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How Implementation of Industrial Work Practice Program Increases Students' Competence Skills: Analysis of the Need of Workforce?

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ABSTRACT:

This study aims to analyze the contribution of implementing the industrial work practice program to improve student skills and competence according to the needs of the workforce. The research used in this study uses a mixed method of qualitative and quantitative methods. The sample of this study was 5 Instructors, five field supervisors, and 25 students of Hamzanwadi University who had completed the industrial work practice program. The data collection technique used was a questionnaire by random sampling. The data analysis technique from the questionnaire was processed using descriptive analysis. The results of the study showed that the instructors of the industrial work practice program contributed to the implementation of the industrial work practice program towards improving the skills competency of Hamzanwadi University students obtained in an excellent category, namely with a percentage result of 96.31%. In addition to instructors, field supervisors also influenced the implementation of the industrial work practice program towards improving the skills competency of Hamzanwadi University students, with research results of 94.72% in the outstanding category. In addition, implementing the industrial work practice program towards improving students' skills and competency in the workforce was seen from the student responses obtained with the research instrument, with research results of 97% in the outstanding category. This result shows that implementing the industrial work practice program is conducive and can improve students' skills and competencies according to the workforce's needs.

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INTRODUCTION

The education sector is an essential element in the lives of Indonesian people because, without education, they will not be able to improve their lives. Education is one sector that

has always been the center of attention and is currently up for discussion. This condition is that advancing the education sector means participating systematically with the government in building the quality of Indonesian human beings as a solid basis for national development, as included in the mandate of the 1945 constitution as stated in the preamble to paragraph IV which reads "later than "That is to form an Indonesian state government that protects the entire Indonesian nation and all of Indonesia's blood, promotes general welfare, and makes the life of the nation intelligent." It is further strengthened by the functions and objectives of national education, which are formulated in the National Education System Law (Depdiknas, 2006).

Technological developments in today's era, known as the Industrial Revolution 4.0, offer digitalization of data, and the digital era has given birth to a disruptive era. There have been fundamental changes in human behavior in living life, changes in the education sector, changes in the economy, work, and even society itself. The Industrial Revolution 4.0 has an impact on all sides of life, including the world of education. Technological derivatives are becoming important players in human life.

Various concepts must be understood as a reconstruction of contemporary education, technological Pedagogical, and Content Knowledge plus Personality (TPACK-P). TPACK is an integration concept of three different elements: technology, pedagogy, and educational content. Knowledge about the three is combined into a comprehensive educational capability in the world of education called TPACK. Three elements in academic planning, processes, and evaluation will be significant in building the future educational ecosystem, known as the digital technology era (Rahman, A., et al., 2020).

One of the steps taken by higher education is formal education, which has a unique training pattern to direct students to become graduates who are ready to work professionally and involve themselves either in the business world or in the potential of graduates in particular for work (Santiago, 2009; Gault et al., 2010; Beard & Wilson, 2013). To support this goal, higher education is no longer just about theoretical knowledge but also about the practical application of this knowledge in the context of the world of work through work practices, referred to as internships or work practices, which are learning activities carried out in the business world and the industrial world and the field. Other work is needed to implement, consolidate, and improve competence as a form of policy.

In the globalization era, the demand for practical, solid skills and competencies is increasingly essential for students who want to succeed in a competitive job market. One

popular approach to overcoming the gap between education and the world of work is through internship programs or work practice in industry. Work practice in several educational institutions is called job training, which is capital held to provide students with training and gain experience in certain areas of work or career fields of interest (Zopiatis, 2007; Kapareliotis, et al., 2019). This condition is beneficial for being able to adapt and be ready to enter the world of work with the skills you have so that at work, you will be able to comply with the demands of the workforce (Wardiman, 1998; Andayani, E., 2016; Wardani, F. S. 2018).

Internship or work practice programs have become an integral component of many higher education curricula, so internship activities have become an exciting study material to reveal their benefits (Jackel, 2011; Analisisri, 2017; Chhinzer & Russo, 2018; Kapareliotis et al., 2019; Ebner & Saucek, 2021). Students in the internship program can apply the knowledge they gain in class to real work situations. In addition, internship programs can strengthen technical competencies, improve analytical skills, and, most importantly, foster awareness of the constant need for adaptability and creativity in an ever-changing world (Chen et al., 2011). However, despite its popularity, there is still little research investigating the direct impact of implementing industrial internship programs on improving students' practical skills. Therefore, this research aims to analyze how implementing an internship program or industrial work practice improves students' practical skills. By understanding the relationship between internship programs and enhancing practical skills, we can assess the effectiveness of work practice programs in preparing students to enter the workforce.

This research is not only important for students taking part in internship or work practice programs, but also for higher education institutions and industry. By understanding the impact of internship or work practice programs, educational institutions can improve their curricula to better integrate practical experience, while industry can utilize internship programs to recruit and train potential future employees.

In this context, a careful analysis of the implementation of industrial work practice programs on students' practical skills would provide valuable insights for decision-makers in education and industry and contribute to further understanding of the relationship between higher education and the labor market.

Industrial practice, better known as apprenticeship, is defined as part of a work training system that is carried out in an integrated manner between training at training institutions and working directly under the guidance and supervision of instructors or more experienced

workers in the process of producing goods and services in companies, to master specific skills or expertise (Dakhi, et al., 2020; Dakhi, et al., 2020). With readiness, work can be carried out effectively and with benefit by the expected results (Sarumaha, et al., 2018; Fajra, et al., 2020; Mallisza, et al., 2020).

Study conducted by Fachruzi, A., (2022) indicates that fieldwork practice significantly positively impacts students' work interests, with a percentage of 39.8 %. This condition emphasizes the importance of direct experience in the world of work in shaping students' motivation and interest in entering the workforce after graduating from vocational high school. However, 60.2 % of other factors influence students' work interests, highlighting the complexity of factors that influence their career decisions, including the influence of the social environment, personal drives, and family expectations. Therefore, while fieldwork practice is essential to shaping students' work readiness, it is also necessary to pay attention to other factors that play a role in shaping their career interests and decisions.

This condition aligns with research by Siddiq, M. R., (2022) which shows a positive influence between fieldwork practices and interest in entrepreneurship. However, the contribution of fieldwork practices to increasing interest in entrepreneurship could be a lot higher, at 7.2 %. This condition indicates that while Field Work Practices have a positive influence, other factors also play a role in determining students' interest in entrepreneurship. More specifically, research highlights that Field Work Practices can be one of the school's efforts to increase students' interest in entrepreneurship, but it needs to be considered that there are still other factors that need to be taken into account in designing effective strategies for developing students' entrepreneurial skills.

Apart from that, research conducted by Jannah, M., (2020) shows that there is no positive and significant influence between learning achievement in specialization subjects and students' readiness to become workers in the construction services industry, even though there are certain subjects related to the implementation of Field Work Practices. However, a positive and significant relationship between the implementation of Field Work Practices and student readiness shows the importance of direct experience in the world of work in preparing students for the construction industry. In addition, when learning achievement and the implementation of Field Work Practices were combined, neither significantly impacted students' readiness to become workers in the construction industry, highlighting the complexity of factors that influence students' work readiness in

the context of this industry. These studies highlight the positive influence of Field Work Practices on improving students' practical skills in various engineering education contexts. Research has found that students who participate in fieldwork practices tend to have more valuable skills than those who rely solely on theory learning in the classroom. For example, a study showed that students who underwent fieldwork practices in the electrical engineering industry had better abilities in performing repairs and maintenance on electrical devices than those who did not have the same fieldwork experience.

Based on the three studies above, the research investigates the influence of implementing internships or industrial work practices on increasing student skill competencies. Through this research, we aim to provide a clear picture of the extent to which internships or industrial work practices influence the development of students' skill competencies and their relevance to changing industry needs and evolving educational requirements.

METHOD

The research used in this research is a mixed method using qualitative and quantitative methods. A mixed method is a research method that combines or combines quantitative and qualitative methods to be used together in a research activity (Sugiyono, 2017). This research was conducted on Hamzanwadi University students with a research sample of 25 students who had completed the industrial work practice program. This research is evaluation research, namely research activities to collect data and present accurate and objective information regarding the implementation of industrial work practices based on the criteria set out in the MBKM curriculum.

The data collection technique used is a questionnaire. The questionnaire will be given to 25 students randomly, five supervisors, and five instructors of the Business World and Industry World with four answer choices: "very appropriate with a score of 4, appropriate with a score of 3, less appropriate with a score of 2, and not appropriate with a score of 1".

The data analysis technique is processed using descriptive analysis using the formula (Zahroh, 2023):

$$P = \frac{F}{N} \times 100\%$$

Information:

P = Percentage number

f = Total assessment score



N = Number of ideal scores (maximum)

After the final score results are obtained, they are then interpreted into the industrial work practice program implementation categories in the table as follows:

Table 1. industrial work practice program implementation category

Percentage	Category
80% - 100%	Very well done
66% - 79%	Well done
40% - 65%	Not well implemented
0% - 39%	Not implemented

Source: (Arikunto & Cepi Abdul Jabar, 2018)

RESULTS AND DISCUSSIONS

Contribution of Increasing Student Skills Competencies

The questionnaire is also an instrument used in research analysis of the implementation of industrial work practice programs to increase student skill competencies to the needs of the world of work. The data obtained is quantitative data from questionnaires filled out by Business and Industrial World Instructors, field supervisors, and Hamzanwadi University students. The number of samples is five respondents for Business and Industrial World Instructors, and five respondents are field supervisors. Then, 25 respondents were students. The questionnaire distributed measured the contribution of Business and Industrial World Instructors and field supervisors during industrial work practice program activities and to see the implementation of the industrial work practice program from the student's perspective.

The questionnaire for Business and Industrial World Instructors contains 19 questions; for field supervisors, it includes 18 questions, while for students, it contains 22 questions. The data obtained from filling out the questionnaire is interpreted on a Likert scale, with the maximum score for each question item answered by the respondent being 4. The following is the detailed data obtained from filling out the questionnaire by the Business and Industrial World Instructors, described in Table 2.

Table 2. Results of Industrial Work Practice Program Instructor Contributions

No	Indicators	Total Score
1	The placement of students in industrial work practice places is carried out by the needs of the business and industrial worlds.	20
2	Students are given guidance during the introduction period at the Industrial Work Practice site.	20
3	Students are accompanied in completing the first assignment at the Industrial Work Practice site.	20
4	Students have explained the regulations that must be obeyed while in the industrial work practice area.	20

5	Students are directed to always work according to the needs of the business and industrial world.	20
6	The work given to students in Industrial Work Practices is relevant to the student's competencies.	20
7	Students are guided so that their work is relevant to their competencies.	18
8	The volume of work assigned to students is by working hours at the Industrial Work Practice site.	19
9	Business and Industrial World instructors are positioned as mentors (providing solutions, input, and recommendations) for students if there are obstacles in completing the assigned assignments.	18
10	The results of the work carried out by students are assessed routinely and in a structured manner.	18
11	Providing feedback (input, suggestions, and criticism) on the work that students have done	20
12	Always give intensive guidance (sharing and evaluation) after students complete their assignments.	19
13	Students never make technical or non-technical mistakes while implementing Industrial Work Practical activities.	18
14	Students have a good work ethic to support the development of industrial work practices.	20
15	Students always carry out tasks optimally according to their competencies	19
16	Students always complete assigned assignments on time	19
17	The activity schedule provided by the Business and Industrial World is carried out entirely by students	20
18	Industrial Work Practice Places provide facilities to support student assignments	20
19	Regular progress reports are provided to the university (at least once a month) through field supervisors regarding student progress	18
Total score		366
Percentage		96.31%

The results of calculating the percentage score for the questionnaire distributed to 5 instructors in the Business and the Industry was 96.31%, which, if interpreted into the category of implementation of Industrial Work Practice activities, is included in the category of very well implemented.

Meanwhile, data related to the questionnaire that the Field Supervisor has filled out is explained in detail in Table 3.

Table 3. Results of Contributions of Field Supervisors for the Industrial Work Practice Program

No	Indicators	Total Score
1	Checking students' commitment to participating in Industrial Work Practices	18
2	Ensure students have mastered knowledge related to the multimedia field before carrying out Industrial Work Practices by looking at the completeness of learning outcomes.	17
3	Motivate students to remain enthusiastic and prepare mentally before carrying out Industrial Work Practices.	18
4	Communicate with students' parents regarding technical departures to industrial work practice locations.	18
5	Communicate with students regarding technical departures to industrial work practice locations.	19

6	Accompanying students on their way to the industrial work practice site	20
7	Be present at the industrial work practice location according to the predetermined departure schedule	20
8	Monitor student progress directly at the Industrial Work Practicum location (at least once during the Industrial Work Practicum period)	20
9	Establish communication with students regarding progress while at the Industrial Work Practice site	19
10	Examine student activity journals during Industrial Work Practices	18
11	Carry out routine checks on student attendance schedules while at the Industrial Work Practice site	19
12	Providing input and alternative solutions if problems occur in industrial work practices	20
13	Communicate with instructors in the Business World and Industrial World if there are students who experience issues in the Industrial Work Practices place	19
14	Pick up students from the Industrial Work Practice location according to a predetermined schedule	18
15	Guiding students in writing reports	18
16	Check the final report on Industrial Work Practices that students have completed.	20
17	Provide an assessment of the Industrial Work Practices report on student performance during the implementation of the Industrial Work Practices report.	20
18	Reporting an assessment of the results of Industrial Work Practices students to the university.	20
Total score		341
Percentage		94.72%

Calculating the percentage score of the questionnaire that was distributed to 5 field supervisors obtained a result of 94.72%, which, if interpreted in the category of implementation of Industrial Work Practice activities, falls into the category of very well implemented.

The implementation of the Industrial Work Practice program is also measured by students' contributions during the program. Table 4 describes the results of students filling out the questionnaire.

Table 4. Results of Industrial Work Practice Program Student Contributions

No	Indicators	Total Score
1	Industrial work practice training material is presented clearly and is easy to understand.	97
2	The procedures for implementing Industrial Work Practices (timeline, regulations during Industrial Work Practices, guidelines for Industrial Work Practices) are presented in detail.	96
3	I understand all the material provided during the Industrial Work Practices briefing.	94
4	I went to the industrial work practice site according to the schedule that had been set.	100
5	Departure to the industrial work practice location accompanied by a field supervisor.	100
6	I was placed in an industrial work practice place relevant to my competence.	99

7	I always arrive at the industrial work practice site on time.	96
8	I behave honestly while at the Industrial Work Practice site.	99
9	I am responsible for all tasks assigned at the Industrial Work Practice site.	100
10	I always have the initiative to do functions without having to be asked.	97
11	I behave politely towards everyone in the Industrial Work practice place (superiors, instructors in the Business and Industrial World, and employees).	98
12	I always ask permission from the Business and Industrial World instructors if I cannot attend.	99
13	I always consult the Business and Industrial World instructors if I need help with doing my assignments.	96
14	I consistently fill in activity journals during Industrial Work Practices.	95
15	I always submit my activity journal to the Business and Industrial World instructors.	91
16	Follow Industrial Work Practices in the Business and Industrial World for 4 months.	100
17	The work given at the Industrial Work Practice site is on the material taught on campus.	93
18	My tasks during industrial work practices are in my area of expertise and competency.	97
19	During the implementation of Industrial Work Practices, the Business and Industrial Worlds facilitate students' work.	96
20	I worked on the Industrial Work Practices report by continuing to consult with field supervisors and instructors in the Business and Industrial Worlds.	97
21	I have completed the Industrial Work Practices report and submitted it to the field supervisor.	100
22	I received feedback (improvements and input) from the field supervisor regarding the report that had been done.	94
Total score		2134
Percentage		97%

The results of calculating the percentage of the questionnaire for 25 Hamzanwadi University students who had taken part in the Industrial Work Practice program were 97%. If interpreted into the implementation category, this means that the Industrial Work Practice program activities were in the very well-implemented category.

Discussion and Implication

The findings of this research indicate that the industrial work practice program instructors contributed to implementing the industrial work practice program towards increasing the skills and competency of Hamzanwadi University students, which was classified as very good. This condition can be seen based on the distribution of research data results obtained in the outstanding category, with 96.31% of instructor respondents. This condition shows that the implementation of the industrial work practice program is running conductively, characterized by good relationships between fellow students and between students and the industrial work practice program instructor.

From these results, a conducive working atmosphere will influence the implementation of industrial work practice programs carried out by students. This condition also means that the more conducive the working atmosphere is, the better the skill competencies students can obtain. Achieving the implementation of the industrial work practice program towards increasing the skills competency of students is the result of the learning process through various interactions that occur during the ongoing industrial work practice program process. The results of this research align with the results of research conducted by (Indriyani, R., & Dewi, M., 2020) which shows that the work environment has a significant effect on human resource competence, and human resource competence has an impact on individual performance. The work environment has a considerable effect on personal performance. Apart from that (Triwidyati, E., et al., 2023) also concluded that work climate has a positive and significant impact on employee performance levels, proving that work environmental conditions play an essential role in improving employee performance.

Apart from instructors, field supervisors also influence the implementation of industrial work practice programs to increase the skills competency of Hamzanwadi University students. Therefore, researchers also gave questionnaires or research instruments to field supervisors, with research results of 94.72% in the outstanding category. This condition shows that the implementation of the industrial work practice program is running conductively, characterized by good relationships between students and lecturers and between students and instructors and field supervisors for the industrial work practice program. The presence of field supervisors strongly supports the successful implementation of the industrial work practice program because they have roles as facilitators, educators, mediators, and advocates. This condition is reinforced by the results of research conducted by (Rochaendi, E., et al., 2023) which shows that field supervisors have been successful and can form and increase the capacity of students to be able to act and behave as curricular operations, intersection roles, assistant role and internship role with the type of guidance through consultation, assistance, and facilitation activities. In this connection, industrial work practice program implementation activities can be realized optimally by the norms, standards, procedures, and criteria set out in the implementation guide. This is also in line with the research results of (Yusuf, M., & Dwijayanti, K., 2019) that the contribution of tutors, supervisors, and school principals to implementing student field experience practice was good with research results of 83.3%.

Apart from that, the implementation of the industrial work practice program in increasing students' skill competencies in the world of work can be seen from the student responses obtained with the research instrument, with research results of 97% in the outstanding category. This shows that implementing the industrial work practice program is conducive and can improve student skill competencies to the needs of the world of work. Research by Laila, H.R., et al., (2024) which shows that Industrial Field Work Practices significantly impact the development of student's practical skills, with some students reporting a marked improvement in their abilities. The results of this research are also strengthened by the study of Arisandi, A., (2013) showing that industrial work practices affect student competence.

CONCLUSION

Based on the research results and discussion above, the industrial work practice program instructors contributed to implementing the industrial work practice program towards increasing the skills competency of Hamzanwadi University students, which is classified as very good. This can be seen based on the distribution of research data results obtained in the outstanding category, namely, with a percentage of 96.31% of instructor respondents. Apart from instructors, field supervisors also influence the implementation of industrial work practice programs to increase the skills competency of Hamzanwadi University students. Therefore, researchers also gave questionnaires or research instruments to field supervisors, with research results of 94.72% in the excellent category. This shows that the implementation of the industrial work practice program is running conductively and is characterized by good relationships between fellow students, students, and instructors, as well as between students, instructors, and field supervisors in the industrial work practice program. Apart from that, the implementation of the industrial work practice program in increasing students' skill competencies in the world of work can be seen from the student responses obtained with the research instrument, with research results of 97% in the excellent category. This shows that implementing the industrial work practice program is conducive and can improve student skill competencies to the workforce's needs.

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