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CONTRIBUTION OF THE WORK INTEGRATED LEARNING (WIL) LEARNING PROGRAM TO THE FINAL RESULTS OF INDUSTRIAL WORK PRACTICE AT TARAKANITA SCHOOL OF COMMUNICATION AND SECRETARIAL STUDIES

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Abstrak

Program pembelajaran Work Integrated Learning (WIL) merupakan mata kuliah syarat untuk membekali mahasiswa sebelum mengikuti program praktik kerja industri. Permasalahan dalam penelitian ini adalah apakah nilai WIL memiliki kontribusi terhadap nilai akhir Praktik Kerja Industri (Prakerin). Penelitian ini bertujuan untuk mendeskripsikan dan menganalisis seberapa besar hubungan dan pengaruh nilai mata kuliah WIL terhadap nilai akhir Prakerin. Metode penelitian secara kuantitatif dengan menggunakan data sekunder. Populasi penelitian adalah sejumlah 167 mahasiswa Program Studi Diploma Tiga Sekretari Sekolah Tinggi Ilmu Komunikasi dan Sekretari Tarakanita dengan sampel sejumlah 118. Teknik pengumpulan data pada penelitian ini melalui dokumentasi yaitu berupa nilai akhir mata kuliah WIL dan hasil akhir Prakerin. Teknik analisis data menggunakan analisis deskriptif dan regresi liniear sederhana. Nilai rata-rata untuk WIL adalah 81,83 dan nilai akhir Prakerin adalah 84,70. Hasil penelitian menunjukkan bahwa nilai WIL berpengaruh secara signifikan terhadap nilai akhir Prakerin. Variabel nilai WIL memberikan kontribusi 11,6% terhadap nilai akhir Prakerin. Nilai WIL memiliki korelasi sedang terhadap nilai akhir Prakerin.

Kata Kunci: Work Integrated Learning, Praktik Kerja Industri

Abstract

The Work Integrated Learning (WIL) learning program is a prerequisite course to equip students before joining the apprenticeship program. The problem in this study is whether the WIL score has a contribution to the final apprenticeship score. This study aims to describe and analyze how big the relationship and influence of WIL course grades on the apprenticeship grade. Quantitative research method using secondary data. The research population was 167 students with a sample of 118. The data collection technique in this study was through documentation, namely in the form of final grades for WIL courses and final results of apprenticeship. The data analysis technique used descriptive analysis and simple linear regression. The average score for WIL is 81.83 and the final apprenticeship score is 84.70. The results showed that the WIL value had a significant effect on the final score. The WIL value variable contributed 11,6% to the final apprenticeship score. The WIL score has a moderate correlation with the final apprenticeship score.

Keywords: *Work Integrated Learning, Industrial Work Practice*

A. INTRODUCTION

1. Background

Improving the quality of education is a need of a nation that wants to progress, because quality education can support development in all fields. Therefore, education needs to receive great attention so as not to lag behind in the field of Science and Technology which is absolutely necessary to accelerate development.

The development of science, technology, and information has had an impact on changes in all fields. To deal with these changes, universities must improve quality through curriculum improvement strategies, quality learning, management with professional, adaptive and responsive management in order to produce quality graduates who have noble morals, creative, innovative, nationalistic, intelligent, healthy, disciplined, responsible, skilled and mastering science and technology (science and technology).

On a practical level, the Indonesian nation is also inseparable from competition between nations on the one hand and partnerships with other nations on the other. Therefore, to increase the competitiveness of the nation and the power of partners of the Indonesian nation in the era of globalization, higher education is needed that is able to realize the dharma of education, namely producing intellectuals, scientists and/or professionals who are cultured, creative, tolerant, democratic, and have a strong character, and dare to defend the truth for the benefit of the nation and humanity.

The strategy of increasing quality graduates in higher education must pay attention to all elements of the learning system, which include: (1) students who are educated; (2) lecturers as educators and teachers; (3) facilities and infrastructure (4) university management; (5) learning process; and (6) quality assurance system. To realize sustainable improvement of the quality of higher education, good will and strong commitment from all elements of the leadership of educational institutions are needed to provide satisfaction for their customers. Improving the quality of education in higher education is an urgent urgency to be improved immediately.

Based on Law Number 20 of 2003 concerning the National Education System, education programs in higher education include academic education (bachelor's, master's, and doctoral), professional/specialist education and vocational education (diploma) (Undang-Undang RI Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, 2003). However, there are still many people who do not know the difference between the three, especially vocational

and academic paths. Academic education is a higher education system that is directed at the mastery and development of certain science, technology, and art disciplines. Academic Education includes bachelor's (S1), master's or master's (S2) and doctoral (S3) education programs. Professional education is a higher education system after an undergraduate education program that prepares students to master special skills. Graduates of professional education get a professional degree. Meanwhile, vocational education is a higher education system that is directed at mastering certain applied skills. Vocational education includes diploma I (D1), diploma II (D2), diploma III (D3) and diploma IV (D4) education programs. (UU No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, 2003)

Vocational higher education takes a role in producing competent graduates with qualifications that match the challenges faced by the Indonesian nation. Vocational higher education is able to accurately identify the needs in its environment and prepare a learning process that ensures that its graduates can answer these challenges.

Graduates of vocational higher education at universities/academies and polytechnics should be encouraged not only to be able to "work", because this role has now been taken over by Community Academies. The orientation of the profile of vocational higher education graduates needs to be revised and perfected by including the posture of a "job creator" who is "aware" and "understands" the advantages of his region. Graduates of vocational higher education are not only required to be able to work competently but must also be able to act as "agents of sovereignty fighters" who have entrepreneurial abilities. At the vocational higher education level, graduates must also become *"trend setters"* in answering various aspects of the nation's challenges.

Vocational education has characteristics or peculiarities and prioritizes applying practical aspects that are supported by the right theory. This is to distinguish academic education which prioritizes theoretical achievement supported by practical aspects. The accuracy of the composition between practice and supporting theories is the key to the success of the implementation of the educational process in vocational higher education.

One of the *best practices* carried out by many universities to prepare their graduates is the existence of partnerships with the business world and industry, especially in internship programs. The terms internship, Field Work Practice, Practical Lecture, and Industrial Work Practice are often interpreted as the same as internships. Basically, the term describes the provision of opportunities for students to take part in job training in the business world or certain agencies. At least the purpose of the internship program is to improve work experience,

increase insights, improve quality, and build networks with graduate users. Furthermore, in this study the term used is Industrial Work Practices.

Likewise, students of the office administration/secretarial study program of STIKS Tarakanita organized an internship program (in this study called Prakerin) as the final requirement in the preparation of the final project. The main indicators used to measure students' ability to carry out Industrial Work Practice in various companies are carrying out secretarial duties, demonstrating professional behavior, and the ability to prepare final reports.

Students before participating in Industrial Work Practice are required to take the Work Integrated Learning (WIL) course (STIKS Tarakanita, 2020). WIL is a course that contains various subject matter to achieve Learning Outcomes or competencies required by students in carrying out office tasks in the workplace practice. The requirements to participate in the Industrial Work Practices program must pass the Work Integrated Learning (WIL) course. In this course, a review of the material will be given, namely Indonesian Commercial Correspondence, Keyboarding, Records Management, Incoming and Outgoing Mail, Executive Agendas, Petty Cash, Itinerary, Minutes, Business Writing, Managing Documents, and Data Base. The final assessment of this material is a graduation requirement to take part in the Industrial Work Practices program.

The learning process of WIL is different from learning in other courses. Learning is carried out by prioritizing practice or practicing intently to master the expected competencies. The model for measuring the final results of the course is also carried out such as a competency test conducted by a certification body. The final results or grades of this WIL course are expected to improve students' ability to carry out their tasks and practice work in the company. The study program and lecturers give great hope that through this WIL course will improve the ability of students to take part in the Industrial Work Practices program. There are even concerns that if the results of the WIL course are not good, it will have an impact on the achievement of the final results of Industrial Work Practices grades and even to get a job.

Several previous studies, such as those proposed by (Kolb & Kolb, 2017) through experiential learning theory, confirmed that experience-based learning can improve students' practical skills and understanding in dealing with real work situations. In addition, studies by (Billett & Choy, 2011) and (Smith & Worsfold, 2014) support that the integration of learning in higher education and the work environment through WIL programs has a positive impact on graduates' career readiness. However, in its implementation, not all students who participate in the WIL program show optimal internship results. Some students get high internship scores,

while others are still below standard, even though they have participated in a series of WIL activities. This phenomenon raises questions about how much the WIL program contributes to student internship results, which until now has not been widely explained through a quantitative data-based approach.

The problem formulations in this study are: 1) How is the description of the value of the student's Work Integrated Learning (WIL) learning program? 2) How is the description of the value of student internship results? 3) Is there a significant influence between the value of the Work Integrated Learning (WIL) learning program on the value of student internship results? Research Objectives: 1) To describe the value of students' Work Integrated Learning (WIL) program. 2) To describe the value of student internship results. 3) To analyze the effect of the value of the Work Integrated Learning (WIL) learning program on the value of student internship results.

Therefore, the purpose of this study is important to provide an empirical description of the relationship between the value of the Work Integrated Learning program and the results of student internships. The results of this study are expected to be the basis for evaluating and developing more effective vocational learning policies, as well as strengthening the synergy between the world of education and industry.

B. LITERATURE REVIEW

Internship are prospective employees (who have not been appointed on a permanent basis and have not received a salary or wage because they are considered to be still at the level of learning (https://kbbi.web.id/, n.d.). An internship is a program offered by an employer that provides work experience to potential employees. Internships are usually targeted at students, who work between one and four months at the company of their choice to gain work experience or practical research.

Every internship is different. Some interns work part-time, while others work full-time. Internships can last a week or a year. There are internships for high school, undergraduate, and graduate students. There are paid internships, unpaid internships, internships that provide course credit, and virtual internships. One of the most important indicators used to measure the expected level of competency achievement is the ability of students to carry out Industrial Work Practice in various companies which is reflected in the final results (scores) obtained.

In particular, the use of the term internship at STIKS Tarakanita is more popular under the name of Industrial Work Practice which is hereinafter referred to as Industrial Work Practice. Industrial Work Practice is a work practice activity for students of the diploma three (D-3) program of the STIKS Tarakanita Secretary Study Program in business organizations or state-owned enterprises which is carried out for three months.

Industrial Work Practice is a learning activity while working in the world of work that actively involves students in the process of activities in various fields of secretarial and administrative work. Through this Industrial Work Practice activity, students are expected to be able to compare and apply the academic knowledge that has been obtained; be able to understand non-academic and non-technical concepts in the real world of work, including; Superior-subordinate relationships, relationships between colleagues, *dead-lines*, uncertainty and inconsistency of specifications, field applications that sometimes do not conform to academic theories, and so on.

1. Graduate Competencies

   As a result of the development of the curriculum for the three-secretary diploma program, since 2016 the curriculum has been implemented referring to the Indonesian National Qualifications Framework (INQF) and the Indonesian National Competency Standards for Work (SKKNI). This curriculum is expected to answer the demands of the world of work because graduates are expected to have adequate competence to carry out their functions and roles. The 2016 curriculum is very different from the previous curriculum so it is called the 2016 Higher Education Curriculum (HEC). In the 2016 HEC, the profiles of diploma graduates of the three secretaries have been summarized as follows:

   a. *Administrative Assistant/Secretary*: Associate experts who are skilled in office administration and secretarial affairs supported by information technology, communication skills, and have a professional work attitude.
   b. *Public Relations Officer*: Associate experts who are skilled in the field of communication in building and fostering relationships with the public.
   c. *Customer Service Officer*: Associate experts who are skilled in serving customers excellently.
   d. *Office Supervisor*: Skilled Associate Experts supervise office and secretarial activities supported by information and communication technology capabilities

In order for graduates to be able to perform their roles in accordance with the profile above, a number of competencies or learning outcomes of the Secretary Study Program have been formulated which include aspects of skills, knowledge, and attitudes. The learning outcomes from these aspects consist of:

a. Skills

1) Able to make various types of business letters
2) Able to manage records in the form of *hardcopy* and *softcopy*
3) Able to manage domestic and foreign business trips;
4) Able to manage the leader's activity schedule;
5) Able to identify, plan, and provide various needs in organizing meetings;
6) Able to communicate orally and in writing using Indonesian, English, and Japanese/Chinese;
7) Able to speak in public in accordance with their duties, authorities, and responsibilities;
8) Able to provide the best service (excellent service);
9) Able to manage and make petty cash reports (*Petty Cash*);
10) Able to prepare activity/project reports;
11) Able to prepare presentation materials and present them in an attractive and quality manner;
12) Able to complete work by utilizing means of communication (telephone, facsimile, *email*, and the latest communication software);
13) Able to complete work by utilizing office equipment;
14) Able to complete work by utilizing computer application programs such as word processors, number processors, data processors, presentation material processors, desktop publishing, and digital archive processors;
15) Able to apply the principles of occupational safety and health (K3);
16) Able to supervise office activities;
17) Able to access, manage, and maintain data through the internet.

b. Knowledge

1) Mastering the theoretical concepts of administration and management in general;
2) Mastering the concepts, principles, and techniques of redcords management;
3) Mastering the concepts, principles, and techniques of correspondence;

4) Mastering the concepts, principles, and techniques of excellent service and *public speaking*;
5) Mastering the principles and techniques of communication both oral and written in Indonesian, English, and Japanese/Chinese;
6) Mastering the latest information technology concepts and techniques;
7) Master the general concepts of leadership, public relations, fundamentals of accounting and human resource management;
8) Mastering factual knowledge and methods of applying professional ethics;
9) Mastering the principles and complete operational knowledge of occupational safety and health standards (K3) in the office;
10) Mastering the theoretical concepts of business law and entrepreneurship;
11) Mastering theoretical concepts in the field of procedural knowledge and office operations;
12) Mastering the general concept of cultural characteristics, difficulties, and obstacles in cross-cultural communication;
13) Master the theoretical concepts of Banks, Financial Institutions, and International Management.

c. Attitude

1) Able to show religious attitudes;
2) Upholding human values based on religion, morals, and ethics;
3) Contributing to improving the quality of life in society, nation, state, and the progress of civilization based on Pancasila;
4) Proud and loving the homeland, having nationalism and a sense of responsibility to the country and nation;
5) Respecting the diversity of cultures, views, religions, and beliefs;
6) Able to work together, have social and environmental sensitivity;
7) Law-abiding and disciplined;
8) Internalize academic values, norms, and ethics;
9) Demonstrate a responsible attitude towards work in their field of expertise independently;
10) Internalizing the spirit of independence, struggle, and entrepreneurship;
11) Internalize the ethics of the professional administrative profession;

12) Have a commitment to fighting for life through expertise and mastery of knowledge;
13) Have a commitment as a brave and resilient person in facing life's challenges and be open to responding to the signs of the times;
14) Have a willingness to share life and build true brotherhood;
15) Have courage in fighting for truth and justice.

In accordance with the competencies or learning outcomes mentioned above, the learning outcomes (LO) are lowered in each course called Course Learning Outcomes (CLO). Through this CLO, every competency is expected to be achieved which is supported by various learning methods and other supporting facilities. Various indicators are used to see the extent of expected competency achievement, namely:

1) English language proficiency with a TOEIC score of 450.
2) Students take the MOS certification test
3) Cumulative Grade Point Average
4) The Value of Industrial Work Practice

One of the most important indicators used to measure the expected level of competency achievement is the ability of students to carry out Industrial Work Practices in various companies. PS Secretary through the Industrial Work Practice development unit monitors and evaluates work practice activities with the intention of preparing, monitoring, and evaluating students' abilities in carrying out work practices in the company.

2. *Work Integrated Learning (WIL)*

Work Integrated Learning (WIL) is the term given to educational activities that integrate the academic learning of a discipline with its practical application in the workplace. WIL has been recognised as an important way of developing transferable skills to facilitate the transition from university to the workplace. These include a better understanding of workplace culture, how to work well in teams, leadership and initiative, effective communication in the workplace, interpersonal skills and self-confidence (Https://www.murdoch.edu.au/, n.d.). Internship programmes are valuable opportunities for students to apply academic theories in real-life situations, gain relevant work experience and prepare for a professional career in their chosen industry (Pianda et al., 2024). Through

internships, students can develop practical skills, understand industry dynamics, and build professional networks that are important for their future (Sihombing, 2021). Meanwhile, according to (Smith et al., 2014), there are four main objectives for WIL, namely integration of knowledge and practice, development and refinement of practice, creation of new knowledge from reflection on experience, and entry into the world of work. WIL is a course as a requirement to participate in an internship program to ensure that students have minimal competencies with various skills. The skills provided in the WIL course are developed from the Indonesian National Competency Standards for Work (SKKNI) in the Professional Administrative Field in key functions, namely managing administration, carrying out office management, communicating, providing services, using information technology, managing finances, administering maintenance of facilities and infrastructure, and carrying out special administrative activities (Kemenaker No. 109 Tahun 2024 Tentang Penetapan Standar Kompetensi Kerja Nasional Indonesia (SKKNI) Bidang Administratif Profesional, 2024). Learning in WIL courses to achieve a number of competencies, namely:

a. Handling the receipt and delivery of letters/documents
b. Handle business travel
c. Manage the leader's activity schedule
d. Create meeting minutes
e. Writing a business letter in Indonesian Language
f. Create presentation materials
g. Producing documents (typing)
h. Managing petty cash
i. Create a Small Cash Report
j. Writing a business letter in English
k. Manage your records
l. Accessing information through the homepage
m. Operating software applications
n. Developing information data on computers (databases)
o. Conduct verbal communication with colleagues/customers (Guests)

At the end of the WIL learning process, a competency test was carried out on the 15 competency units and at the same time became a requirement to take part in the Industrial Work Practice activity.

3. Industrial Work Practices

Industrial Work Practice is a work practice activity for students of 3-year (Diploma 3) of the STIKS Tarakanita in business organizations or state-owned enterprises which is carried out for three months. The Industrial Work Practice activity is carried out in the final semester (semester 6) and at the same time is the final requirement to obtain the title of Associate Expert (A.Md.) Office Administration.

a. *Industrial Work Practice Objectives*

The objectives of the Industrial Work Practice activities are:

1) Providing opportunities for students to gain experience, knowledge, and practical skills as well as teamwork
2) Providing opportunities for students to actualize themselves in behaving professionally in the work environment
3) Obtaining input for improving the curriculum in accordance with employment needs
4) Fostering and enhancing cooperation between the institution and the business world and industry
5) Gain work experience before entering the world of work and obtain a work certificate (reference) from an agency

b. *Benefits of Industrial Work Practice*

Benefits of Industrial Work Practice for companies or organizations where Industrial Work Practice is placed:

1) Organizations/companies utilize educated personnel to help complete tasks related to secretarial or general administration.
2) Get an alternative to prospective employees/secretaries who have been known for their quality of knowledge, skills, and work ability.
3) Creating mutually beneficial cooperation with STIKS Tarakanita.
4) Obtaining input from the business world and industry in the development of the STIKS Tarakanita curriculum.
5) Industrial Work Practice as a means to compile the final project report.

c. ***Duties and Obligations of Industrial Work Practice Participants***

1) Carry out pre-curricular at the designated institution.
2) Carry out office work in general and secretarial work in particular.
3) Prepare a final project report for the implementation of the Industrial Work Practice.
4) Consultation with the material supervisor and field supervisor at least eight times.
5) Demonstrate professional behavior in the workplace.

d. Description of Duties of Industrial Work Practice Participants (Secretarial or Office Duties)

The tasks that must be done by the participants of the workshop in the company consist of (STIKS Tarakanita, 2020):

1) Perform secretarial/office duties to assist the secretary in serving the leadership.
2) Make letters in Indonesian and English.
3) Helps with files.
4) Make a schedule of leadership activities.
5) Handle incoming and outgoing papers (registering, scheduling, distributing letters, typing outgoing letters).
6) Helping to arrange the preparation of the leader's official trip (preparing travel documents, accommodation, leader's travel schedule).
7) Receiving and controlling the guests of the leadership.
8) Handle the phone for the leader.
9) Preparing for meetings or other meetings.
10) Make a meeting summary (minutes).
11) Prepare materials for the leader's presentation.
12) Assist the leadership in handling problems related to the administration of the leadership.
13) Assist the leadership in the preparation and typing of reports.

The above tasks can vary for each organization/company according to their respective conditions as long as they are still related to secretarial or administrative duties in general.

e. Industrial Work Practice Achievement Assessment

The assessment of Industrial Work Practice activities is carried out by the material supervisor and field supervisor. The material supervisor emphasizes the assessment of the material and structure of the final project report. The assessment of the material includes: attendance/activeness of consultation, accuracy of report submission, structure, and substance of the content of the report.

Industrial Work Practice participants in carrying out work practices are strongly supported by the mastery of knowledge, skills, and attitudes that have been obtained from STIKS Tarakanita. Industrial Work Practice participants must have competence in working as demanded by the world of work in general. The competence of Industrial Work Practice participants can be measured from 4 dimensions, namely efficiency, accuracy (time), accuracy (quality), and completeness (comprehensive/plenary).

In carrying out work practices, not only take advantage of the knowledge, skills, and attitudes that have been obtained from STIKS Tarakanita. Industrial Work Practice participants must be able to show a professional attitude in working as demanded by the world of work in general. The professional behavior of the Industrial Work Practice participants will be assessed by the field supervisor based on the performance shown while participating in the Industrial Work Practice.

The assessment assessment for Field Supervisors consists of 2 parts, namely:

1) Implementation of secretarial skills
2) Professional behavior

The assessment of secretarial skills consists of aspects:

a. *Quality of Work*
   The results of the work are acceptable without checks and repetitions and above average with checks and repetitions

b. *Quantity of Work*
   Complete basic tasks that require development and be able to do special tasks (additional)

c. Ability to work on time:
   Work on time, ready to work, and able to complete work with a high load

d. Ability to take responsibility:
   Able to do more than just expected tasks

e. Problem-solving skills:
   Able to overcome problems on their own initiative without the help of others

f. Ability to organize work:
   Able to plan and organize work well

g. Innovation and Creativity:
   Able to improve work methods, complete work creatively, and show innovation in work

h. Mastery of the job:
   Have knowledge of the work consisting of: procedures, rules, and instructions/company policies and know what the next tasks must be completed

Meanwhile, the assessment of aspects of professional behavior includes:

a. Cooperation
b. Initiative/Creativity
c. Communication
d. Responsibility
e. Appearance/Personality
f. Attendance/Discipline
g. Motivation
h. Professional abilities
i. Loyalty
j. Confidentiality/Trust

4. Relationship between WIL and Internship Program

Students who will take part in the internship program are required to take part *in Work Integrated Learning* lectures. In this course, students receive a review of materials

that are considered basic skills to perform secretarial duties at the internship site. The results of a report from (Smith, 2014) show that students can develop key employability skills from WIL placements. Regardless of individual commitments and standards set by employers (industry), general trends are positive with placements through WIL making a positive difference to student employability. A study conducted by (Jackson, 2013) provides strong support for the role of WIL in improving graduate employability. It documented improvements in the entire employability skills framework after the work placement period for 131 undergraduate Ustudents from various faculties at Australian Universities.

WIL integrates academic learning and real-world experience and utilizes self-reflection and industry feedback (Smith, 2012). There is significant attention to the benefits of WIL, suggesting that it increases students' confidence (Lowden et al., 2011), improves their non-technical skills (AWPA, 2013), and provides them with unique insights into behaviours and behaviours associated with a particular profession (Woodley & Beattie, 2011). WIL offers professional development for host organization staff through their mentoring of participating students (AWPA, 2013) and enables the industry to direct student learning and identify talents prior to graduation (Wilson, 2012). It presents a collaborative opportunity for students, educators, and industry to develop graduate job readiness, which is the responsibility of all of them (Jackson, 2013).

5. Research Hypothesis

   Alternative Hypothesis (H_1):

   The value of the Work Integrated Learning (WIL) learning program has a positive and significant effect on the value of students' internship results.

   Null Hypothesis (H_0):

   The value of the Work Integrated Learning (WIL) learning program does not have a significant effect on the value of students' internship results.

C. RESEARCH METHODOLOGY

The method used in this research is a quantitative method that aims to test hypotheses and measure relationships between variables. The population in this study were all Secretary

Study Program students in the 2018 academic year 2020/2021, totaling 167 people who participated in the wave 1 Industrial Work Practice program. Of the total population of 167, and the desired error rate of 5%, the number of samples used was 118 respondents. Data collection in this study is through secondary sources, namely in the form of the final grade of the WIL course and the final results (grades) of the wave 1 Industrial Work Practice participants for the even semester period 2020/2021.

The data used in this study is secondary data in the form of Work Integrated Learning (WIL) learning programme scores as the independent variable (X) and the value of student internship results as the dependent variable (Y). The data analysis technique used is descriptive analysis, which is used to describe the minimum, maximum, average and standard deviation values of the WIL learning programme variables and student work placement results. The aim is to determine the distribution of the data and the tendency of the values of the two variables. The Pearson correlation test was used to measure the degree of linear relationship between the value of the WIL learning programme (X) and the value of the student internship results (Y). While simple linear regression is used to measure how much influence the value of the WIL learning programme (X) has on the value of student internship results (Y).

D. RESULTS AND DISCUSSION

1. Normality Test

   The normality test was carried out to determine whether the distribution of the data to be analyzed was normal or not. The technique used to test the normality of the data is to use SPSS 22 using Kolmogorov-Smirnov. To test the normality of the data, the Kolmogorov-Smirnov test can be used with the condition that if the sig is > 0.05, the data is normally distributed. The results of the normality test in Table 1 using SPSS 22, the significance value (p) in the kolmogorov-smirnov test is Sig. = 0.200 (0.200 > 0.05), so that based on the kolomogorov-smirnov normality test, the data is normally distributed.

Table 1. One-Sample Kolmogorov-Smirnov Test

	Unstandardized Residual
N	118

Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	3.68661968
Most Extreme Differences	Absolute	.059
	Positive	.054
	Negative	-.059
Test Statistic		.059
Asymp. Sig. (2-tailed)		.200[c,d]

Source: SPSS Processed Products

2. Linearity Test

Based on Significance It is known that the output of the linearity test in Table 2 is 0.854 greater than 0.05, meaning that there is a significant linear relationship between the WIL value variable and the Industrial Work Practice final value variable.

Based on the F value, from the output above, it is known that the F value is calculated as 0.642 < F table 1.97 (F = 0.05). Because the F value is calculated < F table, it is concluded that there is a significant linear relationship between the WIL value variable and the Industrial Work Practice Final Value variable.

Table 2. NOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
NA Industrial Work Practice * Nilai WIL	Between Groups	(Combined)	1634.569	109	14.996	.729	.783
		Linearity	208.955	1	208.955	10.159	.013
		Deviation from Linearity	1425.614	108	13.200	.642	.854
	Within Groups		164.552	8	20.569		
	Total		1799.122	117			

Source: SPSS Processed Products

3. Descriptive Analysis

Descriptive analysis is used to obtain an overview of qualitative data characteristics. Based on Table 2. The minimum value of WIL was 69.74 and the maximum value was

90.37. While the minimum score of Industrial Work Practice's final result is 75.30 and the maximum score is 96.00. The mean value for WIL is 81.83 and the final value of Industrial Work Practice is 84.70.

The mean values and standard deviations in the WIL value variables are 81.8292 and 3.89362. A standard deviation value that is smaller than the mean indicates that the WIL Value variable is homogeneous. Meanwhile, the mean and standard deviation values in the NA Industrial Work Practice variables are 84.6958 and 3.92137. A standard deviation value smaller than the mean indicates that the NA Industrial Work Practice variable is homogeneous.

Table 3. Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Nilai WIL	118	69.74	90.37	9655.84	81.8292	.35844	3.89362
NA Industrial Work Practice	118	75.30	96.00	9994.10	84.6958	.36099	3.92137
Valid N (listwise)	118						

Source: SPSS Processed Products

4. Simple Regression Analysis

Regression equations are used to predict how high the value of the dependent variable will be when the value of the independent variable is manipulated (changed).

Table 4. Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	56.610	7.202		7.861	.000
	Nilai WIL	.343	.088	.341	3.904	.000

a. Dependent Variable: NA Industrial Work Practice

Source: SPSS Processed Products

The regression equation is as follows:

$Y' = a + bX$

Y' = 56,610 + 0,343X

These numbers can be interpreted as follows:

- A constant of 56.610 means that if the value of WIL (X) is 0, then the final result (value) of Industrial Work Practice (Y') is positive, which is 56.610.
- The regression coefficient of the price variable (X) is 0.343, meaning that if the WIL value increases by 1, then the final result (value) of Industrial Work Practice (Y') will increase by 0.343. The coefficient of positive value means that there is a positive relationship between the WIL value and the Industrial Work Practice value, namely the more the WIL value increases, the more the Industrial Work Practice value increases.

5. Hypothesis Test

To test the hypothesis, a t-test was used, namely to find out whether the independent variable (X) had a significant effect on the dependent variable (Y). Significant means that the influence that occurs can apply to the population (can be generalized). Conclusions on the t-test, if the t-count value > ttable, then Ho is rejected and Ha is accepted, meaning that the independent variable has a significant effect on the bound variable.

Based on Table 4, hypothesis testing was carried out as follows:

a. Testing Hypotheses

Ho : There was no significant effect between the WIL score and the final result (value) of Industrial Work Practice

Ha : There is a significant influence between the WIL score and the final result (value) of Industrial Work Practice

b. Determining the level of significance

The significance level uses a = 5% (a significance of 5% or 0.05 is a standard measure often used in research)

c. Determining t count

Based on table 4, t is calculated as 3.904

d. Specifying t table

The distribution table t is sought at a = 5% : 2 = 2.5% (2-sided test) with degrees of freedom (df) n-k-1 or 118-2-1 = 115 (n is the number of cases and k is the number of

independent variables). With a 2-sided test (significance = 0.025) the result was obtained for t table of 1.981.

e. Testing Criteria

Ho is accepted if $-t_{table} < t_{count} < t_{table}$

Ho is rejected if $-t_{count} < -t_{table}$ atau $t_{count} > t_{table}$

f. Compare t_{count} With t_{table}

Value $t_{count} > t_{table}$ (3,904 > 1,984) Ho is rejected.

g. Conclusion

Because the $t_{count\ value} > t_{table}$ (3.904 > 1.984), Ho is rejected, meaning that there is an influence between the WIL value and the final value of the prairie.

6. Correlation Test

From table 4, it is known that the correlation between the WIL value and the final result of Industrial Work Practice is 0.341 which means that the relationship between the WIL value variable and the final result variable of Industrial Work Practice is medium and unidirectional (the result is positive). It means that if the WIL score is high, then the final score of Industrial Work Practice is also high. The correlation of the two variables is significant because the value of Sig. (0.000) < 0.05.

Table 4. Correlations

		Nilai WIL	NA Industrial Work Practice
Nilai WIL	Pearson Correlation	1	.341**
	Sig. (2-tailed)		.000
	N	118	118
NA Industrial Work Practice	Pearson Correlation	.341**	1
	Sig. (2-tailed)	.000	
	N	118	118

**. Correlation is significant at the 0.01 level (2-tailed).

Source: SPSS Processed Products

7. Determination Test (R^2)

The next step is to see how much percent (%) the influence of the WIL value variable (X) on the final result variable of Industrial Work Practice (Y) is on the R Square

value. The R^2 value of 0.116 means that the final value of the Industrial Work Practice is explained as 0.116 or 11.6% by the WIL variable, while the remaining 88.4% (100% - 11.6%) is influenced by other variables outside the variables studied.

Tabel 5. Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.341[a]	.116	.109	3.70248

a. Predictors: (Constant), Nilai WIL

b. Dependent Variable: NA Industrial Work Practice

Source: SPSS Processed Products

Empirically, the hypothesis test shows that the ability of students in the WIL course makes a real contribution to the implementation of industrial work practice, shown from the results of the t-test with a t-count value of > ttable (3.904 > 1.984) with a probability of less than 0.000 (significant), which means that the average score of students' WIL has a positive effect on the final score of industrial practice.

Students carry out industrial work practices in government agencies and companies in general are given the task of carrying out office tasks, whether assisting the secretary or as an administrative implementer. WIL materials related to the skills of a secretary or administrative assistant such as: correspondence, filing, managing incoming and outgoing mail, arranging the leader's work agenda, arranging the leader's official travel schedule, compiling minutes, making petty cash bookkeeping, making letters in English, using computer applications in managing documents, and database management must be mastered by students before carrying out industrial work practices. These materials are to equip students with competence because they are directly used in practice.

Descriptively, table 2 shows that the average final score of Prakerin, which is 84.7, is higher than the WIL course score, which is 81.8. This means that there is an increase in achievement after students complete Prakerin activities. This means that there is an increase in achievement after students finish carrying out Industrial Work Practice activities. The final result of Industrial Work Practice is a combination of three assessment components, namely the ability to carry out secretarial or office tasks, professional behavior, and the assessment of the final project report. The assessment of the components of secretarial tasks and professional behavior was carried out by the field supervisor with a weight of 40%, while the assessment of

the final project report was carried out by the material supervisor (lecturer) with a weight of 60%. The weight of the assessment given by the lecturer is greater than the weight of the assessment from the field supervisor. This is because academically, lecturers have an important role to monitor, guide, and provide various directions related to discipline, attitudes in the workplace, and various obstacles related to the implementation of practical tasks in the company.

The interesting thing from this study is that the influence of the WIL value is only 11.6% and the remaining 88.4% is influenced by other factors that are not studied. It is necessary to conduct further studies of other factors that can have a great influence on the final score of Industrial Work Practice such as the Cumulative Grade Point Average (GPA) of students, family support factors, work environment, and so on. The impact of obtaining Industrial Work Practice's final score is also very decisive for getting a job or being accepted to work directly after carrying out Industrial Work Practice activities.

The results of this study are also in line with the results of a report from (Smith, 2014) that students can develop work skills by providing materials through WIL. Learning through WIL can improve the employability of graduates as a study conducted by Jackson (2013). It is even more interesting that the benefits of WIL can increase student confidence (Lowden et al., 2011), improve non-technical skills (Australian Workforce and Productivity Agency (AWPA, 2013), and provide students with unique insights into behaviours and behaviours associated with a particular profession (Woodley & Beattie, 2011).

E. CONCLUSION

Based on the results of data analysis and discussion, it can be concluded that the value of the Work Integrated Learning (WIL) learning program for students is in the good category, with an average of 81.82. Meanwhile, the value of the results of student internships is also classified as good, with an average of 84.70. There is a positive and significant influence between the value of the Work Integrated Learning (WIL) learning program on the results of student internships, with a correlation value of 0.341 and an R Square of 0.116. This shows that the WIL program contributes 11.6% in influencing the success of student internships. Based on the results of this study, it shows that the average value obtained from the WIL course is higher than the average value of the Work Integrated Learning (WIL). The results of the study are also

in line with previous studies that WIL subjects affect the final grade of the Work Integrated Learning (WIL). Provision of students through WIL courses plays a role in integrating learning with work. On the other hand, it needs to be studied more deeply that there are other factors that affect the final grade of the Work Integrated Learning (WIL) because the IWL value only contributes 11.6%.

F. RECOMMENDATIONS

These findings suggest that WIL does not have a strong association with the final value of Industrial Work Practice. Therefore, further research is needed to analyze the factors that directly or indirectly affect the final value of the pre-curin. The study was carried out not only on the diversity of materials, but also on more applicable learning methods. Further research also needs to be developed to obtain information on other factors that contribute to the final score of Industrial Work Practice such as the weighting of the final score of Industrial Work Practice, the influence of student GPA, the role of the workplace in providing tasks and responsibilities, and the duration of the Industrial Work Practice program.

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