



Analysis of the effectiveness of implementing internships in Hungary for improvement students

Final Project

**By :
Savira Radha Sellini (3222101016)**

**Electronics Manufacturing Engineering Study Program
Electrical Engineering Department
Politeknik Negeri Batam
2023**

STATEMENT OF AUTHENTICITY OF FINAL PROJECT

I, the undersigned, certify that the contents in part or in whole of my Final Project entitled: " Analysis of the effectiveness of implementing internships in Hungary for improving students' interest in taking part in overseas internships" is **my own work, completed without the use of materials that are not permitted , and is not the work of another party which I acknowledge as my own work.** All references cited or referred to have been written in full in the bibliography. If it turns out that my statement is not true, I am willing to accept sanctions in accordance with applicable regulations.

Cegléd, March 17 2024



Savira Radha Sellini

NIM: 3222101016

APPROVAL

The Final Project was prepared to fulfill one of the requirements to obtain the degree of Associate Expert in Engineering (AMd.T.)

By:
Savira Radha Sellini (3222101016)

Examination Date:

Approved by :

1. Adlian Jefiza, S.Pd., M.T
NIK: 199112022019031016



2. Fadli Firdaus, M.Pd
NIK: 199305072022031007



Analysis of the effectiveness of implementing internships in Hungary for improvement students

Savira Radha Sellini^{1*}, Adlian Jefiza¹, and Fadli Firdaus²

Batam Polytechnics, Batam, Indonesia
 Electronics Manufacturing Engineering Study Program
 Electrical Engineering Departement
 Politeknik Negeri Batam
 *Email: savira.radha30@gmail.com

Abstract— This study aims to analyze the effectiveness of internships abroad in developing skills, increasing cross-cultural understanding, and its impact on the professional careers of interns. This research involves monitoring and interviewing interns who took part in internship programs abroad during a certain period. The collected data was analyzed to evaluate the benefits of the international internship experience.

Keyword: international, internship, language.

I. INTRODUCTION

Internship is one of the activities that students from specific universities must undertake as a requirement for graduation. Internships in higher education play a crucial role in equipping students with practical skills and relevant work experience in their respective fields of study. The internship program also provides students with the opportunity to apply the theoretical knowledge acquired during their studies in a real work environment. The internship program is governed by Law No. 13 of 2003 concerning employment, particularly articles 21-30. Detailed regulations for this internship program are outlined in the Minister of Manpower and Transmigration Regulation No. Per. 22/Men/IX/2009, which addresses the implementation of domestic internships. Within the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), the Minister of Education and Culture Regulation (Permendikbud) Number 3 of 2020 outlines National Higher Education Standards. This regulation specifies that internships undertaken by students can be recognized as credit points (Indonesia, 2003).

Globalization has had a significant impact on various aspects of life, including the realm of education (Al Islami, Ramli, Agung, & Agnesa, 2022). Globalization influences a paradigm shift in education, where practical skills and direct experience are increasingly recognized as important elements in the curriculum. Contemporary education not only focuses on providing theoretical knowledge but also emphasizes the development of practical skills relevant to the demands of the world of work. Therefore, the emphasis on practical experiences, such as internships, is becoming increasingly important in the composition of college curricula. Students require the opportunity to engage in real-world situations in the workforce to gain deeper insights, develop practical skills, and shape their professional orientation.

Based on the discussion in the background section, the research problem can be formulated as follows:

- a. How does the effectiveness of implementing an internship program in Hungary influence students' interest in participating in internships abroad?
- b. What are the factors that influence students' interest in internships abroad, especially in Hungary?
- c. To what extent does the internship experience in Hungary align with the knowledge learned at the university and contribute positively to improving students' work skills?

The objectives of this research are divided into :

The general aim of this research is to analyze the effectiveness of implementing internships in Hungary in increasing students' interest in internships abroad.

The advantages expected by researchers in this research are as follows:

- a. Practical Advantages

The practical advantages are divided into 2, namely for students and universities:

- 1) For students

Students will have the opportunity to improve practical work skills such as problem-solving, communication, and adaptation in an international work environment.

- 2) For College

With effective internship experiences, universities can produce graduates who are better prepared to face the challenges of the world of work.

II. METHOD

A. Design of the Research

The test method in designing this system is as follows: the test method in designing this system is as follows:

1. Literacy studies.
2. Formulation of the problem.
3. Data collection.
4. Analysis of the Effectiveness of Implementing Internships in Hungary.
5. Factor of Influence Student Interest Analysis.
6. Data Processing
7. Implementation and result
8. Research Conclusion

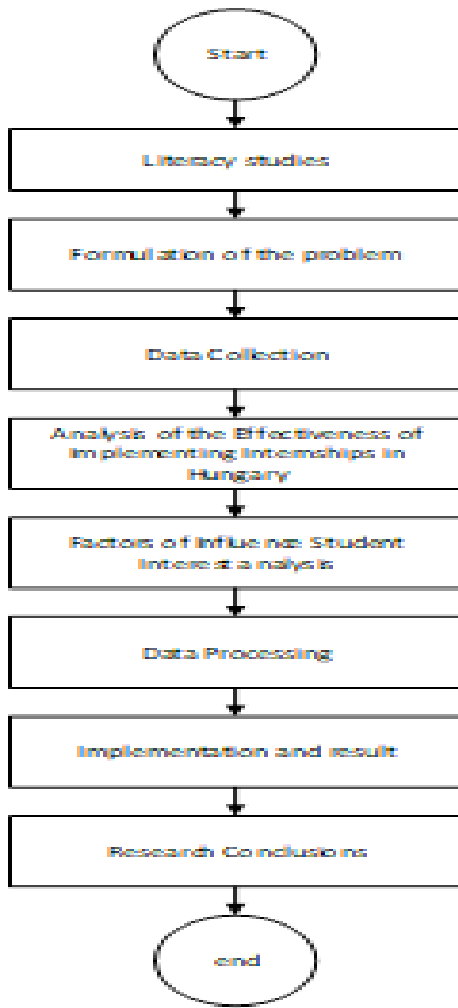


Fig. 1. Flowchart of test design

B. Data Collection Techniques

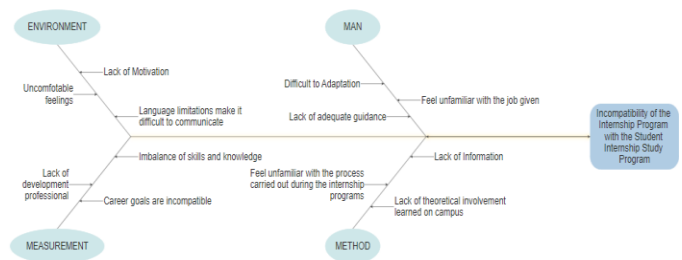
The approach used in this research is quantitative approach with data collection techniques using questionnaires, observation and literature study. A quantitative approach aims to collect numerical data that can be analyzed to support findings and make generalizations related to a larger population. By using a questionnaire, researchers can measure student responses to internship programs in Hungary on a numerical or categorical scale. Observation includes observations that can be measured and assessed, while literature studies are used to provide context and frameworks that support quantitative findings. So the questionnaire is made into several aspects that are appropriate to the problem topic, consisting of aspects of improving skills (Do an overseas internship provide hands-on experience that allows interns to develop the practical skills needed in a daily work environment), suitability of knowledge with practice (Ensuring whether the internship is appropriate to the knowledge learned by the intern will help integrate theory with practical experience), adaptation (Does an internship abroad require the

ability to adapt to new environments, different cultures, and ways of working that may be different from previous experiences), and job search opportunities (Does an internship abroad provide access to international networks and global job opportunities). The following is a list of questionnaire questions used in this research:

Part 1	Have you ever participated in an internship abroad, especially in Hungary?	Yes or No
Part 2: Skill Improvement	To what extent do you feel your internship experience in Hungary made a positive contribution to improving your work skills?	Option: (1-6)
	To what extent do you agree that interning abroad, especially in Hungary, increases your competitiveness on the job market?	Option: (1-6)
	To what extent do you feel your internship in Hungary provided an opportunity to develop your foreign language skills?	Option: (1-6)
	To what extent do you feel your internship abroad helped you develop independence and adapt to a new environment?	Option: (1-6)
	How much do you feel your internship in Hungary added value to the education and skills you have learned in college?	Option: (1-6)
Part 3: Compatibility of science with practice	How does your internship experience in Hungary match the knowledge learned at the Polytechnic?	Option: (1-6)
	To what extent do internships abroad provide opportunities to apply the knowledge gained at the Polytechnic?	Option: (1-6)
	How big is the difference between the curriculum at the Polytechnic and the assignments or projects you carried out during your internship in Hungary?	Option: (1-6)
	How well does an internship in Hungary support the development of technical skills appropriate to your field of study at the Polytechnic?	Option: (1-6)
	How much influence did your internship abroad have on your understanding of industry needs related to the knowledge studied at the Polytechnic?	Option: (1-6)
	How well do the projects or assignments you handle during your internship in Hungary match the competencies expected of Polytechnic graduates?	Option: (1-6)

	How big an impact did your internship in Hungary have on your readiness to enter the world of work according to the knowledge you learned at the Polytechnic?	Option: (1-6)
Part 4: Adaptation	To what extent did you feel comfortable communicating and interacting with local colleagues during your internship in Hungary?	Option: (1-6)
	How well do accommodation facilities and daily living support in Hungary support your adaptation process?	Option: (1-6)
	How much did an internship abroad improve your ability to adapt to cultural differences and values in the work environment?	Option: (1-6)
	How effective did you feel in overcoming language and communication differences during your internship in Hungary?	Option: (1-6)
Section 5: Job Search Opportunities	How much do you believe that interning in Hungary increases your competitiveness in the national job market?	Option: (1-6)
	To what extent has international work experience opened up job opportunities in a particular industry or sector for you?	Option: (1-6)
	How effectively did your internship placement in Hungary help you identify competency areas that are valued in the world of work?	Option: (1-6)
	How effective was the post-internship placement program in Hungary in helping you find a job that suits your interests and skills?	Option: (1-6)
	How much did your internship in Hungary improve your understanding of the industry's requirements and expectations of you?	Option: (1-6)

Question of Questionnaire



Fishbone Diagram

After collecting data using a questionnaire, I came to the conclusion that some students felt they were not suited to the internship program at Infineon Hungary because it was incompatible with the subjects they were studying so that they felt unfamiliar with the job they were doing, but some also felt they were suitable to the internship program and the subjects they were studying. So I make the fishbone diagram to know reason why the students feeling incompatible.

C. Data validity

Validity is a critical aspect of research that reflects the extent to which the data collection instrument used accurately measures what it is supposed to measure. The following is the validity required in this research:

1. Ensure that the questions in the questionnaire appropriately measure the variables or concepts being studied
2. Ensure that the observed variables cannot be observed
3. Use relevant and accountable literature sources

III. RESULT AND DISCUSSION

The following are the results of the analysis of 21 questions in the questionnaire regarding the influence of internships abroad on students in improving skills and work readiness. This is the data result from the statement To what extent do you feel your internship experience in Hungary made a positive contribution to improving your work skills [2]

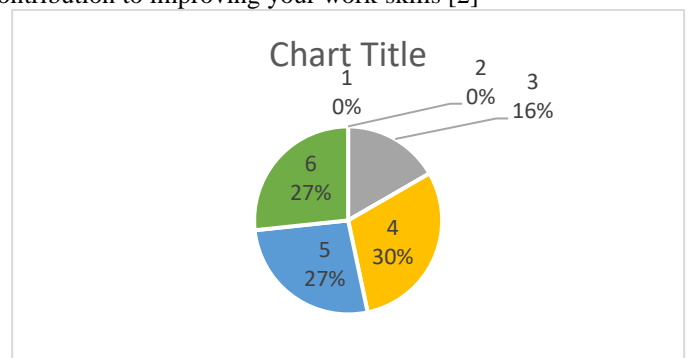


Fig. 3. Diagram Result of question number one

Judging from the diagram, the highest percentage falls on the "Quite Suitable" option as much as 30%, this is because the internship experience in Hungary gives students the opportunity to be involved in a work environment that is culturally and linguistically different. This enables the development of important intercultural skills in an increasingly globally connected world of work.

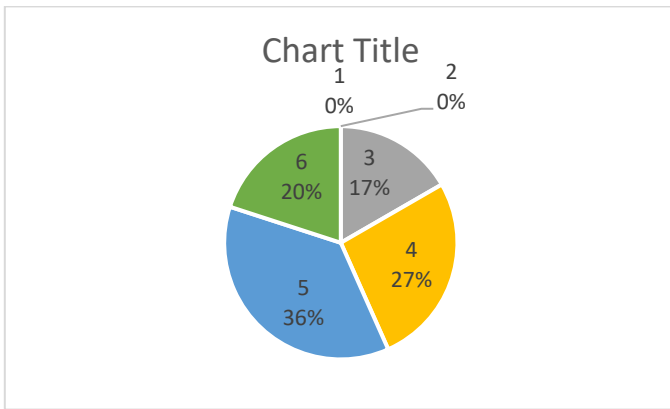


Fig. 4. Diagram Result of question number two

This is the data result from the statement “To what extent do you agree that interning abroad, especially in Hungary, increases your competitiveness on the job market?”.[1]

Judging from the diagram, the highest percentage falls on the "Suitable" option as much as 36%, this is because internships abroad provide valuable international experience, allowing students to be involved in different cultures, languages and work environments. In addition, internships abroad state allows students to build a wider professional network, opening the door to future job opportunities.

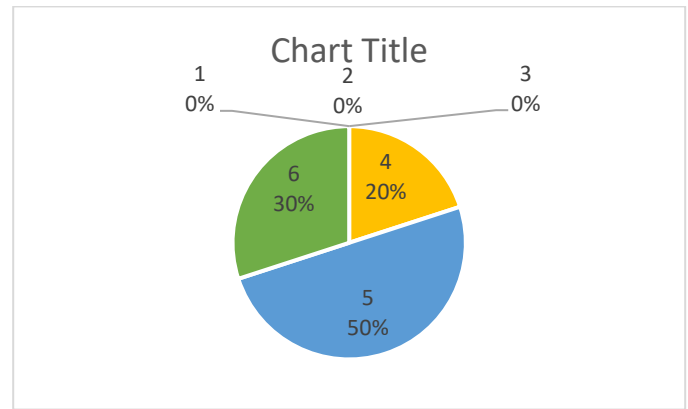


Fig. 6. Diagram Result of question number four

This is the data result from the statement “To what extent do you feel your internship abroad helped you develop independence and adapt to a new environment?”.

Judging from the diagram, the highest percentage falls on the "Suitable" option as much as 50%, this is because internships abroad force students to face challenges and make their own decisions, helping them become more independent in their daily lives. They must take care of themselves, manage their time and finances, and navigate an environment that may be different from what they are used to.

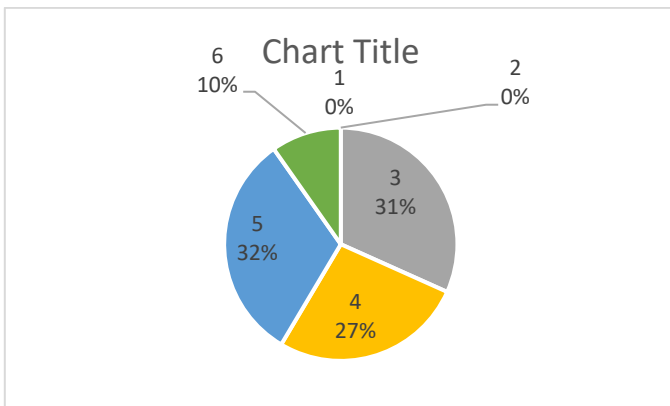


Fig 5. Diagram Result of question number three

This is the data result from the statement “To what extent do you feel your internship in Hungary provided an opportunity to develop your foreign language skills?”.

Judging from the diagram, the highest percentage falls on the "Suitable" option as much as 32%, this is because internships abroad provide a supportive environment for improving students' foreign language skills. Daily interaction with local citizens and professionals in the internship destination country allows direct practice and application of the foreign language in real situations.

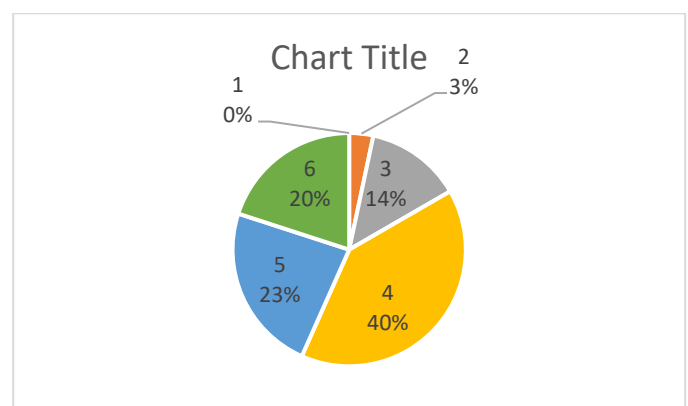


Fig. 7. Diagram Result of question number five

This is the data result from the statement “How much do you feel your internship in Hungary added value to the education and skills you have learned in college?”.

Judging from the diagram, the highest percentage falls on the "Quite Suitable" option as much as 40%, this is because internships provide deeper insight into certain industries and the work processes within them. Students can learn about industry trends, best practices, and challenges faced by professionals in the field, which can enrich their understanding of their field of study.

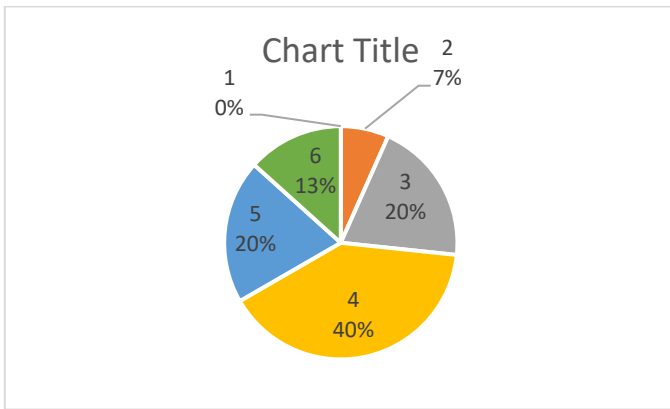


Fig. 8. Diagram Result of question number six

This is the data result from the statement “How does your internship experience in Hungary match the knowledge learned at the Polytechnic?”.

Judging from the diagram, the highest percentage falls on the "Quite Suitable" option as much as 40%, this is because through internships in Hungary, students can deepen their understanding of certain industries or fields of work at the local level. They can learn about the latest practices, trends, and challenges faced by professionals in the industry.

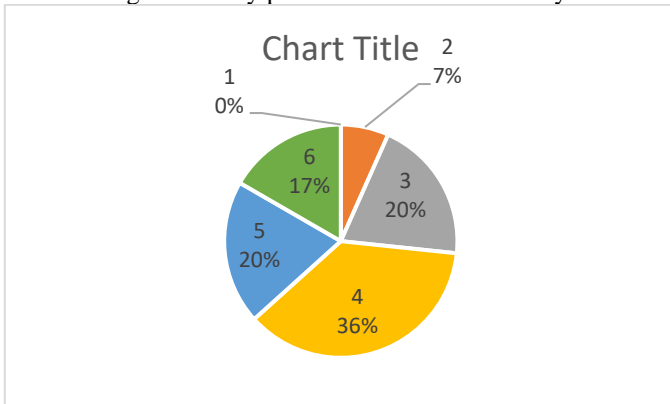


Fig. 9. Diagram Result of question number seven

This is the data result from the statement “To what extent do internships abroad provide opportunities to apply the knowledge gained at the Polytechnic?”.

Judging from the diagram, the highest percentage falls on the "Quite Suitable" option as much as 36%, this is because through internships abroad, students learn to adapt to different work environments culturally and professionally. They can broaden their horizons about international business practices and improve their ability to work effectively in multicultural teams.

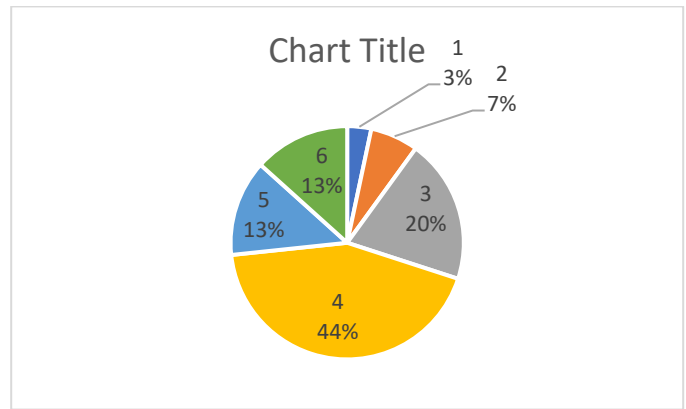


Fig. 10. Diagram Result of question number eight

This is the data result from the statement “How big is the difference between the curriculum at the Polytechnic and the assignments or projects you carried out during your internship in Hungary?”.

Judging from the diagram, the highest percentage falls on the "Quite Suitable" option as much as 44%, this is because assignments or projects in Hungary can be adapted to local industry needs which may be different from those taught in the polytechnic curriculum. This allows students to expand their knowledge and skills to suit the demands of the job market in different countries.

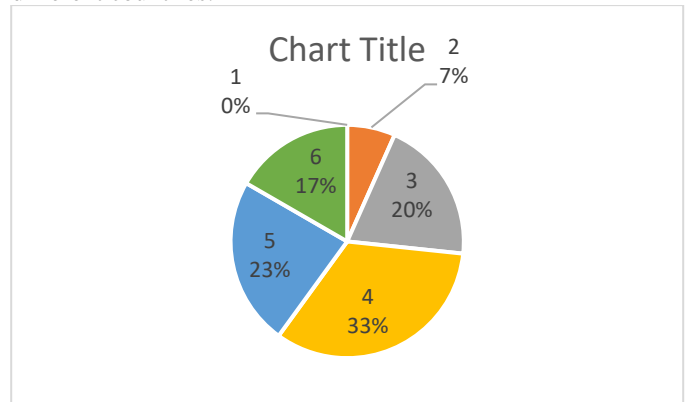


Fig. 11. Diagram Result of question number nine

This is the data result from the statement “How well does an internship in Hungary support the development of technical skills appropriate to your field of study at the Polytechnic?”.

Judging from the diagram, the highest percentage falls on the "Quite Suitable" option as much as 33%, this is because internships in Hungary allow students to work with devices, equipment and technology that are relevant to their field of study. This gives them hands-on and practical experience in using such tools, which is important for the development of better technical skills.

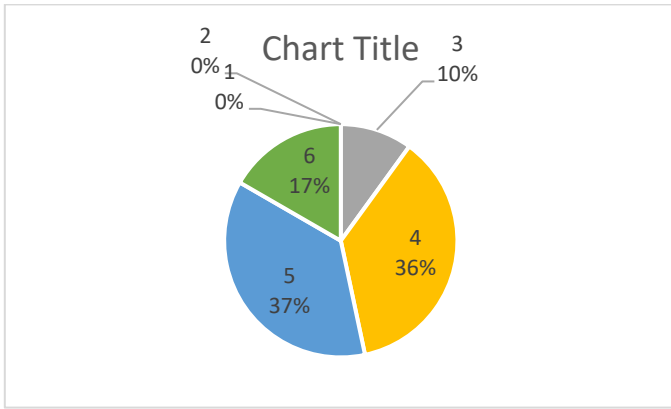


Fig. 12. Diagram Result of question number ten

This is the data result from the statement “How much influence did your internship abroad have on your understanding of industry needs related to the knowledge studied at the Polytechnic?”.

Judging from the diagram, the highest percentage falls on the "Suitable" option as much as 37%, this is because through internships abroad, students can see how the knowledge learned at the polytechnic is applied directly in industry. They can understand how theoretical concepts are applied in practice, and how industry actually uses the knowledge they learn. VCE tester: 1,866/1,86 V

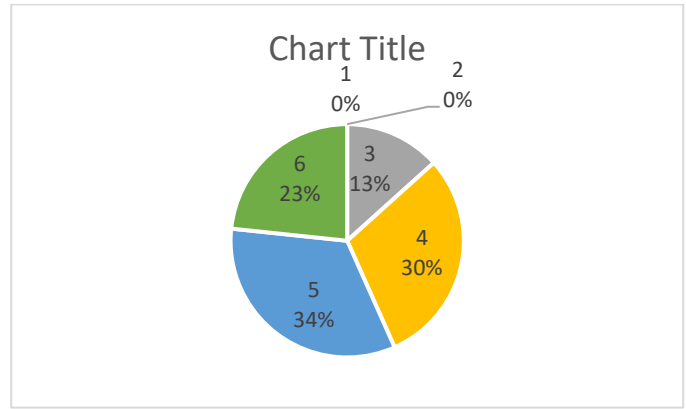


Fig. 14. Diagram Result of question number twelve

This is the data result from the statement “How big an impact did your internship in Hungary have on your readiness to enter the world of work according to the knowledge you learned at the Polytechnic?”.

Judging from the diagram, the highest percentage falls on the "Suitable" option as much as 34%, this is because internships in Hungary give students the opportunity to apply the knowledge and skills they learn at the polytechnic into real work situations. This helps them understand how the theory learned in class can be applied in daily practice in the world of work.

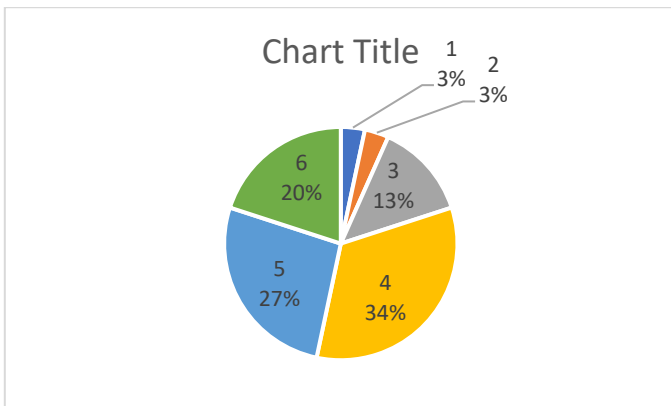


Fig. 13. Diagram Result of question number eleven

This is the data result from the statement “How well do the projects or assignments you handle during your internship in Hungary match the competencies expected of Polytechnic graduates?”.

Judging from the diagram, the highest percentage falls on the "Quite Suitable" option as much as 34%, this is because the feedback given by superiors and mentors during the internship can provide a clear picture of the extent to which students have succeeded in handling the projects or assignments they are handling. This feedback can confirm the suitability between the internship project and the competencies expected of polytechnic graduates.

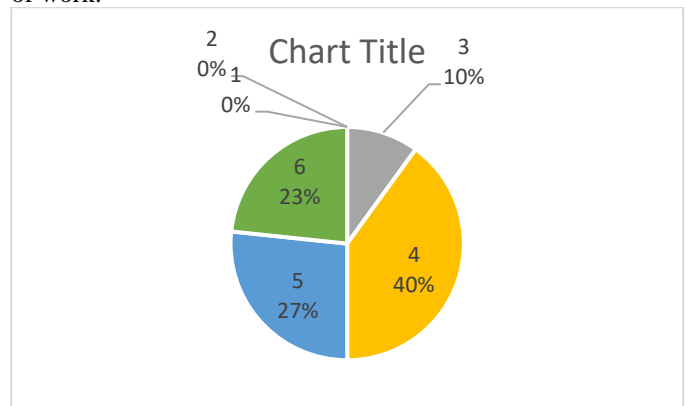


Fig. 15. Diagram Result of question number thirteen

This is the data result from the statement “To what extent did you feel comfortable communicating and interacting with local colleagues during your internship in Hungary?”.

Judging from the diagram, the highest percentage falls on the "Quite Suitable" option as much as 40%, this is because students who have acquired Hungarian language skills or at least have a basic in the language feel more confident in communicating with local colleagues. Effective language helps in building good working relationships and increases comfort in daily interactions.

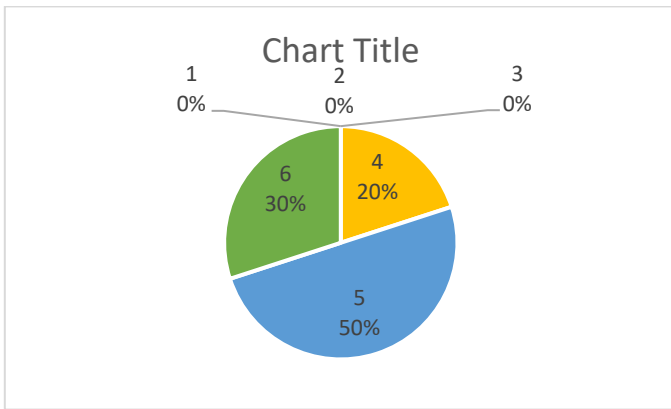


Fig. 16. Diagram Result of question number fourteen

This is the data result from the statement “How well do accommodation facilities and daily living support in Hungary support your adaptation process?”.

Judging from the diagram, the largest percentage falls on the "Suitable" option at 50%, this is because accommodation facilities in Hungary are often designed to support the needs of international students. The availability of facilities such as student dormitories or apartments that are affordable and equipped with important facilities such as internet, shared kitchens and bathing facilities help students feel comfortable and have their basic needs met.

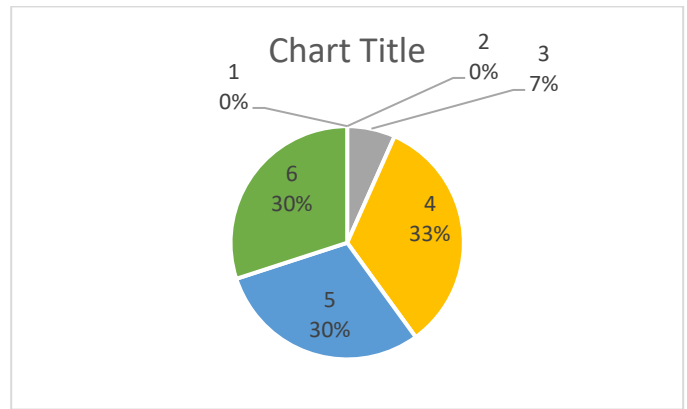


Fig. 18. Diagram Result of question number sixteen

This is the data result from the statement “How effective did you feel in overcoming language and communication differences during your internship in Hungary?”.

Judging from the diagram, the highest percentage falls on the "Quite Suitable" option as much as 33%, this is because overcoming language and communication differences can also increase student independence. They learn to rely on themselves in finding ways to communicate well and successfully complete their tasks at work.

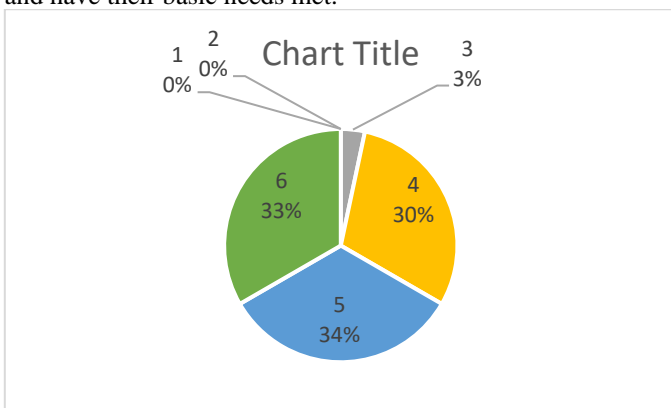


Fig. 17. Diagram Result of question number fifteen

This is the data result from the statement “How much did an internship abroad improve your ability to adapt to cultural differences and values in the work environment?”.

Judging from the diagram, the highest percentage falls on the "Suitable" option as much as 34%, this is because internships abroad provide direct experience for students in interacting with various cultures in the work environment. This helps them understand the differences in culture and values that exist, and increases awareness about diversity in the workplace.

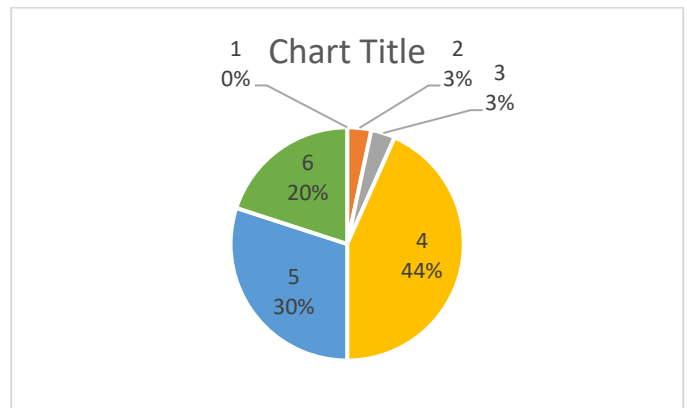


Fig. 19 Diagram Result of question number seventeen

This is the data result from the statement “How much do you believe that interning in Hungary increases your competitiveness in the national job market?”.

Judging from the diagram, the highest percentage falls on the "Quite Suitable" option as much as 37%, this is because through internships in Hungary, students have the opportunity to develop practical skills and knowledge relevant to certain industries. This makes them more competent in the jobs they apply for in the national job market.

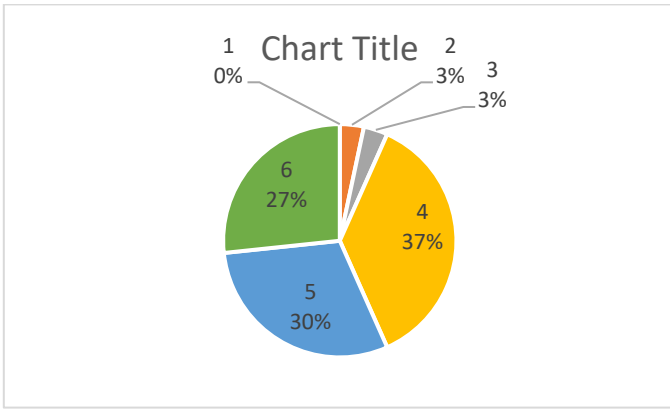


Fig. 20. Diagram Result of question number eighteen

This is the data result from the statement “To what extent has international work experience opened up job opportunities in a particular industry or sector for you?”.

Judging from the diagram, the highest percentage falls on the "Quite Suitable" option as much as 37%, this is because international work experience allows students to expand their professional network beyond the borders of their home country. Interaction with local and international professionals can open doors to job opportunities in various industries or sectors, both in your home country and abroad.

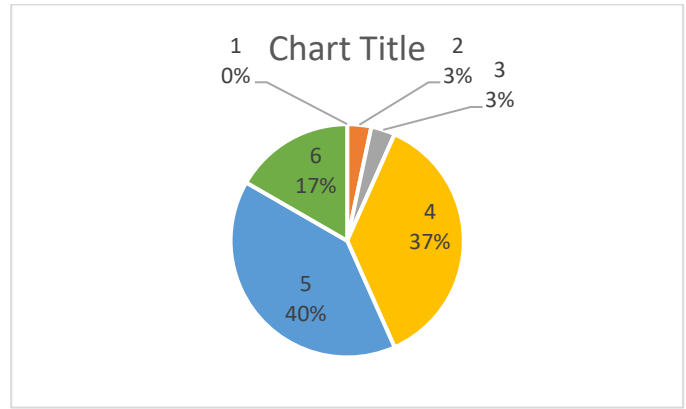


Fig. 22. Diagram Result of question number twenty

This is the data result from the statement “How effective was the post-internship placement program in Hungary in helping you find a job that suits your interests and skills?”.

Judging from the diagram, the highest percentage falls on the "Suitable" option as much as 40%, this is because during internships in Hungary, students can work in a work environment that suits their interests, allowing them to develop skills and expertise that are relevant to the career they are seeking. This provides an opportunity for students to test whether their interests are in line with the demands and realities of work in the field.

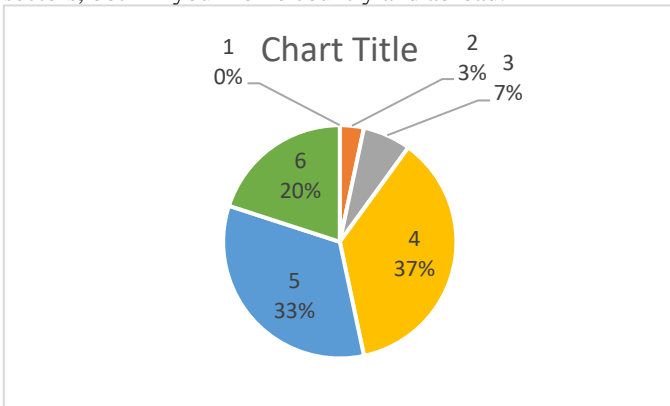


Fig. 21. Diagram Result of question number nineteen

This is the data result from the statement “How effectively did your internship placement in Hungary help you identify competency areas that are valued in the world of work?”.

Judging from the diagram, the highest percentage falls on the "Quite Suitable" option as much as 37%, this is because they can identify competency areas that are valued in the world of work due to valuable practical experience, interaction with industry professionals, learning from responsibilities and tasks, feedback from mentors and superiors, as well as their personal reflection and evaluation process during the internship.

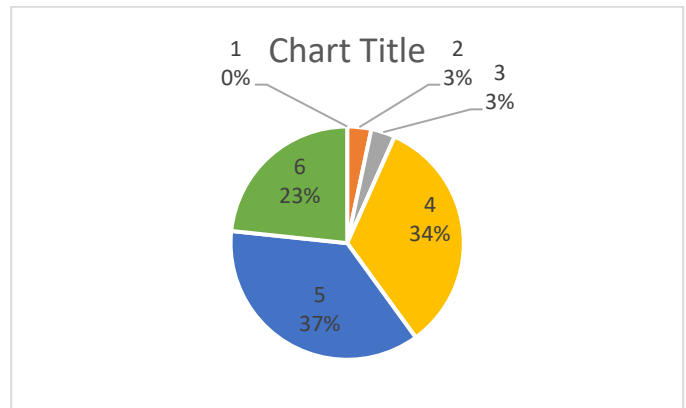


Fig. 23. Diagram Result of question number twenty one

This is the data result from the statement “How much did your internship in Hungary improve your understanding of the industry's requirements and expectations of you?”.

Judging from the diagram, the highest percentage falls on the "Suitable" option as much as 37%, this is because through internships abroad, students can experience firsthand how work practices are actually carried out in certain industries, as well as the standards and work ethics that are expected. This provides a better understanding of what it takes to be successful in the industry.

IV. CONCLUSION

Based on the analysis of the questionnaire regarding the influence of internships abroad on students in improving skills and work readiness, the conclusions drawn are as follows:

Internship experiences in Hungary have made a positive contribution to improving work skills, with a significant percentage indicating that the experience enables the development of important intercultural skills in a globally connected work environment.

Interning abroad, especially in Hungary, increases students' competitiveness on the job market by providing valuable international experience, exposure to different cultures and work environments, and opportunities to build a wider professional network.

Internships in Hungary provide an opportunity to develop foreign language skills, with a supportive environment for improving language skills through daily interaction with local citizens and professionals in the internship destination country.

Internships in Hungary help students develop independence and adapt to new environments, forcing them to face challenges, make decisions, and become more independent in managing their daily lives.

Internships in Hungary improve students' understanding of industry requirements and expectations, providing firsthand experience of work practices, standards, and work ethics in certain industries, enhancing their readiness for success in the industry.

These conclusions highlight the significant positive impact of internships abroad, particularly in Hungary, on students' skills development, intercultural competence, competitiveness, language proficiency, independence, and industry understanding.

ACKNOWLEDGMENT

The author would like to thank the students who have filled out the questionnaire, with this the author can analyze the effectiveness of internships in Hungary in increasing student interest in internships abroad.











REFERENCES

- [1] Anantadjaya, S. P. (2011). An Analysis of Effectiveness on the University's Internship Programs in Indonesia: A Case Study at Selected Universities with International Curriculums. *Metropolitan Universities Journal*, 22(2), 121–130.
- [2] Baert, B. S., Neyt, B., Siedler, T., Tobback, I., & Verhaest, D. (2021). Student internships and employment opportunities after graduation: A field experiment. *Economics of Education Review*, 83, 102141. <https://doi.org/10.1016/j.econedurev.2021.102141>.
- [3] Farida, I., Ardiansyah, N., Juwita, M. N., Rinova, D., & Soewito. (2022). Implementation of Internship Program as A Form of MBKM Learning Activities in Improving Students' Competency. *Jurnal Pendidikan Indonesia*, 2(1), 107–122.

- [4] Ismial, Z. (2018). Benefits of Internships for Interns and Host Organisations. *Knowledge, Evidence and Learning for Development*, 1(1), 1–12.

**FORMULIR LOGBOOK BIMBINGAN DAN PENGAJUAN
SEMINAR PROPOSAL/SIDANG TUGAS AKHIR***

Nama : Savira Radha Sellini
NIM : 3222101016
Pembimbing I : Adlian Jefiza, S.Pd., M.T.
Pembimbing II* : Fadli Firdaus, M.Pd.
Judul : **Analysis of the effectiveness of implementing internships in Hungary for improvement students**

No	Hari/Tgl	Rincian Kegiatan	TTD Pembimbing I & II	
1	Rabu,21 Februari 2024	Diskusi tentang pembuatan buku		
2	Kamis,29 Februari 2024	Review Output Buku		
3	Rabu,13 Maret 2024	Review Output buku melalui zoom dan chat		
4	Senin,15 April 2024	Review Proyek Akhir		
5	Senin,23 April 2024	Persetujuan pendaftaran sidang		

Berdasarkan hasil bimbingan yang telah dilaksanakan selama 4 bulan dan telah disetujui oleh dosen pembimbing, maka dengan ini saya mengajukan diri sebagai peserta Seminar Proposal /Sidang Tugas Akhir*.

Batam, 03 Mei 2024
Peserta



NIM: 3222101016