

**Effectiveness of Internship Program Results in Students During Pandemic**

Delta Apriyani¹, Henry Ananta², Maharani Kusumaningrum³, Sofia Daniati⁴, Sinta Sulis Setyani⁵,
Estu Tri Yulia⁶, Ayu Berlyana Sucipto⁷, Marcellina Pangestuti⁸

¹²³⁵⁶⁷⁸Universitas Negeri Semarang, Indonesia

⁴AKS Kartini Semarang, Indonesia

Keywords

internships, pandemic
and student

Abstract

Internship is a program that must be implemented for students in university to develop the skills of students and adjust the needed skills in the Business World and the Industrial World in general. In the current pandemic situation there are many obstacles faced by students to implement industry internship activities, one of which is looking for internship places that still give opportunities for students to carry through internships. This pandemic condition also requires students to learn from home both practical learning and theory, so that the possibility for students to experience deficiencies in the abilities or skills used as provisions for internships is still minimal, so it requires the students activity to keep using internship activities as advice to gain knowledge in order to get the maximum learning experience. Through research conducted that with the current pandemic conditions, which require learning to be done online, does not rule out the possibility when internships in students continue to run effectively and provide valuable experiences and help the learning process for students. The assessment conducted by students states that internship activities carried out with the provision of online learning do not reduce the level of effectiveness and spirit for students as evidenced by obtaining an average assessment of the effectiveness of internships which is 4.50 in scale 5 which can be said that online learning does not reduce the level of effectiveness for students in conducting industry internships, In fact, students make the industry internship program as an opportunity to seek as much experience as possible to pursue the shortcomings obtained in the learning process in the classroom.

*Correspondence Address:

E-mail: deltaapriyani@mail.unnes.ac.id

p-ISSN 2528-505X

e-ISSN 2615-6377

INTRODUCTION

Internship is one of the learning processes that has the goal to provide real experience for students. Internship programs are needed for students at the university level, because it is expected that students have experience and an insight of where to apply the learning results obtained in the learning process at university and develop expertise in students with the internships process in the industry. Through internships industry, students are able to develop their skills whether it would be in soft skills such as communication, attitude and hard skills according to the needs in the field (Swanson & Tomkovick, 2011; Alpert et al., 2009). The preparation that must be owned by students before jumping into industry internship activities is to have adequate ability to be able to adapt to real learning in the business world and the industrial world (Akomaning, et al. 2013).

The preparation is obtained from an effective learning process so that it is able to provide maximum learning results to students. The learning process is practiced by teachers through face-to-face in the classroom and provides real examples of learning in the classroom or laboratory, so that students are able to practice learning skills in the laboratory for real by utilizing the facilities and infrastructures in the laboratory. Learning that already mentioned can train the skills of students so that they can be used as provisions to be able to jump into the industry internship program and can practice it directly in the industry itself and even collaborate between the existing work system in the industry with learning that can be in the classroom or laboratory.

This is a picture which should be done in the learning process especially in college, but with the current situation and conditions, face-to-face learning that can be done in the classroom or laboratory is quite impossible to do. This is because the current situation and conditions of the world right now are still fighting the covid 19 virus pandemic that spread to all corners of the world, therefore to help in breaking the chain of spread or transmission of the virus, it has an impact on the Education world (Dhanwan). S. 2020). The impact obtained is to require the learning process to be done which is initially 100% face-to-face, but currently learning is done online 100% both practical learning and theory. This allows it will affect the absorption of skills obtained by students, while in preparing students for industry internships is to provide direct practical learning conducted in the laboratory so that students have an insight of how the conditions in the industry. The problem requires a business that is able to maintain the quality of students in order to be able and ready to jump into industry internship activities. There are many strategies carried through by the Education world in order to face these problems through the learning media, learning techniques and so on, so that the competency of students is maintained and does not decrease even though the learning is not done as usual. Therefore, it will be seen how high is the effective level of industry internship activities done with the current online learning conditions, thus can be seen as a consideration in creating strategies in learning that do not reduce the competency which must be owned by students.

THEORETICAL STUDIES

The effectiveness of industry internships is not only from the hard work of students, but also it really takes an industrial role to help in realizing the effectiveness of the internship program (Sumathi Renganathan, et al. 2012). In addition to industry and students, there is also a very important role to help students in getting maximum results in industry internship programs, namely schools or campuses where students study and as information providers for students (Karunaratne and Perera. 2019). These three aspects are students, industry and school or campus is closely related in order to realize the goals of industrial internships (Sanahuja Vélez, G., & Ribes Giner, G. 2015; Fakhri and Munadi. 2019). Through the industry internship program will help students and provide benefits for students by reaching direct or real learning accompanied by experienced practitioners (David and Sandiford. 2014). Industry internship activities are very helpful for students in developing soft skills from students, so that through this industry internship program, students not only get hard skills but their soft skills also get trained. It can be known that soft skills are also needed by students to be able to compete in the workplace world (Sudana, Apriyani, and Suryatno. 2019) and also the business world, because in building a business it takes good soft skills. (Marwiyah, Apriyani. 2018). It takes optimal learning to provide sufficient

provision for students in order to face of industry internships, the provision itself is obtained by students from the teaching and learning process in the classroom or laboratory. The learning process in the covid 19 pandemic is done online which requires creative work so that it is still able to maintain the quality of the students ability.

RESULT AND DISCUSSION

This research will get an assessment of the quality from the implementation of Industrial Internships that have been done by students who are participated it in the current Pandemic situation. This research assesses 24 aspects that are needed and can be developed through the industry internship process. Data collection has been done with samples in which including students who have participated themselves in the industry internship activities during the covid 19 pandemic. The effectiveness of this industry internship activity can be seen in table 1 below.

Table 1. Analysis Result of The Effectiveness of Industrial Internship Activities in the Covid 19 Pandemic

Assessment Criteria	Average	Criteria
Ability to complete work	4,17	Good
Quality of generated work	4.01	Good
Quickness in getting the job done	3.90	Good
Ability to keep up with technological development	4.06	Good
Ability to use existing equipment units	4.06	Good
Ability to organize and arrange scale work	3.96	Good
Ability to communicate with others	4.15	Good
Ability of cooperation	4.21	Good
Ability to think creatively	4.03	Good
Ability to develop innovation	3.95	Good
Ability of critical thinking	3.90	Good
Initiative capability	4.16	Good
Ability of problem solving	4.03	Good
Ability to work independently	4.19	Good
Social attitude in the company	4.16	Good
Loyalty towards the company	4.16	Good
Ability to provide examples of positive behavior	4.18	Good
Ability of adaptation	4.18	Good
Personal quality	4.15	Good
Interest in achievement	4.42	Good
Motivation to grow and nourish the company	4.16	Good
Interest in self-quality improvement	4.47	Good
Suitability of learning on campus compare to conditions in the field	3.76	Good
Skills that can be achieved in post-internship	4.18	Good
Average	4.09	Good

We can see the results of the study show that the skills or competencies of students from 24 aspects that are considered to have values in the good category. In these 24 aspects, there are many soft skills possessed by students that can be obtained and developed through industrial internships. Soft skills that are really needed by the business world and the industrial world today and in the future as according to the results of the research of Sudana, et al (2019), require workers who not only prioritize hard skills but soft skills become the main role to be able to produce workforce capable of bringing about more mature and advanced changes for the company.

CONCLUSION

The conclusion of this article is there are 25 aspects of assessment aimed at students who have conducted industry internship activities during the covid 19 pandemic where learning is done online as preparation for students to face industry internship programs. From all of the assessment aspects get an average score of 25 aspects is 4.09 with a score range of 5. It states that the quality of students who have done the professional placement (PKL) activities in this Pandemic situation still provides and gets good things to develop and increase the ability of students. But however, they still have to improve the existing quality so that it can produce maximum results. The learning strategy that have been doing during this pandemic does not reduce the spirit and competency of students, so it still produces a good level of effectivity in this industry internship activity. However, there is still a gap to get perfect scores so that it needs a better strategy in order to be able to achieve maximum score because this pandemic period is still ongoing and it takes a strategy so that students do not experience the boredom with online learning which can affect in decline of students' learning outcomes.

REFERENCES

- Akomaning, E., J.M. Voogty, and J.M. Pieters. 2013. "Internship in vocational education and training: stakeholders' perceptions of its organisation." *Journal of Vocational Education and Training* 63(4): 575-592
- Alpert, F., Heaney, J.-G., & Kuhn, K.-A. L. (2009). Internships in marketing: Goals, structures and assessment—Student, company and academic perspectives. *Australasian Marketing Journal*, Volume. 17, Page. 36–45. doi:10.1016/j.ausmj.2009.01.003
- Ardani Ahsanul Fakhri, and Sudji Munadi, "The Evaluation of Industrial Internship for Vocational School of Mechanical Engineering in Tegal." 2019. *American Journal of Educational Research*, vol. 7, no. 11, 806-809.
- Davies, H. & Sandiford P.J. (2014) 'Legitimate Peripheral Participation by Sandwich Year Interns in the National Health Service', *Journal of Vocational Education & Training*, 66(1), 56-73.
- Dhawan, S. 2020. Online Learning: A Panacea in the Time of COVID-19 Crisis. *Journal of Educational Technology Systems*. Vol. 49(1) 5–22.
- Karunaratne, Kingsley, and Perera, Nirosani. (2019), Students' Perception on the Effectiveness of Industrial Internship Programme. In: *Education Quarterly Reviews*, Vol.2, No.4, 822-832.
- Sanahuja Vélez, G., & Ribes Giner, G. (2015). Effects of Business Internships on Students, Employers, and Higher Education Institutions: A Systematic Review. *Journal of Employment Counseling*, 52(3), 121–130.
- SPA (SOLUS PER AQUA) Service Industry: an Entrepreneurship Opportunity to Beauty Education Department. 2018. AIP Conference Proceedings 1941, 020001 (2018).
- Sudana, I. M., Apriyani, D., dan Suryanto, A. 2019. Soft Skills evaluation management in Learning processes at Vocational school. *Journal of Physics: Conference Series*. 1387 (2019) 012075
- Sumathi Renganathan, Zainal Ambri Bin Abdul Karim, Chong Su Li, (2012) "Students' perception of industrial internship programme", *Education + Training*, Vol. 54 Issue: 2/3, pp.180-191.
- Swanson, S. R., & Tomkovick, C. (2011). Perspectives from marketing internship providers. *Marketing Education Review*, 21, 163–176. doi:10.2753/MER1052-8008210206.