
Evaluation of Office Administration Internship Program in Office Administration Education Study Program

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Abstract

The aim of this study is to provide an overview of the implementation of the Office Administration Internship Program in the PAP course. Additionally, this research aims to gather information about the obstacles and challenges faced when carrying out the internship, from planning to implementation. It is expected that comprehensive information will be gathered from various related parties, so that the results obtained can be used to design concurrent improvements and receive feedback to improve the quality of the placement organization in the future. The population of this study consists exclusively of sixth-semester students who have completed their internships, 35 partner agencies with staff related to the implementation of the internship, such as agency managers, internship supervisors, on-site lecturers as supervisors, and various policies related to the implementation of internships. Data collection was carried out using open and closed questionnaires, interviews, documentation, observation, and focus group discussions. The data analysis was carried out using qualitative descriptive analysis, comparative correlation analysis for bivariate analysis, and identification of inhibiting or supporting factors. Through this research, extensive feedback is expected to be gathered so that improvement efforts can be carried out simultaneously in accordance with each role and authority, while building higher quality synergistic collaborations.

Keywords – Evaluation; Program; Office Administration Internship



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1. Introduction

The Office Administration Education Program is one of the programs in the Faculty of Education and Teacher Training at Sebelas Maret University (PAP FKIP UNS). Graduates of the PAP FKIP UNS program, besides being educators, are also practitioners of Office Administration. To prepare religious, nationalistic, and competent Office Administration practitioners with learning skills (Critical thinking, Creativity, Collaboration, Communication), literacy skills (Information literacy, Media literacy, Technology literacy), and life skills (Flexibility, Leadership, Initiative, Productivity, Social skills), it is necessary to provide direct work experience through an Office Administration internship program. Each university provides internships for fifth-semester students who are equipped with the ability to conduct learning in PAP, but it is limited to simulation business practices on campus.

The experience gained from simulation business practices is expected to provide initial experience for students to be better prepared to conduct practice learning in the actual business and industrial world. The implementation of simulation business learning involves lecturers to ensure that students understand and acquire insights about the competencies required in the business and industrial world. At the beginning of the sixth semester, students are conditioned to be ready to conduct internships. The initial conditioning is provided by the PAP program.

The internship program is direct work practice in both government and non- government institutions, where students will gain direct experience in applying the theory learned in class. Referring to the Minister of Education and Culture Regulation No.3 of 2020 concerning Higher Education National Standards, internships or professional work practices are one form of independent campus learning conducted outside the study program. The internship program is intended to meet the changing demands of the work world and realize the link and match between the work world and universities, as well as anticipate a rapidly changing future. The Office Administration internship program is expected

to provide contextual field experience that will enhance students' overall competence, prepare them for work, or create new job opportunities, and provide enrichment of insights and skills to prepare and create superior Indonesian human resources. The internship program must comply with good learning principles and must ensure the achievement of graduate learning outcomes in accordance with the PAP FKIP UNS curriculum. Based on the above description, this program aims to provide an overview of the implementation of the internship program organized by the PAP FKIP UNS program.

An internship is a series of activities programmed for students or prospective teacher students, which include, both teaching exercises and non-teaching exercises. This activity is an event to foster professional competencies required by the work of teachers or other education personnel. The target to be achieved is a prospective educator who has a set of knowledge, skills, values, and attitudes, as well as behavior patterns necessary for their profession and is capable and appropriate to use them in the implementation of education and teaching, both at school and outside school (Krishna 2021).

Internship is a course that develops student competence in carrying out educational or non-educational practices so that students are ready to become professionals in their fields of expertise (Lutfia, 2020) . Internship is the culmination of theoretical and practical learning experiences to develop student competencies to be ready to become professional educational or non-educational personnel. Internships are carried out programmatically, integrated, and guided through internships in schools or institutions that organize programs in the field of education for education students and for non-educational students, internships are carried out in companies / industries / institutions in accordance with their fields of expertise.

The implementation of the PAP FKIP UNS Internship is prepared and implemented with reference to Law No. 20 of 2003 concerning the National Education System, Government Regulation No. 19 of 2005 concerning National Education Standards, Permendiknas No. 22, 23, 24 of 2006, and the FKIP UNS

Internship Manual. Internship is one of the curricular activities that must be carried out by all PAP FKIP UNS students to be able to achieve a bachelor's degree in education. Internship activities include: Internship preparation, Internship implementation, and program implementation evaluation. The evaluation of the Internship Program will be carried out by the PAP Study Program and the Business and Industrial World. The implementation mechanism is created and regulated by the PAP Study Program. This evaluation is carried out to obtain feedback for further improvement in the implementation of the Internship. For the smooth implementation of the Internship, the following are explained various provisions governing the implementation of the Internship as a guideline for all parties involved in the Internship. Among them, the Internship Code is regulated as a reference for students, greetings, behaving and acting, especially in the process of implementing the Internship, student order in complying with the rules of conduct can be an important piece of information that becomes material for reflection for further improvement. The rules of conduct are set forth in the guidelines for the implementation of the Internship.

Program is a plan of activities carried out to achieve goals. The success of the program in achieving its goals needs to be evaluated based on predetermined quality and success criteria. Through evaluation, the level of implementation and success of the program can be determined (Pinkham, 2010). According to Balamurugan (2005), program evaluation is any effort or process to determine the degree of progress quality related to the implementation of the program in schools, based on certain criteria or benchmarks in accordance with the program being implemented. Therefore, program evaluation is one of the efforts to assess the efficiency and effectiveness of program implementation for the improvement of education quality in general.

Based on the above definition, it can be formulated that the evaluation of an internship program is an effort to assess the efficiency and effectiveness of its implementation in order to obtain feedback for the improvement of program and education quality in general. Program evaluation can be conducted through

research by systematically collecting data, drawing conclusions based on objective data, interpreting, and drawing conclusions based on accurate data. Therefore, the evaluation of internship program implementation is a very important activity because it is based on the evaluation results that a conclusion can be drawn whether the program has been implemented well or not, and if not, what efforts can be made to improve it (Parveen, 2012)

For effective evaluation of internship programs in the world of work and industry, attention must be paid to principles such as introducing program objectives, clear measurement criteria, involving professionals, feedback and follow-up, as well as planning and sustainability. The program evaluation aims to determine the implementation and achievement of program goals, evaluate the efficiency and effectiveness of program implementation strategies, identify types of services that need improvement, know the participation and involvement of all parties, and obtain information for the development of subsequent programs (Penman, 2007). Evaluation also helps to develop curricula that are suitable between universities and the needs of the world of work and industry, and shows the extent to which community resources have been used in guidance programs (Comeau, 2019). The evaluation process for all aspects of education should be aimed at efforts to ensure the provision of high-quality education services and empower the evaluated educational institutions so that the educational outcomes are in line with the standards set. This means that evaluation can provide information about various strengths and weaknesses and provide clear directions to achieve better quality.

Therefore, evaluation must be carried out continuously and comprehensively and motivate students and educational managers to constantly strive to improve the quality of education. Based on this thinking and in order to compare and map the quality of each educational unit, an evaluation should be conducted for educational institutions and programs. This evaluation process is conducted periodically and openly with the aim of helping and empowering educational units to be able to develop their resources to achieve national

educational goals. To know the effectiveness of the implementation of internships in the world of work and industry, research needs to be conducted to obtain a complete and clear picture of the effectiveness of the internship program implementation in terms of variables such as Context, Input, Process, and Product, as well as constraints that may be faced in program implementation, such as the internship program not being socialized in the world of work and industry, students' understanding of the importance of practical implementation in the world of work and industry is still lacking, there is no uniform perception of the syllabus or teaching materials used in the implementation of practical work, facilities and infrastructure in each world of work and industry vary in quality and quantity, there is a lack of innovation and creativity carried out by students in the implementation of teaching and learning interactions in the practical field, students are less able to socialize in a new environment where practical experience is carried out, and there is a lack of guidance by mentors in each world of work and industry. This can be interpreted that evaluative study is an activity carried out to determine the effectiveness of a program that has been implemented.

Effectiveness is seen by comparing the reality of program implementation with the expected outcomes as formulated in the program objectives (Alvarez, 2018). Other opinions state that evaluative study is assessing and providing solutions to weaknesses or shortcomings of a program in order to improve or enhance it. The CIPP (context, input, process, product) model is one of the most frequently used models by evaluators. This model was developed by Daniel Stufflebeam (1985). Basically, this evaluation is an effort to provide information for decision-makers. The components of this model consist of four, namely context, input, process, and product. Effectiveness is the suitability between the goals to be achieved within a predetermined time frame and fulfilling the existing criteria. The supervising lecturer is the lecturer who accompanies student interns in carrying out their internships.

The role of the supervising lecturer is to guide and direct students in the implementation of internships, carry out field supervision, guide student interns, guide student interns in preparing internship reports, test student interns in the implementation of internships in the world of work and industry, and evaluate the activities of student interns during their internships in the world of work and industry. (Wichmann, 2021) to improve the quality of internships, it is directed at joint guidance with intensive supervisors towards students starting from planning, implementation, reflection, and evaluation of learning outcomes (Noor, 2020). states that learning is a process of effort carried out by an individual to obtain a new behavior change as a whole as a result of his own experience in interacting with his environment. In learning, there is an interaction between educators and learners (Sepulveda, 2020)

In evaluating the Office Administration Internship program by students in the world of work and industry, a comprehensive needs analysis needs to be carried out. The first step is to set the evaluation goals clearly and carefully so that the evaluation can be directed in the right direction. Furthermore, the scope of evaluation must be determined which includes important aspects that want to be evaluated, such as the effectiveness of the effectiveness of the internship program in preparing students for the world of work.

Stakeholders involved in the internship program should be identified so that the evaluation can accommodate the needs and perspectives of each of these stakeholders. Furthermore, the formulation of evaluation questions must be clear, relevant and able to provide meaningful answers. The selection of appropriate evaluation methods and evaluation instruments that are valid, reliable, and easy to understand by respondents is also needed so that the evaluation can produce relevant and useful data.

Through a comprehensive evaluation needs analysis, evaluation can cover important aspects and provide a better understanding of the success of the internship program as well as the potential improvements that can be made.

Therefore, the steps in the evaluation needs analysis must be carried out carefully to ensure that the evaluation can be carried out appropriately and thoroughly.

2. Method

The CIPP model (context, input, process, product) is one of the most frequently used models by evaluators (Haq, 2019). This model was developed by Daniel Stufflebeam (1985). Basically, this evaluation is an effort to provide information for decision makers. The evaluation component of this model consists of 4 (four), namely context, input, process and product.

In this study, an ongoing internship program evaluation methodology was used. The evaluation has several important functions, including providing feedback to the study program to be able to make improvements or developments in the Internship program that is run. In addition, the evaluation also provides useful information for study programs, companies or agencies, students, and various parties related to the evaluation carried out. With this evaluation, it is expected to help improve the quality of the implementation of the Internship program while providing a better understanding of the process and results obtained from the implementation of the Internship program. Therefore, a proper and comprehensive evaluation of the internship program is very important to achieve these goals.

In evaluating the implementation of the internship program, there are procedures that must be carried out properly. The first phase is evaluation preparation, which includes the preparation of an evaluation grid by determining the aspects to be evaluated as well as the evaluation success criteria. In addition, steps for the establishment of evaluation tools, evaluation procedures, and the determination of assessment teams should also be carried out in this phase. The second phase is the preparation of evaluation tools or instruments which includes the selection or development of the necessary evaluation tools, as well as the duplication of these tools. The third phase is the implementation of evaluation activities which involve preparing for the implementation of the

evaluation and carrying out the evaluation in accordance with a predetermined schedule. After that, in the fourth phase, analysis of evaluation results is carried out by tabulating data and data analysis through statistical or non-statistical methods. The fifth phase is the interpretation or interpretation of the evaluation results, by comparing the results of data analysis with success assessment criteria and making a report on the evaluation results. Furthermore, in phase six the report of the results of this evaluation will be used to make improvements and / or development of ongoing internship programs. By conducting a comprehensive evaluation of the implementation of the internship program, it is expected to improve the quality of the internship program and provide useful information for all parties concerned.

Table 1. Summary of the evaluation methodology of the Office Administration Internship program.

Evaluation Phase	Data Sources	Evaluation Method	Evaluation Instruments	Evaluation Goals
Preparation and planning Evaluation of the Office Administration internship program	Internship Guidelines, SOPs, ICs, and related regulations	Documentation, observations, checklists	Questionnaire, Observation guide, checklist	Program conformity to implementation, quality, diversity, completeness, and needs
Evaluation of Internship Implementation	AP internship practice assessment	Documentation, observation	Document blanks and observation guidelines	Compatibility between programs with implementation, quality, administrative and organizational barriers
Evaluation of Administration and Organization of the internship premises	Organization and administration, personnel, management mechanisms, completeness	Documentation, observation, interviews	Document blanks and observation guidelines, interview guidelines,	Barriers faced from institutional and management mechanisms

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	of facilities and infrastructure, budgeting			
Product Evaluation of Internship Implementation	Acquisition of competency achievements by practical students	Documentation, observation, interviews, questionnaires	Blank documents and observation guidelines, interview guidelines, questionnaires	Understanding, perception, achievement, achievement of pedagogic, social, personality, and professional competencies
Follow-up Evaluation	Completeness of follow-up service steps and procedures, problem analysis	Observation, Interview Analysis, interview	Blanks Observation guidelines, interview guidelines	Procedure step analysis, Follow-up

3. Result and Discussion

The Internship Program Planning is an essential part of any educational institution as it provides students with the opportunity to gain practical experience in their field of study. The program planning includes guidelines, standard operating procedures (SOPs), implementation criteria (ICs), and related regulations. The Group Investigation Forum of FKIP lecturers who are assigned tasks has created and validated these guidelines, SOPs, ICs, and regulations, ensuring that the planning is up to the expected standards. However, the printing of internship books is still delayed due to typos or revisions of the meaning of words. This delay can cause inconvenience for students and the companies/agencies involved in the program.

The internship guidelines have been socialized, and field practitioners are still scrutinizing the companies or agencies that will be used as internship places. These companies or agencies have to fill out a statement form to express their willingness to accept a certain number of internship students with conditions. It is important to note that the field practitioners' scrutiny is crucial in ensuring that the companies/agencies are suitable for the students and the program's objectives.

To improve the program planning, it is recommended that the printing of internship books is given priority and completed as soon as possible to avoid further delays. The companies/agencies involved in the program should be selected carefully after thorough scrutiny by field practitioners to ensure that they meet the program's objectives. the Internship Program Planning is a crucial aspect of any educational institution, and it is important to ensure that it is well-planned and executed. By taking steps to address the delays in printing the internship books and carefully selecting the companies/agencies involved, the program planning can be improved, and students can benefit from a more effective and efficient program.

The assessment is carried out individually, Assessment of internship performance by the agency/company where the internship (KM) This assessment is carried out by supervisors/supervisors from the agency/company where the internship is held, there is a writing assessment followed by the presentation of the internship report

Organization and administration, Personnel, Management mechanism, completeness of Facilities and infrastructure; Budgeting The mechanism has been determined based on a letter of assignment from the dean regarding personnel and their respective Main tasks and functions. The letter of assignment is only valid for one year and there will be a renewal. The PAP Study Program is under the control of FKIP so that the letters go through the dean. The budgeting has been determined based on the norms of fairness

Competency achievement acquisition by practical students the acquisition of internship achievement runs 100% and all students pass 100% of the DPM and Supervisor assessment data. However, there are also inputs for PAP to increase knowledge related to the integration of modern technology.

Completeness of steps and procedures for follow-up services problem analysis Everything has gone well, and suggestions and criticisms of practical students are written in the form of aspects of the assessment report. Suggestions

and criticisms are followed up to accommodate all problems that occur in the field for performance improvement in the coming year.

4. Conclusion

In general, the implementation of the Office Administration Internship went well and smoothly. Some feedback provided by several parties related to the implementation of the Internship becomes input for managers to improve Internship activities in the future. The mechanism for implementing the Internship has been stated in written guidelines. Among these needs to be improved, namely the assessment format. The division of groups needs to be considered based on the proximity of the location to the internship, the response of companies and government agencies is very good and some are immediately offered to be staff at the institution, the average score of students is 80 on a scale of 100, the largest proportion of scores lies in social competence, the response of companies and partner agencies is very good, and the response from supervisors is also very good.

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