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DISRUPTING CURRICULAR INERTIA: PT. STECHOQ'S LEARNER-CENTRIC APPROACH WITHIN INDONESIA'S MBKM POLICY FRAMEWORK

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Abstract: *The Merdeka Belajar Kampus Merdeka (MBKM) curriculum in Indonesia aims to transform higher education through learner-centric, competency-based learning. However, a gap persists between policy ideals (e.g., student agency, industry alignment) and reality, where rigid curricula and institutional inertia dominate, particularly in Islamic state institutions. This study examines PT. Stechoq Robotika Indonesia's Magang Bersertifikat dan Studi Independen (MSIP) program as a novel corporate-driven intervention to bridge this gap. By embedding its vision of innovation and national pride into the MSIP, PT. Stechoq employs first principle thinking to disrupt traditional education models, prioritizing student agency through real-world project design, ecosystem-building, and competency-based assessments. Using a scoping review and stakeholder interviews, the research analyzes the program's alignment with MBKM goals and its impact on addressing curricular stagnation. Findings reveal that the MSIP fosters self-directed learning, enabling students to design personalized curricula and develop industry-relevant skills, thereby challenging outdated pedagogies. The study underscores PT. Stechoq's corporate vision as a catalyst for policy-relevant innovation, offering a model for how startups can partner with governments to engineer disruptive educational ecosystems. This work fills a critical gap in education policy research by highlighting corporate-driven solutions to systemic curriculum challenges.*

Keywords: Engineering Innovation, Learner-Centric Education, MBKM Curriculum, First Principle Thinking, Corporate Vision

Abstrak: Kurikulum Merdeka Belajar Kampus Merdeka (MBKM) di Indonesia bertujuan mereformasi pendidikan tinggi melalui pendekatan berbasis kompetensi dan siswa. Namun, kesenjangan tetap terjadi antara tujuan kebijakan, misalnya, otonomi siswa, integrasi industri dengan realitas, di mana kurikulum kaku dan ketidakmampuan institusi masih mendominasi, terutama di lembaga pendidikan Islam. Penelitian ini menganalisis program Magang Bersertifikat dan Studi Independen (MSIP) PT. Stechoq Robotika Indonesia sebagai intervensi korporasi inovatif untuk mengatasi kesenjangan ini. Dengan menyisipkan visi inovasi dan kebanggaan nasional ke dalam MSIP, PT. Stechoq menggunakan first principle thinking untuk mengganggu model pendidikan tradisional, memprioritaskan kebebasan belajar melalui desain proyek nyata, pembangunan ekosistem, dan penilaian berbasis kompetensi. Menggunakan tinjauan skoping dan wawancara stakeholder, penelitian ini menganalisis aliansi program dengan tujuan MBKM dan dampaknya dalam mengatasi stagnasi kurikulum. Temuan menunjukkan bahwa MSIP mendorong pembelajaran mandiri, memungkinkan siswa merancang kurikulum personal dan mengembangkan keterampilan industri, sehingga menantang pedagogi usang. Penelitian ini menegaskan peran visi korporasi PT. Stechoq sebagai katalis inovasi berbasis kebijakan, menawarkan model kolaborasi antara startup dan pemerintah untuk menghasilkan ekosistem pendidikan yang revolusioner. Studi ini mengisi celah dalam penelitian kebijakan pendidikan dengan menyoroti solusi korporasi terhadap tantangan kurikulum sistemik

Kata kunci: Penguatan Inovasi, Pendidikan Berbasis Siswa, Kurikulum MBKM, First Principle Thinking, Visi Korporasi.

INTRODUCTION

The *Merdeka Belajar Kampus Merdeka* (MBKM) curriculum, introduced by Indonesia's Ministry of Higher Education, Science, and Technology, represents a transformative policy agenda aimed at advancing learner-centric and competency-based education. It promotes student agency, industry collaboration, and flexible pathways to align academic outcomes with national development priorities and global competitiveness. Yet, despite its ambitious vision, implementation across Indonesian universities, particularly Islamic state institutions, remains constrained by rigid curricula, bureaucratic inertia, and limited industry engagement (Mesenu & Yernawilis, 2025; Nasik & Setiawan, 2020; Puspitasari, 2023). In addition, the traditional pedagogies continue to dominate, creating a gap between policy ideals and institutional practice that underscores the urgent need for alternative models of educational innovation.

Several studies highlighted the potential of corporate-academia partnerships to bridge education-industry gaps, few studies have explored how millennial-led startups like PT. Stechoq Robotika Indonesia operationalize disruptive frameworks such as first principle thinking to engineer systemic change in education policy. Existing literature often focuses on top-down government initiatives or large corporations, overlooking the role of agile startups in reimagining pedagogical ecosystems (Etzkowitz & Zhou, 2017; Noya et al., 2023). This vision drives the development of the company's ecosystem, including its programs and products, with the aim of cultivating young leaders who contribute to Indonesia's 2045 vision (BAPENAS, 2019; Kementrian PPN/Bappenas, 2017). The MBKM curriculum aims to provide freedom and independence to students in designing their own learning paths and selecting courses according to their interests and aspirations. The MBKM curriculum empowers students to take charge of their education and actively participate in shaping their own learning experiences, which emphasized interdisciplinary learning, which encourages students to explore various fields of study (Kemendikbudristek, 2022; Meilia & Erlangga, 2022). Additionally, the curriculum of MBKM aims to develop the soft skills of students, including critical thinking, communication, and problem-solving, which are imperative for success in today's rapidly changing world.

Despite the ambitious vision of MBKM, a critical gap persists in understanding how corporate-led innovations align with national policy goals to reshape not only curricula but the broader culture of higher education. Existing literature seldom explores how startups, such as PT. Stechoq, embed values of Indonesian pride and problem-solving agility into programs like *Magang Bersertifikat dan Studi Independen* (MSIP) to disrupt rigid curricular structures and cultivate innovation. This gap is most evident in Islamic state institutions, where conservative pedagogical norms and bureaucratic inertia continue to limit the transformative potential of MBKM reforms.

Therefore, the study highlights the transformative potential of first principle thinking in redefining

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education-industry partnerships, offering policymakers a replicable framework to foster innovation through the triple helix model, a collaboration between universities, governments, and industry that prioritizes student agency and national development goals.

REVIEW OF LITERATURE

Indonesia's *Merdeka Belajar Kampus Merdeka (MBKM)* curriculum seeks to strengthen industry–university linkages through student-centered innovation. However, scholarship rarely examines how corporate visions, particularly those of startups, operationalize policy goals by disrupting entrenched educational paradigms. This review situates learner-centered models within Edu-Business ecosystems, highlighting triple helix collaborations among universities, industry, and government as mechanisms to bridge these gaps.

Corporate Vision and Innovation in Edu-Business

Recent studies highlighted how startups leverage first-principle thinking to disrupt traditional education models (Meyer et al., 2019; Murillo-Luna & Hernández-Trasobares, 2023; Tasueva & Borisova, 2022). For instance, within a triple helix environment, the work on disruptive innovation in education emphasizes corporate agility in addressing gaps like accessibility and relevance (Paguini & Sisephaputra, 2024; Shofiy Fadila Sasongko Puteri, 2025). Similarly, PT. Stechoq's vision aligns with this trend but diverges by integrating learner-centric design within Indonesia's *Merdeka Belajar Kampus Merdeka* (MBKM) framework, a nuance less explored in global literature. Christensen's model focuses on market-driven disruption (e.g., MOOCs, Edu-tech platforms), whereas PT. Stechoq operationalizes first principles to engineer systemic change within a policy-specific context. The startup's *Magang Bersertifikat dan Studi Independen* (MSIP) program exemplifies a deconstructing educational challenge to foundational truths in student agency, real-world problem-solving. PT. Stechoq designs curricula that align with MBKM's goals of competency-based learning and industry relevance. Unlike global case studies, PT. Stechoq's innovation is not merely a product or service but a policy-responsive ecosystem that bridges startup agility with national educational priorities. This approach contrasts sharply with Western-centric analyses, which rarely examine how startups operationalize innovation within rigid institutional frameworks like Islamic state universities. The gap lies in understanding how corporate vision can simultaneously disrupt traditional pedagogies and comply with, or reshape, policy mandates. PT. Stechoq's case thus offers a critical lens for rethinking Edu-Business innovation as a policy-driven, culturally attuned process rather than a standalone market intervention.

Learner-Centric Education in Policy Frameworks

Indonesia's Merdeka Belajar Kampus Merdeka (MBKM) policy aims to shift toward learner-centric education by prioritizing student autonomy and personalized learning. However, Sutrisno & Nuryanto (2022) critique its implementation gaps, citing rigid institutional cultures that perpetuate teacher-centered pedagogies, such as lecture-dominated classes, rote memorization assessments, and limited opportunities for industry-linked projects. Learner-centric education, globally recognized for enhancing motivation and outcomes through self-directed learning, contrasts sharply with Indonesia's traditional emphasis on rote memorization and hierarchical

classrooms. Exceptions exist, as the Islamic boarding schools (Dayah) encourage autonomous thinking and knowledge interpretation through dialogical learning and flexible study practices, free from rigid bureaucratic curricula (Syahadatina & Afnan, 2023; Zainuri et al., 2023). Similarly, Edu-tech startups like Our Table succeed by offering personalized support via interactive platforms, homework assistance, and tutor discussions, fostering student agency (Noya et al., 2023).

PT. Stechoq's MSIP internship program further exemplifies this shift, embedding industry collaboration into curricula to foster student agency, yet its impact remains under-researched in peer-reviewed literature (Rahmadia et al., 2022). Despite MBKM's policy goals, systemic barriers persist, universities often lack the flexibility to adopt competency-based assessments or redesign rigid curricula (Hersusetiyati & Chandra, 2022; Kodrat, 2021). The tension between policy ideals and institutional inertia underscores a critical gap. While pesantren and Edu-tech demonstrate grassroots innovation, large-scale adoption requires systemic reforms to dismantle cultural resistance and incentivize agile, student-driven models. This duality, policy ambition versus implementation challenges, highlights the need for empirical studies on frameworks like PT. Stechoq's to bridge the gap between learner-centric theory and practice in Indonesia's education landscape.

First-Principles Thinking in Educational Disruption

First principle thinking involves breaking down complex problems into fundamental elements and reassembling them to create innovative solutions (Etzkowitz & Zhou, 2017; Tan & Xiao, 2025). Popularized by Elon Musk in tech, this approach has yet to gain traction in education (Clear, 2024; Vithalani & Panchamahabhuta, 2021). In educational contexts, it means rethinking learning's purpose, learner needs, and delivery methods from scratch, for instance, the Feynman Technique distills knowledge to its core, aligning with first principles by prioritizing simplicity (Model Thinkers). The collaborative teams challenging norms could further apply this method, as seen in PT. Stechoq's modular micro-learning design, which deconstructs vocational training into foundational skills like coding basics before project work. While Musk's first-principles approach revolutionized tech, its educational applications remain underexplored. Existing studies, such as Zawacki-Richter et al. (2021), apply first principles to STEM education, focusing on classroom pedagogy (e.g., problem-based learning). However, existing frameworks rarely address the systemic alignment between corporate visions and national education policies. This limitation constitutes the main theoretical gap: while policy studies emphasize learner-centered reforms, they often neglect how corporate-driven innovations operationalize these goals within rigid institutional contexts.

PT. Stechoq's corporate-driven application, its MSIP program's project-based learning, contrasts sharply with academic-only models. Unlike Khan Academy's global disruption, PT. Stechoq's approach reflects a policy-responsive innovation, aligning with Indonesia's MBKM framework to engineer systemic change. This study highlights how corporate frameworks operationalize first principles to address gaps in traditional pedagogy and policy implementation.

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METHOD

This study examined how PT. Stechoq Robotika Indonesia's corporate vision, rooted in innovation, first principle thinking, and national identity, aligns with the MBKM curriculum to transform educational ecosystems in Islamic state institutions, addressing the gap in understanding the cultural impact of agile startups beyond policy compliance or curricular change.

A qualitative case study design is employed to investigate the complex interplay between PT. Stechoq's vision and its implementation within Indonesia's educational landscape, with a scoping review (Arksey & O'Malley, 2005; Pham et al., 2014; Thomas et al., 2023), used as a supporting method to contextualize existing scholarship.

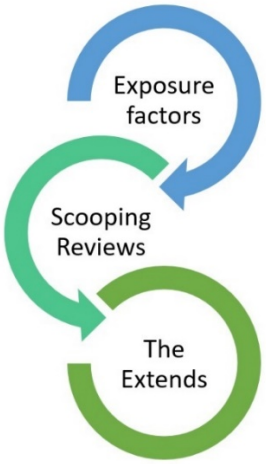

Figure 1. Scoping review timeline (Arksey & O'Malley, 2005)

This approach is ideal for capturing the contextual nuances of how the startup's learner-centric model and MSIP program disrupt traditional pedagogical norms (Putri & Rahmawati, 2022; Suharto et al., 2022). To explore how PT. Stechoq's corporate vision aligns with Indonesia's MBKM policy in disrupting traditional education ecosystems, this study employs a qualitative case study. The data sources include PT. Stechoq's *Magang Bersertifikat dan Studi Independen* (MSIP) program, relevant policy documents, and existing literature on MBKM implementation, corporate-driven education innovation, and first principle thinking. Data collection techniques consist of direct observation of the MSIP program, stakeholder interviews, and document analysis, supported by a scoping review to contextualize prior scholarship.

The study collected qualitative data from key stakeholders, including PT. Stechoq's leadership, educators, students, and MBKM policymakers. The interview guide included open-ended questions targeting perceptions of the startup's vision, its alignment with MBKM goals, and its cultural impact (McIntosh & Morse, 2015). The study employed a scoping review framework to analyze six key factors: (1) corporate vision alignment, (2) program/curriculum goals, (3) intern selection and performance criteria, (4) MBKM curriculum structure, (5) stakeholder experiences, and (6) first principle thinking application. Data were collected via structured interviews using purposive sampling (Campbell et al., 2020; Tongco, 2007), with three target groups: (a) PT. Stechoq management (n=5) to assess vision and strategy, (b) tutors (n=8) to evaluate curriculum design, and (c) interns (n=12) to capture experiential insights. The instrument applied a first principle thinking approach, formulating

questions around core elements, learner agency, industry alignment, and innovation, to capture how PT. Stechoq's vision operationalizes MBKM goals through systemic cultural change beyond mere curricular compliance.

Figure 2. The extended timelines of Study (Arksey & O'Malley, 2005)

In Scooping review, the first principal thinking is a problem-solving approach that involves breakingto support the scoping review, interview data from PT. Stechoq management, tutors, and interns were triangulated with literature findings, allowing policy insights from prior studies to be compared with lived experiences and institutional practices. This integration ensured that the case study analysis captured both theoretical perspectives and empirical realities. Accordingly, the tables bellow highlighted the items categories, targets, contents, and expose factors, which were asked during online meeting sections.

Table 1. The exposure factors of semi-structure interview items for The CEO of PT. Stechoq Robotika Indonesia

Beneficiaries 1			The CEO	
No	Category	Target	Question Item	Expose Factors
1	Corporate Vision	To understand the CEO's understanding and communication of the company's corporate vision and how it is reflected in the internship program and MBKM curriculum	"*Can you tell us about PT. Stechoq's corporate vision and how it is integrated into the internship program and MBKM curriculum?*"	To gain insight into how the company's core values are incorporated into the internship program and MBKM curriculum, and how this contributes to the overall success of the program and curriculum
2	Strategy	To define the company's strategy for promoting innovative products and supporting the MSIP program	"*How does PT. Stechoq promote innovative products and support the MSIP program?*	To gain insight into how the company's approach to innovation and support of the MSIP program contributes to the success of the internship program and MBKM curriculum
3	The Intern Selection and Performance	To understand the CEO's approach to selecting interns and measuring their performance	"*How do you select interns and measure their performance?*"	To gain insight into the criteria used to select interns and how their performance is evaluated, and how this contributes to the success of the internship program and MBKM curriculum
4	The First Principle Thinking	To understand how the internship program and MBKM curriculum align with the first principle thinking approach	*"In what ways does the internship program and MBKM curriculum align with the first principle*	To gain insight into how the company's approach to first principle thinking is reflected in the internship program and MBKM curriculum, and how this

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			thinking approach?"	contributes to the overall success of the program and curriculum
5	Alignment	To understand how the CEO ensures that the program aligns with the company's corporate vision and values	"*How do you ensure that the program aligns with the achievement of the company's corporate vision and values?*"	To gain insight into how the company's corporate vision and values are integrated into the internship program and MBKM curriculum, and how this contributes to the overall success of the program and curriculum

The semi-structured interview questions above are designed to address the various aspects of the study on PT. Stechoq Robotika Indonesia's internship program and MBKM curriculum.

Table 2. The exposure factors of semi-structure interview items for the managers of PT. Stechoq Robotika Indonesia

Beneficiaries 2		The Manager		
No	Category	Target	Question Item	Expose Factors
1	Alignment	To understand how the managers, ensure that the internship program aligns with the company's corporate vision and values	"*How do you ensure that the internship program aligns with the company's corporate vision and values?*"	To gain insight into how the managers ensure that the internship program is aligned with the company's corporate vision and values, and how this contributes to the overall success of the program
2	The Intern Selection and Performance	To understand the managers' approach to selecting interns and measuring their performance	"*Can you describe the process for selecting interns and measuring their performance?*"	To gain insight into the criteria used to select interns and how their performance is evaluated, and how this contributes to the success of the internship program
3	Professional Development	To understand how the company supports the professional development of its interns	"*How does the company support the professional development of its interns?"*	To gain insight into the strategies and resources used by the company to support the professional development of its interns, and how this contributes to the overall success of the program

The Table 2 particularly targeted the managers of the entity. The questions explored the alignment, the intern selection and performance, and professional development which define their perspective on policy and management, with the company's values.

Table 3. The exposure factors of semi-structure interview items for the MBSIB program tutors of PT. Stechoq Robotika Indonesia

Beneficiaries 3		the MBSIB program tutors		
No	Category	Target	Question Item	Expose Factors
1	Curriculum Design	To understand how the MBKM curriculum prioritizes student agency and self-directed learning	"*How does the MBKM curriculum prioritize student agency and self-directed learning?*"	To gain insight into the strategies and resources used by the tutors to prioritize student agency and self-directed learning in the MBKM curriculum, and how this contributes to the overall success of the program
2	Curriculum Design	To understand how the tutors, design the MBKM curriculum to address complex problems in the Edu-business industry	"*How do the tutors design the MBKM curriculum to address complex problems in the Edu-business industry?*"	To gain insight into the strategies and resources used by the tutors to design the MBKM curriculum to address complex problems in the Edu-business industry, and how this contributes to the overall success of the program

The interviewers provide insight into the tutors' approach to teaching and how they incorporate important concepts and skills into the curriculum.

Table 4. The exposure factors of semi-structure interview items for the internship students of PT. Stechoq Robotika Indonesia

Beneficiaries 4		The internship students		
No	Category	Target	Question Item	Expose Factors
1	Professional Development	To understand how the internship program has contributed to the professional development of the internship students	"*How has the internship program contributed to your professional development?"*	To gain insight into the internship students' experiences and perceptions of the internship program, and how it has contributed to their professional development
2	Project and Skill Development	To understand the specific projects and skills gained by the internship students during the internship program	"*Can you describe a project you worked on during the internship program and the skills you gained from it?*"	To gain insight into the specific projects and skills gained by the internship students during the internship program, and how this contributes to their professional development

Additionally, the table 4 targeted the internship students of PT. Stechoq Robotika Indonesia, and provided insight into the students' personal experiences and professional development during their participation in the internship program. Asking about the students' personal experiences can help the company understand the effectiveness of the program in terms of achieving its intended goals, as well as identifying areas for improvement. The semi-structure interview items aim to gain insight into how interns are selected and evaluated, how the company promotes innovation, and how the internship program and MBKM curriculum incorporate the principles of first principle thinking. Understanding these factors can help the research team identify strengths and weaknesses in the program and curriculum, and recommend improvements or changes as necessary. Overall, the instruments involved questioning assumptions about these concepts and looking at them from different angles to gain a deeper understanding of their underlying principles.

Data analysis employed thematic analysis with inductive coding, guided by a first principle thinking approach (Tan & Xiao, 2025; Vithalani & Panchamahabhuta, 2021), the top-down analysis, as projected on the **figure 2** below.

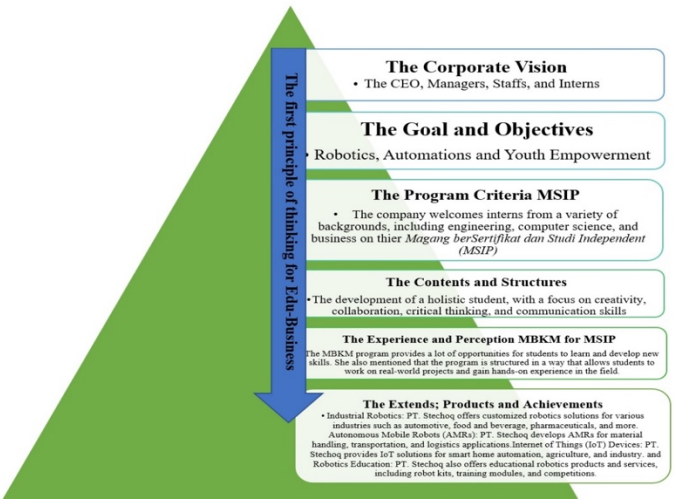

Figure 2. The Top-Down Scooping Reviews of PT. Stechoq Corporate Vision (Daffa Lazuardy Noer, 2023b)

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Interview transcripts and policy documents were systematically coded to identify recurring themes, which were then distilled into core principles such as learner agency, industry alignment, and innovation. This iterative process ensured that the analysis moved beyond surface-level compliance to capture systemic cultural change within PT. Stechoq's internship programs and the MBKM curriculum. A scoping review was employed as a supporting method to contextualize these findings, mapping existing literature on MBKM implementation, corporate-driven education innovation, and first principle thinking. The integration of case study data and scoping review evidence highlighted how complex issues, corporate vision, MBKM policy, and Edu-Business ecosystems, ware broken down into fundamental components, thereby fostering triple helix collaborations among education, government, and industry.

The ethical considerations are considered throughout the research process. The researcher has obtained ethical clearance from the relevant authorities before commencing the study. The researcher ensures that the privacy and confidentiality of the sources of information are protected. The following interviews were conducted around July to October 2022, and officially recorded as the letter of consent between the researcher and despondences.

FINDING AND DISCUSSION

The article highlighted result finding on the exposure factors of scoping review, essentially, in the approach, the basic components are; (1). The entity, PT. Stechoq Robotika Indonesia and (2). The scooping review factors and interview result.

PT. Stechoq Robotika Indonesia

The corporate entity, PT. Stechoq Robotika Indonesia, is a corporate entity located at Jl. Belimbing A17 Perum. Sidoarum Blok II, Kec. Godean, Kab. Sleman, D.I. Yogyakarta 55264. The entity is an R&D company founded in 2015 with a focus on Industry 4.0 and the Internet of Things (IoT). In addition, this entity is also a partner of the Merdeka Belajar Kampus Merdeka initiative under the Ministry of Education and Culture, and the Ministry of Research and Technology, which is determined to produce research products by young adults aged 20 to 38 years in the form of start-up entities. PT. Stechoc Robotika Indonesia has a diverse range of industrial partners, including the Ministry of Industry, PT. Toyota Manufacturing Indonesia, RISTEK-BRIN, KedaiReka, and others. Interestingly, PT. Stechoc Robotika Indonesia has its philosophical foundation rooted in Islamic education and Science & Technology in Holy Qur'an (STECHOQ). It is an initiative that was developed from the world of *pesantren* (Islamic Boarding School) and has evolved into a start-up company focused on robotics technology solutions and industrial research.

The Scooping Review Factors and Interview Result

The scooping review highlighted the six components which also supported with the semi-structured interview which targeted to the CEO, managements, tutors, and the student.

The entity's corporate vision

The corporate vision of "*Berkarya untuk Bangsa*" is the commitment which is resemble to achieving its

corporate vision through first principle thinking, which involves breaking down complex problems into fundamental parts and reasoning from those principles.

Table 5. The scooping review study on corporate vision

(1). The entity's corporate vision	
Expose Factor	The corporate vision *"Berkarya untuk Bangsa"*
The first principle thinking	*"Berkarya untuk Bangsa"* is the fundamental commitment
The Extend Trends	To patronize and to prioritize the development of skills and knowledge in real-world projects that address the complex problems of late curriculums in both public state universities, Islamic state institutions, and covering cross-breed department as well.

The table 5 signified the corporate vision is the fundamental commitment which patronized and prioritize the basic concept of higher institutional education for preparing the students' experience, learning, design their curriculum, and learn and develop new skills on real-world projects, gaining hands-on experience in the field. As stated by the company's CEO, Malik Khidir;

"We believe that our work must contribute to the betterment of the nation, and that we can achieve this through our core business in the R&D industry and the development of innovative products that promote Indonesian national pride, yet we did not register our patent for being open-source, giving opportunity to be developed"

His commitment to the nation is further supported by their internship programs and MBKM curriculum, which prioritize the development of skills and knowledge in real-world projects that address the complex problems of late curriculums in both public state universities, Islamic state institutions, and covering cross-breed department as well. Furthermore, The CEO continued:

"We invest heavily in research and development, and we encourage our interns to be creative and think outside the box. We provide them with the latest technologies and give them the opportunity to work on projects that have a real impact on the company and society"

The CEO strongly committed his dedication to establish and continue great things of PT. Stechoq Robotika Indonesia is rooted in their both internal and external ecosystems. The committed to the beginning of the corporate vision, value, and culture. The CEO commitment is projected on the company culture objective which broadcasting on YouTube. Finally, the CEO also pointed that;

"We ensure that the program aligns with the achievement of the company's corporate vision and values by regularly evaluating our interns' progress and assessing how their work contributes to the overall goals of the company. We also encourage open communication and feedback, both from our interns and from our employees, to ensure that we are always working towards our shared vision for a better Indonesia"

The company's efforts in supporting the MSIP program, promoting Indonesian national pride, and disrupting the Edu-business industry through its core business in the R&D sector are all testament to the company's unwavering dedication to realizing this vision.

The specific goals and objectives of the internship program and MBKM curriculum.

The specific goals and objectives for the internship program and MBKM curriculum are based on

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the legal foundations, which also endorsed by the Ministry of Research, Technology and Higher Education Indonesia. The specific goals and objectives are tranced to the 4th regulation for the students' opportunity in having the right to study for 3 semesters outside the study program, programs offered by research partners, PT. Stechoq Robotics Indonesia.

Table 6. The scooping review study on specific goals and objectives to MBKM curriculum

(2). The Bills and legal standing for the internship (MSIP) in MBKM curriculum	
Expose Factor	The Bills and Legal Foundations; A. The bills of the Ministry of Research, Technology and Higher Education in Indonesia, No. 3 of 2020, about the national standard of higher education systems, particularly, the regulations of internship program: • The article 14th for the process in the act of (1), the formulation of the program in the act of (9). • The article 15th for the forms of internship programs, considering the act 1st, and inter or crossbreed department as on the act 2nd for the partner organization body • The article 18th for supporting non-government based or/and government-based facility institution, as stated on act 1st and the 2nd, and 3rd for the program durations, and cooperation for outside university or/and cooperation. B. Regulation of the Minister of Education and Culture Number 58 of 2019 concerning the Development of Internship Programs in Secondary and Higher Education C. Regulation of the Minister of Economic Affairs Coordination Number 1 of 2020 concerning Economic Stimulus Policies to Overcome the Impact of the Spread of Coronavirus Disease 2019 (Covid-19) and/or Face the Possibility of Economic Recession D. Presidential Regulation Number 6 of 2020 concerning National Economic Strengthening in the Face of the Impact of Coronavirus Disease 2019 (Covid-19) Pandemic and/or Facing the Possibility of Economic Recession E. Law No. 11 of 2020 concerning Job Creation F. Regulation of the Minister of Finance Number 44/PMK.01/2020 concerning the Provision of Corporate Income Tax Incentives for Companies Providing Education Assistance in the Internship Program.
The first principle thinking	The right to study for three semesters outside of the study program is to improve the competency of graduates in both soft and hard skills, making them better prepared and relevant to the needs of the times, and to prepare graduates as excellent and personality-rich future leaders of the nation. Experiential learning programs with flexible pathways are expected to facilitate students in developing their potential in accordance with their passions and talents.
The Extend Trends	The MSIP Internship is design to acknowledge this following expertise; the Robotics, Automations and Youth Empowerment

The main concern on the bills of the Ministry of Research, Technology and Higher Education in Indonesia, No. 3 of 2020, about the national standard of higher education systems, particularly, the regulations of internship program. The regulations aim to shield and empower stakeholders, and innovative products. The bills align with the first principle thinking approach and prioritizes student agency and self-directed learning, allowing interns to take ownership of their learning and develop new skills on real-world projects. Moreover, these bills promote diversity and inclusivity, ensuring that interns from all backgrounds and expertise have equal opportunities to learn and grow in their respective fields. Thus, PT. Stechoq Robotika Indonesia's internship program and MBKM curriculum serve as a model for other companies, emphasizing the importance of first principle thinking and

student-centered approaches in promoting innovation and growth in the Edu-business industry.

The criteria and process for selecting interns and measuring their performance

The selection for internship candidates who share our passion for innovation and have the necessary skills and expertise to contribute to our projects. The management measure their performance based on their ability to meet project objectives, their creativity, and their ability to work collaboratively with others. Accordingly, there are two mangers who gave response to address the selection and placement of the internship program.

Table 7. The scooping review study on selecting interns and measuring their performance

(3). The selection and performance measurement	
Expose Factor	The company welcomes interns from a variety of backgrounds, including engineering, computer science, and business on thier Magang berSertifikat dan Studi Independent (MSIP)
The first principle thinking	According to the managers interview, there four main criteria's, they as follow: 1. Passion and interest: The candidate should demonstrate a genuine interest in the field of robotics and automation and have a passion for learning and exploring new technologies. 2. Relevant skills and knowledge: The candidate should possess the necessary skills and knowledge required for the internship position, including programming, data analysis, and problem-solving skills. 3. Teamwork and communication skills: The candidate should have good interpersonal skills and be able to work effectively in a team environment. 4. Attitude and work ethic: The candidate should have a positive attitude, a strong work ethic, and a willingness to learn and take on new challenges.
The Extend Trends	The company seeks candidates who are motivated, passionate, and willing to learn and grow both personally and professionally during their internship.

In the table 7, the following managers take great care to ensure that our internship program aligns with the company's corporate vision and values. they start by selecting interns who are passionate about the field of robotics and have a strong work ethic.

"To ensure that our internship program aligns with our corporate vision and values, we have a rigorous screening process for selecting interns. We look for candidates who are not only technically skilled but also share our company's values of innovation, integrity, and social responsibility. We also have a comprehensive onboarding process where we introduce our interns to our company culture and values, and how their work contributes to achieving our vision. Additionally, we regularly check in with our interns to ensure they are aligned with our values and vision and provide them with feedback and support throughout their internship"

They also look for candidates who share our commitment to innovation, sustainability, and social responsibility. Once selected, they provide our interns with a comprehensive onboarding process that includes an orientation to our company culture, vision, and values.

"At PT. Stechoq Robotika Indonesia, we believe that the performance of our interns reflects our company's success. To ensure that we select the best candidates and measure their performance effectively, we have a rigorous selection process that includes technical assessments and interviews. During their internship, we provide our interns with clear goals and objectives, regular feedback and coaching, and opportunities for professional

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development. We also track their progress and performance through a combination of qualitative and quantitative metrics, including project outcomes, collaboration skills, and overall impact on our company's goals".

Furthermore, the entity also requested additional requirements, i.e., the students should have followed robotics competition and other students' activities.

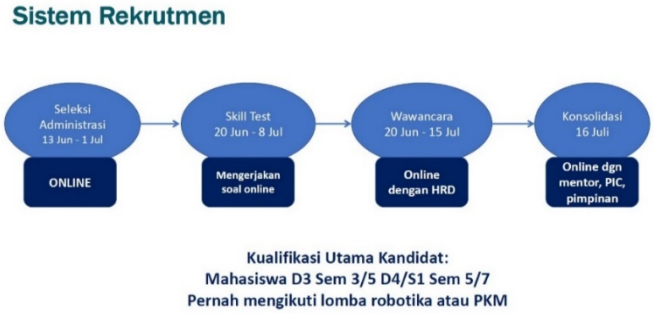

Figure 3. The Internship recruitment system of PT. Stechoq Robotika Indonesia

They also assign each intern a mentor who helps guide them through the program and provides ongoing feedback to ensure they are meeting our expectations. Overall, the managers are committed to providing our interns with a valuable experience that aligns with our company's vision and values, while also helping them grow both personally and professionally.

The content and structure of the MBKM curriculum.

To support the contents and structures of the MBKM curriculum, PT. Stechoq provides internship programs that are distinguished by the active engagement of participants in project work, enabling them to acquire valuable experience from hands-on involvement. The interview results of mentors mentioned about;

"*Mentoring sessions led by experienced mentors are provided, offering students the opportunity to seek consultation regarding the projects they are working on. Additionally, collaborative support is extended to students, as they work together with their peers from diverse key competencies to complete projects. The internship programs offered by PT. Stechoq are designed to support the contents and structures of the MBKM curriculum*"

Then, it confirmed by the manager, he mentioned that;

"This is achieved by providing participants with opportunities for active engagement in project work, allowing them to apply theoretical knowledge gained from the classroom to real-world situations. Through this hands-on involvement, students are able to acquire valuable experience and develop a deeper understanding of the practical application of their academic studies".

Furthermore, the internship programs at PT. Stechoq offer a unique mentoring component, where participants are provided with guidance and support from experienced mentors. The participants added that these mentorships not only provide advice on the specific projects' participants are working on, but also offer insights and guidance on career development and professional growth.

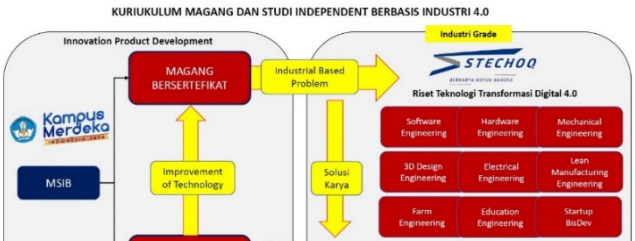

Figure 4. the content and structure of the MBKM curriculum

Overall, the internship programs provided by PT. Stechoq are a key component in supporting the development of well-rounded, competent professionals who are equipped with both theoretical knowledge and practical experience.

The experiences and perceptions of interns and company partners about the program and curriculum

By actively engaging students in project work and providing them with mentorship and collaborative support, PT. Stechoq is committed to preparing the next generation of leaders in the field of robotics and technology. Actually, the researcher interviewed the intern students who came from diverse background, three were has been interviewed, who is an English Education Department, and two others come from Systematic Informatics, and Economics. In addition, these students have similar in common that they are actively in their student's council groups, and have followed robotics competition.

"*During my internship at PT. Stechoq Robotika Indonesia, I was part of a project team that developed an educational teaching material which could be improved the delivery technique with the use of technology. the goal was to create a robot that could be used in the classroom to enhance the learning experience of students in learning English*"

Then, the students mentioned that;

"*Our team worked on creating an interactive online platform that includes various multimedia elements, such as videos, audio recordings, and interactive exercises. The platform is designed to provide students with a more engaging and immersive learning experience, allowing them to practice their English skills in a fun and interactive way*".

Another two interns' students also work in collaboration, they concerned about the valuable skills in content creation, multimedia production, and instructional design. They also learned how to collaborate effectively with a team of professionals from different fields, such as software engineering, graphic design, and educational. Overall, the project was a great opportunity for me to apply the knowledge they gained studies to a real-world project, cross-department collaboration and to develop new skills that will be useful for the future career.

The extends Thread

The extends are the products and achievement as the main support of the government in building holistic human resources by developing the talent and skills of students in the business and industrial world, so that the goal of education to emancipate students in learning can be achieved. It actually supports the career sustainability

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process, which provides good job opportunities that are in line with the original program of study or not, direct involvement in the work environment according to interests and talents that provide a real-world picture of the business-industry.

Table 8. The scooping review on the extends thread for products and achievement

(4). The extends thread for products and achievement	
Expose Factor	PT. Stechoq has a mission; 1). To carry out research and development collaborations for appropriate technology according to the needs of society, 2). To carry out the production process from research results that have been conducted with a lead production system, 3). To provide training and certification in the field of technology education, specifically for students, and 4). To provide training for the community and UMKM with a sustainable program as a form of corporate social responsibility.
The first principle thinking	The 1st vision suggests that PT. Stechoq aims to collaborate with the community to identify their needs and develop technology that addresses those needs. By doing so, PT. Stechoq is likely to create technology that is practical, efficient, and has a direct impact on society. The 2nd vision suggests PT. Stechoq plans to take the lead in production processes by utilizing research results. This can be interpreted as a commitment to continuously improve the production process by using cutting-edge technology and ensuring efficiency. The 3rd vision suggests to developing the technical capabilities of students by providing training and certification programs. The emphasis on technology education suggests that PT. Stechoq recognizes the importance of technological innovation and aims to cultivate future talent. Finally, the 4th highlights PT. Stechoq's commitment to corporate social responsibility. By offering training programs to the community and SMEs, PT. Stechoq is likely to contribute to the sustainable development of the local community.
The Extend Trends	These mission, mission, and culture lead to Industrial Robotics: PT. Stechoq offers customized robotics solutions for various industries such as automotive, food and beverage, pharmaceuticals, and more. Autonomous Mobile Robots (AMRs): PT. Stechoq develops AMRs for material handling, transportation, and logistics applications. Internet of Things (IoT) Devices: PT. Stechoq provides IoT solutions for smart home automation, agriculture, and industry. and Robotics Education: PT. Stechoq also offers educational robotics products and services, including robot kits, training modules, and competitions

The extend of outreach PT. Stechoq mission to carry out research and development collaborations for appropriate technology according to the needs of society, to carry out the production process from research results that have been conducted with a lead production system, to provide training and certification in the field of technology education, specifically for students, to provide training for the community with a sustainable program as a form of corporate social responsibility. Overall, these four visions suggest that PT. Stechoq aims to utilize technology to improve the lives of people and contribute to the sustainable development of society.

DISCUSSION

The study suggests that this approach has resulted that the entity existence is merely depend on millennial human resources in positive way to challenge the more mature carrier organization-body. In addition, they produce and funds their own produces, such as the electro-medic of *Venindo V01 - ICU Ventilator*, the Mini Production System (MPS), and Pendidikan Agama Islam (PAI) dan Tahsin AL Qur'an (Daffa Lazuardy Noer, 2023b, 2023a). The finding highlighted the importance of the triple helix relationship between education, government, and industry in driving innovation and economic development, with PT. Stechoq Robotika

Indonesia's internship program and independent study providing an example of such collaboration. For example, PT. Stechoq Robotika Indonesia has developed an interactive online platform to enhance PAI and Tahsin, which applies theoretical knowledge to real-world projects. The company invests heavily in research and development, and encourages its interns to be creative and think outside the box. They provide the interns with the latest technologies and give them the opportunity to work on projects that have a real impact on the company and society.

The company's commitment to the corporate vision, value, and culture is projected on the company culture objective, which is broadcasted on the YouTube channel. The company ensures that the program aligns with the achievement of the company's corporate vision and values by regularly evaluating interns' progress and assessing how their work contributes to the overall goals of the company. The program and curriculum offered by PT. Stechoq Robotika Indonesia align with the company's vision and values, which focus on utilizing technology to address the needs of society, provide education and training opportunities, and contribute to corporate social responsibility (Academy, 2022; Mardiana Firdaus et al., 2022). The specific examples provided in the text highlight the company's focus on robotics and technology solutions for various industries, as well as robotics education products and services. The funding and industrial coverages provided by the company for these programs further enhance this collaboration and align with the industry's needs. Regarding the application of first principle thinking, the article suggests that breaking down problems into their basic components is crucial for the success of the company. This approach helps identify fundamental aspects of the problem and develop innovative solutions that align with the company's corporate vision and values. According to the CEO, the company's commitment to the nation is further supported by their internship programs and MBKM curriculum, which prioritize the development of skills and knowledge in real-world projects that address the complex problems.

The company also encourages open communication and feedback from interns and employees to ensure that they are always working towards their shared vision for a better Indonesia. Overall, the text highlights the commitment and how it is reflected in its internship programs, MBKM curriculum, and R&D sector. an overview of the specific goals and objectives for the internship program and MBKM curriculum, which are based on the legal foundations endorsed by the Ministry of Research, Technology and Higher Education Indonesia. The regulations aim to empower stakeholders and innovative products, align with the first principle thinking approach, and prioritize student agency and self-directed learning as the fundamental core of innovation.

The internship program and MBKM curriculum aim to improve the competency of graduates in both soft and hard skills, making them better prepared and relevant to the needs of the times, and to prepare graduates as excellent and personality-rich future leaders of the nation. In addition, it is a shift of development for Robotics, Automations, and Youth Empowerment, and experiential learning programs with flexible pathways facilitate students in developing their potential in accordance with their passions and talents. The two topics related to PT. Stechoq Robotika Indonesia: the selection of interns and measuring their performance, and the content and structure of the MBKM curriculum. To select interns, PT. Stechoq Robotika Indonesia looks for candidates who

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are passionate about the field of robotics, have the necessary technical skills and knowledge, possess good interpersonal skills, and have a positive attitude and work ethic. The company also seeks candidates who share their commitment to innovation, sustainability, and social responsibility. The performance of the interns is measured through a combination of qualitative and quantitative metrics, including project outcomes, collaboration skills, and overall impact on the company's goals.

These elements included the corporate vision, the specific goals and objectives of the internship program and MBKM curriculum, the criteria and process for selecting interns and measuring their performance, the content and structure of the MBKM curriculum, the experiences and perceptions of interns and company partners about the program and curriculum, and the extent to which the internship program and MBKM curriculum contribute to the achievement of the company's corporate vision and values. Through this analysis, the authors were able to illustrate how the MSIP program prioritizes student agency and self-directed learning, encourages students to take ownership of their learning, design their curriculum, learn and develop new skills on real-world projects, and gain hands-on experience in the field which support the students' carrier development. Furthermore, the study revealed how PT. Stechoq Robotika Indonesia's corporate vision is grounded on first principle thinking and aims to disrupt the Edu-business industry through its core in the R&D industry and identity of a millennial startup corporate.

CONCLUSION

The use of first principle thinking and a clear corporate vision has allowed the company to create a strong sense of purpose among its employees and interns, resulting in the successful completion of various projects and initiatives. The company's emphasis on a clear and well-communicated corporate vision has helped to create a sense of purpose and direction among interns and staff, which lead to greater engagement and productivity which as the corporate vision, and became mission, culture to be taken as first principle thinking in curriculum design and project development has encouraged creative problem-solving and innovative thinking among interns. Overall, PT. Stechoq Robotika Indonesia's approach to mobilizing the corporate organization body through a clear corporate vision and first principle thinking provides a valuable case study for other companies in the Edu-business industry looking to drive innovation and growth.

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