PANDUAN IMPLEMENTASI

MERDEKA BELAJAR KAMPUS MERDEKA (MBKM)

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CHAPTER I
INTRODUCTION

1.1 Background

Advanced universities follow the dynamics and demands of society, business, and industry. The orientation of higher education, which focuses on efforts to produce graduates who are ready to compete, requires adaptability and flexibility in curriculum development. Experts call the 4.0 revolution era a rapid and sudden shift, especially from the conventional world to the all-digital world. The birth of *e-commerce, financial technology, e-governance, digital creative economy,* and others increasingly requires changes in the substance of a more adaptive curriculum in accordance with student interests, needs, and expectations.

The organization of education should prioritize governance that facilitates cooperation between universities and other institutions, including industry. Thus, students can gain more learning experience, not only on their own campus but also on different campuses, even in institutions outside the campus. This governance is also the basis for the Ministry of Education, Culture, and Higher Education in issuing the Merdeka Belajar and Kampus Merdeka (MBKM) policy, which must be responded to by all tertiary institutions, including Halu Oleo University, by making adjustments and aligning the curriculum according to applicable demands and policies.

The implementation of MBKM is also oriented towards higher education institutions in academic development so that it remains relevant to the times and the development of *hard* and *soft skills*. The implementation of MBKM is expected to increase the contribution of student graduates to society at large by innovating the educational process utilizing current technological developments. In addition, the implementation of MBKM aims to improve the skills and abilities of students who are useful in the work world or can create jobs.

The MBKM program is a program from the Ministry of Education, Research and Technology that can be carried out by study programs, namely participating in student/student exchanges, internships/work practices in industry or other workplaces, carrying out community service projects in villages/KKN building villages, teaching in educational units, conducting research, conducting entrepreneurial activities, making independent studies/projects, participating in humanitarian programs, and adding state defense activities. All MBKM activities must be conducted with guidance from lecturers. An independent campus is expected to provide contextual field experiences that will increase student competence as a whole, ready to work, or create new jobs.

1.2 Definition of MBKM

Merdeka Belajar-Kampus Merdeka is one of the 4 policies of the Minister of Education and Culture of the Republic of Indonesia, which aims to encourage students to take advantage of their learning rights for one semester or a maximum of 20 credits to take learning outside the study program at the same university or outside the university, and a maximum of two semesters or a maximum of 40 credits to take learning outside the university.

The Minister of Education, Culture, Research and Technology also said that the Merdeka Learning Kampus Merdeka (MBKM) program is a policy that will bring positive changes to the future of students. "Kampus Merdeka is a golden opportunity for students to make changes in their leadership.

1.3 Purpose and Objectives of the Activity

The purpose of preparing this MBKM guide was to provide instructions for implementing Merdeka Belajar Kampus Merdeka learning activities in the technical implementation of the program. This guide serves as a guideline for the parties involved in planning, implementing, assessing, and monitoring the program implementation.

The objectives of the MBKM guidelines are as follows:

1. Provide information to study programs in FEB UHO regarding the standards and mechanisms for implementing MBKM activities.

2. Provide clear directions for students, lecturers, and partners so that the MBKM learning program can take place as intended; and

3. To improve the *link and match* the business and industrial worlds, and to prepare students for the world of work from the start.

1.4 Target

The targets of the MBKM Program were (1) active students in semesters five to seven for undergraduate and applied undergraduate programs. The MBKM program was carried out in accordance with the provisions set by the organizer; (2) providing learning rights for undergraduate and applied undergraduate students for three semesters outside the study program.

1.5 Legal Basis

Merdeka Belajar-Kampus Merdeka is a program carried out by the Minister of Education and Culture, Nadiem Makarim. One of the programs contained in Merdeka

Belajar Kampus Merdeka is the right to study three semesters outside the study program. The Merdeka Belajar-Kampus Merdeka program has a legal and regulatory basis to improve the quality of education and college graduates. Some of the legal/regulatory foundations used in the implementation of Merdeka Belajar-Kampus Merdeka are as follows.

a. Law No. 20/2003 of the National Education System.

b. Law No. 12/2012 on Higher Education.

c. Government Regulation Number 04 of 2014 concerning the implementation and management of higher education.

d. Presidential Regulation Number 8 of 2012 concerning the KKNI.

e. Regulation of the Minister of Education and Culture Number 3 of 2020 concerning National Higher Education Standards.

f. Halu Oleo University Rector Regulation Number 1 of 2019 concerning Academic Regulations at Halu Oleo University.

g. Halu Oleo University Rector Regulation Number 2 of 2019 concerns the Internal Quality Assurance System (SPMI) of Halu Oleo University.

h. Halu Oleo University Chancellor's Regulation Number 1 of 2021 concerning the Independent Campus Learning Policy at Halu Oleo University.

CHAPTER II
MBKM THE RIGHT TO STUDY THREE SEMESTERS OUTSIDE THE STUDY PROGRAM

2.1 General Requirements

In implementing the Merdeka Belajar-Kampus Merdeka policy, the "right to study three semesters outside the study program, there are two general requirements that must be met by students and universities: (1) students come from an accredited study program, and (2) active students registered with PDDikti.

The FEB UHO is expected to develop and facilitate the implementation of the Merdeka Belajar program by developing academic guidelines. The programs implemented should be compiled and agreed upon by FEB UHO and its partners. The Merdeka Belajar Program can be a national program prepared by the Ministry or a program prepared by the FEB through Halu Oleo University, which is registered in the Higher Education Database. FEB UHO must facilitate the implementation of student learning periods and loads in the learning process with the following alternative options:

a. the entire learning process in the study program is carried out at FEB UHO according to the period and student learning load; or

b. learning process in the study program to fulfill part of the period and learning load and provide opportunities for students to rest by following the learning process outside the study program and outside FEB UHO. In other words, the credits that must be taken in the original study program are five semesters of the total semesters that must be conducted.

2.2 Forms of MBKM Activities

The form of learning activities in accordance with Permendikbud No. 3 of 2020 Article 15 paragraph 1 can be carried out within the Study Program and outside the Study Program, including:

2.1.1 Student Exchange

Definition	Student exchange is an activity for students to take semester classes at domestic and foreign universities that have a cooperation agreement with the original university. Student Exchange is carried out to form several student attitudes, for example appreciating the diversity of cultures, views, religions, and beliefs, as well as

	working together and having social sensitivity and concern for society and the environment.
Destination	➢ Can transfer knowledge to improve education both among domestic universities and domestic education conditions with foreign countries. ➢ Expanding student networks between regions, ethnicities, cultures, and religions, so as to foster a sense of spirit of unity and integrity. ➢ Cross-campus learning (at home and abroad), broadening students' knowledge of unity and integrity, and strengthening brotherhood across cultures and ethnicities.
Type	➢ Student Exchange from different study programs at the same university. ➢ Student Exchange in the same Study Program at different Universities ➢ Exchange of students from different study programs outside the university.
Requirements	➢ Faculties coordinate with other Study Programs within the same College. ➢ The originating university has cooperation with the receiving partner/university.
Indicators of Success	➢ Students must be able to master ELOs to design industrial systems/components, processes and products to meet needs within realistic boundaries but require additional competencies that can be taken from other study programs at different universities. ➢ Students can enrich their experience and scientific fields obtained at other universities that have a vehicle or distinctiveness to support learning to optimize ELOs.

2.1.2 Internship or Work Practice

Definition	Internship/industrial practice is the application of knowledge, attitudes, general and specific skills in the workplace. This activity can be carried out in a company, industry, non-profit foundation, multilateral organization, government and private agencies, as well as *start-up* companies.
Destination	➢ The work practice or internship program is carried out for students who have graduated from semester 4, so that students can compare the courses that have been obtained with those in the company / home *industry,* so as to provide sufficient experience to students, learning directly in the workplace (*experiential learning*). ➢ In work practice or internship activities students will get hard skills (*analytical skills, complex problem solving*, skills, innovation and creativity), as well as *soft skills* (professional / work ethics, communication, cooperation). ➢ Students who already know the place of work practice or internship will be better prepared to enter the world of work and their careers.
Requirements	Higher Education ➢ Develop a work practice or internship program with partners, both the content of the work practice or internship program, the competencies that will be obtained by students, as well as the rights and obligations of both parties during the work practice or internship process. ➢ Assign a supervisor who will guide students during their internship. Internship Partner ➢ Ensure a quality internship process in accordance with the cooperation document (MoU/MoA/SPK).

	➢ Together with the Faculty, develop and agree on the internship program that will be offered to students.
	Supervisor and *Supervisor*
	➢ The supervisor together with the Supervisor conducts an evaluation and assessment of the results of work practice or internship.
	➢ Supervisors provide debriefing to students before leaving for work practice or internship.
Indicators of Success	Students can solve at least one problem, or can carry out at least one activity at the place of work practice or internship as outlined in a final report.

2.2.3 Village Building/Thematic Real Work Lecture (KKNT)

Definition	A form of educational learning experience for students to socialize in the community outside the campus. This activity is a social project activity to help communities in rural or remote areas to develop the people's economy based on regional potential, infrastructure, and others. Village development activities, or KKNT can be carried out together with the village apparatus (village head), BUMDes, Cooperatives, Karang Taruna or other village organizations. This activity is expected to be able to identify potential and handle problems so as to develop the potential of the village / region and concoct solutions to existing problems in the village. KKNT activities are expected to hone partnership *soft skills*, cross-disciplinary / scientific teamwork (cross-competency), and student leadership in managing development programs in rural areas. It is also expected that after the implementation of KKNT, students can write down the things they do and the results in the form of a final project.

Destination	➢ The presence of students for 1-2 months can provide opportunities for students to utilize their knowledge,

	technology, and skills in collaboration with many stakeholders in the field. ➢ Help accelerate development in rural areas
Requirements	➢ The faculty/study program collaborates with local/village governments, community groups. ➢ Faculty/Products collaborate with government/private agencies.
Partner	➢ Community Groups (migrants and diaspora) ➢ SOEs and Industry ➢ Local Government ➢ Government (Ministry of Home Affairs, assisted villages, companies, Ministry of Health, Ministry of Social Affairs, Ministry of Foreign Affairs, Ministry of Villages, Police, TNI, and other institutions). ➢ *Social Investment*
Funding	Funding Source ➢ Higher Education. ➢ Student ➢ Partner ➢ Other non-binding sources. Fund Usage Component ➢ Transportation ➢ Cost of Living ➢ Financing program implementation in the field. ➢ Further financing components will be arranged in accordance with the provisions of the implementing universities. ➢ Accident and Health Insurance.
Indicators of Success	➢ Students can establish cooperation with destination villages ➢ Students can help change/improve village governance

	➢ Students spur the formation of young people needed in empowering village improvement
	➢ Students can develop their knowledge and learn to socialize with the community.

2.2.4 Teaching Assistance in Higher Education Units

Definition	Teaching in educational units is a learning activity carried out by students in educational units. Learning activities such as teaching assistance are carried out by students in elementary, middle and high schools. Schools that are used as teaching practice sites can be in city locations or in remote areas.
Destination	➢ Students are given the opportunity to have an interest in education and also participate in teaching and deepening their knowledge by becoming a teacher.
	➢ Gain experience on how to manage learning in accordance with the characteristics and development level of students.
	➢ Students help improve equity in the quality of education, as well as the relevance of primary and secondary education to higher education and the times.
Requirements	➢ Have Insurance/BPJS
	➢ Never been subject to academic sanctions from the Faculty.
	➢ Have written permission from parents
	➢ Get approval from lecturer
	➢ Physically and mentally healthy
	➢ Prodi enters the report on the page provided

2.2.5 Research

Definition	Research activities are academic research activities, both science and social humanities conducted under the guidance of lecturers/researchers. Research can be conducted at research institutions under BRIN, universities, and so on or in the form of

	student creativity programs related to research, creativity, written ideas and others.
Destination	➢ Increase students' interest in becoming researchers. ➢ Improve the quality of student research. ➢ Increase the spirit of competition in terms of student research. ➢ Improving the research environment and quality at research institutes/study centers by providing research resources and regenerating researchers early on.
Special Requirements	➢ The implementation time of research/research activities meets a maximum of 1 (one) semester. (KPI 2). ➢ Students can participate in research activities at research institutions / laboratories owned by the government or industry that have cooperation with Halu Oleo University, or Research Centers / research groups or laboratories at Halu Oleo University. ➢ The PI/supervisor is competent in the student's research topic.
Indicators of Success	➢ Research institutions/research laboratories meet the partner criteria as stated in Kepmendikbud Number 3/M/2021. (KPI 6). ➢ Students produce a research report in accordance with the format set by the Partner. ➢ The student (or joint group) completes a research section of the Partner's research map, indicated by a certificate of completion from the Partner for that section.

2.2.6 Independent Study

Definition	Independent study/project is a form of learning activity to facilitate students who have an interest in realizing scientific work that is competed at the national/international level or work from innovative ideas. Ideally, independent studies/projects are carried out to complement the curriculum adopted by students. Independent project activities can be carried out in the form of

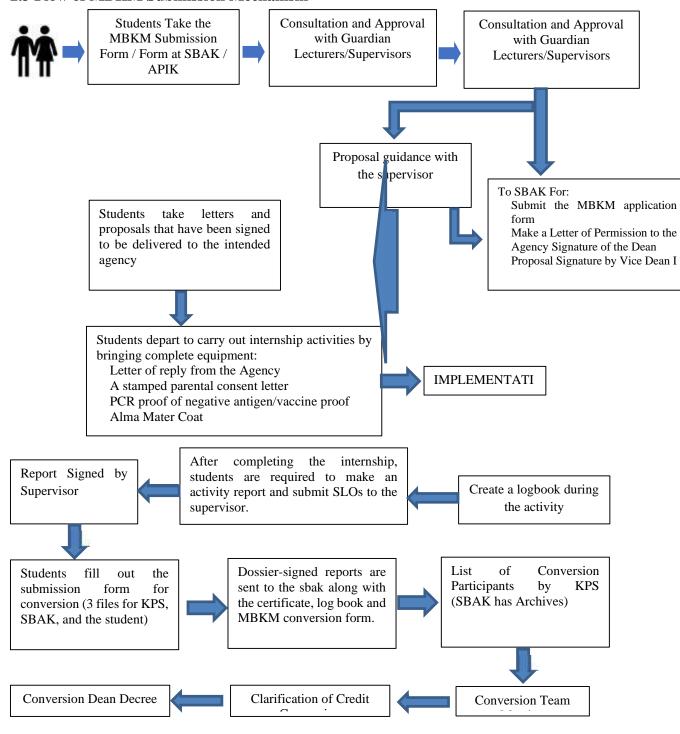|	group work across scientific disciplines. The implementation of independent projects must be guided by a supervisor. The form of activities is in the form of scientific competitions / student activities that produce products (achievements).
Destination	➢ Realizing students' ideas in developing innovative products that become their thoughts. ➢ Organizing research/research and development (R&D) based education. ➢ Improving student achievement in national and international events
Special Requirements	➢ The length of time for implementing independent study/project activities meets a maximum of 1 (one) semester. (KPI 2). ➢ Cross-discipline based projects within or outside the College. ➢ There needs to be a supervisor to ensure the smooth running of cross-disciplinary activities.

2.2.7 Entrepreneurial Activities

Definition	Learning activities in order to facilitate the development of interests, knowledge and skills in the form of student entrepreneurship. The form of activities can be in the form of entrepreneurial programs at the UHO Career and Entrepreneurship Development Center, UHO Reasoning Agency, PKM-K or other institutional entrepreneurial programs in collaboration with UHO. Students can develop a new business model with a group of 2-4 people with different study programs or a maximum of 2 people from the same study program under the guidance of a supervisor and guidance from the entrepreneurial program organizer.
Destination	Developing students' entrepreneurial creativity early and guided.
Special Requirements	➢ The length of time for implementing entrepreneurial activities meets a minimum of 1 (one) semester and a maximum of 2 (two) semesters. (KPI 2).

	➢ The faculty collaborates with partners to provide entrepreneurial mentoring in determining business ideas to business evaluation.
Indicators of Success	Students (can be with a group) should conduct at least 1 entrepreneurial activity under an entrepreneurial mentor (must successfully achieve the targets of the business plan).

2.2.8 Humanitarian Projects

Definition	Social activities at a foundation or humanitarian organization approved by the university, both at home and abroad. Humanitarian projects can be carried out at formal organizations approved by the Chancellor or institutions such as *Mercy Corps*, Indonesian Red Cross, Covid-19 Task Force and others.
Destination	➢ Prepare students who excel and uphold human values in carrying out tasks based on religion, morals and ethics. ➢ Train students to have social sensitivity to explore and explore existing problems and participate in providing solutions according to their respective interests and expertise.
Special Requirements	➢ FEB UHO collaborates with legal entities of *humanitarian* organizations that are officially registered at home or abroad, have a good reputation, or are world-class non-profit organizations. ➢ The implementation time of humanitarian project activities meets a maximum of 1 (one) semester. (KPI 2).
Indicators of Success	➢ Students are dedicated to completing at least 1 major project, with a focus on solving social problems (e.g. lack of fisheries personnel in the region) and on providing labor assistance to ease the burden of disaster victims as outlined in a report. ➢ Students obtain a certificate of recognition for their contribution from the partner organization.

2.3 Flow of MBKM Submission Mechanism

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[students icon] → | Students Take the        | → | Consultation and Approval | → | Consultation and Approval |
                  | MBKM Submission          |   | with Guardian             |   | with Guardian             |
                  | Form / Form at SBAK /    |   | Lecturers/Supervisors     |   | Lecturers/Supervisors     |
                  | APIK                     |
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| Students take letters and proposals that have been signed to be delivered to the intended agency | | Proposal guidance with the supervisor |

| To SBAK For:
Submit the MBKM application form
Make a Letter of Permission to the Agency Signature of the Dean
Proposal Signature by Vice Dean I |

| Students depart to carry out internship activities by bringing complete equipment:
Letter of reply from the Agency
A stamped parental consent letter
PCR proof of negative antigen/vaccine proof
Alma Mater Coat | → | IMPLEMENTATI |

| Report Signed by Supervisor | ← | After completing the internship, students are required to make an activity report and submit SLOs to the supervisor. | ← | Create a logbook during the activity |

| Students fill out the submission form for conversion (3 files for KPS, SBAK, and the student) | → | Dossier-signed reports are sent to the sbak along with the certificate, log book and MBKM conversion form. | → | List of Conversion Participants by KPS (SBAK has Archives) |

| Conversion Dean Decree | ← | Clarification of Credit Conversion | ← | Conversion Team Meeting |

Description:

1. Students submit the MBKM Submission Form by taking the MBKM submission form/form download. For the Certified Independent Student Internship (MSIB) program, students *apply* to industries that offer MSIB activities.

2. Students consulted the MBKM activity plan and sought approval from the Guardian Lecturer/Supervising Lecturer regarding the program to be selected, activities, and

course conversion plans. Furthermore, students asked for a signature from the Study Program Coordinator.

3. Students submit the MBKM submission form to SBAK to cover the intended government/private agency.

4. Students who are accepted into the MSIB activities report to SBAK and the Study Program Coordinator.

5. Students who internship other than the MSIB conduct proposal guidance with the supervisor/supervisor lecturer.

6. After obtaining approval for the proposal from the guardian lecturer/supervisor, the proposal was submitted to SBAK to be signed by Vice Dean 1.

7. Students take a signed letter and proposal to send to the intended agency.

8. Students leave to carry out internship activities by bringing completeness, such as Answer Letter from the Agency, Stamped Parental Permission Letter, Proof of Negative antigen PCR / Proof of of Vaccine (If it is still a pandemic condition), and Alma Mater Suit.

9. During the implementation of activities, students keep a logbook of the activities.

10. After completing the internship, students are required to make an Activity Report, submit an activity logbook, and submit SLOs to the Supervisor.

11. Students can apply for grade conversion by completing a grade conversion submission form.

12. Students bring a report that has been signed by the supervisor sent to SBAK equipped with a Certificate, Log Book and MBKM Conversion Form

13. The KPS makes a list of MBKM participants to be brought to the conversion meeting (SBAK recapitulates students who apply for conversion).

14. Conversion Team Meeting to clarify and determine the conversion of grades from BKM activities to courses.

15. The faculty issues Dean's decree on grade conversion. Students use KRS MBKM SBAK to input cyber grades.

2.4 Related Parties

a) University

1. Facilitate the right of students (whether taken or not) to:

➢ can take credits outside UHO for a maximum of two semesters or an equivalent of 40 credits.

> ➢ can receive credits in different Study Programs at UHO for one semester or the equivalent of 20 credits.

2. Develop academic policies/guidelines to facilitate learning activities outside the study programme

3. Create cooperation documents (MoU/SPK) with partners

b) Faculty

1. Prepare a list of faculty-level courses that students can take across Study Programs.

2. Prepare cooperation documents (MoU/SPK) with the relevant partners.

c) Study Program

1. Develop or finalize a curriculum using an independent campus implementation model.

2. Facilitate students who will engage in cross-study learning in the FEB UHO.

3. Offers courses that can be taken by students outside the study program and FEB UHO, along with the requirements.

4. Equivalence of courses with learning activities outside the study program and outside the FEB UHO.

5. If there are courses/credits that have not been fulfilled from learning activities outside the study program and outside the FEB UHO, alternative *online courses* are prepared.

d) Student

1. Plan with Academic Supervisors regarding courses and programs that will be taken outside the study program.

2. Register activity programs outside the study program.

3. Complete the requirements for activities outside the study program, including participation in the selection, if any.

4. Participate in programs outside the study in accordance with the provisions of existing academic guidelines.

e. Partner

1. Create a cooperation document (MoU/SK) with FEB UHO (can be at the faculty or study programme level).

2. Perform activity programs outside the study program in accordance with the provisions in the cooperation document (MoU/SKP).

CHAPTER III
MBKM LEARNING ACTIVITIES

3.1 Student Exchange

3.1.1 Student Exchange Program

The Student Exchange Program is organized to provide opportunities for FEB UHO students to take lectures in other study programs within one university or at other universities, both at home and abroad. Through the student exchange program, students earn credits, transfer credits, and engage in non-academic activities in the form of extracurricular activities.

3.1.2 Purpose of Student Exchange Program

The objectives of the student exchange program were as follows.

1. Improving the understanding of nationality, integrity, solidarity, and national values among students throughout Indonesia through cross-cultural learning.

2. Developing the leadership spirit and soft skills of students with a Pancasila personality so that they are ready to cooperate and compete with other countries in the world for the dignity of the nation through integrated learning.

3. Provide opportunities for students to gain learning experiences at other universities through credit transfers and acquisitions.

4. Improving the quality of higher education by strengthening the comparative advantages of each university.

5. Building student friendships between regions, tribes, cultures, and religions to enhance the spirit of national unity.

6. Addressing educational disparities between domestic and overseas universities.

7. Provide students with opportunities to network and develop a global perspective.

3.1.3 Benefits of Student Exchange Program

This student exchange program is expected to close the gap in quality, facilities, and independence between universities in Indonesia, and broaden global horizons through learning experiences in foreign universities. The implementation of quality education can also be done so that Indonesian students can access quality education wherever they are. This increased the integrity value.

1) Student

   a. An opportunity for students to develop their abilities and potential and gain knowledge on various campuses.

b. Gain learning experiences, recognize cultures, and experience new learning environments, both national and international.

c. Building and strengthening students' national spirit

2) Original College / Study Program

a. The original university/study program can readjust the Study Program curriculum so that there is compatibility in the Graduate Learning Outcomes (LLOs), Course Learning Outcomes (CPMK), Sub-Course Learning Outcomes (Sub CPMK), study materials, teaching materials/materials, forms and methods, and types of assessment within the same Study Program.

b. Extensive networking with universities/study programs in both academic and non-academic contexts.

3) Partner College/Study Program

Partner universities/study programs can adjust the curriculum so that there is compatibility between Graduate Learning Outcomes (LLOs), Course Learning Outcomes (CPMK), Sub-Course Learning Outcomes (Sub-CPMK), study materials, teaching materials/materials, forms and methods, and types of assessments with other study programs.

3.1.4 Form of Student Exchange Activity

1) Student Exchange between Study Programs at FEB UHO (*Inbound*)

Student exchange in this activity is a form of learning that can be done by students to support the achievement of learning outcomes, both those already in the study program's curriculum structure and curriculum development with the following mechanism:

a. The program develops or prepares a curriculum that allows students to take courses in other study programs.

b. The program provides courses that can be taken by students from outside the program.

c. The Study Program regulates the quota of participants who take courses offered in the form of learning in other study programs at the FEB UHO.

d. The study programme determines the number of credits that can be obtained from other study programmes.

2) Student Exchange in the same Study Program Outside FEB UHO (*Inbound*)

a. The study programme prepares or adapts a curriculum that allows students to take courses outside FEB UHO in the same study programme.

b. The Study Program makes decisions with destination universities, especially regarding the learning process, recognition and assessment of semester credits, and financing plans.

c. Cooperation can be bilateral, consortium (association of study programmes), cluster (accreditation-based), or zoning (region-based).

d. The Study Program regulated the number (quota) of course participants offered in the same study program outside the FEB UHO.

e. The program regulates the number of courses that can be taken from the same Study Program at other universities.

f. The Study Program reports activities to the Higher Education Database through the Faculty and then forwarded to the UHO Information and Communication Technology Unit.

3) Student Exchange in different study programs outside FEB UHO (*Inbound*)

Forms of learning that can be carried out in various study programs outside FEB UHO to support learning outcomes, both those already in the curriculum structure and curriculum development to enrich graduate learning outcomes, with the following mechanism:

a. Develop a curriculum that allows students to take courses outside the FEB UHO programme.

b. Determining courses that can be taken by students from outside the study programme outside the FEB UHO.

c. Regulate the number (quota) of participants who take courses offered in the form of learning in other study programs outside the FEB UHO.

d. Determine the number of credits and courses that can be taken from other study programs outside FEB UHO.

e. Cooperation agreement with partner universities regarding the learning process, semester credit recognition and assessment, and forms of financing.

f. Cooperation can take the form of bilateral, consortium (association of study programs), cluster (accreditation-based), or zoning (region-based) cooperation.

g. Reporting activities to the Higher Education Database through the Faculty and then forwarded to the UHO Information and Communication Technology Unit.

3.1.5 Student Exchange Program Scheme

The student exchange scheme is a form that the student exchange program can take. The scheme used is as follows:

1. Student exchange in the form of cooperation between study programs.

   The study program proposes student exchanges through work between study programs, both similar and different, at universities both at home and abroad.

2. Student Exchange through Scientific Associations

   Students' exchanges can be proposed based on scientific associations. The association can formulate an agreement on student exchange programs, such as curriculum alignment and technical implementation of lectures. Subsequently, the cooperation of student exchange programs between universities in one association was designed.

3. Student Exchange through Student Activity Unit

   Student exchange through the Student Activity Unit is a programme of the Ministry of Education and Culture through the Directorate of Learning and Student Affairs, Directorate General of Education.

3.1.6 Credit Acquisition

1. The implementation of Student Exchange can be done by first the two Study Programs have carried out a cooperation agreement in the form of signing a *Learning Agreement* for the transfer/acquisition (transfer) of student learning outcomes credits (*format attached).*

2. Credit transfer/acquisition is conducted between the same or different study programs, both inside and outside.

3.1.7 Student Exchange Program Award

Student exchange programs were awarded. The award is given in the form of a course conversion and/or Certificate of Diploma Companion (SKPI).

Award Requirements:

a. Active undergraduate students and vocational education level.

b. The award proposal is submitted for a maximum of one semester after the end of the activity.

c. Have a transcript of grades obtained from the destination university.

Course Conversion Award

Awards in the form of the conversion of relevant courses are determined by the study program in coordination with the Deputy Dean for Academic Affairs. Course conversion is based on the suitability of the activities carried out in the Student Exchange program with converted Course Learning Outcomes (CPMK). The provisions for granting course conversions are as follows:

1. Course Conversion Requirements

a. The maximum number of credits converted in one semester is 20.

b. Conversion can be completed after the end of the semester during the Student Exchange implementation period.

c. Submit activity implementation reports and transcripts of the study programme.

2. Basic Course Conversion

The award of conversion of relevant courses in the form of SKS is determined by the study program by referring to the linkage between the Student Exchange Activities course and the converted Course Learning Outcomes (CPMK).

Achievements Learning	Courses that Converted	Eye Complement Lecture
1. Learning outcomes that include general attitudes and skills refer to Permendikbud No. 3 of 2020. Learning Outcomes that include specific skills are 2. aligned with skills related to education and learning. Learning outcomes that include mastery of knowledge are aligned with knowledge related to course material. 3.	Relevant courses contained in the curriculum structure of the study program	If the student has programmed a converted course, the learning outcomes obtained during the student exchange are complementary / substitute for the courses that must be taken.

3. Course Conversion Procedure

Students have the right to convert Student Exchange activities to courses with Course Learning Outcomes (CPMK) through the following flow:

1. Students submit their writing to the study program about the Student Exchange activities carried out.

2. The head of the study program forms the MBKM Assessment Commission (KP-MBKM) of the Study program to assess the SKS Conversion of Student Exchange activity courses.

3. The KP-MBKM of the study program verifies and validates courses that have a CPMK alignment with courses in the study program curriculum structure.

4. The study program submits to students the verification results, namely, a list of courses that can be converted.

5. Students filled in the KRS of the course to be converted if they had not been programmed in the current semester KRS.

6. The results of the assessment were submitted to the Dean for a decision letter on the conversion of course credits.

7. The results of the conversion of course grades are input to SIAKAD BETA UHO

4. Award in the form of a certificate accompanying a diploma

The certificate of Diploma Companion (SKPI) is a form of awarding. SKPI can be expressed as follows:

1. Student Exchange activities that have been carried out have no relevance or cannot be converted into a number of existing courses in the program.

2. The students completed the relevant courses to be converted.

3. Relevant and convertible courses are smaller than the weight of student exchange activities, so some other activities can be rewarded in the form of SKPI.

4. The SKPI is based on transcript evidence from a destination university.

3.1.8 Responsibility

The parties responsible for implementing student exchanges were as follows:

1. UHO Responsibility

a. Coordinates the implementation of activities at university level.

b. Provide resources and facilities to support the implementation of activities.

c. Establish cooperation (MoU) with partner universities.

d. Evaluate the implementation of university-level programs.

e. This provides an information system for the implementation of activities.

f. Report on the implementation of activities by the Ministry of Education and Culture.

2. Faculty Responsibilities

a. Coordinates the implementation of activities at the faculty level.

b. Coordinates with the Vice Rector for Academic Affairs and departments/study programs for the implementation of activities.

c. Provide resources and support facilities for the implementation of activities.

d. Issue course conversion/recognition of decision letters.

3. Study Program Responsibilities

a. Establishing cooperation with partner study programs in the Student Exchange Program.

b. Provide information to students to participate in student exchanges.

c. Conduct selection in a transparent and accountable manner.

d. Determine the selection results using a decision letter.

e. Provide assistance, monitoring, and evaluation of the Student Exchange Program.

f. Provide briefing to students before implementation of the Student Exchange Program.

g. Provide facilities in the form of awards for students who have implemented the student exchange programme.

4. Responsibility of Partner Universities

a. Accept, facilitate, and support FEB UHO students who pass the student exchange selection administratively and academically, according to applicable regulations.

b. Conducting assessments of students participating in the Student Exchange according to the system that applies to partner universities/study programs.

c. Provide a list of grades for courses that have been taken that have been signed by authorized officials as evidence for the conversion of course credits in the original study program.

5. Student Responsibilities

a. Participating students register by completing all requirements that have been set.

b. Learn and understand the customs, culture, and characteristics of the community in the partner university environment.

c. Attend lectures according to academic provisions and campus life rules at partner universities.

d. Participated in the debriefing of the Student Exchange program

e. Conduct registration, administration, document processing, and explanation of academic regulations and campus life at partner universities.

3.1.9 Implementation of Student Exchange

1. Program Implementation Time

Student Exchange can be carried out in Odd and Even Semesters of each academic year for fifth to seventh semester students in undergraduate and vocational programs. The transfer of credit points is carried out within one semester, including the lecture assessment process conducted by partner universities.

2. Admission Requirements for Student Exchange Candidates

The requirements for students participating in student exchanges are as follows:

a. Registered as a UHO student with active status.

b. Never been subject to academic sanctions or currently undergoing academic sanctions.

c. Minimum GPA of 2.75.

d. The intended study program is at least accredited B / Excellent

e. Have passed courses of at least 80 credits in the original study program.

f. Passing administrative selection both at the level of the study program and/or partners.

g. A recommendation from the Academic Advisor (PA) lecturer approved by the head of the department/head of the original study program *(Format Attached)*.

h. Statement of willingness to participate in the program with the approval of parents/guardians *(form-attached)*.

i. Have and/or will arrange health insurance and health insurance.

j. International Student Exchange students are required to possess foreign language skills in accordance with the standards set by partner universities and other complete documents according to the provisions in the destination country of the program.

3. Student Exchange Registration

The stages of registration for the Student Exchange scheme between the study programs

a. FEB UHO students register through the website www.uho.ac.id

b. Students uploaded the required files.

c. The enrollment period adjusts to the needs of the exchange students.

d. The Study Program coordinates student exchange registration.

Application Stage for the Student Exchange Scheme of the Scholarly Association

a. Students register at www.uho.ac.id.

b. Students uploaded the required files.

c. The enrollment period adjusts to the needs of the exchange students.

d. The Study Program coordinated Student Exchange registration.

Stages of registration for the Student Activity Unit Scheme

a. Students registered on the system established by Kemdikbud.

b. Students uploaded the required files.

c. The registration period was adjusted according to organizers' provisions.

d. The Ministry of Education and Culture coordinates Student Exchange registrations.

e. After graduating, students register through www.uho.ac.id.

4. Student Exchange Selection Organizer

a. The selection of Student Exchange participants for the study program was carried out through the study program.

b. The selection of participants in the Student Exchange scheme of the Scientific Association was carried out through the study program.

c. The selection of participants in the Student Exchange scheme of the Student Activity Unit was carried out by Kemdikbud.

5. Student Exchange Selection Process

1. Inter-Study Program Student Exchange Scheme The selection process for Inter-Study Program Student Exchange participants was carried out as follows.

   a. The study program checks the files received from students through www.uho.ac.id.

   b. The study programme determines the participants who pass according to a predetermined quota.

   c. The study program announces the participants who pass the selection process.

   d. The selection results were determined based on the rector's decree.

2. Student Exchange Scheme through Scientific Associations

   The selection process for participants in the Student Exchange Scheme through Scientific Associations was carried out through the following process:

   a. The study program checks the files received from students through www.uho.ac.id

   b. The study programme determines the participants who pass according to the quota set.

   c. The study program announces the participants who pass the selection process.

   d. The selection results were determined based on the rector's decree.

3. Student Exchange Scheme of Student Activity Unit

   The selection process for Student Exchange participants for the Student Activity Unit scheme was conducted and determined by the Ministry of Education and Culture.

6. Program Implementation

   a. Departure and Reception

   1. Student departure was conducted after receiving a briefing on the Student Exchange Program.

   2. The UHO coordinates with partner universities regarding the technical admission of students, including pick-up, lodging, and acceptance of students in the destination study program.

   3. Students register according to the mechanisms of their partner university.

   4. Students receive briefings on the rules and mechanisms of lectures at partner universities, including introductions to leaders, lecturers, education staff, student

organizations, and fellow students in undergoing lectures while at partner universities.

b. Program Implementation

1. The lecture activity process was followed for 16 meetings, both online and offline, in accordance with the academic calendar of the partner universities.

2. Understanding the customs, culture, and characteristics of the community in the partner university environment.

3. This is followed by administrative, academic, and campus rules at partner universities.

4. Participation in academic and non-academic activities that take place in partner study programs/universities.

5. The assessment system for students participating in the program was implemented by following the provisions of partner universities.

6. At the end of the program, participants obtained a transcript/list of grades for courses that were programmed and authorized by an authorized official.

3.1.10 Student Exchange Ethics

1. Implementation Ethics

The ethics of students participating in the Student Exchange Program in both the lecture hall and laboratory are as follows.

a. Be on time in the lecture/laboratory room.

b. Dress neatly, cleanly, and modestly and do not deviate from the principles of propriety.

c. Respect other students by not performing actions that can disrupt lectures.

d. Be courteous to express opinions.

e. Be honest and do not sign the attendance of other students, who are known to be absent from the lecture.

f. Maintain the cleanliness and inventory of the university, such as lecture halls, laboratories, and equipment.

g. Occupational health and safety should always be prioritized during laboratory and workshop activities.

The ethics of Student Exchange Program students working on assignments / final reports:

a. Be honest and adhere to scientific ethics in writing and presenting the final report.

b. Uphold honesty and avoid things that are gratuities for lecturers and employees

c. Submit assignments/reports on time; and

d. Do not promise or provide a sum of money or other facilities to lecturers or other parties to influence the assignment/final report guidance process.

The ethics of Student Exchange Program students in taking the exam are as follows:

a. Comply with the examination rules set by the university/faculty;

b. Honest, good faith and non-fraudulent; and

c. Believes in one's abilities and does not attempt to influence the purpose of obtaining a pass.

2. Ethics of Communicating with Lecturers

In general, the ethics of communicating with lecturers is polite in expressing opinions with rational arguments. Some examples of communication ethics with communication media are as follows:

1. Communication etiquette using *email*

a. Write the subject in the *email*. Include a title/short description of why you are sending the message to the lecturer.

b. Write the opening words correctly. Mention of addressee using formal opening greeting.

c. Introduce yourself and explain your purpose for sending the *email*, especially if it is your first time emailing a lecturer. State your full name, study programme, and class.

d. Make your purpose clear to send the email. If there are several things to convey, the pointers can be used.

e. If the attachments are sent, inform the user of the *email*. Give the *attachment a* clear and appropriate name. In addition, ensure you have attached the *file* to the *email* that will be sent.

f. Use good language and avoid abbreviations. In addition, pay attention to the use of punctuation and capital letters, and ensure that there are no writing errors.

g. Before sending an *email,* we double-checked the message and *files to* be sent.

h. Give your lecturer time to reply. While replying to *emails* can be quick, the lecturer may have other commitments. If there is no reply for a long period, you can politely ask again.

2. Communication Ethics Using the *Messenger / Whatsapp* Application

a. Pay attention to the time of day. You should not send messages during breaks, prayers, or holidays.

b. Start the message with a greeting, and introduce themselves.

c. Be concise about your need.

d. Use of formal language to avoid abbreviating words. In addition, pay attention to the use of punctuation and capital letters, and ensure that there are no writing errors.

e. End the message with a thank you or greeting.

f. Avoid questions that will corner the lecturer.

3.1.11 Student Exchange Assessment

The student's academic assessment is a description of the achievements obtained. The assessment adjusts to provisions that apply to both the study programme and partner universities. The assessment is expressed in letters with the conversion of numerical values as follows:

No.	Quality Value	Number Value
1	Grade A (81-100% Mastery)	4,00
2	Grade B (71-80% mastery)	3,00
3	Grade C (51-70% mastery)	2,00
4	Grade D (31-50% mastery)	1,00
5	Grade E (Mastery $< 31\%$)	0,00

3.1.12 Student Exchange Program Reporting

Activity reporting is the obligation of students who participate in Student Exchange activities at other universities. The report provisions are as follows.

1. Report Function

The Student Exchange   Report has the following functions.

a. Accountability of Student Exchange activities in the study program.

b. Information delivery for UHO and students.

c. A forum for conveying ideas, opinions, assessments, and experiences related to the implementation of Student Exchange to other parties.

d. Materials for policy-making, evaluation, and follow-up for the continuous improvement of Student Exchange.

e. Documentation of MBKM activities.

2. Report Format and Systematics (Appendix)

3.1.13 Compile and Upload Activity Videos

Students who have carried out Student Exchange activities compile video documentation of activities with a duration of 25-30 minutes and upload it to *YouTube*. The video contained parts of the activities carried out during the Student Exchange, such as release, reception, and activities (academic and non-academic).

3.2 Internship/Practice Work

3.2.1 Internship Program

The Internship Program or work practice provides sufficient experience to students through direct learning in the workplace *(experiential learning) for* one to two semesters. *Through* internships, students gain *hard skills* (skills, *complex problem solving, analytical skills,* etc.) as well as *soft skills* (professional/work ethics, communication, cooperation, leadership, etc.). On the other hand, partners (industry/company) obtain reliable resources if needed and can be recruited directly to reduce costs in both *recruitment* and training. Internship students will be better prepared in the world of work, while universities will get information about partner problems (industry/company) so that it can be a means of improving teaching materials (*updating*) and relevant lecturer learning, and as material for research topics that are more relevant to the needs of industry/company partners.

3.2.2 Purpose of Internship

The objectives of the Internship/Work Practice are described as follows

1. Improving student competence and experience in accordance with their field of knowledge and introducing a real work culture in the world of work.
2. Obtain input and *feedback* as input material for the study program to align the curriculum so that it is in accordance with the demands of the world of work.
3. One of the strategies to accelerate study program alumni can be absorbed in a mutually beneficial job market between the two parties (study programs and partners/industries).

3.2.3 Program Benefits

The internship/work practice program is expected to provide benefits to UHO, students, and partners.

1. Benefits for UHO:

   a. The realization of partnerships between UHO, government agencies, private institutions, the world of business and industry (DUDI), non-profit organizations, multilateral organizations, and *startup* companies.
   b. Containers in aligning the Study Program curriculum with partner curricula
   c. Knowledge of lectures in the classroom is relevant to the needs of the DUDI or internship partners.
   d. It is one of the implementation and follow-up activities of the MoU (*Memorandum of Understanding)* with internship partners.

e. Provide opportunities for lecturers to keep up with the latest developments and updates in information and technology in the industry and business world.

f. The internship program supports the achievement of the main performance indicators of higher education, namely off-campus student activities.

2. Benefits for Students

a. As a means of applying the knowledge gained from lectures to the real world of work through skill training at the internship site according to the field of science they are pursuing.

b. It is a learning tool in learning the processes and practices that occur in the world of work, starting from planning, organizing, implementing, and evaluating programs in work units by developing creative and innovative thinking insights.

c. To train students' adaptability to work culture with all parties, ranging from leaders, employees, and employees to the community and *customers of* institutions/industries.

d. As a means of obtaining material for the final project and completing course credits to accelerate the completion of the study.

3. Benefits for Partners

a. Obtaining a workforce with the skills expected to support the implementation of work and problem-solving.

b. The establishment of mutually beneficial partnerships, both in the form of the introduction of scientific and technological innovations obtained by students from universities, as well as the ease for partner institutions / industries in obtaining human resources as a new workforce that may be recruited.

c. Can reduce costs in education and training activities for employees in the presence of student interns?

3.2.4 General Conditions of the Program

a. FEB UHO determines the internship supervisor through the Chancellor's decree.

b. The internship lasts for one semester and can be proposed as a relevant academic grade after being reviewed or assessed by the MBKM Assessment Commission (KP-MBKM) of the study program.

c. The results of the internship can be proposed for awards other than course conversion if the assessment results do not meet the conversion credits.

d. The internship registration was adapted to the UHO academic calendar.

e. The Internship program or activity does not contain elements that are prohibited by the Indonesian government's laws or official regulations.

f. The Internship proposer is not on leave or has received academic sanctions or laws from FEB UHO.

g. If the output of the internship activity results in intellectual property rights from the government, the name of the FEB UHO must be included as an affiliate.

3.2.5 Internship Program Scheme

The Internship or Work Practice Program at FEB UHO can be implemented in four paths/schemes: study program schemes, student activity unit schemes, partner schemes, and independent schemes, with detailed explanations as follows.

1. Internship Study Program Scheme

The internship program was initiated and the recruitment process was carried out by the study program. The implementation process is described as follows:

a. The study programme conducts a cooperation agreement (MoU/PKS) internship with partners.

b. The study program conveys information on internship requirements to students.

c. Students register through www.uho.ac.id by completing the files/documents.

d. The study program conducts file selection and announces the selection results to students.

e. The study programme determined the internship supervisor.

f. The study conducted debriefing for students participating in the internship program.

g. Students conduct an internship with the assistance of a supervisor.

2. Student Activity Unit Scheme Internship

The internship program was initiated, and the implementation process was carried out through student activities implemented by the Ministry of Education, Culture, Research, and Technology through the Directorate of Learning and Student Affairs, Directorate General of Higher Education. The implementation process is described as follows:

The Ministry of Education and Culture offers an internship programme for students.

a. Students register and complete the files/documents of partner provisions on the portal https://kampusmerdeka.kemdikbud.go.id/ or other specified pages. –

b. The Ministry of Education and Culture conducts selection, announces the selection results, and informs students.

c. Students who pass the selection must register for the Internship Program at www.uho.ac.id

d. The Ministry of Education and Culture determines the supervisor and informs students.

e. The Ministry of Education and Culture conducts debriefings for students participating in internship programs.

f. Students conduct an internship accompanied by a supervisor.

3. Partner Scheme Internship

The partner scheme program was initiated, and the recruitment process was carried out by the partner. The implementation process is described as follows:

a. Partners offer Internship Program activities to Universities/Faculties/Study Programs.

b. The University/Faculty/Study program enters into an internship cooperation agreement with the partner.

c. The University/Faculty/Study Program socializes and informs students of internship requirements.

d. Students register and complete files/documents required by their partners.

e. Partners conduct file selection, announce the selection results, and inform the university/faculty/study program and the students.

f. Students who pass the selection must register for the Internship program at www.uho.ac.id

g. The study programme determined the supervisors.

h. The study programs and partners carried out a debriefing of students participating in the internship program.

i. Students conduct internships with the assistance of their supervisors.

4. Independent Scheme Internship

An independent scheme program is a student-initiated program for obtaining partners. The implementation process is described as follows:

a. The students proposed an internship program for partners known by the study program.

b. Partners conduct internship selection and convey the selection results to students.

c. Students applied to the study program to facilitate cooperation agreements with their partners.

d. The study program conducts cooperative agreements with partners.

e. The study programme determined the internship supervisor.

f. Students register for Internship activities with the specified files/documents through www.uho.ac.id

g. The study program conducted a debriefing for the students participating in the internship.

3.2.6 Apprenticeship Program Award

FEB UHO students who take part in the Internship Program within a certain time frame are given several types of awards: (a) course conversion awards and (b) other awards.

1. Award Requirements

General Requirements:

a. Active FEB UHO student.

b. Not undergoing punishment or academic sanctions from the FEB UHO.

c. The program followed in the internship includes and carries the name FEB UHO.

d. Internship supervisors are permanent lecturers of FEB UHO and obtain approval from the university leadership.

Special Requirements:

a. Include documents such as a certificate of having carried out internship activities, photos of activities, and other related documents.

b. Have completed an internship activity report as an obligation for participating students.

2. Course Conversion Award

The award, in the form of conversion of relevant course credits, is determined by the study program based on the suitability of the internship activities with the converted Course Learning Outcomes (CPMK). The maximum number of credits that can be converted in one semester is 20. The basis for course conversion, namely learning activity time (2,720 minutes = 45

Hours = 1 credit), and the relevance of CPMK to Internship Learning Activities as follows: Learning Outcomes include mastery of knowledge aligned with knowledge related to research and topics proposed in the form of internship proposals by students, with details as follows.

Attitude learning outcomes (S)

1. Contributing to improving the quality of life in society, nation, state, and advancement of civilization based on Pancasila.

2. Cooperate with each other and have social sensitivity and concern for the community and environment.

3. Internalizing academic values, norms, and ethics
4. Demonstrate an attitude of responsibility for work in their field of expertise independently
5. Internalizing the spirit of independence, struggle, and entrepreneurship

General skill learning outcomes

1. The ability to apply logical, critical, systematic, and innovative thinking in the development or implementation of science and technology that pays attention to and applies humanities values in accordance with their fields of expertise.
2. Ability to demonstrate independence, quality, and measurable performance.
3. The ability to study the implications of the development or implementation of science and technology that pay attention to and apply humanities values in accordance with their expertise based on scientific rules, procedures, and ethics in order to produce solutions, ideas, designs, or art criticism; compile a scientific description of the results of their studies in the form of a thesis or final project report; and upload it to the college website.
4. Compile a description of the results of the study above in the form of a thesis or final project report and upload it on the college website.
5. Ability to make appropriate decisions in the context of problem solving in their field of expertise based on the results of information and data analysis.
6. The ability to take responsibility for the achievement of group work results and supervise and evaluate the completion of work assigned to workers under their responsibility.
7. The ability to conduct a self-evaluation process of the work group under his responsibility and manage learning independently.
8. The ability to document, store, secure, and retrieve data to ensure validity and prevent plagiarism.

Knowledge-Mastery Learning Outcomes (PP):

1. Master of the foundations, concepts, designs, and steps of research in detail and depth.
2. Mastering the foundation of scientific studies related to the topics studied.

Specific skill-learning outcomes (KK)

Ability to design proposals and conduct internships. Students are entitled to convert internship activities into courses whose Course Learning Outcomes (CPMK) are aligned through the following flow.

1. Conversion of courses in the same semester when internship activities have not been completed with the following provisions:
   a. Internship activities were registered in the study program with students informing in writing of the study program regarding the internship activities that will be carried out.
   b. Students and supervisors developed plans for activities during the internship.
   c. The Head of the Study Program forms the MBKM Assessment Team/Commission Prodi (KP-MBKM) to assess the conversion of student-proposed course credits for internship activities.
   d. KP-MBKM conducts verification and validation to assess courses that align CPMK with internship activities from the proposed internship activity plan.
   e. The study program submits to the students the verification results in the form of a list of courses that can be converted.
   f. Students fill in the KRS of the course, which will be converted by consulting with the PA lecturer for internship activities according to the deadline specified in the UHO academic calendar.
   g. Students submit a report after the internship.
   h. The results of the assessment are proposed to the dean to make a decree on the conversion of Course Credits.
   i. The study program (IT field) inputs grades on Siakad Beta UHO.

2. Conversion of courses in the same semester when internship activities have not been completed with the following provisions:
   a. The Head of the Study Program forms the MBKM Assessment Commission (KP-MBKM) to assess the conversion of credits for internship activity courses.
   b. Students apply for conversion accompanied by a Report
   c. Implementation of Internship Activities by the head of the study program (formatted).
   d. KP-MBKM conducts verification and validation to assess courses according to CPMK, which is aligned with internship activities.
   e. The study programme informs students of the verification results in the form of a list of courses that can be converted.

f. Students' program conversion courses were approved by the study program in the following semester of the KRS.

g. The assessment results are proposed to the Dean to make a Decree on the conversion of course credits.

h. The study programs (through operators) input grades into SIAKAD UHO.

3. Form of Assessment of Internship / Practical Work activities

Internship/work practice activities can be assessed using two approaches: structured and free. The choice of assessment form is determined by the KP-MBKM according to the most relevant conditions.

a. Structured Form

Internship assessment refers to a *structured form* converted into 20 credits, according to the curriculum being taken by students in the Study Program. The number of credits is a form of equivalence with courses offered according to students' competence in accordance with internship activities. The following are examples of courses that are equivalent to students who internship:

The arrangement of the courses to be converted was approved by the supervisor and head of the study program. After approval, the KP-MBKM team in the study program was prepared for assessment.

b. Free form

In addition to the structured form, the conversion of internship activities can be performed in a *free form*. Internship activities for six months were equal to 20 credits, without equalization with courses. The 20 credits are expressed in the form of competencies obtained by students during the internship, both in hard and soft skills, in accordance with the learning outcomes. For example, in the engineering field, hard skills learning outcomes are the ability to formulate complex engineering problems and analyze and solve engineering problems. Examples of soft skills include the ability to communicate in a work environment, work together in a team, and carry out professional ethics.

The assessment system can also be implemented collaboratively (a combination of free and structured forms). Decisions on the selection of assessment methods can be agreed upon by internship students, supervisors, heads of study programs, and mentors (internship supervisors), based on suitability or need. Internship activities reflect student academic performance, actualization of attitudes, and behavioral values during the internship.

3.2.7 Responsibility of Internship Organizer

1. University Responsibility

The UHO's responsibilities for implementing internships are as follows:

a. Establish cooperation with partners (Business and Industry/DUDI), the local government, and the Ministry of Education and Culture in organizing internship programs.

b. Develop an internship program with partners, starting with internship materials, expected competencies, and the rights and obligations of both parties during the internship.

c. Managing the registration and placement of students at internship sites.

d. Determine and assign student supervisors during internships.

e. Provide debriefing and health and safety insurance to prospective internship students.

f. Departing and returning students from campus to internship placement locations.

g. Develop (Standard Operating Procedure) for the implementation of internships in the field.

h. Report the results of internship activities to the Directorate General of Higher Education.

2. Faculty Responsibilities

The faculty member has the following responsibilities:

a. Coordinates with university and internship organization partners.

b. Conduct the Internship participant selection process in coordination with the university.

c. Ensure that the Internship carried out by the students runs in accordance with the main objectives.

d. Determine and authorize accompanying lecturers to monitor and evaluate internship participants.

e. Provides resources and support for the implementation of internships.

f. Together with the study program, we provided internship award/recognition.

g. Determine the conversion/recognition of courses in the form of Dean's decision letter.

3. Study Program Responsibilities

The study programme has the following responsibilities:

a. Establishing cooperation (PKS) with internship partners.

b. Provide information to students to participate in internship programs. c. Recommend students who register for the internship.

c. Conduct transparent and accountable selection, and determine graduation through a decision letter.

d. Assign accompanying lecturers according to their competence in the field of science to provide assistance, training, monitoring, and evaluation of prospective internship students.

e. Facilitate the provision of recognition for students who have completed internships.

4. Student Responsibilities

The student responsibilities were as follows:

a. Prepare complete files and register them for internships.

b. Make a proposal for an internship activity or program

c. Implementation of the program according to the prepared plan

d. Participate in all activities according to the set schedule.

e. Consult with supervisors/mentors and lecturers during the programme.

f. Compile an internship report and submit it to the study program, supervisor, and supervisor/mentor.

g. Apply award/recognition to the study program.

h. Create *logbooks,* reports, video documentation uploaded to *YouTube*, and publications on online and print media.

5. Partner Responsibility

Partners have the following responsibilities.

a. Facilitate implementation and other resources to support internship implementation.

b. Ensure the implementation of student internships in accordance with the agreement.

c. Provide supervisors/mentors to assist students during internships.

d. Provide rights and guarantees in accordance with laws and regulations

e. Supervisors assess student performance during the internship and together with the supervisor, provide an assessment.

3.2.8 Internship Implementation

1. Internship Time

The implementation of internship time based on each scheme is as follows.

a. Internship activities are carried out with students, at least in the fifth semester of the undergraduate program. The Internship Program implemented by Kemdikbud was adapted to the specified requirements.

b. Internship activities were conducted for six months (one semester).

2. Acceptance Requirements for Internship / Work Practice Candidates

The recruitment requirements for the Internship/Work Practice participants are outlined below.

a. Registered as an active UHO student.

b. The minimum GPA of 2.75.

c. Have passed 80 credit courses.

d. Pass the selection performed by partners or UHO.

e. The participants lived at the internship site.

f. Physically and mentally healthy and non-pregnant women.

g. Obtaining a recommendation from the Academic Advisor (PA) lecturer and approved by the head of the department/head of the study program (format attached).

h. A statement of willingness to participate in the internship program was signed with the approval of parents/guardians (format attached).

3. Internship Registration

Internship enrollment according to this scheme is outlined as follows.

1. Study Program Scheme Internship Registration

a. Registration was performed by students through SIM MBKM by uploading/collecting the required files.

b. The registration period was adjusted according to the internship needs.

c. Internship registration was coordinated by the study program.

2. Student Activity Unit Scheme Internship Registration

a. Registration was carried out by students on the registration system established by Kemdikbud by uploading and collecting the required files.

b. The registration period was adjusted according to the provisions of the organizer/Ministry of Education and Culture.

c. Registration was coordinated by Kemdikbud through the university coordinators.

d. After passing the Internship, students are required to register via www.uho.ac.id.

3. Partner Scheme Internship

a. Registration was carried out by students on the registration system set by the partner by uploading and collecting the required files.

b. The registration period was adjusted according to the partners' stipulations.

c. Internship Program registration is coordinated by partners.

d. After being declared a graduate, students are required to register via www.uho.ac.id

4. Independent Scheme Internship

a. Registration is carried out by the student directly to the internship partner institution after completing the complete files.

b. Students obtained an internship acceptance letter from their partners.

c. Students who have been declared accepted as internship participants report to the study program to follow up on the process of preparing a Cooperation Agreement (PKS). The study program sends a request to the partner to prepare the PKS.

d. Students register at www.uho.ac.id according to the period of the Internship partner agreement.

3.2.9 Implementation of Internship Selection

1. The study Program Scheme Selection of Internship participants was carried out through the study program.

2. The student Activity Unit Scheme Selection of Internship participants was carried out directly by the Ministry of Education and Culture.

3. The partner Scheme Selection of Apprentices is performed directly by the partner.

4. The independent Scheme Selection of Internship participants was carried out directly by partners.

3.2.10 Internship Selection Process

1. Internship Study Program Scheme

The selection process for the Study Program Scheme Internship participants was as follows:

a. The students registered and uploaded files to the UHO MB-KM SIM.

b. The study program examines student files, then the study program determines participants who pass according to the quota, and the study program announces participants who pass the selection.

2. The Apprenticeship Scheme of Student Activity Unit, the selection process of apprenticeship participants, is carried out in accordance with the mechanism set by the Ministry of Education and Culture.

3. Partner Scheme Internships, the selection process for internship participants was carried out in accordance with the mechanism set by the partner.

4. In an Independent Scheme Internship, the selection process of internship participants is determined by the partner.

3.2.11 Internship Implementation

1. The study program and partners established an agreement in the form of a cooperation document (MoU/SK), which contained, among others, the learning process, semester

credit recognition, and assessment. Competencies are obtained by students as well as the rights and obligations of both parties during the internship activity process.

2. The study program assigned one student supervisor during the internship activities.

3. The Internship Partner assigns one supervisor/mentor to guide the students during internship activities.

4. Students carry out internship activities according to the direction of the supervisor and the supervisor/mentor.

5. Students created and filled out a *logbook* according to the activities carried out (*formatted*).

6. Supervisors, together with *supervisors/mentors/coaches,* provide an assessment of student achievement during internship activities based on the *logbook.*

7. Students compile an activity report, seek approval from the supervisor, supervisor/mentor, and partner leader, and submit it to the study program.

3.2.12 Program Mentoring Process

1. Supervisor Criteria

   The criteria for internship supervisors are as follows:

   a. Lecturers with a minimum functional position of Expert Assistant or have taught at least eight semesters

   b. Obtaining a decision letter of the Internship Supervisor from the study program and determination through the Chancellor's decree.

2. Details of Supervisor Duties

   Internship supervisors have the following duties.

   a. Provide advice and input during consultation, if needed, by student interns.

   b. Conduct mentoring activities for internship students to be able to consult during the internship or provide guidance on writing the Internship Report.

   c. Conduct visits to internship locations for student monitoring and evaluation according to an agreed upon schedule.

   d. Approval and grading of internship reports.

   e. Grading of the Internship Report or presentation of internship activities.

3. Guidance Provisions for Students

   The mentoring provisions for students participating in internships are as follows.

   a. Students conduct mentoring before the implementation of the internship to ensure the implementation of the internship, and the writing of the Internship Report goes well.

b. Students made an Internship Report in accordance with the guidelines for writing an Internship Report.

c. Students agree on the guidance time and respect the time allocated by the supervisor, especially the target time for completing the Internship Report.

d. Students must pay attention to communication and behavioral ethics during the mentoring process.

3.2.13 Provisions for Supervisors

The provisions for internship supervisors are as follows.

a. Make a guidance plan with the students.

b. Direct students in terms of scientific writing and analysis methods in the Internship Report in accordance with the guidelines for writing the Internship Report.

c. Discuss the material/content of the report relevant to the topic of the internship.

d. Attend the Internship seminar and give a final judgment on the Internship Report.

e. Provide direction for the completion of the Internship Report and ensure that the Internship Report is free from plagiarism.

f. Mentoring can be performed online or offline.

g. Maintain ethics and behavior while providing guidance to students.

3.2.14 Ethics of the Internship Program

1. Implementation Ethics

Students must complete all the tasks given by the supervisor properly and on time.

a. Students are honest, disciplined, polite, professional, and maintain work ethics during their internships.

b. Students can maintain attitudes and ethics in interacting with the community

c. Students must respect employees and workers at the internship location without distinguishing between ethnicity, religion, race, gender, and class. e. Students must maintain a good name for UHO alma mater.

2. Ethics of Communicating with Supervisors

The ethics of students communicating with supervisors during internship implementation are as follows:

1. Communication with the supervisor was performed with reference to generally accepted norms.

2. Students communicating with lecturers adjust or pay attention to their time (rest or worship). If communication through the media can be performed as follows:

    a. Communication by Phone

        1) Introduce yourself before delivering the objectives

        2) Use time efficiently and sparingly, or speak only on important matters.

    b. Communicating via Text Message

        1) Initiate communication by greeting and introducing oneself.

        2) Deliver text messages briefly, clearly, and use good and correct Indonesian language, and at the end, thank you.

    c. Communicate Face-to-Face

        1) Choosing the right time to communicate with lecturers.

        2) Communication occurs on campus on weekdays.

        3) Wear neat and polite clothes.

3. Student Dress Code at the Internship Site

The student dress code during the internship was as follows:

a. Students wore the institution's alma mater during internship activities.

b. Students should not wear clothes that are too tight, revealing, or sexy, such as open tops that are too low, or skirts that are too short.

c. Students avoided wearing excessive jewelry, accessories, and makeup.

4. Lecturer Ethics in Implementing Internships

The ethics of lecturers in mentoring during internship implementation are as follows.

a. Communication is conducted in the context of internship mentoring tasks, both in assigning assignments and directions to students.

b. Communication with guidance students is conducted with reference to generally accepted norms.

c. If communication and mentoring are conducted face-to-face, mentoring activities will be conducted in the open.

5. Mentor/Supervisor Ethics in the Implementation of Internship

The ethics of the mentor/supervisor in mentoring during internship implementation are as follows.

a. Communication is conducted in the context of internship mentoring tasks, both in assigning assignments and directions to students.

b. Communication with guidance students is conducted with reference to generally accepted norms.

c. If communication and mentoring are conducted face-to-face, mentoring is performed in the open environment.

3.2.15 Guidelines for Writing the Internship Program Report

1. Report Function

   a. Accountability of student internship activities in the study programme.

   b. Materials for granting grades to internship activities.

   c. Information delivery for UHO and students.

   d. One of the forums conveys ideas, opinions, assessments, and experiences related to the implementation of the internship to other parties.

2. General Provisions in Report Writing

   a. The Internship Report is written and examined at the end of the internship (for grade conversion) or the internship activity implementation report (for credit conversion and other awards).

   b. The Internship Report will be submitted to the study program in the form of *a soft copy* in print and/or *soft copy.*

3. Report Writing Principles

   a. True and Objective: The Internship Report must comply with the provisions of the guidelines and contain true and objective information.

   b. Clear and Careful: The Internship Report must be easily understood by the reader by avoiding the use of words/terms, word/sentence sequences, or language styles that are good and correct.

   c. Straight to the Point: The Internship Report should be precise and concise. Descriptions should not be too long or figurative words should be used to give the impression that the report is thick.

   d. Complete: The Internship Report must be presented completely in the form of a comprehensive description based on selected data accompanied by the necessary supporting data. The Internship Report must contain all internship material that students work on, which can be presented in the form of graphs, tables, maps, schemes, and others.

   e. Firm and Consistent: The Internship Report must be firm and consistent so that there are no contradictions between parts, both in terms of substance, terms, and writing techniques.

f. Timely: The writing, submission, evaluation, and revision of the Internship Report must be performed in accordance with applicable regulations. To fulfill these requirements, the author of the Internship Report is as follows:

1) Thoroughly master the reported problem

2) Have interest, ability, objectivity, thoroughness, and analytical skills in preparing reports.

3) Able to cooperate, respond, and be open to criticism.

4) Able to use good written language.

5) Can use words, terms, sentences, and language styles that are simple, clear, and easy to understand.

6) Able to select and organize the necessary data.

7) Able to observe and assess carefully the various processes, events, benefits, and weaknesses that exist during internship activities.

3.2.16 Internship Program Assessment

1. Assessment Weight

The weight of internship assessment is given by the following components:

Table ...... Internship Assessment Weight

No.	Component	Weight
1	Internship Process and Performance	50%
2	Report Writing	20%
3	Article/Seminar results	10%
4	Video	10%

General conditions for the assessment

a. The process and performance of the internship implementation, report writing, articles, and internship videos were assessed by the supervisor.

b. Scores were assigned using a Likert scale.

c. Assessment refers to the established format and assessment criteria.

d. The results of the assessment were completed by filling out the existing forms and submitted to the study program.

e. These assessments were conducted fairly and objectively.

2. Performance Achievement Assessment

In carrying out internship activities, students receive an assessment from the supervisor with the assessment points of the internship performance process and achievements. The items assessed as work achievements were as follows:

1). The field of Activity Competency

    a. Mastery of the Field of Activity

    b. Activity Planning

    c. Activity Implementation

    d. Evaluation and Follow-up

2). Attitude and Behavior:

    a. initiative

    b. communication skills (oral and written),

    c. discipline

    d. appearance

    e. perseverance

    f. technical skills

    g. critical, creative and analytical thinking

    h. i. adaptability

    i. result of work (*output/outcome*)

3. Report Writing Assessment

The following are the general provisions regarding the Internship Report:

    a. At the end of the internship, the students were required to write an Internship Report.

    b. The Internship Report was approved by an internship supervisor.

    c. The Internship Report was completed immediately after the last day of the program.

    d. In preparing the Internship Report, students were required to comply with the provisions of the data/information confidentiality set by the supervisor.

The assessment of the students' internship report writing includes the following aspects:

1). Description of the internship activities process. This aspect relates to:

    a. overview of Internship partners

    b. student duties during the Internship are well explained

2). Completeness of report substance: This aspect relates to

    a. The argumentation/reasons for the activities carried out and their urgency are clearly written in the background.

    b. The Internship Partner is described in detail and in entirety.

c. Appropriate and Relevant Implementation Methods

d. The programs implemented, the results of the programs implemented, the challenges encountered, including new findings during the implementation of activities, and a description of the sustainability of the programs.

e. The conclusions were formulated in accordance with the implementation of the internship.

f. Self-reflection reflects the learning process during an internship.

3). Appropriateness of the report format. This aspect relates to:

a. following the internship report guidelines.

b. coherent presentation logic, and

c. Standardized scientific language.

Provisions that need to be considered, especially for students participating in the internship before the final report assessment, are as follows:

1. The report must be signed by a supervisor.

2. the report must be completed no later than two weeks after the program ends; and

3. In preparing the report, students were required to comply with the provisions of the data/information confidentiality set by their partner.

4. Video Assessment

The assessment points of the Video Internship Report included the following aspects:

a. Effectiveness of the story setting presented (contains part of the activities carried out during the Internship)

b. Organization/content arrangement (contains content that is arranged and flows/there is a relationship between 'scenes')

c. Content (the subject in the video is introduced or explained)

d. Image and sound quality

e. Provisions that need to be considered, especially for students

Apprentices before submitting the poster and video assessments are outlined as follows:

1. Video assessment is only for students whose reports have been approved by supervisors and partner organization supervisors.

2. Video assessment was performed after the study program received the performance assessment file.

3. The maximum video duration was 30 min, and it was uploaded to YouTube before the assessment.

4. Poster and video assessments were conducted at the end of the report presentation.

LAMPIRAM

Internship/Practice Work Authorization Format

<div align="center">RESPONSE</div>

After examination and scrutiny, the Internship Report is as follows:

Name:

NIM:

Study Program:

Internship Location:

Thus, we provide this endorsement so that it can be properly used.

Endorsed on the date of............................

Knowing,

supervisor/mentor..............*) Supervisor,

....

NIP.

*) Stamped

Appendix 2. Internship Performance Assessment Format

INTERNSHIP PERFORMANCE ASSESSMENT SHEET

Name:

NIP:

Study Program:

Supervisor/mentor:

Internship Partner:

Implementation Time:

 Internship Period

Academic Year:

No.	Assessed Aspect	Value			
		1	2	3	4
A	Competency Field of Activity				
1	Mastery of the Field of Activity				
2	Activity Planning				
3	Activity Implementation				
4	Evaluation and Follow-up				
B	Attitude and Behavior				
1	Initiative				
2	Communication skills (oral and written)				
3	Discipline				
4	Appearance				
5	Perseverance				
6	Technical skills				
7	Critical, creative and analytical thinking				
8	Ability to work together in a team				
9	Adaptability				
10	Work result (contribution)				

Description: 1: Very Poor, 2: Poor, 3: Good, 4: Excellent

Internship/Practice Report Assessment Format

INTERNSHIP/WORK PRACTICE REPORT ASSESSMENT SHEET

Internship/Practice Period

Academic Year:

Name:

NIP:

Study Program:

Supervisor/mentor:

Internship Partner:

Implementation Time:

No.	Assessed Aspect	Value			
		1	2	3	4
A	Process				
1	Overview of the internship partner				
2	Description of duties during the Internship				
B	Activity Substance				
3	Introduction/background and problem formulation clearly written.				
4	Problems are analyzed using theoretical foundations and strong supporting evidence.				
5	Activity implementation methods are clear and relevant				
6	The conclusions were formulated based on the results of the analysis.				
7	Self-reflection reflects the learning process during Personal internship, covering aspects of technical skills and social-emotional skills.				
8	The recommendations made include recommendations related to analyzed problem				
C	Technical and Language				
9	Following the internship report guidelines				
10	Coherent presentation logic				
11	Standard and scientific language				

Description: 1: Very Poor, 2: Poor, 3: Good, 4: Excellent

Appendix 4. Internship Video Assessment Format

<div align="center">INTERNSHIP VIDEO ASSESSMENT SHEET</div>

Internship Period

Academic Year   :

Name:

NIP:

Study Program:

Supervisor/mentor:

Internship Partner:

Implementation Time:

No.	Assessed Aspect	Value			
		1	2	3	4
1	The effectiveness of the story setting described (containing parts of the activities carried out during the Internship program				
2	Organization/content arrangement (contains content that is organized and flows/there is a relationship between parts)				
3	Video content or substance				
4	Image and sound quality				

Description: 1: Very Poor, 2: Poor, 3: Good, 4: Excellent

Course Conversion Submission Format

<div align="right">Kendari, ... (date/month/year)</div>

Dear Head of Study Program ..... *(write down the name of the Study Program)*

I am the undersigned:

Name:

NIM:

Study Program:

Phone/Phone Number:

hereby apply for course conversion/recognition of the internship activities that I have carried out. The partner information data of the education unit where the activity was carried out are as follows:

Name of the Internship Partner

Internship–partner address:

Name of Supervisor:

Activity Form:

Report Title:

Together with this application, I include an Internship Report document and other documents (if there are documents other than the report).

Thus, I have created this application letter. Thank you for your consideration of our manuscript.

<div align="right">Sincerely,</div>

<div align="right">(Name...............)</div>

<div align="right">NIM</div>

Attachment 6. Format for Submitting Verification Results of Course Conversion/Recognition

FACULTY COVER

Number: ....

Attachment: ....

Subject: Approval of Course Conversion/Recognition

Dear ....

Respectfully

We inform you that the MBKM Study Program Assessment Commission (KP-MBKM) has verified the application for course conversion/recognition from internship-implementing students.

Name:

NIM:

 Partner Name:

Implementation Period:

Activity Form:

Report Title:

Based on the results of the verification, the Academic Assessment Committee of the Study Program determines that you are entitled to course conversion/recognition during the semester. of the academic year .... The details of courses that can be converted/recognized are as follows:

No.	Course Code Lecture	Course Name	Number of credits

This is our submission.

Kendari, ...

Head of Department/Program

Study,

(Name ....)

NIP

Format of Academic Advisor Recommendation

FACULTY COVER

ACADEMIC ADVISER RECOMMENDATION I, the undersigned:

Name:

NIP:

Study Program:

Provide recommendations to

Name:

NIM:

Study Program:

Phone/Phone Number:

to participate in internship/work practice activities as a form of Merdeka Belajar - Merdeka Campus learning activities.

Thus, this recommendation was used as appropriate.

Kendari, ...

Head of Department/Study Program, Advisor

(Name.................) (Name ....)

NIP NIP

Appendix 8. Statement of Willingness and Parental Consent

STATEMENT LETTER

I am the undersigned:

Name:

NIM:

Study Program:

Cell phone number:

Address:

The authors declare that they are willing to participate in internship activities in accordance with the provisions set by the organizers of Halu Oleo University and their partners.

My participation in internship activities obtained parental permission and approval.

Thus, I have made this statement true.

Kendari, ...

Approved:

Student Parents,   Students,

Stamp

10.000

(Name ....) (Name ....)

NIM

Attachment 9. Format of Certificate of Program Implementation

PARTNER AGENCY LETTERHEAD

CERTIFICATE

No: ....

I am the undersigned:

Name:

Agencies:

Position:

Phone/Phone No:

Hereby, the student mentioned:

Name:

NIM:

Study Program:

Phone/Phone Number:

Have carried out Internship activities from the date ..... *(date/month/year)*

up to .... *(date/month/year)* at ...... (name of the internship partner).

Thus, this certificate was used as appropriate.

Kendari, ...

Chairman/Director,

.... (Name, signature, seal)

3.3 KKN Membangun Desa MBKM

3.3.1 MBKM KKN Village Building Program

The KKN Membangun Desa MBKM program is designed to implement student learning to provide students with experience in carrying out their learning outside campus. Village building or community service programs are a form of education that provides learning experiences for students to live in the community outside the campus, who, together with the community, identify potential and handle problems so that they are expected to be able to develop the potential of the village/region and concoct solutions to problems in the village. Village development activities through KKN are expected to hone the *soft skills of* partnerships, interdisciplinal/scientific teamwork (cross-competency), and student leadership in managing development programs in rural, coastal, and marine areas according to the UHO's main scientific patterns.

The implementation of KKN Membangun Desa MBKM is carried out in villages that are still developing and have limited human resources in the ability to carry out development planning. Building villages through KKN is an innovative learning process for students through various activities in the midst of society. Students strive to become a part of the community and are actively and creatively involved in the dynamics that occur in the community as drivers of village development. Student involvement is not only an opportunity for students to learn from the community but also to have a positive and active influence on community development, thus providing new colors in positive community development.

3.3.2 Program Objective

The objectives of the MBKM Village Building Community Service Program are as follows:

1. One Implementation of the Tri Dharma of Higher Education, on the Dharma of Research and Community Service.

2. Improve graduate competencies, both soft and hard skills, to be better prepared and relevant to the needs of the time.

3. Prepare graduates as future leaders of the nation who excel and have a personality.

4. Experiential learning programs with flexible pathways are expected to facilitate students' potential development according to their passion and talent.

5. Provide experience to students, especially to be able to implement their knowledge to audiences outside the study program, and can improve their scientific skills from direct learning and application in the field.

3.3.3 Program Benefits

KKN Building villages can provide benefits to UHO, students, and partners.

1. Benefits for UHO

   a. Understand the dynamics and developments in the village that can be implemented through curriculum and lectures.

   b. Create partnerships with villages/local governments

   c. Obtaining opportunities to actualize concepts required by the community and government units in the village.

   d. Become a means of implementing the tridharma of higher education.

   e. Giving supervisors the opportunity to see the reality of rural communities.

   f. This program can support the achievement of key performance indicators, especially for students who participate in off-campus activities.

2. Benefits for Students

   a. Applying the knowledge or skills gained during the study period at the university to help the village through useful activities.

   b. Improve students' adaptability to situations and conditions in the community to increase their experience of living in society.

   c. Obtaining additional up-to-date information, knowledge, and experience about schools and the dynamics of community problems in the village.

   d. Gained experience in managing programs in accordance with the characteristics and level of needs of the village community.

   e. Increase students' sense of responsibility and concern for the village community.

   f. Develop the ability to identify problems, plan improvements, and implement corrective actions by utilizing existing knowledge and experience.

   g. Develop collaborative problem-solving skills.

3. Benefits for Partners

The expected results of the MBKM Village Building Community Service Program are as follows.

   a. Increasing the number (productivity) and quality of student and lecturer services, as indicated by the strengthening of community service programmes.

   b. Students' understanding of real problems in the village, industry, entrepreneurial world, economy, and the application of innovation and technology based on the results of service in realizing the village-building program.

c. Encourage the realization of Developed and Independent Villages as well as rural-urban collaboration through the sustainable development of Rural Areas.

d. Encourage the growth and development of investment in villages and rural, disadvantaged, and transmigration areas.

e. Increasing community knowledge and being able to make innovations based on the results of student and lecturer service to improve the standard of living of the community

3.3.4 KKN Village Building Program Award

To appreciate students, both individuals and groups, who take part in the KKN Building Village program within a certain time frame, UHO provides several alternative awards, namely course conversion awards and other awards.

Course Conversion Award The award in the form of conversion of relevant course credits is determined by the Study Program by referring to the Learning Outcomes of the Course to be converted. The maximum number of credits that can be converted in one semester is 20. The basis for course conversion was learning activity time (2,720 minutes = 45 hours = 1 credit) and relevant CPMK with the KKM Membangun Desa program.

Students can convert courses in the same semester as the KKM Membangun Desa activity under the following conditions.

1. KKN Building Village activities have been recorded in Prodi, or students have written to Prodi regarding KKN Building Village activities that will be carried out.

2. Students and supervisors submitted a plan for activities during the KKN Building Village activity.

3. The Head of Prodi forms the MBKM Assessment Commission (KP-MBKM) to assess the conversion of relevant course credits or reject the proposal of the student concerned with the KKN Membangun Desa activities.

4. KP-MBKM conducts verification and validation to assess courses that have a CPMK alignment with KKN Membangun Desa activities based on the proposed KKN Membangun Desa activity plan.

5. Prodi conveys to students the results of verification in the form of a list of courses that can be converted into KKN Building Village activities.

6. Students fill in KRS courses that will be converted to KKN Membangun Desa activities in the same semester, or students together with academic advisors will make changes to study plans according to the deadline specified in the UHO academic calendar.

7. Students submitted a report after the implementation of the KKN Membangun Desa.

8. The results of the assessment are then proposed to the Dean to make a Decree on the conversion of course credits.

9. The study program operators input the grades on the UHO MBKM dashboard.

The course conversion is done the next semester after the KKN Membangun Desa activity:

1. The Head of Prodi forms the MBKM Assessment Commission (KP-MBKM) to assess the conversion of credits for the KKN Membangun Desa activities.

2. Students submit a conversion application according to the attached format accompanied by the KKN Building Village Activity Implementation Report to the head of the program.

3. KP-MBKM conducts verification and validation to assess courses that have a CPMK alignment with KKN Membangun Desa activities.

4. Prodi conveys to students the results of verification in the form of a list of courses that can be converted into KKN Building Village activities.

5. Students' program conversion courses that were determined by the Study Program in the following semester KRS.

6. The results of the assessment are proposed to the dean to make a decree on the conversion of course credits.

7. The operator inputs the grades into the SIAKAD UHO.

3.3.5 Responsibilities of KKN Village Building Implementers

1. Faculty Responsibility

The faculty member has the following responsibilities:

a. Coordinates with universities to initiate KKN Membangun Desa collaborate with partner organizations.

b. Coordinates with the university in the selection of the KKN Membangun Desa.

c. Ensure that KKN Membangun Desa is carried out by students in accordance with the main objectives.

d. Authorize the proposal of the accompanying lecturers to conduct monitoring and evaluation of the KKN Membangun Desa conducted by the students.

e. Provide resources and support for the implementation of the KKN Membangun Desa.

f. Together with the study program, it provides recognition for the KKN Membangun Desa.

g. Issue course conversion/recognition of decision letters.

2. Study Program Responsibilities

The study programme has the following responsibilities:

a. Establishing cooperation with partner villages.

b. Provide information to students to participate in the KKN Membangun Desa.

c. Provide recommendations for students who apply to KKN Membangun Desa.

d. Conduct selection in a transparent and accountable manner and determine it through a decision letter.

e. Assign assistant lecturers according to the competence of the field of science needed to provide assistance, training, monitoring, and evaluation of KKN Membangun Desa conducted by the students.

f. Facilitate awards/recognition for students who have carried out KKN Membangun Desa.

3. Student Responsibilities

The students have the following responsibilities:

a. Register and complete the file.

b. A proposal for activities that will be carried out in the KKN Building Village programme.

c. The program was implemented according to the preparation steps that have been prepared.

d. Follow all activities that take place according to the set schedule.

e. Consulting supervisors and lecturers during the program.

f. Compile the report and submit it to the study programme.

g. Application for award/recognition.

h. Creating logbooks, reports, video documentation uploaded to YouTube, and publication of one or more programs to online and print media.

i. Write an article and submit it to a service journal.

5. Partner Responsibility

Partners have the following responsibilities.

a. Facilitate implementation, provide relevant data and information, and other resources to support the implementation of the KKN Membangun Desa.

b. Ensure the implementation of village projects run by students in accordance with the agreement.

c. Provide supervisors/mentors who accompany students or student groups during the KKN Membangun Desa.

d. Manage student placements.

e. Provide rights and guarantees in accordance with laws and regulations.

f. The supervisor accompanies and assesses the performance of students during the village project and, together with the supervisor, provides an assessment.

3.3.6 Implementation of KKN Village Building

1. Time and Place of KKN Village Building

The implementation time of KKN Membangun Desa is as follows:

a. KKN Membangun Desa is carried out at any time with a minimum duration of six weeks (1.5 months).

b. KKN Building villages can be extended according to the UHO academic calendar schedule.

c. The place of implementation of the MBKM KKN Village Building Program is in the Southeast Sulawesi Province Region, which can be reached by land and/or sea vehicles.

2. Requirements for Acceptance of Candidates for KKN Village Building

The requirements for joining the MBKM Village Building KKN are as follows:

a. UHO undergraduate students

b. Registered as an active student in the current semester

c. Program courses that can be converted through KKN Membangun Desa MBKM activities on the page https://siakad beta.uho.ac.id.

d. At the time of registering as a participant in KKN Membangun Desa MBKM, students have passed/completed a minimum of 84 credits.

e. Registered as a prospective KKN participant proposed by the Study Program/Department/Faculty of the MBKM FEB UHO Village Building KKN Committee.

f. Have a work program plan (KKN proposal) that has been approved by the Village Head/Lurah where the student is located and has consulted the DPL/Study Program lecturer.

g. We filled out the online re-registration form (https://kkn.ofc.uho.ac.id/site/login) and attached other files in accordance with the provisions set by the UHO MBKM Village Building KKN Committee.

3. Implementation Method of KKN Village Building

The implementation method of the KKN Membangun Desa MBKM is as follows.

a. Students make groups, and the number in one group is 10–15 students, and should come from at least 3 (three) study programs.

b. The location of student placement is one group in one village, chosen by students under the guidance of lecturers, as evidenced by a letter from the university.

c. Statement of Willingness to Become a Location for the Implementation of KKN Building MBKM Village from the Village/Sub-district (format attached).

d. If necessary, the MBKM KKN Membangun Desa Organizing Committee will conduct prospective KKN implementations.

e. Determination of the Work Program is the result of a community needs assessment and is compiled by students and the community with the assistance of Field Supervisors (DPL) and is adjusted to the Competencies of the Courses to be converted. The determination of the courses to be converted was discussed with the Coordinator of the Study Program.

f. The KKN program focuses on the development and application of innovations and technologies that are directly useful to the community to improve the economy and social, cultural and health management in the implementation of the village development achievement program with the main theme "Building Villages for the Achievement of SDGs *(Sustainable Development Goals),* namely: (1) no poverty, (2) no hunger, (3) good health and well-being, (4) quality education, (5) gender equality, (6) clean water and sanitation, (7) clean and affordable energy, (8) economic growth and decent work, (9) industry, innovation and infrastructure, (10)

reducing inequality, (11) sustainability of villages and communities, (12) responsible consumption and production, (13) action on climate, (14) underwater life.

4. Implementation of KKN Village Building

The procedure for implementing the MBKM KKN Village Building Program is as follows.

a. Students consulted and registered with the study program to conduct the KKN Membangun Desa MBKM.

b. Prospective KKN participants have a KKN location plan approved by the intended Village Head/Lurah and have identified problems in the prospective KKN location village.

c. Students who have registered for KKN online form a group through the link https://kkn.ofc.uho.ac.id/site/login of 10-15 people and preferably come from at least 3 (three) Study Programs.

d. Students prepare an activity proposal (the activity proposal format is attached) in accordance with the Chancellor's Regulation Number 1 of 2021 concerning

e. Independent Learning Policy: Independent Campus at Halu Oleo University 73) and submitted to the respective Study Programs for the determination of courses to be converted.

f. The MBKM KKN Building Village activity proposal includes a letter of willingness from the Village Head as the location for the MBKM KKN Building Village.

g. The Study Program determines student courses that will be converted to the MBKM Village Building KKN Program equivalent to at least 10 credits according to the program proposed by students or additional programs from the Study Program, and proposes DPL candidates to the KKN Committee.

h. The Study Program for selecting DPL candidates was adjusted to the topic of the activity proposal proposed by the student (DPL can come from the MBKM Program Conversion Course Lecturer).

i. The number of DPLs proposed by the Study Program was adjusted to the number of students participating in KKN from the study program with a ratio of 1 DPL to15 KKN participants.

j. The KKN committee determines the DPL for each group of students and organizes the debriefing.

k. DPL provides assistance in stabilizing student-work programs.

l. Each student group was guided by 2 (two) Field Supervisors.

m. Field Supervisor Lecturers can only guide 1 (one) KKN Building Village-MBKM Program Group, either as Chairperson or DPL Member.

n. The study program created a Document on the Implementation of Cooperation for the implementation of MBKM Village Building KKN between the Village and the Study Program of students who carry out the KKN Program in the Village.

o. The implementation of KKN Membangun Desa-MBKM spans 45 days (excluding location survey, program preparation, consultation with DPL and PS, preparation of final report, and final seminar/exam for activities that will be converted into courses).

p. During KKN activities, students participating in KKN are required to carry out a work program prepared by implementing strict health protocols.

q. Every day students are required to fill in activities and the length of time for activities in the log book through http://kkn.ofc.uho.ac.id on their respective accounts to report the progress of their work program implementation.

r. two (2) student reports were collected: the KKN Implementation Report for KKN course conversion and the Activity Report for conversion needs to other courses or other forms agreed upon in the study programme.

s. Student Assessment by DPL. The conversion of MBKM grades to study program courses was converted to the KKN Building Villages-MBKM Program, which is equivalent to at least ten credits.

t. Conversion must focus on the length of activity implementation to determine the fulfillment of the SKS and CPL of the course to be converted.

3.3.7 Program Mentoring Process

1. Field Supervisor Criteria (DPL)

   The criteria for KKN Membangun Desa MBKM supervisors are outlined below:

   a. Lecturers who have taught at least eight semesters.

   b. Lecturers with minimum functional position as an Expert Assistant.

   c. Obtain the MBKM KKN Village Building Supervisor Decree from the relevant Study Program and stipulation through the Chancellor's Decree.

2. DPL Task Details

   Details of the duties of the KKN Membangun Desa MBKM supervisor are outlined below:

   a. Provide advice and input during scientific consultations if needed by students during MBKM KKN village-building activities.

b. Conducting mentoring activities for students implementing KKN Membangun Desa MBKM

c. Conduct monitoring and evaluation visits for student participants on an agreed schedule.

d. Provide advice and input needed by students during MBKM village-building KKN activities.

e. Approving the MBKM KKN Village Building Report.

f. Grading the KKN Membangun Desa MBKM report and/or presentation of KKN Membangun Desa MBKM activities.

3. Guidance Provisions for Students

The mentoring provisions for students participating in the KKN Membangun Desa MBKM are as follows:

a. Students must conduct mentoring before the implementation of KKN Membangun Desa MBKM to ensure that implementation and report writing can be carried out properly.

b. Students made the MBKM KKN Building Village Report in accordance with the MBKM KKN Building Village Report writing guidelines.

c. Students respect the time allocated by the supervisor, especially the target time for completing the MBKM KKN Building Village Report, which has been determined between the supervisor and students at the time limit in the guidance activity.

d. Students fulfill the minimum number of mentorships that have been set.

e. Students pay attention to communication ethics and behavioral ethics when conducting the mentoring process.

4. Provisions for DPL

The requirements for MBKM KKN Membangun Desa supervisors are outlined below.

a. Provide input, direction, and discuss the formulation of problems and objectives or topics for the MBKM KKN Village Building Report.

b. Make a guidance plan with the students.

c. Direct students in terms of scientific writing and analysis methods in the MBKM KKN Village Building Report in accordance with the agreed guidelines for writing the MBKM KKN Village Building Report.

d. Discuss references to scientific materials relevant to the topic of the MBKM Village Building KKN Report.

e. Attend the KKN Membangun Desa MBKM session and give a final judgment on the KKN Membangun Desa MBKM report if tested.

f. Provide direction for the completion of the MBKM KKN Building Village Report and ensure that the MBKM KKN Building Village Report is free from plagiarism.

g. Conduct online and/or offline mentoring.

h. Maintain ethics and behavior while providing guidance to students.

3.3.8 Ethics of MBKM's KKN Village Building Program

1. Implementation Ethics

a. Students completed all tasks given by the supervisor correctly, neatly, and on time.

b. Students were honest, disciplined, polite, professional, and maintained work ethics during the MBKM Village Building KKN.

c. Students must maintain their attitudes and ethics while interacting with their community.

d. Students must respect village residents/communities regardless of ethnicity, religion, race, gender, or class.

e. Students must maintain a good name for UHO alma mater.

2. Ethics of Communicating with Supervisors

The ethics of students communicating with lecturers during the implementation of KKN Membangun Desa MBKM are described as follows:

a. Communication with the supervisor was performed with reference to generally accepted norms.

b. Students communicate with lecturers by finding the right time, avoiding communication during breaks, or by lecturer worship.

Communication by Phone

a. Introduce oneself before starting to deliver objectives.

b. Contact lecturers through phone conversations, using time efficiently and moderately.

c. Speak only on matters of importance.

Communicate via text message

a. Initiate communication by greeting and introducing oneself.

b. Deliver text messages briefly and clearly, and use good and correct Indonesians.

c. Thank you for your comment.

Communicate face-to-face

a. Choosing the right time to communicate with lecturers.

b. Communication occurs on campus on weekdays.

c. Wear neat and polite clothes.

3. Student Dress Code in the Village

The dress code of students during the implementation of the KKN Membangun Desa MBKM is as follows:

a. Students wear alma mater/institutional uniforms in MBKM Village Building KKN activities.

b. Students should not wear clothes that are too tight, revealing, or sexy such as shirts that are too low or skirts that are too short.

c. Students avoided wearing excessive jewelry, accessories, or makeup.

4. Lecturer Ethics in the Implementation of KKN Village Building

The ethics of lecturers in mentoring during the implementation of KKN Membangun Desa MBKM are described as follows:

a. Communication is carried out in the context of MBKM's KKN Membangun Desa mentoring duties for students.

b. The tasks and directions given are only in the context of carrying out the task of mentoring KKN Membangun Desa MBKM to students.

c. Communication with guidance students is conducted with reference to generally accepted norms.

d. If communication and mentoring are conducted face-to-face, mentoring activities should be conducted in a place open to the public.

3.3.9 Guidelines for Writing KKN Village Building Program Reports

1. Report Function

a. Accountability of the KKN Membangun Desa MBKM activities of students to Prodi.

b. Materials for giving grades for MBKM Village Building KKN activities.

c. Information delivery for FEB UHO and students.

d. One of the forums conveys ideas, opinions, assessments, and experiences related to the implementation of KKN Membangun Desa MBKM to other parties.

2. General provisions in writing the Report

a. The MBKM KKN Village Building report is written and tested at the end of Village Building/KKNT (for grade conversion).

b. The MBKM KKN Membangun Desa report is submitted to the Study Program and KKN manager in the form of a soft copy in print and/or soft copy.

3. Report Writing Principles

    a. True and Objective: The MBKM KKN Membangun Desa report must comply with the provisions in this guideline and contain both true and objective information.

    b. Clear and Careful: The MBKM KKN Village Development Report must be easy for readers to understand by avoiding the use of words/terms, sequences of words/sentences, or language styles that are incomprehensible to the reader or the writer. Use words that are simple but clear in meaning.

    c. Straight to the Point: MBKM's KKN Membangun Desa report should be precise, concise, and to the point. Descriptions should not be too long or use figurative words to give the impression that the report is thick (thick reports do not always mean good).

    d. Complete: The MBKM SCS report must be presented in full in the form of a comprehensive description based on selected data accompanied by the necessary supporting data. Therefore, the MBKM SCS report must contain all the MBKM SCS materials and not raise new problems, issues, or questions, accompanied by supporting data, such as graphs, tables, maps, schemes, and others, if needed.

    e. Firm and Consistent: The MBKM KKN Membangun Desa report must be fir and consistent so that there are no contradictions between one part and another in terms of substance, terms, and presentation writing techniques.

    f. Timely: The writing, submission, evaluation, and revision of the MBKM KKN Membangun Desa Report must be done in accordance with the applicable regulations. To fulfill this requirement, students should fulfill the following criteria:

        1) We thoroughly mastered the reported issue.

        2) Have interest, ability, objectivity, thoroughness, and analytical skills in preparing reports.

        3) Able to work together, and responsive and open to criticism.

        4) Able to use good written language.

        5) Can use words, terms, sentences, and language styles that are simple, clear, and easy to understand.

        6) Able to select and organize the necessary data.

        7) It is possible to keenly observe and assess various processes, events, benefits, and weaknesses that exist during Village Building/KKNT activities.

4. Report Format and Systematics

    MBKM Village Building KKN Report Writing Format

a. Paper Type and Size: HVS 70 gram paper A4 size

b. Report Cover.

c. Endorsement sheet with white plain base

d. MBKM's KKN Village Building site first signs.

e. Font Type: Times New Roman, Normal, 14 pt (title), 12 pt (body).

f. Text uses 1.15 line spacing, and text alignment uses left and right alignment.

g. Layout uses A-4 paper size, one column, 4 cm left margin, 3 cm right, top, and bottom margins.

5. MBKM KKN Village Building Report Systematics

Outer Cover

Inside Cover

Endorsement Sheet

 Foreword

Table of Contents

List of Images

Table List

Summary

CHAPTER 1. INTRODUCTION

a. Background

b. Destination

c. Benefits of program implementation

CHAPTER 2. TARGETS AND OUTCOMES

a. Target (Adjusted to the target of the implementation of the Village Development Program by the Ministry of Villages, PDTT RI)

b. Outputs

Outputs of the KKN Membangun Desa MBKM program include data and documents on village needs.

CHAPTER 3. IMPLEMENTATION METHOD

a. Preparation and Debriefing

Describe the preparation process and technical briefing carried out by the DPL to students participating in MBKM Village Building KKN.

b. Description of MBKM Village Building KKN Activities

Describe general student activities that will be carried out by lecturers and students while at the location for four to six months of program implementation. The program is adjusted to the MBKM KKN Village Building Work Program Output and writes a description of the work program based on an example of the implementation of KKN Building Village Phase I or Phase II.

CHAPTER 4. SCHEDULE OF ACTIVITIES

Outline the schedule of 4 months to 6 months of implementation starting from technical briefing, program implementation at the location, and results / reporting seminars

CHAPTER 5. CLOSING

LITERATURE

APPENDIX

3.3.10 MBKM Village Building Program Assessment

Assessment Weight

1.   The assessment weight of KKN Membangun Desa MBKM has the following components:

Table ...... Assessment Weight of KKN Membangun Desa MBKM

No.	Component	Weight
1	MBKM's KKN Village Building Process and Performance	40%
2	Report Writing	30%
3	Seminar	20%
4	Video	10%

2. General conditions of assessment

   a. The supervisor assessed the process and performance of KKN Membangun Desa MBKM, report writing, seminars, and KKN Membangun Desa MBKM videos.

   b. Grades are given using a scale of 0-100

   c. Assessment refers to the established format and assessment criteria.

   d. The results of the assessment were completed by filling out the existing forms and submitted to the study program.

   e. These assessments were conducted fairly and objectively.

Performance Achievement Assessment

        In carrying out MBKM KKN Village Building activities, students receive an assessment from the supervisor with the assessment points of the MBKM KKN Village Building process and performance achievements. The items assessed as work achievements are as follows:

Field of Activity Competencies

    a. Mastery of the Field of Activity b. Activity Planning

    b. Activity Implementation

    c. Evaluation and Follow-up

Attitude and Behavior:

    a. initiative

    b. communication skills (oral and written), c. discipline

    c. appearance c. perseverance

    d. technical skills

    e. critical, creative and analytical thinking

    f.   ability to work in a team g. adaptability

    g. work result (contribution)

Report Writing Assessment

      General provisions regarding the MBKM KKN Village Building Report.

    a. At the end of the MBKM Village Community Service Program, students are required to write a MBKM Village Community Service Program Report,

    b. The MBKM KKN Membangun Desa Report must be approved by the MBKM KKN Membangun Desa supervisor.

    c. The MBKM KKN Membangun Desa report must be completed immediately after the last day of the MBKM KKN Membangun Desa Program.

    d. In preparing the MBKM KKN Village Building Report, students must comply with the provisions of data/information confidentiality set by the supervisor.

      The provisions that need to be considered, especially for students participating in KKN Membangun Desa MBKM before the final report assessment, are as follows:

    a. The report must be signed by a supervisor.

    b. The report must be completed no later than two weeks after the program ends; and

    c. In preparing the report, students were required to comply with the data/information confidentiality provisions set by the partner village.

Video Assessment

      The assessment items for the MBKM KKN Village Building Video Report included the following aspects.

    a. Effectiveness of the setting of the story presented (contains parts of the activities carried out during KKN Membangun Desa MBKM)

b. Organization/content arrangement (contains content that is organized and flows/there is a relationship between 'scenes')

c. Content (the subject in the video is introduced or explained)

d. Image and sound quality

Statement of Willingness to Become a KKN Village Building Location

VILLAGE COFFEE

The undersigned

Name: ......
Position:
Village Head...

Approve .... Village, ... Sub-district .... District as a place for the implementation of KKN Membangun Desa-MBKM by Halu Oleo University students as many as ..... people for .... days (coordinator of .... student team), and Field Supervisors (DPL).

Therefore, this statement letter was used as appropriate.

.......Place, Date Month Year
Village Head ....

.... Name of Village Head

Example of Report Ratification Page

<div align="center">RESPONSE</div>

After being examined and scrutinized, the MBKM Village Building KKN Implementation Report stated the following:

Name: ....

 NIM : ....

Study Program: ....

Location: ....

KKN: ....

Endorsed on the date

Knowing,

Village Head ....*) Supervisor,

....

NIP.

*) Affixed with the Village Head's Seal

Appendix 3. Article Assessment Format

ARTICLE/SEMINAR ASSESSMENT SHEET

Academic Year Village Building Service Program Period

Name:

NIP:

Study Program:

Cell phone number:

Supervisor:

Village Partners/parties

Implementation Time:

No. o	Rated Aspect	Value			
		1	2	3	4
1	Article writing follows a systematic system consisting of: title, author name, abstract, introduction, methods, results and discussion, conclusion, acknowledgments, and bibliography.				
2	Clarity: informed, legible, structured.				
3	Quality and evaluation of the article (depth, interestingness, and usefulness of the article).				
4	Qualifications of the intended journal				

Description: 1: Very Poor, 2: Poor, 3: Good, 4: Excellent

Appendix 4. KKN Village Building Video Assessment Format

MBKM VILLAGE DEVELOPMENT VIDEO ASSESSMENT SHEET

MBKM Village Building Service Program Academic Year

Name:

NIP:

Study Program:

Cell phone number:

Supervisor:

Partners in the education unit

Implementation Time:

No.	Rated Aspect	Value			
		1	2	3	4
1	The effectiveness of the story setting presented contains parts of the activities carried out during the MBKM Village Building Service Program.				
2	The content is organized in a flowing manner and there are relationship between parts (video substance and good image and sound quality)				

Description: 1: Very Poor, 2: Poor, 3: Good, 4: Excellent

Course Conversion Submission Form

<div align="right">Kendari, ... (date, month, year)</div>

Dear Head of Study Program ..... *(write down the name of the Study Program)*

I am the undersigned:

Name:

NIM:

Study Program:

Phone/Phone Number:

Hereby applying for course conversion/recognition for MBKM Village Building KKN activities that I have conducted. The partner information data for the education unit where the activity was carried out are as follows:

Partner Village Name:

Partner's village address

Supervisor:

Activity Form:

Report Title:

Along with this request, I will include the MBKM KKN Membangun Desa Report document and other documents (if there are other documents besides the report).

Thus, I have created this application letter. Thank you for your consideration of our manuscript.

Sincerely,

(Name ....)

NIM

Appendix 6. Academic Advisor Recommendation Form

<div align="center">FACULTY COVER</div>

<div align="center">ACADEMIC ADVISOR RECOMMENDATION</div>

I am the undersigned:

Name: ....

NIP: ....

Study Program: ....

Provide recommendations to

Name: ....

NIP: ....

Study Program: ....

Mobile Number: ....

To participate in KKN Village Building activities in the form of Merdeka Belajar-Merdeka Campus learning activities.

Thus, this recommendation was used as appropriate.

Kendari, ...

Head of Department/PS Advisor

(Name.................) (Name ....)

NIP.   NIP.

Appendix 7. Statement of Willingness and Parental Consent

<div align="center">STATEMENT LETTER</div>

I am the undersigned:

Name: ....

NIP: ....

Study Program: ....

Mobile Number: ....

Address in Kendari: ....

1. willing to participate in KKN Membangun Desa MBKM activities according to the provisions set by the organizers and partners of Halu Oleo University.
2. My participation in the KKN Membangun Desa activities has obtained permission and approval from my parents.

Thus, I have made this statement true.

Kendari, ...

Student Approval

Mr. Student

Stamp

Rp. 10,000

(Name ....) (Name ....)

NIM

Format of Certificate of Program Implementation

PARTNER AGENCY LETTERHEAD

CERTIFICATE

No..........

I am the undersigned:

Name: ....

Instance: ....

Position: ....

Phone/Phone Number: ....

Hereby, the student mentioned:

Name: ....

NIP: ....

Study Program: ....

Phone/Phone Number: ....

Have carried out MBKM Village Building KKN activities from the date (date/month/year).
to ...... (date/month/year) at .... (village name).

Thus, this certificate was used as appropriate.

Place, Date/Month/Year

Village Head,

....

(Name, signature, seal)

Annex 9. MBKM Extended KKN Membangun Desa Application Format

APPLICATION LETTER

Subject: Application for Extension of Regular KKN to KKN Membangun Desa MBKM Extended Scheme

Attachment: KHS of each Team member

Dear Head of KKN Management

In connection with the planned continuation of project activities in the village District ..., I as the team coordinator, the undersigned

Below:

Name :............................

NIM: ....

Study Program : ....

Faculty : ....

Regular KKN Supervisor:

Name: ....

Mobile/WA No. : ....

Team member names: a .... b. ....

We ask you to extend our KKN program to become an extended KKN Membangun Desa MBKM Model. The supporting documents that we attach are team member data, along with their respective KHS and our activity proposal.

Approved,

Place, date/month/year

Head of Study Program Candidate for KKN Participant Coordinator

(Name ....) (Name ....)

NIP.   NIM.

Letter of Approval to Become a Participant in MBKM Village Building KKN from the Head of Study Program

FACULTY COVER

I, the undersigned

Name: ....

NIP: ....

Head of the study programme

 Faculty: ....

Approve my student

Name: ....

NIM : ....

Force: ....

To become a participant in KKN Membangun Desa MBKM in the village ...... District ....

Thus, this letter to be used as an appropriate place, date/month/year Head of Study Program ....

(Name of Lecturer....................)

NIP.

Proposal Endorsement Format

MBKM Village Community Service Program Proposal Ratification Page.

1 Main Activity Title

2 Coordinator

a. Name

b. NIM

c. Study Program/Faculty

3 Team Members

a. Number of Members

b. Name of Member I/NIM/Prodi

c. Name of Member II/NIM/Prodi

d. Dst...

4 Activity Locations

a. Village

b. District

c. Province

d. PT distance to location

5 Implementation period .... Month

6   Estimated Total Cost "Funding Source 1" "Funding Source 2"

Place, date/month/year

Coordinator of the proposing team

(Name ....)

NIM ....

Approve, KKN Coordinator Head of Study Program

(Name ....) (Name ....)

NIP.   NIP.

3.4 Teaching Assistance in Education Unit

3.4.1 Teaching Assistance Program in Education Unit

MBKM activities in the form of Teaching Assistance in Education Units (AMSP) are student activities in the form of teaching at the primary/madrasah education level or secondary education level for a certain period of time. Schools where teaching can be conducted can be located in cities and remote areas. Students conduct AMSP learning activities in the form of teaching practice. Through this activity, students can then add and improve their teaching competencies and provide solutions to various educational problems in schools.

From the AMSP program, students will gain various positive things that can develop insights by interacting directly with school residents and facing real problems in the field. This program also provides opportunities for students to directly find and solve educational problems by applying the knowledge gained from colleges. Learning conducted outside the classroom during AMSP will further enrich students' perspectives (*insight*) and competencies, which will be useful when they are in the real world of work.

3.4.2 Objectives of the Teaching Assistance Program in Education Units

The objectives of the AMSP were as follows:

1. Provide opportunities for students interested in the field of education to apply their knowledge.
2. Assist in the distribution of education quality and the relationship between primary and secondary education and higher education with changing times.
3. Assist classes in need.
4. A learning tool for UHO pedagogical students to apply their teaching skills.
5. Strengthening the LPTK teacher education program by implementing student education activities in schools.
6. Providing opportunities for the community to progress and increase their level of knowledge through the presence of students to teach, educate, and inspire.

3.4.3 Benefits of Teaching Assistance in Education Units

The AMSP program had a positive impact on the study program, students, and partners. The benefits for each party are as follows:

1. Home Study Program

a. Know the development and dynamics of education units that can be implemented through curricula and lectures.

b. Realizing cooperation between the original study program and the school marked by a joint agreement to expand follow-up programs to improve the quality of learning, which is varied and sustainable.

c. Create opportunities to realize education concepts and reforms needed by education units

d. It is a means of carrying out the tridharma of higher education.

e. Gives supervisors the possibility of seeing the reality of education in primary and secondary education units.

2. Student

a. Provide opportunities for students to apply their knowledge and skills in learning and education.

b. Add insight and knowledge about schools and the dynamics of education directly in schools.

c. Gain experience of how to manage learning based on students' characteristics and developmental levels.

d. Building awareness and a sense of responsibility to develop disadvantaged areas.

e. Develop the ability to identify problems, plan improvements, and take corrective action using their knowledge and experience.

f. Develop collaborative problem-solving skills.

3. Partner

a. Gain new insights and skills from both students and supervisors.

b. Play a role in the advancement of students who have aspirations and passion for teaching and education

c. Take part of the development of the teaching unit by providing constructive feedback and ideas.

d. Obtaining recruitment opportunities for university graduates who have the competence to teach in education units.

e. Together with their partners, they participated in providing solutions to educational problems in education units.

f. Open opportunities to accelerate the distribution of quality education in partner regions.

3.4.4 General Rules for Implementing the Teaching Assistance Program in Education Units

The general rules for the implementation of AMSP activities are described as follows

1. This activity must collaborate with partners, either government or private institutions, recognized by the government at the primary and secondary education levels.

2. AMSP activities can take the form of teaching assistance, tutorials, technical guidance, revamping school administration, training, and other activities closely related to academic activities in education units.

3. The students were supervised by one lecturer appointed by the study program and one supervisor from the partner/master teacher.

4. The duration of the AMSP activities was one semester.

5. AMSP activities are converted into courses according to the number of relevant credits or included in the Certificate of Diploma Companion (SKPI).

6. In the implementation of AMSP activities, it is necessary to include the name of the UHO institution as the university from which students come.

7. It is strictly forbidden to include elements that are not in accordance with the laws or official regulations of the government in the teaching materials.

8. Prospective participants of AMSP activities are not currently undergoing sanctions or disciplinary penalties from faculty or universities.

9. Participants were required to attend the knowledge, attitude, and skills debriefing conducted by the study program and/or Field Experience Program Implementation Unit (UPPL).

10. Participants from non-educational fields were advised to receive special debriefing through the study program in coordination with UPPL.

11. The AMSP program participants must maintain the names of institutions such as FEB or UHO.

12. AMSP program participants were required to prepare a report and submit it to the study program after the end of the activity.

3.4.5 Scheme of Teaching Assistance Program in Education Unit

There are four schemes for the implementation of the AMSP Program at UHO: (1) study program scheme, (2) student activity unit scheme, (3) partner scheme, and (4) independent scheme. An explanation of each scheme is as follows:

1. Teaching Assistance in Education Unit Study Program Scheme

The AMSP Study Program Scheme is a program in which initiation and recruitment processes are carried out by the study program. The implementation process of this scheme is as follows.

a. The AMSP cooperation agreement was carried out through the Study Program with partners.

b. The study program then conveys everything related to the AMSP requirements to students.

c. Students then registered and completed the files/documents using the UHO MBKM SIM.

d. File selection was carried out using the Study Program.

e. The selection results were announced by the Study Program and then conveyed to the students.

f. The study programme appoints a suitable supervisor and informs students and academic advisors.

g. Debriefing for students participating in the AMSP program was carried out through the Study Program.

h. Students were then ready to implement the AMSP program.

2. Teaching Assistance in Education Unit Student Activity Unit Scheme

The AMSP Program Student Activity Unit Scheme is the Ministry of Education and Culture through the Directorate of Learning and Student Affairs, the Directorate General of Higher Education, which initiates and conducts the recruitment process. One example of this scheme is the pioneering teaching campus and teaching campus programs. The implementation process of this scheme is as follows:

a. The AMSP program activities are offered by partners to students.

b. The students then register and complete the files/documents required by their partners.

c. Mitra then conducted selection.

d. Partners then announce the selection results and deliver to the students.

e. Students registered themselves as Teaching Assistants in Education Units on the UHO MBKM SIM.

f. The program implementer then determines the supervisor and informs students.

g. The program implementer then conducts a debriefing for students participating in the AMSP program.

h. Students were ready to implement the AMSP programme.

3. Teaching Assistance in Partner Scheme Education Unit

In the AMSP Program Partner Activity Unit Scheme, partners initiate and conduct the recruitment process. If a region/district/province or education unit experiences a shortage of teachers, it can initiate the AMSP Program and offer it to the UHO. The process of implementing this scheme is as follows.

a. The AMSP program activities were offered by the partner to the study program.

b. Cooperation agreements for the implementation of the AMSP program were made by the Study Program with partners.

c. The study program then conveys everything related to the AMSP requirements to students.

d. Students then register and complete the files/documents in accordance with the provisions of their partners.

e. Partners then conducted file selection.

f. The partner announced the selection results and communicated them to the study program and students.

g. Students registered themselves in the AMSP program at the SIM MBKM UHO.

h. The study programme appoints a suitable supervisor and informs students and academic advisors.

i. Debriefing for students participating in the AMSP program was carried out through the Study Program.

j. Students were then ready to implement the AMSP program.

4. Teaching Assistance Independent Scheme

In the AMSP program-independent activity unit scheme, students initiate and conduct the recruitment process to obtain partners. The implementation process of this scheme is as follows.

a. Students apply the AMSP program to partners with knowledge of the Study Program.

b. Partners selected the AMSP program.

c. Partners communicated the selection results to students.

d. Students applied to the study program to facilitate cooperation agreements with their partners.

e. Cooperation agreements were reached between the Study Program and partners.

f. Supervisors were appointed by the Study Program and communicated to the students and academic advisors.

g. Students then registered for AMSP activities through SIM MBKM UHO.

h. The study conducted debriefing for students participating in the AMSP program.

i. Debriefing for students participating in the AMSP program was carried out through the Study Program.

3.4.6 Teaching Assistance Award in Education Unit

Appreciation is given to students who have implemented the AMSP program as an award in the form of course conversion and/or the Certificate of Accompanying Diploma (SKPI) Award Charter.

1. Award Requirements

a. Registered as an active UHO student at the undergraduate/diploma four education level, both academic and vocational.

b. The proposal for the award is submitted for a maximum of one semester after the implementation of the activity.

c. The implementation of the AMSP program was under the guidance of lecturers, as determined by the study program.

d. Must submit a report on AMSP activities equipped with a certificate of carrying out teaching assistance activities issued by the partner (form-attached).

2. Appreciation in the Form of Course Conversion

Appreciation in the form of course conversions in accordance with AMSP activities was determined by the study program in coordination with the Vice Dean for Academic Affairs. Conversion refers to the suitability of the activities carried out in the AMSP with the intended Course Learning Outcomes (CPMK). The rules for course conversion are as follows:

Course Conversion Requirements

a) The maximum number of credits converted in one semester was 20.

b) Conversion was performed at the end of the semester in the AMSP implementation period.

c) Evidence of activities in the Activity Implementation Report submitted by students forms the basis for conversion.

d) Teaching assistance activities for 2,720 (two thousand seven hundred twenty) minutes are equal to 1 credit.

3.4.7 Responsibilities of the Implementers of the Teaching Assistance Program in Education Units

An AMSP is a program that involves many parties and interests. The parties involved consisted of study programs, students, and partners. The following is a description of the responsibilities of each party in the implementation of the Teaching Assistance Program

1. University Responsibility

The university was responsible for implementing the AMSP.

a. Coordinates the implementation of AMSP at the university level.

b. Provide resources and support for AMSP implementation.

c. Establish cooperation (MoU/PKS) with AMSP partners, including the Ministry of Education and Culture, provincial government/provincial education offices, and district government/district education offices.

d. Evaluate the implementation of the AMSP at university level. e. Provides an information system for AMSP implementation.

e. Report the implementation of the AMSP by the Ministry of Education and Culture.

2. Faculty Responsibilities

a. Coordinates the implementation of the AMSP at the faculty level.

b. Coordinates with the Vice Rector for Academic Affairs and Departments/Study Programs for AMSP Implementation.

c. Provide resources and support for AMSP implementation. d. Together with the study program, the AMSP recognition was provided.

d. Issue course conversion/recognition of decision letters.

3. Study Program Responsibilities

The responsibilities of the study programme are outlined as follows.

a. Initiate/establish cooperation with AMSP Program partners and Education Units.

b. Provide information to students to join the AMSP.

c. Conduct transparent and accountable selection, and determine through decrees.

d. Assign assistant lecturers according to the competence in the field of science needed by the school to provide assistance, training, monitoring, and evaluation of the AMSP Program carried out by students.

e. Providing technical competencies (knowledge, attitudes, and skills) to students before implementing the AMSP Program.

f. Facilitate the provision of award/recognition for students who have implemented the ASMP Program.

4. Student Responsibilities

The role of the students in the AMSP program is described as follows.

a. Register and complete paperwork to join the AMSP programme.

b. Participate in debriefing before implementing the teaching program at school.

c. Studying and analyzing the characteristics of students so that they can plan the teaching approaches, methods, and strategies used in the classroom well.

d. Implement the teaching program at school in accordance with the steps that have been prepared, such as planning, implementing, and monitoring the teaching evaluation.

e. Learning the rules and organizational governance of teaching schools.

f. Follow all activities that take place at school in accordance with the predetermined schedule and direction of the school head/guide teacher.

g. Make a record of daily activities at school, both related to attendance and activities carried out by the accompanying lecturer and attached to the activity report (Daily Activity Record/Logbook Format).

h. Consulted with the supervisor and the AMSP supervising teacher during the programme.

i. Compile the report and submit it to the study programme.

j. Application for award/recognition.

5. **Partner/Education Unit Responsibilities**

The responsibilities of the partners in the AMSP programme are outlined below.

a. Provide input to the Study Program as a result of reflection on the implementation of teaching in schools, including components that have been achieved and have not been achieved, factors that affect the achievement of each program component, and suggestions, solutions, and strategies for improvement in the future.

b. Appoint a supervising teacher who assists the participants during the school teaching program.

c. Provide a detailed breakdown of teaching assistance activities included in the AMSP Program Agreement Contract with the study program.

d. Provide working facilities for AMSP students.

e. Coordinating with study programs related to monitoring and assessing AMSP participants and providing achievement assessments.

f. Issues a certificate after implementation of the AMSP.

3.4.8 Implementation of Teaching Assistance in Education Unit

1. Teaching Assistance Implementation Time

The timing of the AMSP was as follows.

a. AMSP activities are programmed by students, at least when they are in their fifth semester for undergraduates and diplomas.

b. The implementation of the ASMP activities lasted for one semester. The implementation time for the student activity scheme is adjusted to what has been determined by the organizer (Ministry of Education and Culture).

2. Requirements that must be met by candidates for Teaching Assistance Participants in Education Units

a. Registered as an active UHO student.

b. GPA of at least 2.75.

c. They had completed a minimum of 80 credits in the original study program.

d. Passing the selection stage organized by the study program, partner, or education unit.

e. Have a recommendation letter from the Academic Advisor (PA) lecturer approved by the head of the department/head of the original Study Program (form-attached).

f. Sign a statement of willingness to follow the entire activity program, accompanied by the signature of the parent/guardian's approval and in accordance with UHO academic rules and the rules of the destination education unit (form-attached).

3. Registration for Teaching Assistance in Education Unit

a. AMSP Stages of Scheme of Study Program Scheme

1) Students registered through SIM MBKM.

2) Upload/collect the required files as a Teaching Assistant via the provided address.

3) The registration time was adjusted according to the needs of the Teaching Assistance.

4) The teaching-assistance registration process was coordinated by the study program.

b. AMSP Stages of Student Activity Unit Scheme

1) Students register according to the process established by the Ministry of Education and Culture.

2) Students uploaded and collected the required files.

3) The registration time was adjusted according to the requirements of the AMSP.

4) The application process of the AMSP Program was coordinated by the Ministry of Education and Culture.

     5) Students who passed the Teaching Assistance register through the UHO MBKM SIM.

  c. Stages of AMSP Partner Scheme

     1) Students register on the registration system set by the partner

     2) Students who are candidates for the AMSP Program upload/collect the required files at the specified address.

     3) Registration time was adjusted according to the needs of the AMSP Program.

     4) The AMSP Program registration process is coordinated by Partners

     5) Students immediately regained after being declared graduated through the UHO MBKM SIM.

  d. Teaching Assistance Independent Scheme

     1) Students register with their partner's educational units.

     2) Students received an ASMP acceptance/approval letter from the education unit.

     3) After being declared accepted as AMSP participants, participating students were expected to immediately report to the study program so that they could be followed up for the process of preparing a Cooperation Agreement (PKS). The study program submitted a request letter for the preparation of the PKS to the partner for immediate processing.

     4) Students register after cooperation with partners has been processed.

     5) The registration period is aligned with the needs of students and partners.

4. Implementation of Teaching Assistance Selection in Education Unit

  a. The selection of AMSP participants for the study program was conducted by the study program.

  b. The selection of AMSP participants for the Student Activity Unit scheme was conducted by the Ministry of Education and Culture.

  c. The selection of the AMSP scheme partner participants was carried out by the partner.

  d. The selection of AMSP participants in the independent scheme was carried out by the educational unit of the program destination.

5. Teaching Assistance Selection Process/Stage

  a. Teaching Assistance Study Program Scheme

    Selection for the AMSP Scheme Study Program candidates was carried out based on the following procedures:

     1) Students register by uploading files on the Sim-mbkm. uho. ac. id.

2) The program checks the files sent by applicant students.

3) The study program determined which participants met these criteria.

4) The Study Program conveys information about the participants who were determined to have passed the selection.

b. Teaching Assistance for Student Activity Unit Scheme

The selection process for AMSP participants in the Student Activity Unit scheme was based on the mechanism established by the Ministry of Education and Culture.

c. Partner Scheme Teaching Assistance

The AMSP participant selection process was conducted based on the mechanism set by the partner.

d. Teaching Assistance Independent Scheme

The selection process for participants in the teaching assistance-independent scheme was carried out in accordance with the mechanism set by the education unit.

6. **Implementation of Teaching Assistance in Education Unit**

a. Prodi and partners make a cooperation agreement in the form of a document (MoU/SK), which contains several agreements, including learning mechanisms, determination of semester credits and assessments, capabilities that will be owned by students, and the rights and obligations of both parties during AMSP activities.

b. Prodi placed one student supervisor during the AMSP activity process.

c. The destination education unit in the AMSP activities places one supervising teacher to guide students during the AMSP activity process.

d. Implementation of AMSP activities carried out by students, according to the direction of the supervisor sent from the study program as well as the supervising teacher sent from the education unit.

e. During AMSP activities, students were required to routinely fill out a logbook in accordance with the activities carried out according to the format provided.

f. The assessment of student achievements given by supervisors and supervising teachers is based on logbooks created by students during AMSP activities.

g. Student activity reports were prepared with the approval of the supervisor, supervising teacher, and leader of the education unit, which will then be submitted to the study program.

3.4.9 Teaching Assistance Guidance in Education Units

1. Supervisor Requirements

The requirements that must be met by the supervisor are as follows. a. Lecturers had at least five years of teaching experience.

a. Serve as a functional lecturer at least as a vector.

b. Have an AMSP Supervisor Decree obtained from the study program and authorized by the Dean...

2. Duties/Responsibilities of Supervisors

The supervisors of AMSP students must consider the obligations.

a. Work with study programs to provide guidance to AMSP students.

b. Accompany students at the time of acceptance by the education unit.

c. Provide advice and input needed by students during the AMSP activity process.

d. Conduct monitoring and evaluation visits to student participants in education units based on a predetermined schedule.

e. Provide guidance to students participating in Teaching Assistance in preparing AMSP activity reports.

f. Helping to resolve obstacles faced by students during AMSP activities.

g. Monitoring the implementation process of the AMSP activities.

h. Approve the AMSP activity report prepared by AMSP student participants.

i. Assessment of AMSP activity mechanisms and reports.

3. Duties/Responsibilities of the Mentor Teacher

Descriptions of the obligations of the mentor teacher are as follows:

a. Accompanying AMSP student participants during acceptance by the education unit.

b. Provide advice and input needed by students during the AMSP activity process.

c. Monitor the implementation process of AMSP activities

d. Conducting mentoring activities for students participating in Teaching Assistance in preparing AMSP Activity reports.

e. Certifying the AMSP Activity Report.

f. Assessment of all AMSP activity and AMSP activity reports.

4. Teaching Assistance Guidance Rules for Students

The rules for mentoring students are outlined as follows.

a. Students participating in AMSP are required to debrief before the AMSP activity process takes place. This is so that the implementation of AMSP activities and writing of AMSP activity reports can be carried out properly.

b. Students participating in AMSP are required to report on AMSP activities based on the writing guidelines provided and complete them on time.

c. Students participating in the AMSP were required to respect the mentoring time determined by the AMSP supervisor and mentor teacher.

d. Students are required to complete at least eight guidance sessions.

e. Students should pay attention to ethics when communicating and behaving during the mentoring process.

5. **Provisions for Teaching Assistance for Lecturers**

   The mentoring requirements for lecturers are outlined as follows:

a. Provide input, direction, and solutions to obstacles faced by students during the AMSP process.

b. Develop a guidance plan for Teaching Assistance activities together with AMSP students.

c. Provide direction to students regarding how to write AMSP activity reports based on the AMSP report writing guidelines that have been provided.

d. Discuss references to material studies relevant to the topic of AMSP activity reports.

e. Be kind by paying attention to ethics and behavior while guiding AMSP students.

3.4.10 Ethics of Teaching Assistance Implementation in Education Units

1. Ethics of Students Implementing Teaching Assistance in Partner Education Units

   The ethics of AMSP implementation are outlined below:

a. Students are required to follow the rules of the partner education unit properly.

b. Students are required to work and try to provide the best benefits to their partner education unit.

c. Students were required to complete each task, which was provided by the partner education unit, with good results and time.

d. Students are required to respect the school community in education unit partners without distinguishing ethnicity, religion, race, gender, and class.

e. Students are required to be honest, disciplined, polite, professional, and to maintain work ethics in the partner work unit of the education unit.

f. Students were required to maintain the confidentiality of the information provided by the educational unit partner work unit. Any confidential information and data, which will be used as a reference source in writing the AMSP activity report, must be disguised in its writing to maintain the confidentiality of data and information of the partner education unit.

g. Students are required to maintain good attitudes and ethics when interacting with students and other school residents in their education unit partners.

h. Students were required to maintain a good name for UHO during the AMSP activity process.

2. Student Ethics in Communicating with Supervisors

Student ethics in communicating with lecturers during AMSP implementation outlined as follows:

a. Communicate with the supervisor in accordance with generally accepted norms.

b. Communicate with lecturers by finding the right time and avoiding communication during breaks or times when lecturers are praying.

Communication by phone:

a. It is mandatory to introduce oneself before starting to deliver objectives.

b. Use time efficiently and as necessary when communicating with lecturers over the phone.

c. Speak according to the purpose you want to convey

Communication via text messages

a. Initiate communication by greeting and introducing oneself.

b. Deliver text messages briefly, clearly, and use good and correct Indonesian language while still paying attention to ethics and politeness in language.

c. Don't forget to say thank you at the end of the communication

Communicate face-to-face

a. Find the right time to ask for communication with the lecturer.

b. The communication time only needs to be on weekdays. c. Dress neatly, cleanly, and politely.

3. Student Dress Code when conducting AMSP

The student dress code for the AMSP is outlined below.

a. Students are not allowed to wear clothes that are too tight (body shaping for women), revealing, or sexy, such as tops that are too low, or skirts that are too short.

b. Students were required to wear shoes and were not allowed to use sandals during AMSP activities in partner education units.

c. Students are required not to wear jewelry, accessories, or excessive makeup.

4. Lecturer Ethics in the Implementation of Teaching Assistance Activities

The ethics of lecturers in mentoring during the implementation of the AMSP are described as follows.

a. Communication is limited to AMSP mentoring tasks for the students.

b. The tasks and directions given were limited to carrying out AMSP mentoring duties to students.

c. Communication with guided students is carried out while still paying attention to generally accepted norms.

d. For face-to-face communication and mentoring, mentoring activities should be conducted in an open or service room.

5. **Communication Ethics of Mentor Teachers in the Implementation of Teaching Assistance Activities**

Teacher ethics in mentoring during the implementation of the AMSP are as follows:

a. Communication was conducted for the purpose of students' AMSP mentoring tasks.

b. Assignments and directions given for AMSP mentoring duties to students.

c. Communication with mentored students is performed while still paying attention to generally accepted norms.

d. If communication and mentoring are conducted face-to-face, mentoring activities should be conducted in a place open to the public.

3.4.11 Guidelines for Writing Teaching Assistance Reports

1. Report Function

The AMSP report has the following functions.

a. As a form of student accountability, a study program for AMSP activities was carried out.

b. Consideration for granting grades/assistance recognition.

c. Information providers for UHO and students.

d. It is a forum for conveying ideas, opinions, assessments, and experiences related to the implementation of the AMSP to other parties.

e. As a material for policymaking, evaluation, and follow-up for continuous improvement of the AMSP.

f. As documentation material for MBKM activities

2. General Provisions in Report Writing

a. The AMSP report forms the basis of performance assessment and recognition.

b. The AMSP report was submitted to the study program for soft copy.

3. Report Writing Principles

The AMSP reports were written based on the following principles:

a. True, Objective, Systematic, and Complete. The AMSP report must comply with the provisions of these guidelines and should contain correct, objective, systematic, and complete information.

b. Communicative, thorough, and operational. The AMSP report should be easy for the reader to understand by avoiding the use of words/terms, phrases/sentences, or language styles that are incomprehensible to the reader or writer. Use words that are simple but clear in meaning.

c. To the point. AMSP reports should be precise, concise, and specific. Descriptions are efficient/not lengthy enough to give the impression that the report is thick (thickness does not always reflect the quality of the report).

d. Complete. The AMSP report is presented in full in the form of a comprehensive description based on selected data, with the necessary supporting data. Therefore, the report contains all activities undertaken by students and does not raise new problems, issues, or questions, accompanied by supporting data such as graphs, tables, maps, and schemes, if needed.

e. Firm and consistent. The AMSP report is firm and consistent, so there are no contradictions between one part and another, either in terms of substance, terms, or presentation writing techniques.

f. Timely. The AMSP Report writing, submission, evaluation, and correction must be performed in accordance with the applicable regulations.

4. Report Format and Systematics

Teaching Assistance Report Writing Format.

a. Paper type and size: 70 gram HVS paper A4 size

b. Edge Distance (Margin):

Top edge: 4 cm Bottom edge: 3 cm Left edge: 4 cm Right edge: 3 cm

c. Typeface: Times New Roman, Normal, 12 pt Spacing: 1,5

Teaching Assistance Report Systematic Outside Cover

Inside Cover Sheet, Endorsement, Foreword, Table of Contents

List of Figures, List of Tables

CHAPTER 1. INTRODUCTION

1.1. Background

1.2. Purpose of Teaching Assistance

1.3. Benefits of Teaching Assistance

3.4.12 Teaching Assistance Assessment

1. Components and Weight of Teaching Assistance Assessment in Education Unit

The AMSP assessment components consisted of (1) Performance during the Implementation of Teaching Assistance, (2) AMSP Activity Implementation Report, and (3) AMSP Activity Best Practice Documentation. The assessment components are defined as follows:

Table 1. Teaching Assistance Assessment Weight

No.	Component	Weight
1	Performance during the implementation of teaching assistance	70 %
2	Report on the implementation of teaching assistance activities	20 %

3	Documentation of best practice teaching assistance	10 %

2. Provisions for Assessment of Teaching Assistance in Education Units

a. AMSP implementation performance was assessed by the mentor teacher and head of the partner education unit.

b. The AMSP Implementation Report was assessed by the mentor teacher and the head of the partner education unit.

c. The video documentation of the AMSP's best practices was assessed by the supervising teacher and lecturer.

d. Scores were assigned using a Likert scale.

e. Assessment of AMSP performance in writing, reports, and documentation refers to the established assessment criteria.

f. The assessment results were completed by filling out the existing forms and submitted to the study program.

g. These assessments were conducted fairly and objectively.

3. Assessment of Teaching Assistance Performance by Education Unit Partners

After the AMSP activity has been completed and the activity implementation report has been completed, students will obtain the results of the Teaching Assistance assessment. The AMSP assessment form was completed and signed by the supervising teacher, head of the education unit, and supervising lecturer. Aspects of AMSP performance assessment.

Field of Activity Competencies

a. Mastery of the Field of Activity b. Activity Planning

c. Activity Implementation

d. Evaluation and Follow-up

Attitude and Behavior:

a. Discipline b. Diligence

c. Initiative

d. Critical, creative, analytical thinking

e. Adaptation

f. Communication

g. Problem solving h. Collaboration

4. Assessment of Teaching Assistance Report in Education Unit Assessment of AMSP Report is described as follows

  a. The students were required to write an AMSP Implementation Report after completing the program.

  b. The procedure for writing the AMSP Implementation Report was based on systematic report writing.

  c. The AMSP Implementation Report is authorized by the supervising teacher, head of the education unit, and supervising lecturer.

  d. The AMSP Implementation Report is completed no later than one month after the end of the activity implementation.

  e. The AMSP Implementation Report was submitted to the study program as an attachment to the AMSP activity award application.

  f. The AMSP Implementation Report is written honestly and objectively, and maintains the confidentiality of the data of the education unit where the program is implemented.

The AMSP Report Assessment Aspects are as follows:

Process Aspects:

  a. Overview of the AMSP Partners.

  b. Students' tasks during AMSP are well explained and relevant to

Department

Aspects of activity substances

  a. The introduction/background and the problem formulation were clearly written.

  b. The problems were analyzed using theoretical foundations and strong supporting evidence.

  c. The conclusions were formulated based on the results of the analysis.

  d. Self-reflection reflects the learning process during Teaching Assistance in Education Unit personally, including aspects of technical skills and social-emotional skills.

  e. The recommendations made include recommendations related to the problem analyzed and recommendations for the institution (if any).

Technical and Language Aspects

  a. The AMSP report guidelines were followed in this study.

  b. Coherent presentation logic.

  c. Standardized scientific language.

5. Assessment of Video Documentation of Best Practices in Teaching Assistance in Education Units

The assessment of AMSP video documentation is outlined below.

a. Students are required to document the best practices for AMSP activities.

b. The duration of the AMSP best-practice video documentation was 30-40 minutes.

c. The content of the AMSP best-practice video documentation is the best practice in learning activities implemented in education units.

d. The structure of the AMSP best-practice video documentation depicts the activity's introduction, core, and conclusion.

e. Video documentation of AMSP activities uploaded to YouTube.

f. The supervising teacher and lecturer assessed AMSP's best practice video documentation through videos uploaded on YouTube.

The AMSP video assessment criteria included the following:

a. Effectiveness of the storyline presented (containing parts of the activities implemented during the AMSP programme).

b. Organization/content arrangement (contains content that is arranged and flows/there is a relationship between parts).

c. Content (substance of the video shown).

d. Image and sound quality.

APPENDICES:

Attachment 1. Format for Approval of Teaching Assistance Report

Report Title

Name: .... NIM : .... Study Program : .... Faculty : ....

After examination, this Teaching Assistance Implementation Report in the Education Unit was declared to have met the requirements.

Knowing:

Principal, Supervisor,

(Name ....) (Name ....)

NIP NIP

Approved:

Head of Study Program / Head of Department,

(Name............)

NIP

Appendix 2. Daily Record/Logbook Format

DIARY/LOGBOOK

TEACHING ASSISTANCE IN EDUCATION UNITS

Teaching Assistance Period

Academic Year:

Name: .... NIP : .... Study Program : .... Phone Number : .... Supervisor : .... Partner : .... Implementation Time: ....

No.	Date	Activity Description	Supervisor's Signature

Appendix 3. Performance Assessment Format

TEACHING ASSISTANCE PERFORMANCE ASSESSMENT SHEET IN EDUCATION UNIT

Teaching Assistance Period
Academic Year:

Name: .... NIP : .... Study Program : .... Cell phone number : .... Supervisor : .... Partner Education Unit: ....
Implementation Time: ....

No.	Rated Aspect	Value			
		1	2	3	4
A	**Competency Field of Activity**				
1	Mastery of the Field of Activity				
2	Activity Planning				
3	Activity Implementation				
4	Evaluation and Follow-up				
B	**Attitude and Behavior**				
1	Discipline				
2	Perseverance				
3	Initiative				
4	Critical, creative, analytical thinking				
5	Adaptation				
6	Communication				
7	Problem solving				
8	Collaboration				

Description: 1: Very Poor, 2: Poor, 3: Good, 4: Excellent

Appendix 4. Performance Assessment Format

ASSESSMENT SHEET FOR TEACHING ASSISTANCE REPORT IN EDUCATION UNIT

Teaching Assistance Period
Academic Year:

Name: .... NIP : .... Study Program : .... Cell phone number : .... Supervisor : .... Partner Education Unit: ....

Implementation Time: ....

No.	Rated Aspect	Value			
		1	2	3	4
A	**Process**				
1	Overview of AMSP Partners				
2	Student tasks during AMSP are well explained and relevant to the study program.				
3	Student tasks during AMSP are well explained and relevant to the study program.				
B	**Activity Substance**				
1	The introduction/background and the problem formulation were clearly written.				
2	Problems are analyzed using theoretical foundations and evidence adequate support				
3	The conclusions were formulated based on the results of the analysis.				
4	Self-reflection reflects the learning process during AMSP personally, covering aspects of technical skills and social- emotional skills.				
5	The recommendations made contain recommendations related to the analyzed problem.				
C	**Technical and Language**				
1	Following the AMSP report guidelines				
2	Coherent presentation logic				
3	Standard and scientific language				

Description: 1: Very Poor, 2: Poor, 3: Good, 4: Excellent

Appendix 5. Performance Assessment Format

VIDEO ASSESSMENT SHEET FOR TEACHING ASSISTANCE IN EDUCATION UNITS

Teaching Assistance Period

Academic Year:

Name: .... NIP : .... Study Program : .... Cell phone number : .... Supervisor : .... Partner Education Unit: ....

Implementation Time: ....

No.	Rated Aspect	Value			
		1	2	3	4
1	Effectiveness of the storyline presented; contains parts of the activities implemented during the AMSP program				
2	Organization/content arrangement; contains content that is organized and flows/there is a relationship between parts.				
3	Content (substance of the video shown)				
4	Image and sound quality				

Description: 1: Very Poor, 2: Poor, 3: Good, 4: Excellent

Course Conversion Submission Format

Kendari, ... (date, month, year)

Dear Head of Study Program ..... (write down the name of the Study Program)

I am the undersigned:

Name: .... NIM : .... Study Program : .... Phone/Phone Number : ....

hereby apply for course conversion to Teaching Assistance activities in the Education Unit that I have carried out. The information data on the partner education units where the Teaching Assistance activities were carried out are as follows.

Partner Name: .... Partner Address : .... Name of Supervisor : .... Name of Supervising Teachers' Reports

Along with this request, I will include the Teaching Assistance Report document and other documents (if there are documents other than the report).

Thus, I have created this application letter. Thank you for your consideration of our manuscript.

Sincerely,

(Name...................)
NIM

Format for Submitting Verification Results for Course Conversion/Recognition.

<div align="center">FACULTY COVER</div>

Number:

Attachment:

Subject: Approval of Course Conversion/Recognition

Dear ..../........................ (name/NIM)

With respect,

We inform you that the MBKM Study Program Assessment Commission (KP-MBKM) has verified the application for course conversion/recognition by students implementing Teaching Assistance in the following Education Units.

Name: .... NIM : .... Partner Name : .... Implementation Period:

Based on the verification results, the MBKM Study Program Assessment Commission determines that

You are entitled to conversion/recognition of courses in the semester. of the academic year .... The details of courses that can be converted/recognized are as follows:

No.	Course Code	Course Name	Number of credits

This is our submission.

<div align="right">

Kendari, ...

Head of Department/Study Program,

(Name ....)

NIP.

</div>

STATEMENT I undersigned

Name: .... NIM : .... Study Program : .... Phone Number : .... Address in Kendari : .... Address in the region (if coming from the region)

Hereby declare:

1. willing to participate in Teaching Assistance activities in Education Units according to the provisions set by the organizers, Halu Oleo University, and its partners.

2. My participation in Teaching Assistance activities in the Education Unit obtained parental permission and approval. Thus, I have made this statement true. Kendari, ...

Approved:

Parents of Students, Students,

10,000 stamp

(Name ....) (Name............)

NIM

Attachment 10. Format of Certificate of Program Implementation

<p align="center">LETTERHEAD OF PARTNER AGENCY</p>

No..........

I am the undersigned:

Name: .... NIP : .... Agency : ....

Position : .... Phone/Phone No: ....

The student mentioned the following:

NIM : ....

Study Program: .... Phone/Phone Number : ....

Have carried out Teaching Assistance activities from .... (date/month/year) ..... to ...... (date/month/year) at ...... (name of education unit).

Thus, this certificate is provided for proper use.

Kendari, ...

Head of Department/Study Program, Advisor

(Name................) (Name............)

NIP NIP

3.5 Research

3.5.1 Research Program

Students can form critical thinking in *problem-solving* through research activities. This ability is required in various fields of science in higher education. With the ability to think rationally and objectively in solving problems, students will be more engaged, learn, and able to conduct research properly. Students who have an interest in and desire to work in the field of research and opportunities for internships at research institutions can be a way to pioneer a researcher's career.

One form of learning activity in accordance with Permendikbud Number 3 of 2020 Article 15 paragraph 1 is research/research, activities that can be carried out outside the study program. Doing activities in the form of Research/Research will provide opportunities for students to improve their abilities, roles, and participation in research activities, especially to create and develop sufficient talent and in accordance with their competencies. In addition, laboratories and research institutions sometimes face the problem of a lack of researchers working on short-term research projects (from one semester to one year).

3.5.2 Research Program Objectives

Implementation of research aims

1. Growing the ecosystem and quality of research in Indonesian laboratories and research institutes through the provision of research resources to produce the next generation of researchers

2. Increase students' interest and curiosity in the problems, needs, and challenges faced by the Indonesian people and their solutions.

3. Obtain appropriate scientific solutions so as to be able to produce research work that is useful for the academic community and the wider community;

4. Improve the quality and amount of research that can be conducted by students to achieve more optimal results.

5. Awakening students' intellect in improving creative and innovative products scientifically and providing opportunities for students to gain research competence through direct mentoring by researchers at research institutions/study centers.

3.5.3 Benefits of Research/Research

1. Benefits of Research/Research for the study program

a. Obtain income related to research competencies, social behavior, and other aspects that can be used to improve and develop the Prodi curriculum.

b. Network extensively with various research institutions.

c. Obtain student work in the form of scientific publications.

d. Creating a scientific center based on student research results.

2. Benefits of Research/Research for Students

a. Apply knowledge and skills to obtain and solve problems scientifically to societal problems in their respective scientific fields.

b. Realizing scientific work that can be useful for the community, nation, and state.

c. Publishing research results and obtaining intellectual property rights (HAKI).

d. Develop managerial and cooperative skills and adapt to the real working atmosphere.

e. Develop insight and skills in research, which can then be used in the final project.

f. Students' abilities in the field of research can be an assessment opportunity to be recruited as a researcher after completing their studies.

g. Explore opportunities to establish a competitive research institute, either as a group/collaboration or as an independent individual.

3. Benefits of Research/Research for partners

a. Acquire the services of energetic young researchers who can assist in the implementation of research activities in their respective institutions.

b. Find solutions to societal problems based on research results.

c. Establish cooperation with universities as partners.

d. Expand the network to obtain competent young research candidates from their respective institutions.

3.5.4 General Conditions of Research/Research

Provisions for the Implementation of Research

a. The students were mentored by one lecturer determined by the study program and one person from the partner institution.

b. The duration of the Research/Research activities was one semester.

c. After carrying out Research/Research activities, it is recognized with a number of credits and converted to courses and/or Certificate of Diploma Companion.

d. In carrying out research/research activities, the name of the student's official institution of origin (FEB UHO) must be included.

e. The inclusion of elements that are not in accordance with law or official government regulations in research activities is strictly prohibited.

f. The proposer does not undergo sanctions or disciplinary punishments from the UHO.

g. Participants were required to follow the knowledge, attitude, and skill briefings conducted by the study program.

h. Program participants must maintain the name of UHO during the implementation of Research/Research.

i. The research program participants were mentored by a research mentor/supervisor from a research institution or university.

j. Research/research program participants are required to prepare a report and submit it to the study program after the end of the activity.

3.5.5 Scheme of Research/Research in Education Unit

Research is carried out through two schemes.

A. Cooperation scheme, which is research carried out with the initiation of partner research institutions and universities. The implementation of the research–collaboration scheme is regulated as follows:

a. Partner institutions convey to FEB UHO research opportunities for students.

b. The FEB UHO then announces research opportunities at the partner institutions of research institutions/universities.

c. Students register themselves as research partners at research institutions/universities (letters of proposed research activities by students).

d. This study was approved by the research institute/university.

e. Furthermore, students register to conduct research/research activities.

f. The study programme facilitated the research proposal seminar.

g. Research/research activities carried out by students during one semester with partners include keeping records of daily activities, attendance, and activities carried out and known by the supervisor.

h. Research/research activity reports are made in a predetermined format and systematic manner.

i. Without the approval of the supervisor and the local village, students are not allowed to participate in activities other than Research/Research.

j. Assessments of the process and results of research/research were carried out by supervisors and partners.

k. The students were required to participate in a research seminar.

l. Students are required to produce research publications in scientific journals and/or apply for intellectual property rights.

m. Students apply for the recognition of research/research activities to Prodi.

n. FEB UHO reports recognition of research/research as SKS.

B. Independent schemes are research conducted with the initiation of students.

The provisions for the implementation of the independent research scheme are as follows:

a. Students create/draw research proposals.

b. Students submit proposals to carry out research and/or obtain research funding from partners (research institutions, companies, Research and Development Agency/local government, and others).

c. After obtaining approval, students register to conduct research/research activities.

d. The university conducted debriefing.

e. The study programme facilitates the implementation of research proposal seminars.

f. Students carry out Research/Research activities for one semester with partners

g. Conduct a research proposal seminar

h. Make a record of daily activities, both related to attendance and activities carried out by the supervisor.

i. Make a report on research/research activities with a predetermined format and systematics.

j. Students are not allowed to participate in other activities outside the Research/Research activities without the approval of the supervisor and the partner during and after the Research/Research, and the assessment of the process and results is carried out by the supervisor and the partner.

k. Conduct a research results seminar

l. Publish research results and/or apply for intellectual property rights

m. Apply for recognition to Prodi, and

n. UHO reports SKS recognition (research recognition)

3.5.6 Research/Research Award and Scale

FEB UHO students who have participated in Research / Research are given appreciation in the form of relevant academic value conversion awards (conversion of course credits) and / or other awards within a certain period of time at official research institutions approved by FEB UHO are given

1. Award Terms

General provisions for students who are awarded for their participation in research/research for a certain period of time at partner research institutions/universities include the following:

a. Recorded as an active UHO student status from the diploma to the undergraduate level

b. UHO students who have passed courses related to research

c. Students do not undergo punishment or receive academic sanctions from the UHO.

d. In the implementation of research/research programs/activities, it must be included and carry the name UHO.

e. The maximum proposal time was one year after the research/research implementation time.

f. The proposing supervisor is a permanent UHO lecturer and gets approval from the faculty leader; and

g. The results of research must be published in national journals with ISSN.

The specific requirements that students who receive the award must fulfill include the following:

a. Have a certificate/certificate/charter from the partner research institution/university where the student conducts Research/Research

b. The proposed Research/Research has not received an award from another party; and

c. Have completed the obligation to report on Research/Research activities, which is accompanied by documents such as a letter of assignment to participate in activities from UHO, photos of activities, and other related documents.

2. Rewards in the Form of Course Credit Conversion

Awards in the form of conversion of course credits are determined by the study program by referring to the relevance of Research/Research to the Course Learning Outcomes (CPMK) to be converted. The maximum number of credits that can be converted in one semester is 20. The basis for course conversion, namely, learning activity time (2,720 min = 45 h = 1 credit):

Achievements Learning	Courses that Converted	Course Complements
Learning Outcomes which includes attitudes and skills refers to Permendikbud No. 3 of 2020	1. Courses that related to the research field of study 2. Courses that related to the substance/topic researched/researched by students	If students program The converted MK, the learning outcomes achieved by students while participating in research activities become a complement or substitute for the MK that must be taken.

Conversion of Research/Research with courses that have CMPK alignment is carried out through the following process.

1) Course Conversion in the same semester before research/research is completed.

a. The head of the study program forms the MBKM Activity Assessment Commission (KP-MBKM) to assess the conversion of relevant course credits or to reject the student's proposal.

b. Students submit a research activity proposal to the study program along with a course conversion request.

c. KP-MBKM conducts verification and validation to assess courses that have CPMK alignment with the programs that students will carry out during research/research based on the activity plan in the proposal. If necessary, KP-MBKM can discuss this with partner research institutions/universities to obtain a more detailed explanation.

d. The study program submits to students the results of verification in the form of a list of courses that can be converted to research/research activities that will be carried out.

e. Students fill in the Study Plan Card (KRS) with courses that will be converted to Research/Research in the same semester, or students together with academic advisors make a Change of Study Plan (PRS) according to the deadline specified in the UHO academic calendar.

f. After completing the activity, students submitted a research/research report to the Study Program.

g. The KP-MBKM conducts verification and validation to provide course recognition.

h. The results of the assessment are then proposed to the dean to make a decision letter regarding course recognition.

i. Study programs convey to students a list of courses that can be converted to research/research activities.

j. Students can take conversion courses determined by the Study Program in the KRS of the following semester/next semester.

2) Conversion of Courses in the Semester After Research/Research is Completed

a. The study program forms the MBKM Study Program Assessment Commission to accept the conversion of relevant course credits or reject student proposals from research/research activities.

b. Students submit a report on research/research activities to the study program along with a request for course conversion.

c. KP-MBKM conducts verification and validation to assess whether the course has a CPMK alignment with the program implemented in the research.

d. The study program submits to students the results of verification in the form of a list of courses that can be converted to research/research.

e. Student program conversion courses that have been determined by the study program in the KRS of the following semester/next semester.

f. The results of the assessment are then proposed to the dean to make a decree on course conversion.

g. The operator inputs the grades into the SIAKAD UHO.

3. Other Awards

Awards for students who have carried out research/research at partner research institutions/universities can also be in the form of providing a Certificate of Diploma Companion (SKPI) or a certificate of appreciation. The award is given only to students who do not apply for conversion of the Research/Research activities they have participated in with academic grades (conversion of course credits) or courses that can be converted, or if the courses that can be converted are smaller than the weight of the Research/Research activities that have been carried out. In this context, some research activities can be converted into SKPI.

4. Scale of Research Activities

The award of awards to UHO students who carry out research/research, as mentioned earlier, is also determined by the length of research implementation, which is equal to 20 credits (one credit is equivalent to 2,720 minutes) at partner research institutions/universities, both national and international levels, including the quality of the resulting publication outputs, namely national journals, accredited national journals, international journals, or reputable international journals.

3.5.7 Responsibility of Research Organizer

1. University Responsibility

In conducting this research, the university is responsible for the following:

a. Coordinates the implementation of research/research at the university level.

b. Make an agreement in the form of a cooperation document (MoU/PKS) with accredited partner research institutions and research laboratories.

c. Giving students the right to follow

d. Selection and evaluation of research programs at off-campus research institutes and laboratories

e. Develop technical guidelines for learning activities through research.

f. Report the results of the learning activities to the Directorate General of Higher Education through the Higher Education Database.

2. Faculty Responsibilities

In the implementation of research/research, the faculty is responsible for the following:

a. Collaboration with research institutes and laboratories

b. Coordinates the implementation of research/research to the faculty level.

c. Coordinates with the Vice Rector for Academic Affairs and departments/study programs for the implementation of research/research.

d. Provide resources for the implementation of research.

e. Together with the study program, we provided research/research recognition.

f. Issue a conversion/recognition decision letter.

3. Study Program Responsibilities

The study programme was responsible for the following:

a. Provides information to students to participate in research activities.

b. Appoint an assistant lecturer to provide assistance, supervision, and together with

c. Mentors at research institutes and laboratories providing grades.

d. Provide technical training (knowledge, attitudes, and knowledge).

e. Assessing and equalizing research/research activities in institutions/laboratories for recognition of a number of credits by students.

f. Evaluate the Research/Research program as a learning activity outside the study program.

4. Responsibilities of Partner Institutions/Research Laboratories

The partners are responsible for the following:

a. Provide a selection with detailed characteristics of research topics, research objectives, and more requirements from among students.

b. Ensure that the implementation of student research/research activities in the institution/laboratory is carried out in accordance with the agreed agreement.

c. Appoint a mentor/supervisor who is an expert on the topic of the student's research.

d. Together with the accompanying lecturers, evaluate and assess the research activities carried out by students.

5. Student Responsibilities

The responsibilities of students in the implementation of research/research are described as follows.

a. Complete all administrative requirements set by the university (university, faculty, and department/prodi) and partner institutions.

b. Participate in Research/Research debriefing.

c. Carry out Research/Research Activities together with partner institutions.

d. Keeping records of program implementation and reporting activities for Prodi.

e. Coordinate and consult with co-researchers.

f. Compile the report and submit it to the study programme.

g. Apply for awards/recognition

3.5.8 Implementation of Research/Research

1. Research Selection Process

The research and selection process was organized as follows.

a. Research/research carried out with a Cooperation Scheme: selection is carried out directly by partner research institutions/universities or selection is carried out in collaboration between a team formed by UHO and partner research institutions/universities.

b. Research conducted under an Independent Scheme: selection is performed directly by the partner.

2. Implementation of Research/Research

The implementation of research/research is described as follows:

a. UHO and research institutions/universities compile an agreement in the form of a document that contains, among others, the learning process, semester credit recognition and assessment, competencies that will be obtained by students, and the rights and obligations of both parties during the research/research activity process.

b. The faculty leader, upon the proposal of the study program, assigns a research/research supervisor to guide students during research/research activities.

c. Partners assign one researcher as a mentor/supervisor to the students.

d. Students are required to carry out activities related to research/research in accordance with the direction of the mentor and supervisor lecturers.

e. Supervisors together with students compile logbooks and assess student achievements during research/research activities.

f. Students create and fill out a logbook according to the activities that have been carried out during research/research.

g. Students compile an activity report and submit it to their supervisor.

h. Supervisors conduct the monitoring and evaluation.

3.5.9 Research Mentoring

Mentoring plays a key role in the implementation of student research and in research with research institute/university partners. This can be realized when each related element provides continuous monitoring of the implementation of activities. Several factors related to mentoring are described in the following sections:

1. Supervisor Criteria

Lecturers who can be assigned to guide students in research/research activities must meet the following criteria:

a. UHO permanent lecturers with teaching experience for four consecutive semesters.

b. Have a minimum functional position for head lecturers with a master's degree (S-2) or at least a lecturer with a doctoral degree (S-3).

c. Have minimum publication in a nationally accredited journal as a lead author or have won a national competitive grant as a chairman.

d. Obtain a decision letter to supervise research/research activities from the study program, which is determined by Dean's decision.

2. Details of duties/obligations of supervisors

The duties of the research supervisor are outlined as follows:

a. Provide advice and input during consultation if needed by the students during the activity.

b. Conduct mentoring activities for students, including writing the final report.

c. Monitoring the implementation of activities.

d. Approved writing of the final report.

e. Provides an assessment of research activities.

3. Provisions for Research Guidance for Students

The provisions for mentoring Research Research on students are regulated as follows:

a. Students must conduct mentoring before the implementation of research/research to ensure that the implementation of activities and writing of the final report can run well.

b. Students must make a research/research report in accordance with established report-writing guidelines.

c. Students must be able to respect the time allocated by the supervisor, including the target time for completing the final report that has been determined by the supervisor and the student at the time provision in the guidance activity.

d. Students must fulfill eight times the minimum number of mentorships.

e. Students must communicate ethically according to the ethics of behavior when conducting the guidance process.

4. Provisions for Research / Research Supervision for Lecturers

The provision of research/research supervision for supervisors must be able to provide input and direction for the implementation of research/research. The provision of input and direction includes, but is not limited to, the following.

a. Guidance plan

b. Methods of carrying out activities.

c. Alternative solutions to problems faced by students. d. Scientific writing methods in accordance with the final report guidelines

d. Provide guidance for finalizing the revision of the final report.

e. Publication of research results.

f. The supervisor ensured that the final research report was free from plagiarism.

g. The supervisor provided the final assessment.

3.5.10 Ethics of Conducting Research

1. Ethics of Conducting Research/Research

a. Students must be able to complete all the tasks given by the supervisor correctly, neatly, and on time.

b. Students were honest, disciplined, polite, professional, and maintained work ethics during the research program.

c. Students must maintain a good name for UHO alma mater.

2. Scientific Ethics in Research

a. Maintaining scientific accuracy, honesty, and truth.

b. Avoiding deliberate misrepresentation of facts.

c. There was no plagiarism, fabrication, or falsification.

d. Respect copyright and intellectual property rights.

e. Respect dignity and self-esteem, individual rights to privacy, and confidentiality of respondents/data sources.

f. Differences in culture, individuals, age, gender, gender identity, race, ethnicity, culture, national origin, religion, disability, language, and socioeconomic status, and avoiding the effects of bias due to such factors.

g. Protect the rights of those who interact with professionals and other affected persons, including the safety/welfare of research animals.

h. Provide data to editors during the review and publication processes if questions arise regarding data accuracy.

i. No publication of multi-research results or submission of multi-research articles to journals.

j. Recognize and give *credit* to those involved.

k. Arrange the order of authorship in accordance with the contributions and do not list the authors as unauthorized parties.

3. Ethics of Communicating with Supervisors

a. Communication with the supervisor was performed with reference to generally accepted norms.

b. Use good and correct Indonesians (not slang). The structure of the message consists of a greeting, identity, purpose, and thanks. The message began with an unabbreviated greeting.

c. Students write their identities when sending messages to lecturers. Write a short and clear message and end with thank you.

d. Meet lecturers in a place that is open to the public.

e. When meeting with the mentor

f. Enter the room with permission and do not insist on meeting when the lecturer is taking a break or discussing.

g. Consult in accordance with the agreed time. h. Wear neat and polite clothes.

4. Ethics in Communicating with Research Institution/University Partners

a. Communication with research institute/university partners was conducted with reference to the generally accepted norms.

b. Using good and correct Indonesians (not slang). The structure of the message consists of a greeting, identity, purpose, and thanks. The message began with an unabbreviated greeting.

c. Students must identify themselves when sending messages to research institute/university partners. Write the message briefly and clearly and end with thank you.

d. Meeting with partners open to the public.

e. When meeting with research institute/university partners

f. Enter the room with permission and do not insist on meeting when institutional partners are taking a break or discussing.

g. Arriving at agreed-upon time. h. Wear neat and polite clothes.

3.5.11 Guidelines for Writing Research Reports

1. Function of Research Report

      This Research Report has the following functions:

a. Accountability of activities to partner with research institutions/universities and study programs.

b. Materials for giving grades and converting academic grades/converting to SKS.

c. Information delivery for FEB UHO, students, and partner research institutions and universities.

d. Convey ideas, opinions, assessments, and experiences related to the implementation of research to other parties.

e. One of the tools used to foster cooperative relationships with partner research institutions and universities

2. General Provisions in Writing Research/Research Reports

      General provisions for writing research/research reports:

a. The final report was collected at the end of the Research/Research for academic grade conversion/SKS conversion or other awards.

b. In addition to being submitted to the study program and partner research institutions/universities, the final report is also submitted to the FEB and UHO libraries in Softcopy form.

3. Principles of Research Report Writing

      Every Research report must fulfill the following principles:

a. True and objective: The research/research report complies with the provisions in these guidelines and contains true and objective information.

b. Clear and concise: Research reports should be easy for the reader to understand and comprehend by avoiding the use of words or terms that are incomprehensible to the reader or writer.

c. Firm and consistent: Research reports must be firm and consistent so that there are no contradictions between one part and another, both in terms of substance, terms, and presentation writing techniques.

d. Complete: The Research/Research report is presented in full, containing all activities carried out by students during the research/research implementation. However, this does not mean that the report must contain long descriptions to give the impression that the report is thick.

4. Format and Systematics of Research Report

The writing of the research/research final report followed the format and writing systematics.

1. Report Writing Format

   a. Paper type and size:70 g HVS paper A4 size b Margins.

      Left edge: 4 cm

      Right edge: 3 cm

   b. Typeface: Times New Roman, Normal: 12 pt. Spacing: 2 (two)

   c. The number of pages in the report was ± 200.

   d. Systematization of Report Writing

      Outer Cover Inner Cover Ratification Sheet Foreword Table of Contents

      List of Figures (if any) List of Tables (if any) List of Appendices (if any)

CHAPTER 1. INTRODUCTION

1.1 Background

1.2 Problem Formulation

1.3 Research Objectives

1.4 Benefits of Research

CHAPTER 2. LITERATURE REVIEW AND   PARTNER PROFILE INSTITUTION
             RESEARCH/ COLLEGE/FACULTY

   2.1 Literature Review

   2.2 Partner Profile

       2.2.1 History of Partner Research Institutions/Colleges/Faculties

       2.2.2 Partner Structure of Research Institution/College/Faculty

       2.2.3 Vision and Mission of Partner Research Institution/College/Faculty

       2.2.4 Research Institute/College/Faculty Partners

CHAPTER 3. RESEARCH METHOD

3.1 Type of Research

3.2 Research Design

3.3 Research Variables

3.4 Research Stages/Procedures

3.5 Population and Sample/Source of Data/Informant

3.6 Data Collection Technique

3.7 Research Instruments

3.8 Data Analysis

CHAPTER 4. RESULTS AND DISCUSSION

1.1 Research Results

1.2 Discussion

CHAPTER 5. CONCLUSION AND SUGGESTIONS

5.1. Conclusion

5.2. Suggestion

3.5.12 Components and Weight of Research Assessment

1. Components and Weight of Research Assessment

The assessment weight for the final research/research grade consists of three components: (1) 40% of the final report writing, (2) 40% of the article by including at least proof of submission to the journal, (3) 10% of the report presentation, and (4) 10% of the poster/video. The general provisions of the assessment are as follows:

a. Supervisors provide an assessment of performance achievements and presentation exams during research.

b. Assessment of final report writing refers to the provisions; and

c. The assessment results were submitted to the study program by filling out an existing form.

2. Research Report Writing Assessment

The assessment of the writing of research/research reports made by students includes the following aspects:

Content/Substance of the Report. This aspect relates to:

a. Introduction

b. Literature Review c. Methods

d. Results and Discussion Conclusions and Suggestions

f. Bibliography

g. Completeness of Supporting Attachments

Appropriateness of the report format. This aspect relates to:

a. Appropriateness of research/research report guidelines

b. Coherent presentation logic

c. Standard and scientific language

Provisions that need to be considered, especially for students who carry out

The research prior to the final report assessment is as follows:

a. The report must be signed by a supervisor.

b. The report must be completed no later than two weeks after the end of the program; and in preparing the report, students must comply with the data/information confidentiality provisions stipulated in the partner research institution/college.

3. Assessment of Research Article Writing

The assessment of research articles included the following aspects.

a. Article writing follows a systematic system consisting of the title, author's name, abstract, introduction, method, results and discussion, conclusions, acknowledgments, and bibliography.

b. Clarity: informed, legible, structured,

c. Quality and value of the article (depth, interestingness, and usefulness of the article).

d. Qualification of the journal and submission status.

e. Provisions that need to be considered, especially for students participating in research/research before submitting research/research articles, are as follows:

f. Article assessment is only for students whose reports have been

g. Approved by the supervisor and mentor/supervisor/mentor of the partner organization.

h. Article assessment is carried out after the performance assessment file has been received by the study program; and

i. Article assessment is carried out at the end of the report presentation assessment activity, including proof of submission.

4. Research Presentation Assessment

The assessment of the research report presentation included the following aspects.

a. Exposure including systematic presentation and content, structure, substance delivery, and timeliness

b. Up-to-date tools, such as the use of media, slides, videos, etc..

c. Use of standardized language

d. Communication in presentations, including presentation manner and attitude

e. Level of understanding of ideas, including responses to discussions/questions and answers.

f. Provisions that need to be considered, especially for students who carry out research/research before designing and carrying out the final report presentation, are as follows:

1) Report presentation assessment is only for students whose reports have been approved by the supervisor.

2) The presentation assessment was carried out after the performance achievement assessment file was received by the study program.

3) to be able to take part in the presentation assessment, students must submit a request to get a schedule from the study program

4) The presentation assessment was tested by three lecturers, one of whom was a supervisor.

5) The questions in the Q&A session were comprehensive and included questions related to the research process, report writing, and theories relevant to the study.

5. Poster and Research Video Assessment

The poster assessment included the following aspects.

Substance: creativity and innovation

Clarity: information, legible, structured

Complete presentation, attractiveness, practice

The assessment of the video included the following aspects:

a. Effectiveness of the story setting described (contains parts of the activities carried out during the research/research)

b. Organization/content arrangement (contains content that is organized and flows/there is a relationship between 'scenes')

c. Content (the subject in the video is introduced or explained)

d. Image and sound quality

Provisions that need to be considered, especially for students participating in research/research before submitting poster and video assessments, are as follows:

a. Poster and video assessments are only for students whose reports have been approved by the supervisor and partner supervisor.

b. Poster and video assessments were performed after the performance assessment files were received by the study program.

c. The maximum video duration is 30 minutes and has been uploaded to YouTube before the assessment; and

Poster and video assessments were conducted by three lecturers, one of whom was the supervisor.

APPENDIX

Appendix 1. Research/Research Report Approval Format

Report Title:

Name: .... NIP : .... Study Program : .... Faculty : ....

After examination, this Research/Research Implementation Report was declared to have met the requirements.

Knowing:
Institution/partner, Supervisor,

(Name.............) (Name..............)
NIP NIP

Approved:
Head of Department, / Study Program

(Name................)
NIP

Letter of Proposed Research/Research by Students

Kendari, ... (date, month, year) Dear Head of Study Program ..... (write down the name of the Study Program)

I am undersigned.

NIM:

Study Program: Phone/Phone Number

hereby submit an application to conduct research and research activities. The research institute's partner information data were as follows:

Partner Name: Partner Address: Name of Supervisor: Name of Supervisor of Partner:

Proposal Title: Duration of Activity

Implementation Team (write down if performed in groups)

With this request, I included a proposal with the title: "............. Thus, I have created this application letter. For your attention, I thank you

Thank you.

Sincerely,

(Name.......................) NIM

3.6 Entrepreneurship Activities

3.6.1 Entrepreneurial Activity Program

Entrepreneurship is an activity that provides opportunities for students to create businesses by analyzing market needs and opportunities. The form of entrepreneurial learning activity is direct entrepreneurial practice, which is carried out in a planned and programmed manner. Entrepreneurial activities can take the form of products or services that are expected to be the forerunners of the birth of entrepreneurs within the campus to open up business and employment opportunities.

This entrepreneurial activity is based on the Global Entrepreneurship Index (GEI) study in 2019, which shows that Indonesia only has a score of 26% for entrepreneurs as a field of work or ranked 75th out of 137 countries. This indicates that the level of entrepreneurship is low. Therefore, students as young people who have the potential need to be facilitated to develop entrepreneurship according to their potential. The Merdeka Learning Campus Program aims to develop students' entrepreneurial interests through an off-campus entrepreneurial learning activity program.

3.6.2 Purpose of Entrepreneurial Activity

Entrepreneurial activities have the following purposes.

1) Provide opportunities for students interested in entrepreneurship to develop ideas for creative and innovative businesses

2) Facilitate students to implement knowledge about business plans during entrepreneurship courses in real business.

3) Increase the number of student entrepreneurs.

3.6.3 Benefits of Entrepreneurial Activities

Entrepreneurial activities are expected to provide benefits to various parties as follows.

1. For Students

a. Can apply the knowledge and skills gained from campus, especially in the field of entrepreneurship.

b. Can apply ideas/ideas and business plans by starting a business since college.

c. Can accelerate the completion of course credits

d. Gain hands-on experience in developing entrepreneurial activities.

2. For the University

a. Obtain information for curriculum development that is more adaptive to student entrepreneurship development

b. Become a means of implementing the tridharma of higher education.

c. Provide an opportunity for supervisors to see the reality of entrepreneurial activities.

3. For Partners

a. Become a strategic partner for students in community entrepreneurship development programmes.

b. Obtaining services for product development and business innovation.

3.6.4   General Conditions of Entrepreneurial Activity

Entrepreneurship activities were conducted under the following conditions:

1) I have passed the entrepreneurship course.

2) The form of entrepreneurial activity is business creation in the form of goods or services.

3) Students are the main actors in entrepreneurship.

4) Entrepreneurial activities were independently conducted in groups.

5) The number of members / students in one group consists of 3-5 students,

6) Students who propose entrepreneurial activities come from one or more study programmes.

7) Entrepreneurial activities are accompanied by one lecturer determined by the study programme, one mentor/entrepreneurial expert, or a successful entrepreneur.

8) The implementation time for Entrepreneurial Activities was one semester.

9) Entrepreneurial activities are awarded/recognised with a number of credits and converted to courses, certificates of accompanying diplomas, and/or other awards.

10) Entrepreneurial activities must include and maintain the good name of UHO as the official institution of origin for students.

11) Entrepreneurial activities do not contain elements prohibited by laws or official government regulations.

12) The student proposer does not currently receive disciplinary sanctions or penalties from the UHO.

13) Each participant was required to follow the knowledge, attitude, and skill briefings conducted by the study program.

14) Each participant in the Teaching Entrepreneurship Activity is required to prepare a report and submit it to the study program after the activity ends.

15) If Entrepreneurial Activities produce Intellectual Property Rights (IPR) from the government, it is mandatory to include the term UHO.

3.6.5 Scheme of Entrepreneurial Activity

Entrepreneurship activities can be implemented in two ways: an Independent Scheme and the Student Activity Unit Scheme.

1. Entrepreneurial Activity Self-help Scheme.

The Independent Scheme Entrepreneurship activity is an initiative program for students, starting from planning and running business activities. The implementation process was as follows.

a. Students submitted an Entrepreneurial Activity proposal for the study program.

b. The study program verified the proposal and submitted the results to the students.

c. The study programme determines the supervisor and informs the student and academic advisor.

d. Students register entrepreneurial activities using SIM MBKM UHO.

e. The study program conducts debriefing for students participating in Entrepreneurial Activities

2. Entrepreneurial Activity Student Activity Unit Pathway Scheme.

Entrepreneurial Activities The Student Activity Unit Pathway Scheme is an activity initiated by UHO students through student activities launched by the Ministry of Education and Culture through the Directorate of Learning and Student Affairs, Directorate General of Higher Education. The process of implementing this scheme is as follows.

a. Students propose activities in accordance with the provisions of the Ministry of Education and Culture or other organizing agencies.

b. Students who passed point (a) reported the activity plan in the form of a proposal to the study program.

c. Students register for entrepreneurial activities through SIM MBKM UHO

3.6.6 Responsibilities of Entrepreneurial Activity Implementers

The parties involved in entrepreneurial activities include universities, faculty, study programs, students, and partners. The responsibilities of each party in the implementation of Entrepreneurial Activities are as follows.

1. University Responsibility

a. Coordinate Entrepreneurial Activities at university and faculty level

b. Provide resources and support facilities for the implementation of activities.

c. Provide debriefing for students and lecturers accompanying entrepreneurial activities.

d. Evaluate the implementation of entrepreneurial activities at the university level,

e. This provides an information system for the implementation of activities.

f. Reporting on the implementation of Entrepreneurial Activities to the Ministry of Education and Culture.

2. Faculty Responsibilities

a. Coordinate the implementation of activities at the faculty level

b. Coordinates with the Vice Rector for Academic Affairs and departments/study programs for implementation.

c. Provides resources and facilities to support the implementation of Entrepreneurial Activities.

d. Together with the study program, it provides recognition for Entrepreneurial Activities. e. Issue a decision letter on course conversion/recognition.

3. Study Program Responsibilities

a. Provide information to students regarding the implementation of Entrepreneurial Activities.

b. Conduct selection in a transparent and accountable manner and determine it through a decision letter.

c. Provide debriefing to students before carrying out Entrepreneurial Activities.

d. Facilitate the provision of awards/recognition for students who have carried out Entrepreneurial Activities.

5. Student Responsibilities

a. Students register and complete all documents required to participate in Entrepreneurial Activities.

b. Participating in Entrepreneurial Activity debriefing.

c. Implementing entrepreneurial activities according to program standards.

d. Make a daily activity record (logbook) related to the activities carried out and known to the accompanying lecturer attached to the activity report.

e. Consult with the supervisor/mentor during the activity.

f. Compile the report and submit it to the study programme.

g. Apply award/recognition to the study program.

3.6.7 Implementation of Entrepreneurial Activities

The provisions for implementing Entrepreneurial Activities are as follows.

1. Time of Entrepreneurial Activity Implementation

    a. Entrepreneurial activities and programs are conducted for students in at least semester V (five).

    b. The maximum implementation time was six months (one semester). In particular, for entrepreneurial activities, the Student Activity Unit Scheme adjusts the implementation time set by Kemdikbud.

2. Entrepreneurial Activity Candidate Acceptance Requirements

    a. Registered as an active FEB UHO student.

    b. The minimum GPA of 2.75.

    c. Have completed a minimum of 80 credits.

    d. Selection was carried out using the program.

    e. Obtaining a recommendation from the Academic Advisor (PA) lecturer and approval by the Head of the department/Head of the original Study Program (approval format attached).

    f. Sign Statement of willingness to participate in the program with the approval of parents/guardians form-attached).

3. Entrepreneurial Activity Registration

    Registration of Independent Pathway Scheme Entrepreneurial Activities

    a. Registration is done by students on SIM MBKM UHO

    b. The registration period is adjusted to the activity schedule

    c. Students upload the proposal according to the attached format along with the required files.

    d. Proof of file upload to the Study Program.

Registration for the Entrepreneurial Activity Scheme of the Student Activity Unit Pathway

    a. Registration was carried out by students in accordance with the Student Activity Program guidelines launched by the Ministry of Education and Culture through the Directorate of Learning and Student Affairs, Directorate General of Higher Education.

    b. Students who passed the selection upload proposals and required files on UHO SIM MBKM.

    c. Students reported to the Study Program after being declared accepted as participants in Entrepreneurial Activities.

4. Entrepreneurial Activity Selection Organizer

The organizer of the Independent Pathway Scheme Entrepreneurial activity selection was carried out by Prodi. Meanwhile, the organizer of the SKK Pathway Scheme Entrepreneurial Activity selection was carried out by Kemdikbud.

5. Entrepreneurial Activity Selection Process

Selection process for Independent Pathway Scheme Entrepreneurship activity

a. Students register and upload proposals and the required files on SIM MBKM UHO.

b. The Study Program examined the files received from the students and determined the participants who passed.

Selection process for SKK Pathway Scheme Entrepreneurship activities.

a. Students who passed the selection upload proposals and required files on UHO SIM MBKM.

b. The Study Program checks and verifies the files received from students for administrations that meet the criteria.

6. Program Implementation

a. All relevant parties (students, supervisors, and study programmes) formulated an agreement regarding the learning process, recognition of credits, and assessment. Competencies will be obtained by students as well as rights and obligations during the Entrepreneurial Activity process.

b. Students carry out Entrepreneurial Activities according to the proposal/proposal

c. Students carry out Entrepreneurial Activities in the direction of their supervisors.

d. The students created and filled out an activity logbook.

e. Supervisors and study programs conduct the monitoring and evaluation.

f. Students compile an activity report and submit it to their supervisor.

g. Supervisors assess the achievement of student activities during Entrepreneurial Activities.

3.6.8 Entrepreneurial Activity Mentoring Process

1. Supervisor Criteria

The criteria for supervisors in entrepreneurial activities are as follows:

a. Lecturers who teach entrepreneurship courses in study programs at FEB UHO for at least four semesters.

b. Experience with one of the criteria below.

1) Have attended entrepreneurship workshops/training.

2) Guided students in preparing entrepreneurship program proposals.

3) Owning and/or managing businesses.

c. Obtain a decision letter as a supervisor of Entrepreneurial Activities from the relevant Study Program, which is determined through Dean's decree.

2. Details of Advisor Duties

The duties of the supervisor in the implementation of entrepreneurial activities are as follows:

a. Provide advice and input if needed by students during Entrepreneurial Activities.

b. Conduct mentoring activities for students during the implementation of Entrepreneurial Activities or report writing guidance.

c. Grading reports, presentations, videos, and others related to entrepreneurial activities.

3. Guidance Provisions for Students

The provisions for mentoring Entrepreneurial Activities are as follows.

a. Students are required to conduct mentoring before the implementation of Entrepreneurial Activities to ensure that the implementation and writing of the Entrepreneurial Report can run well.

b. Students are required to make an Entrepreneurial Report in accordance with the report-writing guidelines.

c. Students can respect the time allocated by the supervisor related to the target time for completing the report that has been determined between the supervisor and the student.

d. Students must pay attention to communication ethics and ethical behavior when carrying out the mentoring process.

4. Supervision Provisions for Lecturers

Provisions for Supervision of Entrepreneurial Activities are carried out by observing the following provisions:

a. Provide input and direction, and discuss the formulation of problems, objectives, or topics of Entrepreneurial Activities.

b. Make a guidance plan with students and direct students in the implementation of Entrepreneurial Activities so that it takes place according to the plan and in order to meet the activity achievement targets.

c. Guiding students in writing Entrepreneurial Reports in accordance with established content standards and writing guidelines. d. Provide final assessment of the Entrepreneurial Report.

3.6.9 Ethics of Entrepreneurial Activity

1. Entrepreneurship Implementation

 a. Students must complete all assignments given by the supervisor correctly and on time.

 b. Students can be honest, disciplined, polite, and professional, and maintain work ethics while participating in entrepreneurial activities.

 c. Students must maintain a good name for UHO alma mater.

2. Ethics of Communicating with Supervisors

 a. Communication with the supervisor was performed with reference to generally accepted norms.

 b. Communication with lecturers by paying attention to the right time; for example, avoiding breaks and prayer times.

Some forms of communication and communication etiquette

➢ Communication by Phone

 ● Introduce yourself before starting to deliver the objectives

 ● Communicate over the phone using time efficiently and sparingly (only essential).

➢ Communicate via text message

 ● Start by greeting and introducing oneself.

 ● Deliver messages briefly, clearly, and using good and correct Indonesian language.

 ● Thank you for your comment.

➢ Communicate face-to-face

 ● Choosing the right time to communicate.

 ● Communication can be conducted on campus on weekdays.

 ● Dress neatly and politely.

➢ When meeting with a mentor

 ● Enter the lecturer's room with permission and do not insist on meeting when the lecturer is resting and performing activities.

 ● Arrive at the agreed time; and

 ● Dress neatly and politely.

3. Lecturer Ethics in the Implementation of Entrepreneurial Activities

The ethics of lecturers in mentoring during the implementation of Entrepreneurial Activities are as follows.

a. Communication in providing tasks and directions given only in the context of carrying out the task of mentoring Entrepreneurial Activities.

b. Communication with guidance students is conducted with reference to generally accepted norms.

c. Face-to-face communication and mentoring can occur in places open to the public.

4. Mentor Communication Ethics in the Implementation of Entrepreneurial Activities

Mentors in mentoring during the implementation of entrepreneurial activities can carry out mentoring communicate with the following provisions:

a. Communication is carried out in the provision of tasks and directions given only in the context of mentoring Entrepreneurial Activities to students.

b. Communication with guidance students is conducted with reference to generally accepted norms.

c. Communication and mentoring in the form of face-to-face meetings can be conducted in places open to the public.

3.6.10 Guidelines for Writing Entrepreneurial Activity Reports

1. Report Function

The Entrepreneurial Activity Report functions as follows:

a. Accountability of student entrepreneurial activities in the study programme

b. Materials for consideration in giving grades and recognition.

c. Information delivery materials for UHO and students.

d. A forum for conveying ideas, opinions, assessments, and experiences related to the implementation of Entrepreneurial Activities to other parties.

e. As material in policymaking, evaluation, and follow-up for the continuous improvement of Entrepreneurial Activities.

f. Documentation of MBKM activities.

2. General provisions in writing the Report

a. The Entrepreneurial Activity Report is written and tested at the end of the activity for grade conversion.

b. The Entrepreneurial Activity Report is submitted to the Study Program and activity organizer in Softcopy.

3. Report Writing Principles

The Entrepreneurial Activity Report is based on the following principles:

a. True and objective. The Entrepreneurial Activity Report must comply with the provisions of this guideline and contain correct and objective information.

b. Clear and careful. Entrepreneurial Activity Reports must be easy for readers to understand by avoiding the use of words/terms, word/sentence sequences, or language styles that are less understandable to readers and writers themselves. Use words that are simple but clear in meaning.

c. To the point. Entrepreneurial Activity Reports must be precise, concise, and to this point. Descriptions are efficient/not lengthenough to give the impression that the report is thick (thickness does not always reflect the quality of the report).

d. Complete. The Entrepreneurial Activity Report is presented in full in the form of a comprehensive description based on selected data, accompanied by the necessary supporting data. Therefore, the report contains all activities carried out by students and does not raise new problems, issues, or questions, accompanied by supporting data such as graphs, tables, maps, and schemes, if needed.

e. Firm and consistent. The Entrepreneurial Activity Report is firm and consistent, so there are no contradictions between one part and another, both in terms of substance, terms, and presentation writing techniques.

f. Timely. The writing, submission, evaluation, and improvement of the Entrepreneurial Activity Report must be carried out in accordance with applicable regulations.

4. Report Format and Systematics

a. Entrepreneurial Activity Report Writing Format

- Paper Type and Size: HVS 70 gram paper A4.
- Report Cover.
- Endorsement sheet with a white plain base, where entrepreneurial activity is signed first.
- Font Type: Times New Roman, Normal, 12 pt (title), 11 pt (body).
- The text used a line spacing of 1.5, and the text alignment used left and right alignment.
- Layout uses A-4 paper size, one column, 4 cm left margin, 3 cm right, top, and bottom margins.

b. Outer Cover Entrepreneurship Activity Report Systematics

Inside Cover Ratification Sheet Foreword Table of Contents

List of Images

Table List

3.6.11 Entrepreneurial Activity Assessment

1. Entrepreneurial Activity Assessment Weight

a. Assessment weight of entrepreneurial activities

Entrepreneurship assessment components consisted of (1) the process and achievement of entrepreneurial activities, (2) report writing, (3) presentation/posters, and (4) video documentaries. The assessment components are defined as follows:

Table 1. Assessment Weight of Entrepreneurial Activities

No.	Component	Weight
1	Entrepreneurial Activity Process and Achievement	50%
2	Report Writing	20%
3	Presentation/Poster	15%
4	Documentary video	15%

b. General terms of assessment

Entrepreneurial reports were written and tested at the end of the grade conversion activity. The Entrepreneurial Report is not only submitted to the Study Program but also to the organizer in softcopy.

2. Assessment of Performance Achievement of Entrepreneurship Activities by Industry Partners / SMEs

In entrepreneurial activities, students receive an assessment from their partner supervisor with assessment items.

Process and performance achievements of entrepreneurial activities

1. Entrepreneurial Activity Performance

a. Product: Products are made according to market needs, have high creativity (original ideas), and are predicted to be useful for potential customers. The creativity of business products is supported by utilizing/adopting student expertise or a mastery of science and technology.

b. Strategy/management: demonstrates convincing business development steps, utilizes expertise, and has clear performance indicators.

c. Customers: There are specific targets that will be cleverly

d. Marketing: Strategies are used to acquire, maintain, and increase sales for target customers.

e. Finance: Financial analysis or feasibility of the financial strategy

f. Profit generation: In addition to providing the student team experience in developing entrepreneurship, the activity provides profit. The product has creativity and excellence and is neded/useful for the user community.

g. Sustainability potential: Entrepreneurial activities have the potential to continue to grow, become a business activity, and create employment opportunities.

Entrepreneurial Behavior	Explanation
Teamwork	
Responsibility	
Perseverance	
Initiative	
Independence	
Critical and creative thinking	
Innovative	
Communication	
Decision making	

3. **Entrepreneurship Activity Report Writing Assessment**

The following are the general provisions regarding the Entrepreneurial Activity Report:

a. At the end of the entrepreneurial activity, students

b. Required to write a report on entrepreneurial activities.

c. Guided by the guidelines for writing entrepreneurial activity reports

d. The entrepreneurial activity report must be approved by an entrepreneurial activity supervisor.

e. The entrepreneurial activity report must be completed immediately after the last day of the program.

f. Entrepreneurial Activity report that has been approved by the entrepreneurial activity supervisor and can be presented/made a poster.

g. To prepare entrepreneurial activity reports, students were required to comply with the provisions of the data/information confidentiality set by the supervisor.

The aspects of the Entrepreneurial Report Assessment are outlined below.

Aspects of activity substances

Introduction:

There is a logical description of the underlying rationale behind Entrepreneurial Activities, objectives, and benefits.

Overview of Entrepreneurial Activities.

The general conditions of the business environment and market opportunities, market surveys, and competitors are well explained.

Implementation Methods:

The process of implementing the activity is explained in detail as follows: time, duration, place, materials and tools used, techniques for making business commodities, packaging, and marketing them.

Results Achieved:

There is an explanation of the results of business development: results/production, business management, turnover generated, market reach, customer response, profit, and business development plans.

Cover:

Conclusions, suggestions, and recommendations were formulated based on the results of the analysis.

Self-reflection:

Reflects the learning process during entrepreneurial activities personally, including aspects of technical and social-emotional skills.

4. Poster and Video Assessment

a. The assessment of the video included the following aspects:

- Substance: Creativity and Innovation
- Clarity: Information, Legible, Structured

- Complete Presentation, attractiveness, practical

b. The assessment of the video included the following aspects:

- Effectiveness of the story setting presented (contains parts of the activities carried out during the Entrepreneurial Activity)
- Organization/content arrangement (contains content that is arranged and flows/there is a relationship between 'scenes')
- Content (the subject in the video is introduced or explained)
- Image and sound quality

Provisions that need to be considered, especially for students participating in Entrepreneurial Activities before submitting poster and video assessments, are as follows:

a. Video assessment is only conducted for students whose reports have been approved by their supervisors.

b. Video assessment was performed after the study program received the performance assessment file.

c. The maximum video duration was 30 min, which was uploaded to YouTube before the assessment.

d. Poster and video assessments were performed at the end of the activity report presentation.

APPENDIX

Attachment 1. Entrepreneurial Activity Implementation Report Approval Format

Report Title: .... Name : .... NIM : .... Study Program : .... Faculty : ....

After examination, this Entrepreneurial Activity Implementation Report was declared to have met the requirements.

Approved:
Supervisor Mentor,

(Name.........) (Name ....)
NIP

Knowing:
Head of Department/Study Program

(Name..................)
NIP

Activity Proposal/Proposal Format for Entrepreneurial Activities

No.	Fillable Items
A	**Identity of Proposer and Business:**
1	Entrepreneurial Activity Personnel Name
	Team Leader:
	1 member (if any):
	2 members (if any):
	3 members (if any):
	4 members (if any):
	(can be done individually or in groups with a maximum of 5 team members)
2	Company/business name!
3	When did the business start?
4	Supervisor
	Name:
	NIP:
	No. HP:
B	**Business Information:**
5	What is your business type?
6	Target turnover and net profit of your business in 1 year Target turnover: Target profif:
C	**Product Information:**
7	What is your product/service? Explain
8	Where do you get your product/service ideas from?
9	Who are your competitors?
10	What are the advantages of your product/service over competitors?
11	Explain how you can profit from your business?
D	**Customer Goals:**
12	Which specific customers will you target? (can be based on age, hobbies, etc.)
13	Which area would be the ideal target of your business outreach?
14	In the first four months of your business, which regions will be targeted your market?
E	**Marketing Strategy:**
15	Describe how your marketing strategy works
16	What is your strategy to get potential customers to buy your product/service?
17	How do you do it if a customer wants to ask about your product/service?
18	How do you get customers to buy your product/service?
19	How do you go about it if your customers want to *complain*?
20	What strategies will you use to make your customers loyal?
21	Where and how can potential customers buy your products/services? List some ways!
F	**Resources:**
22	Write down the skills and responsibilities of each team!

23	What are the *key performance* indicators of the team's success in carrying out its responsibilities?
24	What equipment and resources are needed to produce the product?
25	Who are your partners? What role do they play?
G	**Finance:**
26	What costs do you incur in providing, selling, and delivering products/services to customers?
27	Make your financial projection for the next 1 year!

Appendix 4. Performance Assessment Format

ENTREPRENEURIAL ACTIVITY PERFORMANCE ASSESSMENT SHEET

Period of Entrepreneurial Activity

Academic Year:

Name: .... Stambuk : .... Study Program : .... Phone Number : .... Supervisor : .... Entrepreneurial Partner

Implementation Time: ....

No.	Rated Aspect	Value			
		1	2	3	4
A	Entrepreneurial Performance				
1	Products				
2	Strategy				
3	Customer				
4	Marketing				
5	Finance				
6	Profit Gain				
7	Sustainability Potential				
B	Entrepreneurial Behavior				
1	Teamwork				
2	Responsibility				
3	Initiative				
4	Perseverance				
5	Initiative				
6	Independence				
7	Critical, creative, analytical thinking				
8	Innovative				
9	Communication				

1 0	Decision making			

Description: 1: Very Poor, 2: Poor, 3: Good, 4: Excellent

Course Conversion Submission Form

<div align="right">Kendari, ... (date, month, year)</div>

Dear Head of Study Program ..... (write down the name of the Study Program)

I am undersigned.
NIM:
Study Program: Phone/Phone Number

Hereby applying for course conversion / recognition for entrepreneurial activities that I have carried out. The data on my entrepreneurial activities are as follows.

Activity Name: Name of Supervisor: Mentor Name: Type of Business Activity: Report Title

Along with this application, I include an Entrepreneurial Activity document and other documents (if there are documents other than the report).

Thus, I have created this application letter. Thank you for your consideration of our manuscript.

Sincerely,

(Name...............) NIM

Attachment. Form for Submission of Verification Results of Course Conversion/Recognition

FACULTY COVER

Number:

Attachment:

Subject: Approval of Course Conversion/Recognition Dear /........................ (name/NIM) With respect,

We inform you that the MBKM Assessment Commission (KP-MBKM) has verified the application for course conversion/recognition from students implementing the following Entrepreneurial Activities:

Name:

NIM:

Activity Name:

Activity Type:

Implementation Period Based on the results of the verification, the MBKM Study Program Assessment Commission determines that you are entitled to course conversion/recognition in the semester ..... academic year .... The details of courses that can be converted/recognized are as follows:

No.	Course Code	Course Name	Total

This is our submission.

Kendari, ...

Head of Department/Study Program,

(Name....................)

NIP

Appendix 10. Academic Advisor Recommendation Form

FACULTY COVER

ACADEMIC ADVISER RECOMMENDATION I, the undersigned:

Name:

NIP:

Study Program:

Provides recommendations to name

NIM:

Study Program:

Phone/Phone Number:

To take part in Entrepreneurial Activities as a form of Merdeka campus learning activities.

Thus, this recommendation was used as appropriate.

Kendari, ...   (date/month/year)

Head of Department/Prodi Advisor Lecturer

(Name ....)

NIP.

Appendix 11. Statement of Willingness and Parental Consent

<div align="center">STATEMENT LETTER</div>

I am the undersigned:

Name:

NIM:

Study Program:

Cell phone number:

Address in Kendari:

Address in the region (if coming from the region)

Hereby declare:

a. Willing to participate in Entrepreneurial Activities activities according to the provisions set by Halu Oleo University

b. My participation in entrepreneurial activities received parental permission and approval.

Thus, I have made this statement true.

Kendari, ... (date/month/year)

Approved

Parents of College Students

Stamp

Rp. 10,000

(Name...........) (Name ....)

NIM.

3.7 Independent Study/Project

Students have the potential to develop and achieve their goals. Various creative works/ideas can compete both nationally and internationally. Ideally, independent studies/projects are carried out to complement the curriculum adopted by students. Colleges or faculties can also make Independent Study/Projects to complement topics that are not in the lecture schedule but are still included in the syllabus of the study program or faculty. Independent Study/Project can be done in the form of teamwork or interdisciplinary groups. An independent study or project can complement or replace the course. The equivalence of Independent Study/Project to the course is calculated based on the contribution and role of the student who

as evidenced in activities under the supervision of a mentor.

3.7.1 Independent Study/Project Objective

The objectives of the Independent Study/Project program were as follows:

1. Students are encouraged to gain a learning experience by taking credit (semester credit system) outside the study program and/or college curriculum.
2. Support interdisciplinary learning as a collective approach using knowledge, insights, and analytical skills to understand larger and more complex systems.
3. Realizing students' ideas by developing innovative products.
4. Organizing research and development (R&D) Based Education.
5. Improving student achievement in national and international competition.

3.7.2 Independent Study/Project Benefits

The benefits of Independent Study/Project for the Study Program are as follows:

1. This is one way of using a team-based project-learning method.
2. Keep up-to-date with the latest information and technology in the industry.

Benefits of Independent Study/Project for Students

1. Vehicle for the learning process to obtain final project materials.

2. Accelerating the completion of course credit.

3. Provide opportunities to directly explore the world of work in the field.

4. Allows learning interactions from various learning resources.

3.7.3 General Conditions of Independent Study/Project

1. Implementation of an independent study/project by students guided by supervisors determined by the study program.

2. The duration of each Independent Study/Project was one semester.

3. Independent Study/project results are recognized with a number of credits and converted to courses and or Certificate of Diploma Companion (SKPI)

4. Independent Study/Project activities list UHO as the student's official institution of origin.

5. The proposer currently does not receive disciplinary sanctions or penalties from the UHO.

6. Participants were required to attend a debriefing conducted during the study program.

7. During the implementation of the Independent Study/Project, program participants were required to maintain the name of the UHO alma mater.

8. Independent Study/Project participants are required to prepare a report and submit it to the study program after the activity ends.

3.7.4 Independent Study/Project Scheme

1. Independent Study/Project Student Activity Unit (SKK) pathway scheme.

The Student Activity Unit pathway is an independent study/project activity initiated by several UHO students by participating in student activities launched by the Ministry of Education and Culture through the Directorate of Learning and Student Affairs, Directorate General of Higher Education such as the Student Creativity Program (PKM).

2. Independent Study/Project Independent Pathway Scheme

The independent study/project independent pathway scheme is an independent study/project activity initiated by UHO students. Students apply to become independent study/project participants in the UHO MBKM SIM. UHO formally facilitates the following:

3.7.5 Independent Study/Project Award

Independent Study/Project Activities as an appreciation to program participants (students) UHO provides several types of awards, namely (a) course conversion awards and (b) other awards.

1. Award Requirements

a. General Requirements

Students who receive an Independent Study/Project are awarded for their contribution to participating in Independent Study/Project activities within a certain time span as follows:

1) Active UHO Students

2) Not undergoing punishment or academic sanctions from the UHO.

3) Putting UHO's name on the activities that are followed; and

4) Accompanied by an activity supervisor who comes from and is determined by UHO.

b. Special Requirements

The specific requirements that Independent Study/Project participants must fulfill are as follows:

1) Have a project activity proposal and have been passed by the University/Faculty / Study Program Assessment Team

2) upload supporting documents to the UHO MB-KM SIM, including the following:

● announcement of passing the selection from the organizer for the SKK scheme,

● proposal,

● certificate/charter,

● photos of activity documents, and

● Letter of assignment to participate in the activity.

2. Course Conversion Award

The study program determines the type of award in the form of the conversion of relevant courses by referring to the suitability of the independent study/project activities with the Course Learning Outcomes (CPMK) to be converted. The maximum amount that can be converted in one semester is 20 credit. The basis for course conversion, namely learning activity time (2,720 minutes = 45 hours = 1 credit) and the relevance of CPMK to independent study/project, is as follows.

Table. Recognition Matrix

Learning Outcomes	**Courses that Converted**	**Eye Complement Lecture**
1. Learning Outcomes which include attitudes, general skills refer to Permendikbud No. 3 of 2020 2. Learning outcomes that include specific skills are aligned with skills related to research 3. Learning outcomes that include mastery of knowledge are aligned with knowledge related to research and topics proposed by students in the proposal.	1. MK related to the field of research studies 2. MK related to the topic proposed by students in the proposal	If the student who programs MK that is converted, then the learning outcomes are obtained during the independent study/project is a complement or substitute for the MK that must be taken.

Attitude learning outcomes (S)

1. Contribute to improving the quality of life in society, nation, state, and the advancement of civilization based on Pancasila.
2. Work together and have social sensitivity and concern for the community and environment.
3. Internalizing academic values, norms, and ethics
4. Demonstrate an attitude of responsibility for work in their field of expertise independently; and
5. Internalizing the Spirit of Independence, Struggle, and Entrepreneurship.

General skill learning outcomes

1. Able to apply logical, critical, systematic, and innovative thinking in the context of developing or implementing science and technology that pays attention to and applies humanities values in accordance with their fields of expertise.
2. Able to demonstrate independence, quality, and measurable performance.
3. To study the implications of the development or implementation of science and technology that pay attention to and apply humanities values in accordance with their expertise based on scientific rules, procedures, and ethics in order to produce solutions, ideas, designs, or art criticism; compile scientific descriptions of the results of their studies in the form of a thesis or final project report; and upload them on the college website.
4. Compile a scientific description of the results of the study above in the form of a thesis or final project report and upload it to the college website.
5. Able to make appropriate decisions in the context of problem solving in their field of expertise based on the results of information and data analysis.
6. Able to be responsible for the achievement of group work results and supervise and evaluate the completion of work assigned to workers.
7. Able to carry out a self-evaluation process of the work group under his responsibility, and able to manage learning independently; and
8. Able to document, store, secure, and retrieve data to ensure validity and prevent plagiarism.

Knowledge-Mastery Learning Outcomes (PP):

1. Mastering the foundations, concepts, designs, and steps of research in depth; and
2. Mastering the study / scientific foundation related to the topic studied

Specific skill-learning outcomes (KK)

Designing proposals and conducting research. Students are entitled to convert Independent Study/Project activities that align with Course Learning Outcomes (CPMK) through the following stages.

1. Course conversion is carried out in the semester following an Independent Study/Project activity.

   a. Students can convert courses after the end of independent study/project activities under the following conditions.

      ➢ Students submitted to the study program in writing regarding the independent study/project that will be carried out.

      ➢ Students submitted an independent study/project activity plan as a basis for determining courses to be converted before lectures began in the current semester.

   b. Submission of Independent Studies/Project conversions with courses equivalent to CPMK in the following stages.

      ➢ The Head of the study programme forms the MBKM Assessment Commission (KP-MBKM) to assess the conversion of relevant course credits from independent study/project activities by students.

      ➢ Students submitted an Independent Study/Project report to the study program by attaching a course conversion application.

      ➢ The study program checks and validates documents to assess courses that align CPMK with an Independent Study/Project.

      ➢ The results of the assessment by the study program are proposed to the dean to make a decision letter regarding the conversion of course credits.

      ➢ The study programme informs students of the results of the examination in the form of a list of courses that can be converted.

      ➢ Students can take conversion courses determined by the study program in the next semester of KRS.

2. Conversion of courses in the same semester before completion of independent study/project activities. Students can convert courses in the same semester as independent study/projects with the following provisions:

a. The Head of the Study Program forms the MBKM Assessment Commission (KP-MBKM) of the Study Program to assess the conversion of relevant course credits from independent study/project activities.

b. Students were informed in writing of the Independent Study/Project activities in the study program.

c. Students and supervisors submit an activity plan during Independent Study/Project activities.

d. The study program conducts checks and validations to assess courses that have a CPMK alignment with Independent Study/Project activities from the Independent Study/Project activity plan.

e. The study program submits to students the results of verification in the form of a list of courses that can be converted into independent study/project activities.

f. Students make Changes to the Study Plan (PRS) for courses that will be converted to independent study/project activities in the same semester, with the knowledge of the academic advisor no later than the 3rd week of lectures.

g. The results of the assessment are proposed to the dean to make a decision letter regarding the conversion of course credits.

3. Other Awards

Awards can also be given to students who participate in Independent Studies/Projects within a certain period of time in academic and other fields that have an extraordinary impact on the development of science and technology and contribute greatly to the welfare of society, nations, and states. This award can be in the form of

a. Provision of Certificate of Diploma Companion (SKPI).

b. Financial provision.

c. Awarding certificates or medals.

3.7.6 Independent Study/Project Stakeholder Responsibilities

1. University

The university's responsibilities for the implementation of the Independent Study/Project are as follows:

a. Prepare student lecturers for Independent Studies/Projects proposed by student teams according to the expertise of the topic proposed in the independent project.

b. Facilitate the formation of cross-disciplinary study/project teams.

c. The feasibility of the proposed independent project is evaluated and assessed.

d. Provide guidance, mentoring, and training in independent projects executed by student teams.

e. Organizing evaluation and assessment of students' independent study/projects to be equalized into relevant courses.

2. Faculty

Faculty responsibilities in the implementation of the Independent Study/Project are as follows.

a. Organizing the evaluation and assessment of students' Independent Study/Project.

b. On behalf of the dean, issues a decision letter on course conversion/recognition.

3. Study Program

Prodi has the following responsibilities in the implementation of Independent Study/Project.

a. Provide information to students to participate in independent study/projects.

b. Facilitate the provision of awards/recognition for students who have carried out independent studies/projects.

c. Reporting activities to the Higher Education Database.

4. Student

Student responsibility in the implementation of independent study/projects.

a. Obtain approval from the Academic Advisor (PA) lecturer.

b. Proposals for Independent Study/Project activities.

c. Perform Independent Study/Project activities.

d. Produce products or participate in national or international competitions.

e. Compile reports and presentations of activity results.

3.7.7   Implementation of Independent Study Program/Project

An independent Study/Project can complement or substitute courses that must be taken. The equivalence of Independent Study/Project activities to courses is calculated based on the contribution and role of students, as evidenced by activities under the coordination of the supervisor. The Independent Study/Project process is described as follows:

1. Program Implementation Time

Implementation of an independent study/project is carried out when students are at least in semester five (V). An independent study/project of the SKK scheme is carried out according to the provisions of the organizer. The duration of the implementation was six months or one semester.

2. Admission Requirements for Independent Project Participants

a.   Registered as an active UHO student.

b.   The minimum GPA of 2.75.

c.   Have completed a minimum of 80 credits.

d.   Selection was carried out using the program.

e.   Obtaining a recommendation from the Academic Advisor (PA) lecturer and approval by the Head of the Department / Head of the original Study Program (format attached).

f.   Sign a statement of willingness to participate in the program, which is accompanied by the signature of parental/guardian approval and in accordance with UHO academic rules (format attached).

3. Program Registration

Independent Study/Project SKK Pathway Scheme

a.   Registration is carried out by students in accordance with the Guidelines for Student Activity Programs launched by the Ministry of Education and Culture through the Directorate of Learning and Student Affairs, Directorate General of Higher Education, such as the Student Creativity Program (PKM), Entrepreneurship Program, and Robot Contest.

b.   Students who are declared to have passed the selection in the student activities they participate in must upload the proposal and required files on the UHO SIM MB-KM.

c.   Report to the Study Program after being accepted by the study program/independent project.

Independent study/project independent pathway schemes

a.   Registration was performed by the students on the UHO MB-KM SIM.

b.   Students who registered an Independent Study/Project uploaded the proposal and required files.

c.   If it has been declared accepted to carry out an independent study/project, students are required to report to the Study Program.

4. Program Selection Executive

The selection of independent study/project programs for the SKK Pathway Scheme was carried out by the organizer/Ministry of Education and Culture. Independent Study/Project programs for the Independent Pathway Scheme were selected by the Study Program.

5. Program Selection Process

Independent Study/Project SKK Pathway Scheme

a. Students who are declared qualified for the student activities in which they participate must upload the proposal and required files on the UHO SIM MB-KM.

b. The study programme examined the files received from the students.

c. The study program determined the participants who passed according to the quota.

d. The study program announces the participants who pass the selection process.

   Independent Study/Project Independent Pathway Scheme

a. Students register and upload proposals and required files on the UHO MB-KM SIM.

b. The study programme examined the files received from the students.

c. The study program determined the participants who passed according to the quota.

d. The study program announces the participants who pass the selection process.

6. **Program Implementation**

a. Students, supervisors, and Prodi formulated agreements regarding the learning process, semester credit recognition, and assessment. Competencies will be obtained by students as well as rights and obligations during the independent study/project process.

b. Supervisors and students compile logbooks and assess student achievements during independent study/project activities.

c. Students must carry out independent study/project activities according to the direction of their supervisors.

d. Students created and filled a logbook based on the activities carried out.

e. Students compile an activity report and submit it to their supervisor.

f. Whenever possible, the supervisor visits an Independent Study/Project site for monitoring and evaluation.

3.7.8 Independent Study/Project Guidance

1. Supervisor Criteria

The criteria for Independent Study/Project supervisors are outlined below.

a. The lecturers taught four 4 consecutive semesters.

b. Have a Functional Position of Lecturer.

c. Obtaining an independent study/project supervisor decree from the relevant Study Program, which is determined by the dean's decision.

2. Mentor Duties

The duties of the supervisor in the Independent Study/Project are as follows:

a. Provide feedback/suggestions and input during scientific consultation if needed by students during Independent Study/Project activities.

b. Mentoring students who are implementing independent study/projects.

c. Approved and assessed Independent Study/Project Reports.

3. Guidance Provisions for Students

The provisions of Independent Study/Project supervision for students are as follows:

a. Students are required to conduct mentoring prior to the implementation of the Independent Study/Project to ensure that the implementation of the Independent Study/Project and the writing of the Independent Study/Project Report can run well.

b. Students were required to make an Independent Study/Project Report in accordance with the guidelines for writing an Independent Study/Project Report.

c. Students must be able to respect the time allocated by the supervisor, especially the target time for completing the independent study/project report that has been determined by the supervisor and the student at the time limit in the guidance activity.

d. Students must fulfill the minimum number of guides that have been determined.

e. Students must pay attention to communication ethics and behavioral ethics when conducting the mentoring process.

4. Supervision Provisions for Lecturers

The provisions for Independent Study/Project supervision for lecturers are outlined as follows:

a. Provide input and direction, and discuss issues and objectives or topics of the Independent Study/Project Report.

b. Make a guidance plan with the students.

c. Direct students in terms of scientific writing and analysis methods in the Independent Study/Project Report in accordance with the agreed guidelines for writing the Independent Study/Project Report.

d. Discuss references to scientific materials relevant to the topic of the independent study/project report.

e. Attend the Independent Study/Project hearing and provide a final judgment for the Independent Study/Project Report if it is examined.

f. Provide direction in the completion of the revision of the Independent Study/Project Report and ensure that the report is free from plagiarism.

3.7.9 Independent Study/Project Ethics

1. Student Ethics in the Implementation of Independent Study / Project

a. Students can complete all the tasks given by their supervisors properly and on time.

b. Students are honest, disciplined, polite, professional, and maintain work ethics while participating in independent studies/projects.

c. Students must maintain a good name for UHO alma mater.

2. Student Communication Ethics with Independent Study / Project Supervisors

a. Communication with the supervisor was performed with reference to generally accepted norms.

b. Using good and correct Indonesians (not slang). The message consisted of greetings, identity, purpose, and thanks. The message begins with a greeting without any abbreviations.

c. Students must write their identities when sending messages to lecturers.

d. Write the message briefly, clearly, and end with thank you.

3. Student Ethics when meeting with Independent Study/Project Supervisor

a. Enter the lecturer's room with permission and do not insist on meeting when the lecturer is resting or discussing.

b. Arriving at the agreed upon time.

c. Wear neat and polite clothes.

3.7.10 Guidelines for Writing Independent Study/Project Reports

1. Report Function

a. Accountability of Student Independent Study/Project Activities for Prodi.

b. Materials for grading Independent Study/Project activities.

c. Information delivery for UHO and students.

d. One of the forums conveys ideas, opinions, assessments, and experiences related to the implementation of Independent Studies/Projects to other parties.

2. General Provisions in Report Writing

a. The Independent Study/Project Report is written and examined at the end of the Independent Study/Project (for grade conversion) or the Independent Study/Project Activity Implementation Report (for other awards).

b. The Independent Study/Project Report is submitted to the Study Program and/or to the organizer in softcopy form.

3. Report Writing Principles

a. True and objective. The Independent Study/Project Report must comply with the provisions in this guideline and contain both true and objective information.

b. Clear and concise. Independent Study/Project Reports must be easy to understand by the reader, by avoiding the use of words/terms, series of words/sentences, or language styles that are incomprehensible to the reader or the author himself. Use words that are simple but clear in meaning.

c. Straight to the Point. Independent Study/Project Reports should be precise, concise, and to this point. Descriptions should not be too long or use figurative words to give the impression that the report is thick (thick reports do not always mean good).

d. Complete. The Independent Study/Project Report must be presented in full in the form of a comprehensive description based on selected data accompanied by the necessary supporting data. Therefore, the Independent Study/Project Report must contain all Independent Study/Project material done by students and not raise new problems, issues, or questions, accompanied by supporting data, such as graphs, tables, maps, schemes, and others if needed.

e. Firm and Consistent. The Independent Study/Project Report must be firm and consistent so that there are no contradictions between parts, both in terms of substance, terms, and presentation writing techniques.

f. Timely. The writing, submission, evaluation, and revision of the Independent Study/Project Report will be conducted in accordance with the applicable provisions. To fulfill these requirements, an Independent Study/Project Report writer must:

   1) We thoroughly mastered the reported issue.
   2) Have interest, ability, objectivity, thoroughness, and analytical skills in preparing reports.
   3) Able to work together, and responsive and open to criticism.
   4) Able to use good written language.
   5) Can use words, terms, sentences, and language styles that are simple, clear, and easy to understand.
   6) Able to select and organize the necessary data.
   7) It is possible to keenly observe and assess various processes, events, benefits, and weaknesses that exist while conducting Independent Study/Project activities.

4. Report Format and Systematics

a) Independent Study/Project Report Writing Format

➢ Paper Type and Size: HVS 70 gram paper A4.

- ➢ Report Cover.

- ➢ Endorsement sheet with white plain base

- ➢ Independent Study/Project Site signs.

- ➢ Font Type: Times New Roman, Normal, 12 pt (title), 11 pt (body).

- ➢ The text used a line spacing of 1.5, and the text alignment used left and right alignment.

- ➢ Layout uses A-4 paper size, one column, 4 cm left margin, 3 cm right, top, and bottom margins.

b) Systematics of Outside Cover Independent Study/Project Report

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3.7.11 Independent Study Program/Project Assessment

1. Assessment Weight

a. Independent Study/Project assessment weights with the following components:

   1. Independent Study/Project Performance Achievement: 50%

   2. Report writing: 35%

   3. Presentation/poster: 15%

b. General terms of assessment

   1) Independent Study/Project supervisors provide an assessment of the Independent Study/Project Report and the Independent Study/Project presentation exam (if required).

   2) The Assessment of Independent Study/Project report-writing refers to the provisions.

   3) The assessment results were completed by filling out existing forms and submitted to the study programme.

2. Performance Achievement Assessment

In conducting independent study/project activities, students receive an assessment from the supervisor with the assessment points of the process and performance of the independent study/project.

a. Teamwork

b. Responsibility

c. Independence

d. Critical and Creative Thinking

e. Decision Making

3. Report Writing Assessment

The following are the general provisions regarding independent study/project reports:

a. At the end of the Independent Study/Project, the students were required to write an Independent Study/Project Report.

b. The guidelines for writing Independent Study/Project Reports can be found in Chapter VI of this handbook.

c. An Independent Study/Project report must be approved by an Independent Study/Project supervisor.

d. The Independent Study/Project Report must be completed immediately after the last day of the program.

e. Independent Study/Project Report that has been approved by the Independent Study/Project supervisor and can be presented/made a poster.

f. In preparing the Independent Study/Project Report, students are required to comply with the provisions of the data/information confidentiality set by the supervisor.

ATTACHMENTS

Cover of Independent Study/Project Report

INDEPENDENT STUDY/PROJECT IMPLEMENTATION REPORT

REPORT TITLE

Student Name

NIM

FACULTY ....

HALU OLEO UNIVERSITY MONTH,

YEAR...........