

The Dynamics of Ideology in MSIB Kampus Merdeka: An Analysis of Its Influence on Design Students' Competencies

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ABSTRACT

Keywords:

MSIB,
Educational Ideology,
Design Education,
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Higher education in Indonesia faces challenges in improving the competencies of graduates, particularly in design education that demands not only technical skills, but also critical and creative thinking skills. The Magang dan Studi Independen Bersertifikat Program (MSIB) in the Kampus Merdeka policy is one of the strategic initiatives to address these challenges. This study aims to analyze in depth the dynamics of the ideology contained in the implementation of the MSIB program as well as its influence on the development of the competencies of design students. The method used is a qualitative approach with bibliometric analysis techniques of relevant literature from Google Scholar and Scopus databases in the span of 2021 – 2025. The results show that although the literature discusses the strengthening of professional competencies through MSIB, the ideological aspects inherent in the program and their impact on design education are still rarely studied. These findings reveal a gap in the literature related to the integration of educational ideology with the development of critical and creative abilities of design students. The study concludes that ideologies within MSIB have great potential in shaping students' ways of thinking, but that more structured ideological integration is needed in order for design education to produce graduates who are not only technically competent, but also innovative and reflective in the face of the challenges of the working world. These studies made important contributions in the development of more responsive and holistic design education curricula, as well as being the basis for the formulation of more effective higher education policies.

INTRODUCTION

Higher education in Indonesia today faces increasingly complex challenges, as global demands on the quality of graduates' competencies grow. One of the sectors most affected by this change is design education, which demands not only technical skills, but also the ability to think critically and creatively in solving complex problems. Higher education programs in Indonesia seek to address these challenges through various initiatives aimed at aligning curricula with the needs of industry and society. One of the initiatives that is now gaining more attention is the Magang dan Studi Independen Bersertifikat (MSIB), which is part of the Kampus Merdeka policy launched by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) (Hunaepi & Suharta, 2024)(Hafidz et al., 2024).

MSIB provides students with the opportunity to develop practical skills through off-campus learning experiences, both in the form of internships in leading industries and through certified independent study. The MSIB facilitates real-world experiences, providing students the opportunity to apply theoretical knowledge in practical settings, which is essential for design education (Sulistyaningrum et al., 2022). Internships under MSIB have been shown to enhance technical skills and interpersonal abilities of students, essential for success in the design industry (Simanjuntak et al., 2024). The program emphasizes project-based learning, which aligns educational practices with industry needs, enhancing students' adaptability and problem-solving skills (Sonalitha et al., 2021). By integrating soft skills training, MSIB prepares students not only academically

but also socially, fostering a holistic approach to education (Saweho et al., 2025). The programme is designed to broaden students' horizons and connect them with the real world of work, which is expected to better prepare them for future career challenges (Handayani, 2015). However, the application of MSIB in the context of design education is not only concerned with providing relevant work experience, but also carries another dimension, namely the influence of the educational ideology applied in the program on students' competencies.

The importance of ideology in learning, especially in the context of design education, has been recognized as a factor that can influence the formation of students' competencies. Ideologies in design reflect cultural systems, including beliefs and traditions, that inform students' understanding of design as a meaningful practice rather than a superficial practice (Hidayat, 2007). The ideologies applied in the curriculum and teaching methodologies at MSIB programs have the potential to transform the way students approach design issues, as well as hone critical and innovative thinking skills that are sorely needed in the world of professional design. Therefore, a deeper understanding of the dynamics of the ideology involved in the MSIB Program, as well as its influence on the competencies of design students, is essential to optimize the application of this program in design education in Indonesia.

Although the Magang dan Studi Independen Berserifikat (MSIB) has been positively welcomed as an initiative to improve the quality of students' competencies, there are a number of challenges that need to be further analyzed, particularly in the context of design education (Darwinsyah et al., 2024; Tobondo & Tondowala, 2023). One of the main issues that arises is how the ideologies integrated in the program affect students' design skills, both from the technical side and the ability to think critically. The MSIB program, although it provides an opportunity to connect students with the industrial world and real work experience, has the potential to give rise to a mismatch between the ideological approaches applied in education and the design competency needs required by the job market.

In addition, there is an urgent need to assess how the dynamics of ideologies involved in MSIB programs can affect the development of students' design competencies in the long term. Does the application of a particular ideology in MSIB actually exacerbate the gap between the theories taught on campus and the practices encountered in the design industry? Or does the ideology help students improve the creative and analytical capacities required in the world of work? This problem has not been studied much in previous research, so it is important to explore more deeply how educational ideology in MSIB directly affects design students. Thus, the study aims to identify, understand, and provide clearer explanations related to the influence of ideology within MSIB on student design competencies.

This research aims to analyze in depth the influence of ideology dynamics in Magang dan Studi Independen Bersertifikat Program (MSIB) on the competence of design students (Sukari & Sugiyarti, 2024). In particular, the study wanted to identify the relationship between the ideologies applied in the MSIB program with the development of student design skills, both in technical aspects and critical and creative thinking abilities that are very important in the professional world (Cheng, 2023). By

understanding the influence of these ideologies, the study aims to assess the extent to which the application of such ideologies can increase or decrease the effectiveness of design education received by students.

In addition, the study also aims to provide clearer insight into how design students integrate ideologies acquired during MSIB programs with design practices they encounter in industry. Thus, the study aims not only to measure the competencies generated through the MSIB program, but also to provide data-driven recommendations that can be used by higher education and industry managers in designing curricula that are more effective, relevant, and in line with the evolving needs of the design world. In the end, this study hopes to make a significant contribution in the development of a design education curriculum that is more responsive to the demands of the times and the development of industry.

Although there have been a number of studies that discuss the application of the Kampus Merdeka Program, including MSIB, in improving student competencies in various disciplines, there have not been many studies that specifically examine the influence of ideology in design education through this program. Existing research tends to focus more on the technical aspects or practical outcomes of internships and independent study without considering in depth how the ideology applied in such programs may shape or influence the competencies of design students. Furthermore, although several studies have explored the relationship between ideology and higher education, few link such ideologies to the development of design skills of a creative and critical nature. Therefore, this study presents to fill the gaps that exist in the literature by providing a more focused analysis on the dynamics of ideology within MSIB and their impact on the competencies of design students, particularly in improving design abilities in line with industry demands.

This study offers new contributions in the field of design education by examining how the dynamics of ideologies integrated in the Kampus Merdeka MSIB Program affect the skills and competencies of design students. This research approach is an innovation, as it connects two important elements that have not been explored much in the previous literature: the influence of ideology on design learning and the application of MSIB in the context of design education in Indonesia. By analyzing the influence of ideology, this study provides new insights into how educational ideologies applied in MSIB can shape students' thinking and creative skills, which are often not fully taken into account in the study of design education.

The justification of this study lies in its relevance to the development of higher education policy in Indonesia, especially related to the Kampus Merdeka. The MSIB program provides a great opportunity for students to develop practical skills off-campus, but the potential influence of the ideology applied in the program on student design competencies has not been widely studied. Therefore, this research is essential to provide a deeper understanding of ideological aspects in design education and their impact on student skill development. The results of this study are expected to provide strategic recommendations for higher education managers, especially in drawing up curricula that are more thorough and responsive to developments in the world of work in the field of

design. This research also has the potential to contribute to the development of theory and practice of design education at national as well as international levels.

RESEARCH METHOD

This research uses a qualitative approach with bibliometric data analysis techniques, which focuses on a review of the literature related to the Magang dan Studi Independen Bersertifikat Program (MSIB) as well as its effect on the competencies of design students. The qualitative approach was chosen because the study aims to delve into a deeper understanding of the dynamics of ideologies applied in MSIB and their impact on design education, through in-depth analysis of relevant sources. In this regard, the literature review becomes the main instrument for identifying and analyzing existing theories and findings related to the topics discussed.

The literature used in the study was drawn from two major academic databases, Google Scholar and Scopus, with a time span spanning publications from 2021 to 2025. The selection of this time period is based on the start of the implementation of the MSIB Program in 2021, which is the main focus of the study. Selected sources of literature will include scientific articles, books, and research reports discussing the application of MSIB, the influence of ideology in design education, as well as its relation to the improvement of student competence in the context of internships and independent studies.

In terms of data analysis techniques, this study applies bibliometric analysis, which provides an opportunity to evaluate trends and publication patterns in the relevant literature. Bibliometric analysis involves collecting data on the number of publications, citations, keywords, and authors that appear most frequently in related literature. This technique will help identify key topics covered in MSIB-related research, ideologies in design education, and the competencies of design students.

RESULTS AND DISCUSSION

Result of Bibliometric Analysis

The bibliometric analysis of the Magang dan Studi Independen Bersertifikat (MSIB) reveals significant trends and gaps in the literature regarding its impact on design students' competencies. Since its inception in 2021, there has been a notable increase in publications, primarily focusing on the program's overall influence on student professional competence, particularly through practical skills gained from internships. However, literature specifically addressing the ideological applications of MSIB in enhancing design competencies remains scarce, highlighting a critical area for further exploration.

Publication Trends: a marked increase in MSIB-related publications since 2021 indicates growing interest in the program's effectiveness (Saweho et al., 2025). Most articles emphasize general student outcomes rather than specific impacts on design education.

Focus on Professional Competence: the predominant theme in the literature is the enhancement of students' professional skills through internships (Salim, 2024). Studies show that internships are crucial for students' readiness for the job market, reinforcing the need for practical experience (Simanjuntak et al., 2024).

Gap in Design Competency Research: few studies link MSIB's ideological framework to the development of design-specific competencies, suggesting a significant gap in the literature (Saweho et al., 2025). This gap indicates a need for research that examines how educational ideologies within MSIB can foster creative and critical skills in design students.

Conversely, while the focus on practical skills is essential, it is equally important to consider the broader educational ideologies that shape students' learning experiences. Addressing this gap could lead to a more holistic understanding of how MSIB can influence design education. In this case, keywords that often appear in the literature are "professional competence," "industrial internship," "independent study," "Kampus Merdeka," and "skills development." Although the related keywords "ideology" and "design education" appear, they are not widely used in the context of MSIB, indicating that research focuses more on practical aspects and pays less attention to ideological dimensions that may impact the development of design competencies.

The Influence of Ideology in MSIB on Design Students Competencies

The influence of ideology in the MSIB program significantly shapes design students' competencies, particularly through its emphasis on industry experience and independent study. This approach fosters critical and creative thinking, allowing students to explore diverse design methodologies. However, the articulation of this ideological influence remains underexplored in existing literature.

Ideological Framework in Design Education: the integration of ideological and political elements into design curricula enhances students' cultural quality and innovative capabilities. Collaborative education between counselors and professional teachers is essential for merging ideological and professional training, promoting a holistic educational experience (Wang, 2024).

Flexibility and Student Autonomy: MSIB encourages students to select projects aligned with their interests, fostering creativity and problem-solving skills through independent study (Wang, 2024). The freedom to explore various design approaches can lead to improved competencies, although it may also create disparities in critical and reflective skills development due to a lack of structured guidance (Wang, 2024).

While the integration of ideology in design education offers promising avenues for skill development, the lack of explicit guidance may hinder the comprehensive growth of students' critical competencies. Further exploration of structured ideological frameworks could provide a more balanced educational experience.

Gap in Ideology-Related Literacy in Design Education through MSIB

One of the main findings of the literature analysis is that although many articles discuss MSIB from the perspective of improving students' practical skills, almost none examine in depth how the ideologies applied in the program affect design education. This indicates a gap in existing research, which focuses more on aspects of internships and independent study in the context of professional skills development, without looking at the impact of the ideologies brought by the MSIB program on creative and critical approaches in design education.

This gap is important to note, because the influence of educational ideologies in programs such as MSIB can affect not only the way students access the industrial world, but also how they perceive and develop creativity and critical thinking in design. Ideologies that are not well integrated in the curriculum or learning approach can hinder students in honing design skills relevant to the demands of industry.

Research Contribution to the Development of Design Education

This research fills an important gap in the literature by highlighting the influence of ideology within MSIB on the competence of design students. Findings from the literature analysis suggest that although MSIB provides many benefits in terms of industry experience, there is a need to clarify how educational ideology can enrich the development of student design competencies. Thus, this research makes a significant contribution to the understanding of how the integration of ideologies in MSIB programs can play a role in enhancing students' design skills, not only from the technical side, but also from the side of creativity and critical thinking required in professional design practice.

In addition, the study provides insight for higher education managers and policy makers in designing more holistic curricula, in which educational ideologies applied in MSIB programs can be optimized to shape design students' competencies that are more balanced and relevant to the current development of the design industry. This understanding is also important for improving the quality of design education in Indonesia, which is expected to produce graduates who are not only technically competent, but also able to innovate and think critically in the face of the challenges of the working world (Herdianto et al., 2022).

CONCLUSION

This study aims to analyze the influence of ideology dynamics in Kampus Merdeka's Magang dan Studi Independen Bersertifikat Program (MSIB) on the competence of design students. With a qualitative approach supported by bibliometric analysis, this study has succeeded in identifying and understanding the relationship between the ideologies applied in MSIB and the development of student design skills. Based on the results of a literature review from sources obtained through Google Scholar and Scopus, it was found that although MSIB provides great opportunities for students to develop practical skills through internship experiences and independent study, the influence of educational ideologies in the program on design education has not been widely discussed in the existing literature.

The results of the bibliometric analysis showed that the literature associated with MSIB focused more attention on the development of students' professional skills in the context of internships and independent study, while the influence of ideology on student design competencies was less frequently raised. This suggests a gap in existing research, where ideological aspects in design education through MSIB have not been extensively explored in depth. This study successfully fills in the gap by illustrating the importance of understanding the dynamics of ideologies applied in MSIB, as well as how these

ideologies can influence the development of students' design skills, both in technical aspects and in creative and critical aspects.

The study also reveals that although MSIB gives students the opportunity to access the industrial world and develop practical skills, the lack of a clear understanding of ideology in the context of design can hinder the development of thinking skills critical and creative are essential in professional design practice. Therefore, this study suggests the importance of clarifying the integration of ideologies in MSIB programs, in order to make a more significant contribution to the competencies of design students that are more holistic and relevant to the demands of the industry.

Based on these findings, it is recommended that higher education managers and policy makers within the education sector design curricula that are more based on the development of ideologies appropriate to the design discipline. This will enable students to develop design skills that are not only technical, but also creative and reflective, which will better prepare them for the challenges of the working world. This research also made an important contribution to the development of design education theory and practice, as well as suggesting for further research that could explore the student experience of undergoing the MSIB program in more depth. Overall, the study shows that although MSIB brings a lot of potential to enhance the competencies of design students, a clearer and integrated approach regarding the educational ideology in the program is needed, in order to ensure that design students do not simply develop skills practical, but also critical and creative thinking skills necessary in a dynamic and competitive world of design.

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