Effectiveness of Internship Programs in the World of Work

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Abstract. The aim of this research is to find out about the existence of internship participants and the effectiveness of activities in accordance with the objectives of the internship, where the government agency, Harbor Master's Office, and Tanjung Emas Port Authority are not places of education. Both facilities and infrastructure are not places of education, so the researcher finds out about the effectiveness and success of the activity and can create new knowledge for the interns in the activity as proven by an assessment at the beginning and end of the activity. The research results show that the internship program significantly contributes to improving the technical skills of interns. Respondents reported increased understanding of the business world of industry (DUDI), the ability to use relevant tools and technology, and the application of academic theory in practical contexts. Apart from that, internship programs also help in developing non-technical skills such as communication, teamwork, and time management. Most students feel better prepared to enter the world of work after completing an internship program. However, this research also identified several challenges faced in implementing the internship program, such as a lack of support from the internship company and limitations in the assignments given to students. Therefore, it is recommended that there be increased collaboration between educational institutions and industry to ensure internship programs that are more structured and beneficial for students.

Keywords: effectiveness; internship program; work readiness; technical skills; non-technical skills

INTRODUCTION

Internship programs have become an integral part of the higher education process in many countries, including Indonesia. The main aim of this program is to bridge the gap between theory learned in college and real practice in the world of work. The background to this theme includes several important aspects that encourage the need to evaluate the effectiveness of internship programs in increasing graduates' work readiness.

Driven by the forces of globalization and technological innovation, the 21st century workplace has become much more complex (CEDEFOP, 2018). To better equip young people in the transition from school to work, apprenticeships, once relatively neglected in many countries, are now receiving new attention as an effective way to prepare young people to work and serve the economy (Browning & Nickoli, 2017; Organization for Economic Co -Operations and Development [OECD], 2018). In the US, the Departments of Labor, Trade and Education signed a Joint Declaration of Intent with the Swiss Federal Department of Economic Affairs, Education and Research in 2015 to collaborate on the development of modern apprenticeships. These objectives support the exchange of information and practices regarding the organization of education and training systems (State Secretariat for Education, Research and Innovation [SERI]) as well as collaboration with

the business sector, facilitating the creation of apprenticeships in the US by Swiss companies (US Mission in Switzerland, July 2015). Thanks to recent efforts, the number of new apprentices has grown by 64% in 2021 compared to 2012, and more than 14,700 new apprenticeship programs have been created in the last five years. Berhard & Graf (2022) that dual apprenticeships that combine learning on the job and at school are an important part of the education system as a whole, supporting youth employment and a strong economy.

Apprenticeships involve various stakeholders, such as the state, employers, labor market institutions and training organizations. To make apprenticeships a recognized vocational education pathway, all stakeholders' needs must be met in a dynamic social, cultural, and economic context (Fuller & Unwin, 2012), which requires complex institutional arrangements. For this reason, apprenticeship models vary in different contexts, and each country must identify approaches that appeal to both employers and learners (Valiente & Scandurra, 2017) based on an understanding of a strong dual system.

The Ministry of Research, Technology and Higher Education issued a regulation regarding industrial internships and recognition of semester credit units for college internships. The Director General of Learning and Cadets, Ministry of

Research, Technology and Higher Education, Ismunandar stated that the publication of the new rules was intended to provide a legal leap for universities in implementing student/cadet internship programs. By explaining, the new rules state that an internship program is the same as one credit. Intern participants can take part in an internship program for at least 1 month with five working days per week, regulated to no more than eight hours a day.

An internship program is an activity that has many advantages and advantages in gaining knowledge and life experience in the real world of work (DUDI). Government agencies can be involved in implementing internship activities, apart from industry as a place to carry out these activities and assist activities in implementing, facilitating and assisting with internship practices.

This government agency coincides with the researcher's workplace and operates in one of the service sectors handling matters of safety, security and order in the shipping and port sector in accordance with existing regulations and legislation.

One of the main challenges of a university is how to transfer knowledge and skills to apprentices so that they can be accepted into the world of work. For this reason, universities must be able to understand market needs and accommodate them in the programs in the curriculum. In other words, universities must adapt the knowledge transfer process to market demands and needs so that there is no gap with DUDI. Universities must be able to build collaborations with DUDI in various sectors. One form of collaboration is in the form of an internship program.

In implementing it in the field, for effectiveness and success of the activity, there needs to be guidance where each intern has obstacles, including not knowing the place and facilities of the internship activity, not knowing the staff/employees and not knowing what they want to do, so there is a need for a supervisor from both the university and employee as an advisor/his mentor.

Research purposes: Evaluate the effectiveness of the internship program in achieving its goals; Identify factors that contribute to the effectiveness of internship programs; Recommend ways to increase the effectiveness of the internship program.

Benefits of research; Improve the quality of internship programs; Increase work readiness for students; Meet the industry's need for skilled labor; Strengthen relations between educational institutions and industry; Increase labor market efficiency.

METHODS

This research uses the scientific method or naturalistic inquiry, which is obtained from the assumption that scientific research places more emphasis on naturalistic characteristics, meaning that the reality that emerges becomes the study material in this research, so that the object of the research and problems regarding the analysis of the effectiveness of internship programs for link and match synchronization in higher education with the real world of work will be revealed in detail and in depth. Researchers also do not provide attitudes or treatment towards objects, so that objects are left in their original condition. Meanwhile, the research observations used are case study observations. Operational definition: By looking at several indicators and sub-indicators below:

Table 1 Research Indicators

Indicators	Sub indicators
Active Foreign Language Competency	Correspondence, Translating Documents, Microsoft Office And Applications
Competency In Using Work Infrastructure	Archiving, Programming, And Digitalization
In Relation To Work Attitudes	Be Ethical Teamwork, And Helping Each Other
Integrity Norms	Honesty, Loyalty, Toughness, And Principles Competence To Collaborate With Others
Competence To Collaborate With Other People	Time Discipline, Work Discipline, Cooperative, Team Orientation
Express Yourself	Innovate, Be Creative, Intelligent, And Sociable.

The research took place at the Tanjung Emas Semarang Headquarters and Port Authority Office (KSOP), one of the UPTs of government agencies, with the research subjects being students, Cadets, and I who were carrying out internship practices. In terms of the results of the internship

participants' activities, it is necessary to observe the internship participants by providing assessments at the beginning and end of the activity by the leadership and supervisors from employees of the Tanjung Emas Semarang Harbor Master's Office and Harbor Authority (KSOP).

RESULTS AND DISCUSSION

This research uses informants from students who have carried out internships at KSOP in each field, as well as informants from employees and supervisors regarding the explanation of the link and match program. Primary sources used in this analysis are previous research, reading sources from the internet, books, and graduate tracer studies.

Analysis regarding the explanation of links and matches was tested using various sources and techniques. Source in data collection, the process of testing the validity of the data is carried out by checking the correctness of the data from the informant. After the data is collected, it is then checked, clarified and asked for its correctness from the informant concerned. Data is said to be valid after it has been analyzed using the following steps: uniformly with the main informants and their support, the results of interviews and observations with existing notes and photographic evidence.

The steps taken to decipher/analyze the data include:
1) Sort and process data so that it can summarize and formulate whether it is in accordance with the existing problem formulation.
2) Presentation of data by presenting recaps, then transcripts and summaries of conclusions are obtained during interviews and equated with field observations.
3) From the collaboration, data analysis activities are also carried out in a series of events in the field and then we can conclude from these activities an initial assessment of the series of internship activities.

Connecting problems in the world of education with the real world of work is exploring the competencies that are considered needed by the job market in the future considering the competition between time and opportunity. Current problems:
1) Structural problems that cause a lack of relevance to employment opportunities.
2) There are symptoms of inequality between the structure of labor supply and the structure of employment according to education

3) The problem of aligning education in a focused manner and not yet fostering independence for graduates

The three serious problems that must be taken into account in our world of education in order to produce superior human resources that are appropriate to use the infrastructure and facilities available to us and collaborate with each other between universities and other parties, including industry, agencies and others who can support the goal of creating HR

The results of internship activities can be summarized as follows in table 2

Table 2. Results of evaluation and observation of internship practical activities

No	Ability	Apprentices		Employed/ Supervisor	
		Score	Category	Score	Category
1	Foreign Language	4.55	Good	5	Very good
2	Use of work media	4.65	Good	5.5	Very good
3	Work attitude and assessment	5.55	Very good	5	Very good
4	Trust Responsibility and emotional maturity	4.85	Good	4.5	Good
5	Expressing yourself	5.55	Very good	5.5	Very good
6	Instructor effectiveness	5.65	Very good	5	Very good
7	Conformity of internship with theory	4.65	Good	5	Very good
	Average	29.8	Very good	35.5	Very good

Ability of Employee/Supervisor Internship Participants From the assessment and evaluation of internship activities according to the table above, it can be concluded that the evaluation and assessment were found to be very good and included in the effective category based on the

standards they should be. This means that students and interns have carried out activities as best as possible in the office environment and also in the field, carrying out the directions of the supervisors who accompany them appropriately.

And it cannot be separated from each activity that there is success and it is always followed by obstacles in internship activities, including;
1) Communication,
2) Adaptation and
3) Interaction with employees,
4) Sometimes there is a mismatch in the concentration of students and interns

All of this is part of the problem formulation in this analysis for interns with placement departments during the internship because there are several fields where the internship always rotates placements, many tasks are caused by changing fields which are always changing and not as a means of educational infrastructure and purely in the real world of work. . Meanwhile, the abilities that apprentices must have are the ability to use hard skills and soft skills.

Internship agencies often require student interns to be able to quickly adapt to their surrounding environment, be able to work in a team, be polite, respond quickly and always be ready to help with work. This is a dilemma for students, because it often happens that they are embarrassed or feel uncomfortable because they feel they are not part of the institution. Students often do not dare to carry out activities without clear instructions. If you look at the problems and competencies that apprentices must have, it is necessary to instill ethical values, non-technical skills followed by adaptive and positive competencies. One way to obtain life skills competencies is through internship activities in the industrial world as an actualization of theory. This is intended to establish a link between the world of education and the world of industry.

CONCLUSION

Internships provide opportunities for participants to apply the knowledge and theories learned in college in real work practice. This helps them develop skills needed in the world of work, such as technical, interpersonal and problem solving skills, which allows participants to get to know the work culture and organizational structure in government agencies. They can also learn about various programs and policies implemented by these agencies which is an opportunity to build networks with professionals in their fields of interest. This network can help them find work after graduating from college.

In general, internship programs in government agencies have proven to be effective in providing benefits to interns and agencies.

However, keep in mind that the effectiveness of internship programs can vary depending on several factors. A well-designed and structured internship program will be more effective in achieving its goals. Those who are highly motivated will benefit more from the internship program. Government agencies that are committed to supporting the program internships will be more likely to achieve positive results.

The following are several recommendations to increase the effectiveness of internship programs in government agencies:

Create a structured and measurable internship program: Internship programs must have clear and measurable goals, and must provide opportunities for interns to learn and develop.

Selecting the right intern: The selected intern must have the appropriate qualifications and motivation for the internship program.

Providing guidance and support to interns: Interns should be provided with adequate guidance and support from their superiors in government agencies.

Collaborating with universities: Government agencies can collaborate with universities to develop quality internship programs.

By implementing these recommendations, it is hoped that internship programs in government agencies can become more effective and provide greater benefits for all parties involved.

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