



Design of Internship Program Management in Human Capital Work Unit PT Angkasa Pura I (Persero) Jendral Ahmad Yani International Airport Semarang

Thomas Kurniawan^(✉), Tazkia Aulia, Ika Wulandari, and Lidia Maasir

Human Resources Management Apparatus, Polytechnic STIA LAN Bandung, Bandung,
Indonesia

18110428@poltek.stialanbandung.ac.id

Abstract. The objective of this study is to describe the apprenticeship learning program at the human capital work unit of PT Angkasa Pura I (Persero) Semarang Branch Office, to find out the obstacles and to produce an internship program design that in accordance with the needs of the human capital work unit. The method used in this research is descriptive surveys through data collection from observation, documentation studies, and interviews. The informants consist of one apprentice, one coach, and the head of the work unit. The results showed that the design of the apprenticeship learning program at the Human Capital work unit started with the planning process by analyzing the needs of interns and work units. Orientation activities, learning practices, and reviews in the implementation process ended with an evaluation process through internship reports. The learning practice is complemented by the provision of work modules, development through personnel strategies, mentors as learning resources, and soft skills practices. Participation for motivation is carried out through a personal approach while responsibility is demonstrated through the given assignment for the apprentice. However, the Standard Operating Procedure (SOP) as the systematic guideline program hasn't been implemented. Thus, the Human Capital work unit is recommended to continue developing its apprenticeship management thoroughly by applying SOPs and refining the curriculum systems to form and support the development based on knowledge, skills, and attitudes. As well as the practice of soft skills that are not only in accordance with the needs but also with changes.

Keywords: Internship Program · Internship Learning Management · Human Capital Work Unit

1 Introduction

Human Resources always have an essential role in achieving company goals. As well as in how the industry is facing the era of Globalization 4.0 which leads to the need for quality human resources and the right ability to deal with change. Internships as an element of practice in learning programs have an important influence on efforts to prepare and create

© The Author(s) 2024

A. Rahman et al. (Eds.): ICAS 2022, ASSEHR 776, pp. 471–479, 2024.

https://doi.org/10.2991/978-2-38476-104-3_45

human resources that are in accordance with what the industry needs. The important role of creating superior human resources through the implementation of subsequent internship programs should not only be a burden and be played on universities, but also in industry as a forum that carries out internship programs in providing the right design and implementation of learning programs.

Industry involvement in fostering vocational schools has been implemented in Germany for a long time by using a dual system model known as dual education. In Germany, dual education is a model of cooperation between vocational schools and industry where learning is carried out in universities and the industry to produce graduates who obtain the skills required.

FHCI or Forum Human Capital Indonesia is an institution that organizes a certified internship program that is open to 142 companies under BUMN or State-Owned Enterprise Institute. PT. Angkasa Pura I (Persero) Semarang is one of the companies that open internship programs with the aim to provide an overview of work in industry or companies, especially in the field of personnel.

However in 2020, PT Angkasa Pura I (Persero) Jendral Ahmad Yani Semarang, the management of the Human Capital Work Unit internship is still not well recorded, the work unit only has a calculation of the total number of incoming letters of participants who register for internships. The existing data only recorded as many as 140 participants who were accepted with no count of letters that were rejected.

Apart from the problem of the correspondence, there also has not been a clear direction either in the form of oral or written directions. During working hours, participants were still found sleeping in the workspace which indicated bad behaviors in the implementation of the internship. The work assigned to participants is also limited to technical work, such as administrative work, such as compiling files, recapitulating data, and filling out employee attendance lists. The compiled SOP has not been implemented optimally because there has been no validation test of the Apprenticeship SOP in all work units.

In terms of output, the company asks for it in the form of a report from participants who have completed their internship. However, as the reports were made, there has been no special attention so the hard copy files provided only pile up in the internship report file. From the results of the internship implementation and the collection of reports submitted by participants, there are no assessment criteria for each work unit where participants have fulfilled internships, which should be used as evaluation material for participants or their own employees.

To conclude, even if it's a certified internship program however, in its implementation, which is based on the author's internship experience, precisely in the human capital work unit, there's still so much need for it to have proper management in accordance with the needs. And so based on what's happened, it's interesting in taking the paper with the title "*Design of Internship Program Management In Human Capital Work Unit PT. Angkasa Pura I (PERSERO) Jendral Ahmad Yani International Airport Semarang*".

2 Research Objective

- To find out the overall internship program that has been running at PT Angkasa Pura I (Persero) Semarang Branch Office.

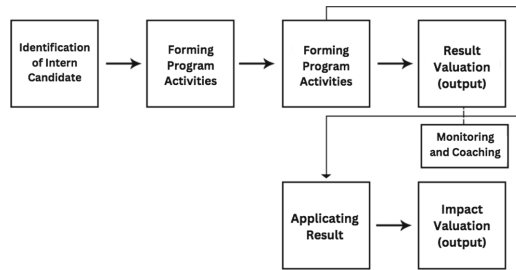


Fig. 1. Internship pattern scheme

- To analyze the obstacles in the implementation of internships at the Human Capital Work Unit of PT Angkasa Pura I (Persero) Semarang Branch Office.
- To produce an internship program design that can be applied to the Human Capital Work Unit of PT Angkasa Pura I (Persero) Semarang Branch Office.

3 Literature Review

3.1 Human Resource Management

According to Boxall and Purcell [1], human resource management is defined as all forms of human activity related to the management of work relations in an organization or company. Boxall [1], noted that human resources include knowledge, skills, relationships, physical and emotional health, intellectual abilities, charm, and motivation.

3.2 Internship Learning

Internship learning is a learning process for someone in gaining and master skills by contributing to the process through instructions from professionals.

The Elements of internship learning are:

- In interns there are several factors that need to be considered: Talent Interests, Needs, Ability.
- The source of the internship is the supervisor who provides support in terms of willingness, ability, and pretension that need to be competent and proficient in their job and are willing to provide their knowledge and skills voluntarily in exchange for the successful implementation of the internship.
- The Internship Pattern is a learning process in education outside of school, in the form of internships or others that can support the process. The pattern is seen through the needs and objectives, materials of livelihood, facilities, sources, and other requirements (Fig. 1) [2].

3.3 Internship Learning Curriculum

The objectives of learning activities (learning by doing) can be clearly specified, these are needed in order to be able to compile the content taught and written by the coach. Several characteristics are drawn from the main characteristics:

Self-Study Module. A module is a unit of study with objectives, initial debriefing, and learning activities that make it easier for learners (interns) to acquire expertise and skills in applying the learning materials that have been studied. The module can also be used as an evaluation of the acquired skills. In applying job skills, interns can stick to the module as a guide.

Personnel Strategy. Personalization has the meaning of individualization of learning that includes responses to personal feelings and the psychosocial growth needs of apprentices.

Learning Resources. Professional Who Becomes a Facilitator and is Usually Called a Mentor or Supervisor.

Work Practice. Work practices will result in working relationships and work objectives for getting things to be done.

3.4 Internship Learning Application

Management of the internship learning program is directed toward learning components. There are several principles that can be used as guidelines for internship managers and participants as a learning strategy. The principles that need to be realized in the management of internships (learning by doing) as a learning strategy and learning process are: 1) Interns' participation in the management of internships, 2) Giving responsibility to apprentices in managing internship learning activities.

Keith Davis [3] and Anwar Prabu Mangkunegara [4], explain that participation is a social activity that contributes to an organization's success. Kindervatter [5], explains something about giving responsibilities to apprentices to provide a sense of support for themselves in achieving the success of the learning organization process.

3.5 Previous Research

Based on the research finding of Linda Ratnasari [6], the result showed the comparison of 3 (three) companies regarding the application of the internship mechanism which is divided into three stages function of learning management including planning, implementation, and evaluation then its to be applied by the writer in this research. The study of the Internship Learning Model for Improving Learning Independence by Mustofa Kamil [7], resulted in knowing how to apply learning management design in internship programs to be applied in this research. Apprenticeship Learning Model (Study on Metal Craftsmen at Sentra Home Industri Logam Kejambon, Tegal by Wardani [8], describes the existing model in learning management which helps find out what kind of learning models are suitable with this research. The fourth research of John [9], Training Needs by Apprentices under Non-Formal Education in Technical Colleges and Technical Colleges to be Self Employed discusses non-formal education where learning can be carried out directly in the work area to find out how to execute in the actual practice. From this research, the writer can assemble the concept of apprenticeship taken from the non-formal education section. Contribution of Public Relations Management to the Implementation of the Student Internship Program as The Implementation of KKNi 4.0

Curriculum by Hardiansyah [10], is helping to develop existing research on the role of universities in curriculum 4.0 and find out the role of industry in preparing apprentices to be ready to work, which is supported by Lauglo & Lili's theory, that implementing dual education between industry and universities.

3.6 Theoretical Framework

Theoretical Framework (Fig. 2).

4 Research Methodology

“Management of the Internship Program at the Human Capital Work Unit of PT Angkasa Pura I (Persero) Jendral Ahmad Yani International Airport Semarang” the research used a qualitative approach.

Data collection was carried out using the observation method, documentation studies, and interviews.

Primary data & Secondary data - The information received for the study was directly collected from the respondents in the form of interviews, opinions, and observations. The primary data obtained from this study was directly conducting 2 interns, 1 supervisor, and 1 head of the Human Capital Work Unit. The past records and documents pertaining to a recap of the number of internship letters, details of the organization, and the employees constitute the secondary data.

5 Research Findings

According to the Legal Basis of the Apprenticeship Law in Indonesia of the Ministry of Manpower, Republic of Indonesia No. 6 of 2020, the Implementation of Domestic Apprenticeships is defined as part of a job training system that is held in an integrated manner between training in training institutions (companies) and working directly under the guidance and supervision of instructors or workers who are more experienced in the process of producing goods and services in the company to master certain skills or expertise. Based on the law, internships are used in the world of education and companies to improve the quality of human resources (HR).

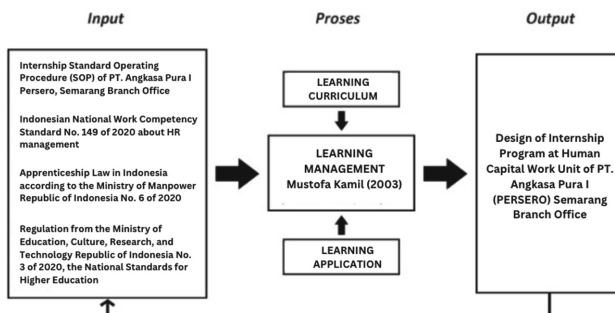


Fig. 2. Theoretical framework

PT Angkasa Pura I (Persero) Semarang Branch Office is divided into several work units that have their respective duties and authority. The Human Capital work unit handles personnel issues within a company's scope. Specifically, to ensure the implementation of policies and strategies of the Human Capital Business Partner to support efforts, optimize employee productivity, and increase customer satisfaction based on the company's Work Plan and Budget (RKAP), which also implements compliance in accordance with the laws and the company's internal regulations.

With those several works, each year, the need for employees in the Human Capital Work Unit is determined and set according to the workload that must be completed at each branch office.

To assist with the completion of the assigned tasks and looking at the involvement of industry in the field of higher education in shaping skillful students, which is also included in non-formal education with real practice in the workplace, PT Angkasa Pura I (Persero), Semarang opens internship programs for every active student from either public or private universities in Indonesia.

5.1 Internship Program at Human Capital Work Unit of PT Angkasa Pura I (Persero), Semarang

The certified internship program at PT Angkasa Pura begins with a recruitment process in which the number of interns returns to the needs of each work unit to match it with the placement process. Internship applicants from institutions will also be evaluated first with the distribution of the available OJT and scheduled so that there are no excess participants. The process of submission is handed first to General Manager and continuously to the AP Senior Manager then Human Capital Division dispatches to the unit staff to issue instructions for the follow-up of incoming letters to the work unit, which usually takes more than two weeks.

Recruitment must have sufficient intention and interest in learning to carry out all conditions that must be met by the company and work units. Talent interests, needs, and abilities of the interns are important factors for the success of the learning program and the performance of their duties. This makes the criteria for applicants the basis for determining the apprentices where the needs of work units are adjusted to obtain the most competent and suitable candidates. However, at PT Angkasa Pura I (Persero) Semarang there are no specific criteria set by work units instead only by adjusting to the demand of each work unit or the least is just by looking at the educational background of the prospective participants.

When usually talking about the program, then the process and its implementation of an internship program from planning-implementing-and-evaluating should be based on the existence of policies or procedures commonly referred to as Standard Operating Procedures (SOP). The Human Capital work unit also had an SOP designed with a flowchart and is accustomed to the needs but what is deficient is that the SOP has not been really implemented due to the validity test which has not been carried out.

Thus, the program shall start with planning as the initial basis for designing activities or compiling future actions which require thinking about what needs to be prepared and completed. The Human Capital Work Unit can start planning by carrying out the identification of learning needs carried out by the organizers which aims to find out

what needs are currently needed by the participants and the work unit in their internship learning process to find out what needs must be possessed by both parties. This can begin when prospective apprentices register with the company. After the organizers obtain personal data from the registrants, the organizers can select the suitability of the participants to occupy work units that are in need.

Besides and prior to the implementation of the internship learning schedule activities, the internship implementation time process or duration was also considered. The duration of an internship program is customized according to the applicant or institution for approximately one, two, or six months. Even so, the interns and company can determine and discuss the length of time of the internship based on their needs, which can support both parties in preparing for each of their work needs. And in addition, the recommended duration from companies is a minimum of two months, with the first month as a process of adjusting interns to working conditions with the next month to start executing and practicing what they have learned in and to a professional work environment.

5.2 Implementation

The internship activity in the Human Capital work unit begins with an orientation session within the internals. They gathered together in the room of their assigned position and Senior Manager will provide an introduction about the company, work unit, and employees and then continue with a self-introduction of each internal or participant. At the end of the session, interns are required to fill out the attendance list.

The schedule or working hours of interns in the Human capital work unit are Monday–Thursday from 08.00–17.00 and Friday from 08.00–16.00. The main activity of the internship program is the learning technique for interns to complete the tasks, with the learning curriculum of the program form in various work modules provided through demonstration or verbal directions. Mentor as the source of learning has a strategic role in determining the process of implementing the internship learning process as they know the actual learning conditions, professionals in the materials, and methods used in the learning process, and has a role in explaining theory with direct practice which aims to make the intern understand and complete the task rightfully. Each provides direction related to interns with brief conversations before doing the work practices regarding the initial directions either for new tasks or to complete the employee duties which carried out a sense of involvement and trust that affects productivity in doing their internships.

Mastering learning materials based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 3 of 2020 concerning the National Standards for Higher Education (SN Dikti) formulates general skills, especially in diploma/bachelor degree regarding the required minimum skills of apprentices, that is at the Level 6 of Manager level (KKNI). Consist of: compiling job description, workload analysis, grading position, and developing a remuneration system.

Interns also learn about attitude by applying the company value, and ethics through demonstration and example from the employee so they can place themselves to know what should and could do and what not in the workplace. When the sample has been given by the employee, there is an attendance form for participants to be used as an assessment to measure work attitudes and discipline.

The supervisor in the human capital work unit conducts a review of the interns to find out whether they have understood or not the material that has been conveyed by the coach or employee. This review comes as the last stage in the internship learning program before evaluation through a personal approach taken by the coach in order to create encouragement from a sense of being cared for. The approach is in the form of questions about things such as educational background, interests, goals, and sort of everything that will also provide an overview to the supervisor regarding the competencies of each apprentice.

Evaluation of learning has it on subjects who have been involved in learning internships in the human capital work unit including evaluation objectives and evaluation techniques. The purpose of conducting an evaluation is to determine the level of understanding of the interns in working to complete the tasks given by the coaches and employees. As explained.

“Their ability to interpret the given task from the supervisor. Their ability to process data and in terms of communication must have a feedback return to the interns”. (Interview July 25, 2022).

The internship learning process in the human capital work unit has a significant influence on changes in both the participants and the work unit. As it stated:

“The influence is quite significant for me. Even though sometimes I have to learn from the beginning, I get new knowledge about HR, as well as skills in completing the tasks related to HR that have been given. In terms of my attitude, I have become more disciplined as I mostly look up to company rules”. (Interview July 11, 2022).

From the statements of the interns, it can be seen that this internship learning has a direct impact on the participants.

In every implementation, an assessment or evaluation is always needed to measure the success of the internship learning program. In the final stage, as for the evaluation interns are required to make and submit reports on the results of the internship. Moreover, the evaluation process is also carried out by providing input, and worker reports with the outcomes that may help evaluate interns and companies and will be used as written suggestions or input for the future program.

6 Conclusion

The results showed that the design of the apprenticeship learning program at the Human Capital work unit started with the planning process by analyzing the needs of interns and work units. The implementation started with orientation activities, learning practices as the main activity, reviews as the closing activity, and ended with an evaluation process through internship reports. The learning practice is complemented by the provision of work modules, development through personnel strategies, mentors as learning resources, and soft skills practices. Participation for motivation is carried out through a personal approach while responsibility is demonstrated through the given assignment for the apprentice. However, PT. Angkas Pura still has shortcomings in its implementation such as the proper planning, the absence of official qualifications for applicants, and the Standard Operating Procedure (SOP) as the systematic guideline program that hasn't been implemented yet.

7 Recommendation

The Human Capital work unit of PT Angkasa Pura (PERSERO) Semarang Branch Office is recommended to continue developing its apprenticeship management thoroughly by applying SOPs. The learning schedule should be conveyed at the beginning of the participant's orientation so that participants know well about the work hours. The qualification criteria for applicants need to be set so the company can look into the Human Resource and Organization intern of PT Petrokimia Gresik for reference. Refining the curriculum systems to form and support the development based on knowledge, skills, and attitudes. As well as the practice of linking and matching between universities and industries in terms of soft skills that are not only in accordance with the needs but also with changes.

References

1. Boxall, P.F., Purcell, J., Wright, P.M.: The Oxford handbook of human resource management. Oxford Handbooks (2007).
2. Mustofa, K.: Model pendidikan dan pelatihan (Konsep dan Aplikasi). Bandung Alf. (2010).
3. Davis, K.E., Todd, M.J.: Assessing friendship: Prototypes, paradigm cases and relationship description. (1985).
4. Prabu, M.A.: Manajemen sumber daya manusia. Bandung PT Remaja Rosdakarya. (2000).
5. Kindervatter, S.: Nonformal education as an empowering process. Massachusetts Cent. Int. Educ. Univ. Massachusetts. 13, (1979).
6. Suharti, Ratnasari, L.: Sistem pengelolaan program magang bagi mahasiswa di Perusahaan (studi terhadap tiga perusahaan di jawa tengah). J. Nonform. Educ. Community Empower. (2017).
7. Kamil, M.: Model Pembelajaran Magang Bagi Peningkatan Kemandirian Warga Belajar: Suatu Pendekatan Baru. Din. Pendidik. 10, (2003).
8. Wardani, P.Y.A.: Model Pembelajaran Magang (Studi pada Pengrajin Logam di Sentra Home Industri Logam Kelurahan Kejambon Kecamatan Tegal Timur Kota Tegal). J. Nonform. Educ. Community Empower. 1, (2012).
9. John A, C., Cyril: Training Needs by Apprentices under Non-Formal Education in Technical Colleges and Technical Colleges to be Self Employed. Journal. 5, (2015).
10. Hardiansyah, H., Wibawa, R.: Kontribusi Manajemen Hubungan Masyarakat terhadap Pelaksanaan Program Magang Mahasiswa Sebagai Implementasi Kurikulum KKN 4.0. JOEAI (Journal Educ. Instr. 3, 378–384 (2020).

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

