

An Evaluation of the Internship Learning Model to Improve the Competence of Higher Education Graduates

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ABSTRACT

Increasing the competence of graduates is a significant problem in the evaluation of study programs related to the absorption of graduates in the world of work. This problem can be answered by implementing an innovative internship program and collaborating with various partners. The stipulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards, which regulates apprenticeship as a form of learning outside the classroom, aims to provide practical experience to students and reduce the low absorption of graduates in the world of business and industry. This research examines the evaluation of the certified apprenticeship program in the 2019 Public Administration Undergraduate Study Program, which is analyzed using evaluation theory (Dunn), which includes six indicators: effectiveness, efficiency, adequacy, alignment, responsiveness, and accuracy. This research is descriptive research with a qualitative approach. The results showed that things need to be improved, especially in terms of efficiency. This research contributes to the importance of commitment and attention to study programs in collaborating with stakeholders to improve the quality of graduates through internship programs. Suggestions for this research are the need to increase collaboration with external parties related to apprenticeship activities to expand the apprentice network. In addition, it is necessary to increase street vendor guidance activities between supervisors and street vendor students, which are carried out intensively.

Keywords: *Internship Learning Model, Learning Model, Improve Competence*

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INTRODUCTION

The feasibility of graduate competencies is the main driver for tertiary institutions (Muukkonen et al., 2020; Cheng et al., 2022) to continue to innovate to create quality graduates in accordance with the demands of the business world (Deaconu and Nistor, 2017) and the industrial world which requires graduates to be ready to carry out work fields according to their expertise. However, the qualifications of university graduates in the past may still have relatively little contribution to society. At the same time, demands for the quality of graduates arise from various parties. Higher education institutions can prepare their graduates to be professional with an institutional design through apprenticeship programs, as a transition process

from higher education to work (Small et al., 2017). The apprenticeship program as a response to increasing pressure from the government, employers' groups, universities has adopted various programs that are able to improve and develop the generic skills that graduates must possess (Clarke, 2017). Collaboration between universities (PT) and industry needs to be carried out to support the transfer of knowledge and stimulate the creation of new knowledge and technology (Bodas Freitas et al., 2013; Enkel et al., 2009; Leydesdorff and Meyer, 2006). Empirical research documenting the positive benefits of internships (McHugh, 2017; Silva et al., 2018) even directing the rise of the era of apprenticeship in global higher education. Collaboration between universities (PT) and industry needs to be carried out to support the transfer of knowledge and stimulate the creation of new knowledge and technology (Bodas Freitas et al., 2013; Enkel et al., 2009; Leydesdorff and Meyer, 2006). Empirical research documenting the positive benefits of internships (Mc Hugh 2017, Silva et al 2018) even directing the rise of the era of apprenticeship in global higher education.

This study discusses the apprenticeship program as one of the higher education institutions' efforts to improve the competence of its graduates. The research was carried out also departing from the implementation of the policy of the Ministry of Education, Culture, Research and Technology (Kemdikbud-Ristek) of the Republic of Indonesia (RI) to continue to innovate in creating quality university graduates (PT) with competencies in accordance with the times. Referring to one form of learning activity initiated by the Ministry of Education and Culture in the Independent Campus Learning Program, namely Certified Internships and Independent Studies (The Ministry of Education and Culture, 2020). The Certified Internship Program is a program that is intended to open the walls of higher education which are no longer relevant to the world of industry, the world of work and the real world. With this program it is also possible for students in the internship to be recruited as employees. So that during the apprenticeship students have become part of the labor market (Blokker et al., 2019). Through a well-designed and implemented independent learning program, students' hard and soft skills will be strongly formed (The Ministry of Education and Culture, 2020).

Surabaya State University (Unesa) as an educational institution under the auspices of the Ministry of Education and Culture, since 2020 has also implemented forms of learning outside the classroom, as in programs in the MBKM curriculum as stipulated in Permendikbud No. 3 of 2020. Following up on this, Unesa has established Guidelines for the Development and Implementation of the Unesa Independent Learning Campus Curriculum (MBKM). These guidelines are the basis for all study programs to implement MBKM as directed by the Minister of Education and Culture in realizing the objectives of Permendikbud No. 3 of 2020. Freedom to Learn – Independent Campus is one of the policies of the Minister of Education and Culture, Nadiem Makariem. One of the programs of the Freedom to Learn – Merdeka Campus policy is the Right to Study Three Semesters Outside the Study Program. The program is a mandate from various regulations/legal foundations of higher education in order to improve the quality of learning and graduates of higher education (Tohir, 2020). The goal of the Freedom to Learn Campus Merdeka policy is to encourage students to master various fields of knowledge in accordance with their areas of expertise, so that they are ready to compete in a global world (Ulum et al., 2023). This policy provides an opportunity for students to choose the courses they will take based on their own desires. Freedom to Learn Campus Freedom Policy in Higher Education gives autonomy rights to Higher Education.

One of the concrete steps in implementing the MBKM Curriculum, Unesa is also participating in the implementation of the MBKM Internship Program. The MBKM Internship Program is a program that aims to provide opportunities for students to carry out learning and self-development outside the lecture class. The existence of a credit transfer system with a maximum of 20 credits in one semester makes the program of course still recognized as a lecture activity. Students will learn directly in the workplace (experiential learning) for approximately 1-2 semesters. Of course, this duration can provide sufficient experience for students so that they can be better prepared to enter the professional world of work (Tohir, 2020).

Since the beginning of the implementation of the program, Unesa was able to allow its students to take part in internship activities. These students were recruited through several patterns of stages which were carried out nationally. These selections include administrative selection and online tests. Students who qualify will undergo workplace learning accompanied by competent industrial supervisors. This activity takes place every semester. For one semester Unesa students are free to explore and hone soft skills and hard skills in accordance with the specified achievement directions. This is in accordance with the directives of the Minister of Education and Culture of the Republic of Indonesia No. 3 of 2020.

The internship is a very interesting program, besides being able to participate in all State University of Surabaya (Unesa) students, it is also expected to open up opportunities for students to get additional competencies. Internships are easier. More than that, partners who are members of the Internship program are also very competent coupled with mentors for students who are experienced and qualified. There is a learning method carried out in the workplace environment, students will gain knowledge that is tailored to the needs of the company and the times (Harmanto et al., 2022). This knowledge is certainly not obtained in the world of lectures. Students will have relevant skills and be better prepared to enter the world of careers in the future. This will certainly increase student absorption in the world of work (Ebner et al., 2021). Internships have a positive impact on companies, namely it will be easier to get competent human resources to be recruited so that they can minimize company expenses, especially for the recruitment process and initial/induction training. This will certainly create a symbiosis of mutualism that will have a positive impact on developments in Indonesia.

Program evaluation refers to a process of seeking information, finding information and determining information that is presented systematically about planning, values, goals, benefits, effectiveness and suitability of something with predetermined criteria and objectives. The definition of evaluation in general can be interpreted as a systematic process to determine the value of something (provisions, activities, decisions, performance, processes, people, objects and others) based on certain criteria through assessment (Idrus, 2019).

There are many evaluation models developed by experts that can be used in evaluating a program. However, in this case the author uses the theory of William N. Dunn because it is considered very relevant in that context. William N. Dunn put forward several policy recommendation criteria that are the same as policy evaluation criteria, the policy recommendation criteria consist of Effectiveness, Efficiency, Adequacy, Equity, Responsiveness, Appropriateness (Dunn, 2003).

Tabel 1. policy recommendation criteria

Criteria Type	Question
Effectiveness	Has the desired result been achieved?
Efficiency	How much effort is required to achieve the desired result?
Adequacy	How far is achieving the desired result solving the problem?
Equity	Are costs and benefits distributed evenly?
Responsiveness	Do program outcomes satisfy the needs, preferences or values of particular groups?

Source: [William N. Dunn, 2003](#)

This research examines the evaluation of the certified internship program that has been implemented by Unesa since the 2020-2021 academic year. The evaluation referred to in this study is related to Unesa's achievements in implementing a certified apprenticeship program. Researcher's interest is also based on Unesa's success in implementing MBKM in supporting the achievement of Key Performance Indicators, as well as Unesa's responsibility in ensuring students have the opportunity to improve and develop their abilities and adapt to changes in the job market. Realizing that as with the implementation of other programs, they are faced with obstacles and program success, therefore in this research also pays attention to evaluating the implementation of the Internship program at Unesa. The important value of this research is in efforts to identify factors that influence the implementation of internship programs. From a practical side, the research results are expected to contribute to the possibility of improving and developing the internship program.

METHOD

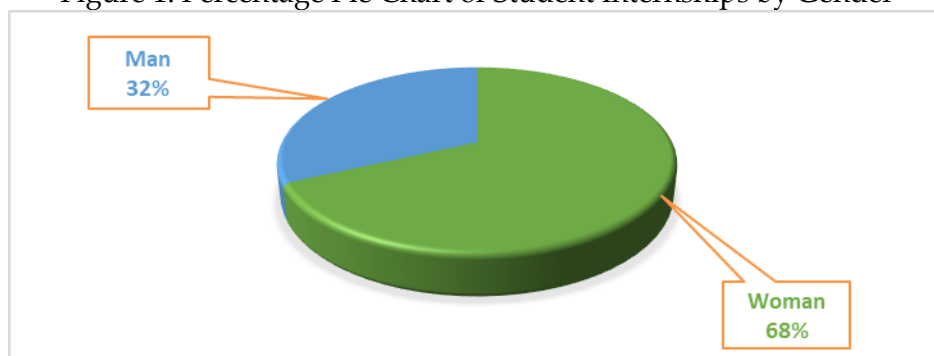
This research was conducted by developing a quantitative approach with a descriptive method. This method is considered relevant to provide a comprehensive picture of the relevance of the programs implemented by study programs and graduate preparation that are relevant to the needs of the business world and the industrial world. The variable of this research is the evaluation of the MBKM apprenticeship, namely the process of systematically seeking information about the planning and implementation of the MBKM apprenticeship program referring to the evaluation indicators as developed by Dunn, including the indicator of effectiveness, efficiency, adequacy, alignment, responsiveness and accuracy. Research data was taken from 94 respondents who is a student of the FISH Public Administration Undergraduate Study Program, Surabaya State University.

The subjects of this study were officials or student supervisors at the internship site, field supervisors, supervisors for internship courses and students who program the MBKM Internship course at Surabaya State University. Data collection techniques were carried out through interviews, distributing questionnaires to research subjects and through environmental observation. Data analysis was carried out qualitatively which went hand in hand with other stages of research activities, namely data collection and also writing of findings. The process of data analysis is done by sorting the data in the form of images and text about the internship program obtained during the research ([Guest et al., 2012](#)). Then the researcher collects them into several small themes ([Creswell, 2013](#)).

RESULTS AND DISCUSSION

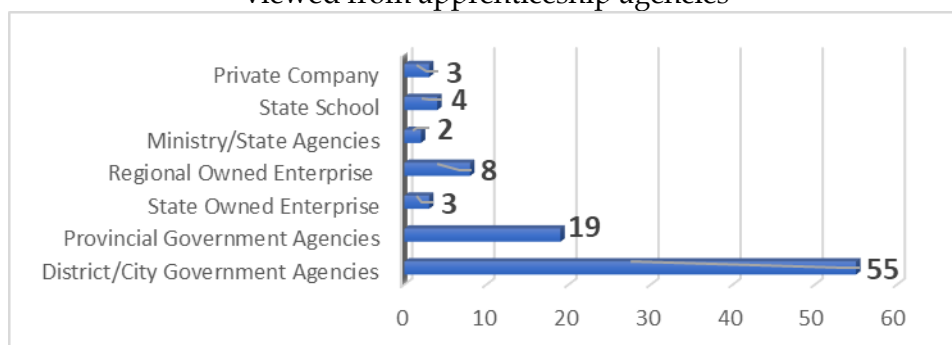
Public Administration Undergraduate Study Program is a study program under the auspices of the Faculty of Social Sciences and Law (FISH) Surabaya State University. This study program has implemented the MBKM program according to Law No. 12 of 2012 concerning Higher Education, Presidential Regulation No. 8 of 2012 concerning KKNI, Permendikbud No. 3 of 2020 concerning SN -Dikti. The MBKM program is operationalized through eight forms of learning activities, one of which is Internship Activities/Work Practices. The Bachelor of State Administration Study Program has carried out internships since the 2021/2022 academic year. There are 94 Undergraduate Students of State Administration in 2019 with details of 30 male students and 64 female students who have carried out the MBKM internship program which is visualized through the following percentage pie chart:

Figure 1. Percentage Pie Chart of Student Internships by Gender



In order to make the apprenticeship program successful, the Bachelor of Public Administration study programs also collaborate with various agencies in various regions in Indonesia, especially in East Java Province. The types of internship placement agencies consist of private companies, state schools, ministries/state agencies, Regional Owned Enterprise (BUMD), State Owned Enterprise (BUMN), district/city to provincial government agencies. The following is a data visualization of the distribution of Public Administration Undergraduate students when viewed from an apprenticeship agency:

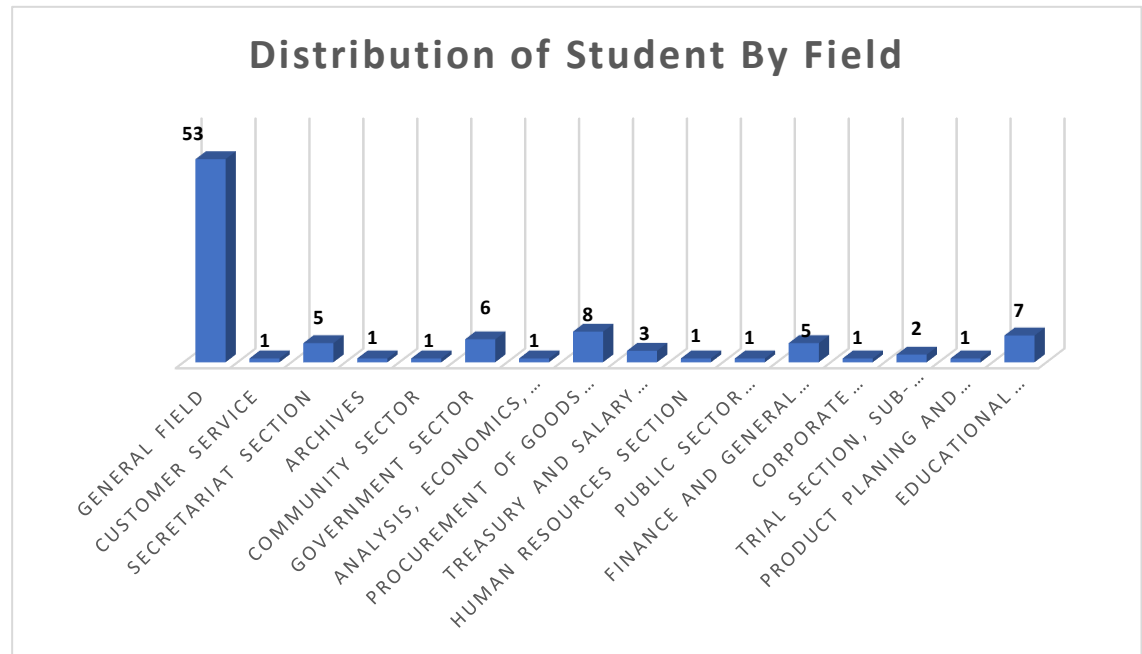
Figure 2. Data on the distribution of Bachelor of Public Administration students when viewed from apprenticeship agencies



Internship courses also provide students with competence in the form of mastery of certain fields. These competencies are obtained through direct learning activities in their respective institutions which of course they do not get in the lecture hall. According to the data from the internship agency above, there were 16 areas of

expertise that were assigned to each student. The following is data on various areas of expertise that students acquire during the internship program:

Figure 3. Distribution of Students by Field



The main findings revolve around the program's effectiveness, efficiency, equity, adequacy, responsiveness, and accuracy in preparing students for real-world challenges. Each of these aspects is analyzed in the context of the program's goals and the experiences of the students who participated in the internships. It presents a detailed examination of the implementation and outcomes of the MBKM (Merdeka Belajar-Kampus Merdeka) internship program within the Public Administration Study Program Undergraduate at Surabaya State University.

Effectiveness

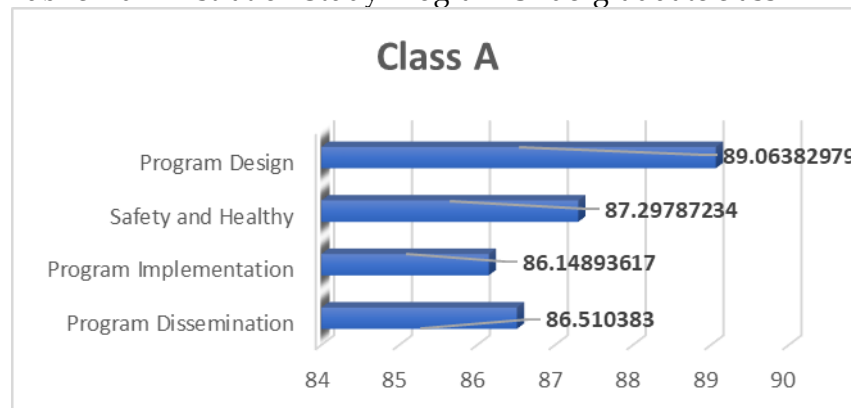
Effectiveness relates to whether a program can achieve the results (effect) that have been determined. In the context of this study, effectiveness is seen from how students' grades were achieved during internship programs at agencies that were converted into industry practice courses. In industrial practice courses, it is broken down into 8 types of Practical Work Internship (MPK) courses that have been prepared by the study program with a total load of 20 credits. This can be seen through the Internship Course diagram which contains details of the work practice course (MPK) of the Bachelor of State Administration Study Program

Figure 4. Internship Course Based on Credit



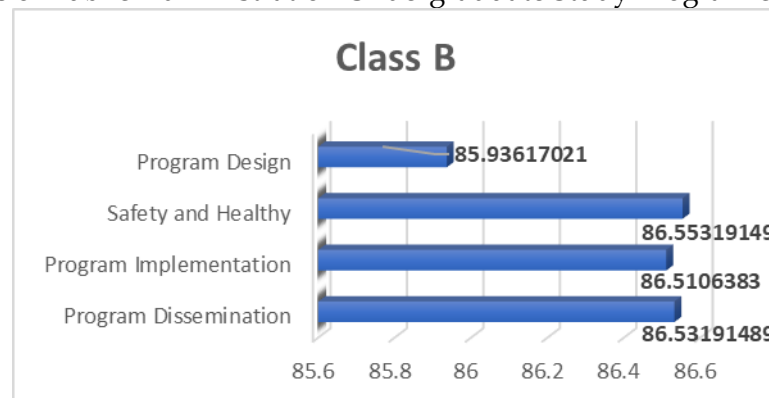
Achievement of students scores is seen through value intervals which are then equivalent/converted and expressed in the form of letters which include A, A-,B+,B, B-, C, D,E as stipulated in the conversion of the 2019 Unesa Academic Manual values. Results evaluation related to indicators of effectiveness can be expressed through the results of the average score for the Internship Internship Course (MPK) for students of the Public Administration Undergraduate Study Program as shown in the following diagram:

Figure 5. The average value of the Work Practice Internship (MPK) course for students of Public Administration Study Program Undergraduate class A



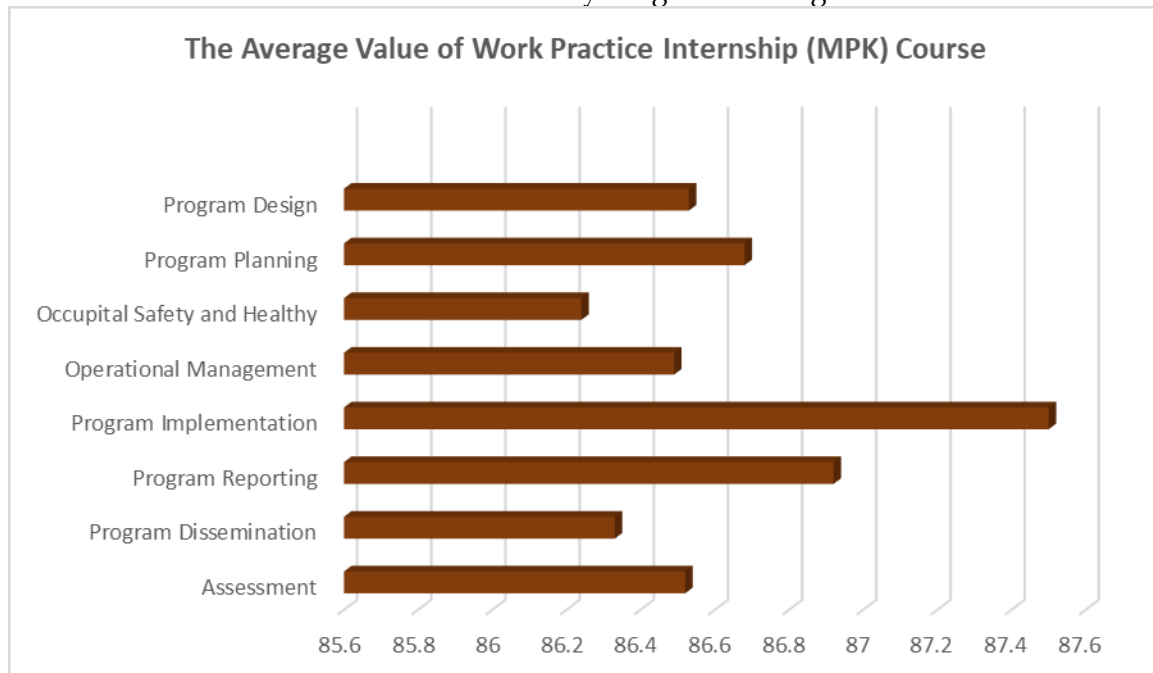
The diagram shows that the learning outcomes for Class A students' internship courses obtain conversion scores above 85. Meanwhile, the learning outcomes for Class B are as shown in the following diagram.

Figure 6. The average value of the Work Practice Internship (MPK) course for students of Public Administration Undergraduate Study Program class B



The diagram also shows that the student apprenticeship learning outcomes for Class B also obtain conversion scores above 85. So that the average student learning outcomes in the two classes that take part in the internship activities are as shown in the following diagram:

Figure 7. The average value of the Work Practice Internship (MPK) course for students of Public Administration Study Program Undergraduate class A & B



Based on the results of the research shown in the Internship Average Score diagram, information was obtained that students of the Bachelor of Public Administration Study Program in general have fulfilled the achievement scores of all Internship Courses (MPK). This is seen from the average results of each of the 8 Courses of Work Practice (MPK) which shows a score of > 86 which is in category A with the title "Very Good". Thus the implementation of the MBKM Public Administration Undergraduate Internship Program Class of 2019 can be declared effective because it can fulfill the achievement of objectives, namely the fulfillment of predetermined assessment targets. The program effectively meets its educational goals.. This indicates that students are gaining valuable practical skills that align with the intended learning outcomes.

Efficiency

Efficiency with regard to the amount of effort required to produce a certain level of effectiveness. Based on the results of interviews with students that in the implementation of the MBKM Internship Program, Bachelor of Public Administration, there are obstacles related to the stipulation of the duration of the internship, which is a minimum of 4 ½ months, but there are agencies that are only willing to accept students for less than the stipulated time. This is what causes students to find other agencies in advance to fulfill the duration as required. On the other hand, students also have to spend funds for transportation purposes and the need to make administrative files to be submitted to their new agency. In addition, the change of agency also causes students to become less deep into the knowledge they gain.

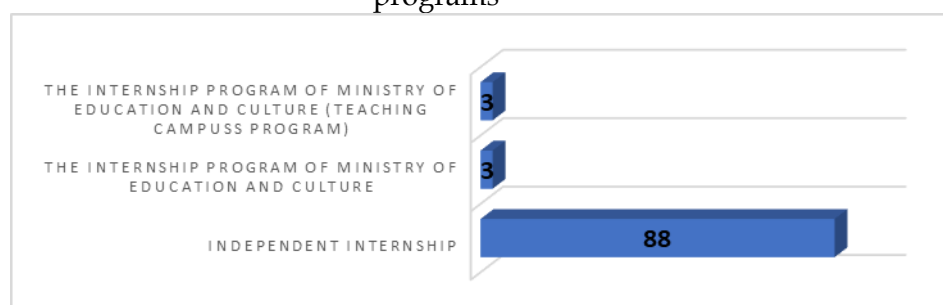
Regarding this matter, the Bachelor of Public Administration Study Program has helped by facilitating internships in the study program itself. Thus, the MBKM internship program in the Bachelor of Public Administration study program has not been said to be able to fulfill the efficient aspect. Research show that the program faces challenges in efficiency, particularly due to external constraints which lead to inefficiency in terms of time, financial, and manpower resources and cause less

effectiveness in achieving goals related to mastery of a field especially with the duration of internships. Some students had to switch agencies to meet the required duration, leading to increased time, financial, and logistical burdens, which affected ability to gain deep expertise in one area.

Equity

Equity is defined as the extent to which the distribution/fairness of the benefits provided from a program/policy to the target group. In this context, equity can be proven through the percentage/number of Bachelor of Public Administration students class of 2019 who have carried out the MBKM internship program. Based on the results of the data analysis in the diagram of the Types of Student Internship Programs, it was found that all Public Administration Undergraduate Study Program students (94 students) had carried out the MBKM Internship program according to the predetermined duration. In fact, the type of internship program that students take part in is not only an independent internship program. However, there are also students who have successfully passed the internship program funded by the Ministry of Education and Culture through the Teaching Campus program and the Industrial Practice Program as presented in the following diagram

Figure 8. Distribution of Students Based on the distribution of types of internship programs



Thus, it can be concluded that the internship program for Bachelor of Public Administration students has fulfilled the alignment aspect because all students of the 2019 Public Administration study program have received benefits from the MBKM internship program through participation in carrying out the MBKM internship program both independently and through the Ministry of Education and Culture's program. Research indicates that the program is equitable, with all 94 students from the 2019 cohort participating in internships. Students were placed in a variety of agencies and fields, ensuring that everyone had the opportunity to benefit from the experience.

Adequacy

Adequacy relates to how far the desired results are achieved to solve the problem. The MBKM Internship Program, Undergraduate Program in Public Administration, aims to solve problems related to the lack of student ability to solve problems in the field. Students are fostered by professional coaches/mentors who will later provide them with scientific provisions in accordance with their respective fields. The coach/mentor in this case is the directing party to be handed over to the students so that students have to improvise to think critically in order to solve various problems when faced with these various workloads. In addition, students are trained to take the

initiative to do various jobs when during their internship there is no work being done or even when there are employees who are reluctant to be helped.

Student responses and initiatives related to problems in the field really provide valuable experience for students so that students become aware of real conditions in the field. Apart from being accompanied by mentors from the company, students are also assisted by supervisors (dospem) from Undergraduate lecturers of Public Administration to facilitate consultation and assistance. However, students expect that the assistance by the lecturers will be carried out more intensely, considering the location of the internship is far from the city of Surabaya. With intense communication, it is easier for students to carry out consultations and guidance regarding difficulties or other matters that need to be communicated with the supervisor.

Thus, it can be said that the MBKM Internship Program, Public Administration Undergraduate Study Program, can meet the adequacy indicators because the Internship can solve problems related to the lack of hard/soft skill abilities of students which are not obtained in the lecture room. However, there are still things that need to be improved, namely in terms of intensifying guidance activities between supervising lecturers and street vendor students. Based on the results of the research show that the program helps bridge the gap between theoretical knowledge and practical application. However, there is a need for more frequent and effective supervision by lecturers, especially given the geographic spread of internship locations.

Responsiveness

Responsiveness with regard to how far a policy can satisfy the needs, preferences, or values of certain groups of people. In implementing the MBKM program. The Bachelor of Public Administration Study Program has a positive impact on inter-agency relations. The apprentice students have properly carried out the practice at their respective apprentice agencies. Many agencies know about the existence of Public Administration Study Program students and are satisfied with the student's performance during the internship. Therefore, after the internship period from students is over, several agencies expect and need information related to the next level students who can then participate in internship activities at the agency. This is in accordance with the response expressed by the Ministry of Religion of Sleman Regency which stated that

"The agency was greatly assisted by the presence of students from Unesa who carried out street vendors at this agency, because so far the street vendors participants usually only came from high school students and students from UIN. The role of students is very helpful. Students placed in the field of Archives and Public Relations are enough to help employees who work in that section. In addition, students show good work discipline, enthusiasm and initiative in helping employees, although not only in the field they occupy"

In providing apprenticeship duties and responsibilities for students, several internship agencies provide trust so that students of the Bachelor of Public Administration Study Program can learn new things so that students can adapt to the work they have been given. Students feel very helped by the MBKM Internship program, this is as expressed by students who carry out internships at the Ministry of Religion, Sleman Regency:

"The street vendors at Kemenenang, Sleman Regency are very helpful because they can provide new experiences, even though they are far from

campus and home because I come from Malang, but during the street vendors we met new people and gained a lot of experience.”

The internship agency provides an opportunity for Public Administration Undergraduate Study Program students to practice the material they have learned in class, one of which is to analyze positions and new material related to SPJ. The program is positively received by both students and agencies. Agencies expressed satisfaction with students’ contributions and indicated a desire to continue collaborating, showing that the program meets the needs and expectations of all stakeholders.

Accuracy

The criterion of appropriateness is closely related to rationality, substantive, because the question of appropriateness of the policy is not related to individual criteria but two or more criteria together. In implementing the MBKM program, the Bachelor of Public Administration Study Program showed good results. Internship institutions occupied by students are in accordance with the agencies referred to for MBKM activities. Referral companies/agencies also feel very helpful and need the presence of PKL students. In addition, the company is also willing to collaborate with Surabaya State University. This is based on what was said by one of the staff at the Ministry of Religion, Sleman Regency

“We hope that student PKL activities with Unesa can run every year, because it turns out that we also need students who are majoring in religion-related matters other than religion. If possible, we are ready to facilitate cooperation, including if Unesa has competency certification activities, we are ready to send employees”

The division of fields of work carried out by apprentice agencies is in accordance with the wishes of students. The rolling system between sub-sections is also carried out with the aim that students of the Bachelor of Public Administration Study Program can study each field so that they can develop their abilities in carrying out the various assignments given. The good progress shown by students of the Bachelor of Public Administration Study Program has made the apprentice agencies want a longer internship duration, while also providing information and opportunities for students to become employees at the agency after students have completed their studies. The program is well-aligned with its intended outcomes. Students are placed in appropriate agencies that match academic focus, and the success of these placements has led to ongoing interest from the agencies in future collaborations. The program is both rational and relevant to the current job market.

DISCUSSION

The main findings of this research highlight the importance of evaluating internship program learning models, especially internship programs in the context of the world of higher education. Internship programs in the world of higher education have been discussed by several other researchers ([Alaraj et al., 2019](#); [Putri et al., 2020](#); [Liviú and Anaandreea, 2013](#)). However, the Public Administration Science Study Program, which has not been emphasized enough in previous studies. Previous research concerns internship programs in the medical field ([Al-Shahrani et al., 2022](#)), nursing ([Wei et al., 2021](#)), and usually focuses on internship programs as a whole ([Karunaratne and Perera, 2019](#); [Nghia and Duyen, 2019](#)). This research found that the MBKM program in the Bachelor of Public Administration Study Program was very

effective, with students achieving an average score above 85 in internship courses, indicating success in achieving learning outcomes. Meanwhile, according to (Goplani et al., 2020) there is also an emphasis on the role of structured internship programs in achieving educational goals, but it is not focus on measuring detailed results such as achievement scores. Unlike previous research which mainly discusses the general benefits of internships (Anjum, 2020). This research highlights the need for adequate internship programs in bridging the gap between theoretical knowledge and practical skills in Bachelor of Public Administration students. Furthermore, this study found that the efficiency of the MBKM program was determined by logistical challenges, such as difficulties in meeting the required internship duration and additional financial burdens for students. Meanwhile, (HainsWesson and Ji, 2024) only discussed the impact of placement suitability on the efficiency of students' learning experiences but did not delve into logistical or financial aspects. This research found that the MBKM program was able to address problem solving, although it noted the need for efficiency and more intensive supervision.

The research underscores the critical role that commitment and collaboration between study programs and external stakeholders play in enhancing the quality of graduates through internship programs. The findings suggest that when study programs actively engage with various agencies, and government bodies such as private companies, state schools, ministries/state agencies, Regional Owned Enterprise (BUMD), State Owned Enterprise (BUMN), district/city to provincial government agencies, which create valuable opportunities for students to apply their academic knowledge in real-world settings. This collaboration not only enriches the students' learning experience but also ensures that the skills they acquire are aligned with the demands of the job market. The study highlights that a strong partnership between educational institutions and stakeholders is essential for the continuous improvement of internship programs, which in turn, contributes significantly to producing competent and job-ready graduates. Therefore, the research implies that sustained commitment from study programs to foster and maintain these collaborations is crucial for the overall success and effectiveness of internship initiatives.

There are several limitations that need to be resolved. One of its main weaknesses is the limited scope for collaboration with external stakeholders, which limits the breadth of internship opportunities available to students. Current partnership networks may not fully cover the full range of industries and sectors that could benefit and contribute to students' professional growth. Additionally, this research describes gaps in the level of supervision provided to students during internships. infrequent interactions between supervisors and students can hinder the depth of learning and support students receive, potentially impacting the student's overall experience and development.

Future research should explore strategies for expanding collaboration with a wider range of external partners to create internship opportunities and align them with evolving job market demands. This can include building relationships with new industries, and non-profit organizations. Additionally, there is a need for further exploration of the most effective methods for providing guidance and support to students during internships. Research could focus on developing remote tutoring supervision, ensuring that students receive consistent, high-quality feedback and assistance, regardless of the intern's location. Expanding these areas of study can lead to more robust and inclusive internship programs that better prepare students for the complexities of the professional world.

CONCLUSION

Based on the results of the research described in the previous chapter, it can be concluded that the implementation of the MBKM Internship program in the 2019 Batch of Public Administration has had a positive impact on both students, apprentices and Bachelor of Public Administration, although there are things that need to be improved. This is as studied by going through the six policy evaluation criteria by William N. Dunn. In terms of effectiveness indicators, the MBKM apprenticeship activities in the Public Administration Undergraduate Study Program have shown positive results. This is seen through the results of the average score of each of the 8 Internship Courses (MPK) which shows a score > 86 which is in category A with the predicate " Very Good" so that the assessment target can be met. If viewed from the leveling aspect, the internship program for Bachelor of Public Administration students has fulfilled this aspect because all students of the 2019 Public Administration study program have received benefits from the MBKM internship program through participation in implementing the internship program MBKM either independently or through the Ministry of Education and Culture's program. When viewed from the responsiveness indicator shows a positive result. This can be seen through the response of apprentice companies/agencies which are very helpful and satisfied with the performance of undergraduate students of Public Administration. Likewise with the responses of students who stated that they were very helpful because they could provide valuable new experiences. When viewed from the aspect of accuracy, it also shows good results, this is evidenced by the internship institutions occupied by students that are in accordance with the institutions referred to for MBKM activities. Referral companies/agencies also feel very helpful and need the presence of PKL students. In fact, companies are willing to cooperate with study programs and universities. For the next indicator, namely Adequacy, the MBKM Internship Program in Bachelor of Public Administration can be said to meet the adequacy indicator because the Internship can solve problems related to the lack of students' hard/soft skills that cannot be obtained in the lecture room. Even so, there are still obstacles, namely the need to intensify guidance activities carried out by lecturers for students related to street vendors' activities. Whereas in terms of efficiency, the Implementation of the MBKM Internship in the Public Administration Undergraduate Study Program has not been said to be able to fulfill this aspect due to external constraints that cause it to be inefficient in terms of time, financial, and manpower resources and cause less effectiveness in achieving goals related to mastery of a field.

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