partners created 'Sels,' a web for attendance and collection of assignments.

Another difficulty experienced is in the distribution of mentors. For example, today should have uploaded the list of mentors for each group in Sels but uploaded a delay one week later. In addition, learning materials are not uploaded on time, so students find it difficult to study or reread the material presented by the Mentor. It is the same in giving assignments. For example, today, the school principal informed him that he was working on an assignment in the form of a paper. But, he had not yet uploaded the assignment to Tues.

The export product development stage is preparing the product so that it can participate in the exhibition. The difficulty experienced at this stage is the search and development of products to be exported. The friends are from different regions, so they cannot meet in person to conduct surveys or discuss with suppliers.

In addition, there were difficulties at the product mentoring stage for company profiles and product catalogs. Mentors for groups that the Export School has distributed are difficult to contact, even if they are not seen anymore when studying at the Export School. The students were disappointed to be given a mentor who was no longer present and difficult to contact. Then, they assigned the second Mentor only to send the product, while the company profile and catalog were unclear and had not yet received a signature for approval.

When mentoring mentors from other groups, they were asked to change the brand name because there were similarities with those on the PDKI portal. It makes students confused because the product has been sent, and changing the brand name is not that easy. The mentoring process is a serious problem.

Initially, the Export School mentor said the products would be put together in retail containers to make them easier to export. Still, it was different from the reality experienced. Students are asked to form a business entity or cooperate with other business entities to act as facilitators or exporters. Initially, students

thought that doing this export would be assisted by mentors. They did not directly export. Still, they had to plan a product exhibition, onboarding in the domestic marketplace first, only when it was mature. There was a possibility of selling in the export market and then exporting.

Another difficulty that impacts students is not having sufficient capital to carry out the entire export process as it should. For example, if you want to export, you must take the form of a business entity. At the same time, one group only consists of 4 (four) people from different regions with different economic levels. Meanwhile, forming a business entity requires a lot of considerations and costs. It is feared that if a business entity is formed while the SIB program ends, it may disband, and the business entity will not continue.

In addition, students may have joint capital from the pocket money given to purchasing products. Still, the capital is insufficient for development because costs must be provided, such as packaging renewal, adding variants, labels, shipping costs, and other costs. The Export School said that the government would provide product development funds. Still, because the funds had not yet fallen, students were confused about continuing to develop their products.

The most frequent difficulty is the problem with the class schedule at the Export School, which often changes and is erratic every week, sometimes even late uploading in Sels.

Sometimes students are confused about whether there is a class schedule or not. Another obstacle is the lack of cooperation between group mates, where they don't have credit conversions at their campuses, so their schedules clash and their assignments pile up. They don't care about tasks or issues related to products from the Export School. This independent study becomes less than optimal if all students do not simultaneously get a conversion.

Solution

From the evaluation and findings in the field, the solutions that can give to improve future implementation are:

1. Independent Studies Certified to Become a New Exporter 4.0 at the

Export School will be more effective for students developing a business or owning a business entity. Because the main requirement to become a professional exporter is to have a business entity.

2. Export or partner school staff should be increased, or the quota of students participating in independent studies should be reduced so that the independent study activities run effectively and efficiently.
3. If provided before the program starts, budget funds for product development financing will be no delays/delays in time for business matching activities, booth camps, exhibitions, and others.
4. It's better if the export school's class schedule is consistent, so it doesn't interfere with the student activity schedule that has been arranged.

4. CONCLUSION

With the learning activities in the export school, students gain a lot of knowledge in marketing, product design, arranging permits, and others to develop themselves so that they can become exporters. By preparing students with various learning activities and discussions, they are assigned to choose one product that they believe can compete in world markets such as Asia and Europe. Commitment to export practices is carried out by deciding which country to export to for the first time with various research carried out. The initial plans to penetrate foreign markets were: Conduct market research by adapting products to these markets; Introduce the product and its advantages; and Display a unique product design.

"Independent Learning Campus Merdeka," in which one of the activities is "Certified Independent Study" to become a New Exporter 4.0 at the Export School. It will be more effective for students developing a business or owning a business entity. Because the main requirement to become a professional exporter is to have a business entity. However, this independent study activity needs to be continued because students

feel they are very developed even though they are still unable to export. The knowledge provided is very important and useful, especially in improving human resources in Indonesia. The impact will be very large on the progress of exports. The implementation of Export School Learning needs to be improved again. We should carry it out offline to maximize the implementation in theory and practice.

The difficulties experienced based on the experience of informants who took part in the Certified Independent Study to Become a New Exporter 4.0 turned out to be quite a lot during distance learning. Eight hundred students participate in this program, while the number of partner employees who work is 11-50 people, so the performance of the employees is not optimal. The initial difficulty experienced was finding and developing products to be exported because group friends from different regions could not meet in person to conduct surveys or discuss with suppliers. There is difficulty in the product mentoring stage for company profiles and product catalogs because mentors for groups that have been distributed are difficult to contact and even no longer seen when studying at the Export School. It is estimated to assist mentors, telling them first to plan a product exhibition and onboarding at a domestic marketplace. If it is stable and there is a possibility of selling in the export market, you can export it. Another difficulty is not having enough capital to properly carry out the entire export process. The difficulty that is often experienced is the problem of class schedules which often change every week.

Learning at the Export School needs to be improved. It should be carried out offline so that it is more optimal in its implementation, both theoretically and technically, because this program has a good impact on students.

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