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INDUSTRIAL INTERNSHIP EVALUATION MODEL BASED ON DIGITAL ASSESMENT

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Abstract

This study aims to develop a Digital Assessment-based Industrial Internship Evaluation Model for Freedom to Learn (Merdeka Belajar dan Kampus Merdeka; MBKM) in government institutions. In implementing Industrial Internships to assess student performance in government institutions, there currently needs to be an evaluation model to assess student work competencies following Standard Operating Procedures because MBKM is a new program implemented in higher education. This research uses a descriptive qualitative method with a limited trial location in the Bandung City Government Agency. Data collection involved industrial work practice practitioners, external supervisors, and a team of experts from government institutions. The results showed that the MBKM Evaluation Model is recommended for implementing Industrial Work Practices in Government Agencies. Applying the MBKM Digital Assessment Model makes assessing practitioner performance objectively and accurately easy, practical, efficient, and satisfying for industry practitioners as assessors. This research contributes to developing a digital assessment-based MBKM Evaluation Model that can be used in implementing Industrial Work Practices in Government Institutions, increasing objectivity, accuracy, and efficiency in assessing student performance and providing benefits to all parties involved in implementing Industrial Work Practices.

Keywords: Digital assessment, Industrial, Internship, Merdeka, Performance.

1. Introduction

Universitas Pendidikan Indonesia, as one of the best universities in education in Indonesia, prepares educators to provide education and train students in academic and professional fields [1]. To remain competitive and globally competitive, universities must design innovative curricula. Indonesia's efforts include the 'Freedom to Learn' policy, a part of the 'Merdeka Belajar Kampus Merdeka' (MBKM) program, promoting autonomous and flexible learning. This policy allows students to have more control over their learning process, enabling them to explore their interests and develop their skills in a more personalized manner.

MBKM policy by the Ministry of Education, Culture, and Research and Technology promotes active student learning [2-5]. The Freedom to Learn program, implemented by universities, faculties, study programs, students, and partners, aims to address graduate production challenges in science, technology, business, and societal dynamics [3]. One of the MBKM programs that must be taken by students of the Family Welfare Education study program is an industrial internship oriented towards a direct learning process to provide work experience following the student's field of expertise and specialization. Safitri et al. [6] suggest that industrial internships provide students with practical experience, hard and soft skills training, and specific skills for post-college employment. Learning activities in the industry enhance students' hard skills, such as problem-solving and analytical abilities, while preparing them for the workplace based on their field of expertise [7].

The MBKM Industrial Internship program, designed for students interested in Social Work and Family Science, aims to strengthen competencies in government and social institutions. It will be supported by academic services, ensuring learning experiences align with the Indonesian National Qualifications Framework, demonstrating workability and stakeholder recognition. Anwar et al. [8] emphasize the significance of industrial work experience in vocational education in on-the-job training as it equips graduates with industry-specific competencies.

Engaging with industry stakeholders, including employers and experts, is crucial for ensuring students' competencies align with industry needs and guiding the development of educational programs [9]. The education system must adapt to technological advancements, ensuring online learning and enabling students to develop professional skills for work. This will lead to advantages in business and industrial sectors, contributing to national development [10].

The Industrial Internships program in government institutions needs an evaluation model for student work competencies [11]. To improve the quality of higher education, an online digital assessment tool using computer-assisted applications is needed, which can store data for long periods and simplify the assessment process [12-16].

Effective design and implementation of digital assessment can improve the quality of higher education in the digital era [17]. Educators need technology tools to create assessment tools, manage limited access, and utilize ubiquitous learning tools in higher education for context-aware experiences and personalized learning [18]. Digital assessment models in government institutions can streamline evaluation processes, improve consistency, and save instructors time in industrial internship assessments [19].

This research study explores digital assessment, encompassing cognitive, motor, sociological, and emotional skills, as it offers an efficient evaluation process, immediate feedback, and reduced time and resources compared to traditional methods [20]. Digital assessments provide valuable data for study, enhance teaching practices, and impact student learning outcomes. Successful implementation requires instructional support, transparent guidelines, and alignment with expected outcomes [21]. Focus on this study to develop a digital assessment-based industrial internship evaluation model for freedom to learn or MBKM in government institutions.

This study was selected and became one of the attractive subjects (see Fig. 1). Detailed information for obtaining this data is explained elsewhere [22-25].

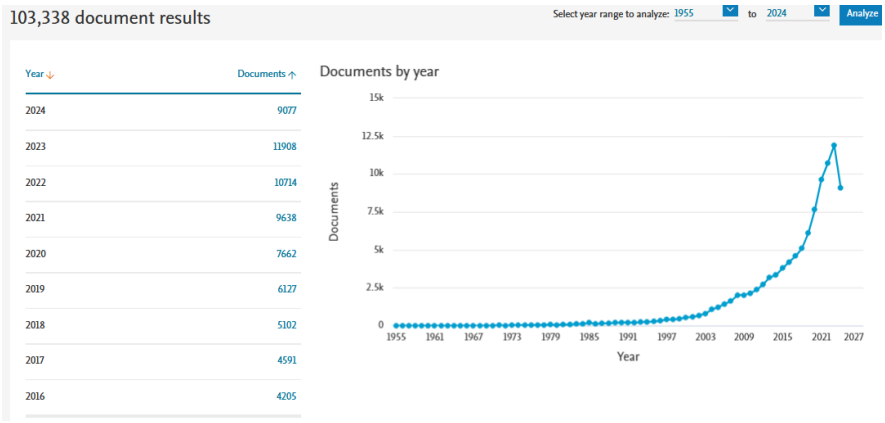

Fig. 1. Research trends in Scopus using keyword "digital assessment".

2. Method

This study utilized a descriptive method, using PUSPAGA and BKKBN Bandung as a trial site. Six participants, including external supervisors, eight students, and three Family Science and Social Work experts, participated in the Family Welfare Education Study Program. Data was collected through expert judgment, limited trials, and digital assessments. The procedure is illustrated in Fig. 2.

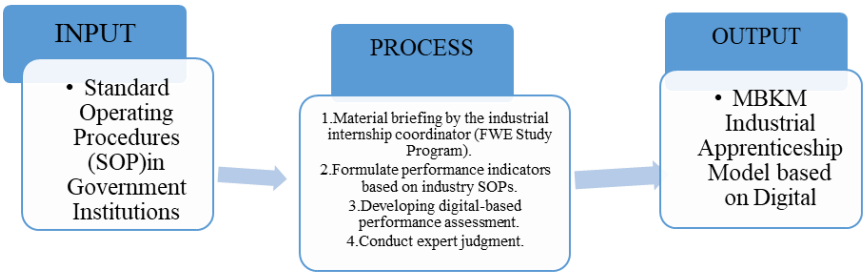

Fig. 2. Procedure for developing an evaluation model for MBKM industrial internships at government institutions.

The study used a validation format and questionnaire to evaluate the feasibility of a digital assessment model for Industrial Internship at PUSPAGA and BKKBN, focusing on practitioners' performance using web-based JotForm applications and developing competency indicators for hard, soft, and technical skills. The evaluation is in the form of a performance instrument with a score range of 1 to 5, with the final score referring to the final score category in the education guidelines at the University Pendidikan Indonesia with the following competency levels:

(i) A: Excellent with a score of 92-100, equivalent to 4.0 points.

(ii) A-: Almost Excellent, with a score of 86-91, equivalent to 3.7.

(iii) B+: Very Good 81-85 is equivalent to 3.4 points.

(iv) B: Good 76-80 equals 3.0 points.

(v) B- Fairly Good is equivalent to 2.7 points.

3. Results and Discussion

Digital assessment evaluates industrial internship performance in government institutions, focusing on hard, soft, and technical skills, as part of the Family Welfare Education study program. The indicators support the internship's objectives of building hard and soft skills and improving student competence [26].

Hard and soft skills are essential for success in the workplace, with hard skills enabling job tasks and soft skills for interaction and leadership. Technical skills master specific tasks and technology use [27]. Universities should provide industrial internships that balance hard and soft skills to enhance students' job market preparedness. The research findings are shown in Table 1.

Table 1. Industry practitioner validation results.

No.	Performance Indicators	Validation Result			Average
		V1	V2	V3	
	Hard skill				
1	Ability to create programs	1	1	1	1
2	IT savvy	1	1	1	1
3	Good command of the Indonesian language	1	1	1	1
4	Creative and innovative thinking	1	1	1	1
5	Administrative and management skills	1	1	1	1
	Soft Skill				
6	Ability to work with colleagues	1	1	1	1
7	Ability to communicate and interact with the community	1	1	1	1
8	Ability to solve problems	1	1	1	1
9	Adherence to the rules/discipline imposed	1	1	1	1
10	Compliance with institutional/industry leaders' instructions	1	1	1	1
11	Thoroughness in completing work according to work procedures	1	1	1	1
12	Timeliness in completing work	1	1	1	1
13	Seriousness during the Industrial Internship	1	1	1	1
14	Active and initiative at work	1	1	1	1
15	Concentration on doing work	1	1	1	1

Table 1 (continue). Industry practitioner validation results.

No.	Performance Indicators	Validation Result V1	V2	V3	Average
	Technical skill				
16	Ability to provide services to the community	1	1	1	1
17	Ability to handle individual and group cases	1	1	1	1
18	Ability to provide training and counselling to the community	1	1	1	1
19	Ability to complete work according to work Procedures	1	1	1	1
20	Ability to complete work according to work procedures	1	1	1	1
	Total	20	20	20	**20**
Description 1= Agree, 0= disagree		**Percentage Description**			**100 % Very feasible**

The results of expert judgment are carried out to test the feasibility of MBKM Industrial Apprenticeship work competencies based on Digital Assessment by experts from government institutions with the competence of Family Science and Social Work. Validators from PUSPAGA approved performance assessment indicators and recommended enhancing hard and local language skills to improve communication between clients and instructors. Table 1 shows validated data from experts on the digital assessment model for Industrial Practice on the Job Performance of Social Workers, indicating feasible achievements in meeting work competencies, including hard, soft, and technical skills, through industrial internships [28].

The program aims to develop soft skills and hard skills. Hard skills involve technical skills for specific jobs, while soft skills are personal attributes for effective and competent interpersonal interactions in industry, creativity, critical thinking, collaboration, and communication [29]. Third validators found the digital assessment design accessible, efficient, and beneficial for performance appraisal at PUSPAGA and BKKBN, meeting industry standards and making it feasible for government institutions. Performance indicators that practitioners must master are following competency demands in the world of work as comprehensive work instructions, thus providing work experience to students in the industry [30].

The MBKM Industrial Internship Evaluation Model, developed using a digital assessment tool, uses a rating scale (1-5) to assess students' performance in implementing Industrial Internships at PUSPAGA and BKKBN, ensuring they meet industry competencies [31]. Industrial internships offered to students in vocational education should provide opportunities to actualize all their potential into professional abilities that are applied when working because vocational education aims to prepare graduates who are excellent and can work in industry [32]. Digital assessment in industrial internships requires standard instruments for validity and reliability. Digital assessment can offer students convenient access to performance progress feedback, making it a practical online alternative assessment tool [33]. Limited trials on Industrial Internships at PUSPAGA and BKKBN showed all practitioners are competent, with a final grade of A based on Universitas

Pendidikan Indonesia standards. Finally, this study adds new information as reported elsewhere [34].

4. Conclusion

FlipViewer is a popular tool for creating digital flipbooks, offering seamless page flipping and enhancing user experience. These interactive, visually appealing mediums are valuable in fields like education and marketing. They offer an immersive experience with multimedia elements, unlike traditional print materials. As technology advances and content consumption preferences grow, FlipViewer® and similar platforms will continue to innovate, rethinking traditional publishing models and embracing digital interactivity.

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