



PROFESSIONAL FIELD PRACTICE: TOWARDS STUDENT CAREER REPUTATION

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Abstract :

This study aims to examine the organization of the Praktik Lapangan Profesi (PLP) program in preparing students for their careers, particularly those in the Islamic Education Management (MPI) department at UIN Sunan Gunung Djati Bandung. Using a qualitative approach, the study analyzes the implementation of PLP based on eight national education standards. The findings reveal that the PLP program is designed to provide students with practical experience in managing madrasahs, integrating theory and practice, and developing professional skills and work ethics. Additionally, the program incorporates management principles such as division of labor, discipline, unity of command, and a balance between centralization and decentralization. With optimal management, PLP has the potential to serve as an effective platform for enhancing students' career readiness while strengthening collaboration between educational institutions and industry partners.

Keywords : *Education, Practice, Internship, Management, Career*

Abstrak:

Penelitian ini bertujuan untuk mengkaji penyelenggaraan program Praktik Lapangan Profesi (PLP) dalam mempersiapkan mahasiswa untuk berkarir, khususnya yang berada di jurusan Manajemen Pendidikan Islam (MPI) UIN Sunan Gunung Djati Bandung. Dengan menggunakan pendekatan kualitatif, penelitian ini menganalisis implementasi PLP berdasarkan delapan standar nasional pendidikan. Temuan ini mengungkapkan bahwa program PLP dirancang untuk memberikan pengalaman praktis kepada mahasiswa dalam mengelola madrasah, mengintegrasikan teori dan praktik, serta mengembangkan keterampilan profesional dan etika kerja. Selain itu, program ini menggabungkan prinsip-prinsip manajemen seperti pembagian kerja, disiplin, kesatuan komando, dan keseimbangan antara sentralisasi dan desentralisasi. Dengan manajemen yang optimal, PLP berpotensi menjadi platform yang efektif untuk meningkatkan kesiapan karir mahasiswa sekaligus memperkuat kolaborasi antara lembaga pendidikan dan mitra industri.

Kata Kunci : *Pendidikan, Praktek, Magang, Manajemen, Karir*

INTRODUCTION

The increasing number of new graduates from higher education institutions every year in Indonesia has become a challenge we face. This is due

to the lack of proficiency or skills they possess, which requires additional training, such as participating in supplementary education programs for several years. Therefore, universities can implement additional programs for their students while pursuing their Bachelor's degree, such as internships in fields related to their major, with the aim of producing individuals who are truly skilled and ready to work after graduation. The indicator that can be used to measure graduate quality is by looking at the percentage of graduates who successfully secure employment (Rinandiyana et al., 2021). In addition to work motivation, internship experience also plays an important role in shaping students' work readiness. In general, internship experience can be understood as a form of work training that is undertaken and carried out by students (Barros Da Cunha et al., 2023).

High-quality internships greatly help students stay committed to their studies and reduce achievement gaps, especially for those from underrepresented groups. Internship activities and experience-based learning also play a key role in supporting career development, major selection, and students' self-understanding (Armijo et al., 2022). Here, students will realize the gap between theory and direct practice. They will learn to develop skills to bridge this gap. Additionally, students will gain new knowledge and skills that they did not acquire during lectures, which will later serve as valuable preparation to compete in the workforce (Hasyim et al., 2023).

Having a fulfilling career is everyone's dream, which is why many feel the need to plan their careers carefully before entering the workforce (Sulistiawati & Jamilus, 2024). Career preparation is the process in which an individual recognizes and takes steps to achieve their career goals. Career planning involves setting career-related goals and developing strategies to achieve them (Merdiasi, 2022).

There are two factors that can influence a person's readiness to work: internal factors, which come from within the individual, and external factors, which are outside the individual. Internal factors include aspects such as intelligence, talent, interests, motivation, attitudes, experience, and skills. Meanwhile, external factors encompass influences from society, family, school, and the surrounding environment (Setiya Puteri & Murti Rozamuri, 2023). In addition to readiness in skills, students also need to prepare themselves mentally to adapt to a new work environment, given the rapid development of technology. Individuals must have the ability to adapt and adjust to the various changes that occur (Pasangkin & Huwae, 2022).

PLP (Praktik Lapangan Profesi) aims to train students to gain factual experience (best practices) in managing madrasah administration so that they can become professional educational staff. Specifically, this activity aims for students to develop skills in managing the eight national education standards in madrasah. These eight national education standards include:

Table 1 National Education Standards

No	Standard	Mean	Activity
1.	Content Standard:	Contains the basic framework and structure of the curriculum, learning	Students are trained to understand and manage the madrasah curriculum,

		load, education unit-level curriculum, and academic calendar (Sakdiah, 2022)	including the management of syllabus preparation and Lesson Plan (RPP). They also learn about adjusting the curriculum to meet the needs of students and the surrounding environment.
2.	Process Standard:	A reference or standard used as a guide in carrying out a series of learning activities (Fahmi et al., 2021).	Students are given the opportunity to observe and participate in monitoring the learning process in the classroom. They learn about effective teaching strategies, the use of media and educational technology, as well as the evaluation of the learning process.
3.	Graduate Competency Standard:	Includes knowledge, skills, and attitudes, used as a guide in assessing and determining students' graduation from an educational unit (Rahman, 2022).	Through PLP, students understand how to establish and measure the competencies of madrasah graduates. They also learn about developing programs that can help students achieve the expected competencies.
4.	Educators and Educational Staff Standard:	Includes the achievement of competencies in teaching ability, knowledge insight, character, behavior, understanding, and appreciation (Amrullah et al., 2023).	Students are trained to understand the qualifications and competencies required for educators and educational staff. They also learn about human resource management in madrasah, including recruitment, development, and performance evaluation of teachers and staff.
5.	Facilities and Infrastructure Standard:	Includes minimum criteria covering learning spaces, sports facilities, places of worship, libraries, laboratories, workshops, play areas, spaces for creativity and recreation, as well as other learning	In the PLP program, students learn how to manage educational facilities and infrastructure, including planning, maintenance, and development of madrasah facilities.

6.	Management Standard:	resources needed to support the learning process, including the utilization of information and communication technology (Gusniati et al., 2024). Includes criteria that must be achieved efficiently and effectively through program planning, implementation of work plans, supervision and evaluation, school or madrasah leadership, as well as the application of management information systems (Arsyad et al., 2021).	Students are involved in the overall management activities of the madrasah, including strategic planning, decision-making, and financial management. They also learn about educational management information systems.
	Finance Standard:	Includes the procurement of equipment, payment of salaries for teachers and staff, as well as funding for various activities and events within the institution (Febriyani et al., 2023).	Through PLP, students gain experience in managing the madrasah budget, including budget planning, implementation, and financial reporting. They also learn about funding sources and how to optimize the use of funds.
	Educational Assessment Standard:	Includes criteria related to the scope, objectives, benefits, principles, mechanisms, procedures, and assessment instruments (Maulina et al., 2024).	Students learn about various methods and techniques of educational assessment, both formative and summative assessments. They are also involved in developing assessment instruments and analyzing assessment results to improve the quality of learning.
8.			

By focusing on mastering the eight national education standards, PLP ensures that students have a comprehensive understanding of madrasah management. This program not only enhances students' practical skills but also fosters a professional attitude and strong work ethics.

Internship programs should ideally serve as a tool for employers to screen and recruit potential employees. Additionally, internships provide students with opportunities to apply their knowledge and skills. Therefore, serious attention to interns' satisfaction is of utmost importance (Vantiasari & Surya Perdhana, 2023).

One study that is relevant to this research is (Windika et al., 2022) One relevant study to this research is an article published in the JBME journal titled

"The Role of Internship Participants in Enhancing Students' Career Planning and Development." This study explains that internship programs are essential for students to understand and learn about the professional world. Additionally, internships provide significant benefits in supporting future career planning and development.

This study shares a common research focus on internship programs and career preparation. However, the difference lies in the research subject: the previous study covered various academic disciplines that participated in general internship programs, whereas this research specifically focuses on students majoring in Islamic education management.

RESEARCH METHOD

This research employs a qualitative approach, aiming to provide an in-depth explanation of the studied case. This approach involves several key steps, such as formulating research questions, implementing specific data collection procedures from participants, analyzing data inductively by moving from specific themes to general themes, and interpreting the meaning of the obtained data (Kusumastuti & Khairon, 2019).

In this study, primary data is obtained through direct interviews with the Head of the Department, the Microteaching Division of the Faculty of Tarbiyah and Teacher Training, and several Islamic Education Management students at UIN Sunan Gunung Djati Bandung who have undergone PLP/Internship, as well as through observations in the Islamic education management environment related to the research variables.

Meanwhile, secondary data is collected through document study observations. Observations are conducted in the Islamic Education Management department and at one of the partner institutions where PLP/Internships take place. The document study includes the PLP/Internship guidelines book, student PLP/Internship reports, and relevant information from the MPI Department and UIN Sunan Gunung Djati Bandung websites that relate to the research problem formulation.

The qualitative data analysis process consists of three main stages: data reduction, data presentation, and conclusion drawing.

FINDINGS AND DISCUSSION

The implementation of PLP/Internship in educational institutions within the Islamic Education Management (MPI) Study Program at UIN Sunan Gunung Djati Bandung is carefully regulated by the PLP Implementation Committee, which is appointed by the Dean of the Faculty of Tarbiyah and Teacher Training. This committee is responsible for organizing and supervising each stage of the PLP/Internship, ensuring that the program's objectives are effectively achieved.

There are two important components involved in the implementation process: the Field Supervisor Lecturer (DPL) or supervisor and the Microteaching Laboratory Practitioner. These two components play a crucial role in ensuring the smooth execution and success of the PLP/Internship for MPI students.

The Field Supervisor Lecturer (DPL) or supervisor is responsible for providing guidance and direction to students throughout the PLP/Internship period. They act as mentors, assisting students in identifying and achieving the objectives set within the program. DPL also plays a crucial role in facilitating communication between students, partner educational institutions, and the faculty. With their experience and expertise in Islamic education management, DPL can offer valuable insights and solutions to help students overcome any challenges they may encounter during the PLP/Internship.

The Microteaching Laboratory Practitioner has a more technical role in the implementation of the PLP/Internship. They are responsible for facilitating the preparation and execution of activities in the microteaching laboratory, which involves various simulations and practical exercises related to pedagogical and managerial skills. Additionally, they are also tasked with providing technical and administrative support to students and DPL in the process of data collection and report preparation related to the PLP/Internship.

A synergistic collaboration between the Field Supervisor Lecturer (DPL), Microteaching Laboratory Practitioner, and the PLP Implementation Committee is the key to the success of this program. With effective coordination among these three components, students can receive quality and in-depth guidance, as well as the technical support needed throughout their PLP/Internship. As a result, they can optimize their field experience, gain valuable insights into real-world Islamic education practices, and better prepare themselves for their future professional careers as qualified and ethical educators.

Table 2 Description of the roles and functions of the involved human resources.

Role	Responsibilities
Chairperson (Dean)	Provide direction and advice to the PLP/Internship Implementation Committee. b. Receive reports on the implementation and evaluation results of the PLP/Internship.
Vice Chairperson (Vice Dean I)	a. Responsible for the implementation of the PLP/Internship. Oversee the implementation of the PLP/Internship.
Implementation Committee	a. Plan the implementation of PLP. b. Register and organize eligible students for the PLP program. c. Arrange student placement into available groups (schools/madrasah). d. Provide PLP facilities according to capacity. e. Appoint Field Supervisors. f. Collect and administrate PLP grades, and send them to the MPI program's assessment section. g. Monitor the performance of Field Supervisors. Report the implementation results to the Dean in writing.
Field Supervisor	a. Provide explanations about the PLP program to prospective educational staff during orientation activities.

	<ul style="list-style-type: none"> b. Guide and explain the rights and obligations of PLP students. c. Assist in PLP preparation. d. Direct and train educational management skills at the PLP site. e. Be a role model for appropriate behavior as an educational staff member. f. Monitor the PLP's implementation. g. Evaluate PLP outcomes and provide feedback. h. Offer opportunities for students to observe and provide feedback to peers.
	Provide final PLP grades for students to the Implementation Committee.
	<ul style="list-style-type: none"> a. Participate in PLP orientation activities. b. Conduct field observation for two weeks. c. Present field observation results in a PLP practice forum for 30 minutes (15 minutes presentation, 15 minutes Q&A from the audience and Field Supervisor). d. Actively participate in PLP practice. e. Observe and provide feedback to peers who have completed their practice. f. Dress neatly and appropriately according to the UIN Sunan Gunung Djati Bandung student code of conduct.
Students	<p>The group leader/ coordinator must attend meetings with the committee and provide reports on the mentoring during PLP practice conducted by the Field Supervisor.</p>

Organizing is one of the important management functions, and Henry Fayol provided his views on this in his work "*Administration Industrielle et Générale*", in which the researcher uses its translation, "*General and Industrial Management*". Here are some key points about organizing according to (Fayol, 2016):

First, the definition of Organizing: Fayol defines organizing as the process of designing the organizational structure, assigning tasks, and coordinating resources to effectively achieve the organization's objectives. Organizing is the second stage after planning, which aims to establish, group, and arrange the various types of programs that have been planned (Wulansih et al., 2023). The organization of the PLP/Internship program is considered effective because all roles, tasks, and functions are clearly outlined in the PLP/Internship handbook, including the duties of the dean, department head, microteaching unit, field supervisors, and the roles and functions of the students participating in the PLP/Internship. However, in the internship program at companies, there is no field supervisor; students are only guided by the course instructor of the PLP/Internship from a distance. This is something that needs to be addressed to ensure the program effectively prepares students

for their careers, as the role of the field supervisor is crucial for students to consult on challenges they face during their PLP/Internship at the company.

Second, the Principle of Division of Work introduced by Fayol has significant relevance in the context of organizational management. Fayol believed that a clear and appropriate division of labor is the key to an organization's success. This involves breaking down tasks into smaller and more specific duties, so that each individual in the organization can focus on work that matches their skills and abilities. This aligns with the staffing principle of "the right man in the right place," which means that the right person should be placed in the right position. This principle emphasizes that an employee should be assigned based on their expertise (Syukran et al., 2022).

When referring to the PLP/Internship program, this principle of division of work is also significantly applicable. In the context of internships, students are given tasks related to specific areas of work or specialization that they are studying at university, in this case related to Islamic education management. For example, a student interning in the finance field may be assigned tasks related to analyzing financial reports or preparing educational budgets.

According to R. Wayne Mondy and Joseph J. Martocchio in the book *Human Resource Management*, a job description is a detailed explanation of a job tailored to a specific position. This job description must align with the employee's role so that the company can monitor the employee's progress while performing their duties (Irfan et al., 2023).

The principle of division of work is also reflected in the PLP/Internship handbook and the roles as well as the human resources involved. The handbook contains information about the duties and responsibilities of each party involved in the internship, including students, field supervisors, and supervisors at the internship site. Each party has a role that is clearly defined according to their specialization, ensuring that the internship runs efficiently and in a structured manner.

The principle of division of work, also known as the distribution of work, involves grouping similar or closely related tasks or jobs into a separate unit. Thus, in the division of labor, various tasks within the organization are broken down in such a way that they can be carried out by specific units or officials (Syukran et al., 2022). The principle of division of work is also reflected in the allocation of tasks to students during their internship. Students are given responsibilities that align with their field of study, allowing them to develop and apply the knowledge and skills they have more effectively.

By applying the principle of division of work correctly in the PLP/Internship program, a structured and efficient work environment will be created. This will benefit students in developing skills and abilities that are relevant to the workforce, as well as benefit the company or institution where they intern by receiving maximum contributions from the interns.

Third, the Principle of Authority and Responsibility explained by Fayol has significant implications in the context of organizational management. According to Fayol, authority must be balanced with corresponding responsibility. This means that when someone is granted the power to make

decisions, they must also be ready to take responsibility for the consequences of those decisions. In the context of the PLP/Internship program, this principle can also be clearly applied.

The Department of Islamic Education Management and the Microteaching Unit at the Faculty of Tarbiyah and Education UIN Sunan Gunung Djati Bandung are the parties holding authority and responsibility in managing the PLP/Internship program. They have the power to design, direct, and manage the implementation of the internship program, ensuring that the established objectives and standards are achieved effectively.

As the holders of authority, the Department and the Microteaching Unit are responsible for developing clear guidelines and instructions regarding the implementation of the internship program. They are also responsible for selecting appropriate industry partners for students undertaking the PLP/Internship and ensuring that the internship environment is safe, compliant with legal regulations, and provides valuable experiences for the students. Furthermore, the Department and the Microteaching Unit are also responsible for providing guidance, supervision, and evaluation for students during their internship. They must ensure that students receive sufficient support to overcome challenges and develop themselves during the internship period, as well as offer constructive feedback to help students improve their performance.

The application of the Principle of Authority and Responsibility is expected to ensure that the PLP/Internship program runs smoothly and effectively, providing maximum benefits to students, educational institutions, and the industry partners involved. This is an important step in ensuring that every party involved in the internship program clearly understands their roles and responsibilities, fostering a harmonious and productive collaboration.

Fourth, the Principle of Discipline, highlighted by Fayol, plays a crucial role in maintaining the smoothness and efficiency of an organization. Fayol emphasized the importance of compliance with established rules and procedures, as well as a professional and respectful attitude toward managerial authority. Discipline not only involves adherence to rules but also encompasses attitudes and behaviors that reflect responsibility and fairness.

The factors that reflect discipline within an organization can vary greatly, but some observable aspects include adherence to regulations, wearing appropriate attire, and the implementation of sanctions for violations of company rules (Alam & Wanialisa, 2021). When discipline is implemented effectively, an organization can function more efficiently, as every member of the organization acts according to the established order. However, in the context of the PLP/Internship program, there appear to be challenges in consistently applying this principle of discipline. According to the researcher's observation, both in terms of the human resources organizing the program, the PLP/Internship participants, and the institutions where the internship takes place, there are still shortcomings in running the program with an adequate level of discipline.

The findings from an interview with an eighth-semester student, Diki, show that some of his peers have not been participating in the PLP/Internship

program intensively. This is due to a lack of supervision from field supervisors and insufficient attention from the partners where the students are conducting their internships. This challenge can hinder the main objective of the PLP/Internship program, which is to provide valuable work experience and thorough career preparation for students. Therefore, it is important for the organizers of the PLP/Internship program, field supervisors, and the internship partners to improve supervision, strengthen the monitoring system, and provide more intensive attention to students undergoing the program. Only with strong and consistent discipline from all parties involved can the PLP/Internship program run smoothly and provide maximum benefits for the development of students and the interests of the organizations involved.

Fifth, the Principle of Unity of Command: According to Fayol, each employee should receive orders from only one direct superior. This helps avoid conflicting orders and ensures consistency in task execution. In implementing the principle of unity of command, every PLP/Internship group has one student assigned as the coordinator or group leader, making it easier for the department/microteaching to conduct evaluations or give instructions. In the context of the PLP/Internship program in companies or educational institutions, this principle is also applied. Every group of students undergoing PLP/Internship has a coordinator or group leader responsible for coordinating and carrying out tasks. The appointment of this coordinator helps maintain unity of command, where all instructions or orders from the department or microteaching can be effectively communicated through the coordinator.

With the presence of a group coordinator, the department or microteaching can more easily evaluate the progress and performance of students participating in the PLP/Internship program. They can provide instructions or orders directly to the coordinator, who will then coordinate the implementation with the group members. This helps maintain consistency and efficiency in task execution, ensuring that all students receive appropriate and well-coordinated instructions. Additionally, this principle of unity of command helps prevent confusion or ambiguity in task execution. With one direct superior providing orders to each group through the coordinator, students can focus more on performing their tasks without any confusion regarding the guidance or instructions given. The principle of unity of command is a crucial aspect that supports the smooth running and effectiveness of the PLP/Internship program in companies or educational institutions. By maintaining unity of command, the department or microteaching can more easily manage and monitor the program's progress, while students can perform their tasks in a more coordinated and efficient manner.

Sixth, the Principle of Unity of Direction: Fayol emphasizes the importance of having a single plan and clear direction for the organization. This helps ensure that all efforts within the organization are directed towards achieving the same goals.

The Department of MPI can design the PLP/Internship program with a clear plan and direction through the principle of Unity of Direction. This includes setting goals, scope, and expectations that each student participating in

the program is expected to achieve. Unity of Direction ensures that every aspect of the PLP/Internship program is directed towards developing the skills, knowledge, and experiences required by students to prepare for their future careers. Additionally, Unity of Direction is also crucial in ensuring that all parties involved in the PLP/Internship program have a shared understanding of the goals and direction to be achieved. Lecturers, field supervisors, and industry or educational institution partners must have a uniform understanding of the expectations and goals for the students undergoing the PLP/Internship.

The Department of MPI can design the curriculum and PLP/Internship activities that align with the needs of specific industries or sectors through Unity of Direction. Programs developed with a clear direction can help students develop skills and knowledge relevant to current labor market demands. Additionally, Unity of Direction also aids in measuring and evaluating the success of the PLP/Internship program. With clear goals and direction, the MPI department can easily assess whether the program has successfully achieved the established objectives. This evaluation is crucial to ensure that the PLP/Internship program continues to improve and adapt to the evolving needs of students and the industry.

The principle of Unity of Direction plays a key role in preparing students' careers through the PLP/Internship program. With a clear plan and direction, students can develop the skills and experience needed to succeed in the job market, while the MPI department can ensure that the program continues to evolve and remains relevant to the current industry demands.

Finally, the principle of Centralization and Decentralization: Fayol recognized that there are situations where both centralization (decision-making concentration) and decentralization (delegation of decisions) can be effective. It is important for managers to find the right balance based on the specific needs and conditions of the organization. Centralization refers to the concentration of decision-making in the hands of managers or higher authorities. In the context of the PLP/Internship program, centralization can occur in setting general policies, establishing evaluation standards, and making strategic decisions that affect the entire program. This ensures that the vision and goals of the PLP/Internship program remain consistent and coordinated across all levels.

Decentralization refers to the delegation of decision-making to lower levels in the organizational hierarchy, such as field supervisors, PLP/Internship coordinators, or the students themselves. Decentralization allows for a quicker response to changing situations and encourages initiative and creativity from individuals who are more directly involved in the implementation of the program.

Decentralization can provide flexibility for students to tailor the program to their personal interests and needs, while also giving them the opportunity to take the initiative in seeking additional learning experiences and opportunities in the field. It also allows field supervisors to offer more personalized guidance and mentoring to students, addressing the specific needs and challenges they encounter during their internship.

It is important for the MPI department to find the right balance between centralization and decentralization in managing the PLP/Internship program. Centralization is necessary to ensure consistency, coordination, and effective supervision of the program as a whole, while decentralization allows for quicker responses, flexibility, and empowerment of individuals in the day-to-day implementation of the program.

The successful management of the PLP/Internship program requires a balanced approach between centralization and decentralization. This will ensure that the program is effective in preparing students' careers by providing them with valuable and relevant experiences in the workforce, while maintaining the necessary coherence and oversight to achieve the overall program objectives.

The organizational principles according to Henry Fayol are an important foundation in the development of organizational theory and management practices, widely used in various contexts, including the management of the PLP/Internship program in companies or educational institutions, as practiced by the MPI department. These principles are closely related to efforts in preparing students' careers through the PLP/Internship program.

The relevant principle is the Principle of Division of Work, which emphasizes the importance of clear and appropriate task distribution. In the context of the PLP/Internship program, this division of work is reflected in the roles and responsibilities assigned to each party involved, including field supervisors, PLP/Internship coordinators, and students. Each individual is given tasks that align with their abilities and expertise, allowing them to contribute optimally to the implementation of the program.

The principles of Centralization and Decentralization are also relevant in the context of managing the PLP/Internship program. Centralization ensures consistency and coordination in setting the program's policies and objectives, while decentralization provides flexibility and empowerment to those more directly involved in the program's implementation, such as students and field supervisors.

The principle of Discipline also has significant implications in the PLP/Internship program. Discipline here includes adherence to established rules, procedures, and standards, as well as maintaining a professional attitude in carrying out tasks. Students are expected to follow schedules, company rules, and workplace ethics during their internship, thereby developing a good work attitude and preparing themselves for a career in the workforce.

The principle of Unity of Command is also relevant in the context of the PLP/Internship program. This principle emphasizes the importance of each employee receiving instructions from a single direct supervisor, which minimizes the potential for conflicting orders and ensures consistency in task execution. In the PLP/Internship program, students have one field supervisor or coordinator who provides guidance and direction throughout the program, ensuring they have clear and coordinated instructions to follow in their tasks.

According to Purwanto, organizing is the activity of arranging and forming cooperative relationships between individuals to create a unified effort

in achieving the predetermined goals (Setiawan et al., 2021). In this context, organizing is not only the foundation for effective management but also highly relevant in the implementation of the PLP or internship program.

The PLP/Internship program is designed to provide students with the opportunity to experience the workforce firsthand, apply the theories learned in college into real-world practice, and develop the professional skills needed in the workplace. For the program to succeed, good organization is required between the educational institution and the company where the students are interning.

First, in the planning stage of the internship program, organization plays a crucial role in ensuring close coordination between the university and the company. Both parties must establish an agreement regarding the program's objectives, the criteria for selecting students to intern, and the duties and responsibilities of each party. This requires the establishment of a solid and mutually supportive collaboration, which can only be achieved through effective organization.

When students begin their internship, the company or educational institution must integrate them into the existing organizational structure. This involves placing students in departments or units related to their field of study and ensuring they are given relevant tasks. Organizing means clearly defining the students' roles and positions, allowing them to contribute effectively while learning and growing.

Organization also includes appointing mentors or supervisors who are responsible for guiding the interns. The cooperation between the mentor and the intern is crucial to ensure the students receive adequate guidance, constructive feedback, and a clear direction in developing their skills. Mentors should be actively involved, not only assigning tasks but also helping students understand the context of their work and how their tasks contribute to the overall goals of the organization.

Good organization in an internship program also involves creating training or orientation programs that help students adapt to the new work environment. This may include introducing company culture, operational procedures, and explaining ongoing projects. As a result, interns can adjust more quickly and start contributing.

Organizing also means providing structured mechanisms for evaluation and feedback. This can include regular assessments by supervisors, meetings to discuss the intern's progress, and performance reports. Through regular evaluations, interns can understand their strengths and weaknesses and receive suggestions for improvement, helping them grow professionally.

Not only that, organizing also involves efforts to create networks between interns and professionals in their field. This can be through networking events, seminars, or group discussions that allow students to learn from the experiences and knowledge of others in the industry. These collaborations can become a valuable asset for students after they complete their internship and begin searching for employment.

In addition to the benefits for students, companies/educational institutions also gain advantages from good organization in the internship program. By doing so, the effectiveness of educational delivery can be improved. They have the opportunity to assess the performance and potential of the internship participants as future employees. This gives partners access to new talent who already understand the company's culture and operations, thus reducing time and costs for training if they are hired as permanent employees. This aligns with Rukmana's opinion in (Ubaidah et al., 2021) Partnerships will benefit all partner institutions through collaboration, allowing the various resources available in each partner institution to complement each other.

In conclusion, organization, as defined by Purwanto, is an essential component that ensures the success of the PLP or internship program. Through effective collaboration and relationship building between educational institutions, companies, mentors, and students, the PLP/Internship program can provide valuable learning experiences, enhance students' professional skills, and open the door to a successful career. Organizations that can apply organizational principles well will create a productive, supportive, and beneficial internship environment for all parties involved. The MPI department can ensure that the PLP/Internship program effectively prepares students' careers by providing them with valuable experiences, practical learning, and the necessary guidance to succeed in the workforce by implementing these organizational principles in its management.

CONCLUSION

Organization is a crucial aspect in the management of PLP (Praktik Lapangan Pendidikan) or internship programs. Each task and function of the involved human resources, such as the Chair, Vice Chair, Organizing Committee, Field Supervisors, and Students, is explained in detail to ensure that all parties understand their respective roles and responsibilities. This step forms a solid foundation for the effective and structured implementation of PLP or internships by applying the organizational principles proposed by Henry Fayol. These principles include clear division of labor, balance between authority and responsibility, discipline in task execution, unity of command to prevent conflicts, unity of direction to achieve common goals, and the appropriate application of centralization and decentralization. By applying these principles, the PLP or internship program can provide valuable work experience, help students prepare their careers effectively, while also ensuring coordination, consistency, and supervision that support the overall success of the program.

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