

## Stakeholder Opinions of The Students' Abilities During the Research Internship Program

Ita Fatkhur Romadhoni<sup>1\*</sup>, I Wayan Susila<sup>2</sup>, Tri Rijanto<sup>3</sup>, Mauren Miranti<sup>4</sup>, Dindy Megasari<sup>5</sup>

<sup>1</sup>Culinary Art, Vocational Faculty, Universitas Negeri Surabaya, Indonesia

<sup>2,3</sup>Mechanical Engineering, Faculty of Engineering, Universitas Negeri Surabaya, Indonesia

<sup>4</sup>Culinary Education, Faculty of Engineering, Universitas Negeri Surabaya, Indonesia

<sup>5</sup>Cosmetology Education, Faculty of Engineering, Universitas Negeri Surabaya, Indonesia

\*Corresponding author, e-mail: itaromadhoni@unesa.ac.id

Received 26<sup>th</sup> April 2023; 1<sup>st</sup> Revision 4<sup>th</sup> May 2023; 2<sup>nd</sup> Revision 20<sup>th</sup> May 2023; Accepted 29<sup>th</sup> May 2023

DOI: <https://doi.org/10.24036/jptk.v6i2.32223>

### ABSTRACT

*Recently, there has been a gap between the skills needed by industry and learning materials in schools that still need to meet expectations. Research internship programs (RIP) viewing as a link that can eliminate these disparities. However, there is no conclusive proof of the learning results of the program. This study seeks to dig deeper into information based on a stakeholder's point of view on the quality of skills demonstrated by students in research internship programs. This research is qualitative. The case study method approach analyzes phenomena in the workplace according to assessment reporting in terms of stakeholder perceptions. Research informants consist of primary, supporting, and critical stakeholders. This paper uses triangulation techniques to reduce data, present data, and draw conclusions. The results of this study indicate that students' readiness and skills affect hard-skill performance but do not significantly affect the results of the research conducted. Stakeholder perception states that schools need more time to be ready to implement research internships based on Ministerial Decree Number 123/M/KPT/2019.*

**Keywords:** Research Internship Program, Stakeholder, Students' abilities

Copyright © Ita Fatkhur Romadhoni, I Wayan Susila, Tri Rijanto, Mauren Miranti, Dindy Megasari

This is an open access article under the: <https://creativecommons.org/licenses/by/4.0/>

### INTRODUCTION

Research internships are one of the Merdeka Learning-Independence Campus policies as a solution to increase the competence of graduates, both soft skills and hard skills so that they are more prepared and relevant to the needs of the times (Malena, 2020). However, integrating independent and stakeholder curricula to prepare work-ready graduates is still relatively new (Takdir et al., 2021). Continuous implementation and stakeholder support depend highly on how the research apprenticeship system is implemented. One of the main goals of research internships is to ensure a smooth transition from education to the workplace (Saragih et al., 2022). Research internship programs allow students to test their abilities, beliefs, and attitudes about specific work assignments or career paths (Laga et al., 2021).

In the same discussion, several studies provide evidence that university students see internships as a practical tool to give them the go-ahead for employment (Nasrullah et al., 2021). Research apprentice alums who participate in the internship program have an excellent opportunity to continue their work from the internship company where they do their internship (Sumarto, 2020). The research study previously (Sudaryanto et al., 2020) states that

structuring the independent curriculum with a 20-credit system has yet to be fully maximized because new post-pandemic habits did not accompany it. Many apprentice candidates choose schemes that only require a little physical work (Septiani et al., 2022). Meanwhile, working in the industry, which takes at least twelve hours to stand up, is challenging and requires skilled, agile, and qualified skills.

The current concern for business people needs to measure the extent to which prospective employees have the necessary practical skills and expertise to meet the challenges of an ever-evolving workplace (Leksono Edy et al., 2020). It is common for young graduates to be unable to cope with pressures related to work challenges (Ardias & Qolbi, 2022). Graduates who had participated in an internship before the interview appeared more promising than prospective students who had not completed an internship (Angraini et al., 2021). This study contributes to schools exploring the extent to which the internship research curriculum is better prepared as preparation for entering the job market (Sari & Sontani, 2021) so that it can increase our understanding of the role of research internships for graduate employability based on the views of prospective graduate users.

This research is essential to determine the skills needed based on the perceptions of prospective graduate users. It can play a role in exploring the effectiveness of the research internship program for graduate work; in particular, this research will help measure the readiness of apprentices or graduates for employment after completing a research internship program. Thus, this research adopts the concept of "customer readiness" (Saputra & Jalinus, 2020) into the context of an apprenticeship. To obtain a more comprehensive picture of the readiness and implementation of research internships, the researcher also analyzed the perspectives of other stakeholders such as the Head of HRD, Executive Chef, and Cook Helper. Knowing stakeholders' perceptions of students' skills while participating in the research internship program is hoped that they will be able to provide input and suggestions to schools as the party most responsible for the readiness of graduates.

## METHOD

### A. *Research design*

The research type used is qualitative methods with a case study approach. Researchers used qualitative methods in this study by considering several factors. First, stakeholder perceptions can be analyzed in-depth and thoroughly if researchers go directly to the field to conduct research. Second, the social phenomena that exist in reporting research internships can be well understood from the researcher's point of view. Furthermore, third, qualitative researchers believe that the truth in the village finance field is dynamic and can be found only through studying people through their interactions with their social situation. The triangulation technique is used to convince the author that the data obtained is valid (Pradistya, 2021).

### B. *Data collection technique*

Researchers made observations and field observations. The data used by researchers are primary data and secondary data. Primary data was obtained through interviews with parties related to the research. The secondary data researchers use Student Research Internship Reports, Ministerial Decree Number 123/M/KPT/2019 and its derivative regulations, data related to industrial internships, and previous research.

### C. *Informant*

Informants who assist researchers in conducting research are:

1. The Head of HRD Hotel Shangrila Surabaya, who is responsible for all activities that are coordinated in the preparation of draft policies, programs, and administrative development activities for apprentice students;
2. The Executive Chef of Hotel Shangrila Surabaya, who monitors every student's work during the apprenticeship process;
3. 2 cook helpers who are responsible as fellow students during the internship process;
4. Study Program Coordinator who controls the research internship process policy;
5. 2 supervising lecturers who carry out mentoring and monitoring of apprentice participants.

Table 1. Research Informants

No	Informant Name	Category	Informant
1.	JS	Supporting Stakeholders	Cook Helper
2.	K		Cook 1
3.	NM	Main Stakeholders	Study Program Coordinator
4.	IL		DP 1
5.	NK		DP 2
6.	JS	Key stakeholders	HRD
7.	LM		EX Chef

#### D. *Data analysis technique*

The data analysis carried out refers to research (Karimi-Ghartemani et al., 2022), including data reduction to facilitate understanding of the data that has been collected. After the data is reduced, the next step is presenting the data. Presentation of data is rewriting a collection of organized and categorized information so that conclusions can be drawn from the data. The analysis ends with concluding.

## RESULT

Shangri-La Hotel was first established in Indonesia in Jakarta in 1991 when PT. Sinar Galaxy seeks to expand its business network in the hospitality sector. Meanwhile, Shangri-La Hotel Surabaya, as a subsidiary of Shangri-La International, certainly has standards similar to the hotels under the wing of Shangri-La International. Shangri-la chose Surabaya because this city is the second largest city after Jakarta, the capital of Indonesia. Surabaya is visited by many travelers, both domestic and foreign, for business or just recreation. Adequate facilities attract schools and students to intern at the hotel to learn how to work according to five-star hotel standards. Because more and more students are apprentices, the competition to enter the place is getting tougher. So that students' skills, both physical and mental, are required when carrying out an internship so that they do not become a boomerang from the school. The motivation for this research is to see disclosures from the Shangri-La Surabaya hotel, which states that more than half of the students still need to be eligible for internships at the hotel. This situation has also happened since the beginning of 2019; during the registration of prospective apprentice students, there was also a rejection from Shangri-La. This study conducted several analyses of research results related to Stakeholder perceptions of the readiness and implementation of apprenticeships, especially those from higher education.

Ministerial Decree Number 123/M/KPT/2019 is a new government policy issued by the Minister of Research, Technology, and Higher Education regarding industrial internships and the recognition of semester credit units for college internships. The regulation states that industrial apprenticeship programs are valued as semester credit units (SKS). The minimum apprentice time measure is one month or five working days per week for eight hours daily. This law is considered a more accurate policy regulation because it contains the principles of regulation, position, recognition, empowerment, and implementation of apprenticeships in the industry.

*"This research internship program is something new for us. So far, internships have focused on honing the skills of apprentices for a certain period. So, it is hoped that this program can be applied in the industry"* (Excerpt of interview with LS, Coordinator of D4 Culinary Study Program, December 27, 2023). However, referring to the information obtained from the internship report at the Shangri-La hotel, the majority of apprentices are still weak in managing time management.

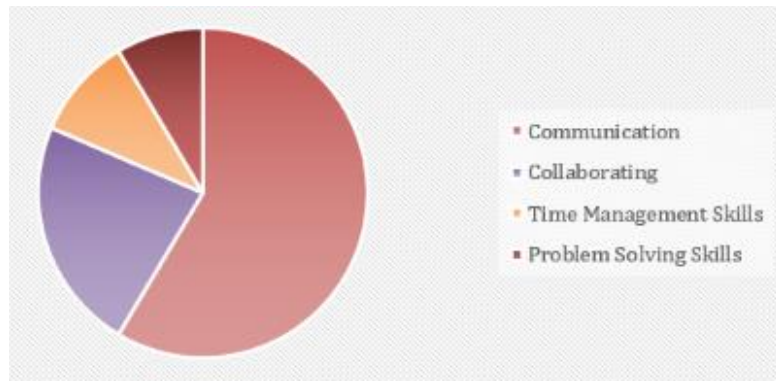


Figure 1. Skills that must be mastered by Apprentices at the Shangrila Hotel

The information obtained is as shown in the figure above (Figure 1), the results of interviews with the executive chef of the Shangrila Hotel stated that, more than 50% of the skills needed today are time management skills. These skills are absolutely mastered by apprentices because working in a five-star hotel requires many assignments to be completed on time. In addition, the ability to work in teams is also required, to get the job done right (24%). Meanwhile, the ability to communicate (12%) and be able to solve problems (15%) are crucial skills that still need to be improved when implementing an industrial internship program.

Readiness is the main thing that must be done both by individuals and by organizations in carrying out new policies. Readiness is also interpreted as a control tool to realize organizational goals. In this regard, tertiary institutions' readiness to prepare apprentice candidate participants in the context of implementing policy Number 123/M/KPT/2019 is concerning. School readiness is the main problem in the implementation of this policy. This problem happens because each field of science has different characteristics. Meanwhile, stakeholders have yet to obtain accurate information on implementing the research internship program. Information obtained from the university stated that the purpose of carrying out industrial research internships had not been explained explicitly, however, researchers collected information from apprentices.



Figure 2. Benefits of Research Internship According to Participants

The diagram in Figure 2 demonstrates the variety of tasks that apprentices are expected to complete during their research internships at the Shangri-La Hotel in Surabaya. Nine participants said that after attending on-campus lectures, they intended to put theory and practice into practice. Not much different, as many as eight individuals said they wished to develop their professional abilities. Few, nevertheless, said that they were interested in learning more about the workplace culture in the sector. The four apprentices' perspectives on gauging job desire and establishing a similar network were consistent.

Stakeholder understanding can be interpreted as a form of individual readiness in carrying out research internships. Regarding this readiness, the informant stated, *"It seems that this research internship is a version of an industrial internship that focuses on management-level skills. Adaptation is needed to work at the management level because, so far, apprenticeships have focused on honing hard skills. Even so, participants in this research internship process still need to hone their skills according to the topic they will be taking, such as evaluating SOPs, calculating food costs as a whole, and so on."* (Excerpt of interview with JS HRD Hotel Shangrila Surabaya, January 18, 2023).

Supporting and key stakeholders said, *"Actually, it is not ready yet. It takes time for socialization; then, it is adjusted to their disciplines. This apprenticeship program is good for honing knowledge in the industry. However, yes, because the background is culinary arts, it makes us need to re-evaluate prospective participants who will intern at our place. So that it often does not connect with that earlier, human resources with finances, his mind is already sluggish, his way is limping. Thus, it takes intense training and adaptation."* So problem-solving skills and teamwork are needed to complete research project assignments with the core team from the industry." (Excerpt of interview with LM Executive Chef Hotel Shangrila Surabaya, January 18, 2023). In line with the main informant, the supporting informant said, *"Not yet, because they do not understand. The campus has trained them only for a few children, who, in character, already understand what they will study. "If you already understand the topic and understand it, we will guide you more. So that soft skills are needed compared to hard skills, which are usually carried out in ordinary apprenticeship programs. "If I may suggest, the participants of this research internship program must have communication skills, critical thinking, creativity, work ethic, collaboration and teamwork, leadership, social skills, language skills, self-confidence, and optimism."* (Excerpt of interview with K Cook 1, Hotel Shangrila Surabaya, January 18, 2023).

From the statement above, it can be interpreted that stakeholders still believe that apprentice students need more time to be ready to carry out research that will be taken according to the independent curriculum guidelines. Due to the lack of training from the school with industrial internships, even though the school has conducted socialization with prospective research apprentices. The informant also admitted that his ignorance regarding the research process flow sometimes caused problems. Disclosed by the informant in transcript 7: *"Indeed, there has been socialization, accompanying students in carrying out the research internship process, topics and procedures for data collection in the industry. However, it is not easy for the industry, or maybe they are not used to this research internship program, because there are indeed some aspects of information that are limited for apprentices."* (Excerpt of interview with Student Intern Supervisor NK, October 11, 2022). Unlike the statements of other supporting informants, he thought that *"this research internship program is the policy of the head of the study program that has been selected in the MBKM package. The industry was given this information before the internship was carried out. Even so, "I did not explain in detail the research topics that apprentices should take to the industry because this research internship program guide does not yet exist."* (Excerpt of interview with AN Study Program Coordinator, October 11, 2022).

## DISCUSSION

From the statement above, stakeholders' perceptions of the skills needed in research internship programs are slightly different from internship programs in general. Communication skills are needed for apprentices to obtain the required research data. It is essential to master communication skills, reinforced by (Khairani Astri et al., 2022), who state that the higher the cognitive level of a material, the more difficult it will be for students to understand the material if critical thinking and communication skills are low. In addition to these difficulties, it also results in learning outcomes that automatically become low because the basic skills in carrying out learning have yet to be mastered by students (Usman, 2022). According to the informant, the apprentices experienced obstacles in understanding the standard operating procedures because the information displayed was in a foreign language, so foreign language skills needed to be improved to dig up more comprehensive information. In line with these conditions, (Azir, 2021) states that communicating in a foreign language will only be smooth if carried out intensively. Hence, knowledge of foreign languages still needs to be improved. This study proves that research interns at the Shangrila Hotel Surabaya still need to improve their 21st-century soft skills. The study found no significant effect between hard skills and ability levels in completing research assignments. Different findings (Raja, 2020) state that the apprentice variable considerably influences work readiness by 29.4 %, while the remaining 70.6 % is influenced by other variables that are not observed. This situation is due to the preparation and dissemination of research apprenticeship programs that have yet to be maximized. The educational background

of employees needing to follow the field of knowledge also becomes an obstacle in applying the research methodology carried out by apprentices. This finding is reasonable because all this time, the stakeholders have worked with a profit orientation, so there is a need for mutual understanding of the needs of apprentices and resources in the industry who understand research. This condition is in line with research previously (Illu et al., 2021), indicating that differences in stakeholders' perceptions are strongly influenced by cultural background and the impact of these management objectives on life. Differences in perceptions and interests often result in different visions of managing an area and often trigger conflicts.

According to one research informant, Ms. JC (HRD Hotel Shangri-la Surabaya), the skills of apprentices need to be improved, especially interpersonal skills. The results of the study (Negara & Hidayati, 2021) explained that soft skills are considered very appropriate for completing project-based programs at the higher education level, significantly as a means to help students get jobs in the future. The role of the school is no less important because the school is a place for apprentices to explore the knowledge needed by graduates. Thus, schools must open themselves to the latest technological developments, especially the development of renewable skills. This result is consistent with the results of research (Syamsuadi et al., 2022), which shows that human resources, financial information, and organizational commitment affect the management of the quality of human resources and also the performance of graduates. The capacity of human resources in villages has so far been uneven. The Ministry of Finance also assesses that village officials must still be ready to receive the current village fund budget. From the discussions above, overall, the stakeholders in this study show that their perceptions of the skills of research-based apprentices tend to be negative. M/KPT/2019. Stakeholders believe that over time, this research internship program has the potential to become a bridge for change to the current pattern of apprenticeship systems. Thus, graduates will be more ready to work because they adapt to the work environment. Schools and stakeholders must have a shared understanding regarding using research results. Stakeholders want profit-oriented research materials to be strengthened, while apprentices are still provided with research topics limited to the development of scientific fields. Due to the lack of quantity of socialization carried out by related parties and added to the educational background, the majority of which are different from the work requirements at the management level in the industry.

This research is very dependent on the understanding and interpretation of research regarding the meaning obtained from the results of interviews and documentation that researchers carry out so that the tendency for bias still exists. To reduce bias, the researcher conducted a source and method triangulation process. Source triangulation was carried out by cross-checking data with facts from different informants in the field and cross-checking from other research results. While method triangulation was carried out using several methods in data collection, namely interview methods and direct observation at the research site. Future research should make observations for a long time covering all aspects of the stages of the internship implementation, not just reporting on the research internship program. Future research would be better if it focused on individual perceptions in-depth, thus making it a phenomenological study, not a case study.

## CONCLUSION

Stakeholders' perceptions of the skills that need to be developed in the research apprenticeship program are more focused on soft skills compared to the majority of hard skills needed when carrying out internship programs that have been carried out so far. The research results in this program are expected to contribute to the stakeholders, although it is recognized that it is still challenging to compile profit-oriented research. Stakeholders provide recommendations for improving communication skills, critical thinking, creativity, work ethic, collaboration and collaboration, leadership, social skills, foreign languages, confidence, and optimism in completing research internship programs optimally.

This research proves that many Stakeholders' perceptions state that they are not ready to implement research internships because, so far, the focus of internships is still on process skills. Thus, the different educational backgrounds in each section of the kitchen with the fields of knowledge are taken on the topic of research internships.

## REFERENCES

- Angraini, D. I., Murisal, & Ardias, W. S. (2021). Pengaruh keterampilan komunikasi terhadap kesiapan kerja lulusan sarjana Sumatera Barat. *Jurnal Psikologi Islam*, 12(1).
- Ardias, W. S., & Qolbi, D. (2022). Peran Keterampilan Sosial Terhadap Kesiapan Kerja Lulusan Sarjana di Sumatera Barat. *Indonesian Psychological Research*, 4(1). <https://doi.org/10.29080/ipr.v4i1.585>
- Azir, I. D. A. (2021). Rumah Siap Kerja: English For Jobseekers Pelatihan Bahasa Inggris Daring Untuk Persiapan Mencari Kerja di Masa PHK Massal Saat Pandemi Covid-19. *Surya Abdimas*, 5(4). <https://doi.org/10.37729/abdimas.v5i4.1331>
- Illu, A., Muhaimin, A. W., & Setiawan, B. (2021). The Effect of Livelihood Assets on Living Strategies: An Empirical Study of Farmer Household Characteristics. *International Journal of Business, Technology and Organizational Behavior (IJBTOb)*, 1(3). <https://doi.org/10.52218/ijbtob.v1i3.87>
- Karimi-Ghartemani, S., Khani, N., & Nasr Isfahani, A. (2022). A qualitative analysis and a conceptual model for organizational stupidity. *Journal of Organizational Change Management*, 35(3). <https://doi.org/10.1108/JOCM-04-2021-0099>
- Khairani Astri, E., Siburian, J., & Hariyadi, B. (2022). Pengaruh Model Project Based Learning terhadap Keterampilan Berpikir Kritis dan Berkomunikasi Peserta Didik. *BIODIK*, 8(1). <https://doi.org/10.22437/bio.v8i1.16061>
- Laga, Y., Nona, R. V., Langga, L., & Jamu, M. E. (2021). Persepsi Mahasiswa Terhadap Kebijakan Merdeka Belajar Kampus Merdeka (MBKM). *Edukatif Jurnal Ilmu Pendidikan*, 4(1). <https://doi.org/10.31004/edukatif.v4i1.1951>
- Leksono Edy, D., Widiyanti, W., & Basuki, B. (2020). Revisiting the impact of project-based learning on online learning in vocational education: Analysis of learning in pandemic covid-19. *4th International Conference on Vocational Education and Training, ICOVET 2020*, 264–267. <https://doi.org/10.1109/ICOVET50258.2020.9229921>
- Malena. (2020). Inilah Arti “Kampus Merdeka” dalam Kebijakan “Merdeka Belajar” ala Mendikbud Nadiem. *KalderaNews.Com*.
- Nasrullah, Rizaldi, A. R., Nurbaya, S., Andayaningsih, S., Nurinaya, & Mira. (2021). Evaluasi Pelaksanaan Bentuk Kegiatan Pembelajaran Magang pada Program Studi Manajemen Fakultas Ekonomi dan Bisnis Universitas Muhammadiyah Makassar. *Jurnal Mirai Manajemen*, 6(2).
- Negara, I. M., & Hidayati, N. (2021). The Influence of Implementation Work-Based Learning Model on Learning Innovation Skills Student's. *Jurnal Pendidikan Teknologi Kejuruan*, 3(4). <https://doi.org/10.24036/jptk.v3i4.13823>
- Pradistya, R. M. (2021). Teknik Triangulasi dalam Pengolahan Data Kualitatif. *Dqlab*.
- Raja, T. H. S. (2020). Pengaruh Magang Terhadap Kesiapan Kerja Mahasiswa Fakultas Ekonomi dan Bisnis Islam Program Studi Perbankan Syariah IAIN Padang Sidempuan. In *Electronic Theses of IAIN Padangsidempuan* (Issue 23).
- Saputra, E., & Jalinus, N. (2020). Analisis Perspektif Pelaksanaan Magang dan Peluang Kerja dalam Menilai Kesiapan Kerja Siswa. *INVOTEK: Jurnal Inovasi Vokasional Dan Teknologi*, 20(3). <https://doi.org/10.24036/invotek.v20i3.748>
- Saragih, R., Nurhayati, Pasaribu, T., Sitompul, J. N., Fatmaira, Z., Manik, F. Y., Gultom, I., Sihombing, M., & Puspadini, R. (2022). Penerapan Program Merdeka Belajar - Kampus Merdeka (MbkM) Untuk Dosen Dan Mahasiswa Di Stie Lmii Medan. *Jurnal Abdimas Tgd*, 2(1).

Sari, P. P., & Sontani, U. T. (2021). Kontribusi prestasi belajar mata pelajaran produktif dan bimbingan karier terhadap kesiapan kerja siswa sekolah menengah kejuruan. *Jurnal Pendidikan Manajemen Perkantoran*, 6(1). <https://doi.org/10.17509/jpm.v6i1.40823>

Septiani, W., Rinanti, A., Dewayana, T. S., Fachrul, M. F., Ischak, M., & Murwonugroho, W. (2022). Implikasi Dan Manfaat Pelaksanaan Kebijakan Merdeka Belajar Kampus Merdeka Bagi Mahasiswa Universitas Trisakti. *Jurnal Penelitian Dan Karya Ilmiah Lembaga Penelitian Universitas Trisakti*, 7(1). <https://doi.org/10.25105/pdk.v7i1.12711>

Sudaryanto, S., Widayati, W., & Amalia, R. (2020). Konsep Merdeka Belajar-Kampus Merdeka dan Aplikasinya dalam Pendidikan Bahasa (dan Sastra) Indonesia. *Kode: Jurnal Bahasa*, 9(2). <https://doi.org/10.24114/kjb.v9i2.18379>

Sumarto, S. (2020). Kampus Merdeka; Realitas Pembelajaran Online, Riset dan Pengembangan Wirausaha. *Jurnal Literasiologi*, 4(2). <https://doi.org/10.47783/literasiologi.v4i2.150>

Syamsuadi, A., Sepriyani, H., Endrini, S., & Febriani, A. (2022). Implementasi Kebijakan Merdeka Belajar Kampus Merdeka di Universitas Abdurrah pada Program Magang Mahasiswa. *Edukatif: Jurnal Ilmu Pendidikan*, 4(1). <https://doi.org/10.31004/edukatif.v4i1.2203>

Takdir, M., Sani, K. R., Hasdinawati, H., Juniati, S. R., & Arifin, Z. (2021). Polemik Implementasi Program Magang MBKM Program Studi Administrasi Publik Fakultas Ilmu Sosial dan Ilmu Politik Universitas Muhammadiyah Sinjai. *Al Qisthi: Jurnal Sosial Dan Politik*, 11(2).

Usman. (2022). Keterampilan Komunikasi Diadik Guru Dalam Proses Pembelajaran. *Al-Ihda' Jurnal Pendidikan Dan Pemikiran*, 15(2). <https://doi.org/10.55558/alihda.v15i2.43>