

# Internship Program to Enhance Youth Development: Learning from the Real World

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**Abstract.** One of the issues encountered in youth development field involves identifying prospective management. The research aims to analyze the internship program on the youth to enhance their development through academic and non-academic achievements. Also, to describe the impacts of the internship programs in youth development. The research method uses a mixed method with 100 youth's from State University Semarang as the sample participants. The research collecting data uses a structured questionnaire with a modified scale applied for academic and non-academic achievements. The research results show that the Internship Program can improve youth achievements both at academic and non-academic levels. This program provides opportunities for the youth to collaborate and work with other roles in the real world. Conversely, this program can improve the youth's achievements at academic and non-academic levels. The research result shows that the sig value = 0,000 < 0,05 while the t-test value is 38,756. The internship program provides benefits to youths who participate in the program. Otherwise, Internship partners who open the opportunities for the youth to gain experiences also receive benefits for workplace experience. This research will give the novelty on the latest standards to hold the internship program that can enhance youth development.

**Keywords:** internship program, real world, youth development

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## INTRODUCTION

The Internship program has become a trend in the Education field in Indonesia lately (Krisnanik et al., 2021). The internship becomes one of the study methods that can effectively introduce the work fields according to the expertise studied Click or tap here to enter text.. In Indonesia, Internships is widely used from vocational to higher education. It includes engineering, science, and education. According to the International Labor Organization's World Employment and Social Outlook, those who have higher education don't guarantee a person to be skilled in jobs. Those who don't pursue school can have more skills (Ebner et al., 2021). The Indonesia Government offers the off-campus Internship program through the Independent Study Independent Campus Curriculum. It intends to actualize skillful and outstanding youth's at both academic and non-academic levels (Krisnanik et al., 2021).

To integrate the youth's' practical experiences in the work area into their academic study, the government has designed an Internship program for the youth that helps them to study and adapt to the workplace. The student Internship has started since 2018. Based on the data, Kemendikbudristek has worked with 42 partners from 160 industrial partnerships and has held an event, namely the

Certified Independent Study and Internship of Independent Campus Festival. This event has gathered 21.000 participants from various universities (Kompas, 2021)

The internship considered a program that can improve the student's academic achievements. Notably, it can relate the youth's' knowledge they have learned in the class to the field application. The Internship activities include volunteering. This activity helps the youth's to develop their interpersonal abilities. Community-Based Learning (CBL) activity includes volunteering activities. The CBL becomes a pedagogical tool for the partner community to work on the learning process (Sörensson & Bogren, 2020). It includes community service learning as well. The Internship indirectly impacts aspects such as jobs, careers, and professions. Under the instructions, the youth's do various services related to their studies. Thus, the Internship impacts society, clients, and the non-profit organization (Linkov et al., 2021). The overseas Internship program becomes one of the alternatives for strategic learning for youth's to learn new knowledge and skills that can improve their academic and non-academic achievements (Livstrom et al., 2020).

Despite the current conditions where the Internships run consistently, an empirical study about how the program impacts youth's' achievement at both levels has not yet been available (Nandlall et al., 2022;

Silliman et al., 2020). As though a concept, when the implementation program runs, the evaluation related to its impact should be composed. Furthermore, volunteering activities are a part of the plans to achieve the graduate competency standard of the undergraduate program at the university. This research aims to describe the implementation of the Internship program on youth's academic and non-academic achievements, to find the supporting and the resistor factors, and to explain the improvements result.

## METHOD

The research approach uses a mixed method. This method provides composite information when the data is collected and analyzed through qualitative and quantitative approaches during the research process (Rattray et al., 2023; Romaioli, 2022). The mixing method focuses on collecting, analyzing, and mixing qualitative and quantitative data at once or in a series of research. This method combines qualitative and quantitative approaches at the same time. It helps to understand the research problems. It explains any factor that impacts the implementation of the Internship program and how it affects youth's achievements.

The participants in this research are 30 youth's in their 5th to 7th semester and 70 graduates who have joined the program at Semarang State University. The university works together with Dejavato Institution (the non-government organization) as the hosting organization. The sample research for qualitative data uses a purposive sample technique. It helps to obtain the matched data that is suitable for the criteria. From the elements studied, there are 8 participants. They are four youth's, two university Internship program administrators, and two Internship administrators from Dejavato. Meanwhile, samples for quantitative data are 100 participants under the minimum sample calculation in a mixed method.

The data sources are collected from the interview technique, filling out the questionnaire, and documentation. The research instruments are the interview guidelines, questionnaire survey, and documentation guidelines. These instruments come from each variable component. The collecting data uses a structured questionnaire with a modified Likert scale of 1-4. The research instrument divides into four parts. Part one is generational information. Part two is Internship enforcement. Part three is the impact of the Internship on academic achievement. Lastly, part four describes the apprenticeship's impact on non-academic achievement.

Qualitative data analysis uses data validation. Data validation uses source and method triangulation. The quantitative data analysis is performed through survey results of the quantitative descriptive

percentage. It helps to know the impact of the independent and dependent variables through the percentage results of the control and experiment groups (Rattray et al., 2023). The analysis of percentage test data aims to know whether both control and experiment groups have similar average results after conducting the Internship (Linkov et al., 2021). If the total average of the results doesn't show contrast, it means to have the same condition.

## RESULTS AND DISCUSSION

### **The Analyze of Internship Programs for The Youth to Enhance Their Development through Academic and Non-Academic Achievements**

The internship is one of the programs at Semarang State University. The university has worked with several overseas schools in Asia and some in Europe. Joining this program helps the youth's learn practical teaching compatible with their expertise study. Conversely, the youth's receive opportunities to live with foster parents. Otherwise, they can live in a dormitory with teachers and local youth's. The youth can learn more about language, local culture, and overcome cultural differences during the program.

The Internship program collaborates with several universities and non-government organizations as partners. It includes Sultan Idris Education University (UPSI) in Malaysia. Dejavato is one of the non-government organizations (NGOs) that work in the education field. The Internship partnership has expanded into several countries in Asia (Taiwan, Thailand, Vietnam) and Europe (France and Belgium). This program has sent 60 Top youth's of UNNES each year. The youth's fly to seven countries; Malaysia, Singapore, Vietnam, Taiwan, Philippines, Japan, and France. Aside from the mentioned countries, the youth's can visit Nepal, India, and Thailand. The youth's are free to choose the country that picks their interest.

To apply for an apprenticeship, the youth's must follow several procedures. Those are:

1. The Internship Development Center shares information about the Internship program with the educational study program at Semarang State University.
2. The Internship Department Center offers overseas partnerships. The partnerships that can accept the youth's inform the fee through the website, social media, advertising media, and others.
3. The youth's apply for registration directly at the Internship Department Center.
4. The youth's fill out the registration form and choose three destination countries.
5. The youth's perform administration selection.
6. The youth's who pass the administration selection can continue to language and interview selections.

7. The youth's pay the program fees.
  8. The youth's join the pre-departure training from Internship and NGO teams.
  9. The youth's depart to the destination country.
  10. The youth's follow the Internship program.
  11. The youth's come back from the country.
  12. The youth's collect the presentation and activity reports.
  13. The youth's receive marks for Internship1 and Internship2.
- Based on the research result, the Internship program divides into two types. These are apprenticeships in the workplace (Apprenticeship) and society (International Youth's Study Service). All departments with Internship and Open Youth's Study Service curriculums can register and follow the selection process to the destination country. The result of the Internship participants survey shows that various departments have the motivation to join the program. It includes an education major and a non-education major. The list of the international institution partnerships and the study program placement that includes program study distribution and the international partner institutions show in Table 1 below:

**Table 1.** The List of the Study Program and The Government/Non Government Organization

Study Program	University	Government/Non-Government Organization	Country
Economic Education	Semarang State University (UNNES)	VPV Ho Chi Minh Vietnam	Vietnam
Psychology	Semarang State University (UNNES)	Sangkhom Islam Wittaya School	Thailand
English Language Education	Semarang State University (UNNES)	Pascal Secondary School	Vietnam
France Literature	Semarang State University (UNNES)	Dejavato Foundation	France
Mathematic Education	Semarang State University (UNNES)	VSA Vietnam	Vietnam
Guidance Counseling	Semarang State University (UNNES)	Sultan Idris Education University and Secondary School in Slim River Perak	Religious Malaysia
English Language Education	Semarang State University (UNNES)	Sultan Idris Education University	Malaysia
Civil Engineering	Semarang State University (UNNES)	Sultan Idris Education University	Malaysia
Accounting Education	Semarang State University (UNNES)	Ban Khlong Ngae School	Thailand
Biology Education	Semarang State University (UNNES)	Dejavato Foundation	Thailand
PGPJSD	Semarang State University (UNNES)	Dejavato VSA Thailand	Thailand
Automotive Engineering Education	Semarang State University (UNNES)	Dejavato Foundation and VSA Thailand	Thailand
Non-formal Education Department	Semarang State University (UNNES)	VLC Thailand and Hatyai Province Education Authorities	Thailand

Based on the result above, the Internship program becomes one of the programs that provide opportunities to youth's from various departments to collaborate and work with other departments and institutions from different countries and develop a compatible competence with the study.

**The Impacts of The Internship Programs for Youth Development**

The internship program has positive feedback on youth development. Based on the research result,

as the youth's can have easy access to be recruited as professional workers, have expanded working relations that relate to their disciplines, experience other cultures, and can comfortably communicate with them, and become proud of being Indonesian youth's, the universities establish good cooperation with the student Internship companies, improve the youth's' competency in industry, and are known better in the industry (Das, 2021; Sonneveld et al., 2020). The test result gives further details in Table 2 below:

**Table 2.** The Test result of the T-test spss

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pretasi Akademik	Equal variances assumed	5.626	.020	38.756	98	.000	18.40000	.47477	17.45784	19.34216
	Equal variances not assumed			38.756	86.192	.000	18.40000	.47477	17.45622	19.34378

Based on the test result of the t-test independent sample, the value of  $t_{\text{value}} = 38,756 > t_{\text{table}} 1,660$  with sig.  $0,000 < 0,05$ . Thus, it concludes that the value of

academic and non-academic achievements for youth's who join the Intershipprogram and those who aren't are different.

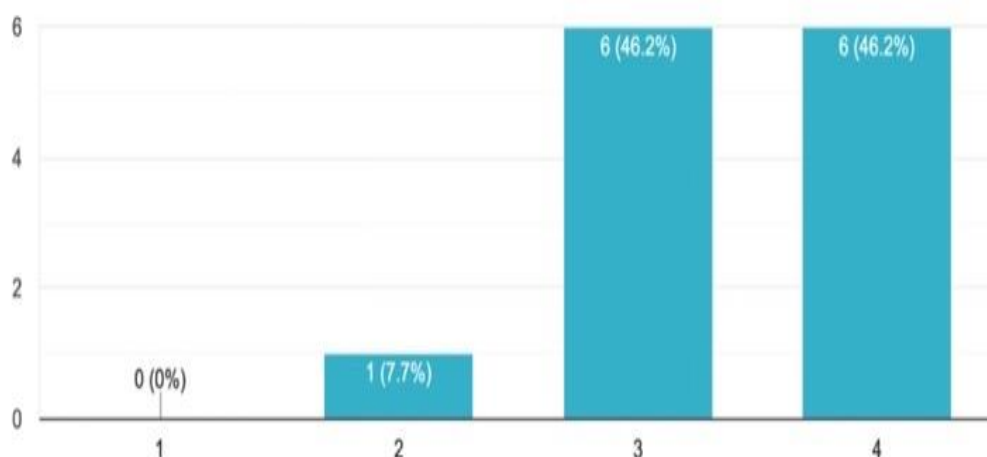
**Table 3.** The Average Result of Academic and Non-academic Achievements

Group Statistics					
	X	N	Mean	Std. Deviation	Std. Error Mean
Pretasi Akademik	Pretasi Akademik Magang Internasional	50	31.4400	2.77864	.39296
	Pretasi Akademik Non Magang Internasional	50	13.0400	1.88398	.26644

The Intership program gives a structured professional work experience to the youth's. With the help of expertise, the youth's can learn about academics and culture from other countries. Also, they can receive an international standard teaching practice certificate from country partners. The Internship gives excellent experience for youth's. During the Internship program, the supervisors assist them on the field, teach and coach them about work culture and interact with a new environment. The Internship helps the youth's to learn new skills and work.

Through this apprenticeship, the youth's become aware of what they have learned on campus and helps them to prepare for their future. This program gives advantages to youth's and the partners who provide experience to youth's. During the Internship process, the youth's become more confident to enter the work field and prepare for their future careers (Greenwood et al., 2023; Gruzina et al., 2023).

Based on Figure 1, the youth's' behavior scale shows improvement. The youth's are motivated to achieve excellent results in their studies.



**Figure 1.** The result of the Internship Participants Study

Based on the result, almost all youth's who applied for this program have improved their studies, prominently in academic and non-academic achievements. The youth's show interest in competition activities that relate to their Internshipstudy. The research result shows that 60% of the youth's join competitions after conducting the Internshipprogram. Meanwhile, 40% are inactive. It explains below:

**Table 4.** The Impact of the Internship Program

The Impact of the Apprenticeship	%
Active in competitions	60%
Inactive in competitions	40%

Non-academic achievement is the activities the youth's do outside the structured program. Generally, it's a choice activity. The non-academic activity aims for the youth's to develop their personalities, talents, and competencies in various academic aspects. Both youth's and university parties initiate this activity outside of school hours as an independent activity (Cortázar et al., 2021; Loretha & Arbarini, 2022). Off-campus learning helps youth's to achieve their goals on an intellectual level through various non-academic efforts. It starts with volunteering, recognition and acknowledgments activities, creating attainments, and joining competitions. Figures 1 to 5 show achievement results in the non-academic fields. The result concludes that the Internship affects the average rate on non-academic achievements at 49%.

This research discusses the main research result explained in Table 1. The application for the

Independent Study Independent Campus Curriculum starts in early 2020. It gives different paradigms about learning activities implementation in universities, including Semarang State University (UNNES). One of the approved learning activities as lectures is an Internship activity. UNNES already applied the Internshipsystem before the Independent Study Independent Campus Curriculum was implemented (Rodiyah, 2021). One of the Internship activities is organizing internship program.

The Internshipbecomes a primary aspect of the education program in university and a chance for youth's to learn about the industries they choose, for youth's to feel valuable after graduating, and to offer lower-cost labor sources to companies. The universities receive advantages from these close relations to the industry and then bring the lesson learned in class. Generally, the Internshipfocuses on specific purposes. Those are the open opportunity for youth's to have practical experiences, implementation of textbooks and theoretical learning in class, and gain positive and realistic attitudes toward jobs and life in society (Korani et al., 2021; Latif, I. N.et al., 2023).

The Internshipactivities can provide a structured professional work experience to youth's with expertise helps (M. T. Hora et al., 2020; Zehr & Korte, 2020). The Internship gives excellent experience because, during the Internship process, the field supervisor assists the youth's, gives coaches and advice to learn work culture, and interacts with the new environment (Nisaa et al., 2022). Also, it teaches them to learn new skills and study how work goes. From this activity, youth's

become aware of all lessons they learned on campus and prepare for their future. This program gives advantages to Internship participants and partners who open opportunities to youth's (Tidar Magelang Jawa Tengah, 2022).

The Internship program encounters several supporting and resistor factors for the continuity of the program. The program policy can successfully work if three implementation elements are compatible. These are the compatibility between the program policy and the beneficiaries, the Internship program and the organization executive, and the compatibility between the beneficiary groups to the organization executive (Arbarini et al., 2017; Syamsuadi et al., 2022; Djibu, R., Shofwan, I., & Basrun, M. C. (2019).

To successfully execute the Internship program, the institution must participate in the planning, implementation, and assessment (M. Hora et al., 2020; Jeske & Linehan, 2020; Livstrom et al., 2020). All parties need to define their goals and tasks. The components of a successful Internship are the goal program, readiness, location, Internship assessment, and the Internship program result. Moreover, Movahed (Korani et al., 2021) identifies several factors that affect Internship success, including the compatibility between the Internship environment and the education study and the easy access to the location. The adaptation process becomes crucial so that the Internship process can work optimally.

It explains the implementation of the Independent Study Independent Campus Curriculum in the program shows a positive impact on youth's on lesson activity and experience. This notion is in line with what (Hull et al., 2020; Quain et al., 2021; Walker et al., 2020) say about the Internship program activity within industries, organizations, and companies that give work experience to youth's.

## CONCLUSION

The research concludes that the Internship program has become one of the programs that can give youths from various majors the chance to collaborate and work with different colleagues from other departments, institutes, and countries. It also can help the youth to learn from the real-world perspectives and experience. It helps to develop youth's' competence based on their studies and for the real world. The research result acquires value  $t\text{-count} = 38,756 > t\text{-}$

table 1,660 with sig.  $0,000 < 0,05$ . Thus, it concludes that the Internship impacts academic and non-academic achievements. The impact is the improvement of academic and non-academic achievements. Youth's understand that what they have learned on campus helps them to prepare for their future. The program gives advantages to youth's as participants and partners.

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