

LEARNING METHODS BASED ON WORK PRACTICES OR INTERNSHIP CAN BE IMPLEMENTED IN ENTREPRENEURSHIP CAMPUS

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Abstract

Kampus Merdeka is a work practice or internship program organized by the Minister of Education and Culture (Kemendikbud) in early 2020, aiming to be a media that can improve student skills. This article discusses how work practice or internship-based learning methods can be used on business education-based campuses. This research uses phenomenological and autoethnography methods by analyzing students' experiences during their internships. This research shows that : (1) The internship program motivates students to become entrepreneurs. (2) The internship program develops students' communication skills through direct interaction with the workforce. (3) The internship program builds students' confidence to collaborate with company partners. (4) The internship program encourages students to be creative in their work. (5) The internship program helps them determine the field of work they want to pursue after graduating. (6) The internship program is an option that has a positive impact.

Keywords: Kampus Merdeka; Internship Program; Motivation

Introduction

In the progress of a country, the role of entrepreneurs cannot be ignored. As a developing country, Indonesia strives to improve its citizens' quality of life. Education plays an important role in this endeavour (Yayang, 2022). Until now, unemployment has been a major concern in every country in the world, especially in developing countries. A lack of job seeker skills and an excess of workers compared to available jobs may contribute to unemployment (Mufida & Nasir, 2023). Enhancing students' future-ready skills and knowledge is one strategy to lower unemployment and boost the number of entrepreneurs. Offering internships or work-based learning is one way to achieve this. With the help of this internship-based learning approach, students can be ready and supported to select the right kind of work.

The kinds of professions that will exist in the future cannot be predicted with confidence, but students today require a set of abilities known as "21st-century skills" (Zaenab et al., 2022). Universities in the twenty-first century must adapt to the quick modernization, globalization, and demographic shifts that impact employability, job availability, and the need for new skills in the workplace (Ilie & Bondrea, 2016). Universities need to adapt to these developments and help graduates find jobs. Workers now need to possess the 21st-century abilities that will enable them to participate, cooperate, and develop as critical thinkers, innovators, and communicators in order to compete in the global economy (Velez, 2012).

Considering this, the question arises is how to give students real, distinctive, and creative learning opportunities to promote the growth of entrepreneurial abilities (Poth,

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2019). Kampus Merdeka is the program that comes after the independent learning policy. To prepare for their future jobs, Kampus Merdeka gives students a chance to refine their skills in line with their interests and talents through hands-on experience in the workplace (Vhalery et al., 2022). According to (Sumarto, 2020), Kampus Merdeka promotes the values of independence and modernity in addition to tactics. Merdeka is the capacity of every campus to achieve independence through solid teamwork and, in the end, generate a capable and independent generation. Because it is necessary, the modern idea at Kampus Merdeka is ingrained in the culture. Kampus Merdeka offers a variety of learning opportunities, such as research, starting entrepreneurial endeavors, teaching in teaching units, community service projects in rural areas, university internships, research, and freelance work (Susilawati, 2021).

Under Merdeka Belajar Kampus Merdeka (MBKM), students are permitted to study outside of their college for up to two semesters, or the equivalent of forty credits, in a different study program at another college, in addition to one semester, or the equivalent for twenty credits, of learning outside of the college. The one- to two-semester internship program gives students enough experience. This curriculum is offered to all students, from elementary school through post-secondary education, with the goal of developing individuals who are competitive in a variety of life domains. The curriculum was also created to ensure that future generations could comprehend the material presented and use it to address difficulties in their daily lives (Anisa, 2023). Students' hard and soft skills are improved through the internship. At the same time, the company gains access to talent that, if hired, can be recruited right away, saving money on hiring and training expenses and enhancing the company's reputation among many individuals (Wasih & Tama, 2023). It is anticipated that this program will offer fresh opportunities for students to select courses that best fit their traits and passions, inspire drive, and produce graduates who will benefit their own lives and the communities in which they live. The program is anticipated to enhance graduates' abilities in both technical (hard skills) and soft skills (personal skills), making them more capable and up to date with modern expectations. The program also seeks to educate its alumni to be future national leaders in excellence, morality, and integrity (Suhartoyo et al., 2020).

Some economic theories will serve as the basis for this research to have a deeper understanding of the effects of this learning approach. First, according to Gary Becker's Human Capital Theory, investing in education and training will boost production on an individual basis. In this sense, internships can be viewed as an investment in students' human capital that advances their knowledge and abilities (Heckman, 2015). Second, David Kolb's experiential learning theory emphasizes the value of practical experience in the learning process. Through practical experience gained from internships, students can enhance their comprehension of entrepreneurial principles (Kolb, 1984). Third, according to James Coleman's Social Capital Theory, social networks and connections made during internships can offer crucial resources and support for advancing an entrepreneurial career. (Coleman, 1994) claims that social capital—which takes the shape of connections and networks—can boost human capital.

This background information provides insight into the significance of the growth of entrepreneurship education, both in terms of its academic underpinnings and practical applications (Melliani & Triadi, 2024). This article aims to comprehend the benefits that internship-based learning approaches can offer students. The following four subquestions are included in the main question to help answer it:

- (1) How students might be inspired to become entrepreneurs through the internship-based learning approach.
- (2) Internship-based learning approaches can aid how student's skill development.
- (3) How approaches of internship-based learning might promote student internship collaboration with corporate partners.
- (4) (4) How internship-based learning approaches might help students apply what they learn in the classroom to the real world of work.

Research Methods

This research uses a qualitative approach to interpret an experience according to what is interpreted or the participant's point of view. This research consists of two stages. In the first stage, the first design used was an autoethnographic study. Autoethnography is a methodology in which knowing one's culture becomes a research goal (Allan, 2023). This research method uses autobiographical narratives to explore and understand the researcher's experiences. The design will be used as a phenomenological study in the second stage. Phenomenology aims to describe the meaning of experience, both about what has been experienced and how it is experienced (Neubauer et al., 2019).

Study 1: Autoethnography

Design

The autoethnographic approach allows the researcher to document personal experiences, reflect on them, and analyze how the internship was experienced throughout the process. This autoethnographic approach provides an understanding and description of personal experiences, providing a platform for the researcher to convey perspectives and provide a deeper understanding of the personal experience of running an internship.

Research Participants

The informant in the first phase of the research was the researcher. The researcher conveyed personal experiences related to internship activities. Researchers who are currently 21 years old have completed three-month internships in finance at a property company and three-month internships in administrative activities at an Import company in Surabaya.

Analysis Technique

By entering personal experiences in the form of narratives, the analysis procedure in this study employs the methodology created by (Moustakas, 1994). Subsequently, the existing data is sorted, and themes in this study are identified. The next phase will be integrating the current data into a single unit that depicts the phenomenon as a whole.

Study 2: Phenomenology

Design

In the study's second phase, a phenomenological approach was employed to investigate the unique interpretations of an experience (Creswell et al., 2015). By concentrating on whether this internship-based learning technique has a good effect on students, the phenomenological approach in this study attempts to analyze and understand students' subjective experiences in the program.

Research Participants

The study's data comprise the participants' experiences. Purposive sampling, an intentional sampling technique used in research, was used in the participant selection process. Purposive sampling is when samples that meet the researcher's requirements are

chosen. The researcher's prerequisites include being a man or female between the ages of 20 and 22 and having completed the internship program for over two months. Eleven questions devised by the researcher were employed in the participant interviews.

Analysis Technique

The phenomenological research data analysis technique (Moustakas, 1994), which consists of four stages—1) Epoche, 2) Phenomenological Reduction, 3) Imaginative Variation, and 4) Synthesis of Meanings and Essence—is used in this study's analysis.

Research Participants

Data from four chosen informants who were subsequently interviewed are listed in table 1.

Table 1. Research Participants

Name	Gender	Age	Field	Educational Institutions	Searching Process	Internship Time
A	Man	21 years old	Administrator in Import Companies & Finance in Property Companies	University of Surabaya	Searching for Internship Programs Outside the Field of Study	3 Months
B	Woman	21 years old	Budgeting and Tally Logging in a Manufacturing Firm	University of Ciputra	Searching for Internship Programs Outside the Field of Study	3 Months
C	Man	21 years old	IOS Programmer at Tech Business	University of Ciputra	Joining the Internship Program in accordance with the Fields of Study	10 Months
D	Man	21 years old	Participant in the Matching Fund Program at MBKM Destination	University of Surabaya	Taking Part in a Lecturer's Internship Program	3 Months

Results and Discussion

The researchers separated the interview results into six prepositions based on their findings.

Proposition 1: The method of applying work or internship motivates students to become entrepreneurs through interacting with mentors and businessmen who become role models

- A: My mentor or boss always helps me and teaches me how to work in this field. I also learned how to build a team, how to manage a team, etc. This motivates me to be an entrepreneur who has my own bigger team.
- B: I agree; my role model during my internship was my boss and the workers around me. They always bombed me on how to work in the budgeting and tally log section. Especially my boss, who has an example of a leader who is thorough and kind but firm, which certainly motivates me more to become an entrepreneur.

C: During my internship as an IOS Engineer, I learned a lot from my mentor. My field requires accuracy, and my mentor always reminds me if I am not careful and corrects me if I am wrong. There is a leader here who keeps me motivated.

D: My mentor during my internship really helped me. In the place where I interned, my mentor always cared about his subordinates. I learned from him how a mentor can give clear and firm directions. I became motivated after seeing firsthand how a mentor must have a good leadership attitude.

From the answers of 4 participants, it can be concluded that the presence of a mentor provides knowledge about working in their respective fields; they also learn about building and managing teams. Their mentors also show leadership traits, such as rigour, assertiveness, and the ability to provide clear directions. Interacting with mentors gave the participants valuable lessons and motivated them to become entrepreneurs.

Proposition 2: The internship program develops student's communication skills through direct interaction with workers

A: During my internship, I encountered workers who had their own groups, which made it a bit difficult for me to interact with each other. However, several coworkers helped me get acquainted with each other and dare to interact with superiors and other coworkers. I felt an improvement in the way I talked to my coworkers and greeted people at the office. I also learned how to conduct an interview when applying for an internship and introducing myself.

B: I agree because where I interned, my coworkers helped me be more courageous in speaking and expressing my opinions to each other. With them, I could easily practice my communication skills. For example, when I have difficulty, I am embarrassed and confused when asking; they usually remind me to ask when it is difficult and not let it go. From here, I became more active in interacting with others.

C: I am very grateful for this internship opportunity because many of my coworkers and mentors are approachable. During this internship, I learned to communicate properly and politely when interacting with coworkers, mentors, and others outside the workplace.

D: Interacting with the workforce at my internship helped me be bolder, more polite, and more organized when speaking.

From the answers of the 4 participants, it can be concluded that the internship experience can develop the participants' communication skills with the help of approachable coworkers and mentors, which can help them be more confident when communicating, and they also learn how to communicate more politely and orderly.

Proposition 3: The internship program builds students' confidence to cooperate with company partners

A: At the beginning of my internship, I was afraid of being wrong, afraid of not being able to make a good impact, etc. However, through my supervisor's guidance, he introduced and guided me. However, through the guidance of my supervisor, he introduced me and directed me; from here, I became more confident again when doing tasks and making decisions. Moreover, after going through a period of shyness at the beginning of the internship, I became more confident and prepared for the future.

B: When I first started my internship, I was afraid of choosing the wrong field for my internship, but my fear began to disappear when my mentor gave me direction and learned about how to work in my field. My confidence slowly built from here, and now I am brave enough to make decisions.

C: Interning at a technology company in the IOS Engineer section initially created a sense of fear, such as fear of making mistakes or being unable to help properly. However, I felt more confident after getting to know my coworkers and mentors better. I got used to it after getting to know my coworkers, mentors, and the environment, and my fear disappeared. I became more confident in my work and more prepared to make my own decisions.

D: My internship center has many workers, and my first challenge was my lack of confidence. However, my mentor always accompanied, educated, and helped me build relationships with my coworkers. Thanks to my mentor's guidance, I became more confident.

From the answers of 4 participants, it can be concluded that all participants experienced fear and lack of confidence at the beginning of the internship, worried about making mistakes or not having a good impact on the place of internship. Then, the guidance from the mentor helped increase the participants' confidence and readiness to overcome fears, face challenges, and be confident enough to make their own decisions.

Proposition 4: The internship program encourages students to be creative in their work by applying the knowledge they have gained to real situations

A: The field I chose for my internship is different from my studies, and there is much knowledge that I have to learn while working. My soft skills include communication, maintaining an attitude, respect for others, etc. I try to apply all of them when working at the internship site. I try to apply all of them when working at the internship site.

B: Of course, while I was in college, I learned how to manage my time well when doing assignments, attending classes, etc. Then, at the internship site, I faced piles of work and deadlines for submitting my work. The knowledge I had learned made it easier for me to complete tasks with the time I used well.

C: That is right. At my internship, I was instructed to create coding that could include images in the application and create application designs. The coding knowledge I had learned during college finally helped me complete the task at the internship site easily.

D: In college, I participated in several activities that required me to manage a team and how my communication skills were needed to complete the work in one direction. In my internship, I worked under the guidance of my mentor, and we were formed into a team. Sometimes, difficulties and confusion arise, but I use my communication skills to ask questions and express opinions. This helped me to more easily assist my mentor and coworkers in achieving work goals.

From the answers of the 4 participants, it can be concluded that although the chosen internship field differs from their studies, all participants could apply the knowledge and skills gained during college to complete tasks at the internship site. Participant A emphasized the importance of soft skills such as communication and a good attitude; Participant B underlined good time management skills; Participant C pointed out the benefits of the coding knowledge learned; and Participant D emphasized the importance of communication skills in managing teams and

collaborating with mentors and colleagues. These skills and knowledge helped them face the challenges of the internship more effectively.

Proposition 5: The internship program encourages students to explore new things that help them determine the field of work they want to pursue after graduation

A: I agree because I am interning in a different field from my studies. Gaining knowledge in a new field motivates me to learn more about other fields. This helps me determine the field of work I will choose after graduating college.

B: Definitely this, because from my experience of interning in a field different from my studies, I learned new things that I have not learned in college. Having the opportunity to learn new things makes it easier for me to find the fields I want to master and pursue after I graduate from college.

C: I totally agree. I participated in my internship program according to my field of study in college, but the experience of working in this internship gave me a broader view to try other fields. With this internship, I can try to master other fields, and in the future, it can help me determine my career to work as an entrepreneur in my chosen field.

D: At my internship, I worked as a training member of the matching fund program. During this internship, I got used to the real working atmosphere, which is different from learning in the classroom. In the future, I want to try several other fields that can give me more knowledge in the world of entrepreneurship.

From the answers of the 4 participants above, it can be concluded that the internship experience enriched their knowledge and readiness to determine their future careers. Although the field of work differed from the major studies taken, the participants felt that this opportunity was good because it helped them explore new things, broaden their views, and explore the world of entrepreneurship.

Proposition 6: Is choosing this internship program a choice that has a positive or negative impact?

A: Certainly, this internship positively impacts us students, as we get the opportunity to try working in the real world. Moreover, I feel that my experience will provide useful learning for my future.

B: Agreed. The internship gave me real work experience, which helped me prepare for and improve my skills after college graduation.

C: Absolutely right; this internship program honed my skills and improved my soft skills, positively impacting us students who are confused about what field to work in after graduation. This internship experience provides more learning than just learning in the classroom.

D: At the beginning of my internship, I was just following a friend, but after going through my internship journey for 3 months, I feel that this internship helped me improve my hard skills and soft skills. From real work experience and a friendly work environment, the learning I got during the internship was very helpful in determining my future career direction.

Four participants' answers suggest that the internship program significantly impacts students. The program provides valuable learning and real-world work experience that helps students improve their hard and soft skills. Internships also help students determine their future career direction, prepare themselves for the world of work, and

work in a friendly environment. Overall, internships are very beneficial in preparing students for their careers after college.

Conclusion

This study discovered that students benefit greatly from internship-based learning. Every participant has a mentor who encourages them to start their own business and sets an example of good leadership. They can also develop their courage in problem-solving and communication abilities during the internship. The fact that the internship field is unrelated to the student's topic of study is not a concern; in fact, the students believe that this experience will assist them choose their profession and career path. The participants believed that by taking part in this internship program, they could enhance both their hard and soft abilities and get ready for the working world.

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