



Analysis of Implementation of Mechanical Engineering Internship Work Practice

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Abstract. One of the curriculum's contents always exists is internship, fieldwork practice, or dual system education. Internship Job Training or in Indonesian Magang Praktik Kerja (MPK) is a learning process given to students in the workplace (experiential learning) which is carried out for 1 semester (6 months). Students are expected to have hard skills (skills according to expertise, complex problem solving, analytical skills, etc.), as well as soft skills (professional/work ethics, good communication skills, collaboration skills, collaboration skills, etc.). To implement MPK, of course, an activity plan is needed. This study aims to determine how the use of the G-Form on the implementation of MPK and how the competence of students during industrial internships at PT HONDA CITRA CAKRA SURABAYA. This research focuses on an internship management system that uses gform so that students can properly plan the industrial internship activities that will be carried out. By the topic taken, this research was carried out using a qualitative approach. In this research, instruments using gform, smartphone recording device, camera, and interview script. This research was implemented for 6 (six) months starting from the time the students started their internship at PT. HONDA CITRA CAKRA. The subjects in this study were 3 students of the Automotive Mechanical Engineering Education study program at Universitas Negeri Surabaya who carried out industrial practices at PT HONDA CITRAHO CAKRA SURABAYA in the 2021/2022 academic year. From the results of the discussion, it can be concluded that the use of the gform is less effective because the percentage of filling for C1 has filled 7.05%, C2 has filled 65.38% while C3 has filled 21.79%, the cause of the ineffectiveness of the gform is due to the factor intentionally not filling by students, while for the competencies obtained by students after the internship the results are very satisfactory.

Keywords: Internship · MPK · Gform · Effective

1 Introduction

National education is working to prepare Indonesian people for present and future life, by holding a learning process. In the learning process, it has been argued that education must transform itself to support twenty-first-century competencies, such as critical thinking, effective communication, and collaborative problem-solving. Due to the limitations

of the lecture model in developing these competencies, scholars prefer an approach that integrates theory with practice [1]. The curriculum is a very important component because it is used as a reference in the implementation of education and at the same time as an indicator of the quality of education. One of the contents of the curriculum is always an internship or fieldwork practice or a dual education system. An internship is a form of education and training that will shape the competence of students. The concept of competence and competency-based education has become an important consideration in the education reform agenda, such as in Australia [2]. However, Pan, et al. said that internship quality was also found to be a significant moderator of the relationship between proactive personality and career adaptability and job success, so when internship quality was lower, the indirect effect of proactive communication on job search success through stronger career adaptability [3].

The Job Training Internship is a learning process given to students in the workplace (experiential learning) which is carried out for one semester (6 months). Students are expected to have hard skills (skills according to expertise, complex problem solving, analytical skills, etc.), as well as soft skills (ethics and work, good communication skills, collaboration skills, etc.). Baert et al. stated that university graduates with internship experience are more likely to be invited for job interviews than students without this experience [4]. Internship benefits provide significant benefits to personal competence (organization and self-confidence) as well as professional competence (leadership, programming skills, communication) and career direction [5].

In addition, this activity provides student experience in terms of planning, providing occupational safety and health, operational management, program design, program implementation, program reports, program dissemination, and program reporting. Internship Work Practice or in Bahasa is *Magang Praktik Kerja (MPK)* is a course that must be taken by every student of the Department of Mechanical Engineering, University of Surabaya. In this course, the student must implement the knowledge that has been obtained in lectures into the real world of work and must be carried out in an agency. For MPK courses, each student must carry out the established procedures starting from registration to compiling reports.

To implement MPK, of course, an activity plan is needed. With the activity plan, students are expected to be able to carry out MPK as well as industries expected. The internship plan can be written in the student book. For convenience, students can use Google Forms.

Prajudi Atmosudirjo in Husaini Usman states that planning is a calculation and determination of something that will be done to achieve certain goals, who will do it, when, where, and how to do it [6]. Alder in Rustiadi, states that planning is a process of determining what you want to achieve in the future and determining the stages needed to achieve it [7, 8].

PT Honda Citra Cakra was inaugurated on May 31, 2011, Honda Citra Cakra is the 88th Honda dealer under PT HPM and the 13th dealer in East Java, Bali, and Nusa Tenggara. Occupying a 6-story building with an area of 4,400 square meters, Honda Citra Cakra provides integrated 3S (sales, service, spare parts) services according to Honda standards and is one of the largest and most comprehensive dealers in East Java, Bali, and Nusa Tenggara.

This study aims to determine how the use of the G-Form on the implementation of MPK and how the competence of students during industrial internships at PT Honda Citra Cakra Surabaya. This research focuses on an internship management system that uses gform, so that students can properly plan the industrial internship activities that will be carried out.

2 Method

This study aims to determine how effective gform is for the management of students who are doing MPK programs in the industry. This research focuses on shooting the effectiveness of the implementation of industrial internships with the management in the gform provided. The effectiveness includes efforts to find and select a business/industry, industrial feasibility, mentoring from campus and industry during internships, and daily activities carried out.

By the topic taken, this research was carried out using a qualitative approach. A qualitative approach is a research that is used to investigate, find, describe, and explain the quality or features of social influences that cannot be explained, measured, or described through a quantitative approach [9]. To examine the effectiveness of the internship program management, this research utilizes gform technology to input the planned activities and activities carried out that day, the obstacles faced in achieving the planned targets, and documentation of the activities.

2.1 Time and Place Were Taken for Research

This research was implemented for 6 (six) months starting from the time the students started their internship at PT. HONDA CITRA CAKRA.

2.2 Subject of This Research

The subjects in this study are 3 students of the automotive mechanical engineering education study program who carried out industrial practices at PT Honda Citra Cakra Surabaya in the 2021/2022 academic year.

2.3 Data Collection

The data in the study were collected by interview and observation methods, and supplemented by documents from industrial practice managers. Interviews are the dominant method in qualitative research in the field of management [10]. While Morris defines observations as activities that use instruments to record activities for scientific or other purposes [11]. Miles states that qualitative research wants to produce information that is in the form of words and not a series of numbers [12]. That information may have been collected in various ways (observations, interviews, digests, documents, tapes) and which are generally processed through recording, typing, editing, or transcribing. Qualitative data in the form of descriptive, in the form of spoken or written words about human behavior that can be observed [13]. The key informants in this study were students who were carrying out industrial internships, while the researchers acted as key instruments.

2.4 Instrument

Research equipment is a set of devices that researchers use to collect research data [14]. The instruments of this research are gform, a smartphone as a recording device, and an interview script. The observation instrument activity contains questions such as Name, Time, Activities that have been done, Knowledge that has been achieved/targets that have been achieved, Target activities for tomorrow, Suggestions for themselves, Evidence of activities, Constraints experienced, Attendance, Achievements today's target, Reasons for achieving the above targets. The form is given to students through online form, students are required to fill out the form every day, and at the end of the week, researchers conduct online interviews to confirm the form that has been filled out by students. Interview activities are not only conducted on students, researchers also conduct interviews with the student's industry advisor. In this activity, the researcher asked questions including, 1) how is the implementation of an internship at Honda Citra Cakra, 2) what are the factors that hinder the implementation of an internship at Honda Citra Cakra, 3) how long does it take students to adapt to the Honda Citra Cakra environment, 4) How long does it take for students to adapt to work at Honda Citra Cakra, 5) how is the student's work ethic when carrying out an internship, 6) how are student competencies after carrying out internships for 6 months, 7) are student competencies in accordance with the needs of DU/DI, 8) if for example there is a job vacancy at Honda Citra Cakra and if the student applies for a job, what percentage of the student will be accepted. Sources of data referred to in this research can be in the form of humans, which in the research include students, industrial supervisors, internship program organizers namely the head of the study program and secretary of the study program, as well as data sources in the form of student activities and industrial internship supervisors.

2.5 Data Validity Check Technique

The process technique for determining the validity (trustworthiness) of the data requires an examination technique. The implementation of the inspection technique is based on several certain criteria. There are four criteria used [15]:

2.5.1 Credibility

The data obtained from the field is then checked for validity of the data. The research is declared valid if there is no difference between the data reported and what happened. The steps taken are to test the credibility of the data which is checked in the following ways:

First, extending the observation time (prolonged engagement), researchers continue to make field observations to ensure the existing data. Repeating in-depth interviews to check the existing data so that the correctness of the data or changes is known. If it is correct to obtain saturated data, then the data can be said to be credible data. The extension of the research time is evidenced by the number of in-depth interview transcripts and field notes as well as the presence of researchers in conducting observations at the research location.

Second, triangulation (triangulation of methods, time, sources). As one of the qualitative data processing techniques, triangulation according to Sugiyono is defined as a

technique that combines various data collection techniques and existing data sources [16]. Researchers do triangulation of course there is a certain purpose to be done. In addition to collecting data to be used in research, researchers also test the credibility of data through various data collection techniques and various data sources.

(1) Triangulation method

Triangulation procedures are tried by gathering information with other procedures. As is well known, in qualitative research observers use interviews, observations, and surveys. To get the correctness of the right data and a complete reflection of certain data, researchers can use these methods. Researchers can combine free interview procedures as well as structured interviews. Researchers can also use interviews and observations or observations to check the truth. In this study, the researchers combined the observation method using a form, free interviews, and structured interviews. Free interviews are conducted online every weekend, while structured interviews are conducted offline.

(2) Data triangulation

Theory triangulation is where the final result of qualitative research is in the form of a data formulation or thesis statement. The data is then compared with the relevant theoretical perspective to avoid the bias of individual observers on the findings or conclusions generated. Not only that, theoretical triangulation can increase the depth of the description as long as the researcher can explore in-depth theoretical knowledge on the results of the analysis of the information that has been obtained. It is admitted that this session is very difficult because researchers are required to have expert judgment when equating their findings with certain perspectives, especially if the comparisons show far different results. In this study, research results were compared with sources originating from articles published in national and international journals with the Scopus index. Not only that but also with articles that have a DOI (Digital Object Identifier).

(3) Triangulation of sources

Triangulation of data sources is an activity to explore the truth of data information by using various data sources such as documents, archives, interviews, and observations or also by interviewing more than one subject who is considered to have different points of view. Of course, each of these methods will produce different evidence or data, which in turn will provide different insights about the phenomenon under study. In this study, researchers explored the truth of information using various sources such as photo documents of practicum activities and offline visits to practicum locations.

Third, Negative case analysis is carried out in an in-depth interview process when different data are found with conditions at a certain time. If the researcher cannot find answers from the results of in-depth interviews through positive questions, then the researcher can dig up data from the informants by asking a negative question. The data obtained based on the negative questions were checked again based on the facts found in the field.

Fourth, Member check, member checks are carried out by showing data or information including the interpretation of researchers who have been compiled in the format of recap notes from in-depth interviews and field notes. The transcript notes were confirmed directly with the informants to get comments and complete other information deemed necessary. The comments and additional information were carried out on the informants estimated by the researcher. The check serves as proof of validity by filling in the signature in the attachment of in-depth interview transcripts and field notes.

2.5.2 Dependability

Dependability in qualitative research is called reliability. A study is said to be dependable if other people can repeat or replicate the research process. In qualitative research, the dependability test is carried out by conducting an audit of the entire research process. The method is carried out by an independent auditor or supervisor to audit the entire activity of researchers in conducting research [17]. In qualitative research, the dependence test is carried out by examining the entire research process. Research often happens when the researcher does not carry out the research process in the field but can provide data. Research like this needs to be tested for its dependability. If the research process is not carried out but there are research data, then the research is not dependable.

2.5.3 Confirmability

Confirmability testing in qualitative research is called the research objectivity test. The objectivity of a thing depends on each person and there is an element of quality inherent in the concept of objectivity. It was lifted from the understanding that something is an object, meaning that it can be trusted, factual, and can be ascertained [15]. Research is said to be objective if the research results are agreed upon by many people. In qualitative research, the confirmability test is similar to the dependability test, so the tests can be carried out simultaneously. The Confirmability test is to test the results of research associated with the process carried out. If the results of the research carried out are the function and process of the research carried out, then the research has met the confirmability standard. The certainty test can be obtained by seeking the approval of several people including peer lecturers on views, and opinions on matters related to the research focus, in this case, the required data (Sugiyono, 2010). Certainty is a criterion for assessing the quality of research results by collecting data and information such as conformity with field notes, interview transcripts, and so on. The certainty in question comes from the concept of objectivity so that by agreeing on the results of research by many people, the results are no longer subjective.

2.5.4 Transferability

Transferability is external validity in qualitative research. Can be fulfilled by providing a detailed and in-depth description of the results and research context. Switch ability depends on the similarity of concepts between sender and receiver contexts. As an empirical matter, it depends on the similarity between the context of the sender and receiver of data. Researchers look for and collect some empirical events about the similarity of the

context. Thus, the researcher is responsible for providing sufficient data descriptions if they want to make the transfer decision [15]. The purpose of this transfer is so that other people can understand the results of the study, the researcher in making the report must provide a detailed, clear, systematic, and reliable description [17]. The transference in this study in showing the level of validity of the data is to write in detail the events, and the overall findings from the data obtained.

2.6 Data Analysis Technique

Qualitative data analysis is an effort carried out through working with data, organizing data, sorting it into manageable units, synthesizing it, looking for and finding patterns, discovering what is important and what is learned, and deciding what can be told to others [15].

This research is qualitative, data analysis technique applied using qualitative data analysis which includes process and meaning. In addition, this study also uses a descriptive analysis technique which serves to describe the research data. The data analysis process was carried out during and after data collection. The data analysis process adopted and developed an interactive pattern developed by Milles and Hiberman [16], namely:

2.6.1 Data Reduction

Data reduction is a selection activity that focuses on simplifying and transforming raw data obtained from written notes from the field, in qualitative research qualitative data can be simplified and transformed in various ways such as strict selection, summary, and classifying it in a larger form. Etc. In this study, the data from the student forms are collected in a tabulation, then data reduction will be carried out, not only that the recorded data from the data source is also data reduction.

2.6.2 Data Presentation

Submission of data is the process of presenting data which includes the preparation of field data arranged systematically to facilitate the process of obtaining conclusions as a result of research findings and as a basis for taking action. In this study, the data obtained were data from filling out forms which were done every day, data from observations using google forms, and interview data that had been converted into written form systematically arranged in tabular form to facilitate the process of reading, analyzing, and drawing conclusions. The stages of presenting the data in this study include:

- (a) Presenting data from journal entries via gform
- (b) Presenting observational data using google form
- (c) Presenting the converted interview data in the form of a description

From the results of the data presentation, analysis and discussion of the next stage are carried out, namely concluding the form of data findings, which are used to answer the problems in this research activity.

2.6.3 Drawing Conclusions

Conclusions are drawn after the data analysis and discussion process. This activity is carried out continuously, both in the field and after the data collection process. Analysis and discussion activities are carried out based on the data obtained using 3 data collection techniques [16]. The process of concluding is carried out to answer the focus of the research by linking 3 data that have been obtained from the field.

3 Result and Discussion

From the results of research that has been carried out at Honda Citra Cakra regarding the implementation of the MPK program using the help of the Gform to observe the daily activities of students (Table 1).

Based on the table data, it shows that the level of filling out the gform is very low from the total days if the internship is for 6 months, the total days are 180 days if it is deducted from the number of weekends off, students should fill out 156 times. Meanwhile, if the percentage of filling is calculated for respondents C1 has filled 7.05%, C2 has filled 65.38% and C3 has filled 21.79%, after being confirmed using the interview method respondents C1 and C3 why the filling rate is low, respondents answered I forgot due to multiple tasks. Forgetting refers to the loss of, or inability to access, information previously acquired and stored in memory. Everyday forgetfulness usually occurs by chance through factors that affect the memory processes of encoding, consolidation, and retrieval [18]. Forgetting can also be a motivation. This type of intentional forgetting can be observed, for example, through suppression of retrieval or in response to instructions. Incidental and motivated forgetfulness is different from the abnormal forgetfulness seen in retrograde amnesia, which is usually severe. The ability to control unwanted memories is essential for emotional regulation and maintaining mental health [19]. Previous evidence suggests that suppressing retrieval, which recruits executive control mechanisms to prevent unwanted memories from entering consciousness, can cause forgetfulness, called suppression-induced forgetting. Scully & Hupbach suggest that intentional forgetting can have long-term consequences for memory [20] and explicit judgments of others. Psychological and neuroscientific experiments have established that people can intentionally forget information through different strategies: direct suppression and thought substitution. However, few studies have directly compared the effectiveness of these strategies in forgetting specific items, and it remains an open question if the neural mechanisms underpinning these strategies differ, furthermore that both strategies may lead to intentional forgetting, but that directed forgetting may depend on suppression

Table 1. Student's daily activities

No	Code	Number of gform filling
1.	C1	11 times
2.	C2	102 times
3.	C3	34 times

mediated frontally, while mind shifting can cause contextual shifts, interfering with successful retrieval [21].

3.1 Attendance

Based on the data in Fig. 1 of the 3 students who did internships at Honda Citra Cakra the number of entries was 142 times or 91%, for students 7 times permission or 4.5%, while for sick 9 times or 5.8%.

3.2 Target Achievement Data

Based on the data in the graph above, it shows that the filling in the column reached 100 is filled in 68 times or 45.3%, in the column, it is partially achieved, the filling is 63 times or 42%, while the column is not reached it is filled in 21 times or 14% (Fig. 2).

Dvir & Lechler show that the total positive effect of quality planning is almost completely overridden by the negative effect of changing goals [22]. If we add up the total effect of changing goals and changing plans on project success, the combined effect is much stronger than the quality of planning. The student's goal is to fill in the achievement target column so that students can reflect on the achievements of the

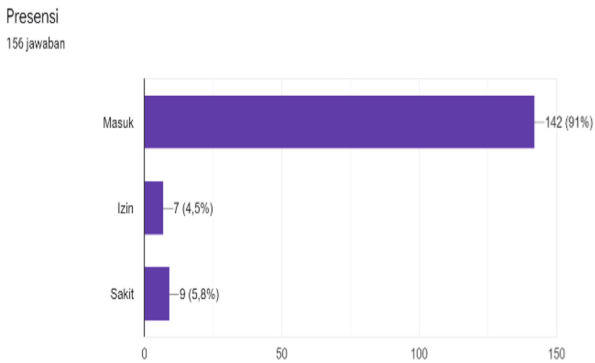


Fig. 1. Attendance chart

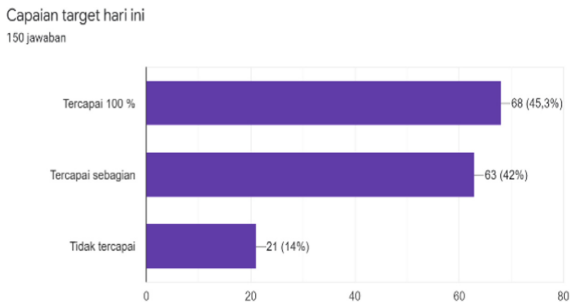


Fig. 2. Target achievement diagram

activities that have been done so that students know the extent of achievement for the activities on that day. Besides that, the MPK objectives that have been planned by the Institution can be achieved optimally.

3.3 Obstacles While Internship

The majority of students experience technical problems. When implementing an internship, it is precisely on doing work, the respondents with code C1 the obstacles experienced are caused by a lack of strength to do the work. This is because respondents are female so they have less power to carry out tasks that require extra energy, such as opening car door bolts, removing rear doors, etc. Respondent C2 experienced health problems such as stomach or stomach pain, in addition to health problems, C2 experienced obstacles in the technical field, for example, obstacles caused by the type of putty, the area to be putty, and limited tools for caulking. Meanwhile, respondent C3 only experienced technical problems, such as the battery suddenly breaking, difficulty removing components due to the condition of the vehicle, and other technical problems due to lack of accuracy in using work equipment. The purpose of students filling out this column is so that students can find out and analyze the obstacles they have faced so that from the analysis activities students get a conclusion about the causes and solutions.

3.4 Suggestions for Themselves

Respondent C1 advises herself by writing suggestions about better time management, maintaining emotional stability, maintaining focus, and being total at work. In C2, the suggestions for himself include maintaining health, always being enthusiastic about learning, being more thorough at work, and trying to do a better job, while respondent C3, almost the same as respondent C2, the advice for himself also fills in on maintaining health, not only that respondent C3 almost the same as respondent C1, also advising himself about better time management, but in C3 it is not only time management but C3 adds financial management as well. The purpose of filling out the suggestion column for themselves is so that students can reflect on themselves, then from that reflection students can make constructive solutions starting with writing suggestions for themselves so that the writing becomes a trigger so that students can do and act better again. In MPK activities and acquiring job-specific knowledge and skills, students need to develop a set of career self-management skills – or resources – that help them successfully deal with the various career-related challenges they face and that stimulate well-being, engagement, and performance in learning assignments. Self-management and performance management can help overcome challenges. In particular, there is ample evidence to suggest that personal development plans are effective tools for improving individual performance [23]. It is important that young individuals not only focus on acquiring study-related knowledge and skills but that they also begin to develop career-related knowledge and skills [24].

3.5 Implementation of MPK According to Representatives of PT. Honda Citra Cakra Workers

Based on the results of interviews with field supervisors, researchers obtained data that all students can adapt quickly within 1–2 weeks to the Honda Citra Cakra environment, this is because students have experience participating in organizational activities, and experience being members of organizations, thus causing students to establish good communication with all employees at Honda Citra Cakra, while for engineering skills/competencies students are also able to adapt to the competencies used in each division, the duration of the adaptation time is also fast, namely 1–2 weeks. Students who do MPK at Honda Citra Cakra are very active, and not responsive, that is they are responsive, they don't need to be asked to work or help with work, and they are immediately responsive if there is work for example when working in a team, removing wheels, when the mechanic loosens the wheel bolts, students immediately get ready to raise the elevator to lift the car body, so that the chassis repair time is completed faster. In addition to being responsive, students are also often asked for help by the chief mechanic to analyze trouble on a vehicle or to help analyze work management improvements. The head of the mechanic also said that the students who did internships in this period were better than the previous period, their advantages included being easy to adapt, more responsible, and more active, the chief mechanic also said that their competence was by the needs of automotive workshops, they would be easy get a job, if at Honda Citra Cakra open a job vacancy and they apply for the job, the 90% test pass rate will be accepted as an employee. Akkermans et al. found that career adaptability and career competence were positively related to student life satisfaction, both directly and through learning engagement [25]. While developing career adaptability enables individuals to manage current and hindering career challenges [26].

4 Conclusion

From the results of the discussion, it can be concluded that the use of the gform is less effective because the percentage of filling for C1 has filled 7.05%, C2 has filled 65.38% and C3 has filled 21.79%. The cause of the ineffectiveness of the form is due to the factor of intentionally not filling by students. While, for the competencies obtained by students after the internship, the results are very satisfactory. Respondents C1 and C2 after carrying out the MPK students have been able to do work on Body Repair and Body Painting such as repairing damaged car panels, as well as reassembling, caulking, painting, and finishing. As for respondent C3, after the MPK activity, the student has been competent in doing Tune-up work, chassis repair, and AC repair. Besides that, the 3 students who have carried out MPK at Honda Citra Cakra already have the competencies required by DU/DI in the automotive sector so the percentage of absorption by DU/DI is 90% if they apply for a job at an automotive repair shop or industry.

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