

Experiential Learning of Interior Design Process through Certified Kampus Merdeka Internship Program

Yunita Setyoningrum

Interior Design Undergraduate Department Faculty of Arts & Design
Maranatha Christian University
yunita.setyoningrum@art.maranatha.edu

Isabella Ishtipraya Andreas

Interior Design Undergraduate Department Faculty of Arts & Design
Maranatha Christian University
isabella.ia@art.maranatha.edu

Introduction

Learning methodologies in the education world have always been continue to expand alongwith the need to keep up with global changes. To be able to transfer knowledge and skills, educators should properly plan the learning process so that it would effectively achieve its learning goals or outcomes. Even more, for schools of higher education, the graduates are required to be ready to join the professional work force as soon as they graduate. It has become the first point of the school's key performance indicator established by Directorate of Higher Education, Culture, Research, & Technology of Republic Indonesia. The design of learning process and environment should consider the students' learning outcomes (SLO) and detailed competencies. It should be designed in accordance with students' learning outcomes and answers the needs and standards of the professional industries. Lecturers need to design learning activities accordingly to the load of the course. The curriculum of Interior Design Undergraduate Program of Maranatha Christian University aims to produce excellency of the graduates. Therefore, the recent curriculum of 2020 was designed to provide students the competencies accordingly with the National Competency Standards (SKKNI) of interior designers, consultants, contractors, and site-supervisors. The National Competency Standards (SKKNI) were published by The Ministry of Manpower and Transmigration of Republic Indonesia as the guideline of any education (schools, trainings, tests, and certification) in the scope of building construction. Furthermore, the learning activities should able to create authentic learning and problem-solving environment. Therefore in this paper, we would like to focus on the project base learning which is applied to the internship course in Undergraduate Program of Interior Design, Maranatha Christian University. Project based learning has been always implemented in the curriculum through studio learning system. Students take design/planning studio courses which simulates the studio practice at the workplace situation. There are six design/planning studio courses that should be taken each semester since 3rd semester. Before pursuing the final design/planning studio course (final project), students must take an internship program. The internship program aims to bridge the gap between academic world and real world situation, where students are able to demonstrate their skills at the real project situation. The course is intended to provide experiential learning for students before they graduate. It is a form of learning activity that leads to direct learning in the workplace (experiential learning). This program facilitates students to study outside of university, namely in industry and other workplaces (for example, non-profit foundations, multilateral organizations, government institutions, and start-up companies). Internship program as experiential learning could help to provide learning environment for students to develop certain competencies for various circumstances since design work is not a linear process. This paper discuss about the practice of internship program as experiential learning complementing the studio-based learning in the Undergraduate Program of Interior Design Maranatha Christian University, highlighted specifically on the "Certified Kampus Merdeka Internship Program".

Discussion

Studio-based learning is a teaching model which was adapted from the Beaux-Arts era in 1600s. It originated from the architecture education (Rijal, 2012). While problem-based learning originated from the medical education (Burroughs, 2009). Monson & Poros (2003) described studio-based learning in architecture as a shared learning environment that provide ambiguous problems for the students to analyze, create proposition/ideas, and to criticize (Brocato, 2009). Studio classes should be guided by professional tutors from practitioners, so it is hoped that students can obtain information on the real conditions and the problems that occur in the process of designing. simulating real problems and situations and learning by experiencing and doing.

There are four important concerns when evaluating student learning outcomes, which are: (1) learning objectives, (2) learning outcomes, (3) student achievements, and (4) course requirements (Al-

Shammari, 2010). Undergraduate Program of Interior Design Maranatha Christian University established 13 student learning outcomes (SLO), which are categorized as attitude (A), general skills (GS), specific skills (SS), and knowledge (K) outcomes. These 13 learning outcomes are: (1) to have a critical insight on the history of art and design (K1), (2) to have trend and lifestyle insight and be able to apply them to their design (K2), (3) able to choose the right design approach method, apply design concepts and principles in their design logically and creatively, and apply them using various media, skills, techniques, and technology for a variety of interior design project cases (GS2, SS1), (4) able to produce communicative visual presentation products (SS2), (5) able to produce verbal presentation products and design reports in the form of communicative, systematic, scientific papers/papers that meet scientific principles (GS3, GS4), (6) Able to carry out the work steps of designing and implementing interior design projects correctly & effectively based on data collection on tangible & intangible needs from users and the existing/related environment in data collection activities up to design preparation to problem-solving synthesis on design projects (GS1, SS3, A9), (7) able to maintain and develop networks, to lead and be responsible for the teamwork results, and conduct managerial evaluations of the design team related to project design (data collection, preparation/pre-design, initial design and development, and implementation and monitoring reporting) (GS6, GS7, A3), (8) understand and be able to apply good environmental ethics & (Work Health and Environmental Safety Management System (SMK3L) at and according to standards in the design process, design results, and post-design process (A7, A8, GS5, K3), (9) able to examine human, activity, and environmental problems at the planning cycle stage of the interior design project, the stage of the interior design project implementation cycle, and at the post-implementation cycle stage or the period of using interior design objects (GS8, K4), (10) able to manage project documents (documenting, storing, securing, and retrieving work documents related to data collection, preparation (pre-design), design (initial design and development), as well as reporting and monitoring of implementation (GS9), (11) able to study and implement the character of local culture in the design process, design results, and post-design process (A4, A5, SS5), (12) Have an entrepreneurial character with the character of tolerance of ambiguity, self-confident, flexible, tenacity, risk-taking from defying rules (A6, A10, SS4), (13) Have and apply the values of Christian life, namely high integrity (integrity), care (care), and excellence (excellence) (A1, A2, A11).

The internship program has benefits for students, universities/schools, and the industries/companies. The benefits of internship for students are: (1) improve the graduates' competencies, both soft skills (professional/work ethics, communication, collaboration, etc.) as well as hard skills (skills, complex problem solving, analytical skills, etc.), to be better prepared to enter work force and career, (3) Prepare superior competencies which are relevant to the career needs and build personality upon it. While the benefits for universities/schools are: (1) to understand real-life industrial problems and take appropriate follow-up steps within the teaching plans, such as updating teaching materials, learning processes, and directing research topics. Not to mention that there are also benefits for industries/companies which are: (1) The company gets talent that can be directly recruited, so they might reduce employee recruitment costs, (2) As a way of practicing social responsibility of the company through their participation in building the quality of future workforce candidates.

In order to learn interior design process, the learning plan requires activities which aim to achieve graduates' competencies to analyze, evaluate, and even more to create an original work. According to the Bloom's taxonomy, these three cognitive processes are the most advanced level of thinking ("What Is Bloom's Taxonomy?," n.d.). Anderson and Krathwohl (2001) defines the six levels of cognitive learning starting with the simplest at the bottom and moving up through the levels to the most complex, or advanced learning. The lower level are to remember and understand new information, move advance to being able to apply the knowledge, analyze it, and evaluate its impact, and ultimately to solve unique problems by creating solutions

The learning objectives of Interior Design Internship Program are: (1) Students apply/apply (C3) the attitude of being responsible for work in their field of expertise (A9) independently, quality and measurably (GS2) by applying/applying (C3) appropriate design approach methods for various variations of interior design project cases (SS1) and by analyzing (C4) human, activity, and environmental problems at the stage of the interior design project planning cycle, the interior design project implementation cycle stage, and at the post-implementation cycle stage or the period of using the interior design object (K4), (2) Students are able to apply/apply (C3) cooperation and have social sensitivity and concern for society and the environment (S6) and maintain and develop networks related to project design (GS6), lead and be responsible for the work of the design team (GS7), conduct managerial evaluation of the design team (GS8), manage project documents (GS9) starting from data collection, preparation (pre-design), design (initial design and development), and reporting on implementation and supervision, (3) Students are able to apply (C3) environmental ethics & (Work Health and Environmental Safety Management System (SMK3L) both at and according to standards in the design process, design results, and post-design process (K3) to make appropriate decisions based

on procedures standards, design specifications, work safety and security requirements in supervising and evaluating their work (GS5) by internalizing academic values, norms, and ethics (S8) as law-abiding and disciplined human beings in social and state life (A7), (4) Students are able to apply/apply (C3) logical, critical, innovative, quality, and measurable thinking in carrying out specific work in their field of expertise and in accordance with work competency standards (GS1) to produce communicative visual presentation products (SS2) and compile the results of their studies in form of working papers, design specifications, requirements, or art essays (GS4) in accordance with academic values, norms, and ethics (A8). It can be seen that the 300-hour internship program aims at 3rd level of thinking.

The intership program is a basic course that must be taken in the 6th semester for each student. Students must work at the minimum of 300 hours as apprentice in an interior design corporate. Formerly, the academic credits that is acknowledged from the 300-hour work internship program equals to 3 credits. Nowadays, after The Ministry of Education and Culture of Republic Indonesia declared the “Certified Kampus Merdeka Internship”, Maranatha Christian University have developing a broader internship course into a package that shall be taken by student in one full semester. It is one of the “Merdeka Belajar” scheme that students might take optionally. If a student take “Certified Kampus Merdeka Internship”, he/she must work as the apprentice in an interior design company for 800 hours at the minimum and the credits that is acknowledged equals to 20 credits. Hence, this internship course should be designed differently and has minimum requirements for the applicant students. Students who can apply to this program must have excellent grades (minimum GPA 3.50) and had passed over than 105 credits (of 144 credits). The Undergraduate Program of Interior Design convert the 20 credits of “Certified Kampus Merdeka Internship” into 6 semi-advanced-level courses: (1) Interior Design Studio IV, (2) Furniture II, (3) Project Management I, (4) Project Management II, (5) Trend & Lifestyle, (6) Interior Design Professional Study. The “Certified Kampus Merdeka Internship Program” in the Undergraduate Program of Interior Design Maranatha Christian University is being held only for 6th semester students because the learning objectives of 6th semester courses are considered as the most relevant and equal to the needs of internship program. 6th semester students are also considered more knowledgeable to analyze and criticize real work situation, both in terms of mentality as well as the insight and skills.

Students will get longer real experience in work field (about 5-6 months), which are 2.5 times longer than the basic internship program. So that students will have more time to criticize and reflect what their experience. Moreover, they might get full project experience from preliminary design, design development to construction work and supervising within longer period of internship, since interior design project are usually takes time to complete.

Students will benefit from relations that they have engaged from the internship program. When a student shows good performance during an internship program, there might be chance or possibility for students to be accepted for work by the employer right after graduation without having to take part in the recruitment process. Students will also improve the ability to analyze and explain how far the learning objectives are related to the things learned during the internship both in writing and orally in more depth. Final evaluation of the “Certified Kampus Merdeka Internship” in the end of semester is consists of several stages and in several ways, for example in the form of reports, presentations, and questions and answers. They also will increase independence, responsibility, and interpersonal skills since students shall deal with 'outsiders' (clients, company owners, colleagues) and must carry the good name of their school and themselves, and gain up-to-date insights and new skills in the world of work. Compared to studio learning in the Undergraduate Study Program, the implementation of internship program enables students to experience real projects in terms of: (1) Concrete experience. Real work concrete experience that is authentic and personal, and has not been experienced by others, (2) Reflective observation. Ability to reflect, organize, and report the internship process independently consistently, neatly and completely. This process lasts for 5-6 months with periodic monitoring every 2 weeks by the supervisor, as well as evaluation in the middle and end of the internship period. Students are also encouraged to be able to analyze and reflect on the various activities they carry out from various perspectives (in this case: from various perspectives of course learning objective) reflective observation, (3) Abstract conceptualization. Ability to integrate observations and reflections into new theories independently and actively without external intervention. The new theory becomes the basis for students to improve or increase their abilities. (4) Active experimentation. During the internship, students will practice the theories and abilities they already have in the real world which have real risks, unlike simulation in the studio class.

Summary

Practically, the “Certified Independent Campus Internship” still has several aspects to be evaluated. The program currently formulated by Maranatha Christian University has several opportunities to be developed, namely:

- The program shall develop better administrative and information systems to make it easier to communicate for companies and students and university/school,
- There are many interior design bureaus that can still be invited to become internships, both independent or via government,
- Since several authorities are involved in expediting the implementation of the “Certified Independent Campus Internship” so that work can be divided more evenly (Academic Creativity Development Institute, Directorate of Partnership for Innovation and Cooperation, Directorate of Academic Administration, Faculties and Study Programs). The link and match will improve better with the addition of several management personnel, coordination, and more complete procedure guidelines,
- University/school must share testimonies from the “Certified Independent Campus Internship” alumnis who have pursued the program, so that they can inspire other students who want to take part in the program, which is optional.

On the other hand, there are several things of the program to fix for as threats, which are:

- There are failure possibility to achieve course learning objectives in accordance with the program plan. It is because university/school cannot arrange or intervene in the details of the internship implementation,
- There are still many continuous improvements in the data reporting system, internally and externally, from Maranatha Christian University to Directorate of Higher Education, Culture, Research, & Technology of Republic Indonesia and simultaneously on the operational guidance of the the internship program. Since currently “Certified Independent Campus Internship” in the Undergraduate Program of Interior Design Maranatha Christian University has running by their own, there will be continuous adjustments on the system in accordance with the provisions of Directorate of Higher Education, Culture, Research, & Technology of Republic Indonesia,
- The lack interior design companies on the government path internship
- Since currently students who take part in the “Certified Independent Campus Internship” are in their 'productive' period, it will impact the liveliness assessment of student activities because there will be many active students doing activities outside the campus. Various adjustments must be made so that the regeneration process in student associations and committees continue to run well.

References

1. Al-Shammari, Z. (2011). Applications to Improve Education Outcomes By Using Analysis Model for Learning Outcomes (AMLO): Perspective from Kuwait. INTED 2011: International technology, education and development conference, Valencia (Spain), 7th-9th march, 2011 : Conference proceedings cd (5th ed.).
2. Brocato, K. (2009). Studio Based Learning: Proposing, Critiquing, Iterating Our Way to Person-Centeredness for Better Classroom Management. *Theory Into Practice*, 48(2), 138–146. <http://www.jstor.org/stable/40344604>
3. Burroughs, S. U., Brocato, K., Franz, D. (2009). Problem Based and Studio Based Learning: Approaches to Promoting Reform Thinking among Teacher Candidates. *NATIONAL FORUM OF TEACHER EDUCATION JOURNAL*, 19(3), 1-14.
4. Penetapan Standar Kompetensi Kerja Nasional Indonesia Kategori Jasa Profesional, Ilmiah Dan Teknis Golongan Pokok Jasa Arsitektur & Teknik Sipil; Analisis & Uji Teknis Golongan Jasa Arsitektur Dan Teknik Sipil Serta Konsultasi Teknis Sub Golongan Jasa Arsitektur & Teknik Sipil Serta Konsultasi Teknis Kelompok Usaha Jasa Arsitektur Dan Teknik Sipil Serta Konsultasi Teknis Jabatan Kerja Arsitek Interior (207). (2013). Keputusan Menteri Tenaga Kerja Dan Transmigrasi Republik Indonesia Nomor 207 Tahun 2013.
5. Rijal M, Aldy P. (2012). Implementasi Metode Studio-Based-Learning Dalam Pengelolaan dan Prosedur Pembelajaran Studio Perancangan Arsitektur. *Journal of Education and Learning*. Vol.6 (1) pp. 15-22.
6. Tener, R. K. (1996). Industry-university partnerships for construction engineering education. *Journal of Professional Issues in Engineering Education and Practice*, 122(4), 156-162. [https://doi.org/10.1061/\(asce\)1052-3928\(1996\)122:4\(156\)](https://doi.org/10.1061/(asce)1052-3928(1996)122:4(156))