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Implementation Of Internship in Vocational Schools as A Learning Process to Improve Skills Education in Merangin District Jambi Province

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Abstrak

Magang adalah salah satu praktik umum yang dilakukan oleh lembaga pendidikan tinggi di Indonesia untuk meningkatkan pengalaman belajar dan keterampilan teknis di antara siswa mereka. Siswa yang mengambil bagian dalam program magang tidak hanya mampu mengembangkan atribut profesional mereka tetapi juga memiliki kesempatan untuk mendapatkan jaringan profesional dan jalur karier. Terlepas dari pendekatan konvensional untuk menghubungkan siswa dengan pengalaman kerja dunia nyata untuk suatu program, magang juga dapat diterapkan pada kursus tertentu dalam suatu program. Artikel ini membahas penerapan program magang sebagai pendekatan pedagogis dalam memberikan pembelajaran pengalaman dalam mata pelajaran tertentu, yaitu yayasan dan pekerjaan konkret. Penelitian ini melibatkan 51 siswa tahun kedua yang belajar di departemen pendidikan di Universitas Merangin, Jambi di departemen pendidikan di luar sekolah. Analisis dampak pengalaman magang menunjukkan bahwa program magang adalah pendekatan pedagogis yang efektif untuk pembelajaran pengalaman untuk kursus dasar dan pekerjaan konkret.
Kata kunci**:** *magang, pembelajaran pengalaman, pendidikan, perguruan tinggi, pengajaran dan pembelajaran.*

Abstract

Apprenticeships are one of the common practices carried out by higher education institutions in Indonesia to improve learning experiences and technical skills among their students. Students who take part in the internship program are not only able to develop their professional attributes but also have the opportunity to gain professional networks and career paths. Apart from the conventional approach of connecting students with real-world work experience for a program, internships can also be applied to specific courses within a program. The article discusses the application of an internship program as a pedagogical approach in providing experiential learning in certain subjects, namely Foundations and Concrete Work. This research involved 51 second year students who were studying in the Education Department at Merangin University, Jambi in the Out-of-School Education Department. Analysis of the impact of apprenticeship experiences shows that apprenticeship programs are an effective pedagogical approach to experiential learning for basic courses and concrete work.
Keyword**:** *Apprenticeship, experiential learning, education, college, teaching and learning*

PENDAHULUAN

Higher education institutions face challenges in providing graduates to meet the demands of the job market. One of the initiatives to answer these challenges is to create programs that can help institutions provide meaningful learning experiences for students, especially those who are currently studying undergraduate. Apprenticeship is an important component in the structure of study programs at the undergraduate level in most higher education institutions in Indonesia. Internships are seen as a window or bridge to the real world of work. Students have the opportunity to apply theoretical and practical knowledge gained in the lecture room to a real work environment. In addition, students can also improve general skills required in their field of specialization. Internships also increase the marketing potential of students. In the context of higher education, the apprenticeship program is one mechanism that can be used to evaluate a study program. Through an apprenticeship program, institutions can obtain useful information about the adequacy of a program concerning the program structure, the structure of academic courses and the quality of graduates to be produced. But studies warn that unplanned internships will have a negative impact on students. Almoayad and Ledger (2018); Wu and Wu (2006) proved that there are students who lack confidence about their future careers after completing an internship program. Thus, unplanned internships can lead to students who do not feel confident about entering the world of work or careers that suit their specialization. In this regard, the planning and implementation of apprenticeship programs must be taken seriously by higher education institutions in Indonesia, especially in regions with large industrial potential. To ensure that through the apprenticeship program students get exposure and valuable work experience.

In the apprenticeship program, it is necessary to have regulations and credit recognition that recognize that internships are one of the compulsory courses that students and students need to do. seen from a different conventional practice perspective so that the ultimate goal of implementing an apprenticeship can be achieved by having an internship that will be carried out properly at BLK. Internship is generally defined as a process where students are allowed to experience and understand the world of work in a more interesting way (Beggs & Hurd, 2010). Sumual and Saputan (2018), and Silva et al. (2016) emphasized that internships should be a platform that allows students to connect theories learned in the lecture hall with real practice in the workplace. Internships serve as a catalyst for students' self- development as well as provide them with opportunities to learn to do something (Simons et al., 2012; Beggs & Hurd, 2010). With an internship, it can be used as a student experience.the apprenticeship approach demands more than just classroom learning activities because it requires full commitment from various related parties. Students, supervisors, institutions and industry need to work together to ensure that learning activities that occur during the internship become the most valuable and rewarding experiences for students. In this case, students and supervisors need to see this experiential learning experience as another dimension to gain and understand how the relationship between theory and practical knowledge is integrated into real life situations before entering students later into the real world of work. This apprenticeship program that is under the umbrella of experiential learning or sometimes called apprenticeship has been around for a long time since the middle of the industrial revolution era. John Dewey, an expert in experiential learning, believes that a little experience is better than a lot of theoretical knowledge. This is because according to him the experience of such a theory will be more important and significant than the

theory itself (Dewey, 1944). This view was then reiterated by Kolb (2015) who emphasized the need for an experience to be combined so that information can be transformed in such a way as to help the learning process. The learning environment should be conducive to enabling students to grow and learn from experience, helping them actively handle thinking activities. Internships in the higher education system can be carried out in a number of ways as follows:

- Internships are learning opportunities that are planned and supervised to enable students to acquire deeper knowledge and skills, outside the context of the lecture hall and in real life situations before graduating from STKIP YPM Bangko later.
- Internships can also be a real application of concepts, theories, knowledge and learning skills in the lecture classroom in the context of the real world of work before work.
- Internships can be done for academic credit or for mere experience.
- Apprenticeship can be carried out as a single subject or as a work assignment for a subject or course that will be used as a reference

The three main elements that can be used as a platform for contextualizing the concept of apprenticeship in a subject as shown in Figure 1. The elements of the internship program are students, faculty, site supervisors, and the internship environment.- real work arrangements, and assessments by both supervisors; course planning and approach in taime aflikation. The main objective of this research is to determine the implementation of the apprenticeship program as one of the pedagogical approaches and assessment methods in the teaching and learning process of vocational education courses in a university. As one of the approaches categorized as high impact education practice (HIEPs), the implementation of an apprenticeship program in the context of this research is different from the usual practice of apprenticeship in universities or colleges. A course offered to students pursuing a bachelor's degree program in education at STKIP YPM Bangko must take part in an apprenticeship in education and training, namely, education and electronics expertise.This study was conducted with the following objectives of this research is to determine the implementation of the study was conducted with the following objectives:

- To identify the effectiveness of the apprenticeship approach as a course in the teaching and learning of undergraduate students
- Analyze student perceptions about the application of the apprenticeship approach as a subject in the teaching and learning process of undergraduate students

METODE

This study used a qualitative approach to study the implementation of apprenticeship as a subject in the teaching and learning process at STKIP YPM Bangkon and Pendidikan for undergraduate students. The evaluation form consists of four open-ended questions and two questions for respondents to assess their overall development of knowledge and how they classify the apprenticeship program used to collect data for the study. The qualitative data from the open apprenticeship appraisal form were transcribed and analyzed thematically to attract emerging themes. Descriptive analysis is used to determine the development of students' overall knowledge and their perceptions of the apprenticeship program. in the Job Training Center The respondents of this study were 51 second-year students (33 female, 18 male) who are currently pursuing an undergraduate program at STKIP YPM Bangko. A total of 46 students from Other

Study Programs, while 5 respondents were matriculation graduates. A total of 27 respondents had work experience before taking vocational undergraduate education in junior high schools in Merangin District - Jambi Indonesia. The study on the effectiveness of the apprenticeship program also involved BLKs in Merangin and Blk districts in Jambi Province. Respondents in a group of no more than three have been selected from the appropriate industry according to their learning objectives. As experiential learning, the entire apprenticeship structure for this study consists of four stages as suggested by Wolfe and Byrne (1975), namely design, implementation, evaluation and feedback.

Design

This phase involves substantial effort by the lecturer in setting the stage for the learning experience. The lecturer describes the learning outcomes to be achieved, the program objectives involved, teaching strategies, assessment methods and the content of the courses covered by the course. Course information also determines the schedule of the internship. This phase is very important for the application part of the course for applied experiential learning. A logical nexus is laid out so that students can describe practice in a related context. Table 1 shows the weekly schedule of the 14 week course. Able 1 - Implementation of Internships in the Weekly Schedule of the Course Week Topic Comments (Introduction to the course 2 & 3, Onsite safety practices Training, Departing, Work manufacturing and servicing, Construction of electronic equipment, Ground beam Talks by industry, Discussion on electronic training intensive). Week 8 Mid Semester Holidays (Practical work, Tests, Internships embedded in courses, Visits from lecturers / instructors, Assessment by industry & lecturers & Presentation & reflection on practical activities). The curriculum for this second year two-credit course consists of the results of three courses (expertise) especially for analyzing the foundation process and concrete work in building construction. In addition to expertise, the course curriculum has been planned in a comprehensive manner so that it covers the entire training process and expertise as a curriculum subject which must be taught at STKIP YPM Bangko in the Department of Out-of-School Education. Safety practices at the Electronic Skills and Service Training site. The primary assessment method for this course is an internship which is worth 50% of the grade. Other assessment methods for this course test (20%), reports (20%) and presentations (10%). Apart from technical knowledge, this course also discusses two general skills, namely communication skills and thinking skills. Researchers also formulated student learning time (SLT) for each teaching and learning activity based on the percentage of each assessment method. As for apprenticeship, based on an assessment score of 50 percent, SLT for teaching and learning activities is a minimum of 42 hours. Thus, students must complete a minimum of 42 internship hours.

Behavior

This phase concerns maintenance and design supervision. The implementation stage includes revising the schedule and initial activities to accommodate the learning atmosphere. The significant implication of this phase is, the learning experience is well structured and closely supervised

Evaluation

Evaluation is carried out by lecturers and supervisors. However, there are opportunities for students to evaluate their learning experiences. Students are able to articulate and demonstrate specific learning gained from the design and implementation of learning experiences. This article only focuses on student evaluations of the effectiveness of the internship program that has been implemented.Table 2 illustrates the student learning time for the cours

Feedback

Feedback was obtained continuously from the course briefing to the final briefing as suggested by Wolfe and Byrne (1975). That way, lecturers can monitor the internship process to ensure positive aspects of learning are fostered. In this phase, students are allowed to learn from their mistakes.

The four phases proposed by Wolfe and Byrne (1975) describe apprenticeship activities related to experiential learning. These activities are dichotomized as structural and process activities. Structural activities determine what, where and when students learn. Meanwhile, process activities determine how students learn. The effectiveness of this apprenticeship approach is assessed based on theoretical knowledge, practical skills, general skills

HASIL DAN PEMBAHASAN

Respondents were asked to reflect on the future internships they will do in BLK and industry and the impact this program has on their technical and procedural knowledge on the electronics manufacturing and servicing process and general skills. This study also identifies problems faced by students during their internships. In addition, other knowledge and skills acquired during the program were identified. Respondents were also asked to evaluate the development of knowledge as a whole and provide insight into the implementation of the internship program.

Effectiveness of the Apprenticeship Approach as a Course in Undergraduate Student Teaching and Learning

During the apprenticeship process, the lecturer visited the location to the training venue at the BLK to monitor the process. Before the visit, the lecturer contacted the head of the group regarding the date and time of the visit. On the spot, students report what they have learned. The lecturer asks several questions about what they have learned to assess the extent of their knowledge and skills. Discussions are also held with the supervisor or the head of the training to get feedback on the progress of each student. Overall, students provide useful feedback about the apprenticeship approach as a course in the learning and teaching process of Basic and Skills training courses. The effectiveness of the program can be seen from the feedback which shows that students have been able to learn various types of skills in concrete training at the training center BLK.

Type of Skills Learned

Students claim to be able to better understand the practice and theory and concrete work after participating in the internship program. They see how the manufacturing and maintenance processes in electronics have been done and done. In addition to independent learning at the

training location, students also gain technical and procedural knowledge about the work of

manufacturing and servicing electronic devices from the training supervisor. Students are also involved with briefing sessions with workers making and maintaining electronic BLK i before work begins. This opportunity raises student awareness of the importance of adhering to safe work ethics and procedures at the Job Training Center location. The types of vocational training that students learn at the training location during the apprenticeship process are as follows:
Cleaning the Training Venue

- Computer training
- Electrical Engineering Training
- Weak current Electrical Engineering Training
- The first aid kit (safety equipment) at the training venue
- Installation of electronic devices
- Placing and preparing tools practice tools
- Preparation of all training equipment
- Installation of tools for training tests
- Preparation of the training implementation process
- Preparation of equipment to record training results
- Preparation of safety and health at the training venue

These findings clearly show that students are able to deepen the technical skills training process at the Vocational Training Center, especially technical skills training through this apprenticeship program. In fact, they found that learning became more meaningful when they were able to link classroom theory with real work practices at the training location. These findings are in line with those stated by Kapareliotis, Voutsina and Patsiotis (2019; Simons et al. (2012); Miller (2011); Narayanan, Olk and Fukami (2010); Beggs and Hurd (2010); Tynjälä (2009), in where they claim that internships help students acquire work-related knowledge and skills.

SIMPULAN

This study aims to evaluate the implementation of internships in the teaching and learning process of vocational education courses for undergraduate students. The findings of this qualitative study found that internships can improve students' technical knowledge and soft skills. In addition, students were also found to be able to acquire implicit knowledge through guidance from instructors and training supervisors. In contrast to conventional methods, apprenticeship carried out as one of the lecturing methods has been designed in such a way as to enable students to gain knowledge effectively from experts in the field of practical expertise, position their learning in a real practical environment, learn invaluable knowledge and skills in Balai work practice that cannot be obtained in a conventional classroom setting. The findings of this study are very helpful in assisting TVET institutions, to successfully carry out an internship program. By taking into account factors such as the knowledge and skills to be acquired, the industry and the appropriate duration, an internship program can achieve its ultimate goal of providing students with real-world exposure before they graduate.

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