

WORK-BASED EDUCATION MERDEKA BELAJAR PROGRAMS (WBL-MB) AND INNOVATIVE LEARNING CAPABILITIES: CREATION OF INSTRUMENS FOR ASSESSMENT TO ASSESS IMPLEMENTATION

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Abstract

This article aims to provide a mechanism for assessing the execution of the Work-Based Learning internship strategy and the development of creative skills, utilizing the Partnership for 21st the Century Skills Framework. This study was conducted as a Research and Development (R&D) project endeavor. The development method consisted of four distinct phases: Preliminary Investigation, Design, Realization, and Development. The tools that were created were assessed on students who had previously completed an internship. This research performed three validity tests, namely expert validity, content validity, and criteria validity. Cronbach's Alpha is used for reliability testing. The reliability coefficient of the WBL variable was 0.942, while the MB variable had a value of 1,000. Consequently, it is possible to infer that the instrument that was developed was deemed valid and dependable for the evaluation of students' WBL-MB and LIS activities.

Keywords: Work-Based Learning, Merdeka Belajar, Instrument for Evaluation of Development.

1. INTRODUCTION

In order to pursue a professional career, students must not only have a thorough understanding of academic ideas, but also possess the necessary skills to guarantee the level of competitiveness of human resources in the present period of the 4.0 revolution. Internships are educational experiences designed to familiarize students with the professional world, apply theoretical knowledge gained in lectures, and foster the development of students' talents. Internships should be used as a method to provide students with the necessary skills and knowledge for their future careers. This aligns based on the outcomes of the study conducted According to Mu'ayati & Margunani [1], demonstrated that internships are very beneficial for acquiring professional experience. The students actively engage in internships to acquire skills and prepare themselves for their future professional endeavors [2]. Furthermore, the internship conducted at SMKN 1 Koto Baru Dharmasraya for the last two years lacked evaluation to measure the impact and obstacles of the program in terms of improving students' abilities. Based on the researchers and research findings, internship evaluation at SMKN 1 Koto Baru Dharmasraya has never been conducted before. Furthermore, there has been no research conducted to assess or quantify the effects of implementing an internship program based on the Partners 21st Century Skills Framework for Learning and Innovation Skills (LIS) [3]. Nevertheless, several research have investigated the execution of internships. One notable Study performed by Bhandari et al [4] focused on analyzing Internship for students experiences and offering suggestions to educational institutions on how to improve the overall

internship experience. Furthermore, the research conducted by Di Pietro [5] included internship experiences into both academic and professional trajectories. A study carried out by Miller et al [6] investigated the determinants impacting pupils' internship choices. The study examined ten criteria, which included the importance of internships regarding the topic of career development, the scope of the internship, the workplace conditions, the comprehensiveness of the training program, the friendliness of colleagues, the reputation of the company, the competitiveness of the compensation, the distance from work, consumer experience with the firm the opportunity to work in a university-affiliated company. A research done by Diana [7] investigated the correlation amidst the factors of student motivation, the efficacy of off-campus internships, and the level of job readiness job preparedness. Simultaneously, this research aims to create an evaluation instrument to measure the results of internships by considering the variety of skills acquired in the process of acquiring creative abilities.

In addition, Ritter [8] noted that there is a lack of study on the intricacy of acquiring and developing abilities in learning and creativity. To assess the influence of internships on students' learning and innovative abilities, a requisite assessment instrument is necessary. The assessment findings serve as the foundation for assessing the program and implementing enhancements. Hence, the primary the aim of this project is to develop an evaluation tool capable of quantifying the outcomes of internship implementation and the substance of cognitive and artistic aptitudes. One other distinction between this research and prior investigations is in the use of theoretical literature. The variable of learning and innovative skills in this study is based on the 21st Century Competencies Framework. The internship variable, on the other hand, is based on Negara (2021) theory, which includes the impact on oneself, interpersonal and team relationships, professional behavior, and the project [9]. The application of this idea is derived from the fact that internships are a model of work-based learning is a concept introduced by Johnson in 2022 [10]. This educational methodology facilitates experiential learning via job activities, offers valuable insights into the curriculum, and fosters relationships [11].

In contrast, there have been few research conducted on workplace-based learning, with the substance of these studies differing from the present study. Momsen (2013) first research investigated the assessment of learning that takes place in a work environment [12]. The assessment will be carried out using portfolios to ascertain the perspectives of internship participants derived from these assessments. This research conducted a content analysis that examined if the assessment goals of workplace-based learning implementation were achieved and whether the portfolios fulfilled these objectives. Subsequently, a research conducted by Schonell and Namazian in 2018 ensued. This research investigated the execution of a "field case study" assessment using an alternate work-integrated learning methodology [13].

This investigation employs diagnostic tools to evaluate the educational performance that results from the implementation of Work-Based Learning with the Merdeka Belajar program (WBL-MB) and the impact of integrating WBL learning and innovative skills (LIS) on students. The evaluation tool used indicators suggested by Raelin. The choice of LIS variables is correlated with the competence framework of the 21st century. It is well recognized that there have been substantial transformations in students entering the profession over the last several decades [14]. Hence, it is important for students to possess the readiness and capability to confront obstacles, particularly when they

transition into their careers and engage in genuine social interactions. Furthermore, as stated by Robberts et al. (2022) [15], collaborations with "21st century skills" (P21) relationships are vital for achieving success in both professional and social spheres. In addition, P21 equips students with the necessary skills to thrive in social settings and excel on a global scale. This is crucial since the modern workforce demands graduates who possess advanced problem-solving abilities and the capacity to adapt to changing circumstances [16]. Moreover, the primary goal of P21 is to provide pupils assistance via various experiences and possibilities, enabling them to develop into proficient, inventive, and articulate individuals who can effectively navigate the educational setting and society at large [17].

This study attempts to develop a dependable assessment tool by conducting a series of tests, considering the aforementioned observations and discrepancies in prior research results. The purpose of creating this evaluation tool is to evaluate the impact of an internship program on the learning of creative talents. It is important to mention that there is a lack of research that precisely examine the acquisition of innovative talents. Furthermore, there has been a lack of previous research that specifically addresses the development of an evaluation tool that incorporates Negara theory (2021) [9] the goal of measuring learning innovation skills is to utilize the P21 century skills framework.

2. METHOD

This study employs the Research & Development (R&D) methodology, a methodology used to develop an assessment tool designed to evaluate internship implementation and the development of Innovative Learning Skills among students, particularly in SMKN 1 Koto Baru Dharmasraya Vocational High School. However, it is important to note that the outcomes of this instrument's progress may also be relevant to internship programs at other vocational institutions.

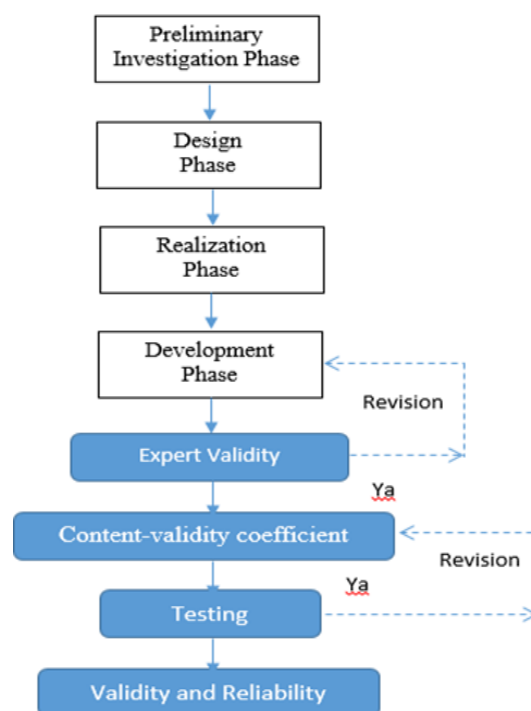


Figure 1: Steps for Making a Prototype: The Plomp Model

The Plomp approach is the basis for the development model used in this research. This model consists of many steps, including the process consists of many stages: a series of phases that begin with an inquiry, continue with design, culminate in realization, and conclude with testing, assessment, modification, and implementation [18]. Each phase is thereafter pursued at the conclusion of the previous one:

- 1) The first stage of the internship process is carrying out an initial research. At this stage, the primary objective is to identify any problems and conduct a comprehensive requirements analysis. Assessing the internship activities is of utmost importance in order to establish the degree to which they contribute to the enhancement of students' abilities, namely within the realms of education and innovation.
- 2) During the design phase, researchers tackle and fix any concerns that were detected in the preliminary inquiry stage. During this step, a form for assessing instruments is created to evaluate the activities and development throughout the internship acquiring innovative skills. This instrument's design is informed by the principles of the topic of the text is the relationship between idea of internship evaluation and the P21 model. Also, in order to check the assessment tool's content validity, the researcher chooses a validator (rater).
- 3) The work reconstruction design, often referred to as the realization phase, is centered on developing a prototype that functions as an evaluation tool to evaluate students' internship and aptitude for creative educational opportunities.
- 4) During the development stage, the instrument is constructed utilizing well-established indications. The instrument indications are derived from the operational concept's description. The first version of the assessment criteria for internship implementation consisted of 34 aspects, while the criteria for the set of learning and innovation abilities consisted of 35 components. The rating scale is as follows: 5 (always), 4 (often), 3 (occasionally), 2 (rarely), 1 (never).

Formerly a tool or device has been developed, the subsequent stage is to assess its validity & dependability. Rochmad (2012) identifies validity, practicality, and reliability as the three factors that define the quality of development. Various methods might be used to establish the authenticity of an instrument in this scenario [18]. The evaluation might be conducted based on the content, structure, or criteria [19]. This research first validates the credibility of the experts who provide their comments to enhance the quality of the instrument. The amount of criteria may vary depending on the advice and feedback received. Subsequently, the Aiken V coefficient was used to measure the content validity. Three rates indicate the value of each individual component. The assessors were chosen based on their specialized knowledge and competence, particularly in the sphere of education. The assessors' findings were then examined using Aiken's formulae. The following items are: The formula for V is the sum of s divided by the product of n and C-1. The equation can be expressed as S equals the difference between r and lo. Lo is the minimum rating score, often represented by the number 1. C represents the highest rating score, which is often 4. R is the numerical value provided by the rater, as stated by Wojciech et al in 2020 [20].

The coefficient V runs from 0 to 1, with a higher value indicating a greater Mukaka (2012) evaluated the item's content validity [21]. The value of the coefficient V, which determines the concordance index, may be classified as follows: if V is less than 0.4, it indicates poor validity; if V falls between 0.4 and 0.8, it indicates moderate validity;

if V is more than 0.8, it indicates high validity [22]. The instrument underwent content validation, followed by revision, and finally field testing. The tool underwent testing on students who had successfully completed their internships, and the sample method used was purposive sampling. The field test findings are used to establish the criteria for assessing the test-retest reliability validity, which are measured with the use of Cronbach's alpha and product-moment correlation.

3. RESULTS AND DISCUSSION

The aim of this research was to provide a tool for evaluating the influence pertaining to the execution of internships and the contributions that internships make to the development of educational and creative capabilities. Operational definitions and indicators based on theory were established. The following is a description each and every indication:

Table 1: The results of the measurement of the Work-based Learning Merdeka Belajar (WBL-MB) program achieved via the internship method.

| Identifier of | Aspect | number of units |
|---|---|-----------------|
| The effect on oneself directly | Development of the academies | A1 sd A4 |
| | Privately owned and operated | A5 sd A13 |
| | Developmental career | A14 sd A17 |
| In the context of interpersonal dynamics and team dynamics | One's understanding of team dynamics, performance as a member of a team, ability to facilitate teams, increased tolerance toward others, improved listening skills, proficiency in expressing one's emotions, increased sensitivity toward others, improved ability to ask probing questions, expertise in challenging others, adeptness in encouraging collective inquiry, and enhanced networking abilities are all benefits that can be gained from this training. | A18 sd A26 |
| Consideration with regard to the professional risks | These skills are based on one's abilities and are directly related to the technical knowledge required for a certain career or sector. | A27 sd A34 |

(Negara et al, 2021)

Table 2: displays the Work-based Learning Merdeka Belajar (WBL-MB) variable.

| Identifier of | Aspect | number of units |
|--|---------------------------------------|-----------------|
| Examine the critical issues and implementation challenges | In an effective manner | B1 sd B8 |
| | Utilizing the classification system | |
| | Formulating proposals and decisions | |
| | Resolve the issue | |
| Exchange of Information and Collaboration | Providing clarification | B9 sd B20 |
| | Collaborate with others | |
| Innovation and Creativity | Using creativity | B21 sd B35 |
| | Work in a creative manner with others | |
| | Enable innovation | |

(Triling & Fadel, 2009)

The tool was created and verified by professionals, who offered recommendations for enhancing the information. Here are the outcomes of the expert evaluation:

- 1) Ensure that each indication is represented by a minimum of 2 points to ensure that if there is an incorrect element the indicator will continue to be represented by other elements during the validation process.
- 2) There are other beliefs that are nearly identical (or may be identical).

In accordance with this recommendation, the quantity of the item was increased and increased. Additionally, the WBL variable increased from 34 items to 32 items, while the learning and innovation variable increased from 35 items to 39 items. Subsequently, assessments will be conducted by two assessors to guarantee the accuracy and reliability of the information. The results are as follows:

Table 3: presents the results of the test of hypothesis validity using Aiken's V for the variable WBL.

| Categori | number of units | Validity-size | Frequency (%) |
|-----------|---|---------------|---------------|
| ≥0,8 | A2 sd A3, A5, A8, A11 sd A14, A15. A19 sd A21, A24 sd A27, & A31 sd A32 | Very high | 50 % |
| 0,4 – 0,8 | A1, A4, A6 sd A7, A9 sd A10, A12 sd A13, A16 sd A18, A22 sd A23, & A28 sd A30 | Medium-sized | 50 % |
| ≤0,4 | - | - | 0 |

Table 4: displays the calculation results of the content validity using Aiken's V for the variable LIS.

| Categori | number of units | Validity-size | Frequency (%) |
|-----------|---------------------------------|---------------|---------------|
| ≥0,8 | B2, B5 sd B9, B11, & B12 sd B39 | Very high | 89.74 % |
| 0,4 – 0,8 | B1, B3 sd B4 & B10 | Medium-sized | 10.26 % |
| ≤0,4 | - | - | 0 |

The aforementioned graphic clearly indicates that the WBL variable for the most common technique has a validity percentage of approximately 50% for high validity and 50% for low validity. In terms of the learning and innovation capacity variable, 89.74% of the respondents indicated that they believed it to be valid, while 10.26% indicated that they believed it to be invalid. As a result, the components in question may trigger a fire. Consequently, these components may undergo field testing. Subsequently, the instrument underwent field testing and criterion validity assessment. The participants in this study were students who had successfully finished their internship. The validity of the data was assessed using the product moment method, and its reliability was assessed using Cronbach's alpha. They are described as follows:

A. Variable WBL with Internship approach

Table 5: Illustrates the relationship between the product moment variable WBL-MB and error technique.

| number of units | r _{table} | Validity-size | Frequency (%) |
|--------------------------|--------------------|---------------|---------------|
| A2 sd A4, A6 & A8 sd A32 | 0.3494 | Vali-size | 93.75 % |
| A1 & A5 | 0.3160 | Invalid-size | 6.25% |

The table below indicates the presence of two invalid components, both of which have been deleted in this scenario. Hence, the reliability estimate is based on a total of 30 test items. The following is an explanation of the outcomes:

Table 6: Displays the results of the Cronbach's Alpha reliability calculation for the WBL-MB variable using the internship technique.

| Cronbach'sAlpha | Number of objects |
|-----------------|-------------------|
| 0,942 | 30,0 |

The value of R is approximately 0,942, as indicated by the data in the table. This implies that the components in question can be selected and placed in the "high-quality" category.

B. The variable Work-based Learning Merdeka Belajar (WBL-MB)

Table 7: The validity of the product moment WBL-MB has been determined.

| Number of Units | r _{tabel} | Validity-size | Frequency (%) |
|-----------------|--------------------|---------------|---------------|
| B1 sd B39 | 0,3160 | Valid-size | 100,0 % |

Each item was eliminated in accordance with the SPSS data analysis. This is attributed to the correlation coefficient r_{xy} , which is obtained from the r_{table} .

Table 8: displays the outcomes of the Cronbach's Alpha Reliability Calculation for the WBL-MB Variable.

| Cronbach'sAlpha | Number of objects |
|-----------------|-------------------|
| 1,000 | 39,0 |

The R-value is approximately 0.94, as indicated by the data. This implies that the components in question can be categorized as "high-quality." This study yielded an instrument for evaluating the learning environment's impact on learning outcomes based on the work environment and the implementation of learning innovation, which is considered to be the first component of competence. The variable was derived from well-established theories and frameworks. Through examination, the primary theoretical research was used in a manner distinct from various prior studies described earlier. The tool underwent rigorous testing at various phases to evaluate its compliance with the standards for building an evaluation tool.

According to the study's findings, this research underwent three steps of validity assessment. The first aspect was the legitimacy of the expert. The purpose of implementing expert validity was to assess the suitability of the content of each variable tool element, using proven theories and indicators, namely WBL-MB and LIS. According to Cohen et al (2016) [23], validity is determined by factors such as applicability, significance, utility, specificity, diagnostic potential, practicality, and appropriateness. The outcomes of the expert assessment led to the development of a novel tool that requires further examination. After the modifications were completed, the subsequent phase included testing the content's legitimacy. The process of assessing content validity requires the participation of three raters who evaluate each item using a pre-established rating scale and then compute the findings using the Aikens V formula. This test is performed to ascertain the depth and pertinence, taking into account the range of indicators and the content of the instrument. The specific criteria for content validation are supplying values that accurately assess the potency and comprehensiveness of the material, without beyond the intended scope [24]. The raters also provide comments and suggestions for improvement, which are used to develop relevant tools. This supports the claim stated that the expert validator thoroughly assesses all the instruments, offering evaluations, comments, and

suggestions [25]. These comments provide a basis for improving and revising the components of the research instrument. Based on the analysis of evaluations provided by raters, it seems that the WBL-MB and LIS variables may be categorized as having strong validity.

The altered instrument was subjected to testing on a sample group, and the resulting data were then used to evaluate the empirical or criterion validity. The objective is to determine the correlation coefficient between items and the measure of internal consistency. States that the empirical validity of a research is established by the results of tests conducted on the people under evaluation [26]. This test use the Product Moment technique. The association was analyzed with the statistical program SPSS. Based on the results, there are two things that are deemed invalid for the WBL variable, and the decision for both items has been revoked. The WBL variable comprises 30 components. Concerning the variable LIS, a grand total of 39 submissions were deemed genuine.

After a series of validity tests, the last step is to conduct reliability testing. The evaluation of reliability seeks to determine the appropriateness and precision of the instrument as a method of assessment. Reliability evaluation is performed to determine the trustworthiness and consistency of a measuring equipment [26]. Reliability aims to assess the degree to which an instrument precisely measures the desired construct [27]. The reliability calculation in this research was performed using the SPSS software, especially with the Alpha Cronbach's formula. The research findings reveal that the WBL variable has a dependability value of 0.942, whereas the LIS variable has a value of 1,000. The high reliability of the instruments for both variables in this location suggests that the instruments are reliable.

This evaluation tool was particularly designed for educators who are adopting work-based learning (WBL). Binder et al (2015) contend that educational institutions must acknowledge the need for students to participate in internship activities as an integral component of the Work-Based Learning (WBL) paradigm, in addition to obtaining a degree. Based on the results of the creation and testing process, the evaluation instrument exhibits a high degree of validity and reliability. Consequently, this gadget may be used to evaluate the performance of the WBL program in the form of an internship. Essentially, all existing programs are crucial for carrying out assessment activities to gauge the degree of success or evaluate the impact of the program being implemented. Furthermore, to evaluate the influence of adopting Work-Based Learning (WBL), it is crucial to determine the "intervening effect" that occurs between the program and the results. This effect enables the evaluation of the changes that students undergo after the program is put into action. In theory Negara et al (2021) [9], the WBL variable has four indicators; however, this research only considers three of these indicators. In addition, each chosen indication includes corresponding sub-indicators. Firstly, the impact on self-indicator places more emphasis on the growth of academic, personal, and vocational aspects. The adoption of Work-Based Learning (WBL) is influenced by three factors: student motivation, their desire to enhance their academic performance based on their skills, and the alignment with their chosen majors. Negara et al (2021) provides a summary of the professional trajectory individuals go on after finishing their studies. Furthermore, the impact on interpersonal and team relationships encompasses various aspects such as

enhancing teamwork dynamics, boosting performance, developing facilitation skills, cultivating patience, actively listening and being empathetic towards others, honing questioning and challenging abilities, and expanding professional networks [9]. Furthermore, there are notable impacts on professional conduct, such as an increase in students' capacity for introspection, cooperation, and originality. These factors serve as indications for evaluating the execution of internships.

Qubati et al (2021), it has been determined that including an internship program offers valuable assistance for career planning and managing academic performance [28]. Moreover, it has been shown that the incorporation of off-campus internships has a beneficial effect on self-efficacy, job readiness, and career choices. Internships enable students to gain and apply new information in practical skills [3]. Self-efficacy is a measure of the advantages gained by implementing Work-Based Learning (WBL) in more detail. It acts as an intervening variable that influences the ultimate outcome of practical learning implementation [9]. The study conducted by Holyoak (2013) demonstrates that students generally experience positive outcomes from participating in internships. These benefits include acquiring practical knowledge that surpasses what can be learned in the classroom, gaining exposure to real-world work environments, which motivates them to further enhance their skills, and fostering independence in their learning [29].

Additional studies demonstrate the factors influencing students' selection of an institution for internships. Comprises both factual and subjective elements. The objective parts include training programs, compensation, and mileage. On the other hand, the subjective factor encompasses amiable coworkers and corporate profiles [10]. Upon analysis and comparison, the examined variable aspects and component indicators from prior research seem to align well with the first indication of this study, which pertains to its influence on academic and professional goals. However, this research does not analyze the other two indicators, especially in relation to the WBL variable.

The variable LIS encompasses four distinct variables, namely: 1) Critical thinking and problem solving (expert thinking); 2) Communication and cooperation (complex communication); 3) Creativity and innovation (applied imagination and invention) [30]. The primary element of this LIS is the cultivation of critical thinking and problem-solving skills, which are essential for continuous learning and innovative endeavors. Critical thinking and problem-solving are fundamental abilities for 21st-century learning [31]. These skills include analyzing, interpreting, evaluating, summarizing, and synthesizing information. Moreover, the application of learning may be achieved via the use of the inquiry and problem-solving technique. 1) The goal of developing critical thinking and problem-solving abilities in students is to enable them to successfully reason and use different styles of reasoning, such as inductive and deductive reasoning, as suited to the given scenario. 2) Utilize systems thinking, which involves analyzing the interactions between components of a whole to generate comprehensive results in intricate systems. 3) The ability to make informed decisions involves effectively analyzing and evaluating evidence, arguments, claims, and beliefs. It also requires analyzing and evaluating major alternative points of view, synthesizing and making connections between information and arguments, interpreting information, and drawing conclusions based on the best analysis. Additionally, it involves reflecting

critically on learning experiences and processes. 4) Resolve challenges, encompassing: (a) tackle diverse types of unfamiliar difficulties using both traditional and creative approaches; (b) recognize and pose meaningful inquiries that elucidate alternative perspectives and result in improved solutions [32]. Moreover, the acquisition of these abilities may be facilitated by the implementation of project-based learning or by engaging in the process of issue analysis, solution identification, and conclusion drawing.

The second component of skills in the LIS framework consists of talents in communications and collaborations. The P21 framework states that these talents are intended to empower people to communicate and collaborate successfully with others [32]. Furthermore, the ability to effectively communicate and collaborate in a harmonic manner is an essential skill in the area of economics in the 21st century [33]. Communication is the essential process of effectively and clearly conveying information in a way that is readily comprehensible. Additionally, it necessitates the courage to disseminate information to others [33]. The talents and competencies mentioned in this context include the capability to proficiently convey information to an audience, clearly and comprehensively explain concepts, and be open to the exchange of ideas [34]. Communication competence may be described as the ability to effectively transmit or express a cohesive message to individuals or collectives. Proficient communication abilities are essential for ensuring that the intended message is accurately understood by the recipient, hence reducing the likelihood of misunderstanding or confusion.

Within the framework of P21, students are explicitly taught the skills of proficient communication and collaboration in team settings, both with their peers and in a wider social context [3]. Collaboration, essentially, is the act of forming a link or network. The interaction involves a reciprocal exchange of ideas and knowledge with the aim of achieving goals and promoting innovation [35]. Therefore, it is essential to foster the skills of pupils to work together. By cultivating the ability to think critically, solve problems, and make decisions, it empowers students to examine issues, recognize resolutions, and make well-informed choices. Furthermore, it fosters inclusion by establishing a setting where people may openly articulate their ideas and welcome a wide range of viewpoints. Kozlowski (2006) asserts that collaboration is essential as it facilitates students' active participation in close cooperation with their peers, fostering an understanding that people may have diverse opinions and viewpoints [36].

The last element of LIS is Creativity and Innovation, creativity may be described as the pursuit of understanding and implementing the characteristics of a unique product that is not restricted to any certain field [37]. Runco et al (2012) defines creativity as the result of original and advantageous concepts that have a meaningful impact in a certain domain. Innovation may be seen as a form of creativity, including the generation or invention of anything new that significantly deviates from previous ideas [38]. In the framework of education in the 21st century, the acquisition of creativity is necessary and plays a vital role as a valuable skill [39]. The contemporary framework for creativity and innovation has three primary components: (1) the aptitude for original thinking, (2) the capability to engage in creative collaboration with others, and (3) the proficiency to effectively implement novel concepts [38]. States that the creative thinking process requires an open attitude, a propensity for risk-taking, an embrace of variety, self-discipline,

and confidence in group dynamics [37]. Enhancing students' cognitive skills may be accomplished by establishing an authentic learning setting that provides real-life experiences and utilizes appropriate instructional frameworks [36]. The learning system of the 21st century should empower pupils to develop their creativity and ingenuity, promoting social interactions and self-control, while also yielding practical expressions of their innovative thoughts. The ideal social dynamic is engaging in collaborative efforts, exchanging ideas and opinions, and understanding the nuances involved in assessing, resolving problems, and reaching conclusions. Suggest that it is feasible to consistently develop and improve creative and innovative abilities. Learning and innovation skills include a set of competencies that empower people to successfully perform as learners, employees, and contributors to society in the 21st century.

The study resulted in the development of an assessment instrument that was thoroughly investigated and evaluated, with a special emphasis on the implementation of work-based learning via internships and the improvement of students' creative skills over the internship duration. The creation of this assessment instrument was based on relevant concepts, demonstrating a strong scientific basis. Furthermore, this tool may be used in various academic fields without any limitations, since the assessment criteria are not exclusive to any single scientific subject. This research was restricted to conducting tests inside a solitary facility. Hence, it is feasible to perform a thorough evaluation of the accuracy and consistency of the extensive tools employed to assess the implementation of Work-Based Learning (WBL) and Mindfulness-Based (LIS) techniques in students by subjecting the instrument to testing on a sample size of 100 or more individuals. The developed tool may be used to evaluate work-based learning (WBL) activities via an internship approach and identify the progress of students' mental and behavioral (LIS) skills as a consequence of implementing WBL. This research aims to develop an evaluation instrument that evaluates the efficacy of work-based learning within the internship model and the impact of the internship on LIS.

4. CONCLUSIONS

Based on the findings and discussions, it can be stated that the content validity of the WBL variable, examined using Aiken's V formula, has a validity percentage of 50% for high validity and 50% for medium validity. The LIS variable has a high validity of 89.74% and a medium validity of 10.26%. The WBL variable has a total of 32 elements, whereas the LIS variable has 39 items. The validity criterion testing is assessed using the Product Moment Correlation. Two items related to WBL-MB variables are found to be invalid and are thus excluded from the analysis. However, all items related to the LIS variable are deemed legitimate. Three Reliability testing was conducted using Cronbach's Alpha. The WBL variable had a reliability coefficient of 0.942, while the LIS variable had a coefficient of 1,000. Based on these results, it can be assumed that the proposed instrument is valid and reliable for assessing students' WBL-MB and LIS activities.

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