

OPTIMISING INTERNSHIP PROGRAMS: BUILDING SKILLS AND COMPETENCIES OF PUBLIC ADMINISTRATION STUDENTS AT PUANGRIMANGGALATUNG UNIVERSITY

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Abstract

This research explores the effectiveness of the internship program in preparing students for professional careers in the Public Administration Department of Puangrimanggalatung University. It examines both the implementation of the program and the factors influencing its success and challenges. Utilizing a qualitative approach, the study involved interviews with internship students, recipient agencies, and the Dean of the Faculty of Social Sciences. Data was analyzed through content analysis to identify key themes and patterns. The findings reveal discrepancies between the program's execution and the regulations set by the Ministry of Education and Culture of the Republic of Indonesia, notably the shorter internship duration of one month versus the mandated 3-6 months. Additionally, while students benefit from the flexibility to select their internship sites based on their interests, a major challenge is the insufficient communication between the faculty, students, and recipient agencies. The study concludes that improving adherence to regulations and enhancing communication could significantly benefit the internship program's effectiveness.

Keywords: Internship Program, Skills, Competencies, Students, Effectiveness

1. INTRODUCTION

Internship programs are one of the most popular educational methods in higher education, where students get the opportunity to apply the theoretical knowledge they have gained in the classroom to a real work environment. The internship program aims to improve students' skills and competencies before they enter the workforce fully. In the Department of Public Administration at Puangrimanggalatung University, the internship program is an integral part of the curriculum to provide students with practical experience in the field of public administration.

This approach is important in helping students understand how the theories and concepts they learn can be implemented in a real-world context. In the internship program, students are placed in institutions or organizations related to public administration, such as local governments, public agencies, or private institutions that deal with government affairs. Through this program, students have the opportunity to learn from experienced practitioners, observe and participate in decision-making processes, and develop skills and competencies needed in the world of work.

The government has also recognized the importance of internship programs in developing quality human resources. They realize that the practical skills and competencies acquired through apprenticeship programs can enhance the competitiveness of graduates and help them secure jobs that are suitable for their field of study. Therefore, the government supports internship program initiatives and encourages universities to engage students in such programs.

The regulations of the Ministry of Education and Culture in Indonesia outline essential aspects of internship programs. According to Permendikbud Regulation Number 3 of 2020, internships are compulsory for students as part of their learning process. Additionally, Regulation Number 38 of 2021 provides detailed guidelines for the implementation of the Independent Campus Learning Curriculum (MBKM) including the execution of the internship program. The certified internship program involves collaboration with various partners such as companies, non-profit organizations, government institutions, and educational institutions. Students in the program must be covered by accident, health, and death insurance, with the costs being covered by the internship organizer. They are also entitled to occupational safety and health facilities during their internships, are required to undergo competency tests, and will receive a certificate upon completion. The Merdeka Campus internship program typically lasts 1-2 semesters and aims to benefit both the students and the hosting agencies.

Although the internship program has benefits, it also has problems. One example of the problems that can be faced in the implementation of the internship program in improving the skills and competencies of students of the Public Administration Study Program at Puangrimanggalatung University is the lack of compatibility between the curriculum taught on campus and the practical needs in the field.

In some cases, students participating in the internship program may feel that the knowledge and skills they learnt on campus are not fully relevant or adequate when faced with the tasks and responsibilities at the internship site. The University curriculum may focus too much on general theories, while the world of work has more specific and complex practical requirements.

This difference can result in students feeling unprepared or struggling to deal with real situations at the internship site. They may have difficulty in applying the theoretical knowledge they have learnt to complex situations, understanding the rules and regulations that apply at the internship site, or adapting to a different work culture. This study investigates how well the internship program at Puangrimanggalatung University's Public Administration Department prepares students for professional careers. It looks into how the program is carried out and the factors that impact its effectiveness.

2. LITERATURE REVIEW

2.1. Internship Program

An internship is a program designed to provide work experience to students or recent graduates who wish to gain work experience in a field of interest. Internships are usually carried out in companies or organizations that are relevant to the student's or recent graduate's field of study. The internship program can be carried out for several weeks to several months, depending on the agreement between the company and the student or new graduate.

According to Sumardiono (2014), an internship is an opportunity to learn from an expert through direct experience in the world of work. In addition, internships are also a way to apply the knowledge and skills possessed in dealing with real problems that exist around us. Danim in Nugraheni & Wijaya (2017) states that internship is a learning method that requires participants to individually observe the work being done and receive feedback to improve performance or correct mistakes. Basically, the internship program provides opportunities for students to develop skills that are very important in the world

of work, such as communication skills, teamwork, problem solving, and adaptability. In addition, through internships, students can recognize industry needs and current trends, so that they can prepare themselves with relevant knowledge and skills.

The government has an important role in supporting student internship programs. The government can provide financial support and policies that facilitate the implementation of student internship programs. In addition, the government can also facilitate cooperation between universities and companies to organize student internships.

There are several laws and regulations that govern internship programs in Indonesia. Here are some of the laws and regulations

1. Regulation of the Minister of Education and Culture (Permendikbud) Number 53 of 2023 concerning Quality Assurance of Higher Education including Internship programs. Articles 15-18 and 45 discuss the internship program.
2. Regulation of the Minister of Education and Culture (Permendikbud) Number 3 of 2020 concerning National Higher Education Standards states that internship is one form of learning program that must be followed by students.
3. Regulation of the Minister of Education, Culture, Research and Technology Number 38 of 2021 concerning Technical Guidelines for Implementing the Independent Campus Learning Curriculum: This regulation regulates the technical guidelines for implementing the MBKM program, including the internship program.

The Ministry of Education and Culture launched Merdeka Belajar Kampus Merdeka, an initiative implemented through eight programs, one of which is the Internship program. This program was conducted in response to the contrasting phenomenon in Indonesia, where there are many job seekers but at the same time many job vacancies that have not been filled with the right human resources. Support for this statement can be found in data released by the Ministry of Manpower (MOM) in August 2020. The data shows that there are 9.77 million open unemployment in Indonesia, which includes graduates from various levels of education. Not only that, until 2021, there are still many job opportunities available through various channels.

In addition, companies often face disappointment in the employee selection process due to low attendance rates from potential applicants. In addition, they also face difficulties in getting human resources that match their needs. This indicates a gap between labor supply and demand that the Internship program can fill as one of the solutions to reduce the gap and prepare graduates with relevant skills according to industry needs.

Internship Kampus Merdeka is a government initiative to connect and ensure the availability of high-quality human resources for national industries that require new ways of sourcing qualified talent that can adapt to organizational cultures. The ultimate goal is for interns to make a significant contribution in the long term. For students, the Merdeka Campus Internship program is an opportunity to experience learning outside the campus environment, as part of the implementation of the Merdeka Belajar Episode 2 policy. This program gives students the right to get 20 to 40 credits of off-campus learning experience for one or two semesters.

The internship implementation process is oriented towards hands-on or practical learning, aiming to provide students with specific achievements as a learning process that involves direct work or practical experience. The main objective is to equip students with real work experience and train them to have specific knowledge in a particular field of

expertise that matches their interests, conditions, and the global situation in the world of work in a concrete way.

Overall, the implementation of internships orientated towards hands-on learning can provide concrete benefits for students, which are in accordance with the principles proposed by Knowles (1984) in Andragogy Theory. The following is an explanation of how the internship can connect with Knowles' principles:

- a. **Direct Experience:** According to Knowles (1984), adults learn through direct experience. Internships provide opportunities for students to engage in real work environments, perform tasks relevant to their field of study, and interact with more experienced professionals. Thus, they can apply the theoretical knowledge they have learnt in college to practical situations.
- b. **Intrinsic Motivation:** Students who take part in internships generally have a strong intrinsic motivation to learn and develop their skills. They see the immediate value of the internship experience in the context of their career development. In this sense, they act as 'co-participants' in their learning process, taking the initiative to take control of their own learning, and achieving the goals they set.
- c. **Application of Adult Learning Principles:** Internships can provide a learning environment that conforms to the principles put forward by Knowles, such as facilitating problem-solving, emphasizing the relevance of learning to everyday needs, and acknowledging prior experience. Students can encounter real workplace situations, complete relevant tasks, and combine their prior knowledge and skills with the new experiences they gain during the internship.

According to Knowles (1984), in the adult learning apprenticeship development phase of the planning process, there are several stages:

1. **Needs Analysis:** This stage involves identifying adult learning needs and understanding their goals and the challenges they face.
2. **Planning:** This stage involves formulating specific learning objectives, determining the content to be taught, developing appropriate learning methods, and determining the resources required.
3. **Implementation:** This stage involves implementing the planned learning program. It involves providing learning materials to participants and facilitating the learning process.
4. **Evaluation:** This stage involves evaluating the effectiveness of the learning program. Evaluation can be formative (during the learning process) and summative (after the program is completed). Evaluation helps in determining whether the learning objectives were achieved and improving future programs.

2.2. Skills and Competences

A. Skill

Skills are the ability or expertise possessed by a person in carrying out a particular action or activity properly and effectively. According to Iverson in Nidyawati (2022) Stating that skill development requires training and mastery of the basic abilities possessed by each individual can accelerate the production of more valuable results.

Skills are practical abilities that enable a person to perform tasks or activities effectively. They can be acquired through learning, experience, and practice. There are different types of skills, including technical, interpersonal, creative, communication, and

problem-solving. Technical skills involve mastery of a particular tool or technology, while interpersonal skills relate to the ability to interact with others. Creative skills involve innovative thinking and generating new ideas, while

Communication skills involve conveying messages clearly. Problem-solving skills involve identifying, analyzing and solving problems. Skills can be developed through education, training, work experience, and constant practice to achieve personal and professional success.

According to Notoatmodjo (2015) the factors that influence skills are the application of knowledge, so that a person's skill level is related to the level of knowledge, and knowledge is influenced by several factors below.

1. **Level of Education:** A person who has a higher level of education tends to have better knowledge. This can help them understand and accept new things more easily. Higher levels of education often provide a strong knowledge base, better analytical skills and more effective problem-solving abilities. As a result, the individual is more open to new knowledge and has the ability to integrate it with existing knowledge. Thus, higher education can be an important factor in facilitating the acceptance of new things.
2. **Age:** The older a person is, the more mature they are likely to be in their thinking and working.
3. **Experience:** Experience plays an important role in improving a person's ability and as a source of knowledge to achieve better understanding. A person's past experiences will affect the maturity of their thinking and the way they perform an action.

B. Competences

Competence refers to the combination of knowledge, skills, attitudes and values that enable a person to perform a task or job well in a given context. Competencies are often specific to a particular job or field and reflect the standards expected in performing that task or role.

According to Tyson & Jackson (2010) the concept of competency refers to the qualities required to deliver effective performance. Competence is related to the role or a mixture of personal and work attributes. Meanwhile, the book 'Monograph on Motivation and Employee Performance Competencies at PT Penascop Maritim Indonesia' written by Noor (2022) defines that competence can be interpreted as the ability or qualifications of a person in carrying out certain jobs or tasks.

A person in carrying out a particular job or task. In this context, there are several indicators of competence that affect the level of success of a person in carrying out their duties. These indicators include:

1. **Knowledge:** This involves understanding theories, concepts, and information pertinent to the field of work or the tasks being performed.
2. **Understanding:** Refers to an individual's ability to thoroughly understand the process, purpose, and implications of their work.
3. **Ability:** Indicates the extent to which individuals are able to apply their knowledge and understanding to complete tasks effectively and efficiently.
4. **Attitude:** An individual's mental and emotional attitude towards their work, including internal motivation, work ethics, initiative in finding problem solutions, and responsibility for work results.

5. Interests: Describes an individual's interest and desire to develop themselves in their field of work so that they are more enthusiastic in carrying out related activities.

Although the internship program has benefits, it also has problems. One example of a problem that can be faced in the implementation of an internship program in improving the skills and competencies of students of the Public Administration Study Program at Puangrimanggalatung University is the lack of compatibility between the curriculum taught on campus and the practical needs in the field.

In some cases, students participating in the internship program may feel that the knowledge and skills they learnt on campus are not fully relevant or adequate when faced with the tasks and responsibilities at the internship site. The University curriculum may focus too much on general theories, while the world of work has more specific and complex practical requirements.

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3. RESEARCH METHODS

This research uses a qualitative approach by collecting information through methods such as observation, document analysis, and interviews that are descriptive and do not use numerical data. According to the (Interaction Design Foundation, 2024), qualitative research seeks to explore the richness and complexity of human experience through methods such as interviews, group discussions, and observations.

Complexity of human experience through methods such as interviews, group discussions, and observation. In this study, there were seven interviewees, namely the Dean of the Faculty of Social Sciences, three students, and three representatives from the agencies receiving internships. This research focuses on in-depth descriptions and analyses of the interviews with the research subjects. The main objective is to provide a clear picture of the understanding of the improvement of skills and competencies of students majoring in Administration through the internship program held by Puangrimanggalatung University.

This research will present in-depth and detailed findings on the experiences, views, and impact of the internship program on students' skills in administration. Thus, the results of this study are expected to provide a more comprehensive understanding of the benefits and challenges in improving students' skills and competencies through internship programs at Puangrimanggalatung University.

4. RESULTS AND DISCUSSION

4.1. Internship Program

4.1.1. Internship Needs Analysis

The internship program at the Public Administration Study Program of the Faculty of Social Sciences, Puangrimanggalatung University aims to ensure students are able to apply theory in practice, as part of the Ministry of Education's initiative Merdeka Campus Learning. The program integrates several courses, enabling the development of skills

relevant to public administration. In accordance with the National Higher Education Standards, the internship program is recognized as part of the curriculum and can be converted into credits.

The objectives of the internship program include measuring learning outcomes, strengthening theory-practice linkages, and developing critical thinking and problem-solving skills. Student preparation varies, with some undertaking in-depth research and preparing thoroughly, while others are more relaxed in their approach. The internship experience provides an opportunity for students to fill the gap between theory and practice, as well as to develop skills required in the world of work. Thorough preparation before an internship is considered essential to maximize the benefits of the experience

4.1.2. Internship Program Planning

The internship program at the Public Administration Study Program of the Faculty of Social Sciences, Puangrimanggalatung University aims to provide relevant practical experience for students. According to H. Yusran Yusuf, S.Sos., M.Si, Dean of the Faculty of Social Sciences, the main objective of this program is for students to be able to apply the knowledge learned in class to real situations in the field. In addition, the program aims to help students develop the skills needed in the world of work and build valuable professional networks. During the internship, students are expected to gain not only practical experience but also personal and professional development.

a. **Conformity with MBKM Standards and Policies:**

The internship program at the Public Administration Study Program, Faculty of Social Sciences, Puangrimanggalatung University is in accordance with the Regulation of the Minister of Education, Culture, Research, and Technology Number 38 of 2021 concerning Technical Guidelines for the Implementation of the Independent Campus Learning Curriculum (MBKM). Here are the links:

b. **Implementation Policies and Procedures:**

Universities are responsible for establishing policies and procedures for implementing the MBKM internship program. The internship program in Public Administration Study Program is designed following the guidelines set by this regulation, ensuring the program runs according to the set standards.

c. **Cooperation with Internship Partners:**

Colleges must co-operate with internship partners to provide internship places for students. The Public Administration Study Program has established cooperation with various government agencies and organizations to provide relevant experience for students.

d. **Guidance and Training for Students:**

Colleges should provide guidance and training for internship preparation. The Public Administration Study Program provides comprehensive support to students through guidance and training, helping them to prepare well before the internship begins.

e. **Planning an internship program involves several crucial steps:**

- Internship programs are designed to ensure students can apply the knowledge learned in the classroom in real-life situations. This includes the development of practical and professional skills.
- The internship content includes knowledge and skills relevant to the student's field of study. The internship program at Public Administration Study Program includes various courses that are converted into internship experiences.

- Learning methods in the internship program are tailored to the needs of the field. This includes direct supervision by mentors at the internship site and reflection through internship reports.
- The faculty provides the necessary resources to support the internship program, including administrative support and cooperation with internship partners.

The internship program at the Public Administration Study Program of the Faculty of Social Sciences of Universitas Puangrimanggalatung (UniPrima) is currently planned to last for one month at the internship site, followed by one semester of reporting activities. However, this duration is not in accordance with the Minister of Education, Culture, Research and Technology Regulation No. 38 of 2021 which recommends an internship duration of 3-6 months to provide a more in-depth and comprehensive experience. One month is considered too short

For full adaptation, skill development, and integration with the work environment, all of which are important for students' career readiness. To improve effectiveness and conformity with the regulation, it is recommended that the duration of the internship be extended as per national guidelines, allowing students to gain maximum benefit from their practical experience and professional development.

4.1.3. Implementation of the Internship Program

H. Yusran Yusuf, S.Sos., M.Si, Dean of the Faculty of Social Sciences, emphasized that diversity in the curriculum is an important foundation for the successful implementation of the internship program. Each course in the curriculum is likened to a 'key' that opens the door to an internship experience that is relevant and in line with students' interests, needs, and competencies. This diversity allows students to choose the internship path that is most relevant to their interests, for example, students interested in financial management can choose internships in government agencies related to public finance.

In order to respond to evolving market needs, the Faculty of Social Sciences continues to develop and innovate its internship program. One of the concrete steps taken is extending the duration of internships from one month to two or three months, as well as expanding the internship locations to Java Island. This aims to give students more time to engage in more complex projects and gain more in-depth experience in the field. In addition, the success of graduates in securing jobs after graduation shows that the internship program makes a significant contribution in preparing them to enter the workforce.

Irma Mardatillah, a student who interned at Bappelitbanda Kab. Wajo, stated that the internship helped improve her technical, communication, and interpersonal skills, as well as broaden her horizons about the real world of work. This expectation is in line with the statements of other students, such as Sahrul who interned at the Wajo Regency DPRD Office, who hoped to gain valuable practical experience and be able to apply theoretical knowledge to real situations. Likewise, Besse Dewi Yuliana who interned at Bank Rakyat Indonesia hopes to develop the skills and competencies needed to become a professional in the field of public administration.

Diversity in the curriculum and innovation in the implementation of the internship program at the Public Administration Study Program of the Faculty of Social Sciences, Puangrimanggalatung University create valuable experiences for students. The program

allows them to explore various areas within public administration and develop a more comprehensive understanding of the discipline. Through practical experience in the field, students can hone relevant technical and interpersonal skills, preparing them for success in the world of work.

4.1.4. Internship Program Evaluation

This study discusses the importance of continuous and planned evaluation in internship programs, with a focus on the evaluation practices carried out by study program Public Administration, Faculty of Social Sciences, Puangrimanggalatung university (UniPrima). Evaluation is carried out by collecting solid fact-based data, such as the number of graduates from year to year, and involves analysis of program achievements in the short and long term in accordance with the vision and mission of the faculty.

The evaluation results enable the formulation of strategies for improvement and development of the internship program in the future, in accordance with the provisions stipulated in the Regulation of the Minister of Education, Culture, Research and Technology Number 38 of 2021 concerning Technical Guidelines for the Implementation of the Merdeka Learning Campus Merdeka Curriculum (MBKM). The evaluation practices carried out also include surveys and document analysis, in line with the evaluation methods permitted in the regulation.

In addition, this study highlights students' experiences in the internship program, which provides an in-depth understanding of the world of work through hands-on practice. Students expressed the importance of integrating internship experiences into classroom learning, whether through sharing experiences with lecturers and fellow students, taking notes on internship experiences, or using case studies as illustrations in classroom assignments and presentations.

Diverse approaches to utilizing the internship experience in the context of academic learning were considered positively in the evaluation of the internship program. This indicates students' efforts to integrate the internship experience into classroom learning, as well as the intrinsic benefits of the internship experience in deepening theoretical understanding and developing practical skills.

Overall, the results and discussion highlight the importance of thorough and continuous evaluation of internship programs to ensure their effectiveness in achieving educational and learning objectives.

4.2. Skills and Competences

4.2.1. Education Level

Internship programs have a significant impact on students' level of education, providing in-depth practical experience as well as expanding their professional network. Based on interviews with several internship students and internship recipient agencies in Wajo Regency, it can be concluded that the internship program not only introduces students to the world of work but also gives them the opportunity to apply the theories learned in class to real situations in the field.

a. Student View

Irma Mardatillah, an intern at Bappelitbanda Kab. Wajo, stated that the internship experience was very useful in developing knowledge and practical skills in the field of government administration. In addition, the cooperation with related parties during the

internship helped build strong relationships, which later became valuable assets in seeking future career opportunities.

Sahrul, a student intern at the DPRD office in Wajo, emphasized the importance of utilizing the network built during the internship to support the journey, future education and career. She plans to stay connected with her internship mentors and colleagues through social media and be active in alumni activities.

Besse Dewi Yuliana, an intern at Bank Rakyat Indonesia, also expressed the importance of maintaining relationships with mentors and colleagues, leveraging connections for educational and career opportunities, and making herself a valuable resource to them.

b. Internship Recipient Agency's View

Andi Risma Ahmad, BRI's Operational Support Supervisor, stated that the internship program has a significant positive impact on Public Administration students from Puangrimanggalatung University. The program allows students to develop specific administrative skills and put the theory they learn into practice. The performance evaluation and feedback provided during the internship program help students improve their skills and competencies.

Khaeriah B. S.KM, M.Kes, Head of Administration and HR at Prima Husada Hospital, stated that the internship program gives students the opportunity to apply theoretical knowledge to real situations in a hospital work environment. This helps them develop specialized administrative skills and understand healthcare ethics. The selection of student interns at RS Prima Husada is based on interest, understanding, and skills relevant to health administration.

Drs. Baba, Secretary of the Wajo District Disnakertras, appreciated the students' contributions during the internship program despite the short time available. He emphasized the importance of basic skills such as computer operation and expressed the agency's readiness to meet students' additional needs during the internship.

Internship programs make a significant contribution to students' education by providing them with opportunities to apply theoretical knowledge in real-life situations, expand professional networks, and enhance practical skills. Views from various parties indicate that internship programs not only serve as a bridge between theory and practice but also provide profound benefits to students' educational and career development. With adequate support from the host institution and proper selection of students, internship programs can be an important first step for students to build a successful career in the future.

4.2.2. Age

The internship program contributes significantly to the development of students' practical skills and knowledge, as well as expanding their professional networks. Based on interviews with several student interns and internship-receiving agencies in Wajo District, it appears that an inclusive and collaboration-oriented approach in establishing relationships with stakeholders, regardless of age, is critical to the success of internships.

a. Student Approach in Establishing Relationships with Stakeholders

Irma Mardatillah, an intern at Bappelitbanda Kab. Wajo, emphasized the importance of open communication, respect, team collaboration, and openness to learning in building positive relationships with stakeholders, despite age differences. This is in line with the views of Sahrul, an intern at the DPRD office in Wajo, who prioritizes open

communication and respect for all parties regardless of age, as well as being friendly, polite and professional.

Besse Dewi Yuliana, an intern at Bank Rakyat Indonesia, also emphasized the importance of showing respect and professionalism, being a good listener, being willing to learn and help, and staying true to yourself in building relationships with stakeholders.

b. Internship Recipient Agency's View

Andi Risma Ahmad, BRI's Operational Support Supervisor, noted that age differences among student interns can affect their experiences and contributions. To address these differences, BRI incorporates student interns into age-diverse work teams, assigns mentors or supervisors of different age levels, and provides additional training to improve their interpersonal and collaborative skills.

Khaeriah B. S.KM, M.Kes, Head of Administration and Human Resources of RS Prima Husada, stated that age differences can be utilized to create a diverse and inclusive learning environment. RS. Prima Husada holds comprehensive orientation sessions and encourages collaboration between students to ensure that all students can learn and support each other.

Drs. Baba, Secretary of the Wajo District Manpower and Transmigration Office, emphasized that the age factor does not really matter in the context of education extended to agencies. Students who join the internship program are usually mature in their thinking and experience.

Internship programs can be a valuable opportunity for students of different ages to develop their skills and competencies regardless of age differences. An inclusive, supportive and co-learning-oriented approach is essential in overcoming age differences. By creating an environment that promotes collaboration and respect for diversity, an internship program can be a rewarding experience for all parties involved. Students are expected to remain professional, friendly, and open to feedback from older stakeholders, so as to make the most of their internship experience and build positive relationships at the internship site.

4.2.3. Experience

Internship programs play an important role in developing students' practical skills, knowledge and professional networks. Based on interviews with internship students and receiving agencies in Wajo District, it appears that the internship experience is expected to provide significant benefits in students' career preparation in the field of public administration.

a. Internship Student Expectations

Irma Mardatillah, an intern at Bappelitbanda of Wajo Regency, hopes that the internship experience provides valuable knowledge and skills that can be further developed. This is expected to help in a deeper understanding of the world of work and preparation for future challenges.

Sahrul, an intern at the DPRD Office in Wajo, emphasized the importance of developing practical skills such as communication, time management, policy analysis, and problem solving. In addition, he hopes to expand his professional network and gain greater insight into the world of work outside of the academic environment.

Besse Dewi Yuliana, a student intern at Bank Rakyat Indonesia, hopes to gain hands-on experience in the working world, expand her professional network, and improve

her technical and interpersonal skills. She believes that this internship experience will be a valuable first step in preparing for a career in public administration.

b. Benefits for Internship Recipient Agencies

Andi Risma Ahmad, BRI's Operational Support Supervisor, stated that student interns assist in daily administrative tasks, provide new perspectives, and fresh ideas that can improve process efficiency at Bank BRI. The presence of student interns also gives them the opportunity to gain practical experience in the banking industry.

Khaeriah B. S.KM, M.Kes, Head of Administration and Human Resources at Prima Husada Hospital, emphasized that internship students with a background in public administration can provide new insights in formulating administrative policies and optimizing operational processes. Collaboration with hospital staff results in a mutually beneficial exchange of knowledge, thereby improving the quality of service in the hospital.

Drs. Baba, Secretary of the Wajo District Manpower and Transmigration Office, stated that the student interns help to complete most of the day-to-day work related to public services, showing significant contributions in supporting the agency's operations. The internship experience provides diverse benefits to both the student and the host agency. Students gain practical knowledge, relevant skills and professional networks that are important for their future careers. Host agencies gain assistance with routine tasks, new perspectives, and strategic contributions that improve efficiency and quality of services. The internship experience also strengthens students' understanding of the world of work and better prepares them for future challenges. With an inclusive and collaborative approach, internship programs can be a rewarding experience for all parties involved.

4.2.4. Knowledge

The internship experience is crucial to the development of practical skills and a deeper understanding of Public Administration. From interviews with several student interns in Wajo District, it can be concluded that they realize the importance of combining theoretical knowledge with practical experience to improve their understanding and skills.

a. Student View

Irma Mardatillah, an intern at Bappelitbanda Kab. Wajo, emphasized the importance of consistency in learning and practice to develop an in-depth understanding of the dynamics of public administration. Sahrul, an intern at the Wajo District Parliament Office, acknowledged that despite having a strong understanding of public administration theory, he realized the need for practical experience to apply this knowledge effectively.

Besse Dewi Yuliana, an intern at Bank Rakyat Indonesia, feels she has a good knowledge of Public Administration and believes she is able to apply theory in real-life situations. Students show readiness to learn more and deepen their knowledge through the internship experience, hoping that the experience will help them in developing their professional career in the future.

b. Internship Recipient Agency's View

According to Andi Risma Ahmad, BRI Operational Support Supervisor, students' knowledge in Public Administration is essential to help them adapt to the working environment at Bank BRI and make a significant contribution. This knowledge enables students to understand the work context and apply appropriate administrative principles.

Khaeriah B. S.KM, M.Kes, Head of Administration and HR at Prima Husada Hospital, emphasized that knowledge in Public Administration helps students understand the dynamics of hospital operations and applicable policies, enabling them to identify problems and provide effective solutions. Drs. Baba, Secretary of Disnakertrans Kab. Wajo, stated that an understanding of labor regulations allows students to make better contributions in human resource management.

Students' knowledge in Public Administration is a major factor that determines the success of the internship program. For students, a strong understanding of theories and concepts helps them adapt to the work environment and face complex situations with confidence. For the agency receiving the internship, students who have in-depth knowledge can make meaningful contributions and improve the efficiency of the work process.

While theoretical knowledge is an important foundation, the integration between theory and practice needs to be improved. The Faculty of Social Sciences should continue to make improvements to the curriculum to better suit the demands of the world of work, including the introduction of more relevant and actual materials. Thus, the internship program will become more effective in preparing students for their future careers in the field. Public Administration, providing greater benefits for all parties involved.

4.2.5. Understanding

The internship experience provides an opportunity for students to develop practical skills and a deeper understanding of Public Administration. Based on interviews with several internship students in Wajo District, it appears that they emphasized the importance of consistency in carrying out tasks related to learning and knowledge in the field of Public Administration.

a. Student View

Irma Mardatillah, internship student at Bappelitbanda Kab. Wajo, emphasized the importance of consistency in learning and carrying out tasks related to Public Administration to strengthen understanding and skills. Sahrul, an intern at the Wajo Regency DPRD Office, highlighted the importance of self-reflection and awareness of the difference between theory and field practice. He also emphasized the readiness to continue learning and developing understanding through the internship experience.

Besse Dewi Yuliana, an internship student at Bank Rakyat Indonesia, explained the strategies used to integrate the theory learned in the classroom with field experience, such as reflection, discussion with mentors, and utilization of additional resources. Students show sincerity and commitment in maximizing the benefits of the internship program to develop the understanding and skills needed in the world of work.

b. Internship Recipient Agency's View

Andi Risma Ahmad, BRI's Operational Support Supervisor, stated that the interns' understanding of Public Administration is crucial to their effectiveness in carrying out tasks at Bank BRI. A strong understanding allows students to identify the right solutions, make good decisions, and contribute positively to the company's goals.

Khaeriah B. S.KM, M.Kes, Head of Administration and Human Resources at Prima Husada Hospital, also emphasized that a good understanding of Public Administration is very relevant to the interns' ability to carry out their duties in the hospital. This understanding helps them to identify problems, communicate with staff, and take part in

the decision-making process, which is very important in a hospital administrative environment.

Dr. Baba, Secretary of the Wajo District Manpower and Transmigration Office, stated that an understanding of Public Administration helps interns solve public problems and provide relevant and useful services to the community. This hands-on experience in providing public services strengthens their skills to find jobs after graduation.

Students' understanding of Public Administration greatly influences their ability to carry out their duties and responsibilities at the internship host agency. For students, a strong understanding of theories and concepts helps them to adapt to the work environment and face complex situations with confidence. For the agency receiving the internship, students who have a deep understanding can make a significant contribution and improve the efficiency of the work process.

Integration between theory and practice needs to be improved. The Faculty of Social Sciences should make improvements to the curriculum to make it more in line with the demands of the world of work, including the introduction of more relevant and actual materials. Thus, the internship program will become more effective in preparing students for careers in Public Administration, providing greater benefits for all parties involved.

4.2.6. Ability

The internship experience provides an opportunity for students to apply the knowledge and skills they have acquired during their studies. Based on interviews with students and internship recipient agencies, it appears that students' ability to apply Public Administration knowledge is very important to achieve learning objectives and make a meaningful contribution at the internship site.

a. Student View

Besse Dewi Yuliana, an intern at Bank Rakyat Indonesia, explained that she applied the knowledge learned in class by identifying Public Administration concepts and applying them in real situations at the internship site. She uses these theories and principles as a guide in completing tasks, managing resources and solving problems. In addition, she continues to learn from her internship experience by paying attention to the practical application of the concepts she has learned.

Students demonstrated the ability to share knowledge and experience gained during the internship to increase understanding and awareness of Public Administration among colleagues and the community. They also demonstrated adaptability and continuous learning by being open to new learning and adapting their knowledge to the real context in the field.

b. Internship Recipient Agency's View

Andi Risma Ahmad, BRI Operational Support Supervisor, stated that students' ability to apply skills and competencies relevant to Public Administration has a direct impact on the quality of their performance in the workplace. Students who can effectively apply the knowledge and skills learned during the internship program tend to make better contributions, complete tasks more efficiently and effectively, and improve the quality of their performance, which in turn benefits the company in achieving its business goals.

The ability of students to apply the knowledge, skills, and learning gained during the internship program is a critical aspect of the internship program. Enabling them to make meaningful contributions and succeed in their internship assignments. Internship host agencies emphasize the importance of students' ability to apply Public

Administration skills as this has a direct impact on the quality of their performance and contribution in the workplace. As such, the development of students' practical ability to apply skills and competencies relevant to Public Administration is critical to the success of the internship program and students' future career preparation.

4.2.7. Attitude

Students were seen to have a mature, proactive, and responsible attitude in dealing with mistakes that may occur during the internship. Here are some of the key points expressed by the students:

a. **Admitting and Correcting Mistakes**

Irma Mardatillah from Bappelitbanda Kab. Wajo emphasized the importance of apologizing, admitting mistakes, and being more thorough in carrying out the tasks assigned. Sahrul from the DPRD Office in Wajo stated that he would take responsibility for mistakes by admitting mistakes honestly and transparently to his superiors or supervisors, and try to correct the mistakes by asking for further guidance and direction.

b. **Readiness to Learn and Grow**

Students demonstrate a willingness to learn from mistakes made, accept feedback, and commit to not repeating the same mistakes in the future. This attitude reflects integrity and honesty in interacting in the work environment.

Internship host agencies also show a responsible and proactive attitude in dealing with mistakes made by internship students. Here are some of the key points expressed by internship supervisors and managers:

a. **Support and Guidance Approach**

Khaeriah B. from Prima Husada Hospital explained that if students make mistakes, the first step is to have a direct conversation to understand the cause and provide additional support and guidance. If the problem persists, the supervisor or internship supervisor will be involved to provide further direction. Drs. Baba from the Wajo District Manpower and Transmigration Office also expressed readiness to call and communicate with problem students. However, to date, there have been no serious problems encountered with internship students.

b. **Commitment to Standards and Student Development**

Internship host agencies demonstrate a commitment to ensuring that students can meet the standards set. They are ready to provide support and guidance to help students understand and complete the task properly. The agency's proactive stance in supporting interns' development and success reflects their concern for the quality of the internship program and the achievement of students' full potential.

Students' attitude of being proactive, responsible and ready to learn from mistakes is highly valued in the work environment. They not only see internships as an obligation, but as an opportunity to grow and develop professionally. On the other hand, the agency receiving the internship shows a supportive and inclusive attitude by providing the necessary guidance and support for the student. The combination of these two attitudes is crucial to the success of the internship program and the development of students' skills in Public Administration.

4.2.8. Interests

Student interns, it was seen that they have a high interest in the internship program that they are participating in. Here are some of the key points drawn from the interview answers:

a. Congruence with Basic and Interest

The students stated that the work they did at the internship site was in accordance with their basics and interests. They feel happy and satisfied in carrying out the tasks assigned because they match their interests.

b. Opportunities for Practical Experience

Students see the internship program as a valuable opportunity to gain practical experience in the field of Public Administration. They have a keen interest in learning more about the work processes and responsibilities involved in public administration as well as actively contributing to carrying out those tasks.

c. Skills and Insight Development

Students also reflect the belief that the field experience provides opportunities for them to put into practice the knowledge they learn in the classroom and develop skills relevant to the field of public administration. They see the internship program as a means to gain first-hand insight into how public administration functions in a real context, which can help them strengthen their understanding of the field and steer their future careers.

d. Student Interest by Internship Host Agency

According to the agencies receiving interns, it is important to integrate students' personal interests with the tasks assigned during the internship. They recognize that creating a match between students' individual interests and the needs of the agency is important to maximize the benefits of the internship program. Internship-receiving agencies emphasize the importance of effective communication between interns, supervisors, and the internship management team. Clear and open communication is crucial for understanding students' interests and career goals, which helps align the assigned tasks with the students' personal interests and aspirations.

e. Challenges and Opportunities

While there are challenges in matching students' interests with available assignments, host agencies see the diversity of interests as an opportunity to provide a rewarding and fulfilling internship experience for each student. Students' high interest in the internship program reflects their enthusiasm and strong motivation to be actively involved in the work at the internship site. They see the internship program as an opportunity to learn, develop, and apply their knowledge and skills in a real work environment. Meanwhile, the host institutions also strive to ensure that each student gets an internship experience that suits their interests and needs, so that they can make maximum contributions and gain significant benefits from the internship program.

5. CONCLUSION

The implementation of the internship program at the Department of Public Administration, Faculty of Social Sciences, Puangrimanggalatung University has not fully complied with the established guidelines. Although the internship program has contributed significantly to the development of student skills, there are several aspects that need to be improved. One important aspect is the duration of the internship program which has not met the minimum requirement of 3 months and a maximum of 6 months.

In addition, it is important to strengthen cooperation with internship partners and internship recipient agencies so that internship places are available according to student needs.

The driving factors in the implementation of the internship program include support from the Faculty and Study Program, compatibility of internship tasks with students' interests and expertise, preparation and research, clear expectations and goals, open communication, and application of knowledge and skills. Meanwhile, inhibiting factors include limited faculty resources, lack of coordination between the faculty and the agency receiving the internship, limited duration of the internship program, and challenges in achieving compatibility between students' interests and expertise with the assigned tasks.

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