

Internship Program as an Effort to Development Students Competence

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Abstract: The research objectives are to analyze student competencies after doing an internship at Community Learning Center. The research methodology used is qualitative research with descriptive methods. Research subjects were students, supervisors, and managers of the Community Learning Center (CLC). Data collection techniques using observation, interviews, and study documentation. The results showed that the competencies obtained by students after the internship were competencies that included cognitive, affective, and psychomotor domains.

Keywords: internship program, students' competence

I. INTRODUCTION

As an effort to improve the quality of graduates of the Non-formal Education study program the Faculty of Teacher Training and Education Mulawarman organizes effective and efficient lecture activities so that the main competencies of graduates can be achieved optimally. In addition to lecturing activities, student competencies are also developed through real experience activities in the field in the form of internships.

Internships are part of learning activities in which there are elements of learning while working carried out within a certain period of time. As stated in the Regulation of the Minister of Manpower and Transmigration No. 22 / MEN / IX / 2009 concerning the Implementation of Domestic Apprenticeship, which states that "Internship is defined as part of a job training system that is organized in an integrated manner between training in training institutions and working directly under the guidance and supervision of instructors or workers who are more experienced in the process of producing goods and / or services in the company, in order to master certain skills or expertise".

The internship programmed for Non-formal Education study program students is carried out at the Community Learning Center (CLC). Internships conducted by students focused on the management of non-formal education program management activities. The internship is motivated by the lack of optimal field experience practices that have been carried out by students, because the field experience is only focused on teaching and learning activities, but students are also required to have competence in the management of Non-formal Education program management. This internship is in line with the picture of the context of the field of work or the field of service that can be developed by graduates.

The internship program is carried out at a partner institution, the Community Learning Center. The internship lasted for four months. This internship program is an attempt to bridge the gap between the theory of lectures obtained in class and the actual working conditions in the field. The internship program is expected as a means to enrich and develop student

competencies and as a strategy to promote Non-Formal Education graduates to the community. Internship can be used as a means to review curriculum suitability, because to know the ability of students to apply theories that have been obtained in lectures, so that it can be used as input for curriculum improvement and further improvement of the internship program.

II. THEORETICAL REVIEW

The internship program is a learning activity while working. Set out in Law number 13 of 2003 concerning Manpower specifically articles 21-30 and more specifically, this is regulated in Minister of Manpower and Transmigration Regulation No. 22/MEN/IX/2009 concerning Implementation of Domestic Internships. Internship are part of job training which are the main requirements for graduation in getting a bachelor's degree.

Internship which is interpreted as a learning process in which someone acquires and masters skills without guidance from people who are already skilled or through instructions from people who are already skilled (Anwar, 2015). The Internship is a learning process that contains elements of learning while working, where residents learn (internships) will be accustomed to following the work process that is usually done by learning resources or facilitators or tutors (Mustofa Kamil, 2009).

Internship is one of the oldest learning elements in the world, which until this information age still survived (Sudjana, 2008). The internship process contains learning interactions that occur through direct communication between individuals between the giver and receiver of the message. The stated definition of internship shows that internship is a learning process that emphasizes learning activities while working carried out within a certain period of time with the aim of changing knowledge, skills, and attitudes in certain fields of work.

The implementation of the internship program needs to pay attention to these conditions, as stated by Anwar (2015), namely: (a) there are people who are skilled as a source of learning, on condition that they want, able, and willing, (b) there are people who are not skilled / less skilled want as an apprentice, with the condition of having talent and interest, there are needs, abilities, goals to be

achieved, (c) availability of place and time for an internship, d) there are funds, (e) there is an agreement.

The internship program aims to strengthen the mastery of the skills needed and to be used as a livelihood, then to complement and increase the supply of labor according to environmental needs, so that they can participate in the environment (Anwar, 2015).

There are also characteristics of the internship, among others: (a) apprentices and learning resources are in the same workplace, (b) apprentices work and study in accordance with the order of work done by learning resources, (c) apprentices learn to work and work while studying is not preceded by theory, but directly involved in real work, (d) seen from the perspective of the source, he does not have to know about theory, the source of learning is a person who is skilled and can carry out the work that students want to learn, and (e) viewed from an apprentices perspective, they not only gain positive knowledge, skills and mental attitude but can also earn income.

Internships as learning activities through work that takes place outside the school system (Out-of-School Education), the steps can be seen systematically in two internship models (Anwar, 2015), namely traditional and modern models. The steps in applying learning through the traditional internship model, namely: identification of the types of skills that must be learned, the implementation of internship activities, assessment, and follow-up. The modern internship model develops according to the level of human needs. Internships not only develop vocational skills, but also develop intellectual skills or academic skills, such as in the field of services. The steps of applying learning through modern internship models, namely: Identification, Internship Program Development, Internship Implementation, Internship Program Assessment, and Follow-up.

Community Learning Center (CLC) as one of the government partners in educating the lives of the people (nation) through non-formal education programs, is expected to be able to foster learning communities so that it will ultimately increase independence, empowerment, and be innovative in finding new information to improve their lives. The development of CLC has increased along with the increasing need for community education services through non-formal education, also triggered by various problems surrounding the field of education and the economy, especially in the field of non-formal education.

These problems include; improve consumptive society, increase the number of poor people, high illiteracy, problems in the realization of 9-year basic education through non-formal education, high dropout rates in primary, secondary and high school, not continuing education, require life skills education for adults, and various educational service needs that cannot be served through formal education (Mustofa Kamil, 2009).

Competence which means skill, ability, or authority. Competence according to the big Indonesian dictionary is the authority (power) to determine (decide) something. Competence is a combination of knowledge, skills, values, and attitudes that are applied to the habits of thinking and acting (Mulyasa, 2006). According to the

results of research conducted by Piskulich and Peat (2016) competencies are learning outcomes used by students to improve their skills. Furthermore, it is said that competence is a basic ability of a person or student that includes knowledge and skills so that it can be applied to the way of thinking, acting, and communicating with people around him. Gordon in Sanjaya (2008) explains that there are several aspects contained in competencies, namely knowledge, understanding, skills, values, attitudes, and interests.

Competence is a skill acquired by students through learning activities, exercises, or experiences that cover the cognitive, affective, and psychomotor domains. If it is associated with student competencies in doing an internship, it certainly leads to the achievement of student learning competencies from Non-formal Education study programs in internship learning. There are three domains or areas for learning behavior, namely the cognitive domain which includes six types or levels of behavior, the affective domain which includes five types of behavior, and the psychomotor domain consisting of seven psychomotor abilities (Aunnurahman, 2016).

Competencies are divided into several groups, namely: (a) cross-curriculum competencies, namely knowledge, skills, attitudes, and values that are carried out in the habits of thinking and acting which include the abilities and learning skills possessed, (b) graduate competencies namely knowledge, skills, values that must be held after completing a certain level of study, (c) subject competencies, knowledge, skills, values that must be possessed after completing certain subjects, (d) the basic competencies of a subject, namely knowledge, skills, grades grades that must be held after completing aspects or sub-aspects of certain subjects, (e) basic competence, which is a statement expected that students can know, respond to, and do something, learning outcomes are statements expected by students to be able to master some or all competencies.

III. METHODS

The type of research used is qualitative research with descriptive methods. Qualitative research is a research method based on the post positivism philosophy, which is used to examine the condition of objects naturally, researchers are key instruments, data collection techniques are carried out by triangulation (combined), data analysis is inductive or qualitative, and the results of this study emphasize the meaning of generalization (Sugiyono, 2015). The research subjects were semester IV Nonformal Education study program students who were doing an internship. Supporting informants are CLC managers and Supervising Lecturers.

Data collection techniques used were observation, interviews, and documentation studies. Observation is interpreted as observations and notes made of symptoms that appear on the object of research (Margono, 2003). An interview is an information gathering tool by asking a number of questions verbally to be answered verbally as well. Documentation study is a way to collect data through written relics, such as archives and including books on opinions, theories, propositions or laws, and others related to research problems (Margono, 2003). The data analysis technique used is Miles and Huberman's

interactive model analysis which is carried out through three activities, namely data reduction, data presentation, and drawing conclusions (Matthew B. Miles, 2006).

IV. RESULTS AND DISCUSSION

A. The Internship Program Implementation Process

An internship is a form of activity that emphasizes learning activities while working by following the direction of the apprentice supervisor. This is in accordance with the phrase from Mustofa Kamil (2009) which states that the Internship is a learning process that contains elements of learning while working, where residents learn (internships) will be accustomed to following the work process that is usually done by learning resources or facilitators or tutors.

Internship implementation includes several things that are needed and prepared in carrying out Internship activities, such as the time of implementation, the subjects who carry out and the steps of implementation. The internship pattern used is the traditional internship pattern. The internship steps are carried out systematically following the traditional Internship pattern. This is in accordance with the implementation steps of the Internship described by Anwar (2015), namely identification of the type of skills to be learned, the implementation of Internship activities, assessment, and follow-up. There are four steps that are applied in the process of applying an internship. The implementation of the Non-Formal Education student internship process carried out at CLC includes four steps or stages, namely:

a) The process of identifying the type of skills to be learned

This identification activity is carried out in a way that is flexible, simple, and not too strict. Before students carry out identification activities, students have been given an idea of what skills will be needed in the implementation of an internship at CLC. The technique used is direct observation to the location that will be used as an internship. This identification is to find out what they need in the field later, the goal is that students can prepare themselves with the abilities that have been obtained in lectures or even later they will get new skills in the field. The things that were observed were all aspects of CLC starting from the program implemented there, the skills needed at CLC, as well as the introduction to all CLC members.

b) Implementation of internship activities

The internship process takes place naturally, there is no coercion and the time used is also flexible according to the conditions of the internship. The apprenticeship activities began on February 28, 2018 until May 17, 2018 which was held in six locations, namely the Citra Bangsa CLC, Bunda CLC, Kedondong CLC, An Nur CLC, Bangun Rejo CLC, and Tiara Dezzy CLC. Each group consisted of 2 student participants. Students are given tasks and responsibilities by CLC managers in the administrative management section, not in teaching and learning activities. Students are more involved in helping institutions prepare for program accreditation at CLC. Technically the internship activities are carried out according to the schedule that has been in effect at PKBM, namely from 8: 00-13: 00 with effective working

days from Monday to Friday, but because the internship students also still have the responsibility to attend face-to-face lectures, Internship activities carried out with limited time adjusting the conditions of students. When there is a class schedule, students must continue to attend lectures and then return to the internship location.

c) Assesment

The assessment process is carried out by the lecturer concerned. The assessment is carried out to measure the extent to which the implementation of the intership process can be achieved in accordance with the targeted objectives. The aspects assessed start from the process of implementing the internship and the output of the internship. The assessment process in the form of completeness of data obtained and fulfilled by the student interns, the results of the product evaluation internship are shown through the work of the internship report made in accordance with the correct writing rules.

a) Follow up

The follow-up process of apprenticeship activities is to review what things need to be improved and developed in completing student internships so that the next student internship can be better than before. In accordance with what was expressed by Anwar (2015), the follow-up process can be carried out by observing the extent to which students can apply the skills they have acquired through internships.

The follow-up form of the Study Program after the internship activity is completed involves more students in developing soft skills and hard skills through training programs and community services and revising the curriculum. The goal is that what students get in their lectures can be applied well in the world of work. The follow up of CLC is that they recruit some students who have interned at their institutions to continue to help at CLC because their institutions do not have administrative staff and they have enough confidence in their abilities. They even provide job opportunities to join CLC.

B. Competence is Obtained by Non-Formal Education Study Program Students through Internship Activities Conducted at CLC

Competencies obtained by Non-formal Education students after participating in an internship include cognitive / knowledge, affective / behavioral and values aspects, as well as psychomotor / skill aspects. This is consistent with what was stated by Mulyasa (2006), namely competence is a combination of knowledge, skills, values, and attitudes that are applied to the habits of thinking and acting.

Student competency in doing an internship is related to the learning outcomes of PNF study program students after doing an internship at CLC. Competencies from the field of knowledge obtained by students in internships in CLC include knowledge of bookkeeping and filing of correspondence, how to fill in dapodik data, how to make proposals for activities, how to manage the implementation of examinations in equality programs, how to evaluate activities in learning programs, how to make budgets, how to make budgets make a budget make modules / teaching materials, administrative procedures

for administrative licensing, how to prepare proposals for the provision of facilities and infrastructure for CLC, and how to prepare institutional accreditation data and upload data through an online computer application system.

Competencies obtained by students from the affective domain after apprenticeship at CLC are related to all changes in attitudes / behaviors and values obtained by students during the apprenticeship process at CLC, such as: (1) Discipline (students present early and go home according to work time, although sometimes working time exceeds working hours); (2) Cleanliness (maintaining personal and environmental cleanliness and neatness); (3) Politeness (students become accustomed and awake in behaving politely in attitudes and speech); and (4) Honesty and openness (Students also become accustomed to behaving honestly, sensitive to the environment and people around, willing to listen to criticism for advice, loyalty and trust when given trust in carrying out the task).

The next competence related to the psychomotor domain/skill is an equally important part needed in the world of work, because it is related to one's skills in a particular field. The following skills are acquired by students from internships at CLC, such as: the ability to operate computers with an online system for the purpose of uploading data related to institutional accreditation, skilled at making correspondence, proposals for activities, making annual budget plans for an institution, skilled in entering dapodik data , skilled in making modules / teaching materials, skilled in building good relationships with CLC partners, skilled at communicating in front of many people, skilled at socializing and doing good teamwork.

V. CONCLUSIONS

Competencies obtained by Non-formal Education students after doing an internship include the cognitive, affective, and psychomotor domains. Competencies from the cognitive domain obtained by students after an internship include all knowledge in the institutional

administration of CLC. Competence in the affective domain obtained by non-formal education students after an internship is the inculcation of the values of discipline, politeness, cleanliness, honesty, and openness in the world of work.

Competence from the psychomotor domain obtained by students after the internship includes all forms of student skills in operating and producing something that has value for the benefit of the institution. Student competencies after an internship can continue to be developed by involving more students in training activities to improve skills in hard skills or soft skills, because these two things are important and must be had. The curriculum of the study program is quite supportive to equip students to do an internship. This is in accordance with the graduate profile and learning outcomes of the Non-formal Education study program at Mulawarman University.

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