COMPANY ADVISOR'S VIEW: ATTITUDES AND ABILITIES OF STUDENTS DURING AN INTERNSHIP

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Abstract

The world of work requires prospective workers to have skills according to the needs of the 21st century. Thus, it is important to provide work-based learning to provide work experience and develop student skills. The purpose of this study was to identify students' attitudes and skills during the internship from the point of view of company advisors as mentors and users. The method used is a qualitative method with company advisors as to the data source. Data collection was carried out by structured interviews, where interview questions were built based on the reference indicators used, namely work-based learning and learning innovation skills. The results showed that in general during the apprenticeship students have motivation, discipline, the adaptation of

work ethics, responsibility in completing tasks and build good interactions with the institutional environment. From the aspect of student learning skills and innovation, there are still a number of things that need to be improved and trained such as problem-solving, communication, innovation, and creativity. Therefore, some of the skills included in learning innovation skills need to be applied in learning in order to prepare students before entering the workforce.

Keywords: *Internship, Learning Innovation Skills, Advisors, Institution*

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PANDANGAN PENASIHAT PERUSAHAAN: SIKAP DAN KEMAMPUAN MAHASISWA SELAMA MAGANG

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Abstrak

Dunia kerja menuntut calon pekerja untuk memiliki keterampilan sesuai dengan kebutuhan abad 21. Sehingga penting untuk memberikan pembelajaran berbasis dunia kerja untuk memberikan pengalaman kerja dan mengembangkan keterampilan siswa. Tujuan dari penelitian ini adalah untuk mengidentifikasi sikap dan keterampilan siswa selama magang ditinjau dari sudut pandang penasehat perusahaan sebagai pembimbing dan pengguna. Metode yang digunakan adalah metode kualitatif dengan penasehat perusahaan sebagai sumber datanya. Pengumpulan data dilakukan dengan wawancara terstruktur, dimana pertanyaan wawancara dibangun berdasarkan indikator referensi yang digunakan yaitu work-based learning and learning innovation skills. Hasil penelitian menunjukkan bahwa secara umum selama magang mahasiswa memiliki motivasi, kedisiplinan, adaptasi etos kerja, tanggung

jawab alami dalam menyelesaikan tugas dan membangun interaksi yang baik dengan lingkungan kelembagaan. Dari aspek keterampilan belajar dan inovasi mahasiswa, masih ada beberapa hal yang perlu ditingkatkan dan dilatihkan seperti problem-solving, komunikasi, inovasi, dan kreativitas. Oleh karena itu, beberapa skills yang termasuk dalam learning innovation skills perlu untuk diterapkan dalam pembelajaran dalam rangka mempersiapkan mahasiswa sebelum memasuki dunia kerja.

Kata Kunci: *Magang, Learning Innovation Skills, Pembimbing, Institusi*

Introduction

The implementation of education is required not only to be able to furnish the graduates with the knowledge but also some other skills to prepare graduates to get into the workforce and be able to compete with all the changing. These skills that graduates need to succeed in carrying out life after graduation is a part of 21st-century skills (Kivunja, 2014). Further, stated by (Hilton, 2015) policymakers and employers have urged have appealed to education implementing institutions to develop 21st-century skills (p.63) (Rozi et al., 2020). These

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skills are better known as partnership 21st-century skills. According to Triling & Fadel (2009), there are two main skills, which are belonging in the requirements of the workforce in the 21st century, including 1) the comptence to acquire and apply new knowledge quickly; 2) the competence to understand how to apply 21st-century skills (p.11) (Bali, 2019). Therefore, it is important for educational institutions to prepare students to assist students in developing essential skills in accordance with the qualification of the workforce of the 21st century.

Added, the need to integrate all the competencies and skills in the 21st century and the era of 4.o into education (Ghufron, 2018). Many things can be done by the education institutions, especially for educators to be able to help students develop their knowledge and skills to enter the workforce. One of them is by using work-based learning strategies. Work-based learning (WBL) is a form of learning model with the principle of learning by doing. In addition emphasizing the form of formalizing the implementation of learning in the workplace (Van Velzen et al., 2012).

Further, according to Boud & Solomon (2001), WBL is a learning program at the institution by creating learning and new opportunities in the workplace. The characteristics of the WBL, are 1) the creation of partnerships between educational institutions and external institutions (DU/DI, the governmental institutions); 2) students involved were placed as a worker; 3) programs designed according to the needs of students, in this case, the work carried out as a curriculum; 5) WBL is a project carried out in the workplace learning-oriented work challenges and needs of students in the future; 6) educational institutions assess the results of the WBL that adjust with the framework standards and levels as an element in the process of quality assurance of education (pp. 4-6) (Islam et al., 2018). In short, it can be concluded that WBL is a program carried out by educational institutions that collaborate with external institutions, which is oriented towards the needs of students in the future.

Furthermore, one form of the WBL model is the internship (Siswanto, 2012). Internship In the WBL concept is learning while working, providing work experience to students, and increasing knowledge and skills that are more trained than what they get at school. More importantly, provide provisions so that they can compete in the workforce. This is consistent with stated by Tsai et al. (2017) internships can help students adapt to the industrial environment, increase knowledge about the world of work, gain experience, develop communication skills, professional, problem-solving, career planning, and to build networks. These things are the skills needed in the 21st -century workforce. Added, Triling & Fadel (2009) stated education has broad goals of preparing graduates who contribute to the workforce and daily life (P.40) (Rahman et al., 2019). Then, the era also requires workers who have the ability and knowledge of the skilled (Triling & Fadel, 2009). Based on the presentation, it can be seen that the competencies and skills that are actually needed of the workforce in the 21st century, and in this era, should be owned by the students as prospective

employees.

There are three sets of skills required in the 21st century, including "learning and innovation skills (LIS); information, media, and technology skills; life and career skills" (Triling & Fadel, 2009, p.48) (Oktavia et al., 2019). Judging from the explanation above, this study aims to determine the perceptions of company advisors, whose position is in the implementation of work-based learning in the context of apprenticeship as users, and to identify student LIS's. The aspect in question uses the theory of Raelin (2008) and the theory of Trilling and Fadel (2009) The selection of the LIS aspect of these skills because these skills can be said to be creative learning skills and lifelong learning in order to skills can handle the demands of skills in the times and focus on creation and creativity. This research is based on knowing the views of the institution about the attitudes and abilities of students during the internship in terms of the theory of Raelin, Trilling, and Fadel. Through the identification results, it can provide input to be used as evaluation material, regarding things that need to be improved for the implementation of the

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next internship.

Method

This study uses a qualitative method, which aims to present the data and describe the potential results of the scope of research (Creswell, 2018). The technique sampling used purposive sampling, by taking all the total respondents. These respondents deliberately have chosen it because can provide information based on knowledge and experience (Etikan, 2016). Respondents in this study were company advisors. Data collection was carried out through structured interviews. The question items represent the scope of WBL implementation and LIS pupils. The interview consists of 10 questions. Interview questionnaire validated by an expert in the field. The following are the question items for each variable:

Tabel 1. Questionnaire Interview

No	Variable	Questions
1		During conducting internship, how are motivation of the students to learn?
2	Internship	How is the discipline of students while participating in internship activities?
3		How is the student's ability to adjust work

No	Variable	Questions
		ethics according to what is applied in your institution?
4		How is the student's responsibility in completing assignments?
5		How is the student's ability to interact with the environment in your institution?
6		How is the student's ability to solve problems that related to the given job?
7		How is the student's ability to communicate in your institution?
8	**LIS**	How is the student's ability to work in a team?
9		How is the potential for students to innovate in your institution?
10		How do students develop their own creativity in your institution?

Results and Discussion

Implementation of the internship can contribute to the students finding out about the real workforce atmosphere. Furthermore, students can increase the knowledge and abilities that can be obtained from the institution. This activity requires collaboration between external institutions and educational institutions as an effort to develop learning opportunities for students through the workforce (Raelin, 2008). Company advisors have a major role in internship activities. Company advisors have a major role to guide pupils in the field to acquire work experience (Cheong et al., 2014). In this case,

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evaluation activities need to be carried out. Evaluation activities are carried out in order to increase the effectiveness of program implementation and the credibility of program implementation, Furthermore, the views of company advisors are an important source (Raelin, 2008). Based on the results of research on the implementation of internship in terms of LIS, according to the company advisor's view, it was obtained:

Implementation of Internship

Identification of how students participate in internship activities, including student motivation, discipline, work ethic adjustments, responsibilities, and institutional environment interactions. Based on interviews described as below:

Motivation

According to the company advisor, generally answered that students have very good motivation in joining internship. Furthermore, students are able to complete all assignments given according to the reference from the company advisor. It means that students have high motivation and enthusiasm for an internship and

learn something new, they can get during the internship. In internships, students need to be highly motivated to learn everything, where it grows naturally motivated by a student to learn (Ibrahim & Jaafar, 2017). Motivation is defined as an urge to carry out an activity, where the urge will lead someone to things related to needs and desires (Kurniawan & Heryanto, 2019) (Bali & Musrifah, 2020). Based on the statements and findings, obtain concluded that students have the urge to follow and learn things that they will get during the internship.

Therefore, to maximize the motivation of students in internship, It is necessary for the organizers, in this case universities, to provide understanding to students about the importance of participating in internships, because it will develop competencies, knowledge and skills, as well as work experience provided by external institutions. Where the efforts are attempts to increase the motivation of students to participate in internships with activities properly, so that the learning experience can be realized properly (Stansbie et al., 2013).

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Discipline

In this regard, all company advisors stated that the students have a very good level of discipline. Students arrive on time and be able to complete the work in accordance with the deadlines specified. In this study using two scopes of discipline, that discipline of learning and discipline. Learning discipline is defined as the obedience of students to the rules that have been set in carrying out learning (Smith, 2011), whereas work discipline is related to attitudes, behaviours, and actions to comply with regulations set by the company and there are sanctions in case of breach (Susanty & Baskoro, 2013). Based on the understanding of the discipline, it can be concluded that discipline is an act related to obedience or compliance with the given rules. In this case was to determine the level of discipline of students during the internship, and the results showed the students had a very good discipline. It means that students can adhere to and follow the rules that exist in institutions and assigned by advisor.

Work Ethic Adaptations

Conceptually, ethics is related to morals, manners, and social justice that occurs in society (Düşmezkalender et al., 2020). Furthermore, the work ethic is an implication shown by a worker to his work in the form of values and attitudes extensively oriented company's success (Kumar & Rose, 2010). Based on the results of the research, the company advisor argues that students have a fairly good ability in terms of work adaptation and ethics. The students dressed neatly, were polite, including when communicating with staff in the institute. Furthermore, there is an institution that provides a uniform for use by students on certain days. This shows that students have good attitudes and manners during their internships.

Responsibility in Completing the Assignment

Responsibility is a job assigned to workers through a project (Stansbie et al., 2013). The project provided during the implementation of the work-based learning as an effective way to build a sense of responsibility to the students to identify, resolve and follow up on problems faced (Raelin, 2008). Thus, it can be said that a sense of

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responsibility can be built by giving responsibility for completing work so that the goals of the institution can be achieved. Furthermore, based on the identification results, students are very responsible for the assignments given and finish on time. But there are some company advisors who think that there are some students who still need to improve their responsibilities, particularly in the timeliness of completing the assignment.

Interaction with the Environment Institutional

Students have the ability of good interaction with the environment institute. Students are also easy to get along with co-worker, and also able to position itself as apprentices (Wahid et al., 2020). It can be said that, with the creation of a good interaction between students, students with the institutions, can build a conducive working atmosphere, because the impact with the establishment of cooperation to complete a job.

In the implementation of work-based learning, interaction is a fundamental component, where students are encouraged to discuss, exchange opinions, and provide feedback (Raelin, 2008). Furthermore, feedback in

the context of work, interaction refers to increased responsibility that occurs between co-workers (Stansbie et al., 2013). Thus, it can be said that, with the creation of good interactions in the work institution environment, it can build an atmosphere that supports each other and has an influence in completing work and solving problems.

Based on the results of the interview above, it can be concluded that in terms of the five aspects assessed, including motivation, discipline, adaptation of work ethics, responsibility for completing assignments, and interaction with the institutional environment. Generally it can be said to have a very good ability. Students participated in internships at institutions in accordance with the direction of the company advisors. Students can also adjust to the work environment at the institution, adjusting the working atmosphere in the institution, and to create interaction and communication with all staff in the institution.

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LIS of Student During WBL Activities

This aspect includes problem solving skills, communication skills, collaboration skills, innovation, and creativity skills of students. The following is a description of the company advisors view regarding these matters.

Problem Solving Skills

Problem solving skills can be regarded as a skill to be able to identify problems, analyze, find solutions, discuss solutions, and make decisions. Then it is reviewed in framework of partnership the 21st century skills, especially learning and innovation skills, problem solving skills related to critical thinking. Triling & Fadel (2009) the first set of 21st century skills is learning and innovation skills, consisting of "Critical thinking and problem solving (expert thinking); Communication and collaboration (complex communicating); Creativity and innovation (applied imagination and invention) (Muali et al., 2018).

Based on the data findings, students can solve problems encountered when students read and listen carefully to the advice given. It is just that there are some things that non-optimal, especially those of a

developmental nature. Students do not optimize their ability to explore more fully in finding solutions that they should take. Therefore, according to the advisor, pupils still need more guidance about this. Based on this, it becomes an input for the campus to be able to assist pupils in developing problem-solving abilities. Because this skill is one of the skills that have high extraction (Mustika et al., 2017).

Problem-solving skills are one component of skills that be necessary to be mastered in the 21st-century and necessary to extend these skills in order to prepare students to come into the workforce. Where pupils are able to face, find a solution and resolve the problems faced. This is similarly stated by Larson & Miller (2011) that in the circumstances of problem-solving abilities, when students encounter problems in real life, students have to selective in identifying problems, choosing sources, making choices about objects that will be used as solutions, and determining indicators as a reference for evaluating. This is similarly stated by Erdogan (2019) that problem-solving skills enable students to be able to

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appraise the accuracy of information sources, analyze and evaluate information, and ultimately be able to establish the decisions and take action to solve problems found.

Communication Skills

Communication has a definition as an effort to trade information with another person or group verbally and nonverbally by using symbols that give a meaning (Helaluddin & Fransori, 2019). In general, students have good communication skills, students could make interpersonal relationships, expressing the behaviour of caring and regard to fellow co-workers, although it is unquestionable that there are several things that need to be improved. The company advisors argued, an effort to create relationships with pupils, effort to put and build student understanding that throughout the internship, students are co-workers who must work together in completing a project. Furthermore, the students showed an awkward attitude from the beginning to implement an internship, caused students to look nervous when communicating. This leads to the conclusion that students already have good enough communication skills,

although there are few that still need to be honed their communication skills. This requirement to be done because by establishing effective communication, students can exchange ideas, information, especially when completing the assignment.

To establish good communication, can create good relationships with everyone. Similar stated by Huang et al (2010) communication can create a relationship of interaction with other people, which may occur through the pass of thoughts, ideas, and information. Consequently, communication skills is an essential life skill to be developed. Furthermore, there are five strategies that can be used to increase the pupils communication skills, are: 1) Pupils are trained to convey their ideas and thoughts, both in writing and verbally; 2) Pupils are trained to be actively involved in listening with the objective that students can learn to comprehend the meaning of the information received, culture, values, and attitudes; 3) Pupils are trained to communicate in a different context and objectives; 4) Pupils are trained to use various technological media to communicate; 5) Pupils

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are trained to communicate in different environments, either by using mother tongue and second language (Triling & Fadel, 2009). These strategies can be taken into consideration for the universities to improve communication skills of students.

Collaborations

Collaboration is the competence to do an activity with other peoples in teamwork who are trying to reach common goals (Kivunja, 2014). From the results of data collection, students showed the ability to work in teams. Students complete assignments that must be completed in teams, one of which they finish with a discussion among groups of teams, even when it should collaborate with the staff of the institution. It can be seen when making decisions to complete work. Students are able to work effectively in accordance with the roles and assignments given. However, we found some students still have less ability in terms of completing the work in a team.

Furthermore, based on the answer of one of the advisors, students understand the assignment textually in accordance with the instructions given. When an

assignment is given without a direct cleavage of tasks from the supervisor, students will only divide assignments by a quantitative approach, meaning that it is based on the number of outputs only. For example, when students are given the assignment to organize a feature on the website, students would divide the work fairly, but students do not evaluate or reflect on each other's and give each other input on improvements to reach maximum results.

Based on this, students still have high levels of individual souls. Therefore, it is required to provide views and train students' skills in collaboration, because by developing these skills, students would appreciate the diversity of thought, ideas, and concepts between individuals. Chu et al (2017) stated that this collaboration can enable students to increase the method they view something, increase their analytical skills, and express something. Furthermore, the collaborative capacity of a workforce consisting of people with different knowledge and skills would be more complimentary when compared to completing work individually (Dede, 2009).

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Innovation

The Innovation and Business Industry Skills Council of Australia (IBSA, 2009) explains that innovation as a method to exploit with use new ideas conscious, to expand values in the economic and social scope (Cite in Kivunja, 2014). In this case, the institution provides opportunities for the pupils to innovate in the process of translation and publication papers. However, on this point, students generally still think pragmatically about only fulfilling their assignments from campus, but not exploring the capabilities of themselves until they can act to innovate. Therefore, still need to be improved pupils ability to innovate, especially in completing the work given, as the skill to innovate is a key element in expanding the capabilities of a person in the 21st century (Sudira, 2015). Which, innovating has a relationship with creative thinking skills, which it showed when students attempt to think about the problems or challenges faced, switch ideas with others, listen to and receive feedback (Zubaidah, 2018).

Creativity Skills

Students include having creativity. It is seen when completing the assignment. Pupils quest new library sources, then in translation activities, in case they discover difficulties to utilize several media applications as a comparison in the sense of reading harmonize. If seeing what students act, these things indicate pupils have the competence to think creatively. Creativity skills divided into three comprehensive skills, including creative thinking that can represent new ideas in order to increase and maximize efforts for work creatively or can be reduced to the competence to use the mind to think precisely (Piirto, 2011;Sudira, 2015).

Creative can be defined as the ability to do or discover new substances that are unusual without instructions from others. Based on the findings, it can be said that students can do the assigned tasks independently to discover ways to solve the problems at hand. This is related to that stated by Sudira (2015) independence in thinking creatively to solve problems is a reference to measure one's creativity.

Based on the explanation above, there are few things that need to be improved regarding pupil students, especially learning and innovation skills. Therefore, it is important to integrate the components of skills contained in learning and innovation skills into learning, as an effort to prepare students before carrying out internships, even after they have completed their education and entered the real workforce.

Conclusion

This research has found that a few things, including: 1) Need to furnish provisions for students before doing an internship; 2) Students have the right motivation, discipline, responsibility, work ethics, and interactions during their internships; 3) Learning innovation skills in this research include problem solving skills, communication skills, collaboration skills, innovation skills, and creativity; 4) In components of the skills contained in the learning of innovation skills, students skills still require to be improved, considering

these skills are skills needed in the workforce, especially in the 21st-century.

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