



Evaluation Of The Implementation Of Internship Practice In Higher Education: A Case Study In The Building Construction Education Study Program

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Abstract. Education aims to produce graduates who have the knowledge and skills needed by the industrial world. To the current curriculum in universities in Indonesia, namely the Independent Learning Independent Campus or "kurikulum merdeka", learning is not only carried out on campus but also off campus. One form of off-campus learning is an industrial internship. Implementing this internship must have clear cooperation to get results that benefit both parties. One form of cooperation is the public-private partnership. The results of observations found that the implementation of industrial internships at the Undergraduate Program of Building Construction Education there had never been an evaluation. The purpose of this research is to evaluate the implementation of industrial internships. This research is a type of evaluation research. The research respondents were students who had carried out industrial internships. Data collection techniques using questionnaires. Data analysis used a quantitative descriptive technique. The results of this study are as follows. (1) The results of the evaluation of the context, input, and product in the implementation of the internship are included in the good criteria, (2) The results of the evaluation of the input are included in the sufficient criteria, (3) The implementation of apprenticeships that needs to be improved is the clarity of agreements with industry, apprentice administration and guidelines clearly, and transparency of the apprentice evaluation process.

Keywords: Evaluation, internship, partnership, higher education.

1. Introduction

The Faculty of Engineering (FT) is one of the faculties at Surabaya State University. One of the study programs in the Faculty of Engineering is the Undergraduate Program in Building Engineering Education. The curriculum currently implemented in the Undergraduate Program in Building Engineering Education is the Independent Learning

Curriculum, Independent Campus (MBKM). MBKM is Education and Culture which aims to encourage students to master various knowledge that is useful for entering the world of work [1]. Independent Campus provides students with the opportunity to choose courses outside the study program or the policy campus [2]. The Independent Campus Policy by the Regulation of the Minister of Education and Culture Number 3 of 2020 concerning National Standards for Higher Education, Article 18 states that the fulfillment of time and study load for students can be done by following the entire learning process in the study program and following the learning process outside the study program [3].

The purpose of the independent learning policy by providing the right to study three semesters outside the study program for students is to improve the competency of graduates, both soft skills and hard skills, so that they are more prepared and relevant to the needs of the times, preparing graduates as superior and personable future national leaders. Promising an experiential learning program with a flexible path can facilitate students in developing their potential according to their interests and talents [4] [5]. The obstacles that occur can hinder the MBKM implementation process due to reduced student interest in their involvement in the forms of learning activities provided by the study program [6].

The Faculty of Engineering, State University of Surabaya in implementing the MBKM curriculum, one form of off-campus learning that is held is the internship (MPK). This internship is carried out for one semester or six months with a weight of 20 credits. The problems faced in the implementation of MPK are cooperation with the industrial world or companies, the implementation of practices in the industrial world or companies, and the funds needed for internships or internships for students. To overcome these problems, cooperation is needed between the Faculty of Engineering, Unesa, and companies or the industrial world in implementing internships in the form of government cooperation with both state and private companies.

Cooperation is an effort to achieve a common goal. Cooperation is done by interacting with each other. This habit begins in childhood, in family life, and in wider social groups. Cooperation begins with a shared orientation. In cooperation, it can provide a division of tasks according to their abilities [7].

The main characteristic of cooperation is the role given to each individual that is different, according to specialization and division of responsibilities. The differences that exist are common in solving problems [8]. There are five forms of cooperation, namely. (1) Harmony which is a form of mutually beneficial cooperation between individuals. (2) Bargaining is an agreement to exchange goods or services between two or more organizations. (3) Cooptation is the process of accepting new things in leadership and implementing politics in an organization to make it more balanced. (4) Coalitions are a combination of two or more organizations that have the same goals. (5) Joint Ventures are cooperation on large projects that involve various parties with different backgrounds [9].

One form of cooperation is the Public-Private Partnership (PPP). PPP can be interpreted as cooperation between the Government and business entities outlined in an

agreement [10]. According to America's National Council on Public-Private Partnership 2010, PPP is a contractual agreement between the private sector and the government to use each other's expertise in improving services to the community.

PPP is a collaboration between the government and the private sector that involves investment with a fairly large value. The PPP scheme has seven factors, namely networking, cooperation or collaboration, coordination, willingness, trust, capability, and a conducive environment [11] [12].

PPP projects usually have a higher level of risk than conventional ones, because they involve many stakeholders, large investments, and long concession periods [13], [14]. PPP projects involve not only project-related risks but also risks that depend on the characteristics of PPP as a procurement method. Risk management in PPP projects can be grouped according to conventional risk management processes, including risk identification, risk analysis, and risk mitigation [15].

Furthermore, [16] explained the identification and categorization of risks in PPP into two groups, namely the first group contains studies that focus on the nature of risk, while the second group contains studies that focus on the project phases where the risk will occur.

One of the Study Programs at the Faculty of Engineering, State University of Surabaya, namely the Building Engineering Education Study Program. The implementation of Field Work Internship is an obstacle faced because students must do an internship in the construction industry, so it requires a lot of cooperation with the industry. The implementation of the internship which lasts for six months also requires extra costs and energy in its implementation.

Cooperation in the form of government-private partnerships (PPP) is very much needed, especially for the Faculty of Engineering, State University of Surabaya. Cooperation with the industry will be very beneficial in implementing internships. However, in reality, the internship implementation process has not been effective. Regulations in implementing industrial internships are still unclear and the perceptions of lecturers and students are still different. The cooperation established with the industry has not been optimal. Evaluation of the internship has not been carried out.

Based on the description above, it is necessary to evaluate the implementation of the internship as an implementation of cooperation between the study program and the industry. The objectives of this study are as follows. (1) Evaluating the context of the implementation of work practice internships, (2) Evaluating the input of the implementation of work practice internships, (3) Evaluating the process of implementing work practice internships, and (4) Evaluating the product of the implementation of work practice internships (MPK) in the Undergraduate Program of Building Construction Education.

2. Method

This type of research is evaluation research. This study provides an overview and evaluation of the implementation of practical work internships (MPK) as an

implementation of collaboration between the Undergraduate Program of Building Construction Education, the Faculty of Engineering, and industry.

This research was conducted in an even semester 2023/2024 academic year. The subjects in this study were students in the Undergraduate Program of Building Construction Education in a class of 2021 who had carried out work practice internships. The data collection technique in this study used a questionnaire. The researcher provided questions that were systematically arranged to obtain data on the implementation of work practice internships. The compilation of the questionnaire was carried out using a Likert scale consisting of four answer choices. The questionnaire was developed by the researcher and validated, then used to obtain data from respondents.

The data obtained from this research is in the form of quantitative data. The data analysis technique uses a quantitative descriptive analysis technique. Tabulated data from the results of the questionnaire were analyzed and presented using graphs and tables, then concluded. The assessment is carried out by comparing the score of the assessment results with the criterion score based on the normal curve as shown in Table 1.

Table 1. Criteria based on the normal curve

Score	Percentage	Description
5	85% - 100%	Very good
4	70% - 84%	Good
3	51% - 69%	Enough
2	31% - 50%	Less
1	0% - 30%	Very less

3. Result and Discussion

The research data were divided into four dimensions, namely evaluation of the context, input, process, and product of the implementation of the work practice internship. Context evaluation assesses the foundation, mission, and objectives of the program. Input evaluation is carried out to identify and assess material resources, equipment, humans, and costs to implement the program. Process evaluation assesses program implementation. Product evaluation assesses the results and benefits of the program. The assessment is carried out with a percentage of criteria obtained from comparing the total score obtained with the total maximum score multiplied by one hundred percent. The assessment criteria can be seen in Table 1.

3.1. Context Evaluation Results

The context dimension is an assessment of the program foundation that underlies planning to achieve program objectives. Four statement items dig up information on the contextual assessment of the implementation of practical work internships (MPK), namely the implementation of apprenticeships in study programs is by the curriculum,

there is already an agreement (MoU) between industry and study programs, MPK is very important for increasing students' understanding in the world of work, MPK in the study program by the objectives of the study program. The score of each item on the context dimension can be seen in Figure 1.

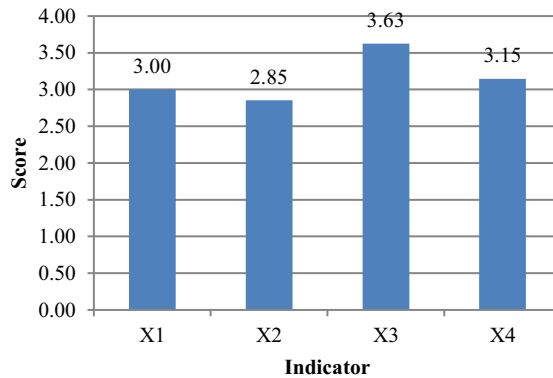


Fig. 1. The average score of the context dimension

Based on the analysis, it was found that the total score of the average respondent for the dimension of the context of implementing the Internship Practice Work (MPK) in the Undergraduate Program of Building Construction Education was 12.63, while the maximum total score was 16. So the percentage of criteria was 78.91% and included in the good criteria.

Based on Figure 1, it is found that the highest score is at X3, namely Internship in Work Practice (MPK) is very important for increasing students' understanding of the world of work. Meanwhile, the lowest score is in item X2, namely, there is already an agreement (MoU) between the industry and the study program in the implementation of apprenticeships. The context in the implementation of industrial internships needs to be considered, including considering the needs of the industry. The curriculum also needs to be prepared to support the internship program [17].

3.2. Input Evaluation Results

The input dimension is an assessment of the resources owned that are used in program implementation including human resources, infrastructure, budget, and procedures/rules. Ten statement items dig up information on the input assessment of the implementation of practical work internships (MPK), namely the field supervisor (DPL) in the study program is very helpful in implementing the internship, the course supervisor (DPMK) in the study program has competence according to the subject taught, field supervisors from industry are very cooperative and helpful in implementing MPK, the administrative system in implementing MPK is easy and clear,

students have a good understanding of MPK implementation guidelines, lecturers have a good understanding of MPK implementation guidelines, existing facilities in the study program are ready in implementing the MPK, I found it difficult to find a place for Internship, the study program had sufficient budget to implement the MPK, the study program had clear guidelines regarding the implementation of the MPK.

Based on the analysis, it was found that the total score of the average respondent for the input dimensions of the Practical Internship (MPK) was 26.71, while the maximum total score was 40. So the percentage of criteria was 66.77% and included in the sufficient criteria. The score of each item on the input dimension can be seen in Figure 2.

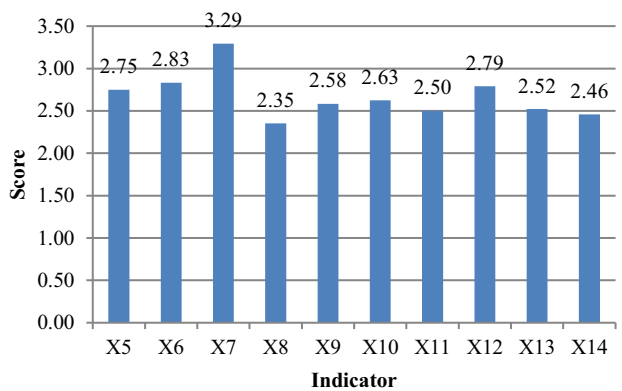


Fig. 2. The average score of the input dimension

Based on Figure 2, it was found that the highest score was at X7, namely that the field supervisor from the industry was very cooperative and assisted in the implementation of the Practical Work Internship (MPK). Meanwhile, the lowest score is on items X8 and X14, namely the administrative system in implementing the Practical Work Internship (MPK) is easy and clear, and the study program has clear guidelines regarding the Implementation of the Practical Work Internship (MPK). To increase input in internships, training can be provided to interns and internship supervisors before the internship is carried out so that there are no more difficulties [18].

3.3. Process Evaluation Results

The process dimension is an assessment of program implementation, namely practical work apprenticeship (MPK). Seven statement items dig up information on the assessment of the apprenticeship process, namely the work given during the internship in the industry is very relevant to the course material that has been given, I can carry out all the work given during the internship, the MPK is carried out according to

schedule, I can complete the internship report properly, the mentoring process during the internship went well, the evaluation of the implementation of the internship was carried out systematically and transparently, and the assignments given during the internship were by the weight of the credits of the course.

Based on the analysis, it was found that the total score of the average respondent for the dimensions of the process of implementing the Internship Practice Work (MPK) was 20.40 while the maximum total score was 28. So the percentage of criteria was 72.84% and included in good criteria. The score of each item on the process dimension can be seen in Figure 3.

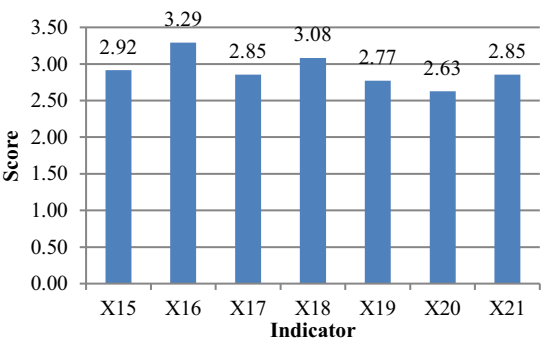


Fig. 3. The average score of the process dimension

Based on Figure 3, it is found that the highest score is at X16, that is, I can carry out all the work given during the Internship Internship (MPK). Meanwhile, the lowest score is on items X20 and X19, namely the evaluation of the implementation of the apprenticeship is carried out systematically and transparently, and the mentoring process during the apprenticeship runs well. The internship program evaluation process also needs to be adjusted to the implementation in the field to make it more relevant [18].

3.4. Product Evaluation Results

The product dimension is an assessment of the results of the practical work apprenticeship (MPK). Four statement items dig up information on appraising the product of the apprenticeship, namely, students get increased knowledge after implementing the Practical Work Internship (MPK), students get increased skills after the apprenticeship, the apprenticeship is very useful for students, there is a continuation of the practicum apprenticeship. The score of each item on the process dimension can be seen in Figure 4.

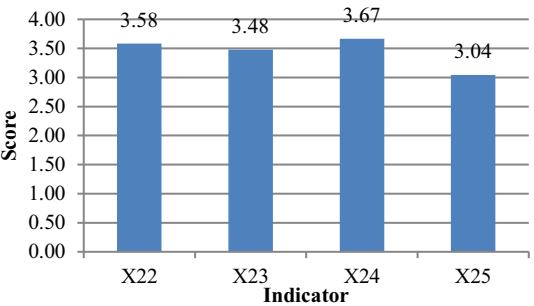


Fig. 4. The average score of the product dimension

Based on the analysis, it was found that the total score of the average respondent for the dimensions of the process of implementing the Internship Practice Work was 20.40 while the maximum total score was 28. So the percentage of criteria was 72.84% and included in good criteria.

Based on Figure 4, it was found that the highest score was at X24, namely the Practical Work Internship (MPK) was very useful for me. Meanwhile, the lowest score is in item X25, namely, there is a continuation of the Internship (eg job offers, freelance, relationships, etc.). Field supervisors must also interact with the industry to recommend qualified students to be accepted to work in the industry [19].

3.5. Comparison of the Dimensions of Evaluation Results on the Implementation of Work Practice Internships

Based on the results of data analysis, the average score was obtained from the context, input, process, and product dimensions of the internship at the Civil Engineering Department. The results of the comparison of the average scores can be seen in Figure 5.

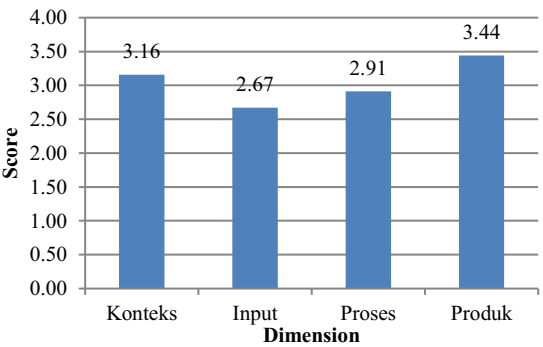


Fig. 5. Comparison of the dimensions of apprenticeship implementation

Based on Figure 5, it is found that of the four dimensions of evaluation of the implementation of practical work internships (MPK) in the Undergraduate Program of Building Construction Education, the highest score is on the product dimension, then the context, process, and finally the input dimension. Input is the focus that still needs to be improved because it gets the lowest score. Input consisting of human resources, namely lecturers, educational staff/technicians, and students need to get more socialization and explanation about the implementation of work practice internships. Input in the form of administrative system facilities for the implementation of apprenticeships needs to be made easy and clear. Input in the form of guidelines for the implementation of the internship needs to be made in detail and complete and given to all human resources in the Undergraduate Program of Building Construction Education before the implementation of the internship.

4. Conclusions

Based on data analysis and discussion, it can be concluded as follows. (1) The results of the context evaluation in the implementation of work practice internships in the Undergraduate Program of Building Construction Education are included in the good criteria, what still needs to be improved is the making of a clear and mutually beneficial agreement (MoU) between the campus and the industry, (2) The results of the input evaluation in the implementation of the internship work practices in the Undergraduate Program of Building Construction Education are included in the sufficient criteria, what still needs to be improved are the apprentice administration system facilities and apprenticeship implementation guidelines, (3) The results of the process valuation in the implementation of work practice apprenticeships in the Undergraduate Program of Building Construction Education are included in the good criteria, what still needs to be improved is the guidance process and transparency of the apprenticeship assessment, (4) The results of the product evaluation in the implementation of work practice apprenticeships at the Undergraduate Program of Building Construction Education are included in the good criteria, what still needs to be improved is the sustainability of the apprenticeship.

Based on the above conclusions, the suggestions from this study are as follows. (1) For the management of the department to further socialize the work practice apprenticeship guidelines to students, as well as to all human resources in the Undergraduate Program of Building Construction Education including lecturers and educational staff including the administration system used in the implementation of the internship, (2) For students to be more active in seeking information and asking about practical work internships so that they can be carried out better, (3) For the next researcher to analyze more about the implementation of work practice internships in other study programs.

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