ABSTRAK

Penelitian ini mengkaji dampak Program Magang dan Studi Independen Bersertifikat (MSIB) terhadap kompetensi akademik mahasiswa Sosiologi Universitas Malikussaleh. Permasalahan utama dalam penelitian ini berangkat dari adanya ketidaksesuaian antara pengalaman magang mahasiswa dengan mata kuliah yang dikonversi, sehingga menimbulkan persoalan terhadap penguatan kompetensi akademik secara substantif. Penelitian ini bertujuan untuk mengetahui motivasi mahasiswa Sosiologi Universitas Malikussaleh dalam mengikuti Program MSIB serta menganalisis bagaimana ketidaksesuaian pengalaman magang dengan mata kuliah yang dikonversi memengaruhi kompetensi akademik mahasiswa. Penelitian ini menggunakan pendekatan kualitatif dengan landasan Teori Pertukaran Sosial. Lokasi penelitian berada di Program Studi Sosiologi, Fakultas Ilmu Sosial dan Ilmu Politik, Universitas Malikussaleh. Data dikumpulkan melalui observasi, wawancara mendalam, dan studi dokumentasi. Informan penelitian terdiri atas mahasiswa Sosiologi yang pernah mengikuti Program MSIB serta pihak program studi yang memahami mekanisme pelaksanaan dan konversi SKS. Teknik analisis data menggunakan model Miles dan Huberman, yaitu reduksi data, penyajian data, serta penarikan kesimpulan dan verifikasi. Hasil penelitian menunjukkan bahwa motivasi mahasiswa mengikuti MSIB didorong oleh tiga faktor utama, yaitu motivasi finansial, pengembangan diri dan pengalaman kerja, serta motivasi akademik melalui konversi SKS. Program MSIB memberikan manfaat dalam bentuk dukungan ekonomi, peningkatan soft skill, kepercayaan diri, kemampuan komunikasi, dan kesiapan kerja. Namun, ketidaksesuaian antara aktivitas magang dengan mata kuliah yang dikonversi menyebabkan penguatan kompetensi akademik belum berjalan optimal, terutama dalam penguasaan teori, konsep, dan kemampuan analisis sosiologi. Penelitian ini menyimpulkan bahwa Program MSIB bermanfaat secara praktis bagi mahasiswa, tetapi sistem konversi SKS perlu disesuaikan dengan capaian pembelajaran program studi agar pengalaman belajar di luar kampus dapat mendukung kompetensi akademik secara lebih utuh.

Kata Kunci: Kompetensi Akademik, Konversi SKS, MBKM, MSIB, Sosiologi.

ABSTRACT

This study examines the impact of the Certified Internship and Independent Study Program (MSIB) on the academic competence of Sociology students at Universitas Malikussaleh. The main problem of this study arises from the mismatch between students' internship experiences and the courses converted into academic credits, which affects the substantive development of their academic competence. This study aims to identify the motivation of Sociology students at Universitas Malikussaleh in participating in the MSIB program and to analyze how the mismatch between internship experiences and converted courses influences students' academic competence. This research employed a qualitative approach using Social Exchange Theory as the theoretical framework. The study was conducted at the Sociology Study Program, Faculty of Social and Political Sciences, Universitas Malikussaleh. Data were collected through observation, in-depth interviews, and documentation studies. The informants consisted of Sociology students who had participated in the MSIB program and study program representatives who understood the implementation and credit conversion mechanisms. The data were analyzed using the Miles and Huberman model, which includes data reduction, data display, and conclusion drawing and verification. The findings show that students' motivation to participate in the MSIB program was driven by three main factors: financial motivation, self-development and work experience, and academic motivation through credit conversion. The MSIB program provided practical benefits, including financial support, soft skill development, self-confidence, communication skills, and work readiness. However, the mismatch between internship activities and converted courses caused the development of academic competence to be less optimal, particularly in mastering sociological theories, concepts, and analytical skills. This study concludes that the MSIB program provides practical benefits for students; however, the credit conversion system needs to be aligned with the learning outcomes of the study program so that off-campus learning experiences can support students' academic competence more comprehensively.

Keywords: *Academic Competence, Credit Conversion, MBKM, MSIB, Sociology.*