THE EFFECTIVENESS OF THE INTERNSHIP PROGRAM TOWARD GRADUATES JOB-READINESS IN THE HIGHER EDUCATION INSTITUTIONS IN BANDUNG

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ABSTRACT

Development of higher education needs to be reoriented in order to face heavy challenges. Many fresh graduates have not been able to acquire jobs. The striking difference between lives on campus compared to the world of work lessened their ability to adjust to it after graduation.

Central Statistics Agency (BPS) said Indonesia's unemployment rate in February 2012 reached 6.32% or about 7.61 million people. The high rate of unemployment has caused a shift in the role of higher education institutions from the knowledge creator approach to a competitive approach. Hence, universities are required to produce quality graduates prepared to compete in order to be ready for the work force. To carry out those demands is to improve the quality and skills of the graduates to be ready by including an internship program into the curriculum in college.

The research method used is descriptive research that describes the relationship between the variables in research and further analyzed statically to later obtain a conclusion. In addition, the explanatory survey was also used, namely to explain the causal relationship between the independent variables with the dependent variable through hypothesis testing.

Based on the result, the influence of the internship program has a positive point toward graduate's job readiness. This means the internship program, which included in curriculum in higher education institution can provide graduates whom are ready to work with the same qualifications as the company expected. It also has benefits for the university, employers, and students to establish inter-university cooperation with the company, to facilitate the process of recruiting labor and experience gained by apprentices to prepare them to enter the work force.

Keyword: Effectiveness of Internship Program, Graduates Job Readiness, Higher Education Institutions

I. INTRODUCTION

The problem of national education in Indonesia is the low level of relevance, in addition to issues of quality, equity, efficiency, and effectiveness of education. Each graduate educational institution, both formal and non-formal will go into society or the world of work and face the real world with all its demands and prerequisites needed in order to play its role well. The demands and requirements had been developed in line with growing demands of progress. Therefore, education in planning, management, and implementation should always be oriented ever-changing environment.

Development of higher education needs to be reoriented in order to face heavy challenges. Many fresh graduates have not been able to acquire jobs. The striking difference between lives on campus compared to the world of work lessened their ability to adjust to it after graduation.

Provision of superior human resources begins since people learn in school. Higher education as a formal educational institution has an important role in preparing graduates as a readiness labor according to the field and level of education, also play a role in preparing learners to be able to adapt to its environment. Hope it is still not able to duly met, the level of skill and personality owned by the graduates was still weak in the face of challenges life there.

Central Statistics Agency (BPS) said Indonesia's unemployment rate in February 2012 reached 6.32% or about 7.61 million people. The high rate of unemployment has caused a shift in the role of higher education institutions from the knowledge creator approach to a competitive approach. Hence, universities are required to produce quality graduates prepared to compete in order to be ready for the work force. To carry out those demands is to improve the quality and skills of the graduates to be ready by including an internship program into the curriculum in college (Ramdhania, 2012).

Internship has been viewed as an effective approach to equip university students with preliminary job knowledge and experience, thus enhancing their employability in the competitive labor market. However, the effectiveness is still unknown internship program was held for students in the higher education institutions in creating a ready-made work force of skilled, creative, and have high initiative in accordance with the qualification that requires companies. Based on this background, the authors are interested in researching: “The Effectiveness of the Internship Program toward Graduates Job Readiness in the Higher Education Institutions”
II. LITERATURE REVIEW

2.1 Internship Program

Internship has been viewed as an effective approach to equip university students with preliminary job knowledge and experience.

2.1.1 Definition of Internship Program

Internship program has been regulated in Law No. 13 of 2003 on Human Resources especially chapters 21-30 also Regulation of the Minister of Human Resources and Transmigration no. 22/Men/IX/2009 on the Implementation of Internship in the Interior.

In that regulation, defined as part of the internship program is organized in an integrated work between training in training institutions to work directly under the guidance and supervision of an instructor or more experienced workers in the production process of goods and / or services at the company, in order to master a particular skill or expertise.

2.1.2 Effectiveness of Internship Program

Based on previous research, the title is Determinants of Internship Effectiveness for University Students in Hong Kong, conducted by Wen Keyin Phoebe (2010) he says “predictors of internship effectiveness factors are suggested in the literature:

(1) Academic Preparedness.
Many internship programs require students to be well prepared in terms of completion of a certain level of course work and attainment of a minimum GPA;

(2) Positive Attitude.
Interns whose expectations towards internship are positive and realistic tend to find the internship experience as satisfactory, thus leading to a positive internship experience;

(3) Self-Initiative.
Self-initiative plays an important part in internship success. Interns have to responsible to themselves to take full advantage of the internship by asking questions, making suggestions, enhancing interpersonal relationships with other employees, accepting and learning from constructive feedback, and demonstrating interests in the organization they are serving;

(4) Challenge Job.
Challenge job requires interns to develop new skills and give them the opportunity to work with at least some level of independence;

(5) Effectiveness of Supervision.
The strategic role of supervisors may determine the internship experience is positive or not. One research shows that interns’ perception of supervision effectiveness is significantly correlated with job placement success and overall job performance;

(6) Task Role Clarity.
Task output clarity consists of the task goals and standards expected of the intern. Some studies found that clarity of tasks can improve internship effectiveness while the periodic lack of work or poor planning of work assignments caused frustration among interns;

Although compensation for an intern’s work can be a certain unit of academic credit, but the best way to pay is still monetary reward, and survey shows the interns receiving payment evaluated their internships higher.

2.2 Graduates Job Readiness

Labor problems are not only lies in the availability of employment. Also due to the mismatch of competence educations for employment penetrate. It is the main factors that increase the competitiveness of human resources.

The end of the semester students are graduate candidates who will then proceeds to the world of work. Students feel confident that he is ready to enter the world of work though will not know the type of work will be in the can. This is because students feel will learn the job after he gets to know the type of work. Student also is not convinced with its competence but sure with himself that he is capable and ready to enter the world of work.

2.2.1 Definition of Graduates

Graduate is a person who has earned a degree or diploma from a school, college, or university.

Here are the definitions of most frequently used terms related to Higher Education Graduates:

a. Bachelor’s Degree: It is usually an undergraduate academic degree awarded for a course or major that generally lasts three or four years;

b. Master: It is an academic degree usually awarded for completion of a postgraduate or graduate course of one to three years in duration;

c. Doctorate: It is an academic degree of the highest level. Traditionally, the award of a doctorate implies recognition of the candidate as an equal by the university faculty under which he or she has studied.

There are essentially three types of doctorates: research, first professional (USA only), and honorary.

2.2.2 Definition of Job Readiness

Job readiness is a person's ability to complete a job in accordance with the provisions, without having trouble and obstacles with maximum results, with a target, which has been, determined (Hermiarto Sofyan, 1993).

Job readiness can be achieved through a process of education and experience, either during his education from the Elementary School or experiences encountered in life real. While higher education is more emphasis on preparedness specific work and lead to a particular field of work.

2.2.3 Criteria of Job Readiness

According to Ward and Riddle (2002), to have the readiness high work needed several criteria:

(1) Employability.

Employability is include make a decision about a career or ability to learn what kind of job suits him, skills or have skills desired type of work, looking for
work or have ability to find a job, keep a job or have the ability to be able to keep a job that has been obtained, and set able to regulate the movement of work or job transfer;

(2) Support to help resolve the challenges.
This aspect includes efficacy self or self-confidence to be able to do my best, hope or hope of success, social support or networks or relationships with others that can be accessed to ask for help, and experience or a history of successful work ever done;

(3) Challenge.
This aspect includes a challenge to me, the challenge of the environment, and systematic challenge or stress from physical state. This challenge must be understood by each individual to enter the world of work.

2.3 Higher Education Institutions
According to Republic of Indonesia Regulation Number 12 In 2012 about Higher Education Section 1 Subsection 2:
“Higher Education is education after secondary education that includes courses diploma, degree program, master program, doctoral programs, and professional programs, as well as programs specialists, organized by the college high by the Indonesian culture.

Higher Education Institutions also has a purpose are:

a. develop skills and character forming and dignified civilization in framework of national life;

b. develop innovative academicians, responsive, creative, skilled, competitive, and cooperatively through the implementation of the three responsibilities, and

c. Develop Science and Technology by observing and applying value Humanities.

III. RESEARCH METHOD

This type of research is a descriptive and verifikative. Verifikative test the hypothesis that search for truth, while the descriptive analysis of research that describes a condition associated with other conditions, the aim is to present an overview in a structured, factual, and accurate as to facts, properties, and the relationship between the variables studied and further analyzed statistically to later obtain a conclusion.

To see how the effectiveness of the internship program toward graduates job readiness will be made to test the hypothesis test a causal relationship between the variables. Hypothesis testing uses regression models. Methods of analysis undertaken in this research is the causality analysis methods, then performed path analysis to determine the effect between the variables. To meet the requirements of the path analysis method for at least the data obtained is interval data.

Based on the following hypothesis is proposed conceptual causal structure between variables such as Figure 1

![Causal Structure between X and Y](image)

**Description:**

X = The Effectiveness of the Internship Program
Y = Graduates Job-Readiness
ε = Epsilon (other variables)

IV. RESULT

4.1 Effectiveness of Internship Program

Summary of hypothesis testing results based on respondent assessment of the effectiveness of internship program are as follows:

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Average Score</th>
<th>Criteria</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation of internship program in higher education</td>
<td>196</td>
<td>&quot;Very Effective&quot;</td>
<td>Ho is rejected and H1 is accepted</td>
</tr>
</tbody>
</table>

This means that respondents have the perception that the implementation of internship program in higher education is very effective. This indicate that the internship program can be a problem solving to bridge the gap between studies and work and aim to equip graduates with skills required in order to secure employment.

According to the result, the implementation of academic preparedness such as academic skills and background knowledge from formal education or non-formal education also from experience can makes the internship program will be success and gets a better result from the internship experience.

Implementation of positive attitude generally runs smoothly. This result suggest the interns to have a positive attitude, so you can adapt and face hurdles easily such a honesty, openness, and willingness to cooperate also discipline when doing any job for their future career.

Self-initiative also has a great implementation result. This result suggested the interns to build their motivation and actively involved during internship so can increase of implementation of challenge job which is not quite good result, because in Indonesia specially, variety of type job is very low. The internship programs mostly
offered only type of job with the economic and banking background knowledge and this is can reduced the challenge job to be taken.

The implementation result of effectiveness of supervision was quite good which is similar with task clarify. For effectiveness of supervision, the intervention of the supervisor making interns more quickly adapt to the various attributes of the work environment. Same thing with task clarify makes interns quick to know the work environment by outlining a clear plan about the job content and approaches to do the job. Another cases with compensation, the result is quite low because many companies provide very low or even no compensation monetary also academic credit for interns. They prefer to get part time worker which is generally more have an experience to doing their task.

4.2 Graduates Job Readiness

Summary of hypothesis testing results based on respondent assessment of the graduates job readiness are as follows:

<table>
<thead>
<tr>
<th>Table 2</th>
<th>Summary of Hypothesis Test Results II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hypothesis</td>
<td>Average Score</td>
</tr>
<tr>
<td>Graduates job readiness in the higher education</td>
<td>182</td>
</tr>
</tbody>
</table>

Source: Results of data processing (2013)

This means that respondents have the perception that Graduates Job Readiness is ready. It is possibly happens because the implementation of employability has a good result. The implementation of employability is include make a decision about career or ability to learn what kind of job can suits for oneself. So, the interns must making a good decision about their future career support with a good ability to ability to be able to keep a job that has been obtained.

The other good implementation result is support to help resolve the challenges. The interns must be able to success, social support or networks or relationships with others that can be accessed to ask for help, and experience or a history of successful work ever done.

While, the most less result of implementation is challenge because lack of motivation for search such a good career in the future. The main reason is there a small amount company that opens an opportunity for internship program, so it can be reduce the intern’s motivation to join the internship program specially in Indonesia.

4.3 The Effect of Effectiveness Of The Internship Program Toward Graduates Job Readiness In The Higher Education Institutions

Summary of hypothesis testing results of the effect of effectiveness of the internship program toward graduates job readiness are as follows:

<table>
<thead>
<tr>
<th>Table 3</th>
<th>Summary of Hypothesis Test Results III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hypothesis</td>
<td>T count</td>
</tr>
<tr>
<td>There is a significant positive influence on the effect of effectiveness of the internship program toward graduates job readiness in the higher education</td>
<td>4.95</td>
</tr>
</tbody>
</table>

Source: Results of data processing (2013)

This means that The Effectiveness Of The Internship Program have an influence on Graduates Job Readiness In The Higher Education Institutions based on the provisions of the hypothesis H0 is rejected, using the t test for t count > t table. This means that the respondents have perceived level of the effectiveness of the internship program have an influence on graduates job readiness in the higher education institutions is high. This indicates that the graduates start to realize the importance of internship program as a problem solving to bridge the gap between studies and work and aim to equip graduates with skills required in order to secure employment.

Internships program is a form of education with the principles of learning by having many benefit for trainee such as Helping and encouraging self-development and self-confidence, Assist trainees in overcoming stress, pressure, frustration and conflict, can provide information about the increasing knowledge of leadership, communication and attitude, improving employability and recognition, and growing maturity in carrying out the work and tasks.

Besides having benefit for trainee also having benefit for company itself, including: fixing a working knowledge and expertise at all levels of employment, helping employees to get to know the purpose of the company, creating a better corporate image; help achieve efficiency, effectiveness, productivity and quality of work, improve the competence of workers, improving the relationship between workers in management, helps reduce harmful behavior and also improving organizational communication.

V. CONCLUSIONS

1. The effectiveness of internship program qualifies as "Very Effective". The Effectiveness of internship program consist of academic preparedness, positive attitude, self-initiative, challenge job, effectiveness of supervision, task role clarity, and compensation in general implementation was pretty well. Especially the implementation of academic preparedness such as academic skills and background knowledge from formal education or non-formal education also from experience can makes the internship program will be success and gets a better result from the internship program.

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experience. While the implementation of compensation than others-involvement is low because many companies provide very low or even no compensation monetary also academic credit for interns. They prefer to get part time worker which is generally more have an experience to doing their task.

2. Graduates Job Readiness qualifies as "Ready.” Graduates Job Readiness consist of employability, support to help resolve the challenges, and challenge. The most well implementation is employability because interns must make a good decision about their future career support with a good ability to learn what kind of job suits ownsself. While, the most less result of implementation is challenge because lack of motivation for search such a good career in the future. The main reason is there’s a small amount company that open a opportunity for internship program, so it can be reduce the intern’s motivation to joint the internship program specially in Indonesia.

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