

## The Effect of the Leaderless Group Discussion (LGD) Method on the Value of Professional Ethics as a Result of the Internship Program at SEAMEO RECFON

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ARTICLE INFO	ABSTRACT
<p><b>Keywords:</b> Leaderless Group Discussion (LGD) Method, Professional Ethics Value, Internship Program at SEAMEO RECFON.</p>	<p><i>This study aims to determine how much influence the learning of the internship program with the Leaderless Group Discussion (LGD) Method has on the Professional Ethics Value of the Internship Program at SEAMEO RECFON. The research method used in this research is Pre- Experimental Design using the One-Shot Case Study Design type. The sample used in this study were students of the Internship Program and Certified Independent Study (MSIB) Batch 6, totaling 30 Internship Participants. In this study, the average (mean) of the results of the participant activity observation sheet was 79% with the criteria "Very Good", this shows that students play an active role in participating in the internship program with the Leaderless Group Discussion (LGD) method. As for the learning outcomes of students, the average (mean) of the results of professional ethics scores was 80 with the criteria "Excellent", this shows that the students' internship program is in excellent criteria after getting treatment (treatment) in the form of the Leaderless Group Discussion (LGD) Method. Based on the results of the calculation of research data, it can be concluded that there is an influence caused by learning an apprenticeship program with the Leaderless Group Discussion (LGD) Method on the Professional Ethics Value of the results of apprentices by 14.9%.</i></p>

### INTRODUCTION

Internship and Certified Independent Study or MSIB is one of the Merdeka Belajar Kampus Merdeka programs organized by the Ministry of Education, Culture, Research and Technology (Kemendikbudristek). The MSIB program aims to provide opportunities for students to learn and develop themselves through activities outside of lecture classes but are still recognized as part of lectures so that they can be converted to credits in student study programs. Apart from the MSIB program, Merdeka Learning Kampus Merdeka also offers other programs which are also intended as a forum for students to gain knowledge and experience in various fields, namely Teaching Campus, Independent Entrepreneurship (Korthagen & Vasalos, 2005), Bangkit, IISMA, and Thematic KKN to Build Villages. In organizing the 2nd wave of MSIB, SEAMEO RECFON (Southeast Asian Ministers of Education Organization Regional Center for Food and Nutrition) is one of the partners working with the Ministry of Education and Culture by providing courses that are used as Independent Studies that can be followed by all university students under the Ministry of Education and Culture.

The literature on the Merdeka Belajar Kampus Merdeka (MBKM) program highlights its role in providing students with real-world skills (Kemendikbudristek, 2023). However, research addressing how specific methods, like LGD, impact students' professional ethics remains sparse. This study addresses this gap by examining LGD's role in cultivating ethical standards within the SEAMEO RECFON internship framework.

This Independent Study activity is one of the ways SEAMEO RECFON carries out its organizational functions, namely, to provide education, increase capacity, research, and disseminate information related to food and nutrition. This Independent Study Activity is one of the ways SEAMEO RECFON provides facilities for university

students under the Ministry of Education and Research to learn new skill sets that cannot be obtained in lecture classes, to realize the objectives of SEAMEO RECFON, namely education, capacity building, research, and dissemination of information related to nutrition and food.

Leaderless Group Discussion (LGD) is a learning method rooted in andragogy, focusing on the exchange of ideas, opinions, and information among group members (Sanchez, 2023). Unlike traditional discussion formats, LGD does not rely on a designated leader to guide the conversation, especially at the beginning of the session. This method encourages all participants to contribute equally, fostering a more collaborative and open dialogue where individuals can freely express their thoughts and perspectives. By removing a central leader, LGD promotes autonomy and responsibility among group members, making it an effective way to enhance critical thinking and communication skills. This approach is particularly useful in adult education, as it aligns with the principles of andragogy, which emphasize self-directed learning and peer-to-peer interaction. According to (Khulaemi, 2021), LGD is an engaging method that allows learners to actively participate in the learning process through the exchange of ideas on a variety of topics.

Professional ethics is a crucial aspect in carrying out duties within an organization. It serves as a guiding framework that helps employees perform their responsibilities with integrity, transparency, and accountability. By adhering to professional ethics, employees are not only able to maintain high moral standards in their work, but they also contribute to the overall trustworthiness and credibility of the organization. Professional ethics play a significant role in preventing unethical practices such as gratification, corruption, and the abuse of power, ensuring that the organization operates in a fair and just manner. According to (Purwanti & Nurwati, 2023), the implementation of professional ethics within an organization fosters an environment of trust and professionalism, which is essential for long-term success and the maintenance of ethical standards in the workplace. It also supports employees in making decisions that align with the values of the organization, reducing the risk of misconduct and enhancing the reputation of the institution.

An organization with strong professional ethics fosters a healthy and productive work environment. Employees will feel comfortable and secure in performing their duties. Additionally, they will be more motivated to work effectively and deliver optimal results for the organization.

Professional ethics within an organization encompasses several key aspects, including:

1. **Integrity**  
Integrity is a vital moral value in an organization. Employees must uphold high levels of integrity in performing their duties. They should be honest, fair, and impartial, without favoring any particular party.
2. **Transparency**  
Transparency is a crucial component of a well-functioning organization. Employees must provide clear and accurate information to their superiors and colleagues. They should also be open to receiving feedback and suggestions from both their leaders and peers.
3. **Accountability**  
Accountability refers to the ability to take responsibility for the decisions made. Employees must be accountable for the decisions they make in the course of performing their duties.
4. **Professionalism**  
Professionalism is the ability to carry out tasks effectively and in accordance with established standards. Employees must possess adequate knowledge and skills to perform their duties proficiently.
5. **Teamwork**  
Teamwork is essential in an organization. Employees must be able to collaborate with their colleagues to achieve organizational goals. They should also respect differing opinions and offer mutual support to one another.

By upholding professional ethics as a foundation for organizational performance, we can create a better, more successful, and sustainable organization. Professional ethics serve as a guiding principle for how individuals within the organization conduct themselves, ensuring that all actions are aligned with moral standards and the organization's goals. This commitment to ethics fosters a culture of integrity, trust, and accountability, which are essential for long-term success. When employees adhere to ethical principles, they are more likely to work collaboratively, make fair and informed decisions, and contribute positively to the organization's growth (Waldman et al., 2004). Moreover, a strong ethical foundation helps prevent issues such as corruption and misuse of power, creating an environment where transparency and professionalism are prioritized. In the long run, organizations that emphasize ethics are more likely to build strong reputations, retain talented employees, and achieve sustainable success in a competitive environment.

The definition of professional ethics refers to the principles that guide the behavior of individuals or groups within a business environment. These ethical standards outline how individuals should treat others and interact with institutions within that setting. Ultimately, this work ethic will be adopted by everyone within the same group, even though their values may be unique to that specific group (Talenta M., 2024).

Professional ethics serve as a crucial framework that not only governs individual behavior but also shapes the overall culture within an organization. By providing clear guidelines on what is considered acceptable and ethical conduct, professional ethics help maintain harmony and respect among employees and their interactions with institutions. These ethical principles foster a sense of accountability and fairness, ensuring that all individuals are treated with dignity, regardless of their unique perspectives or backgrounds (Wibisono et al., 2023). While certain values may be specific to individual groups, the shared commitment to these ethical standards enables a cohesive and supportive work environment. Over time, this collective adherence to professional ethics contributes to a more transparent, productive, and trustworthy organization, allowing for greater cooperation and long-term success.

This type of work ethic is often aligned with the professional code of ethics, which serves as a foundation for guiding the desired behavior of professionals. Law No. 8 of 1974 on Employment also provides a broader definition of professional ethics, describing it as the rules, conduct, attitudes, and actions that should be adhered to both in performing duties and in daily life. Together, these frameworks ensure that professionals uphold integrity, responsibility, and respect in their work, promoting accountability and maintaining high standards of behavior in both their professional and personal interactions (Costigan & Donahue, 2009).

From these two definitions, it can be concluded that the definition of professional ethics is more general while ethics explains things in more detail. In addition, ethics also has a lot to do with professional values and local laws. In general, those who violate the code of ethics will be subject to sanctions in the form of dismissal, revocation of business licenses, and legal sanctions (ISKANDAR, 2023).

Based on the description of the problem identification above, problem restrictions need to be carried out to avoid deviation from the matters to be discussed, as for the problem restrictions in this study are as follows:

1. Researchers use the value results in the form of the Professional Ethics Score of the Internship Program Results.
2. Researchers use the Leaderless Group Discussion (LGD) method.

Based on the description of the identification and limitation of the problems above, there are the main formulations of the problems to be studied, as for the formulation of the problem in this study is how the Leaderless Group Discussion (LGD) Method affects the Professional Ethics Value of the Certified Independent Internship and Study Program or MSIB Batch 6 at SEAMEO RECFON.

As for the purpose to be achieved from this research is to find out how much influence the Leaderless Group Discussion (LGD) Method has on the value of professional ethics because of the Certified Independent Internship and Study Program or MSIB Batch 6 at SEAMEO RECFON.

The novelty of this research lies in its focus on how the LGD method influences ethical values among interns, specifically within the context of the MBKM program at SEAMEO RECFON and measuring its effectiveness through a structured observational and testing approach. This study, therefore, provides unique insights by linking LGD methods directly with ethical skill-building in a professional setting, a relationship not comprehensively examined in the current body of literature.

## **METHOD**

### **Type of Research**

The research method used in this research is Pre-Experimental Design using the One-Shot Case Study Design type. (D. Sugiyono, 2013) revealed that One Shot Case Study Design is the provision of treatment (treatment) to a group and then observation of the results.

### **Place of Research**

The location of this research was carried out at SEAMEO RECFON SEAMEO RECFON, I. Utan Kayu Raya No.1A, RT.1 / RW.8, Utan Kayu Utara, Kec. Matraman, East Jakarta City, Special Capital Region of Jakarta 13120, while the research time was carried out during the implementation of the Certified Independent Internship and Study Program or MSIB Batch 6 in 2024.

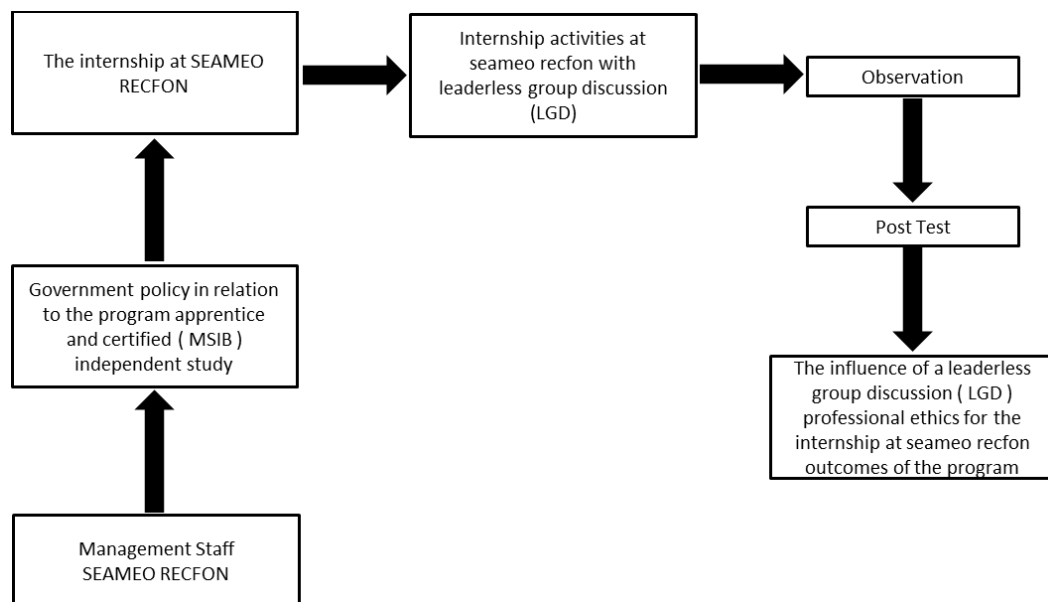
### **Population and Sample**

The population used in this study were students participating in the Internship Program and Certified Independent Study or MSIB Batch 6 in 2024. The sampling technique used in this research is Probability Sampling

with Simple Random Sampling sampling technique. Probability Sampling is a sampling technique that provides equal opportunities for each member of the population to become a sample member. In this study, the method used in Simple Random Sampling is by lottery. The participants who were selected as samples amounted to 30 apprentices. *Prosedur Penelitian*

The approach in this research is a quantitative research approach with the type of research is quasi experiment. (Sukmadinata, 2020) states, quantitative research is research that emphasizes phenomena objectively and is studied in a quantitative way, namely by using numbers, statistical data processing, structured, and with controlled experiments. (M. Sugiyono, 2008) experimental research is research to find the effect of certain situation treatments on other variables under controlled conditions. (Arikunto, 2002) experimental research is research that is used to determine the effects of treatments on the influence of the subject under study The subjects of this study were students participating in the Internship Program and Certified Independent Study or MSIB Batch 6 in 2024, totaling 30 respondents from various universities in Indonesia.

Stages in scientific research methods include research location, research focus, research methods, sources of information, data collection techniques and data analysis methods. In this research stage, it is always maintained systematically, procedurally and planned. Data analysis is the activity of analyzing data after all respondent data has been collected (P. D. Sugiyono, 2019).



Gambar 1. Reseach Framework

Research procedures are the stages of research carried out by researchers in research. There are 3 stages of procedures in this study, as for the 3 stages are as follows:

The pre-experimental stage is the initial phase conducted by researchers as part of the preparation process. During this stage, the groundwork for the experiment is laid out, including the planning of procedures and materials. The experimental stage follows, in which researchers implement the treatment or intervention designed for the study (Iskandar, 2022). This is the core phase where the actual testing or experimentation takes place. Finally, the post-experimental stage occurs after the treatment has been administered. At this point, researchers analyze the data collected, particularly by evaluating the observation sheets of participant activities and the professional ethics scores from the internship program, using statistical methods. This final phase helps in drawing conclusions from the study.

Table. experiment design one shot case study

SUBJECT	TREATMENT	TEST
1 group	X	T

Note:

X = the treatment involves using the Leaderless Group Discussion (LGD) method

T = post-treatment test.

There are two types of hypotheses used in this research. The types of hypotheses are as follows:

**1) Null Hypothesis (H<sub>0</sub>)**

There is no effect of the Leaderless Group Discussion (LGD) method on the professional ethics scores of participants in the 2024 Batch 6 Certified Internship and Independent Study Program (MSIB).

**2) Alternative Hypothesis (H<sub>a</sub>)**

There is an effect of distance learning (online) using the Leaderless Group Discussion (LGD) method on the professional ethics scores of participants in the 2024 Batch 6 Certified Internship and Independent Study Program (MSIB).

Validity testing is used to determine whether an instrument intended for data collection in research is appropriate and suitable for use. If an instrument is deemed valid, it can be reliably used to gather the necessary data for research. This ensures that the instrument accurately measures what it is intended to, contributing to the overall quality and credibility of the research findings.

*Table 2. Criteria for Interpreting Student Observation Sheet Data*

PERCENTAGE (%)	NOTE
76% - 100%	Excellent
51% - 75%	Good
26% - 50%	Average
< 25%	Poor

(Source: Trianto, 2011)

In addition, it also analyzes for score

*Table 3. Category Gain Score*

SCORE	NOTE
80 -100	Excellent
66 - 79	Good
56 - 65	Average
40 - 55	Poor
30 - 39	Fail

(Source : (Daryanto et al., 2010))

The collected data is analyzed using the inductive logic method, which involves a logical approach to understanding the flow of data through three stages: coding, description of characteristics, and data interpretation (Mertler, 2024). First, the data is organized and categorized into relevant codes or themes. Next, the characteristics and features of the data are described in detail. Finally, the data is interpreted to draw meaningful conclusions and insights. The results of the research are then presented descriptively, providing a clear narrative of the findings and their significance.

**RESULTS AND DISCUSSION**

In this study, the researcher used two types of research instruments to collect the necessary data: an observation sheet of the internship participants' activities to gather data for variable X, and test results (Competency Test) to collect data for variable Y. Before conducting the research activities, the research instruments were tested to determine their suitability for use.

Observations were conducted to analyze the activities of the internship participants during the Leaderless Group Discussion (LGD). Two observers, the Mentor and a peer mentor, were involved in observing the activities of the internship participants. The researcher prepared an observation sheet for the participants with five observation criteria. The evaluation criteria used on this observation sheet are as follows: 1 point for observations categorized as poor, 2 points for observations categorized as fair, 3 points for observations categorized as good, and 4 points for observations categorized as excellent. The summary of the results from the observation sheets of the participants is as follows:

*Table 4. Recapitulation of Student Activity Observation Sheet Results*

N (Respondent)	30
Lowest Score	70%
Highest Score	90%

Total	2.365
Mean	78,8% = 79%

(Source: Research Data)

Based on the summary table of the observation sheet results for student activities, the total score from 30 respondents amounts to 2,365. The average (mean) score on the observation sheets is 78.8%, which, when rounded, is 79%. The lowest score recorded is 70%, while the highest score is 90%. This indicates a range of performance among the participants, with scores clustering around the high 70s and 80s, reflecting generally positive evaluations of the students' activities. The variation between the lowest and highest scores highlights the differences in performance levels among the participants, providing a comprehensive view of their overall activity engagement.

The competency test was designed to evaluate the students' understanding and retention of the material covered during the distance learning sessions. Each question in the test aimed to assess different aspects of the students' knowledge and skills. The test was carefully validated and tested for reliability to ensure that it accurately measured the students' competencies. The results from this test provide insights into how effectively the distance learning activities were able to enhance the students' learning and how well they were able to grasp the content delivered through the online platform. The summary table of the test results provides a clear overview of the students' performance, highlighting their strengths and areas for improvement.

Table 5. Recapitulation of Competency Test Results

N (Respondent)	30
Lowest Score	53
Highest Score	100
Total	2.406
Mean	80,2 = 80

(Source: Research Data)

The students' learning outcomes were evaluated through a competency test comprising 13 multiple-choice questions with answer options A, B, C, and D. This test had previously undergone validation and reliability assessments to ensure its accuracy. It was administered following the students' participation in distance learning sessions conducted via Google Meet. The test results provide a detailed summary of how well students absorbed the material taught during these online sessions. The table of results presents a comprehensive view of student performance, reflecting their understanding and retention of the content. By analyzing these results, we can gauge the effectiveness of the distance learning approach and identify areas where students excelled or needed further improvement.

The results of the normality test on the research data are as follows:

Table 6. Results of the Normality Test

<b>One-Sample Kolmogorov-Smirnov Test</b>			
		Data Observasi	Hasil Test (Uji kompetensi)
N		30	30
Normal Parameters <sup>a,b</sup>	Mean	78.83	80.20
	Std. Deviation	6.654	13.435
Most Extreme Differences	Absolute	.170	.143
	Positive	.164	.127
	Negative	-.170	-.143
Kolmogorov-Smirnov Z		.929	.786
Asymp. Sig. (2-tailed)		.354	.568

(Source: Research Data)

The table above shows that the Asymp. Sig. (2-tailed) value obtained for the observation data is 0.354, while for the competency test data it is 0.568. These values are both greater than the significance level of 0.05. Based on this, it can be concluded that the data used in this research follows a normal distribution. This conclusion is drawn from the fact that the Asymp. Sig. (2-tailed) values for both datasets (0.354 for observation data and 0.568 for test data) are higher than the predetermined significance level of 0.05.

The results obtained by the researcher after conducting the linearity test on the research data are as follows:

Table 7. Results of the Linearity Test for Research Data Using SPSS

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
		(Combined)	1471.671	4	367.918	2.444	.073
Nilai	Etika	Between					
Profesi	Metode	Linearity	781.833	1	781.833	5.194	.031
Leaderless	Groups	Deviation from	689.838	3	229.946	1.528	.232
Group		Linearity					
Discussion (LGD)		Within Groups	3763.129	25	150.525		
		Total	5234.800	29			

(Source: Research Data)

The table above indicates that the Deviation from Linearity value obtained is 0.232, which is higher than the significance level of 0.05. Based on this, it can be concluded that the research data exhibits a linear relationship, as the Deviation from Linearity value (0.232) exceeds the predetermined significance level (0.05). Therefore, with the results of the normality and linearity tests, it can be stated that the research data meets the criteria for classical assumption testing.

After the research data has been confirmed to meet the classical assumption testing criteria, the next step is to analyze the linear regression present in the research data. Linear regression analysis is used to determine the extent of the relationship between the Leaderless Group Discussion (LGD) method, as the independent variable (X), and Professional Ethics Scores, as the dependent variable (Y). In this study, the researcher utilized the Statistical Product and Service Solution (SPSS) version 21 software for this analysis. The results obtained from the linear regression analysis of the research data are as follows:

Table 8. Linear Regression Coefficients for Research Data

Coefficients <sup>a</sup>		Unstandardized	Standardized		Sig.
Model		Coefficients	Coefficients	t	
		B	Beta		
	(Constant)	18.689		.671	.508
1	Internship program method Leaderless Group Discussion (LGD)	.780	.386	2.217	.035

a. Dependent Variable: Hasil Belajar

(Source: Research Data)

The Coefficients table above shows that the value of aaa is 18.689 and the value of bbb is 0.780. In simple linear regression, these values are then used in the formula for the simple linear regression equation, which is as follows:

$$Y' = a + bX$$

$$Y' = 18,689 + 0,780 X$$

Based on the regression equation, it can be interpreted that when the Leaderless Group Discussion (LGD) program has a value of 0, the Professional Ethics Score for the interns is 18.689. Furthermore, if the value of the LGD program increases by one unit, the Professional Ethics Score of the interns increases by 0.780. This indicates that the relationship between the LGD program (as the independent variable) and the Professional Ethics Score (as the dependent variable) is linear and positive. Therefore, it can be concluded that the LGD program has a linear and positive effect on the interns' Professional Ethics Scores.

Table 9. Results of the t-Test for Research Data Using SPSS

Model	t	Sig.
(Constant)	.671	.508

Internship program method 2.217 .035  
 Leaderless Group Discussion  
 (LGD)

The table above shows that the computed t-value is 2.217 with a significance level of 0.035. Once the t-value is determined, the next step is to find the critical t-value for comparison. A hypothesis can be accepted if the criteria are met, which means the computed t-value must be greater than the critical t-value (t-table) or the significance value (Sig) must be less than 0.05.

Table 10. Results of the Determination Coefficient Test for Research Data Using SPSS

<b>Model Summary</b>				
Model	R	R Square	Adjusted Square	RStd. Error of the Estimate
1	.386 <sup>a</sup>	.149	.119	12.611

a. Predictors: (Constant), Program magang Metode Leaderless Group Discussion (LGD)

The table above indicates that the R Square value obtained is 0.149. This value is then converted into a percentage, showing that the Leaderless Group Discussion (LGD) program (independent variable X) accounts for 14.9% of the variance in the Professional Ethics Scores of the interns (dependent variable Y). This means that the LGD program explains 14.9% of the variation in the interns' ethics scores, while the remaining 85.1% of the variance is influenced by other variables not examined in this study. This R Square value provides an understanding of the proportion of the variability in the dependent variable that is explained by the independent variable, highlighting the LGD program's contribution to the interns' professional ethics scores.

The Leaderless Group Discussion (LGD) program activities were evaluated using two research instruments: an observation sheet for student activities and a competency test sheet. After conducting the research activities, which involved collecting and processing data from the observations of student activities, the scores were obtained as shown in the table below.

Table 11. Internship Activity Observation Score Criteria

Score	Number of Interns
76% - 100%	18 students
51% - 75%	12 students
26% - 50%	-
< 25%	-

The table above shows that out of 30 participants in the Leaderless Group Discussion (LGD) program, 12 participants were categorized as "Good," with scores ranging from 51% to 75%. The remaining 18 participants were categorized as "Very Good," with scores ranging from 76% to 100%. Additionally, Table 1 indicates that the average (mean) observation score for the internship activities is 78.8%, which, when rounded, is 79%. The lowest score recorded was 70%, and the highest score was 90% (see Appendix 5). This distribution highlights a generally positive performance among participants, with a majority achieving high scores and demonstrating effective engagement in the LGD program.

In the interpretation criteria table, the average (mean) observation score for student activities falls into the "Very Good" category. Based on this, it can be concluded that overall, the MSIB Batch 6 interns from 2023 at SAMEO RECFON were actively engaged in the Leaderless Group Discussion (LGD) program activities. For the Professional Ethics Scores of the MSIB Batch 6 interns from 2024 at SAMEO RECFON, these were assessed after the completion of the LGD program. Following the data collection and processing from the competency test, the scores obtained are detailed in the table below. This analysis provides insights into the interns' performance and the effectiveness of the LGD program in enhancing their professional ethics.

Table 12. Criteria for Test Scores (Competency Test)

Score	Number of Interns
80 - 100	12 Orang
66 - 79	14 Orang



56 - 65	4 Orang
40 - 55	-
30 - 39	-

(Source: Research Data)

The table above shows that, out of 30 interns from MSIB Batch 6, 2024 at SAMEO RECFON, 12 participants fall into the "Excellent" category with scores ranging from 80 to 100. Fourteen interns are categorized as "Good," with scores between 66 and 79, while four interns fall into the "Fair" category, with scores ranging from 56 to 65. Additionally, the average (mean) score on the competency test is 80.2, which, when rounded, is 80. The lowest score recorded is 53, and the highest is 100. This distribution indicates a generally strong performance among the interns, with most achieving scores in the higher ranges, reflecting the effectiveness of the LGD program in enhancing their competency.

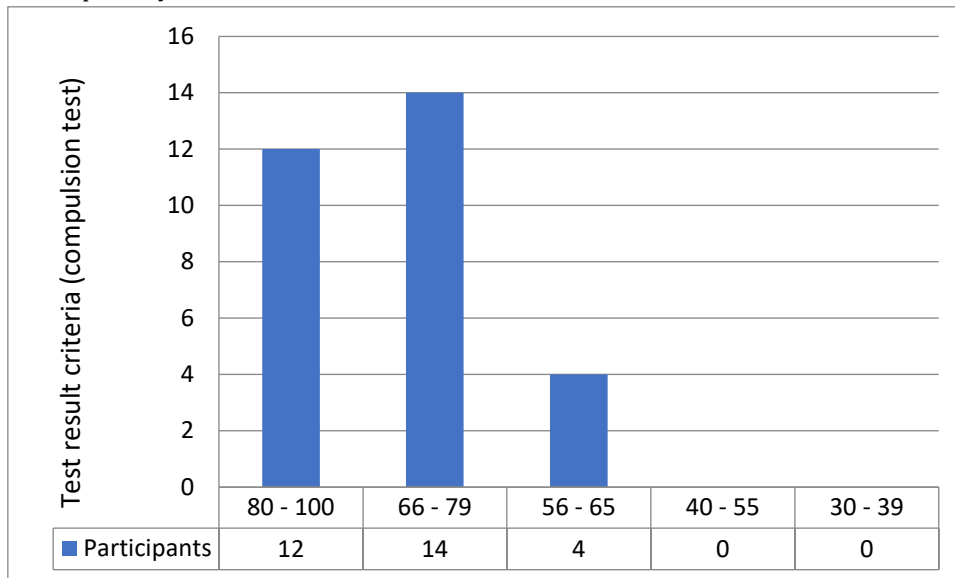


Image 2. Diagram of Test Score Criteria (Competency Test)

In the interpretation criteria table, the average (mean) score on the competency test for the interns falls into the "Excellent" category. This indicates that the Professional Ethics Scores of the MSIB Batch 6 interns from 2024 at SEAMEO RECFON are rated as excellent after receiving treatment through the Leaderless Group Discussion (LGD) program. Based on the previously outlined data from the observation of activities and the competency test results, it is evident that the LGD program has had a positive impact on the interns' Professional Ethics Scores. This suggests that the LGD program effectively contributed to enhancing the professional ethics of the interns, demonstrating the program's success in achieving its intended outcomes.

The impact of distance learning via Google Meet on student learning outcomes is attributed to the active participation of the interns in these activities, which enabled them to achieve good results. This influence is evident from the linear regression analysis and hypothesis testing conducted previously. The linear regression calculations yielded the equation  $Y' = 18.689 + 0.780X$ , where 18.689 represents the regression constant (a) and 0.780 is the correlation coefficient (b). This equation signifies that for every one-unit increase in the LGD program (X), the Professional Ethics Score (Y) increases by 0.780. Therefore, it can be concluded that as the quality of the LGD program improves, so does the Professional Ethics Score of the interns, highlighting the positive effect of the LGD program on enhancing the interns' professional ethics.

After performing the linear regression calculations, the next step is to conduct hypothesis testing on the research data. In this study, both the T-test and R Square test were used as part of the hypothesis testing. The results show that the computed t-value (2.217) is greater than the critical t-value (2.048), and the probability value (0.035) is less than the significance level (0.05). This indicates that there is a significant effect of the Leaderless Group Discussion (LGD) program on the Professional Ethics Scores of the MSIB Batch 6 interns from 2024 at SAMEO RECFON, meaning that the null hypothesis (H0) is rejected, and the alternative hypothesis (Ha) is accepted. Additionally, the percentage contribution of the LGD program (variable X) to the Professional Ethics Scores (variable Y) is 14.9%. Based on this, it can be concluded that the LGD program has a significant impact on the interns' Professional Ethics Scores, accounting for 14.9% of the variance.

In terms of the interpretation criteria for the coefficient of determination index, the percentage contribution obtained falls into the "Very Small" category. However, despite the small percentage contribution to the Professional Ethics Scores of the interns, this does not undermine the value of the Leaderless Group Discussion (LGD) method. The LGD method, though it shows a minimal effect, is still a viable and beneficial approach when applied in productive internship activities. Specifically, its application in the MSIB Batch 6 program for 2024 at SEAMEO RECFON demonstrates that it can serve as a valuable alternative in enhancing internship programs at SEAMEO.

## **CONCLUSION**

The research findings show that the interns' activity levels in the Leaderless Group Discussion (LGD) program were classified as "Very Good," and their Professional Ethics Scores post-program were categorized as "Excellent," indicating a positive influence of the LGD program on their professional ethics. The program significantly improved the interns' ethical scores, proving to be an effective tool for enhancing professional ethics during MSIB Batch 6, 2024 at SEAMEO RECFON. The author suggests that future LGD implementations should allow interns to deepen their discussion skills and better apply professional ethics in real-world settings, preparing them for their future careers.

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