



Diversity UIKA Bogor
E-ISSN: 2776-9798

Diversity
JURNAL ILMIAH PASCASARJANA

<http://ejournal.uika-bogor.ac.id/index.php/diversity>

A Study on Inoernship Student Debriefing Materials in 'Merdeka Belajar Kampus Merdeka' Program

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DOI : 10.32832/djip-uika.v1i3.5834

ABSTRACT

The VUCAS era as it is today has brought about changes in attitudes and human interactions at work. A person's competency is demanded to be acquired more than one or what is so called, multitasking. Whilst, higher education Institutions does not prepare these competencies for graduate students. The industrial world is also overwhelmed by the quality of untrained new employees. There for, it is esential to create program in order to link and match between Higher Education Institutions Programs and the need of industrial world. The Ministry of Education and Culture has created a 3 semesters training program outside its study program, one of which is an internship in companies. Due to this, we design debriefing material in accordance to the industrial perspective. This research aims to obtain perspectives on the material from the industry. This qualitative research was conducted using in-depth interviews, both in person and online to gather information from industry players. The results obtained will be materials that must be given to students during the debriefing, there are two important materials to be given, namely; knowledge and work attitude. Knowledge includes: company organization, job duties and responsibilities, remuneration systems, industrial relations, employee development and management systems. Work attitudes include general values such as integrity, discipline, leadership, team work, interpersonal skills, analitical competency, open mindedness, emotional quotient (EQ), burning desire/passion and time management skills and rules in work (manner).

Keywords: *Kampus Merdeka; Merdeka Belajar; Link and Match; Internships; Pembekalan (Debriefing)*

INTRODUCTION

The world today is entering a new era. An era where everything is unusual due to volatile, uncertain, complex, ambiguous and shocking conditions, often abbreviated as the VUCAS Era. In this era, technology has developed very rapidly. Klaus Schwab said that the world is now entering the Industrial Revolution 4.0 (4IR, Fourth Industrial Revolution) which is different from the previous industrial revolution, namely from the level of speed, breadth and depth, and systematic impact (Schwab, 2019, xi-xii). New scientific and technological breakthroughs are produced without limits both in fields and places. In the physical cluster there are automatic vehicles, 3D printing, advanced robots and the discovery of new materials (Schwab, 2019, 15), as well as developments in digital clusters such as the internet of things and biological clusters such as DNA engineering. Communication between humans and machines, especially smart robots, has become more intense while communication between humans is no longer limited by geographic areas (borderless, global village). There are positive impacts, but also not few negative impacts or risks, including cyber risk and talent risk (Astrid Savitri, 2019, 69). Japan responded by popularizing the term Society 5.0, which is a community that makes technology a human aid so that life becomes good and easy.

The development of technology has brought changes to the attitude and system of human interaction in the context of work. Almost every sector of the human power industry has been replaced by the use of technology, both low and high. The working community also has new values in interacting because of the use of this machine. What is clear is that demographic factors are no longer an obstacle, especially after the Covid-19 pandemic outbreak, which made some industries carry out WfH (Work from Home). From training during the pandemic in the last few months, there has been a change in the work system in the industrialized world from working in the office (Work from Office) to WfH and even WfA (Work from Anywhere). With this condition, knowledge, skills, and attitudes also change. Knowledge is no longer insulated by the boundaries of knowledge (knowledge without walls). The world of science, which was previously multidisciplinary, consisting of several kinds of knowledge, has turned into an interdisciplinary, where knowledge begins to merge. Today this knowledge that is under current demands has become transdisciplinary which synthesizes various kinds of knowledge into one.

Thus, every profession is required to have transdisciplinary abilities that will change professionals to multitasking. Some jobs in the 4IR era have changed. Some people call it a Hybrid Job, like a hybrid car that uses half of the fuel oil as propulsion, partly with battery power. If in the past we were familiar with job family groups such as accountants, engineers, lawyers, consultants, etcetera, now many jobs are "hybridized" by forensic technology experts, cybersecurity analysts, marketing automation managers, data scientist (some professions are not yet suitable for translation into Indonesian because they are still new), and so forth. All of these professions are a combination of different skills (combines skills from different fields), are non-linear, cross-sectoral, grow fast and are the highest-paying, and are very resistant to automation.

Meanwhile, thinking skills in the era of 4.0 is also require to have high abilities (HOTs, High Order Thinking Skills) such as creating, analyzing, synthesizing, and evaluating

(create, analyze, synthesize and evaluate), different compared to previous conditions which only requires low thinking skills (LOTs, Low Order Thinking Skill) such as baseline levels in Bloom's taxonomy (knowledge, comprehension, application). The previous condition procreated students in Indonesia to stutter when entering the world of industry or entrepreneurship. A college graduate has only one goal after graduating, that is looking for job vacancies (job seekers), they are not able to stand alone (entrepreneur) or professionally in the work environment.

The Minister of Education, Nadiem Makarim, gave a parable that so far students have only been taught how to swim with one style and eventhen they were taught in the swimming pools. Nevertheless, a few may know how to swim properly but cannot swim. Whilst In real life, college graduates are required to swim across the vast ocean with a variety of swimming styles. At present, there are almost no professions that only require one skill as taught on campus (Nadiem Makarim, 2020). Industrial sectors demand multitasking abilities from professionals in carrying out their duties. A surgeon, for example, not only has to master the physiology of the human body and other aspects of medicine, but he must also master the technology of the tools he will use to perform operations. He must understand and be good at using this technology because the methods of performing conventional surgery have begun to be abandoned, likewise with other professions.

The inability of campuses to respond to the rapid development of technology in the working invironment is what causes gaps. Higher education graduates are not ready to work and even so, they still need a long orientation to adapt. A statement often comes out that college graduates are not ready to work, causing subtle unemployment. They do work but are actually unemployed. Or at least, the abilities that have been obtained in higher education are not optimal for the working invorenment because they do not link and match.

The Ministry of Education and Culture, which led by Nadiem, who was previously the leader of a successful start-up industry, initiated the *Kampur Merdeka - Merdeka Belajar* (KMMB) program. This program is basically to prepare students to face the multitasking industrial and entrepreneurial world, not only the abilities they obtain from their study program they are learning in Higher Education Institutes. The KMMB program has at least 4 major programs, namely encouragement for universities to open new study programs in partnership with multinational, global and state-owned companies (Permendikbud No. 7 of 2020), a new policy direction for the accreditation system (Permendikbud No. 5 in 2020), PTN becomes a legal entity (Permendikbud No. 4 of 2020) and finally the right to study three semesters outside of its study program (Permendikbud No. 3 of 2020).

In the latter program, students are given the right to "study" off campus for 2 semesters (1 year) and 1 semester for other study programs on campus. Studying 1 year in the industrial world or what has been known as an internship can cause new problems if students are not prepared or equipped with work knowledge and attitudes before entering the industrial world. This is because students' unpreparedness to "study" in the industrialized world for 1 year will only make companies place them in trivial positions such as administrative work, filing, sometimes even being asked to photocopy documents. Students as the next generation, therefore must be prepared to face this challenge so that students can be more active, creative, innovative, and able to collaborate with various parties (Siregar, 2020, 157).

So far, students have had less work experience in the real industry/professional world so they are not ready to work. Meanwhile, short-term internships (less than 6 months) are not sufficient to provide students with industry experience and competence. Companies that accept internships also say that short-term internships are useless, and even disrupt activities in the Industry.

This study is hoped to contribute to the program, namely what and how to provide debriefing/training programs both knowledge and attitudes (for skills/skills that will be obtained in the field so that they cannot be taught) to prospective students who match the industry. The Directorate General of Higher Education of the Ministry of Education and Culture of the Republic of Indonesia has made a Guidebook for the Implementation of the KMMB, but it is not yet detailed. The output of this research is expected to reduce the gap (gap) that has existed between the campus world and the industrial world. In addition, the results of this study can also complement the KMMB Handbook above.

The purpose of this study is to explore any material from the perspective of the industry (company) that should be given to interns during debriefing. These materials will be developed in the syllabus of the internship student debriefing subject which must be followed by the student concerned so that it links and matches the situation and conditions of the working environment.

RESEARCH METHOD

This study aims to obtain input regarding any debriefing materials given to students who will be interning for 2 (two) semesters in the industrial world. The final form of the results of this study is input for the debriefing course syllabus which will be obliged to be followed by the student by the number of hours according to their needs with 0 (zero) credits.

This research is a descriptive qualitative research which applies a field approach (field research). The biggest part of field research is taking notes, recording events (conversations, meetings) and retrieving data (documents, results, historical relics) (Abbas Tashakkori, 2010, 160). This research can be said as development research, using observation instruments and in-depth interviews with industrial practitioners, especially those related to the human resources (Human Resources Department/HRD). This research was conducted by interviewing industry players in companies who are in charge of managing apprenticeship employees, namely HRD managers and observing (observing) several apprentices or trainees (Management Trainee/MT) in the company. The study was conducted on the HRD manager of PT Astra Agro Lestari Tbk (PT ABC), the HRD manager of PT Agro Maju Raya (PT PQR) and the HRD manager of PT Gerbang Cahaya Utama (PT XYZ). The first two companies are engaged in oil palm plantations and the last company is engaged in animal feed. The research was conducted by direct or online interviews in early December 2020. Meanwhile, new employee observations were only conducted at PT Gerbang Cahaya Utama for new employees.

The selection of research samples used institutional approach (i. e. HRD managers), not snowballing or personal contact samples. Interviews were conducted using the probing method, elaborating on the complete explanation from the respondents, making

clarifications, repeating questions and doing silent probing. Data relating to internships and new employee orientation programs are collected to be sorted and selected as relevant.

Data from interviews and observations were collected, coded, classified and reduced, especially those not related to the research objectives. The data analysis technique used the Miles and Huberman method, by reducing data, displaying data, analyzing internal and external. The results of the analysis are then made conclusions that are easy to understand for researchers and respondents as input. Finally, data validation is carried out before final conclusions are drawn by cross-checking through several sources of information. The reality of the data is done by double checking the data collected from the beginning.

This field research is only to obtain materials that will be used in debriefing internship students. Meanwhile, the method of providing debriefing and evaluation in class is carried out by conducting a critical analysis of the necessary needs.

RESULT AND DISCUSSION

In order to prepare students to face social changes, culture, work environment, and rapid technological advances, student competencies must be prepared to be more relevant to the needs of this era. Link and match not only with the Industrial eand work environment but also with a rapidly changing future. Higher education institutions are required to be able to design and implement innovative learning processes so that students can achieve learning outcomes including aspects of attitude, knowledge, and skills optimally and always relevant.

The main program of the Ministry of Education and Culture in implementing the KMMB includes the right to study three semesters apart from the official undergrad study program. Students are given the freedom to take credits apart from the undergrad study program, three semesters consisting of 1 semester to study chosen subject related to working necessities, and 2 semesters to carry out learning activities outside of college. One form of activity outside tertiary institutions that is the focus of this research is doing internships/work practices in industry or other workplaces that must be carried out with guidance from lecturers. The goal is for students to have graduate competencies, both soft skills and hard skills, which are more ready and relevant to the needs of the era. Experiential learning programs with flexible pathways are expected to facilitate students to develop their potential according to their passions and talents.

In the Guidebook of Merdeka Belajar – Kampus Merdeka issued by the Directorate General of Higher Education of the Ministry of Education and Culture in 2020, the 1-2 semester internship program is expected to provide sufficient experience for students, direct learning in the workplace (experiential learning). During internship, students will learn hard skills (skills, complex problem solving, analytical skills, etc.), as well as soft skills (professional/work ethics, communication, cooperation, etc.). The industry will find talents, when suitable, can be recruited immediately, thereby reducing recruitment costs and initial training/induction. Students familiar with the work environment and tasks will be more confident in entering the environment and careers. Having involved directly in the activity, issues on industrial matters will be known by the higher education institutions that they will be able to update teaching and learning materials for lecturers, and research topics

will be more relevant. Learning activities carried out in collaboration with partners, including companies, non-profit foundations, multilateral organizations, government institutions, and startups.

The mechanism for the practice of internship program/work practices in Higher Education Institutions are; a) designing agreement in cooperation document (MoU / SPK) with partners, including the learning process, semester credit recognition, and assessment. b) Compiling internship program with partners, both the content of the internship program, the competencies students will acquire, and the rights and obligations of both parties during the internship process. c) Assigning supervisors to guide students during the internship. d) If possible, supervisor makes visits to internship classes for monitoring and evaluation. e) Supervisors compile log books and assess student achievement during the internship. f) Monitoring of internship process can be done through the Higher Education Database.

Internship Partners have the duties and roles of; a) Together with higher education institutions, compile and agree on the internship program to be applied. b) Ensuring quality internship process according to the cooperation document (MoU/SPK). c) Provide a supervisor/mentor/coach to accompany students/student groups during internships. d) Provide rights and guarantees in accordance with statutory regulations (health insurance, work safety, internship fees, apprenticeship rights). e) Supervisors accompany and assess student performance during the internship, and together provide assessments.

Supervisors play the role of a) Provide provision for students before the internship program. b) Supervisor provides direction and assignments for students during the internship process. Supervisors become mentors and guide students during the internship process. c) Supervisors evaluate and assess the results of the internship (Kemendikbud, 2020).

This provisioning process is what the researcher of this study will explore, by exploring further from the industrial point of view. The results become an advice to the supervisory lecturers and higher education institutions in providing debriefing materials for prospective internship students.

From the results of the in-depth interviews with all respondents, it is concluded that every college fresh graduate employee is not yet ready to work directly. The new employees were unprepared due to the lack of working environment knowledge, therefore every new employee must first be put in an orientation period or induction that varies in length, from 1 month to 6 months, either using a special program (at PT ABC it is called NEOP, the New Employee Orientation Program) or directly to work and only given a mentor to train. The unpreparedness of new employees for work and the need for an orientation program that costs time and money made the three respondents very enthusiastic about the new program that will be carried out by the Ministry of Education and Culture.

Table 1. Respondent Company Profile

CRITERIA	PT ABC	PT PQR	PT XYZ
Year of establishment	1988	2010	1998
Head Office	Jakarta	Jakarta	Jakarta
Branches	Sumatra, Kalimantan, Sulawesi	Aceh, Kalimantan Selatan	Tangerang, Semarang, Surabaya
Number of Staff	More than 1000	100 - 1000	Less than 100
Respodent Years of Service	16 years	13 years	14 years
Respondent Position	People Development Manager	HRD Manager	HR Manager, GA, & Legal
New Recruits Program	NEOP	Mentoring	-

Source: research result (2020)

The three respondents stated that students of a 2-semester internship program at their companies must acknowledge the different working environments and work attitudes in college and in work. The working attitude leads more to the values internship students must possess, including the manner in which they work which has not been taught on campus. Although there are many aspects of knowledge that must be provided, the aspects of planting work attitude (value and manner) by all respondents are considered more important. The Respondents convey that knowledge can be taught and learned in a brief time, but work attitude is a reflection of a person and the implementation will take a long time. It is from this work attitude that HRD managers usually determine whether the employee will be recruited or not.

Respondents provided information; granted that the students were to be given debriefing before the internship, the important fact to be conveyed to prospective students is the purpose of the internship. Since this will require long time process (1 year), the purpose of students being at the company is work, not internship (in the previous sense). These differences in purpose will differentiate their attitude while in the company. In fact, students do work, there are tasks given by employer (company), authority and responsibility are reported by their capacity, providing suggestions to companies based on their competencies. And for those tasks fulfilled, they will receive compensation (salary), following the value of the competency given, not merely transportation allowance, which has been the practice so far. Therefore, all respondents must emphasize the need for this 2-semester internship at a company in order to change the paradigm or mindset when working.

As for the materials which must be given in the debriefing, the three respondents uniform in their statement. There are two, namely providing knowledge of the work environment and inculcating work attitudes. Giving knowledge of the work is not in the form of technical matters such as accounting, engineering, legal, operational and so on, but rather on labor regulations, internal company conditions, relationships between superiors and subordinates, fellow employees and subordinates, how to handle work (managing jobs) and

dealing with people on a team (managing people). Includes what to do (The Do's) and what not to do while working in the office (The Don'ts). Meanwhile, planting a work attitude is teaching, understanding, and training students so that a professional work attitude is embedded as demanded in the world of work.

Respondent of PT ABC, which is a large-scale company, requires more prospective internship students. In terms of providing material knowledge, it is emphasized on the pillars of HRD starting from organization, employee recruitment, employee development, employee performance, industrial relations, remuneration systems and strategic management such as PDCA (Plan, Do, Check, Action), Balanced Score Card (BSC), 7 Habits and so on. HRD knowledge that must be provided to prospective apprentices refers to the AHRM Manual: Astra Human Resources Management Manual (AHRM, 2020). Meanwhile, the expected soft skills are many, namely having a business vision, customer orientation, interpersonal skills, analytical skills, planning & driving action skills, leadership skills, teamwork, and integrity.

Respondent of PT PQR, which is a medium-scale company, emphasizes attitudes rather than knowledge. From the experience of respondents, it is hoped that apprentices will be provided with knowledge about HRD, PDCA, and Management Systems which refer to the Triputra Management System Manual (Triputra Management System, 2010), knowledge of company KPIs (Key Performance Indicators), knowledge of priority scales, or time management. Meanwhile, work attitude is integrity and manner in working, active and proactive in asking questions, creativity, and 7 habits. One of the attitude examples given by respondent based on their recruitment experience was the fact that there were interns that were bold enough to interrupt the director's speech. These improper deeds were not taught as a negative working manner in college.

The respondent from PT XYZ emphasized the importance of attitude at work. According to him, knowledge does not need to be provided in the debriefing material because in a brief time it can be acquired by students/new recruits. Respondents of PT XYZ, which is a small company, and do not have a specific program for hiring employees, apply new employees directly to work, are given tasks and authority, and are guided by their direct supervisors. Then the ability to learn, dare to ask questions if you do not understand or are not clear, attitude and manner, dare to try new things, ability to work together (team work), mutual respect, and knowledge of the organization (boundaries of tasks and responsibility) and remuneration. This third respondent saw that these abilities are usually owned by students who are active in organizations on campus. Therefore, in recruiting new employees, activity in the campus organization becomes a record in acceptance. From the conclusion of the three respondents, the knowledge that must be given to students during debriefing includes:

Company Organization

Internship students are provided with the general organizational structure of the company, its types, and hierarchies. Together with the organizational structure is a list of positions, who is under whom, what is the relationship between the central and branch organizations (if any), which position is higher than the other, and so on. For this reason, internship students must know the difference in level, position position and class (grade). A company

usually has its own classification system. It can be numbers then followed by letters (such as groups 1A, 1B, 1C, 2A, 2B and so on) or reversed (A1, A2, B1 and so on). This group usually followed with the rank. Rank usually consists of non-staff (unskill workers), staff (level of officer), senior officer, supervisor, senior supervisor, assistant/deputy manager, manager, senior manager, general manager, and finally director. The position is another thing, it is different, although usually together. Suppose the finance sector is a separate department and is headed by a department head. So, the head of this department is the Head of the Finance Department (Finance Department Head). Usually along with rank, for example, manager.

When interns understand the organizational structure, rank and position within the company, they will be able to interact well in the company, both with their superiors, colleagues, and subordinates.

Tasks and Work Responsibilities

In the HRD sector, job duties and responsibilities fall under the performance management section. Interns are provided with knowledge about the work to be performed and the key success factors (KPI). Interns are given the KPI format commonly used in companies, which are the main tasks and keys to success in achieving them as well as additional assignments. Apart from managing work performance, employees are also assessed in the management and development of their subordinates (people development).

Remuneration Systems and General Affairs

Remuneration is compensation received by employees, either in the form of cash such as salaries and allowances or non-cash such as facilities. By knowing their rights regarding remuneration, Interns will feel more responsible for the assignment they are required to do. Remuneration meant to be provided in the debriefing is basic salary and allowances, incentives, bonuses, and so on. The obligations that must be paid by employees to other parties such as income tax (PPH 21), BPJS Ketenagakerjaan (Work Accident Security, Death Security, Old Age Security), BPJS Health, and BPJS Pension. Also rules for entering office, attendance, business trips, use of office cars, work needs (tools), and so on.

Industrial Relations

Knowledge regarding Industrial relations is given in connection with the Manpower Law (Law No.13/2003 or the revised Law on Job Creation 2020). Most company regulations are taken from the law. While additional sanctions provisions (Warning Letter/SP) need to be provided so new employees do not violate company regulations. In this session, it must also be explained the event of an industrial relations dispute between employees (workers) and management (entrepreneurs), what path should be taken, and how. In the briefing, it is necessary to give a little about the organization of trade unions.

Employee Development

Employee development (people development) is a right for new employees in addition to the compensation they receive. Employee development is associated with the company's need to improve competence according to their work. New employees may ask what training they can take, career paths, C&C (Coaching & Counseling) programs, and other forms of development. This needs to be conveyed in the debriefing so that later interns,

besides being ready to adapt, can also achieve. Stevewn Covey's 7 Habits Training can sum up all of the above.

Management Systems

The management system in question is knowledge about PDCA, periodic review system, company success measurement, improvement, and so on. Management systems commonly used by companies such as BSC need to be provided in an outline so that they are not completely empty. This management system material can also be found in company management courses.

Meanwhile, the attitude which includes general values and manner of socialization in office basically follows the existing practices. The most important values are usually integrity, discipline, leadership, teamwork, interpersonal skills, analyst power, open-mindedness, emotional quotient (EQ), persistence / not being discouraged (burning desire/passion), and the ability to manage time and priority (time management). The portion of giving (planting) values of work attitude cover 80% of the total time provided for student debriefing. The provision of attitude material must be accompanied by role plays, assignments such as making videos such as social experiments, and so on, as well as observing changes in attitudes during the provisioning.

Table 2. Debriefing Materials for Internship Students

Materials	PT ABC	PT PQR	PT XYZ
Knowledge	Organization Development	Human Resouces	Organization Structure
	Management System	PDCA	Remuneration Systems
	Task and Resposibility	Company's KPI	
	Remuneration System		
	Industrial Relations		
	People Development		
Work Atitude	Business Vision	Integrity	Activ
	Customer Satisfaction	Manners	Willing to learn
	Interpersonal Skills	Creativity	Teamwork
	Analitical Thinking	7 Habits	Respectful
	Planning and Driving Action	Time Management	Discipline
	Leadership	Open Minded	EQ
	Teamwork	Passion	
	Integrity		

Source: research result (2020)

CONCLUSION

Based on the discussion above, we can conclude that there are two subjects that must be given to intern students on the debriefing, they are knowledge and work attitude. Knowledge includes company organization, job duties, and responsibilities, remuneration systems, industrial relations, employee development, and management systems. While, work attitude includes general values such as integrity, discipline, leadership, teamwork, interpersonal skills, analytical power, open-mindedness, emotional quotient (EQ), persistence / not being discouraged (burning enthusiasm. / passion), and assistance with time and priorities (time management) and work rules.

Debriefing Materials on work attitude must be given more than Knowledge and it is recommended about 80% of the total provisioning time. Work attitude debriefing material must be rendered through role play, active tasks and observation of attitude changes. These materials and methods can be used for universities to compile a syllabus for internship students with 0 credits of hours according to their needs.

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