21223

by Journal Veles

From Classroom to Field: Filipino Students' Internship Reflections at *Universitas Pamulang*

Sp. (ETS)

Abstract

Internships are designed to help students improve their academic knowledge, social skills, and self-confidence. These can be attained via learning by doing. It improves instructional skills and academic sense in educational settings. The study intends to investigate the experiences of Philippine students participating in an internship program at Universitas Pamulang. It focuses on the differences between intern experiences: possibilities and obstacles. The authors use a descriptive qualitative research approach with a case study design in this work, conducting a semi-structured interview and delivering questionnaires to six Philippine students who participated in an internship program. The data reveal that the interns provide uniform and motivated opportunities, problems, and exit strategies from the internship program. In terms of opportunity, the results show that interns gain more work experience during the program. Interns can improve their teaching abilities and performance, study a new language, culture, and tradition, and prepare for future careers. However, the data show that the interns face language, technological, and technical hurdles because they must complete all of their activities online. As a result, interns should find strategies to tackle their challenges, such as increasing comprehension and patience, developing exciting and effective learning methods, and talking with supervisors.

Keywords: Internship program, students' experiences, opportunities, challenges

INTRODUCTION

Navigating the path to professionalism can be daunting for many students. Transitioning from classroom theory to real-world application often presents myriad challenges, as students grapple with aligning academic knowledge to practical workplace demands. To bridge this gap, educational institutions, from high schools to universities, establish internship programs. These programs offer students a firsthand glimpse into company cultures and work environments, better equipping them for their future careers.

In recent times, internships have surged in prominence across diverse sectors. Such initiatives offer valuable experiences to participants (Gay et al., 2021). Internships, through experiential learning, allow students to bridge theoretical education with practical work scenarios (Karunaratne & Perera, 2019). Crowell (2018) emphasizes the symbiotic benefits between employers, universities, and students. While universities equip students with academic insights, employers offer real-world training, making students the vital link between theory and practice (Ng, et al., 2021). Reinforcing this, Renganathan et al. (2012) view internships as platforms blending academic knowledge and tangible work experiences. These programs hone both the technical and interpersonal skills of interns, preparing them for professional arenas. Additionally, they offer industries a vantage point to identify emerging talent and equip students with industry-specific knowledge (Gerken et al., 2012). This alignment aids universities in updating their curricula to industry standards.

Educational institutions stand out for melding academic rigor with practical exposure through internships. While traditional education deepens subject understanding, external engagements like internships validate and amplify this knowledge (Storey, 2010). These programs present a trifecta of benefits for institutions, recruiters, and students. For institutions, they serve as catalysts to elevate student skills and refine curricula. Companies benefit by tapping into a pool of skilled, pre-trained students, streamlining their recruitment

processes, and reducing training overheads (Hurst & Good, 2010). For students, internships amplify classroom teachings, enhance job prospects post-graduation, and furnish a nuanced understanding of diverse professions.

Within internships, the educational sector is uniquely poised. Interns here dive into hands-on teaching, lesson planning, and student assessments, all under expert guidance. Such engagements, apart from refining pedagogical skills, also induce reflections on future career paths. Further, institutions often set credit benchmarks, ensuring a quality-driven internship experience. These endeavors significantly shape students' career landscapes (Teed & Bhattacharya, 2002). Elaborating on the benefits, Otara (2014) enumerates hands-on teaching experiences and collaborations with mentors. Such experiences instill confidence and proficiency in interns, an observation echoed by Kagoda & Sentongo (2015).

However, internships, with their myriad tasks, present both challenges and opportunities. Kolb (2015) believes firsthand experiences are crucial for reaping internship benefits. Engaging with real-world scenarios fosters both academic and professional growth in students. Maelah et al. (2012) note the acquisition of soft skills and enhanced understanding of workplace dynamics as key internship outcomes, priming students for competitive future roles. Likewise, Lim et al. (2016) underscore the enhancement of soft skills through internships and recommend universities tailor materials supporting these programs. Lastly, Ungalingan et al. (2021) delved into the online internship experiences of Philippine teachers. They identified opportunities like autonomous learning and effective supervisory partnerships but also pointed out challenges, such as technical issues and diminished self-confidence in remote settings.

To bolster employability and skills, the Polytechnic University of the Philippines (PUP) collaborated with Pamulang University (UNPAM) to initiate an internship program. This venture allowed PUP students to engage with UNPAM students majoring in English Literature. Over the course of this five-month online program, PUP interns integrated their academic insights into real-world contexts, while UNPAM students expanded their learning horizons. The program's foundation was solidified by institutional support, dedicated supervisors, structured tasks, and an iterative feedback mechanism.

This study seeks to offer valuable insights, particularly to prospective interns. Participants not only garnered practical work experiences but also honed their teaching methods and academic comprehension. The program's interactive nature fostered a culture of proactive problem-solving and relationship-building. Moreover, this research highlights the challenges encountered by interns and their mitigation strategies, equipping future participants with actionable insights. For subsequent researchers, this study provides a robust framework, suggesting avenues for deeper, broader investigations. Central to this study is the exploration of the interns' experiences during their tenure at both PUP and UNPAM. By spotlighting opportunities, challenges, and coping mechanisms, the research aims to refine the approach for future collaborations between these institutions.

METHOD

For this study, a descriptive qualitative approach was employed. This method is apt for exploring subjective elements like attitudes, perceptions, and other nuanced aspects (Neville, 2020). Qualitative research hinges on human interpretation and understanding of subjects, often sidestepping numerical data to delve into the socio-cultural context (Stake,

2010; Walliman, 2011). The chosen research design was a case study, a popular approach within qualitative methodology. As described by Sturman (1997), a case study delves into the exploration of an individual, group, or phenomenon. Such studies provide multifaceted, detailed investigations of real-life scenarios (Simons, 2009).

The research context was an online international internship program between the English Department of Universitas Pamulang and the Polytechnic University of the Philippines (PUP). This program spanned May to September 2022, totaling 150 working hours. The study's population comprised PUP students, with around 120 participating as interns. Using purposive sampling, a subset of these interns was selected based on two criteria identified through a distributed questionnaire and a semi-structured interview. Eventually, 6 participants were chosen for the study's depth analysis, aligning with Doney's (2013) observation that qualitative research can be effectively supported with 6 to 10 participants.

Data collection involved a two-pronged approach. First, participants were surveyed using an open-ended questionnaire distributed via Google Forms, focusing on the opportunities and challenges they faced during the internship. Subsequently, a more detailed semi-structured interview delved into specific experiences, opportunities, and challenges. This also included probing into the strategies they employed to address these challenges. Interviews were recorded, transcribed, and meticulously analyzed. Through the process, responses were categorized into themes related to opportunities, challenges, and solutions. Similar and differing viewpoints among participants were then clustered to create overarching themes.

FINDING AND DISCUSSION
Improving skills and teaching performance

The internship program allows interns to experience many opportunities that are beneficial for them. Routon & Walker (2019) & (Maelah et al., 2012)assume interns are able to achieve some beneficial effects: partnership, problem-solving skills, and interactive skills. It is in mind with Ismail (2018) that the internship program improves interpersonal skills which were the most important skill that they learned during their internship. In addition to this, Mwelwa & Mawela (2021) share the challenges and opportunities of the internship program. They discover internship program is able to elaborate employability skills among interns. They have critical ideas to share with others; they learn how to argue with students and how to criticize specific topics. They share developed interactional skills; the students who deliver questions and respond to the answers perceive it. This skill assists interns in supporting the teaching and learning process. The most crucial one is the enhancement of experiential teaching activity. They learn how to prepare materials in the form of PowerPoint, and interactive games to create conducive classrooms, and learn how to make innovative teaching strategies led by supervisors; consequently, the process guides student interns to develop their critical thinking. Jung & Lee (2017, p. 255) pointed out "the demand for internships is increasing because it is believed that they improve students' employability and contribute to the community". Thus, it can be stated that the interns might have experienced many new things in their new step of learning as interns during the program conducted to improve their skills. Participant 1 declared that:

"I was able to share some of my knowledge to Indonesian Students. Also, I had the opportunity to learn how to check the students' activities and improved my communication skill. Moreover, I had the chance to participate as an organizer in a webinar about sharing and celebrating cultures of the Philippines and Indonesia." (Participant 1)

The internship program in the English department of Universitas Pamulang offered her a plethora of opportunities. These experiences enriched her skill set, allowing her to share knowledge, assess students' work, and even organize events. In the online classroom, she shared writing components and provided guidance on crafting English prose, addressing any ambiguities students might have. Under the supervision of experienced staff, she learned to review students' assignments, ensuring they adhered to appropriate writing conventions. This review process was not only a chance for her to guide students but also a learning opportunity for her to understand common errors and the nuances of effective writing. Furthermore, she honed her organizational skills by preparing for webinars, which encompassed selecting topics, creating an agenda, and managing communication. This also gave her insight into various cultural nuances of participants. These experiences, both technical and interpersonal, align with Amin et al. (2020), emphasizing those internships should be strategically designed to ensure students enhance their real-world skills and knowledge. In addition, besides improving soft skills, this program allowed interns to improve their English skills as well as their teaching performance as they hard skills. Even though English is more common in the Philippines, some interns argued that during the internship program, they were able to learn English more. Participant 2 stated that:

"One of the opportunities that I got when I was an Intern at UNPAM is that I got the chance to learn that I have so much more to learn about the English language for me to be able to teach it to my students. The internship also offered me a chance to discover that I have a knack for teaching the English language." (Participant 2)

From her statement, it's evident that the program played a crucial role in enhancing her understanding of English, especially aspects like grammar and sentence construction. Tasked with imparting her English knowledge to students, she delved deeper into linguistic intricacies, exploring tenses, parts of speech, conjunctions, and more to effectively teach. Additionally, she meticulously crafted lesson plans and classroom activities. This program not only bolstered her theoretical knowledge but also refined her practical teaching skills. Engaging discussions with her supervisor enriched her with essential teaching attributes such as patience, empathy, organization, and attention to detail. By anticipating potential classroom challenges, she was adeptly prepared with problem-solving strategies, ensuring optimized teaching outcomes. Thus, this program significantly augmented her teaching prowess and practical acumen.

Learning New Language, Culture, and Tradition

The internship program, a collaboration between universities from the Philippines and Indonesia, showcased the diverse languages, cultures, and traditions of these two countries. As Rabiah (2012) points out, language is intricately intertwined with culture, reflecting the values, attitudes, and behaviors of its speakers. While such differences can broaden perspectives and enrich understanding, they can also pose challenges. Throughout

the program, interns had the unique opportunity to immerse themselves in Indonesian culture. As highlighted by Participant 3:

> "This internship program enhances our reading and writing skills as well as our general knowledge. Collaborating with UNPAM including building communication with Indonesian students and supervisors helps me know their culture and traditions. I also learn more about Bahasa Indonesia now." (Participant 3)

During the internship program, the interns helped the supervisors to create and prepare the materials for the teaching activities. This helped them improve their reading and writing skills as they had to search and practice a lot. Further, the Philippine students also had a chance to interact and communicate with Indonesian students both in written and spoken through online. The communication built was helpful to improve their language skills. During their interaction, they both talked about the lessons, shared their knowledge, culture and traditions. Further, there was a special program conducted by Unpam to introduce Indonesia the interns. Those activities provided an opportunity, especially for the Philippine students to be more knowledgeable and to get to know more about the Indonesian language, culture, and traditions. Moreover, in line with participant 3's statement, participant 5 also mentioned that:

> "Learning new things is always fun and interesting for me. This program gives me so many unique experiences. My country has a lot of cultures and traditions to learn, and in this program, I was able to learn the distinctive culture of other students from another country, Indonesia." (Participant 5)

The internship program allowed him to identify some distinctive cultures between Indonesia and the Philippines. In the learning process, he sometimes introduced his cultures to the students he thought; Indonesian students also delivered their cultures including the food, the movies, the activities, and the subjects to learn. During the interaction, he learned a lot about Indonesia and the students' habits. They enroll in higher education when they reach 17-18; however, Philippines students reach higher education when they are 16. He also observed the way the students' interact and learn; most of them learn dependently. They count the material delivery on the tutor while the intern is trained to be an autonomous learner in learning something.; therefore, it took time to share the information. In the way of interaction, the students showed the indirect politeness strategies to question, to interrupt or to discuss one particular point. Briefly, English department students of Universitas Pamulang show some typical cultures with the intern's cultures: interaction, habits, and the way to learn.

Preparing for Future Career

Career is considered as one of the most important things in one's life. Perfect career can lead people to better or even perfect lives. Internship program is important for students' preparation for educational and carrier achievement (Getzel et al, 2000). The opportunity to acquire skills and experience through internships reinforces self-efficacy, which in turn influences entrepreneurial intent (Shoenfelt et al, 2013). Further, Internships were perceived to be particularly effective in improving the interns' skills in terms of communication, team working, customer service, and creativity which are considered to be very useful for their future careers, especially by employers (Galloway et al, 2014). It is no

doubt that final stage students seek for their future career to help them prepare for life after graduation. Some interns stated that the activities in internship program help them to pursue their future careers, especially as educators. Participant 4 and 6 mentioned that:

> "As I started my internship in Unpam, I was able to utilize my skills on being a student assistant. This is also an opportunity for me to learn Bahasa Indonesia and learn about Indonesian Culture. This internship gained my knowledge to the field that I want to pursue in the future." (Participant 4)

> "I was able to learn new culture and build communication with Indonesian students which is a cool experience. I also had a chance to prepare myself to pursue my future carrier as teachers as I learned a lot about how to conduct classes and tried my best to solve my problems." (Participant 6)

Most of the interns are students majoring in Bachelor of Arts in English Language Studies who have dreams of becoming teachers or educators. Another opportunity obtained during the program was that the interns were able to be student assistants who had the responsibility to assist the students to achieve the best results in learning. This program also offered them an opportunity to improve their skills related to their field, which later can be very beneficial to achieve their dreams in the future. Activities in the internship program assist intern to be more confident and knowledgeable in their work during their school practice (Kagoda & Sentongo, 2020). However, the present study is in contrast with the findings shown in the study conducted by (Ng et al., 2021). They argue that interns who have high grade points are not assured that they will perform well in the internship program; it depends on their job roles.

The Challenges of Internship Program
Language Barrier

Generally, different countries show different languages, cultures, and traditions including between Philippines and Indonesia. Language cannot be separated from culture because language represents its nation and has a close relation to the attitude or behavior of groups of speakers of the languages (Rabiah, 2012). However, different languages, cultures, and traditions can enrich people's knowledge and information and can create challenges at the same time. Ramadhani & Poedjiastutie (2020) who explore the challenges faced by the interns and the students during international internship program. They highlighted that language is the complex problem for the interns. It appears since they have distinctive mastery of English, and it leads to the poor participating the students in joining the learning activity. Participant 1 and 5 stated that:

> "One of the challenges is the language barrier. Some students do not speak fluent English or they speak unintelligibly as the accents are very different. Sometimes I don't really get what they said, and they also frequently asked me to repeat what I said". (Participant 1)

> "During the program, I have to build good atmosphere with students in teaching and learning process. The challenge is language difference. Sometimes there is miscommunication between us because they don't really get the message that I try to convey. So, I repeat the explanation very carefully". (Participant 5)

Both participants claimed that the most significant challenge they had during the internship program is the language difference. Briefly, Philippines was influenced by western countries including the English language. English language is their second language while Indonesia applies English and the foreign language; therefore, it could be the major factor of language barrier among intern and the students. It is clear that the English communication ability of Indonesian students still needs more encouragement. The program could assist the students to practice their English with the Philippine student; however, it would be the language barrier for the intern students. The impact of this challenge is the miscommunication appears during the teaching and learning activities. The intern student was not able to deliver the material well, and the Unpam students could not obtain the information given properly.

Technological Barrier

As mentioned earlier, the internship program was conducted through online between Philippine and Indonesia using some online platforms. The distance and Covid-19 pandemic are the main factors the program was conducted online. This mode of learning creates challenges for both students, especially for the interns. Online internship program provides some challenges for interns, such as the deficiency of self-confidence in teaching, technical problems, and poor connection in online learning situation (Ungalingan et al, 2021) Further, Chavan & Khandagale (2017) highlighted the obstacles of online internship program which is low motivation from the students and classroom's management. Students shared poor attention during learning process, and it took long time for students to join the online environment; thus, they spent less time to discuss the topic or the existence of insufficient time. Participant 2 and 4 argued that:

> "I think one of the challenges that I faced during the internship was the mode of learning, which is online. It was hard for me because I cannot express myself as much as I wanted because some of my students were having poor internet connection when I always have my camera on during meetings. Maybe, I could have shared to my students more learnings if we had our internship in a face-to-face set-up." (Participant 2)

> "During online learning through *google meet*, I found the students and I have less interaction due to the unstable signal. When I explained the material, suddenly the connection was glitched and they couldn't hear my explanation. That was also happened when the students tried to respond my question. This condition sometimes frustrated me, and I think that we need to check the connection very carefully before starting the lesson, also I need to find another way to make sure the students get clear understanding about the topic." (Participant 4)

There are always challenges during online teaching, especially in term of technological barrier. Since this internship program was conducted between two different countries: Philippines and Indonesia, poor connection was a big issue to deal with in online mode of learning. both interns and students had learning activities through some online platforms like *google meet* and *zoom meeting*, and they had distinctive provider which impacts on the diverse signal problem. She contended that unstable connection diminished her teaching performance as the students were not able to show themselves through their cameras and they had limitation on responding to her. However, the she hoped to see the

students and teach them in real life to show her best teaching performance. Therefore, it can be mentioned that signal problem affected the ineffective teaching and learning activities.

Technical Barrier

In order to create perfect teaching performance, interns had to prepare for their teaching materials. They surfed on the internet, read books and journal, and even did other things to find and complete what they needed. However, they were not professionals yet and they were still learning, so they easily had technical issue in doing their work. Henry et al, (2001)stated that identifying the internship issue helps to explain how the program will be carried out effectively. During the program, interns generally had problem in accessing documents from the internet. Participant 3 stated that:

> "Our task is to write modules. That is why, our writing and reading are used for researching. The module produced are theoretically-based and present studies that will help them to comprehend the topics. Another challenge is that, some studies or researches need to buy or purchase. Of course, it also needed permission from the authors. It really takes time to get the researches." (Participant 3)

During the program, interns had to do a lot of tasks given by the supervisors, including helping the supervisors who were also lecturers preparing the teaching materials like Grammar Module. They had to find and gather some materials about tenses and their application. Once the materials were compiled, they had to make sure that the students were able to use them in their sentences both written and spoken. To get the best results, interns searched for related studies and other information thorough online. However, interns had problem getting permission to download the research permission as it took long time to proceed. Therefore, limited access in gathering the information needed was considered as one of the most common technical challenges faced by the interns. Another technical barrier happened when the interns tried to create game or other interesting ways to improve the students' interest in learning. It is no doubt that they are still learning and not professional teachers yet. Participant 6 stated that:

> "I have a job to teach students, and I have to make sure the students understand the topic well. I think I have to give them something interesting and fun to improve their understanding. However, my explanation during the online class through *zoom online* platform is not enough. So, I make questionnaires using *kahoot*. The problem is I am sometimes confused about what kinds of questions should be delivered to the students, so I need to learn about it and even discuss it with my supervisor." (Participant 6)

One of the objectives of participating in an internship program is to improve the interns' skills in teaching. Besides teaching, the students need to deal with providing exercises to improve students' understanding. However, the interns who are still students have difficulties in some technical aspects. Participant 6 mentioned that his obstacle was deciding possible questions to deliver as the students' exercises, and they had to find the solution for it. Based on this condition, it can be seen that internship program activities allow them to face any kinds of difficult conditions that will help them to be more mature in finding solutions to their problems.

The ways to cope with the barriers

Expanding Understanding and Patience

Self-motivation is always the best thing to do to handle almost all hardships or difficult conditions. This also happened to the interns since they faced challenges during the program. Participant 1 mentioned that:

> "When I joined the program, I faced a challenge on language barrier. I was irritated in the beginning. I had to remind myself that those challenges happen to almost everyone and not just with me. I realize that a lot of understanding and patience were needed." (Participant 1)

Teaching is not simple to do for the interns who have less experiences. The internship program leads them to have solution how to cope their problems during the activities. There were some ways she did in the period of internship; she expanded her understanding and patience to interact with the English department students, and she kept patience when one of the students tried to describe one certain point and helped him to speak English properly. In this process, the students were able to learn English a lot from the interns. Furthermore, the diverse dialect among students and interns could be the main factor in communication; the students are affected by Indonesian dialect, and they have been familiar with the lecturers' dialects. On the other hand, the interns' English is affected by Tagalog, and it is complicated to understand by the students. Teaching truly needs understanding among the participants in the classroom to obtain the learning goals, and ignoring the self-selfish of the interns is also necessary since she knows that diverse dialect could impact on the way of interaction; therefore, she needs to adapt the differences.

Discovering Interesting and Effective Ways of Learning

This internship program certainly brings many benefits for both of the Philippine and Unpam students. Problem-solving strategy is one of the things that prospective teachers could learn. Unstable connection was a common issue faced by both interns and students during the lesson. To reduce potential problems, before the class begins, interns had to make sure that they had fine internet connection to use, even though network failure sometimes were unavoidable and could make students feel annoyed. Participant 2 mentioned that:

> "With the challenge I stated above, I dealt with this by using all the resources that I can use to deliver all the lessons that I have to give my students. Despite having difficulties with the mode of learning, I made sure that they still enjoyed in our classes while learning that's why I incorporated games in our classes for them to remember our lessons better." (Participant 2)

Based on the statement above, it can be seen that according to participant 2 the best solution to overcome the connection issue was by providing games and some other interesting methods to make the class more effective, to create better atmosphere in teaching and learning process, and to make the students stay engaged during the lesson. Therefore, it can be claimed that this program allows the participant to be more creative in any condition to get the best results of her teaching activities. Furthermore, in line with that, participant 5 declared that:

> "To avoid and reduce a lot of misunderstanding, I needed to explain the topic and material with the simple words and explanation, provide interesting games to

strengthen the material, I also try to be friend to achieve students' interest in learning." (Participant 5)

Misunderstanding due to the distinctive language becomes the fundamental barrier among the interns and the students; hence, he coped his problems in teaching and learning process by simplifying the explanation and providing games to encourage the students' motivation to learn and to comprehend the topic properly. He thought morphology focusing on word formation, and during the online class, he uttered simple vocabulary and explained slowly; thus, the students could gain the main points. Furthermore, he provided interactive games to attract the student's attention like matching the concept of each word formation with the English words. Simplifying the complexity of word to explain the topic sometimes made him ignore the use of grammatical sentences uttered by the students; it was done to obtain the learning goals.

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Communicating with Supervisor

Being interns is very challenging and fun at the same time as they have to find the best solution over the problems faced, and they will be feeling good after they solve them. During the internship program interns keep communicating sharing their thoughts with other people, especially with their supervisors and students. This activity assists them to know how to encourage their social relationship or work partnership (Maertz et al, 2014) Further, Liu (2020) explained that interns have to deal with a bunch of works, and sometimes they do not have much time to discuss about the topic of the lesson in their teaching activities. To overcome this challenge, it is very crucial to build communication with supervisors to discuss and find the solution together. the Participant 3 mentioned that:

"I was able to deal with it by assessing the situation, determining the possible approaches, and use the most effective one. In writing, advance reading helps a lot when we search for the topics and so long but still, we need to get permission from the authors (it takes 3-5 days). In team work, we collaborate and communicate, knowing the progress of each other. So, we can produce a high-quality work for the students." (Participant 3)

Participant 3, who has problem with limited access in downloading the teaching material to finish the module, learns how to communicate with her team, including supervisor to discuss the challenges and also the progress of the work to speed up the completion of the module. Further, while waiting for the access to download the material, which sometimes can take up to several days, she tries to find another approach to implement like reading some related topics to gather information they need. Besides with supervisors, communicating with students can be very helpful to solve their problems. The current study shows the way of inters to conquer the problems they faced by sharing the simple thing and making friends with them. In the same way, Ramadhani & Poedjiastutie (2020) observed the way of interns to solve their problems. They ignored the massive different cultures they have by interacting a lot and becoming friends for them. The massive interaction with the students allows them to solve the barriers. Simple interaction can help interns and students achieve what they want in sharing knowledge (Crain, 2016). Therefore, it can be assumed that beside being creative, internship program assists interns to be more

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communicative to share their thoughts and also be more responsible by always having another plan and finding a way out to solve their problems.

CONCLUSION

Drawing on the results and discussion, it is clearly seen that internship program conducted by both The Polytechnic University of The Philippines (PUP) and Universitas Pamulang (Unpam) provided opportunities as well as challenges for PUP students as the interns. These opportunities encompass skill enhancement, teaching performance improvement, immersion in new languages, cultures, and traditions, and better preparation for future careers. In contrast, the challenges mainly stem from language barriers and technological and technical difficulties, inherent like this online, cross-national initiative. Despite these hurdles, interns demonstrated resilience by employing various strategies ranging from cultivating patience, exploring innovative learning methods, to fostering open communication with their supervisors, thereby fortifying their readiness for real-world dilemmas.

While this research has made significant strides, there remain gaps which could serve as springboards for future studies. An in-depth exploration into both the positive and negative facets of the internship experience could yield richer insights. A notable observation was the language barrier faced predominantly by Universitas Pamulang students. Future research could delve into alternate areas to obtain a more holistic, positive understanding, perhaps through comparative studies involving multiple universities. Expanding the participant pool would further diversify perspectives, rendering the findings more comprehensive and illuminating. This study paves the way for subsequent research endeavors to delve deeper into the myriad experiences' interns navigate, emphasizing both the challenges they encounter and the strategies they employ to surmount them.

ACKNOWLEDGMENTS

REFERENCES

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Article Error You may need to use an article before this word. Consider using the article **a**.

Proofread This part of the sentence contains a grammatical error or misspelled word that makes your meaning unclear.

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P/V You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.

Article Error You may need to use an article before this word. Consider using the article **the**.

Article Error You may need to remove this article.

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Article Error You may need to remove this article.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

(ETS) **Article Error** You may need to use an article before this word.

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(ETS) **Article Error** You may need to remove this article.

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(ETS) **Article Error** You may need to remove this article.

(ETS) **Article Error** You may need to remove this article.

(ETS) **Article Error** You may need to use an article before this word.

(ETS) **Prep.** You may be using the wrong preposition.

(ETS) **Article Error** You may need to use an article before this word.

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