

## Mentorship Analysis in Improving the Quality of Internship Students at PT Asuransi Jasa Indonesia

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### Article history

Submitted: 2026/04/20; Revised: 2026/05/09; Accepted: 2026/06/03

### Abstract

The increasing gap between academic competencies and labor market demands has encouraged higher education institutions to strengthen internship programs as a means of enhancing students' work readiness. This study aims to analyze the implementation of mentorship, its contribution to improving the quality of internship students, and the supporting and inhibiting factors affecting mentorship effectiveness at PT Asuransi Jasa Indonesia (Jasindo). This research employed a qualitative case study approach conducted from September to December 2025. Data were collected through observation, interviews, and documentation involving internship students in the Retail Underwriting Unit and were analyzed using the Miles and Huberman interactive model with the assistance of NVivo 14. The findings reveal that mentorship was implemented through onboarding activities, task guidance, monitoring, work discussions, experience sharing, and performance evaluations involving both internal company mentors and external mentors from the National Research and Innovation Agency (BRIN). The mentorship program significantly improved students' hard skills, soft skills, professional adaptability, and career readiness. Supporting factors included mentor support, direct project involvement, conducive work environments, communication, rewards, and field visits, while limited mentoring time, workload pressures, communication barriers, and scheduling uncertainties emerged as major challenges.

### Keywords

Internship Students; Mentorship Analysis; PT Asuransi Jasa Indonesia



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## INTRODUCTION

Currently, Indonesia has more than three thousand higher education institutions that produce millions of new graduates every year. This means that there are millions of people every time looking for jobs in the hope that the knowledge and skills learned on campus can pave the way for a successful career. However, in reality, a degree obtained from a college does not always guarantee an immediate

job. One of the main problems is that many college graduates do not have the skills that companies are looking for, so they have a hard time competing in job searches. This problem requires every student from a university to take part in an internship program from the campus or from the Independent Learning Independent Campus policy. (Sari et al., 2021) (Qatrunnada et al., 2022) (Suryatno & Insana, 2022)

Internship programs can act as a link between the world of education and the world of work. Despite this, the implementation of internship programs in various companies often faces serious problems, such as lack of direction, limitations of guidance, and mismatches between the assigned tasks and the academic background of the interns. This causes the internship experience obtained to be less optimal in developing the competencies of interns, because many interns are treated as additional workers without education and mentorship, so that the main goal of improving the quality of Human Resources (HR) is not realized optimally. In such situations, mentorship can be an effective approach to solve existing problems. Quality mentoring can create a supportive learning environment and direct interns in developing (Wahjuningsih et al., 2025) (Gunawan & Bedasari, 2025) *hard skills* and *soft skills*. In addition, the implementation of mentorship also helps interns understand the organizational culture and form the professional attitude needed in the industrial work environment. (Saragih et al., 2025)

The quality of the internship experience is highly dependent on how the company manages the internship activities themselves. Is the internship just to fulfill the obligations of the educational institution or is it really designed as a place for directed and impactful learning. This imbalance between expectations and reality poses a serious problem. Because on the one hand, students come with high expectations to learn directly under the direction of professional practitioners. On the other hand, mentors in companies often do not have job readiness. The mismatch between the expectations of the intern and the reality of the internship can cause demotivation, role confusion, and even work stress. When mentoring or mentoring does not work, interns have difficulty understanding their responsibilities and fail to gain meaningful learning experiences. (Jasmine, 2024)

The success of the implementation of the internship program can be measured from the existence of job placement opportunities as a follow-up to the performance that has been shown by students during the internship. Internship programs are seen as a form of mutually beneficial relationship, where the institution where the internship receives labor support from students, while students benefit from useful learning and training experiences as provisions to enter the world of work. In

addition, students are entitled to receive an internship certificate that can be used as a supporting document to demonstrate the competencies of *hard skills* and *soft skills* obtained from the results of performance during the internship. The certificate can be one of the considerations for the recruiter in the labor selection process. Thus, internship programs have a significant role in improving students' *hard skills* and *soft skills* as a form of their readiness to face the world of work. (Ufia et al., 2024a)

Mentorship has become a top choice in human resource development as it has proven to be an effective way of bridging the gap between academic knowledge and work practice. The implementation of mentorship in the company environment plays a role in creating work experiences that provide added value for interns, making interns feel empowered because they are not only learning technical but are invited to discuss, given real projects and getting constructive evaluations. (Farid & Pandu, 2024)

PT Asuransi Jasa Indonesia (Jasindo) is a state-owned general insurance company (BUMN) that has a strategic role in supporting the implementation of risk protection in various sectors of national development. For more than five decades of operation, Jasindo has contributed to providing protection to important sectors of the country, including the agricultural sector that is closely related to national food security. One of the manifestations of this commitment is Jasindo's involvement as the implementer of the Rice Farmer Business Insurance (AUTP) program, a risk protection instrument for farmers against the threat of crop failure due to floods, droughts, and disruptive organisms.

In supporting the sustainability of the agricultural insurance program, Jasindo not only focuses on providing products, but also building a supporting ecosystem through human resource development. One form of this commitment is realized through the Talented Generation Internship (MAGENTA) program, which is an open internship program for students from various majors and universities. This program is designed to provide hands-on learning opportunities about business processes, risk analysis, and data management that are the foundation of modern insurance product management.

This research focuses on internship programs in *the group underwriting unit of the retail unit of the government program*, especially on the rice field insurance management project (AUTP) which is carried out through collaboration between Jasindo and the National Research and Innovation Agency (BRIN). The collaboration between Jasindo and BRIN opens a real learning space for intern students. Students not only gain administrative experience, but also engage in activities oriented

towards technical expertise or *hard skills*, such as risk analysis, interpretation of land data and the use of remote sensing technology to support *the retail underwriting* process. In this process, mentors are an important factor that affects the learning quality of interns. The following researchers attach mentorship activities with mentors from Asuransi Jasa Indonesia and BRIN online and *offline*.

This research has a novelty that distinguishes it from previous research related to mentorship in internship activities. There is a mentorship collaboration between the company's internal mentors and external mentors from BRIN (National Research and Innovation Agency). So far, research on internship programs generally only discusses the role of the company's internal mentor. This research presents a new perspective by analyzing how the presence of external mentors who are not part of the company's organizational structure affects the process of mentoring, providing knowledge, and the quality of student internship experience. The combination of two mentor models (internal and external) makes this research unique, because the dynamics of mentorship that occur are richer, both in terms of guidance material, professional perspectives, and student competency levels.

The purpose of this study is to analyze the implementation of mentorship programs, the impact of mentorship in improving the quality of interns and the factors that support and hinder the effectiveness of mentorship in improving the quality of intern students at PT Asuransi Jasa Indonesia. This research is expected to contribute to the development of human resource management science, especially in the practice of mentorship in fostering interns and add academic insight to the relationship between mentorship and improving the quality of competencies of interns in the context of insurance companies.

## **METHODS**

This study uses a qualitative research method because it aims to understand the mentorship process and the direct experience of interns at PT Asuransi Jasa Indonesia in depth and contextual. A qualitative approach was chosen to obtain data that is rich, natural, and reflects the reality as experienced by the informants. Qualitative research allows researchers to capture meanings, perceptions, and dynamics of interactions between mentors and interns that cannot be explained through numbers. In this study, a case study approach is used because the research is focused on one specific context, namely the mentorship program implemented at PT Asuransi Jasa Indonesia in guiding interns. This research was conducted from September 2025 to December 2025 at PT Asuransi Jasa Indonesia.

The data sources in this study consist of primary and secondary data. Primary data is data collected directly from the field through the observation process of the research object. Meanwhile, secondary data is obtained from external sources such as scientific articles, research journals and books relevant to the research topic. The informants of this study are interns in the Siregar et al. (2022) *Underwriting Group of the Retail Unit* of PT Asuransi Jasa Indonesia. In this study, the sampling technique used purposive sampling. Purposive sampling is a technique for selecting data sources based on certain criteria determined by the researcher. In this study, the researcher applied data analysis techniques in the field using the Miles and Huberman model. The analysis process in qualitative research data analysis is carried out continuously during the data collection and continues for a certain period of time after the data collection stage is completed. The data validity technique used in this study is the triangulation technique. The analysis process in this study uses the help of the NVivo 14 application.

NVivo provides various features to support qualitative data analysis, such as coding, grouping themes, and presenting results visually. The data analysis process in this study involved four main steps: data import, data organization, data visualization, and data extraction. Before importing the data, the researcher first determined a research project name that aligned with the objectives and focus of the study.

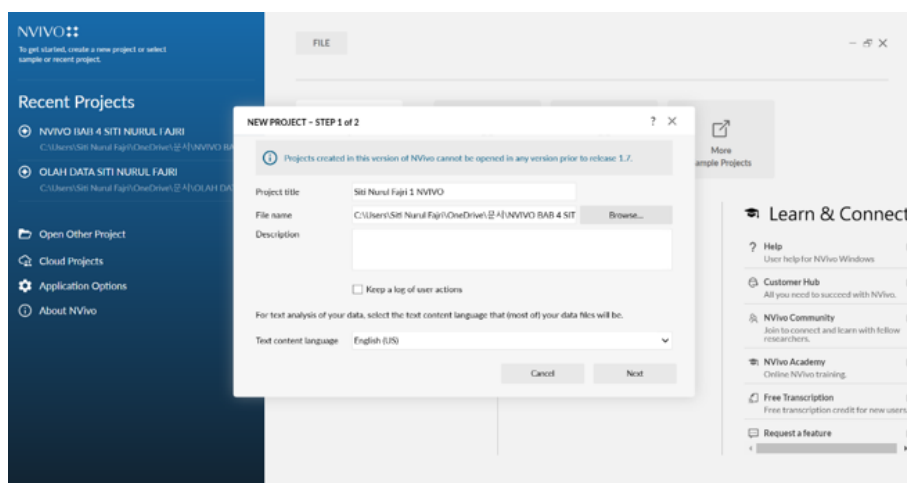


Figure 4.1 Creating an Nvivo Project

The initial stage in the analysis process was importing the data into NVivo. The data entered consisted of interview transcripts, transcribed into documents.

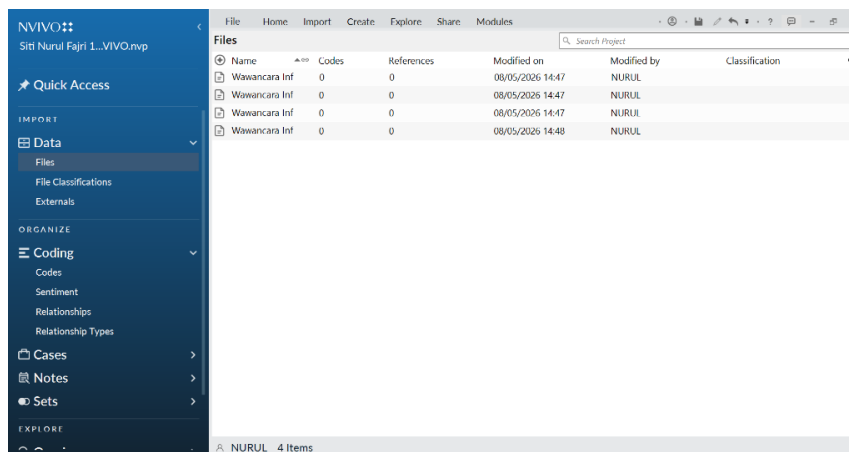


Figure 2. Importing Interview Data into Nvivo

The next stage was systematically coding the data by assigning codes to each relevant piece of data and then grouping them into specific themes. The researchers then utilized the Word Frequency Query feature in the NVivo 14 application, which displays the frequency of word occurrences visually.

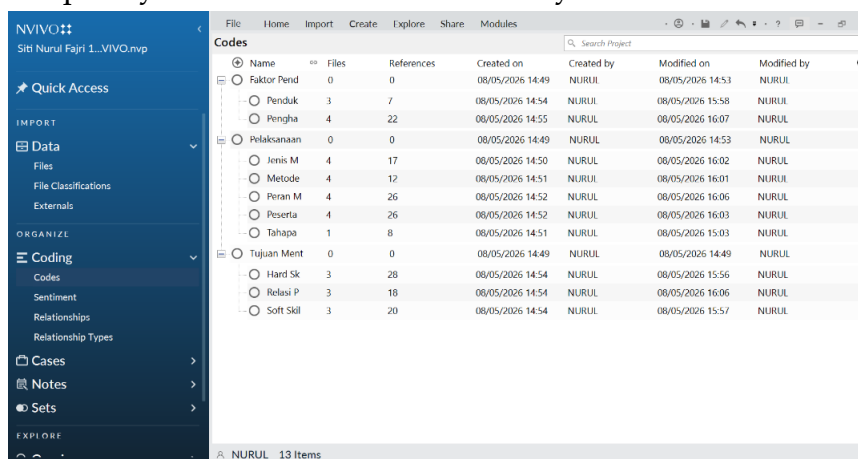


Figure 3. Nvivo Code and Findings

After the coding process was complete, the researchers utilized the visualization feature in NVivo to present the analysis results more clearly.

## FINDINGS AND DISCUSSION

### Form of Implementation of the Mentorship Program for Internship Students

Mentorship is a mentoring process that is carried out in a planned and continuous manner between mentors and mentees to help develop the competencies, knowledge, and professional readiness of intern students. In the implementation of the internship program, mentorship is an important part because students not only need work experience, but also direction and guidance to be able to understand the company's tasks and work culture. According to mentorship, internships are professional relationships that aim to help students develop practical skills and understand the work environment more deeply. Tinoco-Giraldo et al. (2022),

Based on the findings of the research, it was obtained that the implementation of mentorship for intern students at PT Asuransi Jasa Indonesia was carried out through several forms of activities, namely introduction to the work environment, onboarding, task assistance, job monitoring, work discussions, sharing experience, and evaluation of the work results of interns. In this process, students receive direct guidance from internal company mentors and external mentors from the National Research and Innovation Agency (BRIN). The implementation of mentorship is carried out online and offline according to the needs of the job and the working conditions that apply in the company.

The results of the study show that in the early stages of the implementation of mentorship, students are given an introduction to the work environment, organizational culture, company work system, and tasks that will be carried out during the internship activities. This stage is important to help students understand the workflow and adjust to the professional environment. These findings are in line with the opinion that explains that the introduction stage of the work environment is the initial part of mentorship so that students are able to understand organizational structure, work procedures, and job responsibilities before carrying out tasks directly. Jasmine (2024)

In addition to the introduction of the work environment, the implementation of mentorship at PT Asuransi Jasa Indonesia is also carried out through direct work assistance. Mentors provide direction on task execution, use of work tools, data analysis, and completion of work related to retail underwriting and agricultural insurance projects. In this process, students not only receive work instructions, but also get the opportunity to discuss the obstacles and work solutions faced during the internship.

The results of the research are in line with the mentorship theory according to which it states that mentorship aims to improve students' mastery of hard skills through providing direct work experience, knowledge sharing, and professional guidance from mentors. This happens because students get the opportunity to learn directly from the mentor's experience so that the learning process becomes faster and more contextual than just learning theory in lectures. Wahyulnus Anis & Kasiati (2021)

The implementation of mentorship at PT Asuransi Jasa Indonesia also applies interpersonal communication methods and sharing experiences between mentors and intern students. Mentors provide students with work experience, professional knowledge, and direction about the world of work. Communication that is carried out openly helps students be more comfortable in conveying questions and obstacles faced during the internship process. The findings are in accordance with research that states that interpersonal communication is an important element in mentorship because it is able to build harmonious working relationships and support the student learning process in the work environment. Salwa Nur' Ainni & Indri Rachmawati (2025)

In its implementation, mentorship at PT Asuransi Jasa Indonesia also shows the existence of a multiple-level comentoring model because students receive guidance from internal company mentors and external mentors from BRIN. The collaboration provides a

broader learning experience as students gain different perspectives on work, data analysis, and the use of technology in underwriting activities. This condition makes students not only understand the administrative aspects of work, but also gain experience regarding the use of technology and research-based data analysis.

However, this study shows that the implementation of mentorship still faces several obstacles, such as the uncertainty of the mentorship schedule and the duration of mentorship which is considered too short. The sudden change in schedule causes students to have difficulty adjusting the time and hinders the in-depth discussion process. This condition causes the mentoring process to not run optimally.

The findings of this study are relevant to the theory that the mentoring process for interns often does not run optimally due to the limited time of mentors and the high workload in the work environment. In addition, the study also explained that differences in mentor mentoring patterns can affect the quality of students' learning experience during internship activities. Zehr & Korte (2020) Hamda & Susantiningrum (2025)

Based on this discussion, it can be concluded that the implementation of mentorship for internship students at PT Asuransi Jasa Indonesia has been carried out through a process of introduction to the work environment, task assistance, monitoring, sharing experience, and evaluation of student work. The implementation of the mentorship provides a learning experience that helps students understand the world of work directly and improve the professional abilities of interns. However, the implementation of mentorship still requires time management and a more structured mentoring system so that the mentoring process can run more effectively and optimally.

### **The Purpose of Mentorship in Improving the Quality of Internship Students**

Mentorship in the internship program aims to help students develop work competencies, understand the professional world, and increase job readiness before entering the full industrial world. In the mentorship process, students receive guidance, direction, work experience, and professional support from mentors during internships. According to mentorship, it aims to improve the mastery of hard skills, help adapt to the work environment, accelerate the learning process, increase productivity, and help students plan their future careers. Wahyulnus Anis & Kasiati (2021)

Research data shows that the main purpose of mentorship at PT Asuransi Jasa Indonesia is to help students improve their work skills, understand the company's business processes, develop technical skills, and form students' readiness to face the professional world of work. Through mentorship, students not only gain administrative work experience, but also gain an understanding of risk analysis, data processing, the use of work technology, and professional communication in the company environment.

Based on the data obtained in the study, it is shown that mentorship has a positive impact on improving the hard skills of interns. Students gain hands-on experience in the use of work tools, data processing, completion of administrative tasks, and the use of technology

in retail underwriting activities. This helps students understand how the theories learned during lectures are applied in real work practice.

The findings are in line with research that states that internship programs are able to improve students' hard skills through hands-on work experience in an industrial environment. This happens because students get the opportunity to learn and be directly involved in professional work activities so that their technical skills develop more clearly and applicatively. Ufia et al. (2024)

In addition to improving hard skills, mentorship also aims to help students adapt to the work environment and corporate organizational culture. Based on the results of the research, students received directions regarding work ethics, professional communication patterns, discipline, and responsibility at work. Mentors help students understand how to work professionally and adjust to the company's work system.

These results are in line with the theory that explains that mentorship is a mentoring process that helps mentees understand their professional roles and develop work competencies through mentoring and support. This condition occurs because students who have just entered the world of work need assistance to be able to adjust to the organizational culture and professional work demands. Setyaningrum et al. (2025)

In addition, the purpose of mentorship in this study can also be seen from the improvement of the soft skills of interns. Students become more confident in communicating, able to work together in a team, more disciplined in work, and better able to solve problems during internship activities. In the mentorship process, students get the opportunity to discuss directly with the mentor so that students' interpersonal skills and critical thinking skills also develop.

The findings are supported by research that explains that mentorship is able to help students develop communication skills, teamwork, problem solving, and leadership through the mentoring process carried out during the internship. This happens because students gain direct learning experience in the work environment so that interpersonal skills develop through daily work interactions. Scott, S. et al. (2023).

In addition to improving employability, mentorship also helps students build career readiness in the future. Based on the results of the research, students get an overview of the professional world of work, career opportunities, and competencies needed in the world of the insurance industry. Mentors provide insight into work experience and challenges in the professional world so that students better understand the direction of career development they want to achieve.

Research explains that quality mentorship has an influence on students' job readiness because students gain professional experience and an understanding of the needs of the world of work in real life. Thus, mentorship not only functions as a work mentoring process, but also as a means of forming the career readiness of interns. Fauji & Ruspitasari (2025)

Based on the findings of the research, it can be concluded that the goal of mentorship in improving the quality of internship students at PT Asuransi Jasa Indonesia has been

achieved through improving hard skills, soft skills, work adaptability, and professional readiness of students. Mentorship provides a learning experience that helps students understand the world of work first-hand and form a more mature job readiness. Therefore, mentorship is an important part of supporting the development of the quality of internship students so that they are better prepared to face the professional world of work.

### **Factors Supporting and Inhibiting Mentorship in Improving the Quality of Internship Students**

The implementation of mentorship in internship programs is influenced by various factors that can support or hinder the process of mentoring students in the work environment. These factors come from the company's system, mentors, intern students, work environment, and the communication process that takes place during mentorship activities. The existence of supporting factors will help the student learning process run more effectively, while inhibiting factors can affect the quality of mentorship and the development of internship student competencies.

This study found that the supporting factors for mentorship at PT Asuransi Jasa Indonesia include mentor support, direct work practice experience, a conducive work environment, interpersonal communication, the use of technology, rewarding internship students, student involvement in direct work projects, as well as the opportunity to participate in work visits to meet Insurance customers and evaluate the work. These factors provide a more real learning experience and help students understand the world of work more deeply.

The results of the study are in accordance with the theory that mentor support is an important factor in mentorship success because mentors help students understand the work environment and develop professional skills in a more targeted manner. This happens because active and communicative mentors are able to create a more comfortable and effective mentorship process for interns. Maulana Ramadhan et al. (2025)

In addition to mentor support, hands-on work experience is also a supporting factor in improving the quality of intern students. Students have the opportunity to be involved in work projects so that they are able to understand the work process directly. This experience helps students develop hard skills and improve job readiness.

The findings of the study show that it is in line with the theory that student involvement in real work and projects can improve the learning experience and help the development of technical and non-technical skills of interns. This happens because students learn directly through work practice so that the learning process becomes more contextual and applicative. Putri et al. (2023)

In the implementation of mentorship at PT Asuransi Jasa Indonesia, interns are directly involved in the company's work projects, especially projects related to retail underwriting and agricultural insurance programs. This involvement provides real experience to students regarding professional work processes, data management, problem solving, and teamwork

in completing company projects. Students not only play the role of executing administrative tasks, but also participate in work processes that require analysis and responsibility.

In addition, interns are also given the opportunity to participate in working visits and meet directly with insurance customers. These activities are an important experience for students because they help them understand the customer service process, professional communication, and working conditions in the field. Students gain a direct understanding of customer needs, the insurance application process, and the working relationship between the company and customers. This experience helps students improve their communication skills, confidence, and understanding of the world of the insurance industry in real life.

This research proves that giving rewards is one of the supporting factors that increase the motivation of interns while participating in mentorship programs. Rewards are given in the form of appreciation for the results of work, project involvement, and student achievements during internship activities. Giving rewards makes students feel appreciated for their contributions and efforts that have been made, thereby increasing the spirit of learning and responsibility in completing work.

In addition to supporting factors, the results of the study also show that there are several inhibiting factors in the implementation of mentorship. These inhibiting factors include uncertainty of mentorship schedules, workload, work targets, limited mentoring time, and communication constraints between mentors and interns. Frequent changes in mentorship schedules cause students to find it difficult to adjust their time and hinder the process of in-depth discussions about the work being carried out.

The results of this study are in line with research that explains that the limitations of the monitoring and mentoring system are one of the obstacles in the implementation of mentorship for internship students. In addition, the study explained that the limited time of mentors due to the high workload can cause the student mentoring process to not run optimally. Jannah & Mardiyah (2026) Khotimah & Susanti (2025)

Based on this discussion, it can be concluded that the success of mentorship in improving the quality of internship students is influenced by interrelated supporting and inhibiting factors. Supporting factors such as mentor support, work practice experience, direct involvement in company projects, opportunities to meet insurance customers, rewards, conducive work environment, and interpersonal communication help increase the effectiveness of mentorship and competency development of interns. However, on the other hand, obstacles in the form of limited mentorship time, schedule uncertainty, communication constraints, a fairly high workload, and work targets that must be completed within a certain time are still challenges in the implementation of mentorship at PT Asuransi Jasa Indonesia. This condition can affect students' focus in understanding the guidance material and completing the work optimally. Therefore, a more structured, consistent, and sustainable management of mentorship is needed so that the mentoring process for interns can run more effectively and optimally in improving the quality of intern students.

The results of this study strengthen the study of mentorship as one of the processes of developing the quality of interns in a professional work environment. This research shows that mentorship not only plays a role in improving students' technical skills, but also helps the development of soft skills such as communication, teamwork, work discipline, and adaptability in the company environment.

## **CONCLUSION**

Based on the results of the research on "Mentorship Analysis in Improving the Quality of Internship Students at PT Asuransi Jasa Indonesia", it can be concluded as follows: The implementation of the mentorship program for interns at PT Asuransi Jasa Indonesia is carried out through the introduction of the work environment, task assistance, job monitoring, experience sharing, and work evaluation. In its implementation, students receive guidance from internal mentors from the company and external mentors from BRIN. The mentorship program is carried out online and offline according to the company's work needs. Students are also directly involved in corporate projects such as retail underwriting and agricultural insurance as well as participate in working visits to meet insurance customers so that students gain real work experience and better understand the professional world of work. The goal of mentorship in improving the quality of internship students has been achieved through improving students' hard skills and soft skills. Mentorship helps students improve technical skills, interpersonal communication, teamwork, analytical skills, and job readiness. In addition, mentorship also helps students understand the company's work culture and increase confidence in completing work. Meanwhile, the supporting factors for mentorship include mentor support, hands-on work experience, student involvement in company projects, opportunities to meet insurance customers, rewards, a conducive work environment, and good interpersonal communication. Meanwhile, the factors that hinder mentorship include limited mentorship time, schedule uncertainty, communication constraints, a fairly high workload, and work targets that must be completed within a certain time. This condition causes the mentoring process to not run optimally, so a more structured and sustainable management of mentorship is needed.

Research on mentorship in improving the quality of internship students at PT Asuransi Jasa Indonesia still has several limitations in the implementation process. This research only focuses on the experience of interns while participating in the mentorship program so that the results of the research reflect more students' perspectives on the implementation of mentorship in the company.

Further research is expected to develop a study on mentorship using a broader research object and involving various companies from different sectors. In addition, further research can also examine the effectiveness of mentorship in the long term on students' career readiness after completing the internship program. The next research is also expected to examine the perspectives of mentors and companies so that the research results will be more comprehensive.

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