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The Analysis of Internship on the Skill Mastery for the Real Working World

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Abstract: *Internship is known as a learning pattern by bringing the conformity of graduates' quality with the ability to work, this learning takes place in two places (at school and at the industry). In school, students are taught about the theory and practice, while the students are required to practice in the industry. With this kind of learning process, vocational students will gain invaluable experience in terms of soft skills such as discipline, communication skills, honesty, high working ethic, creativity, entrepreneurial spirit possession, and the ability to work together as a preparation to enter the labor market; and technical competence of students (hard skills) can be increased when students return to school. The aim of research is to analyze the effect of the internship on the skills mastery in the real working world in SMK Nahdlatul Ulama Bululawang Malang. The study is a correlational study for the influence between the two (2) variables. This study uses quantitative data with survey research design. Samples are all twelve grade students scattered on the field accounting, office administration, and light vehicles engineering that consist of 62 students. Data collection technique is in the form of a questionnaire, previously tested the validity and reliability. Data analysis technique used is simple linear regression analysis test with SPSS 20.0 for windows. Results of the hypothesis testing, the t-count is (5.866)> t-table (2,036) and Sig. 0.000 <0.05. Therefore, Ho is rejected (Ha is accepted), thus it can be stated that internship variables have a significant effect on the student's skill mastery variable in dealing with the real working world . The coefficient of determination (R Square) of 0.364 has a meaning that internship contributed 36.4% to change the students' skill mastery in the real working world, in other words, the balance of 63.6% change in student skill mastery in the real working world is determined by variable that is not examined in this study.*

Keywords : *Internship, Skill Mastery*

I. Introduction

In the 21st century, the implementation of Asean Economic Community (AEC) cooperation dated January 1, 2016 causes the demand for higher thinking competencies. In line with this concept Marocco (2008) argued that in the 21st century, there are at least four (4) learning competencies that must be mastered by learners which are: 1) the ability to have high comprehension; 2) critical thinking skills; 3) the ability to collaborate; and 4) the ability to communicate. Supporting this opinion, Trilling and Fadel (2009) explained that the main a must-have skill in the context of the 21st century are: 1) the skills to learn and making innovation means that with regard to the skills of creative thinking ability and problem-solving skills; 2) the ability to communicate and collaborate; and 3) the ability for making creativity and innovation.

Internship an activity undertaken in schools and Business World / Industrial World the form of education, training and learning carried out in Business World or Industrial World in an effort to approach, or to improve the quality of graduates with the competencies of students according to their field and also add to the stock of experience as a provision for future in order to enter the competitive working world. The procedures in the implementation is done within four (4) months, the students seemed to work / internship in Business World / Industrial World to be taught about life in the real working world, they are expected to obtained additional skills that are beneficial for themselves.

In general, vision and mission of vocational schools is to prepare students as candidates of workers prepared to enter the labor market. The existence of vocational high school is required to meet the needs of society for the need of labor. Therefore, students are required to have the skills and attitudes of professionals in the field. In connection with Internship, research by Andayani (2013) concluded that the implementation of internship has a positive and significant effect on the perception of the real working world in vocational students, but there is no significant effect on the productive attitudes in vocational students in Malang. While the observations in the field found that many internship implementations that do not fit between the field that they do in school and work specifications in internship become more worries of researcher to see the effect of the students' internship. Based on the existing problems, the results of the previous research and considering the vocational high school objectives above, the value-added skills that become the final destination implementation Internship be another focus that needs attention and more in-depth assessment. Formulation of the problem set is "Does internship can provide significant impact on the improvement of the skills of students in the real working

world in SMK Nahdlatul Ulama Bululawang Malang". The purpose of this study is to analyze the influence of the internship on the students' skill mastery of the real working world.

II. THEORICAL REVIEW

Dual education system or in the realization of so-called internship is a form of professional expertise to provide education, that combines systematic and synchronized between courses at school and work activity program directly in the work to achieve a level of professional expertise. The students who carry out such education is expected to apply the knowledge gained and also learn industrial world at the same time. Djoyonegoro, W (1999) stated that the educational characteristics of dual system (internship) as one form of an education and vocational training which supported by several factors with the components of: institutional partner, integrated education and training programs, institutional collaboration, added value and guarantee the continuity (sustainability). Furthermore, Djoyonegoro revealed that the educational concept of dual system has characteristics of: 1) educational programs of multiple systems into a common program, common property, and a shared responsibility between vocational and industrial partner, 2) the business / industry to participate in the totality of activities SMK even participate in various levels of decision-making process, from determining the course of study, curriculum development, implementation of education, evaluation and certification, and 3) the integration of teaching and learning in schools in the activities of industry practice will eliminate the difference of standard grades in school, in industry , and simultaneously bring supply and demand of labor. Through the cooperation, it can be obtained an optimum outcome and output that are the creation of qualified human resources (HR) in accordance with the needs of society and the labor market (Anwar, 2004).

Based on the school guidebook, internship is a form of education provision of professional expertise that is acquired through activities in the real working world directed to achieve a professional level or program shared between vocational high schools with the real working world/agencies who are partners of everything related to the implementation of internship need to be discussed and agreed. Benefits of Industrial Work Practices are: 1) creating a view of the real working world, 2) the results of learning to be more meaningful as the provision of life and self-development, 3) the lead time to reach the professional level is shorter, and 4) can get something consistent based on the theory that has been gained.

Pakpahan (1995) argued the purpose of dual system education (internship) are: 1) generate employment quality that is labor who has a level of knowledge skills and work ethic in accordance with the demands of employment, 2) strengthen linkages and equivalence between vocational high school with the business / industrial world, 3) improve the effectiveness and efficiency of education and training qualified manpower, 4) improve the effectiveness and efficiency of the educational process and training of qualified manpower; and 5) to give recognition and appreciation for working experience as part of the educational process. Meanwhile, internship in vocational guidance explains the benefits internship are as follows: 1) produce workers with professional skills, that workers who have the knowledge, skills, and working enthusiasm in accordance with the demands of the labor market; 2) strengthening the relationship of the school with Business World / Industrial World; 3) improving the efficiency of the education and training of a highly qualified workforce; 4) giving recognition and respect for working experience as part of the educational process; and 5) to prepare qualified human resources in accordance with the demands of the times in the era of Information and Communication Technology.

Permendikbud No. 70 Year 2013 concerning the basic framework and structure of the curriculum for SMK / MA explained that the improvement mindset for Curriculum 2013 stated that: 1) learning patterns from the isolated learning model into a network learning (learners can study from anyone and from anywhere that they can get and obtained from the internet; 2) mindset alone turn to be the study group (team-based); 3) learning patterns changed from a single tool to a multimedia based learning tool; and 4) the pattern of passive learning into critical learning. Furthermore, according to the vocational curriculum Dikmenjur (2008) learning objectives students can: 1) enter the employment and develop professional attitude, (2) being able to choose a career, capable of competent and develop themselves, (3) being a middle-level manpower to fill a need for business / industrial world today and the future, and (4) being a productive, adaptive and creative labor.

Entering the 21st century, there are many new paradigms emerge and require careful consideration and attention. Global business environment will become increasingly complex, dynamic, and popping up various conflicts of interest. Hard skills such as understanding of the functional areas of a job or a particular area, no longer suffices for one to succeed in the working world. Traditional education which emphasizes that the work, one must have a high knowledge about the field of work, it is now no longer sufficient. In fact there is very little the view that a worker must have soft skills.

Talks about soft skills, it cannot be separated from the notion of competence. Competence can be interpreted as a motive, attitudes, skills, knowledge, behavior or other personal characteristics that are essential to carry out the work or the difference between the average performances with superior performance. Spencer and Spencer (in Idawati 2004) suggested that competency in particular job competence consists of five

components. Those components are: (1) knowledge, the science of the individual in the field of work or a specific area; (2) skill: the ability for the performance of a physical or mental, (3) self-concept, the attitude of the individual, the values espoused as well as self-image, (4) traits in form of physical characteristics and a consistent response to the situation or specific information, and (5) Motives is thought or intention in constant basis that encourages individuals to act or behave in certain ways.

Skill and knowledge are often called hard skills, while self-concept, traits and motives are called soft skills. In facing a global era with rapid acceleration, it needs labors who are not only have the ability to work in the field (hard skills) but also very important to master the ability to deal with changes and take advantage of the change itself (soft skills). Therefore, it becomes a challenge to integrate both kinds of educational competency component in an integrated manner and not biased to be able to prepare a complete human resource who have the ability to work and grow in the future.

Meanwhile, according to Liza Marini (2011), soft skill is a complement of hard skills. This type of skills is a part of a person's intelligence quotient, and is often used as a condition for obtaining a position or a particular job. From these definitions, it can be formulated that are essentially soft skills is an ability that is inherent in a person, but can be developed to the maximum and required in the real working world as a complement to hard skills abilities. Soft skills is important to be given to vocational students as their stock to get into the real working world and industry. Elfindri, et al., (2010), as quoted in soft skill development for educators, mentioning, in practice the employee selection process undertaken by the company in general do filter based on aspects of the ability to think logically and analysis at an early stage. Then proceed with the selection of the character and work ethic, while at the end of the selection process, there was a selection based on academic and technical ability of the prospective employee.

III. RESEARCH METHODE

This study is an ex-post facto research, because research variables associated with variables that have occurred and are not given the treatment of the variables studied. The study included a correlational study for influence between the two (2) variables. This study uses quantitative data with design of survey research, where researcher conducted observations in data collection and recording of data as it is, and analyzing and interpreting the data, with technical by taking a sample of the population and give the questionnaire to the respondent to obtain data at a time specific and asked about some aspects related to the variables studied.

In detail, the purpose of this study is to determine the effect of internship on the students' mastery skill in the real working world in SMK Nahdlatul Ulama' Bululawang Malang. The samples in this research is done by taking the entire population or saturated samples that some 62 students of twelve grade who have just completed an Internship in 4 (four) months. The technique of collecting data using questionnaires, in particular by giving questionnaires to respondents to fill in as appropriate. The use of questionnaires in this research is to take research data on the internship variables (as independent variables) and mastery of skills in facing working world (as dependent variable). Indicators to measure Internship variables (X) are: 1) the quality of the implementation of Internship; 2) Competence Internship supervisor; and 3) the benefit of the implementation of internship. Meanwhile, to measure skill mastery variable (Y) in the real working world is measured by: 1) acquisition of hard skills; and 2) acquisition of soft skills. Before the questionnaire used to retrieve data research beforehand on test validity and realibility, so that accurate data can be obtained.

The analysis used is by using simple linear regression analysis. Regression analysis that is basically aimed to find out there is any influence of independent variables on the dependent variable. This research uses descriptive analysis to obtain an overview of the internship variables and skills mastery in dealing with the real working world. Hypothesis testing is done by using the t test at level $\alpha = 0.05$ (5%). Criteria for hypothesis testing if t-count> t-table or the Sig. ≤ 0.05 then, Ho is rejected (Ha accepted), if t-count $\leq$ t-table or the Sig. > 0.05 then Ho is accepted (Ha rejected). In the process of analyzing, SPSS 20.0 for Windows is used.

IV. ANALYSIS AND DISCUSSION

Vocational High School which is known as a secondary school that is expected to produce graduates who are ready to work according to the motto "SMK BISA", then in education should be "link and match" to the needs of the business or the industry as the labor market which receiver the graduates. This means that vocational schools (SMK) as formal education institutions that have specialized training pattern for directing students to become graduates who are ready to jump in a professional manner and also move in the world of business or company, so that the necessary learning strategies appropriate and meaningful to their competence. According to Orlich (2010) learning strategy is a careful planning that is used to carry out a study. Learning strategies to achieve the objectives of the characteristics of vocational education is the implementation of internship learning programs, this learning system is used as one of the efforts to prepare professionals ready-made in accordance with the needs of the labor market, so that the workforce can be absorbed, Real embodiment of internship in vocational is expressed in the form of internship that will involve students directly to be

employed in the business / industry so that students have competencies in line with expectations and demands of business / industry. Besides, it also gained work experience that can be used to enhance the professional expertise, it is quite reasonable considering the industrial world requires a qualified workforce and experts in the field to operate the equipment and sophisticated technology, so that vocational students are better prepared to use that in the future can reduce wastage and more efficient, which in the early stages of labor recruitment from SMK in Business World/ Industrial Word which does not need to provide additional training. Students during the internship activities will certainly get experience and also a real picture of the challenges associated with the real working world which will be dealt with, so that students can prepare the skill needed by the real working world. Based on the analysis of data, it can be explained as follows, the summary model is output that contains a summary of test results or the regression model presents a correlation coefficient (R) and the coefficient of determination (R Square). The correlation coefficient (R) is a value that indicates the strong relationship between the independent variable (internship) and dependent variable (mastery skills of students in the real working world), the correlation coefficient 0.604 indicates that internship have a strong enough relationship with the mastery of skills of students in facing working world.

The coefficient of determination (R Square) shows the magnitude of the contribution internship on the students' skills mastery in the real working world, so a value of 0.364 has a meaning that internship contributed 36.4% to changes in students' skills mastery in the real working world, in other words, the balance of 63, 6% change in students' mastery of skills in the real working world is determined by other variables that is not examined.

Based on the results of data analysis, it can be structured simple regression equation Y = 27.601 + 0.337. The explanation of the regression equation is as follows: 1)The value of the constant (a) of 27.601 means that internship (X) = 0, then the students' skills mastery in the real working world (Y) achieved only = 27.601; 2) the value of regression coefficient (b) of 0.337 indicates the magnitude of the effect of internship (X) on the mastery of students' skills mastery in the real working world (Y), because the value is positive the effect unidirectional means that if internship (X) increased by 1 unit, the mastery of the skills of students in the real working world will increase by 0.337 units.

The results of hypothesis testing is known that the value t-count = 5.866 with the Sig. 0,000, t-count is compared with t-table at the level of $\alpha = 0.05$ degrees of freedom (n-2) = 62-2 = 60 in the amount = 2,000. So, t-count is (5.866)> t-table (2,036) and the Sig. 0.000 <0.05 then Ho is rejected (Ha accepted), thus, it can be stated that internship variables have a significant effect on the variable student skill mastery in dealing with the real working world. Internship is undertaken by SMK Bululawang Malang positively or unidirectional can affect student skill mastery in dealing with the real working world. It can be said that the implementation of a internship already qualified, but the quality of the implementation of the quality is still to be further improved, in order to conform with the objectives and the expected target both the school and the industrialized world as the recipient workforce in recruitment was expecting to absorb or recruits the hard skills and soft skills in adequate level. Based on data analysis above, it can be explained some important thing associated with variable Internship (X) that the sub-variables: 1) quality of internship implementation: there is a Free implementation of internship that have been prepared with an excellent and well-stocked, capable as a guideline in the implementation; Industrial partners in Internship partner schools have adequate facilities were excellent and able to support the program's success Internship; The timing of the Internship Award was held for four (4) months to acquire adequate skills carried out timely and runs very well and smoothly; This type of work in the Business World / Industrial World conformity with the expertise of the student data showed very good results; Job System Working students in Business World / Industrial World is right / accordance with the rules of work (work instructions) stipulated in the guidelines; Task assigned by Business World/Industrial World the Internship participants, according to the competencies / department owned; Adaptability with Business World / Industrial World can be done with less rapidly, at the beginning of implementing Internship; Business World / Industrial World has a good management as a Internship, so practice run optimally suits the purpose; Internship Participants can cooperate with other people, when carrying out internship; and personal responsibility Internship provide greater personal and can be accounted for by the participants very well. The results of further analysis of the sub-variables: 2) competence Internship counselors can explain that: Mentoring of school implemented effectively, it at least 2 weeks, in terms of presence can do more; Supervising always provide motivation / drive to improve capabilities and skills; Tutor Internship very competent in performing tasks providing guidance; The instructors at Business World / Industrial World given competent (the material master training / practice); Tutor Internship assessing student performance in Internship continuous / ongoing; and Master Supervising able to resolve properly, problems presented by participants Internship. While sub-variables: 3) Benefits internship implementation, can be explained that: Mastery of knowledge became deeper after executing internship; Internship has provided valuable work experience, and in accordance with department Internship participant in preparation for work; participants have better communication skills after executing Internship; Internship contributed to positive values (example: hard work, precise work, work faster) required by

the real working world ; Type of work practices that given the Business World / Industrial World adapted to the skills / basic skills needed in the working world; Competencies / skills increased after implementing Internship; Implementation Internship benefit to me to be able to anticipate the impact of technological developments; Internship give effect to always be able to respond to technological progress; Having adaptive power / ability to adjust to the real working world is a benefit in implementing Internship; Implementation Internship has added confidence and optimistic because it makes students have work experience; and social skills for the internship participants to interact with others for the better after executing internship.

Based on the data captured and analyzed showed that the variables of skill mastery in facing working world can be explained that: 1) soft skills discovered the ability to communicate orally and in writing participants internship be much better; the honesty of the participants learn about the importance of working with excellent and consistent; have the ability to cooperate with the very nice well with peers as well as the internship manager in Business World / Industrial World; learn to have a high work ethic and accountability, high motivation; have more confidence after implementing Internship so that it appears great creativity to develop the values they have learned; and has the ability entrepreneurship is growing; 2) hard skill is shown that participants can use science, technology, and communication is very good; possession of highly developed technical skills; and analytical thinking skills needed in the working world also be very good.

These findings are in line with studies conducted Wagiran (2008) showed that ten of the capabilities intact expected in the real working world / industry covering aspects: honesty, work ethic, responsibility, discipline, applying the principles of safety, initiative and creativity, cooperation, self-adjustment, confidence and tolerance. In fact, other aspects of soft skills or character of the work has a significant role in determining the success of a business / industry and the success of the employees themselves. It is therefore important to design processes that can foster vocational education as an integral part of the character of labor competencies required of graduates. Supporting these findings, various studies (Kay, 2008; Soto, Zamroni 2009; Samani, 2007, Wagiran 2008) showed that soft skills have a strategic role in determining a person's success in his work. Therefore, the integration of hard skill and soft skill in preparing the labors with a variety of efforts, including formal education needs to be done. However, in reality, many educational institutions are not aware of its importance. The result of these findings, also supported Sailah (2008) who get the fact that the 10 tips for success on the 50 most successful in America none mentions the importance of technical skills (hard skills) as a prerequisite for success in the working world. 50 most successful people in America are agreed that they are not the most critical technical skills, but the qualities that are included in soft skills (soft skills). Thus for vocational graduates who are required to master the technical skills (hard skills), of course the soft skills (soft skills) should also be noted that the success obtained more optimal. It can be concluded that in the workplace, soft skills have become indispensable presence starting from recruitment or selection of employees to the course at work. The balance between the ability of hard skills and soft skills is necessary in the real working world. If only hard skill is possessed by someone, then he will be eliminated by which those who have the ability to soft skills.

The results of this study are supported by the findings of John Oxenham (1984) in Wakhinuddin (2009) who stated that if the graduates of a school can not be hired or get a job that corresponds to the type and level of the education, the school or the teachers have been unsuccessful with their duties. It means the school is considered unable to meet the needs of the community or the real working world. One effort to improve the quality and relevance of vocational education is improved linkages and integration (link and match) in the implementation of the Dual System Education (PSG). Furthermore, Wakhinuddin (2009) stated that the benefit of industry practices are: 1) raising the behavior of high employment, 2) students acquire competence which are not learned at school, 3) students could contribute manpower in the company, 4) provide motivation and increase students' work ethic, 5) strengthen the cooperation relations between schools and partner institutions, 6) allows for the industry to provide assistance to the school (eg intern teachers, aid practice), and 7) as the promotion of Vocational High school graduate.

Meanwhile, according to Elfindri (2010), soft skills are skills and life skills, both for themselves, group, and community, as well as with the Creator. By having the soft skills, it makes a person's existence will be increasingly felt by the community. Being able to do communicative skill, emotional skill, language skill, group skill, ethics and morals, manners and spiritual skills are needed. All properties that cause malfunction of the hard skills possessed soft skill can determine the direction of the use of hard skill. If someone has it properly, then the knowledge and skills mastered can bring prosperity and comfort for the owner and the environment. Conversely, if someone does not have good soft skill, hard skills can endanger themselves and others.

Today, the working world is more likely to see candidates of soft skill, of course this does not rule out the role of the hard skills as the ability (competence) or expertise in a particular field that is shown through job readiness. Hard skills are important factors in the work, but success in the work will normally be determined by the skill better.

For that reason, learning will be conducted properly and achieve the expected goals if developed fundamentally, detailed, comprehensive, and reflective-evaluative. Thus, the learning strategy can't be done to fulfill the obligation only, but must be based with great determination to develop learning appropriate and well targeted. Meanwhile, the development of science and technology and the demands of globalization together have resulted in increasingly tight competition in the provision of superior human resources. To be able to continue to maintain its competitive edge, the existing human resources are required to continuously improve the knowledge, skills, attitudes and competencies. Someone who has a high level of competence will quickly adjust for changes in the surrounding areas, including in social, occupational, or in changing the situation and condition of the fast-paced. Internship for that placement should be appropriate field of interest (majors) in school, so that with its provision of basic science according to the field is expected in the implementation of internship which does not have problems. Without holding internship, students will have trouble on a network of partnerships and not knowing the situation and working conditions. In addition, the company which is looking for vocational high school graduates should conduct training prior to prospective workers, in order to work in a professional manner in accordance with company's standards.

V. Conclusion

It is concluded that there is an influence of the internship implementation on the mastery skill in dealing with the real working world. The intended skill is an integration of hard skills and soft skills that are developed together at the time of internship which will contribute significantly to the development of competency / skills as well as software such as: honesty discipline, commitment, communication, motivation, self-confidence, creativity and entrepreneurship.

Suggestions that can be put forward are: 1) the suitability of Business World / Industrial World type with the early competence (majors) of the students must be considered, so that the implementation of internship will be meaningful for development of skills for the vocational students; 2) management of internship both at school and at the Business World / Industrial World should be understood by the manager, so that the learning outcomes can be achieved with the right set; and 3) the competence of counselors in schools and instructors in the Business World of Industry must understand and master the process of coaching, so they can run their job properly.

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