Designing A Model for Developing the Skills of MBKM Students

Based on STIFIn Concept

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ABSTRACT

The main objective of the MBKM policy focuses on the absorption of higher education graduates in the industrial world. Graduates are expected to find employment more easily and have a decent income. This goal is supported by the understanding of Academic Supervisors and Final Project Supervisors regarding the needs of society and industry. The role of lecturers as facilitators, among others, is strengthened by a curriculum that prioritizes opportunities for students to develop skills in problem solving and collaboration. The greatest potential possessed by students to take part in the world of work is the tendency of thinking and decision-making styles. These two aspects are unique and based on intelligence engines and can be developed to achieve the basic core of higher education, namely spirituality, life values, knowledge, skills, mental attitudes and professional ethics.

The model of developing student skills to be in line with the needs of the industrial world requires the design of a student mentoring programme based on machine intelligence. This programme specifically maps the dominant potential of students to be developed with the Kubik Leadership framework. This skills development model is expected to provide guidance for students to engage in one of the MBKM activities. This research aims to design a model of developing student work skills based on intelligence machines at the Faculty of Economics and Business, Jenderal Soedirman University. The results of this study have theoretical and managerial implications. Conceptually, this research contributes to the development of theoretical models regarding the influence of machine intelligence on career choices and the development of student employability skills. Practically, this research provides recommendations for institutions regarding the optimisation of the implementation of the MBKM program in producing competitive graduates.

Keywords: Learning Style; Mentoring Stategy; Personality; STIFIn

1. Introduction

The purpose of the Merdeka Belajar - Kampus Merdeka policy is to improve the competence of graduates, both soft skills and hard skills, to be better prepared and relevant to the needs of the times, preparing graduates as future leaders of a superior nation and personality. Experiential learning programmes with flexible pathways are expected to facilitate students to develop their potential according to their passions and talents. Lecturers today have great challenges related to educating students, especially those who are present in the era of rapid development of technology and information. Indeed, the biggest challenge is mainly related to the most appropriate method in carrying out the main role of lecturers as educators.

One thing that is currently being sought by learners, especially those who are studying at the formal education level, is how to formulate effective learning that is right for themselves. The challenges and burdens of learning are getting heavier. The competition to excel in learning and in life is getting tougher. All these challenges require solutions, namely how to learn effectively for everyone who learns and how to make the learning process comfortable. Thus, learners are not lazy, not bored, and even on the contrary become addicted to learning.

In the context of learning, the best learning method is when it corresponds to the best potential that a person has. The best potential here is the intelligence or natural talent of each person. In the scientific development of discovering one's natural talents and personality, the STIFIn concept is currently developing, which is a synthesis of various theories about intelligence and personality to find simply and accurately the type of intelligence and personality of a person.

2. Literature Review

2.1 Learning Process and Context of MBKM

In order to prepare students to face social changes, culture, the world of work and rapid technological advances, student competencies must be prepared to be more in line with the needs of the times. Link and match is not only with the industrial world and the world of work but also with the rapidly changing future. Universities are required to be able to design and implement innovative learning processes so that students can achieve learning outcomes covering aspects of attitude, knowledge, and skills optimally and always relevant. Merdeka Belajar - Kampus Merdeka policy is expected to be the answer to these demands. The Merdeka Campus is a form of learning in higher education that is autonomous and flexible so as to create a learning culture that is innovative, non-restrictive, and in accordance with student needs.

Various forms of learning activities outside of college, including conducting internships / work practices in industry or other workplaces, carrying out community service projects in villages, teaching in educational units, participating in student exchanges, conducting research, carrying out entrepreneurial activities, making independent studies / projects, and participating in humanitarian programmes. All of these activities must be carried out by students with guidance from lecturers. The independent campus is expected to provide contextual field experiences that will increase student competence as a whole, ready to work, or create new jobs. The learning process in the Merdeka Campus is one of the manifestations of student-centred learning which is very essential. Learning in the Independent Campus provides challenges and opportunities for the development of innovation, creativity, capacity, personality, and student needs, as well as developing independence in seeking and finding knowledge through the realities and dynamics of the field such as ability requirements, real problems, social interaction, collaboration,

self-management, performance demands, targets and achievements. Through a well-designed and implemented independent learning programme, students' hard and soft skills will be formed strongly. The Merdeka Belajar - Kampus Merdeka programme is expected to answer the challenges of higher education to produce graduates who are in accordance with the times, advances in science and technology, the demands of the business world and the industrial world, and the dynamics of society.

2.1 The Concept of Machine Intelligence

As an educator, lecturers need to understand the development of students, both physically and mentally. Regarding the mental aspect, lecturers need to deeply understand the character and personality of students. The development of the latest personality theory is increasingly dynamic with the presence of the STIFIn concept that puts the five intelligences in the personality dimension which is the basis of a person who has not been given any treatment. Each type of intelligence has its own path to get to the highest dimension, namely spirituality (Personality, Mentality, Morality, Spirituality). Jungian STIFIn categorises all people in the world into five types of intelligence, namely Sensing (S), Thinking (T), Intuiting (I), Feeling (F), and Instinct (In). STIFIn categorises personality types into nine genetic personality types namely, Sensing introvert (Si), Sensing extrovert (Se), Thinking introvert (Ti), Thinking extrovert, Intuiting introvert (Ii), Intuiting extrovert, Feeling introvert (Fi), Feeling extrovert (Fe) and Instinct (In). In the STIFIn concept, all types of intelligence and personality have a direct effect on a person's life and therefore must also be applied in various matters of life.

In the STIFIn concept, personality is formed from the meeting of intelligence with what is referred to as the steering wheel; Introvert (i) and extrovert (e), while the type of vehicle is the intelligence engine. The dominant brain function of introverts is on the inside, while extroverts are on the outside. Students with introverted personalities are more likely to be motivated by punishment, while those with extroverted personalities are more easily motivated by rewards. STIFIn is a concept that is able to provide an explanation in developing student potential, adjusted to their genetics, especially related to how to learn and how to respond to situations. When you know your natural talents, you can immediately know what learning method is most suitable.

Sensing people's learning style is by imitation, which means maximising their memory capacity and sensory prowess. Therefore, the right way to learn is by modelling what is captured by the senses in as much detail as possible, then storing it in the memory, which has an above-average memory. Thinking people learn by analysing. This means looking at the way things work, the duration, the results and so on. By analysing, formulating and reasoning, the knowledge and information gained will be stored in his brain.

Intuiting people's learning style is to look for ideas and patterns. Intuiting people like to read various references, both printed and visual such as slides. Intuiting people look for patterns or similarities from all information, so that they can conclude the common thread that is being studied. Information that is stuck or stored in his head can be developed in more detail. Feeling people's learning style is through people. That is, feeling people need a learning mediator to absorb knowledge in the form of people. Their hearing and interpersonal interactions make the learning process easier. Instinct people's learning style is to respond quickly and summarise. Actually, instinctive people can learn using the learning style of all intelligence machines. So for

instinctive people, find the point, summarise all the new problems and then detail to the base of the problem being studied.

3. Research Methodology

The type of research used is mix-method research. The intended object of this research is the employability of MBKM students using machine intelligence-based potential analysis. This research was conducted at the Faculty of Economics and Business, Universitas Jenderal Soedirman. The population in this study were MBKM students at the Faculty of Economics and Business, Universitas Jenderal Soedirman. The data collection technique in this study used a questionnaire distributed to MBKM students at the Faculty of Economics and Business, Universitas Jenderal Soedirman. The questionnaire (adapted from Kubik Leadership) in this study was distributed using an online questionnaire method using google form.

4. Results

The survey results were tabulated and analysed using Microsoft Excel. This is done to determine the appropriate mentoring method for each intelligence machine along with the level of competency mastery. The results of the analysis using Microsoft Excel are presented as follows.
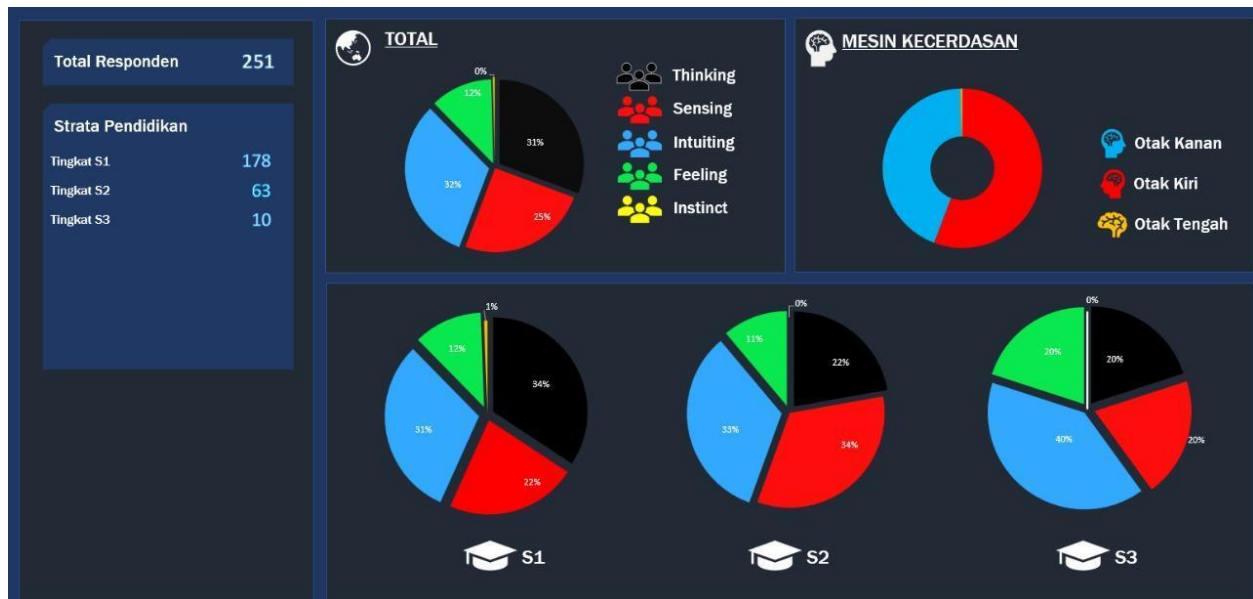
Figure 1. Student's Machine Intelligence

Based on the results of the analysis, most students at the undergraduate level have a thinking intelligence machine, S2 student have a sensing intelligence and and S3 students have an intuiting intelligence machine. In accordance with the STIFIn theory, the best mentoring model for undergraduate students is to provide provide treatment that can stimulate critical thinking skills. The majority of S2 students have sensing intelligence, so the learning process needs to

emphasise the presentation of how-to fact mechanisms. The majority of S3 students are intuitive, so the learning process needs to emphasise exploring ideas and conceptual thinking.

6. Conclusion

The results of this study contribute theoretically in explaining the learning model, especially the mentoring method that suits the intelligence machine of students. Practically, the results of this study can not only be applied when students undergo the lecture process but can be a recommendation for students in finding and choosing the best learning method for skill mastery. The results of this study also provide information for the world of work regarding the relationship between machine intelligence and learning styles. This is useful for determining the right mentoring strategy for students who will soon enter the workforce.

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