

# Internship Program as a Part of Technical and Vocational Education Training (TVET)

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**Abstract**—Internships are one of the learning activities that support students in learning to plunge into the real world of work. By participating in the internship program, students get knowledge about what is happening in the world of work. The purpose of this literature review is to review the relevant journals to get an overview of which activities involve the apprentice training participants, and the role of the industry as a place of learning for students during the internship process. The method used is to search for literature and select relevant abstracts. The results of the identified research appear to group into two main groups: (a) the careers of Vocational High School students at the time of the empirical study internship have found work research that significantly enhances student career development (b) technical and vocational education training in TVET qualification work assignments.

**Keywords**—internship; literature review; TVET

## I. INTRODUCTION

Workplace learning (internship) is an important component in students' training programs who participated in vocational education courses at secondary education [1]. Internships are defined as structured relevant work experience and career earned by students before graduation from an academic program [2]. Internships and other workplace-based experiences can increase the success of student job searches at universities and thus facilitate the transition from school to their workplace [2].

In facing of the increasingly intense competition in the labor market, Higher Education Institutions (HEIs) is asked to prepare themselves better with skills that can be employed. One of the pathways that is commonly used to increase work eligibility is through an internship program [3]. Internship has been well received by scholars, students, and industry, it is also proven to have many benefits [3]. These are beneficial through the relationship of classroom learning to the work environment; developing valuable practical experiences; giving students more familiarity with the workplace; opportunity to communicate and establish relationships with supervisors in the industry and help clarify career expectations. These benefits are available in various countries and industries [3].

Many developing countries, emerging and transitional are reforming. Technical and vocational education training (VET) systems to improve work of youth, and as a vehicle to

strengthen the country's economic and social development. The problems they faced are varied [4]. Technical and vocational education training (VET) or internship serves to produce workers with reflexes that enable them to interact with work assignments in workplace organizations. So that the workplace organizations encourage supporters of the TVET program as a result to provide semi-professional readiness of workers. A survey of semi-professional work assignments has been conducted to determine the utilization of thinking skills competencies in the work process. There are at least six thinking skills initiated by workers in the work process to complete work assignments in TVET semi-professional qualification assignments; care about observing, judging, asking, imagining, remembering, wondering and evaluating [5].

TVET role as a human power training tool in determining people's welfare level. The benefits of TVET are as follows: meeting labor market needs, increasing efficiency in production and quality, reducing unemployment, producing cheaper and high quality of goods and services, increasing domestic competitiveness and international markets, using resources in accordance with the principle of efficiency and rationality, monitoring and interpretation of modern technology and reflection on the production of goods and services, realizing rapid and stable economic growth [5].

This literature review is limited to two perspectives with a focus on learning activities carried out by apprentices, and the role of industry as a place of learning for students during the internship process. The purpose of this literature review is to examine the relevant journals deeply in order to get an overview regarding the extent of the learning activities of apprentices, as well as the role of industry as a place of learning for students during the internship process. Based on the objectives to be achieved in this literature review, the formulated research questions are as follows: (1) How to improve the efficiency in production and quality during the career of Vocational High School students?; (2) What are the role of students and industry in achieving the objectives of technical and vocational education (TVET) training through the internship process?

## II. THEORETICAL FRAMEWORK

### A. Internship

Internship, work experience or integrated learning experience (WIL) are key elements of the curriculum for students in many fields study as a transitional form of courses designed to bridge academics and workplaces [6]. Internship not only offers opportunities for students to apply what they have learned in class, but also to foster a variety of career-related skills, such as time management, self-discipline, and communication [7].

Internship experience can be a type of external stimulus, fostering students' ability to adapt with unexpected changes and respond to disequilibrium, and thus compensate for the lack of dispositional flexibility to change. Thus, it is important to examine the potential effects of interactive internship experiences and personal factors in shaping career adaptation and the search for work result, in order to explain the dynamics of person-environment in individual internships and the job search process [2].

Internships have a profound effect on the students' career development, especially their intention to continue working in tourism and hospitality. Considering the need to reduce high turnover employee that characterizes tourism and the hospitality industry and requirements for a diverse work force with various skills and competencies, investigating the effect of internship experience on Tourism and hospitality of student career decision making has value [8,9]. Knowledge of student expectations and perceptions of internships and improved understanding of their career intentions, after the completion of the internship program, they can improve their design and internships implementation and alleviate the challenges faced by apprentice in tourism and hospitality. So far, the career aspirations of tourism and hospitality students can be strengthened, which leads to more productive future workforce [10].

### B. Technical and Vocational Education Training (TVET)

Technical and Vocational Training was established for the purpose of preparing workers to complete work tasks [5]. Work organization entrepreneurs are optimistic that TVET institutions will be able to form skilled and knowledgeable students about the jobs they have always dreamed of. For example, almost all the prerequisites to be applied for technician jobs in the workplace are based on certain explicit knowledge and tacit knowledge, dealing with the level of academic qualifications [5].

Currently, TVET functions to help meet the needs of employers. Kuala Lumpur Industrial Training states that, generally, bid programs at TVET are for the purpose of producing a competent semi-professional workforce. A series of courses and training programs at TVET institutions have been held to strengthen the work skills of workers in the workplace. This program aims to enable students to acquire semi-professional knowledge and hold current problems [5].

## III. METHOD

### A. Literature Search

Literature search is conducted through Sage Publication, Science Direct (Elsevier), Research Gate and Scopus using the following search terms: vocational education, and internship. Search include research articles written in English and published in peer-reviewed scientific journals. Searches are limited from the Year Period of 2000 to 2018. Because in this 21st century the debate about general and vocational education has become an important part of the agenda of policy makers and academics.

### B. Abstracts Selection

Literature search resulted in a total of 2680 journal reviews. The steps taken to select relevant articles for reference are to use two criteria for choosing abstracts: (a) the focus must be on internship and (b) abstracts must, or at least related to vocational education. This criterion produces 100 relevant journals which are then read and 61 journals which require further examination. From 61 journals, then summarized by title, author's name, research object, context, type of data, basic findings. From the summary, it produces 45 relevant journals discussing internships and vocational education. The journal is categorized into two groups regarding the aspects mentioned earlier in vocational education and internship to gain further insight into the relevance of articles for our review, and to make decisions about further analysis articles. Journals are divided into three groups: 30 Journals in Group1 which cover one aspect of vocational education, 10 Journals in Group2 which cover aspects regarding internships and vocational education, and 5 abstracts in Group3 that are not related to aspects of internship and vocational education.

This journal literature search scheme is based on Study, Participants, Context, Types of Data, and Basic Findings. One of the journals reviewed was entitled *Reconstructing Vocational Education and Training for the 21st Century: Mindfulness, Craft, and Values* written by Terry Hyland and published on January 27, 2014. The study sample consisted of analyzing education and vocational training (VET), unfavorable comparison between the UK and European vocational education and training system (VET) was made in the Wolf Report and indeed in many national VET reviews in the UK since the Royal Commission on Technical Education was reported in 1884 - showing the low status of vocational activities in the UK compared to that in the Continent Europe and other places. In the light of this cultural difference, it is impossible if the structure, funding, or curriculum reform only will succeed in increasing the provision of VET without appropriate changes in the foundation of vocational studies value. The method used in this research is Qualitative methods. The findings of this study are: The reconstruction program for VETs-leading moral, aesthetic values, and social-collectives supported by training attention has been proposed as a way of healing some persistent weaknesses and regulatory issues in this field. The base evidence for the positive benefits of MBI in general is quite strong and broad now, and has a well-documented. In addition, the successful use of the MBI

strategy in educational settings has, in recent years, grown exponentially [11].

#### IV. RESULTS

The research topics identified appeared to cluster into two main groups: (a) careers for Vocational High School students during the internship (b) technical and vocational education training.

##### A. Career of Vocational High School Students while Internship

At the secondary education level, vocational courses last for three academic years (Grade 10, 11, and 12) and provide training variety. The main purpose of these vocational courses is to create access to market labor in the short term; however, they also allow students to continue their studies at the higher education level. By complete these courses (included internships) successfully, that leads to Level 3 vocational qualifications and diplomas in secondary education. As mentioned earlier, empirical studies have found that work experience significantly influences student career development [12-14], although it is not clear whether certain qualities of work experience produce greater effects or not [1].

##### B. Technical and Vocational Education Training

The research findings show that there are several thinking activities in the work for TVET qualifications to apply thinking skills. Thinking activities are almost a provision in work that uses thinking skills to solve problems [5]. The technician said that he had not yet learned about the ability to think formally as a special subject while studying at TVET institutions even before holding an electrical engineering technician post. In contrast, perhaps the experience of TVET students in applying some skills by infusion lecturer while teaching certain TVET subjects [5].

Most previous studies used quantitative method with questionnaires and interviews with apprentices and industry participants. The findings of the study show that technicians' task requires thinking skills in work especially to win over non-routine work assignments. Usually, that non-routine work is almost related to problem solving and unexpected problems, but it must be resolved immediately. Almost think the skills acquired in work progress in the form of mental activities such as careful observation, judging, asking questions, imagining, remembering, wondering, evaluating and interpreting [5].

Therefore, students, who are future workers with TVET qualifications, should be equipped with thinking skills in the teaching and learning process at TVET institutions. Thinking skills must be taught to students through extraordinary courses. The syllabus curriculum is a concern for thinking skills to get the right solution to solve problems; such as careful observation, judging, asking, imagining, remembering, wondering, evaluating and interpreting [5].

TVET's differences go beyond by providing students with academic knowledge and thinking skills. This is in line with the ethos of students who are challenging to step out from structured rote learning and develop processes. Strong

partnerships between TVET institutions and job agents such as government agencies, industry agencies and corporate bureaus ensure that curriculum courses of highly relevant thinking skills are closely related to work assignments. This is what makes TVET graduates are highly sought after [5].

#### V. CONCLUSIONS AND DISCUSSIONS

This literature search covers a period of 18 years (from 2000 to 2018). Vocational training, as one type of adult education, aims to equalize community equality and empower adult trainees who are less fortunate. The findings of the research conducted by Hadi et al. show that the task of technicians requires thinking skills in work especially to win over non-routine work assignments [5]. Usually, that non-routine work is almost related to problem solving, and unexpected problems but must be resolved immediately. This work pretends to avoid the organization's operations being widely disrupted [5].

In conclusion there are true applying thinking skills waiting in TVET qualification work assignments. Almost thinking of the skills acquired in the progress of work in the form of mental activities such as careful observation, judging, asking, imagining, remembering, wondering, evaluating and interpreting. Therefore, students, who are the future workers with TVET qualifications, should be equipped with thinking skills in the teaching and learning process at TVET institutions. Thinking skills must be taught to students through extraordinary courses. The syllabus curriculum is a concern for thinking skills to get the right solution to solve the problem; such as careful observation, judging, asking, imagining, remembering, wondering, evaluating and interpreting [5].

TVET's differences go beyond by providing students with academic knowledge and thinking skills. This is in line with the ethos of students who are challenging to step out of structured rote learning and develop processes. Strong partnerships between TVET institutions and job agents such as government agencies, industry agencies and corporate bureaus ensure that the curriculum of the highly relevant thinking skills course is closely related to work assignments. This makes TVET graduates are highly sought after [5].

This review study is one of the first to analyze and synthesize relevant research articles about apprenticeship programs with TVET. Students, who are the future workers with TVET qualifications, should be equipped with thinking skills in the teaching and learning process at TVET institutions. Thinking skills must be taught to students through extraordinary courses. The syllabus curriculum is a concern for thinking skills to get the right solution to solve problems; such as careful observation, judging, asking, imagining, remembering, wondering, evaluating and interpreting [5].

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