



DEVELOPMENT OF INDUSTRIAL COOPERATION ON INTERNSHIP PROGRAM

Dr. Ir. Zainal Arifin, MT

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Globalization Challenge

Goods and Services



Capital and Invest



INFORMATION



HUMAN CAPITAL



Vocational education is expected to be able to overcome and face global challenges

What's wrong with vocational education?

- Vocational education plays an important role in producing quality human resources.
- Vocational education has an orientation that is to provide competencies to enter the world of work in various vocational fields.
- Vocational Schools, hereinafter referred to, continue to strive to improve the quality of their graduates because Vocational Schools are schools that educate students to be prepared with competence in certain fields of expertise

What's wrong with vocational education?

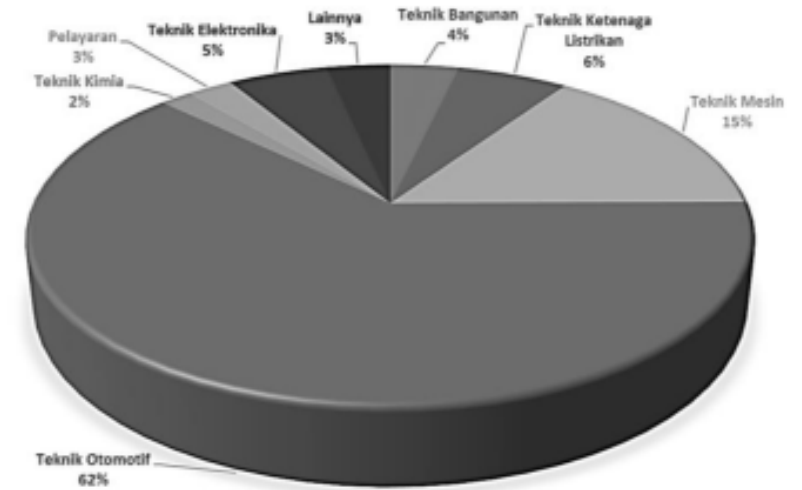
- Vocational education is education that accentuates its programs on programs to acquire work skills, which are needed by industry, so the qualifications of vocational education graduates must be in accordance with the needs of the world of work.
- Vocational education is expected to be able to play a role in economic development through the preparation of skilled workers
- The programs implemented in vocational school have not been in accordance with the real conditions in the world of work, have not achieved the expected competencies, thus causing a lot of unemployment.
- This mismatch has become a major issue that has led to prolonged polemics between the business world, industry and education.

What's wrong with vocational education?

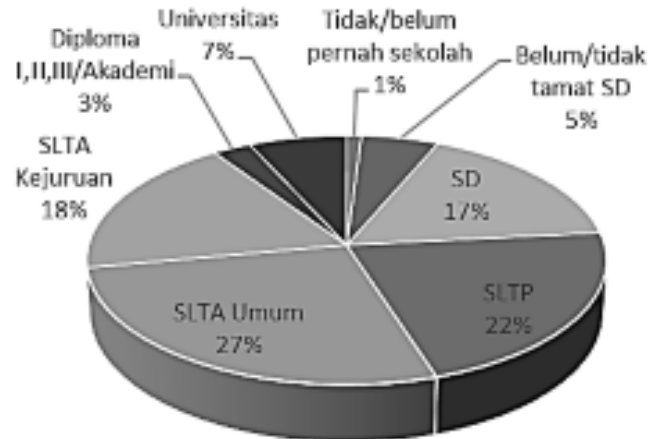
- Until now, vocational education still faces qualitative and quantitative equivalence constraints.
- Vocational schools have not been able to empowering all the potential and resources in their environment.
- The absorption of vocational school graduates to the industrial world is still very low
- The relevance of education held both at vocational schools has not been able to meet the needs and competencies of existing jobs
- The adaptability of vocational school graduates in meeting the demands of the job market is still too low
- Availability of educational facilities and infrastructure that are not in accordance with the conditions of the world of work

What's wrong with vocational education?

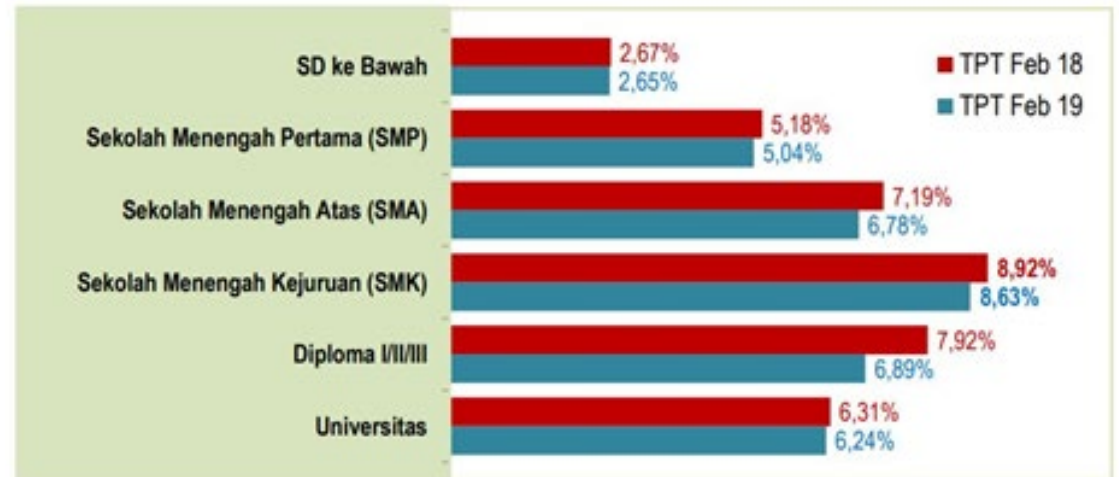
Vocational graduated unemployment



percentage of technology and engineering vocational students



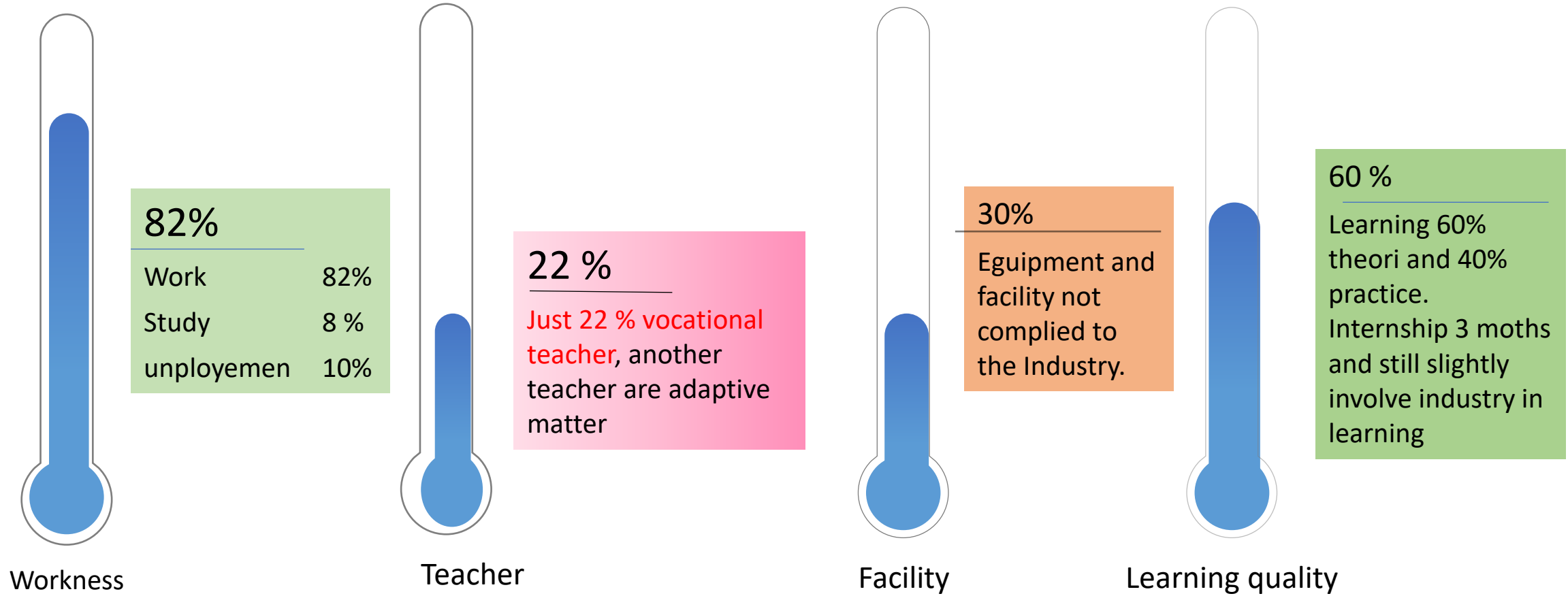
unemployment percentage



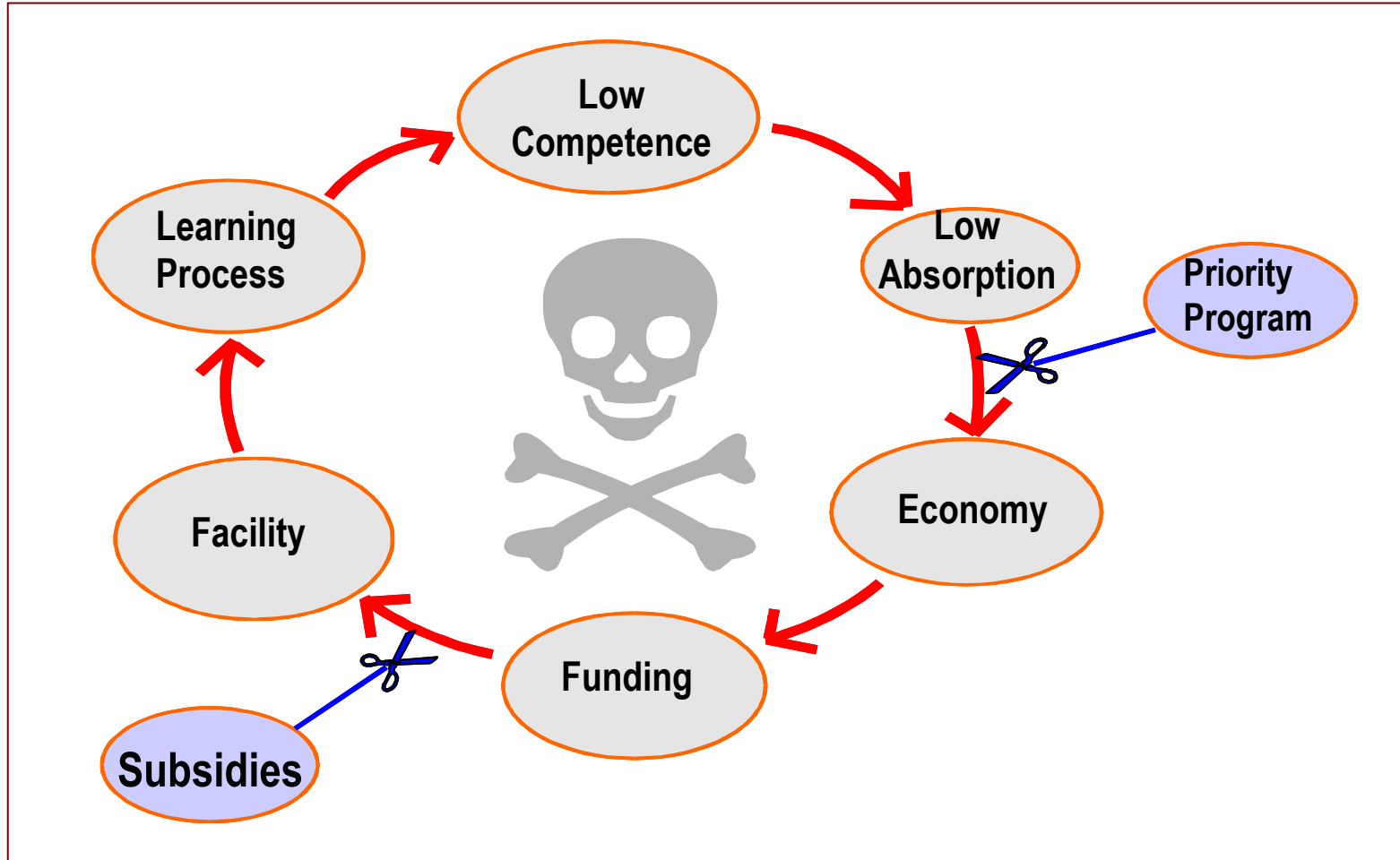
unemployment by the education

Vocational School Portraits and Challenges

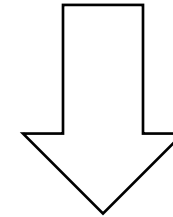
... from work performance



What's should be done with vocational education?



The Vicious Circle of Vocational School Quality

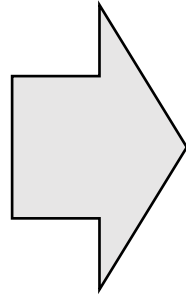


Combine: Priority & Subsidy system

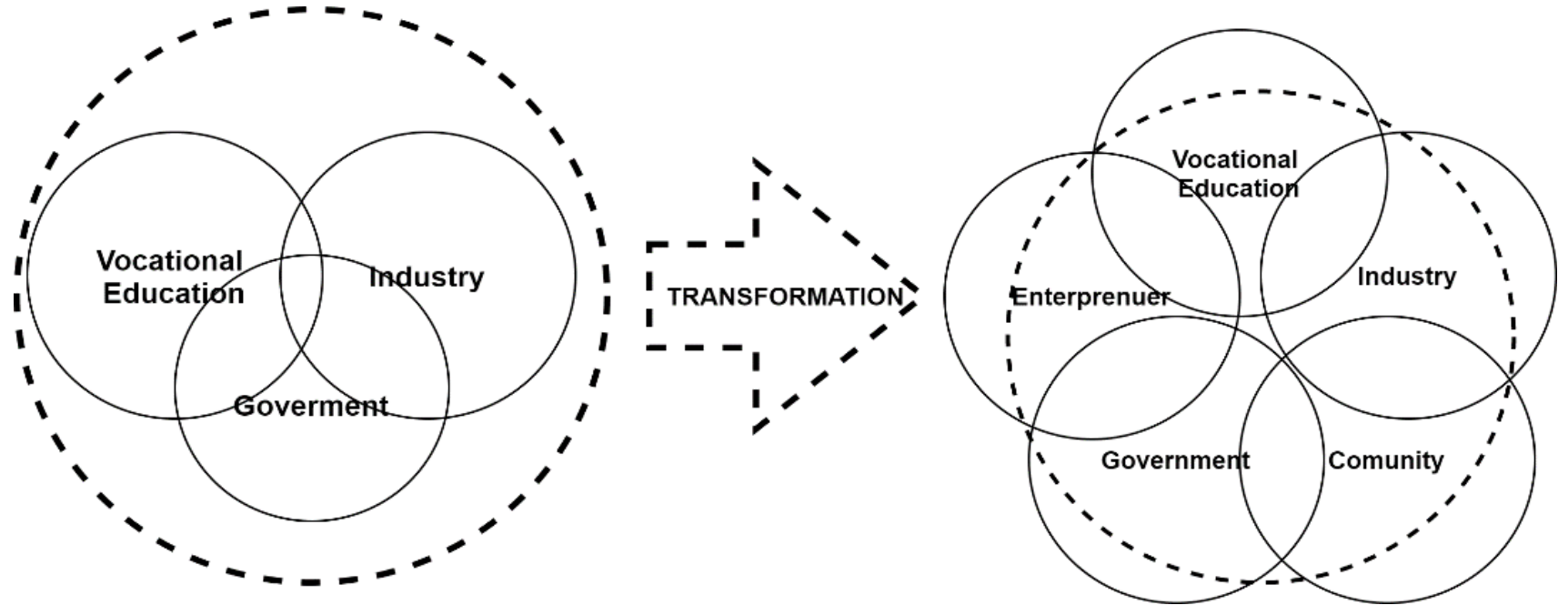
What's should be done with vocational education?



Permendikbud No. 3
Tahun 2020 on
National Higher
Education Standards



The policy of the Freedom Learning- the Independent Campus aims to improve the graduate's competencies, both soft skills and hard skills. This policy makes universities more ready in challenges of the world demands and to prepare students graduates to face in the global industry.



Triple helix transformation model partnership between vocational education and industry

What's should be done with vocational education?

Collaboration between vocational and industrial partnership

Focus	Program	Partner
Learning process	Improvement learning process and validation curriculum	Industrial partner
Internship	Improvement competency and skill	Industrial partner
Teaching factory	Generative income	Public and industrial
Assessment	Assessment skill competency	Industrial partner
Employee recruitment	Recruitment of alumni	Industrial partner
Research	Improvement technology and industrial process	Industry and entrepreneur
Empowering institution	Improvement man power	Industry and community

What's should be done with vocational education?

Internship pattern on Automotif Engineering Diploma Program



BEST PRACTICE INTERNSHIP PROGRAM ON



BEST PRACTICE INTERNSHIP PROGRAM

ACHIEVEMENTS OF INTERNSHIP IMPLEMENTATION



1

Registration <http://sipkl.lppmp.uny.ac.id>
26 Februari – 3 Maret 2020

2

Preparation of Proposals and Submission of application permits
26 Februari – 3 Maret 2020

3

Workshop
26 Februari – 2 Maret 2020

4

Intership briefing
5 Maret 2020

5

internship application
6 Maret – 30 Juni 2020

6

Internship placement
20 Juni 2020

7

Internship implementation
1 Juli - 30 Desember 2020

8

Monitoring
22 September 2020 (online) Oktober – November 2020 (offline)

STRENGTH OF INTERNSHIP PROGRAM



1

Colaboration between UNY/Prodi Pendidikan Teknik Otomotif with partner (1979 – 2020)

2

high student partisipasi mahasiswa Prodi Pendidikan Teknik Otomotif (100 % mahasiswa mengikuti PI)

3

high supporting of Alumny Prodi Pendidikan Teknik Otomotif

4

high competency and need known student

5

feed back student for improvement

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HANDICAP OF INTERNSHIP



1

Monitoring cannot be carried out optimally because only part of it can be visited, some only through online

2

Higher operational costs are required

3

Some industries thwart opportunities for students to internship

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BEST PRACTICE



1 Internship which is carried out at the student's domicile has an impact on the increase in the number of partners

2 internship which is carried out at the student's domicile further improves the quality because of the student and industry expectation meet after graduation can work in the industry

3 Internship was carried out for 6 months, the benefits have been felt both industry and students participating

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ACHIEVEMENTS



1

100 % Students can carry out internship according to a predetermined schedule and get a decent company

2

2 MOA between the Faculty of Engineering UNY and partners Process

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SUSTAINABILITY



1

internship as a compulsory subject in the Curriculum of the Automotive Engineering Education Study Program

2

internship is the hallmark of Vocational Education so that it will continue

3

As a provision for students to be able to work in industry