IMPLICATION OF INTERNSHIP III PROGRAMS ON SOCIAL COMPETENCY OF SILIWANGI IKIP PENMAS STUDENTS

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ABSTRAK

Program pemagangan III adalah salah satu agenda akademik dalam mengembangkan kompetensi siswa, sehingga mereka siap menjalani profesi sebagai pendidik masyarakat. Namun, berdasarkan identifikasi masalah yang dilakukan secara internal, ditemukan bahwa program pemagangan III, belum memberikan hasil yang optimal, ini dapat dilihat dari hasil evaluasi dan umpan balik dari orang-orang yang menjadi sasaran dalam program pemagangan III dari program studi Pendidikan Masyarakat IKIP Siliwangi. Landasan teoritis yang digunakan dalam penelitian ini adalah teori belajar melalui praktik, teori kompetensi sosial dan teori pendidikan publik. Metode penelitian yang digunakan adalah deskriptif kualitatif dengan instrumen yang digunakan adalah pedoman wawancara, pedoman observasi dan studi dokumentasi. Hasil yang diperoleh bahwa kompetensi siswa dalam program studi pendidikan publik menunjukkan peningkatan terutama dalam hal keterampilan komunikasi dan interaksi sosial. Namun, belum mendapat penilaian yang baik dari masyarakat. Sehingga kesimpulan dalam penelitian ini adalah bahwa program magang III memiliki implikasi positif untuk pengembangan dan kompetensi sosial siswa, tetapi masih perlu pengembangan lebih lanjut.
Kata kunci: magang, kompetensi sosial

ABSTRACT

The apprenticeship program III is one of the academic agendas in developing student competencies, so that they are ready to undergo the profession as community educators. However, based on the identification of problems carried out internally, it was found that the apprenticeship program III, had not provided optimal results, this can be seen from the results of evaluations and feedback from the people who were targeted in the apprenticeship program III of the IKIP Siliwangi Community Education study program. The theoretical foundation used in this study is the theory of learning through practice, the theory of social competence and the theory of public education. The research method used is descriptive qualitative with the instruments used are interview guides, guidelines for observation and documentation study. The results obtained that the competence of students in the public education study program showed an increase especially in terms of communication and social interaction skills. However, it has not received a good assessment from the community. So that the conclusions in this study are that the internship program III has positive implications for the development and social competence of students, but still needs further development.
Keywords: internship, social competence

PRELIMINARY

Internship III program in is one of the curricular activities carried out by public education students of IKIP Siliwangi and becomes one of the mandatory programs that must be contracted by students. This program aims to develop and build the ability of students to identify problems, develop alternative solutions to problems and implement community empowerment programs using concrete approaches and in accordance with community needs.

The III Year Internship Program has been implemented since 2015 until now and is still included in the curriculum developed by the Community Education Study Program IKIP Siliwangi. Because it is considered still needed in order to build a character of community education students who are adaptive and in accordance with the needs of the community. So that public education graduates can be widely accepted in a variety of work environments that might develop in the future.

Job challenges are one of the demands for graduates of all study programs, however, in their development community education graduates have their own challenges, due to the limited absorption capacity of community education graduates in the formal field of work, such as companies and government agencies. While on the other side Hurlock (2002) says that one of the tasks of individual development is the existence of demands from the environment to work, as a means of earning a living also giving social status. This is consistent with Havighurst's opinion that work is one of the developmental tasks in early adulthood (Monks et al., 2002). While based on results from the Central Statistics Agency (BPS), the Open Unemployment Rate (TPT) per February 2019 is at 5.01 percent of the Indonesian labor force participation rate. This figure improved compared to the position in February 2018 which was 5.13

percent. Head of BPS Suhariyanto said the trend of the TPT figures in February showed a decline each year. In February 2019, the number of unemployed people decreased by 50 thousand from 6.87 million in February 2018 to 6.82 million. Even so, the open unemployment rate in the city which is 6.3 percent is still higher than the village which is 3.45 percent (CNN-Indonesia, 2019).

With the problem of unemployment constraints and the psychology concept of students as young people who are the foundation of the future, it becomes one of the things that needs to be studied, regarding the third apprenticeship process towards the process of forming personality traits in responding to employment needs. This is because the community education study program has the conditions described above so it challenges students to be able to answer the various challenges that exist with adequate competence and qualifications, and even develop entrepreneurship independently.

Apprenticeship III Program The community education study program is held at Bening Saguling Foundation, Jl. Cihampelas –Cililin, Cihampelas Village, Cihampelas District, West Bandung Regency. The selection of this location is based on the consideration that Bening Saguling Foundation is one of the non-governmental organizations that has been developing and independent in the field of community empowerment since 2004 and shows consistency in empowering surrounding communities with a variety of productive economic programs based on ecology.

THEORETICAL REVIEW

The theoretical foundation used in this study is:

Practice Learning Theory

Practice learning is a process to improve students' skills by using various methods

that are in accordance with the skills provided and the equipment used. In addition, practical learning is an educational process that functions to guide students systematically and directed to be able to do a skill.

Practice is an effort to give participants the opportunity to experience firsthand. The basic idea of experiential learning encourages trainees to reflect or look back on experiences they have experienced.

The importance of direct experience of the learning process revealed by Kolb (1984). Kolb (1984: 102) says that adult learning will be more effective if learning is more directly involved than just passively accepting from the teacher. Kolb with his experiential learning theory outlines ideas from experience and reflection. Kolb defines four learning modes, namely: Concrete experience, reflective observation, abstract conceptualization, and active experimentation. Wallace said that there are two sources of knowledge, namely knowledge received / obtained through learning both formally and informally (received knowledge) and knowledge gained through experience (experiential knowledge).

Theory of Social Competence
Social competence is the ability or ability of a person to relate to other people and to engage with satisfying social situations (Hurlock, 1973). In this study students are required to be skilled in social interaction by showing their ability to start, play social roles and their interactions. Social competence in each individual varies depending on the implementation of the individual character in question.

Wahyuningtyas (2006: 79) mentions the characteristics of children who have social competence, namely communicating actively, being responsive to what they hear, behaving positively towards giving motivation to others, being able to understand and interpret and follow social roles, acting in harmony and harmony with others, able to share and be more altruistic and not quarrelsome.

Individuals who have good social competence, characterized by the ability to communicate effectively, understand themselves and others, are able to regulate their emotions, obey moral rules in their environment, adjust their behavior in response to related norms. In short, they use the ability of their knowledge and skills by paying attention to the relationship. In addition, students who have good social competence have the initiative, are able to control the situation and try to overcome problems that arise in everyday life. Conversely, adolescents who do not have social competence will show a passive, helpless, dependent attitude on others and tend to withdraw in meetings, especially in terms of their acceptance of existing social situations.

Community Education Theory
Community education according to A. Saepudin and Mulyono (2019) is explained as, "Education of the community or whatever the term develops in Indonesia, starting from Outside School Education and Non-formal Education, is a series of educational activities carried out in order to prepare human consciousness to understand their potential and the surrounding environment and use it as much as possible for the prosperity of the community ". Community education is an educational path that provides opportunities for all levels of society to be able to develop and discover learning experiences directly. In practice, the development of community education is often related to the ability of the community itself to be able to develop its potential so that it can become an added value in improving the quality of life.

RESEARCH METHODS

The research method used is descriptive qualitative. With the aim to be able to describe various findings in the field clearly and provide a clear picture of the system that runs in the apprenticeship program III students of Public Education Study Program IKIP Siliwangi. The instruments used are interview guides, observation guidelines and documentation studies. The analysis technique used is triangulation, by providing opportunities for wider data collection and more in accordance with existing needs. Especially related to phenomena found in the field, related to the implementation of apprenticeship program III. The chosen respondents were the management of Bening Saguling Foundation as many as 2 people, consisting of the founders and managers of learning programs at Bening Saguling Foundation. Then from the learning community involved in the learning program at Bening Saguling Foundation, and finally the community leaders around the Bening Saguling Foundation on Jl. Cihampelas-Cililin, Cihampelas Village, West Bandung Regency.

RESULTS

Based on the results of interviews and observations made, then there are several findings that can be described in the results of this study, including the following:

First, the management respondent stated that the process of implementing III apprenticeship at Bening Saguling Foundation said that it had run quite well, this was seen from the participation and attendance of students in various activities carried out at Bening Saguling Foundation. While from community leaders, said that students are too focused on the program implemented at Bening Saguling Foundation, so that it does not provide opportunities to interact with the community on an ongoing basis. And from the members of the study program education program held at Bening Saguling Foundation, it was mentioned that students still need assistance, especially in the ability to communicate directly with the community, because this communication will be one of the bases in building cooperation with community leaders.

Secondly, based on the information obtained from the manager who explained that the implementation of apprenticeship III at Bening Saguling stated that the main ability that had not been seen properly was discipline and consistency in showing the optimal performance of the students. This can be seen when students are given the opportunity to accept responsibility for managing certain programs. Coordination and program consolidation systems have not been seen in their entirety. Meanwhile, based on information from the learning community, it was stated that only a few students consistently performed as they should. And community leaders say that the program implementation process still requires closer coordination among implementers in the field, so that not only students, but various other components in the community can also be involved.

Third, based on the information obtained from the manager, that in general the personality capacity of students has shown maturity and determined decisions and taken risks, but requires development in establishing relationships. According to residents of learning, students generally show adequate mastery of the material and are able to establish communication with the learning community, but still need further development, so that students can build the ability to interact as a source of learning with other learning resources. And based on narrative from community leaders it is stated that students need a stronger unifier, so they can be more compact in completing each assigned job.

This is probably because students have not found shared content that can be a unifier in the existing team.

DISCUSSION

Based on the results of the research conducted, the discussion of the results of the study focuses on several views as follows:

First, the management respondent stated that the process of implementing III apprenticeship at Bening Saguling Foundation said that it had run quite well, this was seen from the participation and attendance of students in various activities carried out at Bening Saguling Foundation. While from community leaders, said that students are too focused on the program implemented at Bening Saguling Foundation, so that it does not provide opportunities to interact with the community on an ongoing basis. And from the members of the study program education program held at Bening Saguling Foundation, it was mentioned that students still need assistance, especially in the ability to communicate directly with the community, because this communication will be one of the bases in building cooperation with community leaders. The ability of interpersonal communication to be one of the main strengths in the potential of the workforce in the future, therefore requires a better deepening of the learning process while on campus, especially in training interpersonal communication skills. This is in line with the opinion of E. Sutrisno (2015) who states that communication plays a very important role in a social interaction, therefore it influences the world of work. The work environment is a social community that focuses on the role of communication, so that activities can be optimized. The use of communication both verbally and non-verbally has a significant influence in the work environment that is manifested in the company's vision and mission. Indirectly, an effective communication is needed in moving the company. The development of work culture in the community education environment is important, because it relates to the ability to be able to provide direction and explanation to the community (Saepudin & Mulyono, 2019). Even in some studies it is explained that mastery of information and communication will determine success in the development of community education programs / non-formal education in the future (Mulyono, 2014).

Secondly, based on the information obtained from the manager who explained that the implementation of apprenticeship III at Bening Saguling stated that the main ability that had not been seen properly was discipline and consistency in showing the optimal performance of the students. This can be seen when students are given the opportunity to accept responsibility for managing certain programs. Coordination and program consolidation systems have not been seen in their entirety. Meanwhile, based on information from the learning community, it was stated that only a few students consistently performed as they should. And community leaders say that the program implementation process still requires closer coordination among implementers in the field, so that not only students, but various other components in the community can also be involved. Sopiah (2008: 31) reveals that the work team is a group whose individual efforts produce a performance that is greater than the sum of individual inputs. A working group can generate synergy through coordinated efforts. Their individual efforts produce a level of performance that is greater than the number of individual entries. From the above definition it can be concluded that the performance achieved by a team is better than the performance per individual in an organization or company. Within the framework of teamwork in non-formal education units, it requires a well-established system of

frameworks and communication, so that synergy forms a pattern of organization that is productive and adaptive to the needs of the community (Rukanda, 2017).

Third, based on the information obtained from the manager, that in general the personality capacity of students has shown maturity and determined decisions and taken risks, but requires development in establishing relationships. According to residents of learning, students generally show adequate mastery of the material and are able to establish communication with the learning community, but still need further development, so that students can build the ability to interact as a source of learning with other learning resources. And based on narrative from community leaders it is stated that students need a stronger unifier, so they can be more compact in completing each assigned job. This is probably because students have not found shared content that can become a unifier in the process of implementing the internship program III. The process of developing this personality itself requires a continuous and continuous process, because in the process it requires an integration process with the innate character of the student concerned. And individual characteristics have an impact on the performance shown (Handayati, 2016). In some cases, the development of the apprenticeship program III of the School of Education Study Program requires strengthening, especially in the development of the character of students who are participants in the III internship program. This is prioritized on the ability of students to face challenges from the community that always change according to the needs of existing conditions. This is the main challenge in the development of community education in the future (Mulyono, 2014).

CONCLUSION

The conclusions in this study are as follows:

First, the implementation of the apprenticeship program III of the community education study program was felt to have been sufficiently developed and provided opportunities for students to experience the learning process with practices in the field. However, the ability of coordination and communication between students requires reinforcement.

Second, the consistency and discipline of students in the implementation of internships is quite good, but it needs a more significant increase. Because these two aspects are one way to develop the character of student performance when entering the real world of work.

Third, the ability of students in the field of coordination and professional personality development needs to be improved in order to build professional quality performance. This is one of the strengths in the field of work preparation for graduates of the community education study program in the future.

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