The Effectiveness of Student Internship Program in Industry to Developing Self Competence at Bengkalis State Polytechnic

Rosmida and Nur Anita

Public Financial Accounting Study Program, Politeknik Negeri Bengkalis, Indonesia

Keywords: Internship Program, Effectiveness, Developing Self Competence

Abstract: This research is entitled Effectiveness of Student Internship Program in Industry to Self-Competency Development at Bengkalis State Polytechnic. Universities continue to evaluate the competence of students who have been equipped with competencies according to the study program, both hard skills and soft skills through assessment by industry in the student internship program to industry for one semester. Student internship is a program that aims to enrich students' insights and skills to prepare and create superior Indonesian human resources, especially in facing global competition through link and match industrial and university curriculum. Through this program, it is hoped that there will be a link & match curriculum between universities and the industrial sector. The universities can be updated with the needs of the industry. However, to achieve the purpose of holding the KP, is not an easy thing. There are still many obstacles in the process of implementing the KP, starting from placements in fields that are not in accordance with their expertise, the level of industry trust in KP students is lacking and other things. So, this study will discuss the effectiveness of the Job Training program that has been implemented by the Bengkalis State Polytechnic. The KP held by the Department of Commercial Administration starting in 2020 has been carried out for one semester. A total of 17.9% of the total students carry out KP in private companies, 10.1% in BUMN/BUMD companies, 60% in government agencies, and 13% in other agencies.

1 INTRODUCTION

1.1 Research Background

The development of the world of education, especially higher education in Indonesia, which is increasing rapidly, encourages universities to improve their quality, including the quality of graduates or alumni from these universities. Moreover, the demands in the world of work that college graduates will enter are getting higher day by day. Often the quality of college graduates is only seen by the high value of the achievement index or hard skills. In fact, according to Nugroho (2009), almost all companies today require an appropriate combination of hard skills and soft skills for all employee positions.

The more abilities of graduates or prospective employees needed by the industry, the more intense competition will be for each college graduate to get a decent job. The tight competition to get a decent job needs to be answered with the right competencies, especially for college graduates.

Universities as institutions that develop knowledge, must also print their students to have adequate soft skills. Thus, the graduates can become competent individuals. Competent graduates are not only able to master knowledge and technology in their fields but are also able to apply their competencies and have adequate soft skills. The science and technology that universities provide to their graduates is a provision of hard skills. Meanwhile, the provision of soft skills is provided through the development of communication skills both verbally, in writing and in pictures, the ability to work independently or in a team, the ability to reason and the ability to analyze. The reality on the ground shows that to reach the peak of success, not only hard skills are needed, but also soft skills. Soft skills are defined as personal and interpersonal behaviors that develop and maximize human performance, including the ability to communicate, socialize, work in teams, mental resilience, discipline, responsibility, and other attributes of soft skills. This is in accordance with the results of research conducted at Harvard University in the United States

which revealed that success is only determined about 20% by hard skills and the remaining 80% by soft skills (Furhan, 2011). Based on the results of this study, it is clear that an increase in Human Resources (HR) should be obtained through improving the ability of soft skills, including the educational path applied in Indonesia.

Bengkalis State Polytechnic (Polbeng) which consists of 18 study programs with various fields of competence continues to develop the curriculum demanded by the Ministry of Education and Culture, namely link and match with the industrial world. One of them is through student internship program to industry. The student internship program at Polbeng is called the Job Training (KP). The following shows the number of active students at the Bengkalis State Polytechnic for the last 4 (four) years:

Table 1. Active Students.

No.	Academic Year	Students
1.	2017/2018	1.835
2.	2018/2019	1.866
3.	2019/2020	2.107
4.	2020/2021	2.437

Source: SIM Polbeng

Based on Table 1 above, it is calculated that 25% of the number of active students will do KP every year. For 2021, there are 609 students who will carry out the KP. For this reason, various preparations are carried out at the Polbeng level, starting from mapping student competencies with the industry where the KP is carried out to planning meetings with industry related to input in the process of evaluating the suitability of the study program curriculum with industry needs.

Through Internships or Job Training, professional skills education can be carried out that combines educational programs at universities and mastery of skills programs obtained through direct work activities in the world of work (on the job training) in a directed manner to achieve a certain level of professional expertise. However, to achieve the purpose of holding the KP, is not an easy thing. There are still many obstacles in the process of implementing the KP, starting from placements in fields that are not in accordance with their expertise, the level of industry trust in KP students is lacking and other things. Based on the background of the

problem above, this research will be studied further with the title: "**The Effectiveness of the Student Internship Program in Industry to Developing Self Competence at the Bengkalis State Polytechnic**".

1.2 Formulation of the Problem

Based on this background, the formulation of the problem that can be presented in this study is, how does Polbeng regulate the process of implementing student KP so that the KP objectives are achieved and how effective is the process that has been carried out in order to produce competent graduates?

1.3 Scope and Limitation

To simplify the problem and clarify the research, the limitation of the problem in this research is the KP activities carried out by Applied Bachelor students of the Department of Commerce in the 2019/2020 and 2020/2021 Academic Years.

1.4 Objective of the Study

From the formulation and limitation of the problems that have been mentioned, the objectives to be achieved in this study are to determine:
1. How does Polbeng carry out student internships to industry?
2. What competencies are provided by Polbeng before students carry out practical work in industry?
3. How effective is the student internship program in industry in improving the competence of Polbeng students?
4. What are the obstacles experienced by students while carrying out practical work in industry?
5. How is the industry's assessment of Polbeng students who carry out practical work in their company?

1.5 Significance of the Study

The benefit of this research is as input for all the academic community within the Bengkalis State Polytechnic in carrying out the responsibility of creating competent students and implementing a link and match curriculum with industry in order to increase the absorption of Polbeng graduates.

2 REVIEW OF LITERATURE

2.1 Previous Research

Research conducted by Suharyanti, (2015) entitled "The Influence of the Learning Process and Job Training Program on the Development of Student Soft Skills". This study uses a quantitative descriptive method. The population in this study were all students of BKK Office Administration Education FKIP Sebelas Maret University class of 2009 which amounted to 36 students. Based on the results of research that researchers have conducted at the Office Administration Education BKK class of 2009, it can be concluded as follows: 1) there is a significant effect of the learning process on the development of soft skills for office administration education students, Sebelas Maret University, class of 2009, 2) There is a significant influence practical work program (internship) on the development of soft skills of students of Office Administration Education FKIP Sebelas Maret University class of 2009, 3) There is a significant influence of the learning process and practical work program (apprenticeship) on the development of soft skills of students of Office Administration Education FKIP Sebelas Maret University class of 2009 .

Another study was conducted by Ismail, et al., (2018) entitled "Development of Student Competence Through Effectiveness of Educational Internship Programs". This study aims to reveal how the apprenticeship program can strengthen the competence of prospective teachers which consists of 1) Pedagogic Competence, 2) Professional Competence, 3) Social Competence, and 4) Personality Competence. This type of research is qualitative research, with a phenomenological approach. Data collection techniques using interviews, observation, and documentation. The data analysis technique used interactive analysis. The results showed that the improvement of student competence through the internship program covered the following aspects: pedagogic competence, professional competence, social competence, and social personality competence had reached professional standards and served as role models for prospective teachers. Internship 2 students already have a concept in preparing the Learning Process Plan (RPP), which consists of knowledge of making teaching plans, teaching implementation, to teaching evaluation, and even facilities and infrastructure, as well as student administration. Students also gain personality competencies in the form of soft skills including communication skills, adaptability skills in work, skills in managing teamwork, social skills, and thoroughness in work. These competencies can be internalized within students as academics supported by several supporting courses.

2.2 Effectiveness

The word effective comes from English, namely effective which means successful or something that is done successfully. Popular scientific dictionaries define effectiveness as the appropriateness of use, use or support for a purpose. According to Pasolong (2007), effectiveness basically comes from the word "effect" and this term is used as a causal relationship. According to Kurniawan (2008), effectiveness can be viewed as a cause of other variables. Effectiveness means that the previously planned goals can be achieved or in other words the goals are achieved because of the activity process. According to Kurniawan (2008), effectiveness is the ability to carry out tasks, functions (operations, program activities or missions) rather than an organization or the like in which there is no pressure or tension between its implementations. Meanwhile, Effendy (2003) states that effectiveness is communication in which the process of achieving the planned goals is in accordance with the budgeted costs, the time set, and the number of personnel specified. Based on the above opinion, effectiveness is a communication that goes through a certain process, in a measurable way, namely the achievement of predetermined goals or objectives. With a budgeted cost, a set time, and a predetermined number of people. If these provisions run smoothly, then the planned goals will be achieved as desired.

Measuring organizational effectiveness is not a very simple matter, because effectiveness can be studied from various perspectives and depends on who is assessing and interpreting it. When viewed from the point of view of productivity, a production manager provides an understanding that effectiveness means the quality and quantity (output) of goods and services. The level of effectiveness can also be measured by comparing the plans that have been determined with the actual results that have been realized. However, if the effort or the results of the work and actions taken are not appropriate so that the goals are not achieved or the expected goals, then it is said to be ineffective. The criteria or measures regarding the achievement of effective goals or not, as stated by Siagian (1978), are:
1. Clarity of the goals to be achieved, so that in its implementation it can achieve organizational goals and targeted goals.

2. Clarity of strategy to achieve goals, in making various efforts to achieve the specified goals so as not to get lost in achieving organizational goals.

3. A solid policy analysis and formulation process, related to the objectives to be achieved and the established strategy, means that the policy must be able to bridge the objectives with the efforts to implement operational activities.

4. Careful planning, proper programming of a good plan still needs to be spelled out in proper implementation programs because if not, the implementers will lack guidelines for action and work.

5. Availability of work facilities and infrastructure. Indicators of organizational effectiveness are the ability to work productively.

6. Effective and efficient implementation, however good a program is, if it is not implemented effectively and efficiently, the organization will not achieve its goals; and

7. An educational system of supervision and control considering human nature is not perfect, the effectiveness of the organization requires a system of supervision and control.

According to Lubis et al., (1987), mentions 3 (three) main approaches in measuring organizational effectiveness, namely:

1. The resource approach, which measures the effectiveness of the input, the approach prioritizes the success of the organization to obtain resources, both physical and non-physical in accordance with the needs of the organization.

2. The process approach is to see the extent to which the effectiveness of program implementation from all internal process activities or organizational mechanisms; and

3. Approach targets (goals approach) where the focus of attention on the output measures the success of the organization to achieve the results (outputs) in accordance with the plan.

2.3 Internship Program

The practical work program (apprenticeship) according to Suharyanti (2015) is a learning activity in the field that aims to introduce and grow students' abilities in the real world of work. Meanwhile, according to Sumardiono (2014) internship is a learning process from an expert through activities in the real world. Lianasari, et al., (2014) stated that apprenticeship is a learning technique that involves individual observation on work and determining feedback to improve performance or correct errors.

In essence, the internship program is a learning activity carried out to gain experience in contributing and working in real life. Thus, it is hoped that every student will be able to follow and understand the work activities carried out in the business world so that the student gets something good and useful for himself and is able to show his maximum performance. In addition, it can form the mental motivation of students as workers who are ready to work and able to be independent and have the spirit of hardworking, honest, responsible, and tenacious at work (Suharyanti, 2015).

According to Mondy (2008), Internship is a special form of recruitment that involves placing students/students on temporary jobs without any obligation for the company/institution to employ the student/student on a permanent basis or the obligation to give the apprentice a permanent position in the company/institution after the person concerned. Graduated. According to Hidajat (2006), internship is the activity of someone who works while learning a certain skill.

According to Daryanto (2009), internships or field work practices are a form of providing professional skills education that combines educational programs in schools and skills mastery programs obtained through direct work activities in the world of work (on the job training) in a directed manner to achieve a certain level. certain professional skills. From some of the opinions above, it can be concluded that the internship program is a learning activity as well as training for students to be able to understand in theory and practice certain skills acquired through work activities directly in the world of work as a form of work experience for students participating in the internship program.

In implementing the internship program or field work practice, students participating in the internship program must find out, examine, learn, and understand the skills that must be mastered based on the types of work to be carried out in the world of work. Basically, during the implementation of the internship program (PKL), students participating in the internship program have worked directly in the real field of work, so that students actually have the abilities they have acquired through work experience.

Internships or field work practices are training modalities that are held in the field, aiming to provide the skills needed in certain jobs in accordance with the curriculum and the demands of abilities for workers. In the implementation of the internship program or field work practice, students

are required to learn actively as an employee, working according to the work program that has been approved to gain and improve skills in accordance with the expected goals. According to Daryanto (2009), the general objectives of implementing on the job training are as follows:

1. Students are able to adapt to the real work environment.
2. Students have a standard level of competence as required by the world of work.
3. Students become workers with quality, economic, business, entrepreneurial, and productive perspectives.
4. Students can rationally absorb technology and work culture for the benefit of their own development.

Based on the above formulation, basically training in the world of work through an internship program aims to provide work experience for students so that students can master standardized productive skills competencies, internalize attitudes, values and culture of institutions that are oriented to quality standards on quality standards, economic values and spirit. entrepreneurship and form a critical, productive, and competitive work ethic.

2.4 Student Competence

According to Ismail, et al., (2018) as students who will enter the industrial world must meet at least 3 competencies, namely:

1. Professional Competence.
2. Personality Competence.
3. Social Competence.

Student competence is evidenced by the existence of a certificate, which is always referred to in the university environment as a student competency certification program. The Ministry of Education and Culture (Kemendikbud) through the Directorate General of Vocational Higher Education (Dikti) launched a competency and professional certification program for vocational students. The certification process itself is the activity of a professional certification body in determining that a person meets the certification requirements, which include registration, assessment, certification decisions, certification maintenance, re-certification, and the use of certificates and logos or marks. There is a certification program that is included in the competency certification and there is a professional certification. Competency certification is the process of providing competency certificates that are carried out systematically and objectively through competency tests that refer to work competency

standards, both national and international. Meanwhile, professional certification is a work certification required to obtain or improve certain competencies. Professional certification is carried out for special competencies or expertise

2.5 Industry

The definition of industry is very broad, which involves all human activities in the economic field that are productive and commercial in nature. Because it is a broad economic activity, the number and types of industries are different for each country or region. The more advanced the level of industrial development in a country or region, the greater the number and types of industries, and the more complex the nature of their activities. The term industrialization economically is also interpreted as a collection of similar companies where the word industry is combined with words that describe the type of industry. The rest are, for example, the pharmaceutical industry, the garment industry, the woodworking industry, and so on.

Industry is all companies or businesses that carry out activities to change basic materials or goods of less value into goods of higher value. Included in this sector are companies that carry out industrial services and assembly activities of an industry. According to Kartasapoetra (1987), Industry is an economic activity that processes raw materials, raw materials, semi-finished goods or finished goods into high-value goods. Another definition states that the industry is as a means to produce finished goods through the cultivation process in large quantities so that these goods can be obtained at the lowest possible price but with the highest possible quality (Sade, 1997). According to Abdurachmat and Maryani (1998) Industry is one of the important human economic activities. It produces various necessities of human life from food, drink, clothing, and household equipment to housing and other necessities of life.

Industry is all forms of economic activity that manages raw materials and or utilizes industrial resources, so as to produce goods that have higher added value or benefits, including industrial services. So, it can be concluded that the definition of industry is a business or activity of managing raw materials or semi-finished goods into finished goods that have added value in order to gain profits.

The objectives of industrial development in Indonesia are as follows:
a. Create and expand employment opportunities.

b. Strengthening the structure of the national economy.
c. Provide and increase job opportunities and business opportunities.
d. Reducing dependence on imported goods.
e. Generate and save foreign exchange.
f. Meet the needs of the community for industrial products, both food, clothing and building materials.

3 METHOD OF RESEARCH

This research is descriptive research. This research will produce conclusions as a source of input for Polbeng leaders to the Head of Study Programs and KP Coordinators in producing an effective KP Program.
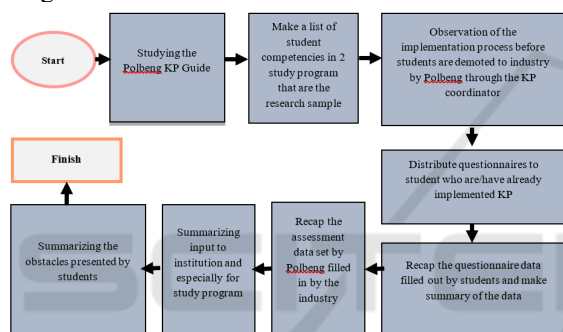
4 RESEARCH AND DISCUSSION RESULTS

4.1 Respondent's Identity

This research was conducted with a sample of 217 students of Polbeng in 2020 and 2021. The following is the number of respondents based on the majors in Polbeng:

Table 2. Numbers of Research Sample.

No.	Study Program	T.A 2019/2020	T.A 2020/2021
1.	International Business Administration	56	56
2.	Public Financial Accounting	52	53
	Total	**108**	**109**

Source: Processed Data

Based on table 2 above, the largest number of questionnaires came from the International Business Administration Study Program at 51.6% and from the Public Financial Accounting Study Program at 48.4%. The distribution of questionnaires was determined based on the number of students active in 2020 and 2021. Whereas respondents based on gender, presented in Table 3 below:

Table 3: Respondent by Gender.

No.	Gender	Number	Persentase
1.	Female	176	81.1%
2.	Male	41	18.9%
	Total	**217**	**100%**

Source: Processed Data

Based on table 3 above, the largest number of questionnaires were taken from female students at 81.1% and male students at 18.9%. The number of respondents between male and female is not balanced because the number of students at Polbeng which is a vocational college from Business Administration Department dominated by female students.

4.2 Result and Analysis

The research results will be explained one by one based on the research objectives as follows:

4.2.1 How to Polbeng Carries Out Student Internship Activities to Industry

Job Training (KP) is a series of activities that include understanding the theory/concept of science that is applied to work according to the competencies of the study program. KP can add to the discourse, knowledge, and skills of students, and be able to solve scientific problems in accordance with the theories they get in college.

KP is implemented so that students can understand and apply well about the field of science being studied. In addition, so that students can know the profession and work atmosphere in accordance with their study program.

KP activities have the following objectives:
1. Provide opportunities for students to apply scientific theories/concepts according to their study programs that have been studied in college at an organization/company.
2. Provide opportunities for students to gain practical experience in accordance with the knowledge and skills of their study program.

3. Provide opportunities for students to analyze, examine theories/concepts with the reality of applying knowledge and skills in an organization/company.
4. Testing the ability of Bengkalis Polytechnic students (according to the related study program) in knowledge, skills and abilities in the application of knowledge and student attitudes/behaviors at work.
5. Get feedback from the business world regarding student abilities and the needs of the business world for curriculum development and learning processes for Bengkalis Polytechnic (according to the related study program)

KP Student Requirements are as follows:
1. Active students who are registered as Bengkalis State Polytechnic students
2. Not suffering from a dangerous disease by attaching a doctor's certificate
3. Minimum GPA (>2.00)
4. Upgrading to semester VIII (Pass).

The duties and responsibilities of the Bengkalis State Polytechnic KP are as follows:
1. Director
   a. Provide technical direction and guidance on the implementation of KP to all parties through the Deputy Director for Academic Affairs.
   b. Authorize and sign all outgoing letters to companies/agencies through the Deputy Director for Academic Affairs.
   c. Giving Orientation to KP students before leaving.
   d. Determine and appoint a KP Coordinator at the Polytechnic level.

2. Head of Study Program
   a. Determine the study program KP Coordinator.
   b. Monitoring the implementation of KP together with the KP coordinator.
   c. Validate student KP reports.

3. Coordinator of KP study program
   a. Selecting students to be registered as KP participants.
   b. Accepting KP student registration.
   c. Collect data and determine the company/agency where the KP will be implemented together with the coordinator at the Polytechnic level.
   d. Appoint supervising lecturers.

   e. Coordinate the implementation of the trial and assessment of KP.
   f. Make LPJ (responsibility report) after the implementation of KP.
4. Advisory Lecturer
   a. Provide direction and instructions for the implementation of KP to students he guides before students leave for companies/agencies.
   b. Assist in solving technical problems during the implementation of the KP.
   c. Guiding students in writing KP reports.
   d. Evaluating and grading the KP students he mentors.
5. Company Supervisor (supervisor)
   a. Develop KP activity programs in companies/agencies.
   b. Implementation of KP activities in companies/agencies.
   c. Writing KP reports and evaluating the progress achieved by students during KP implementation.

To do the KP students must follow the specified procedure as follows:
1) Wadir I held a meeting with Study Program Chairman and KP coordinator at the Polytechnic level to determine the KP schedule;
2) The Head of Study Program determines and appoints a coordinator at the Study Program level.
3) Coordinator of KP study program announces schedule of KP implementation and supervisor.
4) The study program coordinator informs the company where the KP can and has been visited by students before.
5) Students register and attach a proposal to take part in the KP at the study program coordinator by filling out the KP Form that has been approved by the Head. Study Program and attach all proof of requirements.
6) Coordinator of study program recapitulates KP participants and submits it to the coordinator of the Polytechnic level collectively.
7) The KP application letter is given only one letter if after there is a rejection reply from one of the organizations/companies, the student can submit a 2 (second) cover letter to other organizations/ companies signed by the Academic Representative.
8) Coordinator of Study Program and Polytechnic level together with students monitor the follow-up to the KP application letter to the company.

9) If the application has been received, the KP coordinator at the Polytechnic level and or the director's secretary makes a cover letter to the company for students who carry out the KP and the letter is brought with the student's departure to carry out the KP and attaches a company/institution assessment form and a daily activity record form.

4.2.2 Competencies Provided by Polbeng before Student Carry out Practical Work to Industry

International Business Administration Study Program students have competence in the fields of export, import and business administration. Students of the Public Financial Accounting Study Program also have public sector accounting competencies, both BUMN, BUMD, and other public organizations. In addition to having the special competencies above, each student in each study program is equipped with supporting competencies in the form of Professional Ethics and Anti-Corruption Education.

4.2.3 The Effectiveness of Student Practical Work Program in Industry for Improving the Competence of Polbeng Student

KP in the Department of Commercial Administration in 2020 and 2021 is carried out for one semester (4 months). In the future, based on the latest curriculum draft, students will carry out KP for 2 semesters. The following is a list of companies where students of the Department of Commerce carry out KP:

Table 4: Companies of KP.

No.	Company Type	Number of Students	%
1.	Private Companies	39	17.9%
2.	BUMN/BUMD Companies	22	10.1%
3.	Government Agencies	128	60.0%
4.	Other	28	13.0%
	Total	**217**	**100%**

Source: Processed Data

Based on the data in the table above, the highest percentage of the type of company where the implementation of KP is for students of the Department of Business Administration is Government Agencies, which is 60%. The target that is expected by the Department of Commerce is that students can carry out KP in the industrial world for the private company type, which is greater than 75%, while the remaining 25% is for other types of companies. This proves that the expected target has not been achieved considering that there are many obstacles in the implementation of KP in the Department of Commerce Administration.

4.2.4 The Obstacles Experienced by Students While Carrying Out Practical Work in The Industry

Based on the questionnaire distributed to students, there are several obstacles in the implementation of KP which are divided into obstacles in the process of submitting KP to the company and obstacles in the process of implementing KP in the company. The obstacles in the application process to the company are expected to be summarized as follows:
1. Bengkalis State Polytechnic is an archipelagic area with very few private industries but is a government area so that KP is mostly implemented in government agencies.
2. The mindset of some students' parents who are worried about their children to carry out KP in other cities that are far from their supervision.
3. There are several private companies and campuses that have mismatched KP student admission schedules.

The obstacles that students experience while carrying out KP in the company are as follows:
1. There is still a lack of trust from the company to hand over work to students.
2. There is no match between the student's scientific field and work placement in the company.
3. There are several financial applications used in companies that are not studied on campus.

4.2.5 An Assessment from The Industry of Polbeng Students Who Carry Out Practical Work in Their Company

Based on the Assessment Form submitted to each KP supervisor in the company, the following data were obtained:

Table 5.

No.	Assesment Indicator	Ket	Score					Total
			Special	Very Well	Good	Pretty Good	Enough	
1.	Discipline	Number of Students	18	105	56	34	4	217
		Persentase	8.3%	48.4%	25.8%	15.7%	1.8%	100%
2.	Responsibility	Number of Students	15	96	73	26	7	217
		Persentase	6.9%	44.2%	33.6%	11.9%	3.4%	100%
3.	Adjustment	Number of Students	12	86	92	27	0	217
		Persentase	5.5%	39.6%	42.4%	12.5%	0%	100%
4.	Work Result	Number of Students	14	112	75	14	2	217
		Persentase	6.4%	51.6%	34.6%	6.5%	0.9%	100%
5.	Attitude	Number of Students	20	81	86	30	0	217
		Persentase	9.2%	37.4%	39.6%	13.8%	0%	100%

Based on the table above, the highest percentage is the result of Work in the Very Good category. This explains that students who carry out KP are judged by the company to be able to work well.

5 CONCLUSIONS

Based on the results of the research that has been done, there are several things that are the main notes in the implementation of the KP that has been carried out at Polbeng to continue to be improved in the future, namely increasing collaboration with private industry to be able to adjust the student KP schedule between campus and industry. In addition, the obstacles experienced by students both in the process of submitting the KP to the company as well as the obstacles during implementing the KP must continue to be discussed with the Study Programs and Departments so that the main indicators in the Polbeng Strategic Plan are achieved.

ACKNOWLEDGEMENTS

REFERENCES

Abdurachmat, I dan Maryani, E. (1998). Geografi ekonomi (diktat kuliah). Bandung: jurusan pendidikan geografi FPIPS IKIP Bandung.

Daryanto. (2009). Panduan Proses Pembelajaran Kreatif & Inovatif teori & Praktek Pengembangan Dalam Profesionalisme Bagi Guru. Jakarta: CV. AV Publisher.

Effendy, Onong Uchjana. (2003). Ilmu, teori dan filsafat komunikasi. Bandung: Citra Aditya Bakti.

Furhan. (2011). Pengertian Soft Skill dan Hard Skill. Diperoleh 25 Maret 2012 dari http:///D:/SOFT SKILL/hardskill-dan-soft-skill.html

Hidajat, M.S. (2006). Kamus Hubungan Industrial & Manajemen Sumber Daya Manusia. Jakarta: PT. Dunia Pustaka Jaya.

Ismail, I., Hasan, H., & Musdalifah, M. (2018). Pengembangan Kompetensi Mahasiswa Melalui Efektivitas Program Magang Kependidikan. Edumaspul: Jurnal Pendidikan, 2(1), 124-132. https://doi.org/10.33487/edumaspul.v2i1.48

Kartasapoetra,G. 1987. Pembentukan perusahaan industri. Jakarta: Bina Aksara

Kurniawan, Agung (2008). Transformasi Pelayanan Publik. Yogyakarta: Pembaruan.

Lianasari, Bety, Tri Murwaningsih, dan Susantiningrum. (2014). Studi Kepuasan Pengguna Magang Mahasiswa Pendidikan Ekonomi BKK Pendidikan Administrasi Perkantoran. Diakses melalui situs internet http://jurnal.pnj.ac.id/.

Lubis, S.M. Hari, dan Huseini, Martani. (1987). Teori Organisasi: Suatu Pendekatan Makro. Jakarta: Pusat Antar Universitas Ilmu-Ilmu Sosial.

Mondy, Wayne. (2008). Manajemen Sumber Daya Manusia Jilid 2. Jakarta: Erlangga.

Nugroho, Djoko Hari. (2009). Integrasi Soft Skills pada Kurikulum Prodi Elektronika Instrumentasi-STTN untuk Persiapan SDM PLTN. Yogyakarta: Seminar V SDM Teknologi Nuklir. Diakses dari http://jurnal.sttn-batan.ac.id/wpcontent/uploads/2010/03/A-14_ok.pdf. Diakses pada tanggal 3 Agustus 2019

Pasolong, Harban. (2007). Teori Administrasi Publik, Alfabeta, Bandung

Sade, Made Astuti. (1997). Pemidanaan Terhadap Anak Sebagai Pelaku Tindak Pidana, IKIP Malang, Malang.

Siagian, S.P. (1978). Manajemen, Yogyakarta: Liberty.

Suharyanti, Candra. (2015). Pengaruh Proses Pembelajaran dan Program Kerja Praktek Terhadap Pengembangan Soft Skills Mahasiswa. Jurnal Informasi dan Komunikasi Administrasi Perkantoran.

Sumardiono. (2014). Apa Itu Homeschooling. Jakarta: PT. Gramedia.