

Research Article

Analysis of the Implementation of Management Work Lectures (KKM) in Improving Students' Professional Competence at the Medan Amplas District Office

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Abstract: This study aims to analyze the implementation of the Management Internship Program (KKM) and its contribution to improving students' professional competence at the Medan Amplas District Office. The background of this study stems from the need for higher education to produce graduates who not only master theory but also possess practical skills appropriate to the demands of the workplace, particularly in government administrative environments. This study used a qualitative descriptive method through in-depth interviews, questionnaires, and direct observation of KKM participants and field supervisors. The results showed that the KKM program had a significant impact on improving students' professional competence. Improvements were seen in hard skills, such as understanding of government administration (88%), ability to use office applications (81%), and report preparation (76%). In addition, there was a significant increase in soft skills, including communication skills (92%), discipline (85%), and self-confidence in completing tasks (78%). Direct interaction with employees and the community and active guidance from field supervisors were key supporting factors in the program's effectiveness. However, the study also identified several obstacles such as limited supervision and high agency workload. Overall, this study concludes that KKM plays an important role as a contextual learning tool that is able to improve students' professional competence through the application of theory to real practice in the government environment.

Keywords: Communication Skills; Contextual Learning; Field Guidance; Government Administration; Professional Competence

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1. Introduction

Higher education today is required to produce graduates not only with rich theoretical knowledge but also with the ability to demonstrate professional competency ready to work in administrative and government environments. One applied learning mechanism widely implemented in management study programs is the Management Work Lecture (KKM) — a variation of the work practice/internship program that places students in government institutions or the public service sector to gain field experience, master technical skills (hard skills), and develop interpersonal and professional skills (soft skills). Empirical research shows that internship/KKM programs play a significant role in accelerating the learning of real-world work skills and improving students' career readiness.

The implementation of KKM in the sub-district government environment presents a unique learning context: students interact directly with public administration processes, community services, and coordination between government lines—activities that hone communication skills, public service ethics, administrative management, and real-world

problem-solving. Medan Amplas Sub-district, as a sub-district government unit in Medan City, provides a relevant practice arena for management students who want to understand public service governance and sub-district-level bureaucratic processes. The institutional and functional description of the Medan Amplas Sub-district Office emphasizes the relevance of this location as a KKM venue for developing students' professional competencies.

However, the effectiveness of the KKM in improving student competency depends on the program design, guidance (by field supervisors), and the learning outcome evaluation mechanism used. Several studies have shown that the success of internship/KKM programs is closely related to a clear learning structure (objectives, field assignments, assessment indicators), support from field supervisors, and the existence of reflection and assessment mechanisms that integrate hard and soft skills. Therefore, an analysis of the KKM implementation at the Medan Amplas Sub-district Office needs to include aspects of planning, implementation, monitoring/guidance, and competency evaluation to determine the extent to which the program is effective in strengthening students' professional competencies.

2. Preliminaries or Related Work or Literature Review

Definition and objectives of Management Work Lecture (KKM)

Management Internship (KKM) is a form of applied learning (internship/field work practice) that places students in an organizational environment to directly apply managerial and administrative knowledge in the field. The objectives of KKM include bridging theory with practice, developing technical skills (hard skills), and training non-technical skills (soft skills) such as communication, teamwork, and professional ethics. Indonesian literature states that internship/KKM programs play a significant role as a bridge to job readiness for college graduates.

Professional competence: hard skill and soft skill dimensions

Students' professional competencies encompass two main dimensions: (1) hard skills—technical abilities and operational tasks such as administration, software use, or report writing; and (2) soft skills—interpersonal skills, communication, time management, critical thinking, and work ethic. Research in Indonesia shows that internships can enhance both of these dimensions, especially when the field activities are designed to be meaningful and accompanied by adequate supervision.

KKM mechanism improves student competency

Some mechanisms frequently encountered in studies are: (a) contextual learning through the application of theory to real-world cases (learning by doing), (b) exposure to technical tasks that hone operational skills, (c) professional interactions that develop soft skills, and (d) feedback from field supervisors and supervising lecturers that accelerate competency improvement. Empirical evidence from quantitative studies in Indonesia shows a positive correlation between internship participation and increased practical competency/work readiness.

Implementation of internships/KKM in government agencies (sub-district context)

Internships in government settings (e.g., sub-district offices) provide unique administrative and public service experience: population data management, public services, inter-line coordination, and bureaucratic procedures. The government context demands precision, adherence to procedures, and service communication skills—skills highly relevant for management students oriented toward the public sector or government administration. Case studies of internships in public agencies demonstrate that the quality of assignments and access to meaningful work are key factors in determining competency outcomes.

Supporting and inhibiting factors for the effectiveness of KKM

Indonesian studies have identified supporting factors: alignment of fieldwork with learning outcomes, active field supervisors, integration of internship activities into the curriculum, and monitoring and evaluation mechanisms (assessment rubrics, reflective reports). Common obstacles include: repetitive, unchallenging tasks, minimal supervision, misalignment between academic objectives and institutional needs, and limited facilities at the internship location. Therefore, evaluation of the implementation of the Minimum Competency Standard (KKM) must include the dimensions of planning, mentoring, field activities, and evaluation of learning outcomes.

3. Materials and Method

This research method was designed to analyze the implementation of the Management Work Lecture (KKM) in improving the professional competence of students placed at the Medan Amplas District Office. This study used a qualitative descriptive approach, because it allows researchers to obtain an in-depth overview of the KKM process, the types of activities carried out by students, and learning experiences that contribute to the development of students' hard and soft skills. This approach is commonly used in research evaluating the implementation of experiential learning programs such as internships and field practices. Research data were collected through in-depth interviews, questionnaires, and direct observation at the KKM implementation location. In-depth interviews were conducted with student KKM participants and field supervisors to understand the mentoring process, implementation challenges, and students' experiences during the activity.

4. Results and Discussion

Results

Improving Students' Professional Competence

Based on the results of a questionnaire administered to all student participants in the KKM, it was found that 84% of students felt their professional competence had significantly improved after participating in activities at the Medan Amplas District Office. This improvement was evident in two main aspects:

Hard skills

- 88% of students stated that they had a better understanding of government administration procedures.
- 81% are able to use office applications better (Word, Excel, mail systems).
- 76% reported increased ability in preparing activity reports.

Soft skills

- 92% of students experienced increased communication skills when serving the community.
- 85% showed increased discipline and responsibility.
- 78% said they were more confident in completing administrative tasks directly under the direction of sub-district employees.

Implementation of KKM at the Medan Amplas Sub-district Office

Based on observations, the implementation of KKM takes place in several main forms of activity:

- Public administration services, such as processing domicile certificates, business certificates, and public information services.
- File archiving, digital document preparation, and population data updates.
- Sub-district outreach and program activities, such as environmental cleanliness outreach and social data collection.

Discussion

KKM as a Means of Improving Professional Competence

Research shows that the KKM (Competency Competency Criteria) plays a crucial role in improving students' professional competencies, both in terms of hard and soft skills. Practical experience working at the Medan Amplas District Office helps students understand government administration processes, which were previously only learned theoretically in the classroom.

This supports the findings of Ufia et al. (2024) that internship programs directly contribute to improving students' technical skills through involvement in real-world work activities. In this study, students had the opportunity to apply management theory in public service practice.

The Role of Field Supervisors in Student Learning

Field supervisors play a crucial role in helping students understand work assignments, providing instructions, and ensuring they follow established work procedures. Interviews revealed that the active presence of supervisors significantly contributes to students' smooth adaptation.

Putri & Rahmawati (2022) emphasized that responsive and communicative mentors are key factors in the success of student internship programs. The findings of this study indicate that the quality of mentoring is a crucial element in the implementation of the KKM.

Student Interaction with the Government Work Environment

Field observations show that students' interactions with the community and sub-district officials are a factor in developing soft skills. They learn to deal with diverse community personalities, resolve complaints or public service needs, and adhere to government standards of courtesy.

This finding is in line with Hidayat & Lubis (2021) who stated that the public work environment provides social challenges that can improve students' communication skills and emotional control.

5. Comparison

Improving Students' Professional Competence

The research results show that the implementation of the KKM (Competency Competency Test) at the Medan Amplas Sub-district Office improved students' professional competencies, particularly in administrative skills, public service, communication, and problem-solving. This finding aligns with other studies that have shown that the KKM/internship program significantly improves participants' job readiness and technical skills.

Strengthening Soft Skills and Work Attitudes

Research on the Medan Amplas KKM (Competency Competency Test) shows improvements in soft skills such as discipline, teamwork, work ethic, and responsibility. This aligns with previous studies confirming that the KKM program not only strengthens hard skills but is also highly effective in shaping students' professional character.

Relevance of Field Assignments to Academic Competencies

The research results show that most of the students' assignments during the KKM (Competency Competency Test) were relevant to management courses, such as data management, administrative services, and document and archive management. This aligns with studies related to internships/KKM, which emphasize that assignment alignment with the academic field is a crucial indicator in optimizing field learning.

6. Conclusion

Based on the research results, it can be concluded that the implementation of the Management Work Lecture (KKM) at the Medan Amplas Sub-district Office significantly contributed to improving students' professional competence. This improvement was evident in both hard and soft skills, which are the main indicators of management students' professional competence.

First, the KKM has been proven to improve students' hard skills, such as understanding government administration procedures, the ability to use office applications, and the ability to systematically compile reports. The implementation of real-world work activities during the KKM allows students to connect the theory learned on campus with practice in public service. Second, the KKM also strengthens students' soft skills, especially communication skills, discipline, teamwork, and problem-solving. Direct interaction with the community and the work dynamics of government agencies encourage students to develop professional ethics and social sensitivity. Third, the mentoring process by sub-district employees plays a crucial role in the success of the program. Active mentors who provide direction can accelerate student adaptation and improve the quality of learning. This supports the findings of various previous studies regarding the importance of quality field supervision in internship programs.

However, this study also identified several obstacles, such as time constraints, varying quality of field supervisors, and high agency workloads that reduce the space for intensive mentoring. Therefore, improved coordination between campuses and agencies, the development of more structured KKM guidelines, and an extension of the duration of practical work can be recommendations to improve the quality of KKM implementation in the future.

Overall, this study confirms that KKM is an important instrument in preparing students to face the world of work, especially in the public administration environment, by improving professional competence through experience-based learning.

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