Perspective VII: Students Internship Project as One of Learning Experiences

Natalia Damastuti, Santirianingrum Soebandhi
and Awalludiyah Ambarwati

INTRODUCTION

Human resources hold importance roles in the globalisation era to compete and survive. One of the tasks of a university is to provide human resources ready to enter the working world. The importance of integrating students' classroom learning with real-world practical experience has been recognised as a vital component of student engagement and development in higher education (Stirling et al., 2014). There are a lot of researches that say that the needs in the industry cannot be filled by college graduates. The reasons are the lack of communication, teamwork, and bad attitude as well as their inability to solve problems (Norina et al., 2013). To resolve the issue, one of the efforts is to have a good relationship between industry and academia. For instance, a student can directly involve in the industry and have an internship for some time. An internship is an opportunity for undergraduate students to incorporate work-related experience and knowledge into their formal education in a university by taking part in supervised and planned work in the real-world (Norina et al., 2013). Faculty of Computer Science has developed a course 'internship project' to prepare students for the world-of-work experience. Through this course, students have the opportunity to apply knowledge and skills learned in the college as well as the experiences in the industry.

According to the Regulation of the Ministry of Manpower and Transmigration No. PER.22 / MEN / IX / 2009 on the organisation of apprenticeship in the country, the apprenticeship is part of a job training system that integrates training at a training institute to work directly under the guidance and supervisor of an instructor or workers who are more experienced in the production process of goods and / or services in the company in order to master a certain skill (Ketenagakerjaan, 2009). Internship courses provide learning opportunities for undergraduates to experience professional practice and activities associated with knowledge

application (Chin-Tsu et al., 2011). Internship is an important means by which students know the business world by working in it and implement the information they acquired during their theoretical education in practice. Internships are especially helpful for enthusiastic students who want to gain some practical experience about the work by working in a business. They give the young candidates the opportunity to practise their theoretical knowledge and develop their skills and experiences within the sector. Internship experiences have become more important in terms of academic education of students and establishing their connection with the business world. In addition, internships provide the students with the necessary skills to be effective in the work environment (Seyitoǧlu & Yirik, 2014). An internship project is a collaboration of three stakeholders, namely students, industry and universities. There are several values expected from an internship project. First, as a form of learning process into a leader and manager. Next, as a self-development process to become innovators (Kwoka et al., 2014) who are independent and creative individuals. Hence the harmonious relationship between universities and industry in planning, implementation and evaluation will determine the success of this Internship project. The learning success level of this Internship project can be shown by the achievement grade attained by students, whose grade is given by the industry.

The purpose of this research is to assess the Internship project which is attended by the students and supervised by industry. This assessment includes the process and outcome during students' internship project. Assessment of the process means student's ability to complete their work in the workplace. And assessment of outcome is student's attitude or behaviour during the internship project in the industry. Results of these assessments become inputs for higher education, especially in the Faculty of Computer Science, to find out students' achievements and readiness in the workplace.

METHODOLOGY

This research consists of several stages as shown in Figure 1.
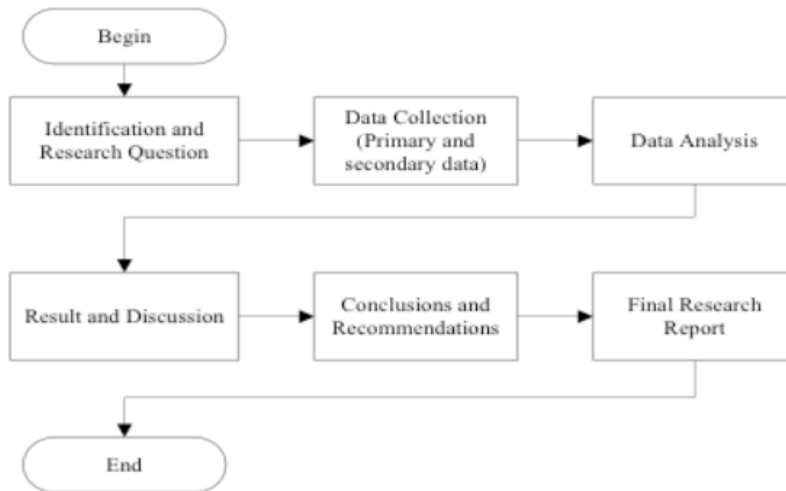
Figure 1 Research Stages

First, problem identification , research question development and literature review were done. Then, data collection involved gathering primary and secondary data. The primary data was taken from the internship project assessment of faculty supervisors. The assessment form consisted of two criteria : "Skill/Knowledge" and "Attitude/Behaviour" aspects that have a value range as presented in Table 1.

Table 1 Range of value

Description	Very Good	Good	Sufficient	Less	Very Less
Range of Value	81-100	65-80	49-64	41-48	0-40

The indicator for the skill/knowledge aspect was Quality/Job Performance, Responsibility and Creativity/Initiative, while the indicator for attitude/behaviour aspect was Discipline, Honesty, Teamwork and Neatness (see Table 2). Likert scale was used to data processing: *Very*

Good (5), *Good* (4), *Sufficient* (3), *Less* (2) and *Very Less* (1). Statistical calculations were used to determine the percentage of assessments by supervisors in both aspects.

Table 2 Criteria and indicator in the assesment form

Criteria	Indicator	Description
Skill/ Knowledge Aspect	Quality/Job Performance	Students ability to write Internship project report and to do the work according to the course obtained.
	Responsibility	Obligation to complete the work on time and suitable with quality requirement
	Creativity/ Initiative	Student creativity in helping and handing the job in the workplace
Attitude/ Behaviour Aspect	Discipline	Time implementation agreement during Internship project
	Honesty	Fairness, the quality of being honest in the workplace
	Teamwork	Interaction with the supervisor and co-workers in the workplace
	Neatness	Regularity in the workplace

Secondary data were obtained from the students' demographics including gender, total number of students of the Faculty of Computer Science who took internship project course.

Results and Discussion is the next stage. It presents the results of data analysis and discusses the result findings. Last stage is the conclusion. Final research report is written to document the research.

RESULTS AND DISCUSSION
Demographic Profile

66 students who had completed an internship project in 2015 participated in the study who have. They consisted of 24 students in the field of computer systems and 42 students in the field of information systems (90% male, 9% female). Table 3 illustrates the demographic profile of respondents

Table 3 Demographic profile of Respondents

Profile	Description	Number of Student	Percentage
Program	Information System Students	42	64%
	Computer System Students	24	36%
Gender	Male	60	90%
	Female	6	9%

Skill/Knowledge Aspect

Table 4 shows the percentage of supervisor's assessment of students' skill/knowledge aspect. There are three criterias in this aspect: quality/job (performance), responsibility and creativity/initiative. Overall, 48% was rated "*very good*" for quality/Job (performance), responsibility: 52%, and creativity/initiative: 41%. No supervisor gave *less* or *very less* rating for this aspect

Table 4 Skill/knowledge aspect of internship students' assessment

Aspect	Criteria	Very Good	Good	Sufficient	Less	Very Less
		%	%	%	%	%
Skill/ Knowledge Aspect	Quality/Job (Performance)	48%	47%	5%	0%	0%
	Responsibility	52%	45%	3%	0%	0%
	Creativity/ Initiative	41%	51%	8%	0%	0%
Mean		47%	48%	5%	-	-

Attitude/Behaviour Aspect

Table 5 shows the percentage for attitude/behaviour aspect with the following criteria: discipline, honesty, teamwork and neatness. Supervisor considers 62% of the students are already '*very good*' in terms of the

discipline of time in accordance with the agreement made between students and industry.

Table 5 Attitude/Behaviour aspect of internship students' assessment

Aspect	Criteria	Very Good	Good	Enough	Less	Very Less
		%	%	%	%	%
Attitude/ Behaviour Aspect	Discipline	62%	32%	6%	0%	0%
	Honesty	60%	35%	5%	0%	0%
	Teamwork	60%	38%	2%	0%	0%
	Neatness	53%	45%	2%	0%	0%
Mean		59%	37%	4%	-	-

Supervisors also considered 60% of the students '*very good'* in honesty, as well as in teamwork (they could cooperate with colleagues in the industry) and 53% of students got '*very good'* assessment in terms of neatness. No supervisor gave an assessment of '*Less'* or '*Very Less'* in all criteria. Nevertheless, there were supervisors who assessed on scale 3 '*Less*' for students, so it feedback for our Faculty to improve students' performance.

CONCLUSION

There were two aspects of assessment for the internship students : Skill/ knowledge aspect and Attitude/behaviour aspect. Overall, students who attended this internship project got very good results from both aspects. High points were obtained in attitude/behaviour aspect where the average score is 59%, whereas skill/knowledge aspect obtain an average of 47%. No supervisors gave '*Less'* or '*Very Less'* in the assessment, however, there were assessments with low points. This becomes feedback for the university to improve its curriculum to prepare students before entering the workforce.

REFERENCES

Chin-Tsu, C., Jin-Li, H., Cheng-Cai, W., & Chun-Fu, C. (2011). A study of the effects of internship experiences on the behavioural intentions of college students majoring in leisure management in Taiwan. *Journal of Hospitality, Leisure, Sport and Tourism Education, 10*(2).

Ketenagakerjaan, K. (2009). *Peraturan Menteri Tenaga Kerja dan Transmigrasi Republik Indonesia tentang Penyelenggaraan Pemagangan di Dalam Negeri*. Indonesia.

Kwoka, D., Manik, G., & Janice, C. (2014). *Work Readiness: A Study of Student Intern's Self-Perception and Supervisor Evaluation*. International Conference on Teaching and Learning in Higher Education, Singapore, 2014.

Norina, A. J., Sariwati, M. S., & Zurah, A. (2013). Students' Practicum Performance of Industrial Internship Program. *ScienceDirect,* 513 – 521.

Seyitoǧlu, F., & Yirik, S. (2014). Internship Satisfaction of Students of Hospitality and Impact of Internship on the Professional Development and Industrial Perception. *Asia Pacific Journal of Tourism Research.* DOI: 10.1080/10941665.2014.983532.

Stirling, A., Kerr, G., Banwell, J., MacPherson, E., Bandealy, A., & Battaglia, A. (2014). *What is an Internship? An Inventory and Analysis of "Internship" Opportunities*. The Higher Education Quality, Toronto, 2014.

Universitas Narotama website (n.d.). Website information. Retrieved on www. informatika.narotama.ac.id.

Williams, C. (2007). Research Methods. *Journal of Business and Economic Research, 5*(3).