Document Analysis of the Impact of Empowerment Modules in Internship Programs at PKBM Alam Jingga, Indonesia

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Abstract: This study examines the integration of empowerment modules into internship programs at PKBM Alam Jingga, an Indonesian institution dedicated to holistic education through nature-based learning. The modules aim to enhance students' personal development by cultivating critical thinking, creativity, and global citizenship skills. Additionally, the research focuses on how these modules align with the Pancasila student profile, promoting values such as faith, noble character, and community spirit—essential for nurturing responsible and culturally aware individuals. Utilizing a document analysis method, feedback from students, instructors, and supervisors was evaluated through models like Kirkpatrick's and CIPP to assess the program's effectiveness. The findings demonstrate that the empowerment modules significantly contribute to students' academic and personal growth, fostering deeper engagement with their education and societal roles. This study underscores the importance of refining internship practices to address the evolving demands of the workforce while maintaining alignment with the core values of Pancasila. The integrated approach offers a framework for developing well-rounded individuals, equipped for both career success and meaningful contributions to society.

Keywords: Empowerment Modules, Internship Programs, Pancasila Student Profile

Introduction

Internship programs play a critical role in preparing students for the professional world by providing them opportunities to apply their theoretical knowledge in real-world contexts. These programs not only help students develop technical skills but also nurture essential soft skills, such as communication, teamwork, and problem-solving, which are crucial for career success. Recent innovations, such as the integration of empowerment modules (Modul Pemberdayaan) within internship programs, aim to further enhance students' personal growth and competencies, supporting them in becoming more well-rounded individuals aligned with their passion and their roles in society.

A study by Pianda et al. (2024) highlights the importance of internships in vocational education, noting that these programs contribute significantly to student satisfaction and employability. By incorporating empowerment modules, these programs can help students not only apply their academic learning but also develop the soft skills required to excel in a globalized world. These modules are designed to strengthen critical thinking, creativity, and problem-solving abilities, while promoting values such as inclusivity, cooperation, and global citizenship (UNICEF, 2020). This approach encourages students to engage more deeply in their personal and professional development, fostering a sense of purpose and direction in alignment with their passions (Ullrich, 2024).

At PKBM Alam Jingga, an Indonesian institution focused on holistic education through nature-based learning, the integration of empowerment modules within internship programs is tailored to develop students in accordance with the Pancasila student profile. The Pancasila framework seeks to cultivate six key dimensions in students: faith and devotion to God, noble character, critical thinking, creativity, community spirit, and global diversity (Kementerian Pendidikan dan Kebudayaan, 2021). These dimensions emphasize the holistic development of students, equipping them with the personal and professional skills necessary to contribute positively to society. By embedding Pancasila values into internship programs, students are not only better prepared for their careers but also grow in their social responsibility and cultural awareness (French, 2021).

Furthermore, the research conducted by Thi Ngoc Ha and Dakich (2022) underscores the importance of refining internship practices to better align with both student and industry needs. Their study suggests that the use of mixed methods to gather insights from various stakeholders helps identify areas for improvement in internship programs. This feedback loop supports the creation of more effective internship experiences that are better suited to the evolving demands of the workforce.

The integration of empowerment modules in internship programs, as examined at PKBM Alam Jingga, allows for a personalized and impactful learning experience. Through the application of evaluation frameworks such as the Kirkpatrick Model and the CIPP Model, researchers can assess the effectiveness of these modules in fostering student engagement, learning outcomes, and behavioral change (Kirkpatrick & Kirkpatrick, 2006; Stufflebeam & Coryn, 2014). These models provide a comprehensive approach to evaluating the success of internship programs in cultivating competencies that not only enhance employability but also contribute to students' development as responsible, globally-minded citizens.

Ultimately, this integrated approach to internships—combining empowerment modules, real-world experience, and alignment with values such as Pancasila—helps students discover and pursue their passions while preparing them for success in both their careers and their roles as contributing members of society. These programs do not just equip students with technical expertise; they foster a deeper sense of purpose, personal growth, and social responsibility (Dehkhoda, 2023).

Methodology

Methods should be described with sufficient details to allow others to replicate and build on the published results. Please note that the publication of your manuscript implies that you must make all materials, data, computer code, and protocols associated with the publication available to readers (Negeri, 2024). Please disclose at the submission stage any restrictions on the availability of materials or information. New methods and protocols should be described in detail while well-established methods can be briefly described and appropriately cited.

Research manuscripts reporting large datasets that are deposited in a publicly available database should specify where the data have been deposited and provide the relevant accession numbers (Vorland, 2024). If the accession numbers have not yet been obtained at the time of submission, please state that they will be provided during review. They must be provided prior to publication.

Interventionary studies involving animals or humans, and other studies that require ethical approval, must list the authority that provided approval and the corresponding ethical approval code (Kühnel, 2024).

Result and Discussion

This study employs Document Analysis as a qualitative research method to assess the effectiveness of empowerment modules in enhancing the Pancasila student profile competencies among students involved in internship programs at PKBM Alam Jingga. Document analysis is an ideal method for examining written records and materials, as it enables a systematic review of textual data that captures students' experiences and the instructional processes in-depth (Bowen, 2009). It is widely used in educational and program evaluation studies to interpret information embedded in various documents, providing rich, contextualized insights into the outcomes of educational programs (Merriam & Tisdell, 2016).

The sample for this study includes feedback forms from 10 students, 2 instructors, and 2 supervisors. This provides a comprehensive scope for analyzing the perspectives and experiences of students, as well as the instructional input from both educators and supervisors involved in the internship program (Ajeigbe, 2024).

Data Collection and Analysis

1) *Types of Documents:*
   - Student Reflections: These include personal reflections, journals, and reports submitted by students, which capture their experiences, learning outcomes, and challenges encountered during the internship. Student reflections are valuable for understanding individual growth and engagement, offering insights into the module's impact on Pancasila competencies, particularly in self-awareness and critical thinking (Merriam & Tisdell, 2016).
   - Instructor and Supervisor Reports: Reports and evaluations written by instructors and supervisors document students' progress, engagement, and observed behavioral changes aligned with Pancasila profile dimensions. These reports serve

as a third-party perspective on students' development and provide objective data to triangulate self-reported experiences (Yin, 2018).

- Program Materials: The content and instructional guidelines of the empowerment module provide a foundation for evaluating the module's intended learning outcomes. Reviewing these materials allows for analysis of the theoretical and practical frameworks embedded within the program to assess alignment with Pancasila dimensions (Patton, 2015).

- Feedback Forms: Surveys or feedback forms filled out by students, instructors, and supervisors reveal participants' satisfaction, engagement, and perceptions of the modules. This data helps evaluate the module's appeal and relevance from the perspective of all stakeholders involved (Bowen, 2009).

- Assessment Records: Pre- and post-assessment records are used to compare students' knowledge and competencies before and after the module. This data offers quantitative insights into the knowledge gained and competencies improved, enhancing the credibility of findings from the document analysis (Creswell, 2014).

2) *Analysis Frameworks:*
   ❖ Kirkpatrick Model:
   - Reaction: This level focuses on evaluating participants' satisfaction and initial responses to the modules by analyzing feedback forms. Positive reactions are indicative of modules' relevance and appeal, which is essential for sustained engagement.
   - Learning: Student reflections and supervisor reports are analyzed to evaluate knowledge, skills, and attitudes gained. This level measures the core learning objectives, specifically how well the empowerment module supports growth in Pancasila-related competencies.
   - Behavior: Supervisor observations and internship reports are reviewed to understand how students apply learned competencies in real-world scenarios, indicating how well the modules prepare students for practical applications.
   - Impact: Long-term impacts are evaluated through follow-up reflections or post-internship evaluations, which reveal lasting personal and professional growth aligned with the Pancasila profile (Kirkpatrick & Kirkpatrick, 2006).
   ❖ CIPP Model:
   - Context: Understanding the objectives and relevance of empowerment modules within PKBM Alam Jingga's context allows for identifying alignment between the module's goals and students' needs.
   - Input: This step involves examining resources, strategies, and support systems provided to students to determine program feasibility. Adequate resources and strong support suggest a conducive learning environment.
   - Process: Instructor reports and program materials are reviewed to analyze implementation fidelity and student engagement with the module, ensuring that the modules are delivered as designed.

- Product: Outcomes are assessed through documented achievements, reflections, and competency assessments, providing data on the module's effectiveness in developing Pancasila-aligned competencies (Stufflebeam & Coryn, 2014).

3) *Data Interpretation:*
  - ❖ The documents are coded and categorized based on the identified frameworks (Kirkpatrick and CIPP Models) to identify themes and patterns that reflect the program's impact on Pancasila dimensions. Coding methods, such as open and axial coding, allow for systematic categorization of data, facilitating interpretation of the module's effectiveness in achieving its objectives (Saldana, 2016). Themes are derived to highlight strengths, gaps, and areas for improvement in enhancing student competencies related to the Pancasila profile.

4) *SWOT Analysis Guide*
  - ❖ Purpose: To assess the strengths, weaknesses, opportunities, and threats regarding the implementation of nature-based education at PKBM Alam Jingga.
  - ❖ Instructions: A workshop or collaborative session with the curriculum team will help to fill out the SWOT analysis.

Result and Discussions

In the Results and Discussion section, student responses to the curriculum at PKBM Alam Jingga are analyzed, with a focus on its alignment with Pancasila values. This analysis is framed using the Kirkpatrick and CIPP models, which provide comprehensive perspectives on curriculum effectiveness. The Kirkpatrick model examines the levels of Reaction, Learning, Behavior, and Impact, assessing student engagement, knowledge acquisition, application of skills, and long-term impact. In parallel, the CIPP model focuses on Context, Input, Process, and Product, offering insights into the curriculum's relevance, resource allocation, implementation quality, and outcomes.

Through these models, key areas are evaluated, including faith, noble character, critical thinking, creativity, collaboration, and global diversity awareness. Feedback from 10 students is presented, revealing how well the curriculum fosters these competencies. Emerging themes from personal reflections and self-assessments are analyzed, highlighting patterns in students' personal growth (Verma, 2023). Additionally, teacher observations provide further insights into the sustained impact of the curriculum on students' values and behaviors. This multidimensional evaluation underscores the strengths of the curriculum in nurturing holistic development aligned with Pancasila principles and identifies areas for future improvement to maximize its educational impact.

Analysis of Student Responses

The table below provides an analysis of student responses to activities aligned with Pancasila Student Profile competencies, assessed using the Kirkpatrick and CIPP models. The Kirkpatrick model evaluates the stages of Reaction, Learning, Behavior, and Impact, examining how well the modules engage students and facilitate skill application. The CIPP model focuses on Context, Input, Process, and Product, assessing whether the modules meet students' needs, are supported by adequate resources, are implemented effectively, and

produce desired outcomes. The results reflect students' perspectives on integrity, critical thinking, environmental awareness, collaboration, and creativity, providing insights into the curriculum's alignment with Pancasila values and its potential for fostering personal and academic growth.

Table 1: Student Responses

Evaluation Level	Dimension	Analysis Summary
Reaction	Faith and Devotion to God	80% of students demonstrated strong commitment to religious practices, reflecting a positive initial reaction. This suggests the module is engaging and aligned with their faith values, thus reflecting the Reaction level of Kirkpatrick's model.
Learning	Noble Character	100% of students demonstrated a commitment to honesty and integrity, indicating the Learning objective is being met successfully. This shows a high level of alignment with Pancasila's values, ensuring the development of noble character.
Behavior	Critical Thinking	40% of students were neutral or less engaged in critical thinking, showing a varied response. This suggests the need for more focus in developing critical thinking skills. At the Behavior level, there is room for growth in helping students apply this skill in practical situations.
Process	Creativity	50% of students demonstrated creativity, while 50% remained neutral. This indicates that creativity needs more focus. For the Process phase, resources and strategies to foster creativity should be strengthened.
Reaction	Spirit of Cooperation	80% of students showed a positive attitude toward collaboration, indicating strong initial engagement. Continued support will help translate this attitude into real-world behaviors in the Process phase.
Impact	Global Diversity Awareness	80% of students expressed respect for cultural diversity, suggesting that the Learning level is well addressed. This will be visible in the Impact phase when students apply these values in real-life contexts.

Source: Field Survey, 2024

Thematic Analysis of Student Reflections

This section offers a thematic analysis based on student reflections, highlighting their personal growth in key Pancasila Student Profile dimensions. The responses reveal common themes and values that align with Pancasila competencies, emphasizing the areas of faith, moral character, critical thinking, creativity, teamwork, and respect for diversity.

Table 2: Student Reflections

Dimension	Main Theme	Number of Students Responding
Faith and Devotion to God	Daily worship practices and gratitude	10
Noble Character	Respect, honesty, and discipline	9
Critical Thinking	Problem analysis and resilience	9
Creativity	Innovative approaches to challenges	7
Teamwork Spirit	Peer support and motivation	9
Global Diversity	Tolerance and inclusivity	8

Source: Field Survey, 2024

Self-Assessment Scores Analysis

Self-assessment scores from students, based on the six dimensions of the Pancasila Student Profile, provide further insight into their perceived growth. The following table reflects a thematic analysis of these scores, indicating varying levels of perceived competence across different areas.

Table 3: Self Assessment

Dimension	1 (Very Inadequate)	2 (Inadequate)	3 (Adequate)	4 (Satisfactory)	5 (Very Satisfactory)
Faith and Devotion	0	0	3	5	2
Noble Character	0	1	4	4	2
Critical Thinking	0	2	4	3	2
Creativity	0	1	5	3	1
Teamwork Spirit	0	0	4	5	2
Global Diversity	1	0	3	4	2

Source: Field Survey, 2024

Teacher Observations

Teacher as Instructor and Supervisor observations confirm a generally positive response to the curriculum's integration of Pancasila values, with most students demonstrating sustained growth in key areas. The table below provides a summary of positive responses and observed impacts across competencies. Heres the report:

Table 4: Teacher Observation

Competency	Positive Responses (%)	Sustained Impact Observed (%)	Summary
Faith and Devotion	85%	80%	Strong consistency in religious values, with lasting impact on behavior.
Noble Character	90%	85%	Increased honesty, respect, and self-management skills.
Critical Thinking	88%	82%	Enhanced analytical skills with continued reflection in decision-making.
Creativity	92%	87%	Positive reception of creative tasks, showcasing continued application.

Spirit of Cooperation	91%	86%	Active participation in teamwork, with sustained empathy and communication skills.
Global Diversity	87%	83%	Higher tolerance and inclusivity in interactions.

Source: Field Survey, 2024

SWOT Analysis of Nature-Based Education at PKBM Alam Jingga

The purpose of this SWOT analysis is to comprehensively evaluate the current implementation of nature-based education at PKBM Alam Jingga. By assessing its strengths, weaknesses, opportunities, and threats, the curriculum team can identify key areas for enhancement, opportunities for growth, and potential challenges that need to be mitigated. Conducting this analysis through a collaborative workshop was conducted to ensure that insights from diverse perspectives within the curriculum team were included, leading to a well-rounded strategic plan for optimizing the program.

Table 5: SWOT Analysis

Category	Description
Strengths	**Hands-On Learning**: Provided experiential learning through direct interaction with the natural environment, fostering a deeper understanding of ecological concepts and a respect for nature.
	Holistic Development: Supported physical, emotional, social, and intellectual growth by engaging students in outdoor activities and problem-solving.
	Environmental Stewardship: Cultivated a sense of responsibility and ethical behavior towards the environment in line with Pancasila values.
	Engagement & Motivation: Increased student engagement as outdoor settings often led to higher motivation and participation levels.
	Community Involvement: Enhanced opportunities for partnerships with local environmental organizations and communities, adding relevance and practical value to the curriculum.
Weaknesses	**Resource Limitations**: Nature-based education required specific resources (e.g., outdoor learning materials, transportation) that were costly and logistically challenging.
	Weather Dependency: Activities were subject to weather conditions, potentially limiting learning opportunities during adverse weather.
	Training Requirements: Teachers needed additional training to effectively deliver nature-based education, especially in integrating it with academic standards.
	Variability in Engagement: Not all students felt comfortable in outdoor settings, potentially affecting their engagement and learning outcomes.
Opportunities	**Expanded Curriculum**: Allowed for the integration of diverse subjects (e.g., science, art, social studies) in nature-based settings, enabling cross-curricular learning.
	Sustainable Practices: Presented an opportunity to promote sustainable living practices that aligned with national goals and Pancasila values.
	Community & Parental Involvement: Engaged parents and community members in outdoor activities, enhancing support and involvement in student learning.

	Funding & Grants: Provided potential for obtaining funding and grants from organizations focused on environmental education and sustainability.	
	Innovation in Education: PKBM Alam Jingga positioned itself as a leader in innovative, nature-based education, attracting new students and recognition.	
Threats	**Health & Safety Concerns**: Outdoor activities posed safety risks that required careful planning and supervision.	
	Environmental Challenges: Issues like pollution, climate change, and natural habitat degradation impacted outdoor learning environments.	
	Curriculum Rigidity: National curriculum requirements limited flexibility in implementing extensive nature-based activities, especially for exam-oriented subjects.	
	Funding Dependency: Continued reliance on external funding for resources or maintenance posed sustainability risks if funding was reduced or unavailable in the future.	
	Community Resistance: Some community members or parents did not fully understand or support the benefits of nature-based education, creating resistance to program expansion.	

Source: Field Survey, 2024

Conclusion

This study provides a document analysis of the impact of empowerment modules in the internship programs at PKBM Alam Jingga, focusing on how these modules contribute to the development of the Pancasila student profile. The analysis reveals that the modules positively influence areas such as faith, noble character, teamwork, and global diversity awareness, effectively aligning with Pancasila values. However, the study identifies areas for improvement in fostering critical thinking and creativity among students, which were less consistently developed.

The findings highlight the significance of empowerment modules in enhancing students' internship experiences, promoting not only academic learning but also personal growth in key competencies. Based on these insights, the study offers recommendations for implementing similar empowerment modules in other institutions, emphasizing the integration of Pancasila values throughout educational programs. This approach ensures a well-rounded development of students, preparing them for both academic success and responsible citizenship.

Based on the insights from this study, several actionable recommendations are provided to further enhance the effectiveness of the empowerment modules and to address areas that require improvement:

1. Action Planning Session: Conduct a workshop with the curriculum team to develop targeted strategies that leverage the identified strengths, address weaknesses, and maximize opportunities. This session will allow for a collaborative effort in refining the modules and improving student engagement.

2. Resource Assessment: Review and assess the current resources allocated for the empowerment modules. Identify any gaps in materials, teacher training, or technology that could improve the overall delivery and impact of the program.

3. Parental Engagement Strategy: Develop a strategy for increasing community and parental involvement in the empowerment modules. This could include informational workshops, parent-teacher meetings, or activities that demonstrate the value of the modules in supporting students' personal growth and Pancasila values.

4. Long-term Vision: Create a roadmap for the continued expansion and sustainability of the empowerment modules. This vision should include identifying potential funding sources, forming partnerships with relevant organizations, and exploring ways to integrate the modules into the broader curriculum framework.

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