

*Original Paper*

## Assistance Program for Facilitating the Enhancement of Educators' Competence at BBPPMPV-BOE Malang

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### Abstract

Internships serve as an essential form of contextual learning, enabling students to engage directly in professional activities and understand institutional work dynamics. This article aims to analyze the role and strategic contributions of internship students in supporting the facilitation program for enhancing educators' competence at BBPPMPV-BOE Malang. A qualitative approach was employed through participatory observation and narrative reflection, allowing students to be actively involved in administrative preparation, technical implementation, activity documentation, and report development throughout the training program. The findings indicate that students contributed significantly to improving coordination efficiency, strengthening documentation systems, and supporting the execution of workshops and upskilling programs for vocational teachers. Their involvement helped address human resource constraints, reduced operational workload, and provided reflective input for program evaluation. Additionally, the internship experience facilitated the development of students' professional competencies, particularly in communication, teamwork, and bureaucratic adaptation within a government training institution. The presence of interns was therefore not merely supplementary but strategically positioned to reinforce institutional capacity in delivering high-quality competence development for vocational teachers. This study highlights the importance of establishing structured internship partnerships between higher education institutions and vocational training centers to ensure sustained reciprocal benefits that develop both academic talent and institutional performance.

Keywords: internship, vocational education, educators' competence, narrative reflection

JEL Classification: I12, J5, L8,

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## 1. Introduction

Internships are a form of learning activity that provides students with both knowledge and practical experience regarding real-world professional practices. According to Asmaraida et al. (2025), an internship is a field-based learning activity designed to introduce and cultivate students' abilities within the actual world of work. This internship program provides students with practical experience intended to help them gain skills that can later be utilized for professional development.

It is expected that each student will be able to participate in workplace activities and comprehend the nature of tasks performed in business or industry settings, thereby acquiring valuable insights that benefit them and demonstrating optimal performance throughout the internship period.

The internship activities undertaken by students of Sekolah Tinggi Ilmu Ekonomi Indocakti Malang focus on management practices for the administration and enhancement of the quality of educators and staff in vocational education. Vocational education itself is an educational pathway designed to prepare learners to enter the workforce upon completing their studies (Anam, 2021). It plays a crucial role in equipping younger generations with relevant skills to navigate an increasingly competitive and dynamic labor market. Vocational teachers, as the frontline of vocational education, bear significant responsibility for transferring knowledge and technical skills to students (Umara et al., 2025). Consequently, strengthening the professionalism of vocational teachers is essential to ensuring that vocational education meets industry and technological advancement demands.

One of the vocational institutions committed to improving the quality of education while simultaneously expected to address industry needs and technological developments is the *Balai Besar Pengembangan Penjaminan Mutu Pendidikan Vokasi Bidang Otomotif dan Elektronika* (BBPPMPV-BOE) Malang. BBPPMPV-BOE is a government institution that plays a strategic role in the development and quality assurance of vocational education in Indonesia, particularly in the fields of automotive and electronics. Historically, BBPPMPV-BOE originated as the Vocational Education Development Center (VEDC) in Malang, established as a center for teacher training and technological development. In February 2008, its name was changed to the *Pusat Pengembangan dan Pemberdayaan Pendidik dan Tenaga Kependidikan* (PPPPTK), in line with its expanded function in developing the quality of educators and education staff. As PPPPTK continued to grow rapidly and gain broader recognition, it was officially renamed BBPPMPV-BOE Malang in accordance with Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 26 of 2020. Its primary mandate is to educate and train vocational high school (SMK) teachers and vocational educators to become more professional in their respective fields.

At present, BBPPMPV-BOE actively collaborates with institutions in Switzerland and Germany to enhance educators' capacity through training and learning initiatives. Formally, BBPPMPV-BOE is a Technical Implementation Unit (UPT) under the Directorate General of Vocational Education, Ministry of Education, Culture, Research, and Technology (*Kemdiknasistek*). According to Ministerial Regulation No. 28/2021, this unit carries out the following tasks and functions: (1) ensuring the quality of students, facilities and infrastructure, as well as the governance of vocational education; (2) aligning vocational education with the needs of business and industry; (3) facilitating the improvement of educators' and education personnel's competencies; (4) managing data and information; and (5) conducting evaluation, strategic collaboration, and operational administration.

BBPPMPV-BOE Malang comprises several departmental teams, including the Facilitation Team. The Facilitation Team was established to address the need to improve the competence of vocational teachers and education personnel, who must keep pace with technological advancements and the dynamic demands of industry. According to Santosa Akhmad, Head of the Facilitation Team at BBPPMPV-BOE Malang, the training programs are designed to improve teachers' productivity-related competencies, aligning them with the evolving demands of science, technology, and industry. This team serves as a vital link between vocational education policies, industry requirements, and the implementation of effective, sustainable training and internship programs.

One of this institution's flagship programs is enhancing educators' competence through various training activities, workshops, and mentoring. The Facilitation Team implements this program for enhancing the Competence of Educators and Education Personnel. However, its implementation still faces structural challenges, including limitations in human resources to support technical and administrative operational workloads. These constraints lead to inefficiencies in coordination,

weaknesses in documentation systems, and a lack of systematic reflection on the effectiveness of program implementation. Amidst these limitations, the role of academics is crucial in accompanying the process of educators' competence development, serving both as an external control mechanism and as consultants to ensure that competence improvement is directed in accordance with the program's objectives at BBPPMPV-BOE and aligned with the initiatives of the Ministry of Education, Culture, Research, and Technology.

As stated by Sutarmin (2023), the role of academics in competence development assistance programs is to provide technical guidance, support the development of theory and practice in accordance with curriculum guidelines, and encourage the use of digital technology platforms to improve the quality of human resources in educational settings. They also play a role in building portfolios of work as a form of collaboration and inspiration among educators, as well as assisting in the initial analysis of students' literacy and numeracy so that learning can be tailored to learners' developmental progress. In addition, mutually beneficial reciprocal relationships can be established through collaboration between higher education institutions and both governmental and private training organizations. As highlighted by Maryanti et al. (2021), collaboration with academics to strengthen work programs offers advantages for addressing organizational challenges through training, mentoring, and evaluation activities grounded in academic research. Academics also contribute innovative solutions, such as the use of new technologies and materials to enhance quality. Conversely, academics collaborating with training institutions or community-based organizations benefit directly and indirectly from internship program completion, gain broader knowledge for students about the field, and expand professional networks in an increasingly competitive labor market (Pasha & Rahmawati, 2025).

The foregoing discussion provides the foundation for collaboration between Sekolah Tinggi Ilmu Ekonomi (STIE) Indocakti Malang and BBPPMPV-BOE Malang, which has established a mutually beneficial symbiosis through the exchange of training and information. From the side of STIE Indocakti, contributions are made in the form of insights and input regarding technological development and managerial efficiency to support the enhancement of vocational teachers' competencies. Meanwhile, BBPPMPV-BOE offers internship opportunities for students, enabling them to learn how management knowledge can be applied effectively and efficiently within the context of workforce training programs.

It is expected that the process of mentoring for the improvement of vocational teachers' quality carried out by the academic team of STIE Indocakti, in alignment with the student internship program implemented under the MBKM scheme at BBPPMPV-BOE, will not only support students in completing their studies but also enrich their skills and experiences in applying management theories in practice. Such integration is anticipated to reduce the gap between theoretical and practical domains, particularly within institutions dedicated to enhancing the quality of vocational teachers and education. This initiative is also expected to demonstrate that the academic sphere cannot stand alone but must be supported by the practical sphere for its development. Conversely, the practical sphere likewise cannot advance without input from younger generations, particularly regarding technological developments that can enhance effectiveness and efficiency in implementing quality improvements for vocational educators.

## **2. Method**

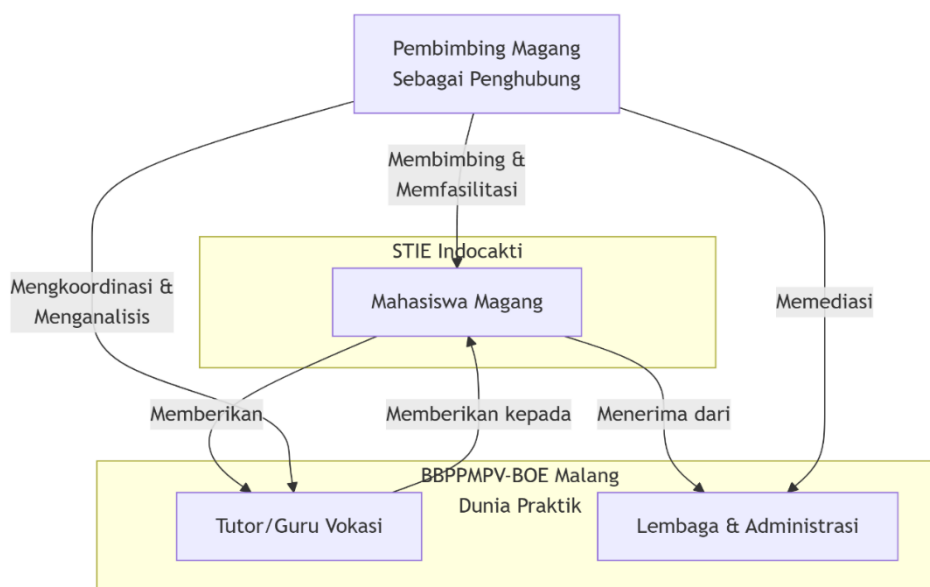
This study employed a qualitative methodology grounded in a systematic and participatory approach to explore the strategic contributions of internship students at BBPPMPV-BOE Malang. Participatory observation was used to ensure that students were not only positioned as data collectors but also as active actors involved in daily institutional practices, including training preparation, implementation coordination, and administrative support. This method enabled the capture of authentic work dynamics and operational challenges within the facilitation program for enhancing educators' competence.

To enrich the qualitative depth of the findings, narrative reflection was integrated throughout the process. Narrative reflection involved continuous documentation of personal experiences,

challenges, and solutions during internship activities, which were then interpreted to reveal meaning and alignment with institutional objectives. The combination of these two approaches ensured methodological coherence: participatory observation generated contextual field data, while narrative reflection validated and interpreted students' learning and contributions.

Data collection procedures consisted of four structured stages: (1) initial orientation and activity mapping, (2) direct participation in facilitation activities, (3) systematic documentation of daily observations, and (4) reflective interpretation aligned with program objectives. Triangulation was strengthened through informal interviews with facilitators and continuous consultation with academic supervisors, ensuring the credibility and accuracy of the insights obtained.

Moreover, the scheme of reciprocal interaction between the facilitation program aimed at enhancing teacher competencies at BBPPMPV-BOE and the internship mentoring of students from STIE Indocakti is illustrated in the following diagram:



Source: Writers

Figure 1. Reciprocal Interaction Chart

The components involved in this community service activity include: (1) Internship supervisors from STIE Indocakti, who act as guides and mentors for both the activities and the preparation of the internship report; (2) Internship students as the main participants as well as the implementers of the activities; (3) The Facilitation Team of BBPPMPV-BOE Malang, serving as facilitators and coordinators of the activities; (4) Vocational teachers and education personnel, who are the training participants and serve as the primary beneficiaries; and (5) Institutional documents and activity reports as sources of secondary data. The data collection procedure was carried out in four stages, namely: (1) Initial orientation and activity mapping; (2) Direct involvement in the implementation of training, workshops, and mentoring activities; (3) Documentation of daily activities and program data collection (schedules and reports); and (4) Preparation of reflective narratives based on experiences, challenges, and contributions generated during the internship process.

### 3. Results

#### Involvement of Internship Supervisor (Lecturer of STIE Indocakti)

The lecturer at STIE Indocakti in this program serves as the internship supervisor, mentoring students in discussions on applying theory to community service. The theoretical implementation focuses on training theory and human resource management, aligning with the facilitation program

to enhance educators' competencies at BBPPMPV-BOE. Furthermore, the supervisor coordinates with both the internship student team and the field supervisor to ensure alignment between the students' activities and the program being carried out at BBPPMPV-BOE.

In supporting the reporting of internship activities, the supervisor plays an active role by providing tutorials on writing reports in a scientific, structured manner to ensure they can be published. The publication of the report represents an academic requirement that provides benefits both internally for the higher education institution and externally for BBPPMPV-BOE. Internally, the publication serves as supporting evidence of the implementation of the Higher Education Tri Dharma. Externally, the publication is valid as a source of important information that provides insights for students and/or the supervising lecturer conducting internships in the same place or within the same program. For BBPPMPV-BOE, the publication serves as a reflection of the collaboration evaluation, assessing whether the activities are aligned with the collaboration's goals and beneficial to both parties. If so, it assesses how improvements can be made; if not, it evaluates what corrective actions are required.

### **The Involvement of Internship Students (STIE Indocakti)**

During the internship period at BBPPMPV-BOE Malang, the students were directly involved in various activities carried out by the Facilitation Team for Enhancing the Competence of Educators and Education Personnel. The students not only performed administrative roles, such as archiving documents, but also participated in the implementation and evaluation of training programs. This involvement reflects the active role of internship students as an integral part of program execution, rather than merely functioning as complements. Participatory observation indicates that the internship students made significant contributions to streamlining technical workflows in the field, including training activities to improve the competencies of automotive engineering teachers. The students assisted in preparing presentation materials, documenting activities through photos and videos, and supporting the role of participant operators. These activities may appear simple, yet when carried out consistently and in a coordinated manner, they greatly facilitate the smooth running of the training while also reducing the administrative burden borne entirely by the internal staff of the facilitation team.



**Figure 2. Documentation of The Workshop**

This internship also served as a practical learning medium for the students. Through direct interaction with training participants and the facilitation team, the students gained a deeper understanding of the challenges in developing vocational teachers' competencies in Indonesia. One key lesson learned was that training is not only about delivering content but also about fostering collaborative approaches and solving problems directly in line with participants' needs. Reflections conducted after each activity indicated that the students became more aware of the importance of communication, technical skills, and adaptability within a professional work environment.

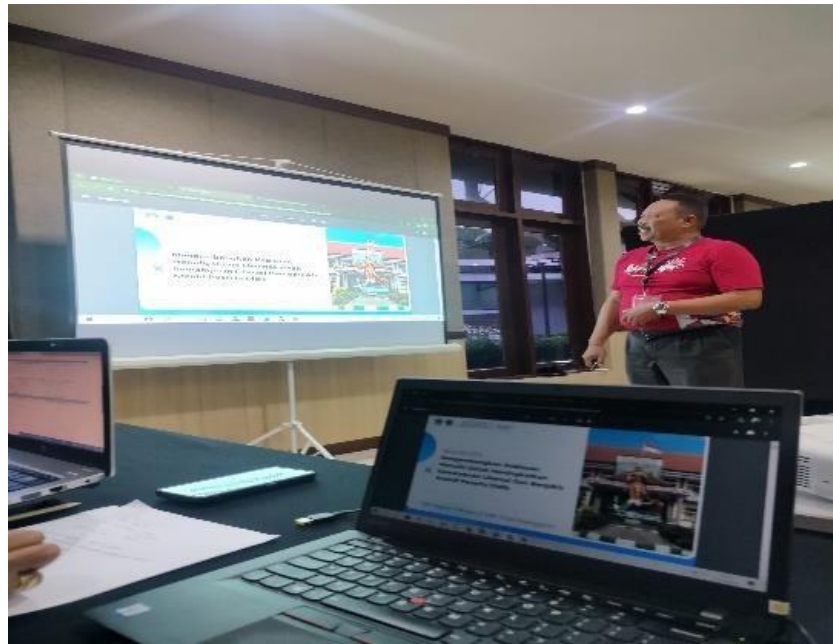


Figure 3. Documentation of the participant operator in the vocational teacher training

### A Strategic Role in Program Documentation and Evaluation

One of the challenges faced by the Facilitation Team of BBPPMPV-BOE Malang is the weakness of the documentation and reporting system. In this regard, internship students play a strategic role in strengthening documentation and reporting of activities. The students assist in managing attendance lists, photo and video documentation, and preparing the final activity report systematically. Through narrative reflection, it was found that involvement in the documentation process not only improved the students' technical skills but also introduced them to the reporting standards of government institutions. For example, in the Upskilling and Reskilling program for vocational teachers with an industry-standard institution-internship model, Batch I, the students prepared an activity report covering the implementation schedule, activity details, attendance lists, and participant evaluation recaps. This report was then used as a basis for evaluation and reporting to leadership. From this experience, the students realized that documentation is not merely an administrative task, but an essential instrument for decision-making and future program planning.

This experience reinforces Raulina's argument that narrative reflection can uncover meanings and lessons from individuals' real practices (Raulina, 2025). In this context, the internship students become part of the organizational learning system, indirectly contributing to the improvement of efficiency and effectiveness in vocational teacher training programs.

KEMENTERIAN PENDIDIKAN DASAR DAN MENENGAH											
BALAI BESAR PENGEMBANGAN PENYAMPAIAN MUTU											
PENDIDIKAN VOKASIONAL BIDANG OTOMOTIF DAN ELEKTRONIKA											
Jalan Tulaik, Madiun Selatan, Kecamatan Patok, Kota Madiun 53122											
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DAFTAR HADIR PESERTA											
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Kelas : <i>A- Pemertahanan Kelembagaan dan EMS</i>											
Tempat / Periode : <i>BBPPMPV Bidang Otomotif dan Elektronika / 12 Februari s.d. 15 Maret 2025</i>											
No	NAMA	Tgl 24-Feb-2025	Tgl 25-Feb-2025	Tgl 26-Feb-2025	Tgl 27-Feb-2025	Tgl 28-Feb-2025	KETERANGAN				
1	Abdul Syukur Almatrodi, S.Pd										
2	Abdul Qadir Nady, S.T										
3	Ahmad Dedy Dediawan, S.Pd										
4	Ahlan Rasyid Tri Yulha Putra, M.Pd										
5	Ava Ela Nurwanto, S.T, ST										
6	Basrah Juhriyah, ST										
7	Fandi Sutrisno, S.Pd										
8	Mohammad Putra Alfa, S.Pd										
9	Muhammad Muzamil, S.T										
10	Muhammad Rifandiansyah Pratama, S.Pd										
11	Puguh Irawanto, S.Pd										
12	Rupin Anwar Supriyanto, S.T										
13	Septian Dwi Sulistyono, S.Pd										
14	Suwono, S.BT, S.Pd										

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13	Tri Sandra Romadhoni Putra, S.T											
PARAF												
KETERANGAN:		PENCATATAN / TUGAS/AMBAT					CATATAN:					
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TR. TUGAS/AMBAT		16 - 20 menit + 0,5 jam										
NABUHM / INSTRUKTUR		21 - 30 menit + 0,5 jam										
T +		+ 30 menit + 2 jam										
R +		+ 30 menit + 2 jam										

Source: BBPPMPV-BOE

Figure 4. Attendance list of participants in the upskilling and reskilling program



Figure 5. Opening session of the upskilling and reskilling program

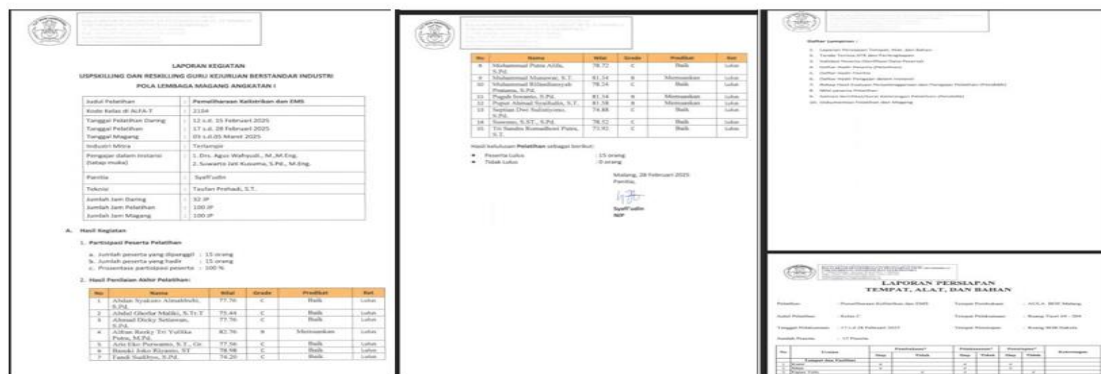


Figure 6. Activity report of the Upskilling and Reskilling Program, Batch I

**Strengthening Institutional Capacity through the Role of Students**

From the students' overall involvement, it can be inferred that their presence was not merely temporary or a mere fulfillment of academic requirements. Beyond that, the internship students made tangible contributions to strengthening the institutional capacity of BBPPMPV-BOE Malang. In conditions of limited human resources, particularly in supporting technical field activities, students served as an effective alternative.

Through observation and direct engagement, the students also contributed to mapping the issues that emerged in the field, including delays in training schedules, participants' limited understanding of new technologies, and a lack of practical equipment in some vocational regions. These findings were not only used as the students' personal reflections but were also presented to the facilitation team during internal evaluation forums. This result demonstrates that the students acted as reflective agents, helping identify areas for program improvement.

**Personal and Professional Learning for Students**

From the students' perspective, this internship experience had a profound impact on their personal and professional competencies. They learned to work in cross-functional teams, design activity plans, cope with time pressures, and communicate effectively with various stakeholders. Values such as discipline, responsibility, and work ethic were also genuinely cultivated through daily practice. This experience aligns with the theory of contextual learning proposed by Pasha & Rahmawati (2025), which holds that the internship process serves as a bridge between the theories acquired in the classroom and their application in the real world of work. The students not only observed but also actively participated in complex, dynamic, and challenging processes. This positions the internship as a holistic and transformative learning medium.

The reflections also revealed that students felt more confident in facing the world of work after completing this internship. They gained a deeper understanding of how government bureaucracy operates, how training dynamics unfold, and how to prepare activity reports in accordance with national training institution standards. This result constitutes a valuable asset that cannot be acquired solely through classroom learning.

#### 4. Discussion and Benefits

The objectives of implementing the facilitation program to enhance educator competencies at BBPPMPV-BOE Malang, through collaboration between internship students from STIE Indocakti and program implementers (tutors) from BBPPMPV-BOE, are: (1) to build synergy between the world of vocational education and the academic sphere of higher education institutions; (2) to provide reciprocal exchange of information and knowledge between theoretical and practical aspects within higher education; (3) to offer internship students the opportunity to become acquainted with the professional environment, particularly in relation to the administration of vocational training programs; and (4) to foster the exchange of ideas and perspectives regarding the efficiency of administrative and managerial practices within a vocational training institution.

From the implementation of this collaborative facilitation program, it has been demonstrated that synergy has been successfully established between STIE Indocakti and BBPPMPV-BOE. This synergy takes the form of: (1) providing opportunities for the next cohort of STIE Indocakti students to undertake internships within the facilitation program for enhancing educator competencies at BBPPMPV-BOE, (2) granting students the opportunity to conduct comparative studies between STIE Indocakti and BBPPMPV-BOE in order to gain knowledge about the world of vocational education and the professional workplace, and (3) enabling BBPPMPV-BOE to visit STIE Indocakti to deliver seminars, outreach activities, and engage in partnerships aimed at strengthening the tri dharma of higher education.

The benefits derived from the reciprocal exchange of knowledge and information are as follows: (1) for internship students and supervising lecturers, it provides access to information regarding administrative practices in the facilitation program for enhancing educator competencies at BBPPMPV-BOE Malang, which are characterized by well-structured administration supported by digital technology; (2) for BBPPMPV-BOE, it provides insights into leadership management theories and the implementation of effective and efficient training amidst global challenges and technological advancements. This reciprocal exchange will be further pursued in future internship programs, with BBPPMPV-BOE ready to reopen internship opportunities for student participation, and, conversely, STIE Indocakti prepared to deliver seminars and workshops on training and knowledge-sharing in the fields of Economics and Human Resource Management.

In relation to the internship students' experience of gaining insights into the world of work, this activity serves as an implementation of discussions with vocational teachers whose competencies are being enhanced at BBPPMPV-BOE. The sharing sessions and question-and-answer discussions covered topics such as the vocational and professional world, the importance of skills in the workplace, and strategies for developing a career based on one's competencies. These exchanges proved valuable to the internship students as they prepared to enter the workforce upon graduation. Through these sessions of shared reflections and discussions, students will acquire a concrete understanding that will guide them in taking the next steps in their employment applications.

In relation to the efficiency and effectiveness of the facilitation program for enhancing educators' competencies at BBPPMPV-BOE Malang, the internship students proposed several alternative approaches to measure the outcomes of the training methods applied at BBPPMPV-BOE. The skills and competency assessment matrix served as a key tool for evaluating the effectiveness of the training activities. However, as the matrix and its assessment results are internal, they cannot be presented in this publication.

## 5. Conclusion

The findings of this study demonstrate that internship students play a strategic role in supporting the facilitation program to enhance educators' competence at BBPPMPV-BOE Malang. Their direct involvement in administrative coordination, technical operations, and program documentation contributed to improving implementation efficiency and strengthening institutional workflow. Beyond operational support, students also provided reflective insights that informed internal evaluation processes, positioning interns not merely as assistants but as learning partners who contribute to institutional improvement. From an academic perspective, the internship served as a transformative experiential platform that enabled students to internalize professional work ethics, communication skills, and adaptability in a governmental training environment.

These results reinforce the significance of structured collaboration between higher education institutions and vocational training centers. Such a partnership ensures reciprocal benefits: institutions gain additional capacity and innovation input, while students gain practical competencies aligned with workforce expectations. Strengthening this collaboration is essential to ensure the sustainability and effectiveness of vocational educator development programs. Future initiatives are encouraged to expand students' participation in innovation design and program evaluation, allowing internships to evolve into a more integrated mechanism for institutional capacity building and professional talent development.

## Recommendations

To strengthen the impact and sustainability of internship collaboration between STIE Indocakti and BBPPMPV-BOE Malang, future programs should emphasize deeper academic–practical integration. Structured partnership agreements and more precise role distribution are recommended to ensure continuity across internship cohorts. Students need broader involvement in innovation design, digital documentation, and evaluation processes to support evidence-based improvement of training implementation. Joint seminars, comparative studies, and knowledge-exchange forums should be intensified to align academic insights with vocational practice continuously. By positioning interns as collaborators rather than temporary support, internship programs can become a long-term mechanism for institutional capacity building and the development of a more competitive workforce.

## Limitations and avenues for future community services

This community service activity was limited to the facilitation program supporting the professional development of educators at BBPPMPV-BOE Malang, carried out by the internship team from STIE Indocakti, comprising the 2024/2025 internship cohort and the academic supervisor. For future community service initiatives, a more substantial commitment to collaboration is required, particularly through scientific discussions and the exchange of knowledge and professional skills relevant to the world of work.

## Acknowledgment

Acknowledgments are extended to BBPPMPV-BOE Malang for providing the 2024/2025 internship team from STIE Indocakti with the opportunity to collaborate on knowledge, technology, and administrative practices. Gratitude is also extended to the leadership of STIE Indocakti for their support in implementing the internship, reporting, and publication processes, which, together, have shaped this initiative into a comprehensive activity that benefits many stakeholders.

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