

The Influence of Internships on the Development of Soft Skills of Office Administration Education Students

Sirajuddin Saleh¹, Lala², Muh. Darwis^{3*}

^{1,2,3}Universitas Negeri Makassar

Abstract. Soft skills are provided through the development of communication skills both oral, written and imaged, the ability to work independently or in teams, logical skills and analytical skills. This research was conducted to determine the effect of internships on the development of soft skills of Office Administration Education Students, Faculty of Social Sciences and Law, Universitas Negeri Makassar. The population in this study was 95 people and the sample was 95 people. While the data analysis techniques used are descriptive statistics using percentages and for inferential statistical analysis techniques using data normality tests, moment product correlation analysis, simple line ar regression analysis and partial t tests. The test results show that the indicators of the internship variable are in the very good category while the learning motivation variable is in the very high category. Based on the results of the product moment correlation analysis, there is a relationship between the two variables. So, it can be concluded that there is a significant influence between internships on the development of soft skills Office Administration Education Students of the Faculty of Social Sciences and Law, Universitas Negeri Makassar.

Keywords: Internships, soft skills, students

1. Introduction

The development of the times and the rapid globalization not only give rise to various social, economic, cultural and technological phenomena, but also the increasingly fierce level of competition both between countries and between individuals. This tight competition needs to be answered with the right competence, especially in college graduates. Higher education as an institution that develops knowledge, must also produce students to have adequate soft skills (Abushakra et al., 2019; Diana et al., 2022; Shobron et al., 2020). Thus, graduates can become competent individuals. Competent graduates are not only able to master knowledge and technology in their fields, but also able to apply their competencies and have adequate soft skills. The science and technology provided by universities to their graduates is the provision of hard skills (Hwang, 2022; Zhang et al., 2022). Meanwhile, soft skills are provided through the development of communication skills both oral, written and imagined, the ability to work independently or in teams, logical skills and analytical skills. The reality in the field shows that to reach the peak of success, not only hard skills are needed, but also soft skills. Even in many ways, a person's excellence in soft skills is actually an important factor that determines the success of his life.

The world of work needs people who not only graduate with high grades, but they need the ability to communicate, integrity and the ability to work with others. Qualities that are intangible but indispensable in the world of work are also called soft skills. Soft skills are defined as personal and interpersonal behaviors that develop and maximize human performance, including the ability to communicate socially, work in teams, mental resilience, discipline, responsibility and other soft skill attributes (Rachmat & Prasojo, 2021; Saleh et al., 2021; Zakiah et al., 2021). The improvement of Human Resources (HR) should be obtained through improving soft skills including the applied education path.

Higher education as an educational institution has a very large role in efforts to develop human resources and increase the nation's competitiveness. In order for this strategic and large role to be carried out properly, the human resources of higher

education must have superior quality. Various kinds of efforts are made by universities to produce human resources who have professional abilities, knowledge, skills and broad insights as well as to develop and strengthen soft skills in these students through the optimization of internship implementation (Betti et al., 2022; Hadiyanto et al., 2021; Yusof et al., 2022). Internship is a training activity or course carried out by students to improve competence not only can provide benefits to students who take part in internship programs, but with internship activities companies can also get many benefits, one of which can improve the company's image in the eyes of many people. By accepting students to do internship programs at their companies, it can provide opportunities for their companies to recruit new employees so that companies can save more on costs that should be incurred for recruitment.

Several studies have also provided that by conducting internship activities, it can, improve the competencies possessed by participants who are participating in internship programs. Competence is the innate nature of an individual related to a person's performance of his work (Çetin et al., 2012; Mattayang et al., 2019). Internship programs can improve the soft skills possessed by students. These soft skills include the ability to communicate well in the surrounding environment, adaptability, the ability to manage teamwork, the ability to socialize, and accuracy in work.

In companies that manage employees, training includes those that receive attention such as HR officials. Because many of them still need knowledge and information about training, such as which one should take precedence between hard skills and soft skills. According to one six sigma respondent in 2008 stated that soft skills such as communication, interpersonal, leadership and others are the most important things compared to hard skills. (Bilanakos et al., 2018; Gabbett, 2020; Kirkpatrick, 1971)

Soft skills are considered to be important because it concerns the problem of employee attitudes and behavior, the emergence of bad behavior in the company can greatly affect work. We cannot continue to maintain a bad attitude because it will have a negative impact on the environment, work, and others. In contrast to hard skills that emphasize more technical ability. Such as finance, planning, budgeting, foreign language skills, and other funds. By carrying out internships that have been determined by the university, this master's activity directs students to shape students' personalities and competencies. So, after students graduate and have participated in an internship program, it is hoped that they can have personality skills and competencies. After completing various activities that have been well programmed, students are considered to have carried out an internship program so that they are expected to meet the set competency requirements.

Based on initial observations made by researchers through interviews and observations in January 2022 at the Office Administration Education Study Program, Faculty of Social Sciences and Law, when carrying out internships, the work given to students is making archives, making meeting agendas, delivering letters, during the internship soft skills develop because what is not accepted in college we can get at the internship so there is a significant development in soft skills during the internship, Then the influence of soft skills during the internship must be there because if we have the ability it will definitely make it easier to carry out work, one of which is soft skills in using computers if we do not have soft skills it will be difficult to carry out internships which usually all work is made through computers such as making letters, recording meeting agendas in Excel and so on, So soft skills are very influential in the implementation of internships.

2. Method

The approach used in this study is a descriptive quantitative approach. Quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to examine certain populations or samples, data collection using instruments, research, statistical data analysis, with the aim of testing hypotheses that have been set. The respondents in this study were all students of the Office Administration Education Study Program batch n 2018 which amounted to 95 people then the data will be analyzed using quantitative research data analysis, namely descriptive statistical analysis and inferential statistical analysis. Descriptive statistical analysis uses percentage formulas, mean formulas and standard deviations while inferential statistical analysis uses data normality tests, simple linear regression analysis and product moment correlation analysis.

3. Results and Discussion

The results of the study include an overview of the student internship program, student soft skills and the influence of internships on the development of soft skills of Office Administration Education students, Faculty of Social Sciences and Law, Universitas Negeri Makassar which can be described as follows:

3.1 Descriptive Statistics

Descriptive analysis in this study to find out the general description of the internship program and soft skills of Office Administration Education students, Faculty of Social Sciences and Law, Universitas Negeri Makassar.

Internship Program

Table 1: Descriptive Statistical Analysis of Internships

No.	Indicators	n	N	%	Category
1	Work Competency	1020	1140	89,47	Excellent
2	Productivity	1042	1140	91,40	Excellent
3	Discipline	830	1140	72,81	Good
4	Attitude	1031	1140	90,44	Excellent
5	Work ethic	1009	1140	88,51	Excellent
Sum		9864	11400	86.53	Tail

Based on table 1, it can be seen that the internship program in the Office Administration Education Study Program of FIS-H UNM is in the very high category with a percentage rate of 86.53%. The explanation of each indicator, which is as follows:

Based on the results of data analysis in the Office Administration Education Study Program, Faculty of Social Sciences and Law, Universitas Negeri Makassar, work competency indicators are in the very good category with a percentage level of 89.47%. This shows that the internship program can improve student work competence because in the internship program students are directed to work well to be able to improve student skills to be prepared in the world of work.

Based on the results of data analysis in the Office Administration Education Study Program, Faculty of Social Sciences and Law, Universitas Negeri Makassar, productivity indicators are in the very good category with a percentage level of 91.40%. This shows that the internship program can increase student work productivity, where productivity is a measure of work output or work results because in the internship program students are directed to work or productively do according to their respective tasks.

Based on the results of data analysis in the Office Administration Education Study Program, Faculty of Social Sciences and Law, Universitas Negeri Makassar, the discipline indicator is in the good category with a percentage level of 72.81%. This shows that the internship program can improve student discipline because at the time of internship students must come according to working hours, which is 7.30 WITA. Likewise with the appropriate office return hours, which is at 16.00 WITA.

Based on the results of data analysis in the Office Administration Education Study Program, Faculty of Social Sciences and Law, Universitas Negeri Makassar, the attitude indicator is in the very good category with a percentage level of 90.44%. This shows that the internship program can increase good attitudes in students because students when interning are required to provide good service, both to fellow interns, employees and people who want to be served (customers). By applying this in the internship program, students will be trained to provide good service.

Based on the results of data analysis in the Office Administration Education Study Program, Faculty of Social Sciences and Law, Universitas Negeri Makassar, the work ethic indicator is in the very good category with a percentage rate of 88.51%. This shows that the internship program can improve student work ethic because at the time of the internship program students are required to work hard and diligently work.

Based on the results of data analysis in table 4.1, the internship variable is in the very good category with a percentage of 86.53 percent. Based on the results of the analysis of the mean (mean) and standard deviation on the internship variable (X), the average value obtained from the respondent's answer score was 64.89 and rounded to 65 out of a maximum score of 71 while the standard deviation was 5.245. Furthermore, based on the results of descriptive analysis of intern variables with a percentage value of 86.53%, mean 65 and standard deviation of 5.245. So, it can be concluded that the internship variable is in the very good category. The acquisition of the data above is reviewed from indicators of work competence, productivity, discipline, attitude, and work ethic.

Overview of Soft Skills

The following are the results of the analysis description of each indicator on soft skills as follows:

Table 2: Descriptive Statistical Analysis of Soft Skills

No.	Indicators	n	N	%	Category
1.	Communication skills	116	1140	97,89	Excellent
2.	Emotional Intelligence	1124	1140	98,59	Excellent
3.	Thinking skills	1112	1140	97,54	Excellent
4.	Ethics	973	1140	85,35	Excellent
5.	Leadership Skills (leader skills)	986	1140	86,49	Excellent
Sum		5311	5700	93,18	Excellent

Source: SPSS 26, 2022.

The data used in this study is data that has been collected from the results of questionnaires given to 75 respondents, namely 75 students of the Office Administration Education Study Program. Internship variables are measured based on 5 indicators, namely communication skills, emotional intelligence, thinking skills, ethics and leadership skills.

Based on the results of research in the Office Administration Education Study Program at the Faculty of Social Sciences and Law, Universitas Negeri Makassar, the communication skills indicator is in the very good category with a percentage level of 97.89%. This shows that the internship program can improve student communication

skills because during the internship students are directed to build relationships with employees, fellow interns and customers.

Based on the results of research in the Office Administration Education Study Program at the Faculty of Social Sciences and Law, Universitas Negeri Makassar, the Emotional Intelligence indicator is in the very good category with a percentage level of 98.59%. This shows that the internship program can improve students' emotional intelligence because students are directed to serve the community/customers who come and sometimes there are people who want to be served but must be explained in detail to be very clear. So these skills can improve a person's emotional control.

Based on the results of research in the Office Administration Education Study Program at the Faculty of Social Sciences and Law, Universitas Negeri Makassar, the Thinking Skills indicator is in the very good category with a percentage rate of 97.54%. This shows that internship programs can improve students' thinking skills because when internship students are given jobs, sometimes there are problems and students solve problems or provide solutions. In the internship program, students are also directed to compile documents according to their place. This can make students think critically to solve problems.

Based on the results of research in the Office Administration Education Study Program at the Faculty of Social Sciences and Law, Universitas Negeri Makassar, the Ethics indicator (ethics) is in the very good category with a percentage level of 83.35%. This shows that the internship program can improve student ethics because during the internship students are directed to serve customers / people who want to be served with courtesy and courtesy.

Based on the results of research in the Office Administration Education Study Program at the Faculty of Social Sciences and Law, Universitas Negeri Makassar, the Leadership Skills indicator (leader skills) is in the very good category with a percentage rate of 86.49%. This shows that the internship program can improve student leadership skills because during the internship students are usually placed in a work group according to their respective fields and students are also directed to arrange the given workspace.

3.2 Inferential Statistics

Inferential statistical analysis on the results of this study consists of normality tests, product moment correlation tests, and simple linear regression analysis. Normalize data regarding internships (X) and soft skills (Y) whether these variables are normally distributed or not using data that has been done at the time of conducting research. The method carried out in the normality test is a non-parametric statistical test One-Sample Kolmogorov Smirnov Test using the SPSS program version 26. The following is a table 3 of the results of the Kolmogorov Smirnov Test One-Sample test:

Table 3: Kolmogorov Smirnov One-Sample Test

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual	
N		76	
Normal Parameters ^{a,b}	Mean	.0000000	
	Std. Deviation	3.21002156	
Most Extreme Differences	Absolute	.098	
	Positive	.080	
	Negative	-.098	
Test Statistics		.098	
Asymp. Sig. (2-tailed) ^c		.069	
Monte Carlo Sig. (2-tailed) ^d	Sig.	.073	
	99% Confidence Interval	Lower Bound	.066
		Upper Bound	.079

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

Source: SPSS Data Processing Results 26, 2022

Based on table 4.5, it shows that the results of normality testing on the internship variable obtained a significance value of 0.073. In accordance with the basic soft skills in the Kolmogorov Smirnov Test One-Sample test, if the value of Asymp. Sig. (2-tailed) is greater (>) than 0.05 then the data is normally distributed. Based on the results, it can be concluded that the data is normally distributed due to the Asymp. Sig. (2-tailed) value of 0.072 is greater than (>) 0.05.

Product moment correlation analysis is a statistical analysis test used to determine the degree of significant relationship between internship variables (X) soft skills (Y) in the Office Administration Education Study Program, Faculty of Social Sciences and Law, Universitas Negeri Makassar. The following are the results of the product moment correlation analysis using the SPSS program version 26:

Table 4: Product Moment Correlation Test Results

		Correlations	
		Internship	Soft Skillss
Internship	Pearson Correlation	1	.407**
	Sig. (2-tailed)		.000
	N	76	76
Soft Skillss	Pearson Correlation	.407**	1
	Sig. (2-tailed)	.000	
	N	76	76

** . Correlation is significant at the 0.01 level (2-tailed).

Source: SPSS Data Processing Results 26, 2022

Based on the results of the product moment correlation analysis , the two variables are declared correlated. This is seen from the significance value of 0.000 smaller (<) than 0.05. Based on the results of statistical analysis of product moment correlation, a calculated r value of 0.478 was obtained. Based on the interpretation table put forward by it can be concluded that the correlation coefficient 0.407 is in the interval 0.40 (Sugiyono, 2019)- 0.599 which indicates a moderate level of relationship.

The simple linear regression test aims to test the hypothesis in the study, namely that there is allegedly an influence of Internship on the Development of Soft Skills of Office Administration Education Students at the Faculty of Social Sciences and Law, Universitas Negeri Makassar using the help of the SPSS Program version 26. The results of the data analysis are as follows:

Table 5: Results of Simple Linear Regression Analysis

Model Summary				
Type	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.407 ^a	.165	.154	3.232

a. Predictors: (Constant), Apprentice

Source: SPSS 26, 2022.

Based on the table, the amount of influence can be seen from the magnitude of the value of the coefficient of determination, where the value of $r^2 = 165$ or 16.5%. So it can be concluded that the effect of internships on soft skills of the FISH-UNM Office Administration Education Study Program is 16.5% while the remaining 84.5% is determined by other factors that are not contained in this study.

Table 6: Regression Equation Table

Type	Coefficients ^a					
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	52.203	4.632		11.270	.000
	Internship	.272	.071	.407	3.829	.000

a. Dependent Variable: Soft Skills
 Source: SPSS 26, 2022.

Based on the results of the simple linear regression output in the following table. It can be known that the value of the constant coefficient is 52.203 and the coefficient of the variable X is 0.272 so that the regression equation $Y = 52.203 + 0.272 X$, which means that the internship has a value of 52.203 then the positive value (0.272) contained in the internship variable (X) illustrates that the internship variable (X) and soft skills (Y) are unidirectional. The constant of 52.203 which means that the consistent value of the participation variable is 52.203 and the regression coefficient X is 0.272 states that for every 1% increase in the additional value of the internship (X), the participation value increases by 0.272. The regression coefficient is positive so that it can be concluded that the direction of influence of variable X on Y is positive.

Discussion

3.1 Internship Program Overview

Internship is a means of job training for students in improving understanding, skills, and examples so that students can improve their abilities to become useful individuals. Based on the results of research conducted at the Office Administration Education Study Program, Faculty of Social Sciences and Law, Universitas Negeri Makassar, the indicators used to measure the picture of internships, namely: work competence, productivity, discipline, attitude, and work ethic.

Work competence is a specific ability needed to perform a job effectively. Work competencies can also provide a clear picture of what is expected of students in relation to performance at the internship place. From the results of work competency research that has been carried out by Office Administration Education students are in the very good category. Work competencies carried out have been determined and used as motivation to work. Productivity is the ability of a person or company to produce something by utilizing existing resources efficiently and effectively. From the results of research, the productivity received by students of the Office Administration Education Study Program is in the very good category. The productivity that students receive is motivating for students so as to improve student abilities. Discipline is obeying or obeying what you want to do such as not violating the values that are believed and are his responsibility. From the results of disciplines research received by Office Administration Education students are in the very good category. The discipline that students receive is in accordance with responsibility and can improve discipline. Attitude is a person's response to responding, judging, and acting towards social objects that include symbols, words or ideas. From the results of the research, the attitudes received by Office Administration Education students are in the very good category. Students receive a good attitude when socializing within the scope of the internship place. Work ethic is the belief that everyone has in doing things with the determination to work hard and give their

best. From the results of work ethic research conducted by Office Administration Education students are in the very good category. Student work ethic can be assessed in carrying out the assigned tasks.

Work competence is a person's ability to work to determine the amount of work produced. The results of research conducted on students of Office Administration Education FIS-H UNM regarding work competence are in the very good category with a percentage rate of 89.47%. This shows that internships can improve student work competence because during the internship process undertaken by students, especially in terms of office practices such as managing data, multiplying documents, archiving, managing letters and so on. This competition is needed in the world of work. To create students with good quality, of course, the internship program is very necessary, in addition to applying theory and practice while studying the internship program is also to support the quality of students by providing the best possible provision, the internship program also plays an important role and contribution to students who will enter the world of work, namely to increase the competence they have (Hora et al., 2020; Razak et al., 2018; Thi Ngoc Ha & Dakich, 2022).

Increasing student competition through internship programs can reach professional standards and be used as a provision of experience for work in the next place. Students can also gain personality competence or soft skills such as attitudes and behaviors, ways of communicating, adaptability, social skills and so on. These competencies can be applied in the jobs that students will have later. So, it can be concluded that this internship program can improve student work competencies that can be prepared later in the world of work and can be competent with others.

Productivity is the relationship between output (goods or services) and input (labor, materials, money). Productivity is a measure of productive efficiency. A comparison between output and input. The results of research conducted on students of Office Administration Education FIS-H UNM regarding productivity are in the very good category with a percentage rate of 91.04%. This shows that student work productivity can be increased by internship programs because it is comparable to output in the form of making goods or services with inputs in the form of labor, materials and money. With the internship program, students can increase work productivity because they are accustomed to doing office work during the internship such as managing archives, making letters, managing incoming and outgoing letters, public speaking and so on.

Based on the results of the R Square test, the internship variable (X) only had an influence of 29.4 percent on student job readiness (Y), while the remaining 70.6 percent was influenced by other variables that were not studied in this study. Based on the analysis of a simple regression equation, a constant value of 24.746 is obtained, meaning that if the internship value is 0, then the value of job readiness is 24.746 units, the value of the internship coefficient is 0.409, meaning that if the internship variable is added by 1 unit, then the work readiness variable increases by 0.409 units. The positive value coefficient means that there is a positive relationship between internships and student work readiness, the higher the quality of internships, the higher the students' work readiness. So it can be concluded that this internship program can increase student work productivity which will later be useful in the world of work. This is because the internship program teaches students to serve during the internship process.

Discipline is a feeling of obedience and obedience to the values for which he believes he is responsible. Discipline is an attempt to instill values or coercion so that the subject has the ability to obey a rule. The results of research conducted on students of Office Administration Education FIS-H UNM regarding discipline are in the good category with a percentage rate of 72.81%. This shows that work discipline can be trained during internships because students are required to come on time to the internship so that later

students will be accustomed to applying work discipline, especially in terms of time discipline.

Thus, it can be concluded that the more obeying the rules of discipline implementation, the more performance will increase. Vice versa, if there is a lack of discipline, the performance of interns will be lower. So, it can be concluded that the internship program can improve student work discipline which is needed later to work and students can be trained for discipline because during the internship process students are directed to come to the office on time and leave the office according to predetermined hours. (Darwis et al., 2021)

Attitude is an evaluative statement towards an object, person, or event. This reflects how a person feels about something. The results of research conducted on students of Office Administration Education FIS-H UNM regarding attitude are in the very good category with a percentage rate of 90.44%. This shows that the internship program can improve students' good attitudes such as respecting opinions towards others, communication between fellow interns and employees in the office, working together and so on.

Interest and orientation to enter the world of work affect job readiness, namely high interest and orientation will cause students' work readiness to be high and vice versa, low interest and orientation to enter the world of work will cause students' work readiness to be low as well. So, it can be concluded that the internship program can train students to enter the world of work. Where students will be trained to work with teams, good communication with fellow employees / colleagues and so on.

Work ethic is a value based on hard work and perseverance. Capitalists believe in the need for hard work and its ability to improve moral character. The results of research conducted on students of Office Administration Education FIS-H UNM regarding work ethic are in the very good category with a percentage level of 88.51. Through internship experience, students have special competencies, namely the level of knowledge, skills, and work ethic that are in line with the demands of the world of work and provide recognition and appreciation of work experience as a subset of the educational process. So it can be concluded that this internship program can improve student work ethic because it can train students to work in accordance with their fields or skills (Muslem et al., 2019; Odlin et al., 2022; Razak et al., 2018).

3.2 Overview of Soft Skills

Soft skills are things that cannot be measured and have no form. This is different from hard skills that can be measured and can be proven. Soft skill is an affective ability possessed by a person, in addition to the ability regarding formal intellectual technical of a field of science that makes it easier for him to be accepted in his life environment and work environment. Based on the results of research conducted on students of Office Administration Education FIS-H UNM, variable Y soft skills are in the very good category with a percentage level of 93.18%.

Communication skills are the ability to choose communication behaviors that are suitable and effective for a particular situation. The results of research conducted on students of Office Administration Education FIS-H UNM regarding communication skills are in the very good category with a percentage rate of 97.89%. Communication skills are one part of students' soft skills that are indispensable in the world of work because communication skills can expand one's links, discuss work problems and so on. The application of learning soft communication skills can improve mathematical communication skills, because by definition learning (Kaburise, 2016; Krinitaskaia & Borzova, 2021) .

Soft skills communication is an approach that associates learning concepts with related mathematical communication-based solutions causing students to better understand mathematical concepts from students' mathematical problems, this leads to more interesting mathematics teaching. So it can be concluded that the internship program can improve students' soft skills in terms of communication skills because students are accustomed to communicating both to superiors and other employees.

Emotional intelligence is a person's ability to accept, judge, manage, and control the emotions of himself and others around him. In this case, emotion refers to feeling informed about a relationship. The results of research conducted on students of Office Administration Education FIS-H UNM regarding emotional intelligence (emotional intelligence) are in the very good category with a percentage rate of 98.59%. Emotional intelligence is very important, especially when socializing and working in the office because in emotional intelligence a person can control emotions and his will to do. Because of its combined nature, the purpose of the lecture is not only to emphasize memorization and mastery of soft skills and their forms, also not only to emphasize the skills to practice soft skills and their forms in students' real lives, but also to focus on the personality of students, especially related to growing self-confidence so that they become complete humans who have emotional and intellectual stability, who knows himself, who controls himself consistently and has a sense of empathy. So, it can be concluded that the internship program can improve students' emotional intelligence because students are trained to accept differences of opinion, accept suggestions and criticisms and so on.

Thinking skills are skills in combining attitudes, knowledge, and skills that allow a person to be able to shape his environment to be more effective. Thinking skills can be divided into critical thinking and creative thinking. The results of research conducted on students of Office Administration Education FIS-H UNM regarding thinking skills are in the very good category with a percentage rate of 97.54%. This shows that thinking skills are one of the soft skills that are very important because in the world of work the mind is the first thing to do, especially in decision making, strategic management and so on.

Ethics is the concept of assessing the nature of truth or goodness of social actions based on traditions owned by individuals or groups. The formation of ethics through the process of philosophy so that ethics is part of philosophy. The main element that makes up ethics is moral. The results of research conducted on students of Office Administration Education FIS-H UNM regarding ethics are in the very good category with a percentage rate of 86.35%. This shows that ethics is one part of students' soft skills which is very important because when working, one of the assessments of a person can be assessed through ethics. When ethics are not good, it will affect the continuity of work in the office even though someone is highly educated and smart, ethics remain the most important. This is in line with the results of research conducted by soft skill not only managerial abilities that are oriented only to efficiency and effectiveness efforts, but also how to be able to manage so that humans who are in a position as system supporters have psychological satisfaction. This is because humans still have emotions, ambitions, ethics, and enthusiasm that are irreplaceable by robots whose basis is "measurable mechanistic". So, it can be concluded that the internship program can improve student ethics because during the internship we are taught to act to superiors and other fellow employees.

Leadership skills is a skill or management function that can influence, direct, and motivate others in order to complete tasks to achieve certain goals. These skills will greatly affect the performance of a business, organization, and project in achieving its goals. The results of research conducted on students of Office Administration Education FIS-H UNM regarding Leadership Skills (leader skills) are in the very good category with a percentage rate of 86.49%. This shows that leadership skills are one part of soft skills

that are important in working, especially for people who want to become leaders. By having leadership skills, a person can organize, work around, program, plan and so on. Being a leader is not always related to an important position in a structure both in college and society, but rather to one's participation and initiative to want to give themselves and time for the growth of people and the environment around them. Through this training, students are expected to have maturity as individuals in emotional and social aspects who in time can take roles where they are. So, it can be concluded that this internship program can improve student leadership skills because students can plan, organize, program activities and so on.

4. Conclusion

Based on the formulation of the problem and the results of data analysis obtained related to the Effect of Internship on the Development of Student Soft Skills in the Office Administration Education Study Program, Faculty of Social Sciences and Law, Universitas Negeri Makassar, the results of the research can be concluded that: 1) Internship (X) in the Office Administration Education Study Program, Faculty of Social Sciences and Law, Universitas Negeri Makassar is in the good category with a percentage rate of 86.53% which consists of 5 (five) indicators, namely job competition, productivity, discipline, attitude, and work ethic; Soft Skills of students in Office Administration Education at the Faculty of Social Sciences and Law, Universitas Negeri Makassar are in the very good category with a percentage rate of 93.18% consisting of 5 (five) indicators, namely communication skills, emotional intelligence, thinking skills, ethics, and leadership skills; There is a significant influence between Internships on the Development of Soft Skills of Office Administration Education Students at the Faculty of Social Sciences and Law, Universitas Negeri Makassar with a high level of influence.

References

- Abushakra, A., Khan, M. F. R., Wahhab, R. A., & Al Maqbali, H. (2019). Innovation in entrepreneurship education through competition based learning role: Students' perspective on the enhancement of soft skills. *Humanities and Social Sciences Reviews*, 7(5). <https://doi.org/10.18510/hssr.2019.75112>
- Betti, A., Biderbost, P., & Domonte, A. G. (2022). Can active learning techniques simultaneously develop students' hard and soft skills? Evidence from an international relations class. *PLoS ONE*, 17(4 April). <https://doi.org/10.1371/journal.pone.0265408>
- Bilanakos, C., Heywood, J. S., Sessions, J., & Theodoropoulos, N. (2018). Does demand for product quality increase worker training? *Journal of Economic Behavior & Organization*, 155, 159-177. <https://doi.org/https://doi.org/10.1016/j.jebo.2018.08.018>
- Çetin, M., Karabay, M. E., & Efe, M. N. (2012). The Effects of Leadership Styles and the Communication Competency of Bank Managers on the Employee's Job Satisfaction: The Case of Turkish Banks. *Procedia - Social and Behavioral Sciences*, 58, 227-235. <https://doi.org/https://doi.org/10.1016/j.sbspro.2012.09.996>
- Darwis, M., Niswaty, R., & Arhas, S. H. (2021). Fingerprint electronic attendance application. *IOP Conference Series: Materials Science and Engineering*, 1125(1), 012076.

- Diana, E., Rahmah, N., & Rofiki, Moh. (2022). Blended Learning Management: The Efforts to Develop Students' Soft Skills in the New Normal Era. *Jurnal Basicedu*, 6(3). <https://doi.org/10.31004/basicedu.v6i3.2835>
- Gabbett, T. J. (2020). The training-performance puzzle: How can the past inform future training directions? *Journal of Athletic Training*, 55(9), 874-884. <https://doi.org/10.4085/1062/6050.422.19>
- Hadiyanto, Noferdiman, Syamsurizal, Muhaimin, & Krisantia, I. (2021). Students' soft skills, hard skills, and competitiveness (SHC): A suggested model for Indonesian higher education curriculum. *International Journal of Learning, Teaching and Educational Research*, 20(2). <https://doi.org/10.26803/ijlter.20.2.12>
- Hora, M. T., Parrott, E., & Her, P. (2020). How do students conceptualise the college internship experience? Towards a student-centred approach to designing and implementing internships. *Journal of Education and Work*, 33(1). <https://doi.org/10.1080/13639080.2019.1708869>
- Hwang, S. (2022). Effects of Engineering Students' Soft Skills and Empathy on Their Attitudes toward Curricula Integration. *Education Sciences*, 12(7). <https://doi.org/10.3390/educsci12070452>
- Kaburise, P. (2016). Improving soft skills and communication in response to youth unemployment. *International Journal of African Renaissance Studies*, 11(2). <https://doi.org/10.1080/18186874.2016.1248061>
- Kirkpatrick, D. L. (1971). *A practical guide for supervisory training and development*. Addison-Wesley,.
- Krinitaskaia, M. Y., & Borzova, T. A. (2021). University Students' Attitudes to Soft Skills in Business Communication Training. *Education and Self Development*, 16(4). <https://doi.org/10.26907/esd.16.4.08>
- Mattayang, B., Syam, H., Akib, H., & Syukur, M. (2019). Snapshot Level of Principal Entrepreneurs Competency. *International Conference on Social Science 2019 (ICSS 2019)*.
- Muslem, A., Fata, I. A., & Inayatullah, I. (2019). Factors Affecting Internship Students' Speaking Anxiety. *Al-Ta Lim Journal*, 26(2). <https://doi.org/10.15548/jt.v26i2.531>
- Odlin, D., Benson-Rea, M., & Sullivan-Taylor, B. (2022). Student internships and work placements: approaches to risk management in higher education. *Higher Education*, 83(6). <https://doi.org/10.1007/s10734-021-00749-w>
- Rachmat, F., & Prasojo, E. (2021). Competence and Performance Aspects in the Placement of the Head of Financial Affairs at the North Kalimantan Police Work Unit. *Jurnal Ad'ministrare*, 8(2), 291-300.
- Razak, N. A., Marmaya, N. H., Karim, R. A., Wee, N. M. B. M. F., & Ridzuan, A. R. bin. (2018). Adaptive Behavior towards Work Environment among Internship Students. *International Journal of Academic Research in Business and Social Sciences*, 8(11). <https://doi.org/10.6007/ijarbss/v8-i11/4889>
- Saleh, S., Arismunandar, A., & Anshari, A. (2021). The Contribution of Academic Supervision and Teacher Working Group on Teachers' Pedagogical Competence. *Journal of Educational Science and Technology (EST)*, 7(1), 18-25.
- Shobron, S., Anshori, A., Damanhuri, & Muthoifin. (2020). Method for developing soft skills education for students. *Universal Journal of Educational Research*, 8(7). <https://doi.org/10.13189/ujer.2020.080744>

- Sugiyono. (2019). *Meotode penelitian kuantitatif,kualitatif, da R&DP*. Alfabeta, bandung.
- Thi Ngoc Ha, N., & Dakich, E. (2022). Student internship experiences: areas for improvement and student choices of internship practices. *Education and Training, 64*(4). <https://doi.org/10.1108/ET-09-2021-0337>
- Yusof, A. M., Aziz, N., Ismail, N. H., & Makhsin, M. (2022). The Role of Co-Curriculum in Enhancing Students' Soft Skills: Communication Skills. *World Journal of English Language, 12*(2). <https://doi.org/10.5430/wjel.v12n2p215>
- Zakiah, L., MS, Z., & Edwita, E. (2021). Inductive Training Model in Improving Teacher Competence through Teacher Working Groups. *Jurnal Ad'ministrare, 8*(2), 483-490.
- Zhang, Q., Lin, S., Liu, J., & Zhang, J. (2022). Role of College Environment on Students' Soft Skills: Achievement Goal Structure. *College Teaching, 70*(4). <https://doi.org/10.1080/87567555.2021.1971603>