

Study of the Implementation of Internships or Practical Work of the FKIP UMMAT Geography Education Study Program in Supporting Freedom of Learning Independent Campus

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ABSTRACT

The internship program in the Geography Education Study Program at FKIP UMMAT is one of the implementations of the Freedom of Learning Independent Campus; program, aimed at enhancing students' competencies through practical experiences in the industrial world. This article aims to examine the implementation of the internship program in supporting MBKM in 2024, focusing on the role of internships in strengthening the relationship between higher education institutions and industries, the challenges faced, as well as opportunities and recommendations for improving the internship program. This research uses a qualitative method with descriptive analysis of the internship program's implementation, involving students, supervising lecturers, and industry partners. The results show that the internship program has provided significant benefits in developing students' technical skills and soft skills, although challenges related to the internship duration and limited industry involvement still exist. Several recommendations proposed to improve the internship program include expanding the network of industry partners, enhancing pre-internship training, and implementing a more systematic and technology-based evaluation system. Overall, the development of a more integrated internship program that is relevant to industry needs can improve graduate quality and strengthen the relationship between universities and the industrial world.

Keywords: *Internship Program; Freedom of Learning Independent Campus; Geography Education; student competencies; campus-industry relationship.*

INTRODUCTION

Higher education in Indonesia has undergone significant changes in recent years, especially in relation to the Merdeka Belajar Kampus Merdeka (MBKM) policy. The MBKM program launched by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia aims to give students the freedom to develop their potential

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outside the traditional classroom. One of the real implementations of the MBKM is a practical internship or work placement program, which allows students to be directly involved in the world of work according to their discipline. This program is intended to equip students with practical skills that are relevant to the needs of industry and society (Teng et al., 2019).

The Geography Education Study Program of FKIP Universitas Muhammadiyah Mataram (UMMAT) also supports the MBKM policy by implementing an internship/practicum program with the aim of improving students' skills. Internship or practical work is an effective way for students to connect the theory they learn at university with reality on the ground. Through this experience, students acquire not only technical skills, but also social and professional skills that are essential in the world of work (Rachmayani, 2021). However, the implementation of internship/practicum in the Geography Education Study Program of FKIP UMMAT is inseparable from various challenges and dynamics. Some of the obstacles often encountered in the implementation of this program include the lack of optimal collaboration between campus and industry partners, limited time and resources, and the lack of systematic supervision and evaluation of internship activities. Therefore, it is important to conduct an in-depth study related to the implementation of this practice/practical work, to determine to what extent this program promotes the achievement of the objectives of the MBKM (Patak & Hasim, 2023).

This study aims to evaluate the implementation of internships/practical work in the geography education curriculum of FKIP UMMAT within the framework of the MBKM policy. In addition, this study also aims to identify factors that influence the success of the internship program, as well as to provide recommendations that can improve the effectiveness and quality of the implementation of internships/practical work programs in the future. Thus, the results of this study should contribute to the improvement of the higher education system, including supporting the development of student skills through the MBKM program (Supriati et al., 2022). The importance of this study lies in the need to ensure that the MBKM policy can be optimally implemented in the geography education curriculum of FKIP UMMAT. Through an in-depth study, it is hoped that solutions and strategic measures can be found to advance the quality of higher education in Indonesia, so that the graduates produced are truly ready to face the challenges of an increasingly complex world of work (Hikmat, 2022).

LITERATURE REVIEW

2.1. Merdeka Learning Kampus Merdeka (MBKM)

The Merdeka Belajar Kampus Merdeka (MBKM) program is a higher education policy initiated by the Ministry of Education, Culture, Research and Technology (Purwanti, 2021). MBKM aims to provide students with the freedom to choose study programs or off-campus activities that can support their skill development. An important aspect of MBKM is an internship or practical work, which gives students the opportunity to learn directly in the world of work according to their field of study. This allows students to connect the theory learned in the classroom with field practice, preparing them to enter the professional world (Ornellas et al., 2019). In this context, internships are intended to

develop skills that are relevant to the needs of the industry and provide useful experience to face an increasingly competitive world of work.

2.2. Internships/Practical Work in Higher Education

Internships or practical work have long been recognized as one of the important elements of higher education that aims to provide students with practical experience in the world of work. Several studies have shown that internship programs can improve students' practical skills, both technical and non-technical. According to [Perusso & Baaken, \(2020\)](#), internships provide not only practical knowledge, but also social, communication and problem-solving skills that are highly needed in the professional world. Therefore, internships are an effective tool to prepare students to be ready for work after graduation. In addition, internships can improve students' professional networks, which can be beneficial for their future careers.

2.3. Challenges and Opportunities in Implementing Internships in Higher Education

Although internships offer many benefits to students, the implementation of internship programs often faces several challenges. One of the main challenges is the lack of coordination between universities and industrial partners, which often hinders the smooth implementation of internships ([Franco et al., 2019](#)). In addition, limited resources and limited time become obstacles to the effective implementation of internship programs. Resources include support structures and supervisors who can monitor and evaluate students during the internship. However, internships also offer great opportunities for students to expand their experience and skills relevant to the world of work, as well as strengthen relationships between universities and industry.

2.4. Evaluation of Internship Implementation in Supporting MBKM

The evaluation of the implementation of internship/practice work is a very important element to know to what extent this program supports the objectives of the MBKM. [Mengistu & Mahesh, \(2019\)](#) suggests that evaluation can be done through the acquisition of students' skills before and after their participation in the internship program. This evaluation will provide insight into whether the internship program has provided the expected experience and skills, and provide information for future program improvements. In addition, this evaluation can also be used to improve the quality of cooperation between universities and industrial partners involved in the implementation of internships.

2.5. The Role of Geography Education in the Internship Program

Learning geography, as one of the higher education study programs, requires a specific approach in the implementation of practices. Students in geography education should not only understand the concepts of geography, but also be able to apply the knowledge in a more practical context in the field. Therefore, the practices undertaken by geography education students should include activities related to teaching geography, land use planning and cartography that can broaden their horizons. Internships in various agencies involved in geography and education will provide students with valuable experience in developing their professional skills ([Stofer et al., 2021](#)).

METHODS

This study uses a descriptive qualitative approach to analyze the implementation of the internship program in the curriculum of FKIP UMMAT Geography Education to

support Merdeka Belajar Kampus Merdeka (MBKM). Data were collected through in-depth interviews with 20 students who participated in the internship program, 5 supervisors, and 5 industry partners. In addition, direct observation and analysis of documents related to the internship program were conducted to obtain more comprehensive information. The data analysis technique used is thematic analysis, where data obtained from interviews and observations are coded and grouped according to main themes. The validity of the data was maintained through source triangulation and member verification, which allowed the researcher to ensure the accuracy of the information obtained. This research aims to provide an in-depth understanding of the implementation of the internship program, the challenges encountered, and recommendations for improvement. from the future internship program.

RESULTS AND DISCUSSIONS

4.1 Implementation of Internship Program in Supporting MBKM

The implementation of the internship/practicum program in the Geography Education curriculum of FKIP UMMAT has become one of the main implementations of the Merdeka Learning Independent Campus (MBKM) policy. This policy gives students the freedom to choose various activities that can improve their skills outside the campus, including internships related to their field of study. In this case, internships are supposed to connect the academic world with the world of work, so that students acquire not only theoretical knowledge, but also practical skills needed in the job market ([Hora et al., 2020](#)).

As part of the MBKM program, internships offer students the opportunity to learn directly in the industrial world, expand their professional network, and develop more specific skills based on their area of expertise. According to the results of interviews with students who participated in the internship program, most of them feel that internships provide experiences that cannot be found in the classroom. Students can see firsthand how the theories learned in geography courses are applied. in real-world situations such as mapping, geospatial data analysis, and regional planning activities. This is in line with MBKM's objective of producing graduates who are better prepared to work and adapt to the needs of the industry ([Heriyadi et al., 2023](#)).

In addition, the internship program is also a way to foster professionalism among students. They learn to manage their time, communicate with different parties, and work in multidisciplinary teams that are often part of projects in the industrial world. This experience is very useful in improving students' preparation for entering the world of work. The supervisors of the FKIP UMMAT Geography Education Study Program also found that students who participate in internships tend to be more confident and better prepared to face the challenges of the professional world after graduation. This is in line with the findings revealed by [Adeosun et al., \(2022\)](#) who stated that internships serve as a platform to develop soft skills, such as communication, leadership, and teamwork, which are needed in the workplace.

However, in its implementation, there are still some challenges to overcome. One of these is the difference in the quality of the internship experience that students receive, depending on the type and location of the industrial partners with whom the university works. Some students reported having the opportunity to participate in projects that

were highly relevant to their field of study, while others felt that the tasks were more administrative and less directly related to the development of technical skills in geography. This suggests that there is a need for more rigorous monitoring and evaluation of the industrial partners involved in the internship program to ensure that the experience offered is in line with the objectives of the MBKM, which is to prepare students to master skills that are relevant and useful in the world of work (Komariah et al., 2024).

To support the implementation of practices in the MBKM, it is necessary to strengthen cooperation between universities and industrial partners. This collaboration should be more structured and mutually beneficial, so that internships can be used as a forum for students to learn more about the real world of work. In addition, there should be a fit between the university curriculum and the needs of the industrial world, so that the internship program is more relevant and beneficial to students. In this case, the MBKM provides the university with the space to design and implement a more flexible curriculum that is in line with the latest industry developments, including adjustments to internship activities to support the development of students' skills (Sulaowady et al., 2024).

Overall, The implementation of the MBKM-supported internship program in the FKIP UMMAT geography teaching curriculum shows that internships are not only part of the curriculum, but also an important way to bridge the gap between education and the industrial world. With proper implementation, internships can be a very valuable element in the training of students' skills, and also help them to be better prepared to face the challenges of the world of work in the era of globalization and the 4th Industrial Revolution.

4.2 Challenges in Internship Implementation

Although the internship/practical work program of the FKIP UMMAT Geography Education Study Program offers several advantages, its implementation also faces a number of challenges that affect the effectiveness and results achieved by students. One of the main challenges identified in this study is the lack of coordination between the university and the industrial partners. Some industrial partners revealed that they often felt that they did not have sufficient knowledge of the curriculum followed by the students, leading to a discrepancy between the academic objectives and the experiences provided during the internship. For example, some students reported that they were assigned tasks that were more administrative in nature and not directly related to the skills or fields they studied at the university, such as geospatial analysis and regional planning. This suggests that communication between universities and industrial partners needs to be improved so that internships can better meet the needs and objectives of MBKM (Putra et al., 2023).

Another challenge is the limited duration of internships, which is often insufficient to develop deeper skills. Internship programs in some industry partnerships last only a short period, while some fields of study, such as geography, require a longer period to allow students to fully apply the knowledge they have acquired. Some students feel that the limited duration of internships does not allow them to participate in more in-depth projects or gain broader experience in the world of work. This is one of the main obstacles

to maximizing the potential of the internship program under the MBKM which aims to prepare students to acquire relevant skills in the labor market (Patak & Hasim, 2023).

The discrepancy between students' expectations and the reality on the ground is also a challenge that needs to be addressed. Many students have high expectations from their internship and expect to be involved in large and challenging projects, but in reality, they are given more routine tasks that are not directly related to their specific skills. This is related to the challenge of structuring internship programs that often do not clearly define the role and responsibilities of students in the industry. Students who feel that they have not gained enough useful experience to develop their skills can feel disappointed and demotivated. Therefore, universities and industrial partners should emphasize the importance of setting clear objectives and relevant activities for students during (Franco et al., 2019).

Limited access to industrial partners and their diversity is another challenge encountered in the implementation of the internship program. Some students complain about the lack of choice of industrial partners related to their field of study, which limits their opportunities to gain diverse experiences. This is also affected by geographical locations that may not allow students to do internships in more diverse and accessible locations. Some students, for example, have difficulty finding industrial partners in geospatial research or regional planning, which limits their opportunities to explore more specific topics. Therefore, efforts should be made to expand the network of industrial partners collaborating with universities, so that students have more choices and opportunities to engage in practices that are more relevant to their scientific fields (Sjöo & Hellström, 2019).

The challenges of evaluation and monitoring also require special attention. Although the internship program aims to improve students' skills, not all industry partners implement an effective and systematic evaluation system for students' performance during the internship. Some industry partners only provide general assessments without providing specific and constructive feedback, which is important for students to recognize their weaknesses and strengths. Supervisors also sometimes struggle to effectively monitor students' progress in the field, especially if students are placed in remote locations or cannot be directly monitored. For this reason, universities need to design better evaluation and monitoring mechanisms so that the educational objectives of the internship program can be optimally achieved (Aithal, 2020).

4.3 Internship Success in Improving Student Competencies

The internship program implemented under Merdeka Belajar Kampus Merdeka (MBKM) in the Geography Education curriculum of FKIP UMMAT has achieved significant success in improving students' skills. This success is not only measured by academic results, but also by the improvement of practical skills and character development of students during the internship program. Some students reported that they had gained a deeper understanding of the application of theories learned at university, such as the use of mapping technology, geospatial analysis, and regional planning and management. This experience is invaluable, given the gap between the theory learned in the classroom and the real challenges of the industrial world that require practical skills and adaptability (Kuzminov et al., 2019).

Another success is observed in the increase in students' professional skills in the world of work. In the MBKM program, students gain not only technical experience, but also general skills that are needed in the professional world, such as communication skills, teamwork and leadership. The supervisors of the FKIP UMMAT Geography Education Study Program found that students who participate in internships tend to be more independent, have more initiative and are more confident in facing challenges in the workplace. In this case, internships play an important role in shaping professional attitudes, which should facilitate the transition of students from the world of education to the world of work. [Kapareliotis et al.,\(2019\)](#) shows that internship programs offer students the opportunity to develop soft skills that are more relevant to the needs of an increasingly competitive workplace. In addition, an important success factor is the development of professional networks acquired through internships. Many students are able to establish successful relationships with professionals and practitioners in their chosen field. These networks often continue after the end of their internship, providing opportunities to obtain additional information about job opportunities or research projects. These professional networks also provide students with opportunities to collaborate on future industry projects, which can expand their employment opportunities after graduation ([Bridgstock et al., 2019](#)).

The success of internships is also reflected in the students' involvement in real-world projects related to their field of study. Students participate not only in routine tasks, but also in challenging projects that allow them to apply the knowledge learned in class. For example, in geography, students can participate in area mapping projects, geospatial research and regional planning. By participating in these projects, students are able to see firsthand how the theories learned in the classroom apply to a larger context, which ultimately increases their understanding of the subject and enriches their learning experience. The results of a study by [\(Zehr & Korte, 2020\)](#) also showed that students who participated in real projects during their internship acquired more quickly the practical skills required in the workplace.

However, while the success of internships in improving students' skills is evident, it should be noted that this success is highly dependent on the quality of the internship program, including the quality of the supervisors, the importance of the assignments and the support of universities and industry partners. A well-designed internship program, with effective supervision and challenging assignments, will be more able to produce students ready to enter the labor market with skills and abilities that match industry needs. The success of internships in improving the skills of students in the FKIP UMMAT Geography Education study program is very evident through the improvement of students' technical skills and competencies, as well as the direct experience they have gained in the industrial world. This success not only strengthens students' preparation for entering the world of work, but also increases their competitiveness in an increasingly competitive job market.

4.4 Internship Program Development Opportunities

The internship program at the FKIP UMMAT Geography Education Study Program as part of the implementation of Merdeka Learning Merdeka Campus (MBKM) has a number of development opportunities that can further improve the quality and benefits of this program for students. By paying attention to the various challenges and successes that

have been faced so far, there are several aspects that can be developed to increase the effectiveness and success of the internship program.

First, expanding the network of industry partners is one of the development opportunities that can provide more options for students to do internships in more diverse fields and according to their interests. Currently, although there are already several industry partners working together, there is potential to establish partnerships with other more specific industries, especially those related to the field of Geography such as geospatial research institutions, regional planning organizations, or companies engaged in mapping technology. This will give students the opportunity to explore specialized skills that are more in line with current industry needs. In this case, universities can explore cooperation with international institutions that allow students to gain broader experience at the global level (Leal Filho et al., 2019).

Secondly, the development of a more systematic and structured evaluation and monitoring system could be a great opportunity to improve the quality of the internship experience. To date, evaluation of internship activities has been poorly organized, with some industry partners not providing detailed feedback on student performance. For this reason, universities need to develop a more effective evaluation system, including regular monitoring of student activities in the field. The use of technology such as digital platforms to monitor and evaluate student progress in realtime can increase the transparency and effectiveness of internship programs (Werner & Jeske, 2021). With clearer and more structured feedback, students can know which aspects need to be improved, and improve their performance during the internship.

Furthermore, the increased involvement of supervisors in the internship program is also a valuable opportunity. Supervisors not only play a role in providing academic direction, but can also provide guidance regarding the application of theories learned in the classroom into practice in the world of work. Lecturers who are actively involved in internship activities can help students formulate more specific learning objectives and provide more ongoing support throughout the internship process. This can strengthen the relationship between academia and industry, and provide students with more direction and guidance during their internship.

Improving the quality of materials and training provided to students prior to internships can also be a significant development opportunity. More in-depth training on technical skills such as the use of mapping software, geospatial data analysis, or soft skills such as professional communication and time management, could better prepare students before they enter the industry. In addition, universities can organize workshops or seminars that bring students together with industry professionals, to introduce them to the latest trends and challenges in Geography (Burt et al., 2019). This kind of training can help students be more prepared and confident when they enter the workforce.

In addition, adjusting the internship time with the academic curriculum is also an opportunity for development. Internship programs that last for one semester are often considered insufficient to provide in-depth experience. Therefore, more flexible timing, for example by extending the duration of the internship or providing the option to do the internship in several different time periods, can give students the opportunity to be more involved in larger and more challenging projects. It can also strengthen the relevance of

the internship experience to the curriculum objectives and competencies that students want to achieve in their field of study ([Kapareliotis et al., 2019](#)).

The development of an internship program within the framework of the MBKM in the FKIP UMMAT Geography Education Study Program has many opportunities that can be utilized to improve the quality and positive impact of the internship program for students. By expanding the network of industrial partners, improving the evaluation system, involving supervisors more intensively, and providing relevant training, the internship program can become more effective in preparing students to face the challenges of the world of work. This development will certainly also strengthen MBKM's goal of creating graduates who are more prepared, competent, and highly competitive.

4.5 The Role of Internships in Strengthening Campus and Industry Relationships

The FKIP UMMAT Geography Education internship program in the implementation of the Merdeka Learning Merdeka Campus (MBKM) offers a number of development opportunities that can further improve the quality and benefits of this program for students. By paying attention to the various challenges and successes encountered so far, several aspects can be developed to increase the effectiveness and success of the internship program.

First of all, the expansion of The network of industrial partners is one of the development opportunities that can provide more opportunities for students to do internships in more diverse fields and according to their interests. Currently, although there are already some industrial partners working together, there is the potential to create partnerships with other more specific industries, especially those related to the field of geography, such as geospatial research institutions, regional planning organizations or companies engaged in IN. mapping technology. This will give students the opportunity to explore specialized skills that best match current industry needs. In this case, universities can explore collaboration with international institutions that allow students to gain a broader global experience ([Jones et al., 2021](#)).

Second, developing a more systematic and structured evaluation and monitoring system could be an excellent opportunity to improve the quality of the internship experience. Until now, The evaluation of internship activities has been poorly organized, with some industrial partners not providing detailed feedback on student performance. For this reason, universities need to develop a more effective evaluation system, including regular monitoring of students' field activities. The use of technologies such as digital platforms to monitor and evaluate student progress in real time can increase the transparency and efficiency of internship programs ([Adeosun et al., 2022](#)). With clearer and more structured feedback, students can learn what areas they need to improve and improve their performance during the internship.

In addition, increased involvement of supervisors in the internship program is also a valuable option. Supervisors not only play a role in academic guidance, but can also provide advice on how to apply theories learned in the classroom to practice in the workplace. Teachers who are actively involved in internship activities can help students formulate more specific learning goals and provide more ongoing support throughout the internship process. This can strengthen the relationship between academia and industry and provide students with more direction and guidance during their internship.

Improving the quality of support and training provided to students before internships could also be an important development opportunity. More in-depth training in technical skills such as the use of mapping software, geospatial data analysis, or soft skills such as professional communication and time management can better prepare students before entering the industry. In addition, universities can organize seminars or workshops that bring together students and industry professionals to familiarize themselves with the latest trends and challenges in geography (Shelemo, 2023). This type of training can help students be more prepared and confident when entering the job market.

In addition, Adjusting the internship time to the study program is also a development opportunity. Internship programs that last one semester are often considered insufficient to provide in-depth experience. Therefore, a more flexible schedule, for example by extending the duration of the internship or offering the possibility to complete the internship in several different periods, can give students the opportunity to become more involved in larger and more challenging projects. This can also be reinforced the importance of the internship experience with the objectives of the program and the skills that students want to acquire in their field of study.

The development of an internship program in MBKM in the Geography Education study program of FKIP UMMAT offers several opportunities that can be used to improve the quality and positive impact of the internship program for students. By expanding the network of industrial partners, improving the evaluation system, engaging supervisors more intensively, and providing relevant training, the internship program can become more effective in preparing students to face the challenges of the world of work. This development will certainly further strengthen MBKM's objective of producing more prepared, competent and highly competitive graduates.

4.6 Recommendations for Improving the Internship Program

The internship program of the FKIP UMMAT Geography Education study program within the framework of the implementation of the Merdeka Learning Merdeka Campus (MBKM) has shown a positive impact on improving students' skills. However, to maximize the benefits of this internship program, several recommendations can be implemented to improve the internship program in the future.

First of all, expanding and diversifying industrial partnerships should be a key goal to guarantee students a diversity that matches their interests and the evolving needs of the industry. Currently, although many industrial partners are already working together, there is an opportunity to expand the network of partners in relevant sectors, such as environmental organizations, research institutes and technology companies. This expansion of partnerships not only provides a variety of options for students, but also opens up opportunities for students to work on different types of projects that are challenging and directly related to the latest developments in the industry (Stachová et al., 2019). One step that could be taken is to collaborate with more research institutions or companies that focus on mapping, area management, or geospatial technology.

Second, improving the quality of pre-internship training for students can help them better prepare for their internship experience. This training should include technical skills, such as using mapping software and analyzing geospatial data, as well as soft skills such as professional communication, time management, and teamwork. With more in-depth training, students will be better equipped before entering the industry, which in turn can

improve their performance during their internship. Educators and industry practitioners can collaborate to develop training modules that are relevant to the latest developments in the industry (Sallati et al., 2019). This type of training can also be offered in the form of seminars, workshops or practical courses organized by universities.

Furthermore, the implementation of a more comprehensive and technology-based evaluation system could increase the effectiveness of the internship program. The evaluation of interns should not only be done by industry supervisors, but should also involve supervisors and even the students themselves. The use of digital platforms to track the progress of students during internships and provide real-time feedback will go a long way in increasing transparency and ensuring that students get the most out of their experience. Furthermore, with a clear and structured evaluation system, students can more easily recognize their strengths and weaknesses during the internship, in order to make the necessary improvements during the internship period. This will also help the college monitor the overall quality of the internship program (Anjum, 2020).

Another suggestion is to increase faculty involvement in the internship program. Internship supervisors can play a more active role in providing guidance and advice to students during their internship. As part of their duties, faculty can monitor student progress, provide regular feedback, and help students overcome challenges encountered during the internship. Faculty who are more involved in internship activities can also play a role in building stronger relationships between the university and industry partners, thereby strengthening the relevance of the internship experience to the program's objectives. Teachers who have a good understanding of industry needs can provide more appropriate guidance to internship students (Gunadi et al., 2020).

In addition, increasing the flexibility of internship time is one of the measures that can be taken to improve the effectiveness of the internship program. A very short internship period is often an obstacle for students to truly engage in projects that require more time. By introducing the option of extending the internship duration or offering a more flexible internship program, students can gain a more comprehensive and in-depth experience. This approach also allows students to develop a more comprehensive understanding of the challenges of the industrial world (Mian et al., 2020). This flexibility in the duration of internships will give students the opportunity to contribute more to projects that require long-term involvement.

Finally, encouraging greater collaboration between universities and industry partners in curriculum development is another strategic step. Industries involved in internship programs can provide valuable insights into which skills and knowledge are most needed in the labor market. This collaboration can not only improve the relevance of the curriculum, but also help universities adapt teaching materials to the demands of a dynamic labor market. An internship program supported by a more comprehensive curriculum in line with industry needs, will produce graduates who are better prepared and highly competitive in the labor market (Adeosun et al., 2022). These recommendations aim to improve the quality and effectiveness of the internship program of the Geography study program FKIP UMMAT, so that it is more aligned with industry developments and more useful for students. By implementing these measures, it is hoped that the internship program can further strengthen the relationship between the campus and the industry. and increase the competitiveness of graduates in the labor market.

CONCLUSION

The UMMAT FKIP UMMAT Geography Internship Program plays a very important role in supporting the implementation of Merdeka Learning Campus Merdeka (MBKM). This program not only provides students with the opportunity to apply the knowledge they have acquired in the classroom to the workplace, but also strengthens the relationship between the university and the industry. Through internships, students can develop the technical and soft skills needed to meet the challenges of the professional world, while also opening up opportunities to gain relevant experience on the latest industry developments. However, although the internship program has brought many benefits, there are still challenges and opportunities that need to be considered to improve the effectiveness of this program. Some recommendations that can be implemented include expanding and diversifying industry partnerships, improving the quality of pre-internship training, implementing a more comprehensive evaluation system, and increasing the involvement of teachers in internship orientation. In addition, adapting the program to the needs of the industry and the flexibility of the internship time are also important aspects to create a more effective and relevant internship program. By implementing these improvement measures, the internship program can become a more optimal tool to prepare students to face the dynamic world of work. This will further strengthen the objective of MBKM to produce graduates who Not only do they have good academic skills, but they are also ready to face increasingly complex global challenges. In general, the development of a sustainable internship program and collaboration between universities and industry contributes greatly to improving the quality of education and the competitiveness of students in the labor market.

Declaration of Conflicting Interests

There is no conflict of interest regarding the article publication

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