

INSTRUCTIONAL COMMUNICATION INTERNSHIP AND CERTIFIED INDEPENDENT STUDY BATCH 5 OF COMMUNICATION STUDY PROGRAM STUDENTS OF FIS UNJ

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ABSTRACT

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This study discusses instructional communication in students of the Communication Science Study Program who participate in the MSIB program. This study uses a qualitative descriptive method whose data collection is carried out through interview techniques. In this study, there were 18 informants who were students of Communication Sciences, Faculty of Social Sciences, Universitas Negeri Jakarta who participated in the batch 5 independent internship program which was carried out for five months. The results of this study showed that the results of the interviews from 18 informants, 16 of whom admitted that communication went well and was responsive with mentors in knowledge transfer. There was also clear and open communication followed by an evaluation so that there was an improvement in the ability recognized by 15 of the 18 informants. In the meaning of MSIB, the 18 informants simultaneously agreed with the MSIB program. This was followed by the use of communication media in the form of Whatsapp by 14 out of 18 informants in communicating something to mentors during the 5th batch of independent internship programs.

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1. Introduction

Universities play a role as a forum for the young generation who are educated and highly competitive. College graduates are expected to have professional skills that can be a tool to compete in the world of work. Through higher education, students are not only equipped with academic knowledge, but also the skills needed in the future.

In the modern era, the competition for jobs is getting tougher and challenging scholars to further improve their skills, abilities, and experience. In keeping up with this competition, students need to improve their skills to open up opportunities for career growth. The program is a form of preparing for a career, improving skills can increase student productivity to become competent graduates. Therefore, there is a need for a program that can accommodate students to improve their skills and gain practical experience that can later be applied to the world of work, namely through an internship program. An internship is a program that provides work experience with the help of experts or mentors in their field. Internships are a

great opportunity for students to improve their abilities for careers. Internships allow students to experience in a professional environment so that students can face direct challenges that can stimulate their abilities.

Independent Learning-Independent Campus is an educational reform introduced in Indonesia. Independent Learning-Independent Campus (MBKM) is a policy of the minister of education and culture, which aims to encourage students to master various skills to enter the world of work (Wasih & Tama, 2023). Some of the Independent Campus programs are the Certified Internship and Independent Study Program (MSIB).

The Certified Internship and Independent Study (MSIB) program is one of the important components of this educational reform. MSIB was formed with the hope of providing flexibility for students to develop their skills, knowledge, and experience in addition to the traditional curriculum. Through this program, students can take an active role in designing their own educational path, choosing the materials they will receive, and even determining the way of learning that best suits their own style. MSIB programs promote self-paced and results-oriented learning. During the internship program, students can receive practical experience in various industries according to their respective interests. In addition, they are given the opportunity to join courses, trainings, as well as certifications relevant to their desired career (Anggini et al., 2023).

In the implementation of the internship, students are directed to complete tasks that require soft skills and hard skills. These assignments help students explore their abilities and stimulate students to continue learning new things. Students are trained to apply the knowledge they have learned in college and implement it in a professional setting. This shows that the Certified Internship and Independent Study program helps students to be able to apply it to the real world of work after graduation not only in the field of theory and technology, but also in the real world of work (Nurhadi et al., 2024). Students are also accompanied and directed by mentors who are experts in their fields who will help interns in achieving their goals.

Instructional communication is closely related to the communication process by providing direction to achieve a goal. The term instructional comes from the word instruction which means teaching, lesson, command or instruction (Situju, 2018). Instructional communication plays a big role in the internship program which is a training activity. Not only that, instructional communication shows a return to the meaning that communication serves as a tool to change the behavior of the target. This refers to Yusuf's opinion in Risopani & Oktaviani (2020), the expected changes rested on three domains, namely knowledge, attitudes, and skills (cognitive, affective, and psychomotor). The results of instructional communication actions, among others, are the effects of behavior change that can be controlled or controlled properly (Suhendar, 2023).

In the book by Deddy Mulyana, Mary B. Cassata and Molefi K. Asante "Communication is the transmission of information with the aim of influencing the audience." Seeing some definitions of communication, communication is a process to change the behavior of the recipient or another individual. In the world of education, communication is an important part

of providing teaching to change behavior that originally did not know to know, as long as it behaved badly into good.

Educational communication and instructional communication with its derivative aspects, is a communication process and activity specifically designed for the purpose of increasing added value for the target party, which in many ways is actually to increase literacy in many areas of life that are nuanced with technology, communication and information. The educational communication in question is communication that has penetrated or touched the world of education in all its aspects. While instructional communication is more of a patterned communication process and is specifically designed to change the behavior of the target in a particular community for the better (Yusuf, 2010). Another definition of Instructional communication is a communication activity with a group target that contains teaching about a certain knowledge or skill. In formal instructional communication, the main goal that must be achieved in it is the occurrence of student behavior (Syam dalam Khalilah, 2008).

Instructional communication has goals that must be achieved, in the implementation of its activities it has "technical" functions, including the instructional management function and the instructional development function. The first is the function of organizational management and personnel development, while the second has the functions of research-theory, design, production, evaluation, selection, logistics, utilization, and dissemination. All of these functions are directed to optimizing the use of components of learning resources (educational information sources) in order to provide a complete success of the learning process (Yusuf, 2010).

Instructional communication in the process of implementation contains elements of instructional activities, covering a wide range of events as described by Gagne and Brigge (in Mudhofir in Muhammad Surip), namely "the method used by teachers, curriculum experts, material designers and others aimed at developing an organized plan for learning purposes." In the world of education, the word instructional is not interpreted as an order but is closer to the first two meanings, namely teaching and/or lessons. In fact, lately the word has been interpreted as learning (Yusuf, 2010).

The term instructional, learning, which in principle is a learning process that occurs as a result of the teacher's actions in performing his function, namely a function that views the student as a subject who is in the process of achieving his or her goal of achieving something useful in the future. That is the ultimate goal of the learning process that is planned in the instructional or learning system, and ultimately the instructional goals refer to a broader goal, even the goal that is the role model, namely the educational goal. The purpose of this education is certainly different in each country. In our country, the goal of education is as stated in the mandate of the 1945 Constitution, the law on the national education system, and the GBHN (Yusuf, 2010).

Communication in the instructional system is restored to its original function, namely as a tool to change the behavior of the target (educative). The communication process is created in a reasonable, familiar, and open manner supported by other supporting factors, both as facilities and other facilities, with the aim of having a behavioral change effect on the target party. These expected changes rest on three domains, namely knowledge, attitudes, and

skills (cognitive, effective, and psychomotor or conative), according to Bloom's taxonomy (Yusup, 2010). These changes are also permanent and continuous throughout the lifespan, but they are not changes due to the process of adulthood (Hilgar and Bower in Yusup, 2010), nor are they changes due to accidental factors such as breaking a leg or going crazy and criminal. (Yusup, 2010).

Method is part of strategy, meaning a technique or way that is related to carrying out a work or activity that has been planned in the strategy. (Yusup, 2010). From this statement, we can relate it to the meaning of instructional which means teaching/lesson/learning. So instructional techniques are techniques or methods in teaching. Some of the methods that are often used in activities or more especially in instructional strategies include lecture methods, question and answer methods, discussion methods, seminar methods, simulation methods, laboratory methods, and field lecture methods. Among all these methods it cannot be said which one is superior or that one method is better for all conditions than the others, for each has its own advantages and disadvantages (Yusup, 2010). The existence of this instructional communication can be studied through several dimensions in it. This dimension needs to be considered so that the communication can run effectively and continuously. According to Yusup, the scope of this instructional communication dimension includes the credibility of the teacher, the content of the message, the learning method, and the learning environment (Sakti et al., 2012).

In the book "Instructional Communication" by Pawit M. Yusuf (2010:2) that educational communication as the main domain of instructional communication is communication that has penetrated or touched the world of education with all its aspects. Instructional communication is a small part of educational communication. Instructional communication is a communication that is patterned and specifically designed to change the behavior of the target in a certain community for the better. Instructional communication itself is designed to provide cognition, affection and conation or psychomotor aspects (Yusuf, 2010:6).

According to Hart, Scott, and McCroskey (1978, in Yusuf 1990:28-30), The actual instructional process can be divided into a sequential set of steps, as follows:

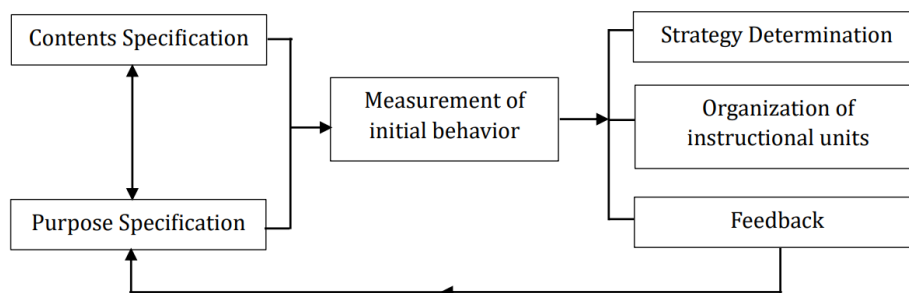


Figure 1. Typical Instructional Series Chart
 Source: Pawit M. Yusuf (1990:29)

- (1) Specification of content and instructional purpose
- (2) Interpretation of initial behavior (assessment of entering behaviors)
- (3) Establishment of instructional strategies
- (4) Organization of instructional units
- (5) Feedback

There is a previous research on a similar topic conducted by Achmad Suhendar in 2022 entitled "The Influence of Teachers' Instructional Communication on Student Learning Motivation in Mathematics Subjects". This study aims to find out how much influence teachers' instructional communication has on student motivation in learning at SDN I Cipocok Jaya, Serang City. The main problem in teaching and learning activities that take place in schools is that students' learning interests are not in accordance with expectations so that teachers are very influential in the success of the teaching and learning process. Through the survey method with a quantitative approach, results were obtained that showed that there was an influence of instructional communication on student motivation in learning at SDN I Cipocok Jaya, Serang City. The magnitude of the influence of instructional communication in explaining student learning motivation was 87.8%. Thus, it can be said that a student's way of learning can be influenced by his relationship with the student's teacher (Suhendar, 2023).

Previous research was also conducted by Ayu Larasati and Danny Kunto Wibisono which was published in NUSANTARA: Jurnal Ilmu Pengetahuan Sosial with the aim of studying the instructional communication process, instructional communication methods, instructional communication tools, and communication problems in the membership process at HMI Makassar. Through qualitative methods with analytical descriptive representations, it was found that the methods used by HMI instructors in this training were determined in the HMI implementation guidelines while still providing space for the methods used by HMI instructors to develop. The methods used for LK I training are 1) brainstorm, 2) focus group discussion, 3) university, 4) discussion, 5) question and answer, 6) simulation, 7) demonstration, and 8) assignment. There were technical and psychological obstacles during the implementation of LK I, namely obstacles in the availability of clean water, electricity, communication media, fatigue, and drowsiness of participants which became obstacles in affecting the success of the exercise (Larasati & Wibisono, 2021).

Based on the previous studies above, the researcher carried out research with a similar topic. This study is different from similar research related to the existing internship program and instructional communication, because this study examines how to implement instructional communication between interns and their mentors, and the subject of the research is UNJ Communication Science students who have just completed the latest Internship and Independent Study (MSIB) program, namely in the 5th batch.

There are a number of students of the Communication Studies Study Program at the State University of Jakarta who have successfully passed the batch 5 internship program which was carried out for 5 months at various different companies. Based on the explanation that has been explained, the researcher is interested in conducting research on student instructional communication in batch 5 certified internships in order to find out the communication of

mentors in transferring knowledge as well as skills and the meaning of the internship program for students.

2. Method

In this study, qualitative research methods are used. The qualitative method is an approach to explore and understand the meaning that is considered to come from a social or humanitarian problem by individuals or groups (Creswell & Creswell, 2018). In the data collection in this study, primary and secondary data were applied. Primary data is data that is taken directly such as conducting direct and in-depth interviews, direct observation (participant observation). Meanwhile, secondary data refers to data taken indirectly such as institutional reports or other documents (Sugiyono, 2019). This research process was carried out through interviews, Babbie (2021) stated that a qualitative interview is an interaction between the interviewer and the respondent where the interviewer has a general investigation plan, including the topic to be discussed, but not a series of questions that must be asked in certain words and in a certain order. In this interview, the researcher will also get an interaction in which there is an interview purpose, namely, to find out how a person views or thinks about the thing being researched, things that are invisible if only through observation.

3. Result and Discussion

This study interviewed 17 informants who were students of the UNJ Communication Studies Study Program who had the opportunity to take part in the Independent Internship Program in Batch 5.

Name Initial	Age	Company	Working
AFF	21	Lazada	Hybrid (WFH & WFO)
AR	20	PT Paragon Technology and Innovation	WFO
AC	21	PT Cipta Konsultan Internasional	WFH
AS	21	Dream.co.id	Hybrid (WFH & WFO)
DFA	22	KapanLagi Youniverse	Hybrid (WFH & WFO)
DGM	21	Kompas Gramedia	Hybrid (WFH & WFO)
DPR	20	PT Edukasi Rekanan Anda	Hybrid (WFH & WFO)
FAN	21	Pilih Jurusan	Hybrid (WFH & WFO)
GPJ	20	PT AEON Indonesia	WFO
MAAA	21	PT Zona Edukasi Nusantara (Zenius Education)	Hybrid (WFH & WFO)
MTLF	20	Setjen DPR RI	WFO
MAF	21	Schoters by Ruangguru	Hybrid (WFH & WFO)
NARS	20	Kompas Gramedia	WFO
SR	20	Setjen DPR RI	WFO

SH	21	KapanLagi Youniverse	Hybrid (WFH & WFO)
VAM	21	Setjen DPR RI	WFO
YF	21	Perkumpulan Maritim Muda Nusantara	Hybrid (WFH & WFO)

Mentor Communication in Knowledge Transfer

Based on the results of interviews from 17 informants in the study, 15 of them felt that communication was going well and responsive with mentors so that they gained new knowledge during the implementation of the MSIB program. The AR (20) admitted that it went well because the mentor was very responsive and expert in his field so that he gained a new understanding of time management in the real world of work. This can be seen in AR's answer (20) to the question about mentor communication when it needs further explanation about the type of work to be carried out, which is as follows:

"If I need an explanation or ask about a jobdesc that I don't understand or need further explanation, I usually go to the mentor directly, or if the mentor is not in the office environment, I usually via WhatsApp, because my mentor is very responsive, he immediately replies. And it is always answered because he is very expert in his field" (AR, 2024, in an interview)

Furthermore, AFF (21) also stated that the continuity of communication with mentors went well and effectively. However, she will ask directly to his mentor when there are things that are not clear so that he can gain an understanding of e-commerce.

"When I first received directions from my mentor, I was approached and explained in detail about the company, the structure of the company and the team, as well as the future agenda that I had to follow. I was also directed to sit together with other team members instead of interns so that I could experience the real world of work. The communication between me and my mentor was quite good and effective." (AFF, 2024, in an interview).

There is also an AS (21) who said that communication between mentors and mentees goes well so that she gains in-depth knowledge about journalism practices, such as effective interview techniques and interesting news writing strategies.

"The communication between mentors and mentees first went well where we met face-to-face to explain the jobdesc that would be carried out later during the internship" (AS, 2024, in an interview).

Furthermore, DFA (22) felt that the communication established with the mentor was very good because she was given detailed directions so that he gained knowledge on how to determine good headlines, reporting, and writing news articles. Not only that, NARS (20) admitted that the communication between herself and her mentor went well and clearly so that it did not cause confusion. Through this communication, she gained knowledge about the do's and don'ts of doing in the real world of work.

“Communication went well and clearly when directing the internship technicalities, such as about what projects would be done so that I as a mentee was not clueless when participating in internship activities” (NARS, 2024, in an interview).

Not only the five informants above, the communication and new knowledge obtained are also similar to AC (21), FAN (21), GPJ (20), MAAA (21), MTLF (20), MAF (21), SH (21), VAM (21), and YF (21) when participating in this internship program.

Based on the statements given by the informant, there is a relationship with the content of the message and the credibility of the teacher in instructional communication. The element of the content of the message was shown by DFA (22) which stated that the mentor provided detailed directions. In addition, the element of the credibility of the teacher is related to the statement of AR (20) that the mentor looks an expert in his field. The existence of a mentor communication approach that in such a way has actually succeeded in providing knowledge for mentees.

“There is a lot of new knowledge that I can get from the internship, such as I became aware of how time management in the professional world, and also became more understanding about the corporate world, especially the organizational environment of PT Paragon Technology & Innovation. Other things get a lot of hard skills and soft skills such as learning Strategy Design the Purpose, Business Model, Business Strategy, Design Thinking, Analytical & Critical Thinking, Presentation skills, Problem Solving, Intrapreneurship, to Personal Branding.” (AR, 2024, in an interview).

In terms of communication, the statements of the informants are also related to the theory of interpersonal communication, which is communication that takes place between two or more individuals. The interpersonal communication experienced by the informants, refers to the exchange of information that occurs between mentees and mentors that runs effectively, as happened in the AFF (21). In addition, feedback is one of the important elements of interpersonal communication provided by mentors when mentees need further explanations so that mentees gain new knowledge.

The results and discussion of this study are in fact in accordance with Herawati (2023) previous research on interpersonal communication between mentors and mentees. The findings of the study show that the interpersonal communication of mentors and mentees contributes to the success of mentees in achieving training targets. Thus, the mentor's approach in communicating work directions can develop the knowledge of mentees.

Mentor Communication in Skill Transfer

Based on the statements of 17 informants in the study, 15 of them admitted that mentors communicated clearly and openly followed by evaluations so that there was an improvement in skills during the implementation of the MSIB program. This was stated by YF (21) that mentors communicate clearly, especially in conveying evaluations in the form of suggestions. In fact, she also added that the evaluation had provided various skills for her.

“Mentors provide evaluations and suggestions on the content that has been created so that skills are gained, such as working in a team, creating video content for social

media, social media management, graphic design, and public communication.” (YF, 2024, in interview).

As an informant, GPJ (20) admitted that the communication between him and his mentor was very clear and open as well as there was good feedback during the evaluation session. As a result, his ability to improve in terms of public speaking, teamwork, and time management. Likewise with DFA (22) who said that her mentor communication runs openly followed by the provision of appreciation and solutions when conducting evaluations.

“The evaluations given by the mentors are quite diverse, according to how jobdesc I have done. If the jobdesc that is done is good, then the mentor will give appreciation, such as when I managed to improve in news writing, he said that the article was quite good and had improved in the use of diction and determining news angles. In addition, if I am still lacking in some things, then he will evaluate me where I am lacking or wrong, then I will be given a solution that will make my performance improve in the future.” (DFA, 2024, in an interview).

The same thing was also felt by SR (20) who stated that the information provided by the mentor was quite clear and easy to understand. In addition, she admitted that if in the evaluation there is work that is not thorough, the mentor will direct accompanied by the right example so as to improve team collaboration, problem-solving, and time management skills.

“The evaluation is very good because every time I do Online Media Analysis is not thorough, then I will be given the correct example.” (SR, 2024, in an interview).

The statement of FAN (21) stated that the mentor's communication was running by actively providing advice. In terms of evaluation, mentors regularly convey to themselves through online and face-to-face so that they can improve their effective communication skills, report writing, analysis and evaluation, and business development.

“Evaluations are always given every day when the report session takes place during zoom. The mentor immediately gave an evaluation right then and there when I had visited the school that day. My mentor has also called me several times to meet him to give a face-to-face evaluation (face-to-face offline). With this, the skills of Effective Communication, Report Writing, Analysis and Evaluation, Business Development, Collaboration and Consultation have increased.” (FAN, 2024, in an interview).

Not only that, MAAA (21) admitted that mentors communicate clearly and directly to be more effective. Likewise, during evaluation, the mentor uses a 1 on 1 method or face-to-face without the presence of a third person so that he or she experiences an improvement in skills, such as videography, public speaking, and good time management.

“The evaluations given to me and other interns are in the 3-month and 6-month evaluations. Evaluation is given to mentors using the 1 on 1 method or mentors give evaluations to me directly without the presence of others.” (MAAA, 2024, in an interview).

From the statements of the informant above, in fact it is related to the element of method in instructional communication. Basically, this element is related to the accuracy of the method with the scope of learning to be developed. This is related to the statement of the MAAA informant (21) that the mentor communicates directly and is followed by an

evaluation using the 1 on 1 method. The evaluation in the statement is one of the learning methods for interns in the actual field of employment.

Not only that, the communication between mentors and mentees in this study is also related to interpersonal communication, especially in the openness of communication. The openness of communication allows a person to share thoughts, feelings, and feedback honestly so that it can create an environment that supports the process of developing self-abilities. This can be seen from the statement of GPJ informant (20) who said that the communication between himself and his mentor was open so that he gained improved skills, such as public speaking, team work, and time management. In addition, openness of communication carried out through the evaluation process can also help mentees feel more comfortable asking questions, expressing opinions, and receiving constructive criticism.

The relevance of the research results with these theories is also in line with previous research by Kusumah et al. (2023) entitled *Interpersonal Communication between Mentors and Students in Improving Student Skills through the ANTV Internship Program*. The results of the study show how the meaning of actions, words and interactions that underlie mentor leadership activities when guiding students in the internship program to know the communication experience they feel, communication barriers and communication styles as well as fostering students' desire and openness to communicate with a new environment that can improve hard skills and soft skills.

Meaning of Certified Internship and Independent Study Program

In interviews with 18 informants, it was known that all of them agreed with the MSIB program on the grounds that they could apply theory in the actual work environment. In addition, the informants felt that the MSIB program provided various experiences and positive things, such as MAF (21) who admitted that he gained experience in using various work tools supported by confidence and a positive work environment that he felt during his internship.

MTLF (20) admitted that she felt the experience of working in a good and positive environment that added to his insight into the world and work activities in government agencies. He also supports the internship program because it provides in-depth learning that can be felt directly by him as a student.

“The valuable experience I felt was a very good and positive working atmosphere. Many people are stigmatized that the work environment is highly competitive or individualistic, but after my observations and work practices at Media Analyst are not like what people imagine. The working environment at the Parliamentary News Bureau is very positive, the staff and employees are friendly and always work well together.” (MTLF, 2024, in an interview).

AC (21) as an informant stated that she got the opportunity to engage in conducting market analysis and become confident after participating in the internship. She also added that the internship program provides a lot of knowledge and trains them mentally to be more prepared.

“The valuable experience that I got while participating in this program is of course a lot, one of which is when my team and I were given the opportunity to engage in conducting market analysis through interviews with customer partners. Here I met new people for the first time, especially young mothers who use the services/services of my UMKM partner business. At this moment, for the first time, I also got a lot of insights and ways to attract these customers to be more open with us regarding their experience in using services/products from our UMKM.” (AC, 2024, in an interview).

Meanwhile, VAM (21) gained experience to get new relationships during the internship while increasing confidence and insight in the world of work. She supports the existence of MSIB because she considers the internship program to be a learning through practice in the field.

“The experience gained from the MSIB program has given me new connections to continue learning about media while gaining very valuable experience.” (VAM, 2024, in an interview).

Not only that, AS (21) also said that through this internship program, it provided an unforgettable experience, such as meeting public figures and important figures. Through this experience, she finally gained confidence and creative thinking skills as a positive thing so that she also supported the MSIB program.

“During my internship as a reporter, I gained valuable experiences that shaped me as a more professional person. One of them is the development of better time management skills, because I have to meet strict deadlines to cover news and complete other tasks efficiently. In addition, the opportunity to meet with public figures and important figures in various fields gave me the opportunity to expand my network and gain first-hand insight into various relevant issues.” (AS, 2024, in an interview).

The results found are related to the elements of the learning environment in instructional communication. This is shown by the statements of several informants who admitted that they felt a positive environment at the internship site. A positive learning environment can help a person's learning process go well (Yusuf in Sakti et al., 2012:5).

The results of the research are also related to Albert Bandura's social learning theory. Through this theory, Bandura believes that individuals learn through example by observing and imitating others through cognitive processes in the form of attention, memory, and motivation (Littlejohn et al., 2017). The application of theory is evidenced by informants who gain positive experiences from the process of observing and imitating professional behavior during internships, such as using work tools, creative thinking skills to add insight into the world of work. In addition, the existence of a positive work environment is a concern so that it plays a role in being something that is imitated by informants.

The results of this research and discussion are also related to previous research by Lutfia & Rahadi (2020) which found that the internship program has a very meaningful contribution for students in improving various self-competencies. In addition, the habits and attitudes possessed by students play a very important role compared to the knowledge and competencies that can be obtained in a short time and the improvement of student

competence through the internship program can reach professional standards and be used as a provision of experience for working in the next place.

Communication Media Used

Through research interviews with 17 informants, it was found that 14 of them used Whatsapp as an additional communication medium in addition to face-to-face communication with mentors during the MSIB program. Meanwhile, SH (21) admitted that in addition to face-to-face communication, he often used Whatsapp when he needed an explanation from the mentor.

Informant NARS (20) also admitted to using Whatsapp as a means of communication with the mentor. However, she preferred to communicate directly when she still needed an explanation from the mentor so that there would be no misunderstandings.

“If I need further explanations, I usually approach my mentor directly and ask about further work directions so that there are no misunderstandings in doing it. This is if only through Whatsapp there is often a difference in meaning through the message conveyed and there is a time lag for the response given. Thus, the communication that takes place can run effectively.” (NARS, 2024, in an interview).

During the internship, FAN (21) stated that communication between the mentor and himself utilized other communication media, namely Whatsapp and Zoom Meetings. He used both media when he still needed an explanation and the mentor gave a fairly good response accompanied by various suggestions.

“All communication media carried out during the internship jobdesc are carried out online through WhatsApp and Zoom applications.” (FAN, 2024, in an interview)

Likewise, AC (20) also admitted that she uses Whatsapp media as a supporting medium for internship activities. In addition, he also utilizes other additional communication media, such as Google Meet and Zoom Meetings. The three communication support media are used interchangeably when he has to have further discussions with the mentor.

“To communicate with mentors, I use Zoom Meetings every week in mentoring sessions. In this session, we were asked to convey progress and evaluation related to the tasks that have been done.” (AC, 2024, in an interview).

In addition, GPJ (20) also uses Whatsapp media to communicate with mentors. Communication with mentors through the media runs clearly and openly. Likewise with AR (20) which utilizes Whatsapp media and is supported by other media, such as Zoom Meetings and E-mail.

Not only the six informants above, the use of Whatsapp media and other additional online communication media was also used by AS (21), DFA (22), DPR (20), MAAA (21), SH (21), SR (20), VAM (21), and YF (21) when they needed explanations and discussions with mentors during the internship program.

The communication media that has been mentioned by these informants is related to one of the elements of instructional communication, namely the completeness of the media. The completeness of the media in the learning process through the internship program is a determinant of the success of instructional communication. This is evidenced by the

statement of the majority of informants with the coverage of the communication media used often includes Whatsapp media, especially when they need further explanations from their respective mentors. The use of Whatsapp media as an additional medium shows the mentor's flexible approach in responding to questions, although its effectiveness still depends on the clarity of the responses given, for example in GPJ (20).

There are also other mentor approaches through additional media besides Whatsapp, such as Zoom Meetings, Google Meet or E-mail as seen in the FAN (21), AC (20) and AR (20) statements. The mentor's approach in utilizing a combination of several media shows an effort to create communication that can produce maximum effectiveness in an interactive manner to the needs of the mentee. However, on the other hand, there is a statement from the NARS informant (20) who still emphasizes face-to-face communication considering the importance of direct communication to avoid misunderstandings. This indicates that while digital media is practical, face-to-face communication remains an important component of a more personalized, in-depth mentor approach. The mentor approach that uses various communication mediums has advantages in terms of flexibility and accessibility, but its effectiveness is not uniform. Face-to-face communication remains essential for dealing with complex issues that require in-depth explanations. In contrast, the use of digital media makes communication easier in more practical situations, but requires the ability of the mentor to provide a clear and quick response.

The results of the informant interviews regarding the use of communication media during internship activities are also related to the theory of uses and gratification. This theory basically looks at the audience who uses mass media based on certain motives, especially surveillance motives. The motive for supervision can be seen from the majority of answers from FAN informants (21) who admitted to using Whatsapp media when they needed explanations or directions from mentors. It also shows that the informants in the study have used the media based on its usefulness and get satisfaction because the media meets their needs in communicating with mentors.

This discussion is also in line with the results of previous research by (Koten et al. (2022) entitled *Analysis of the Use of Whatsapp Application as Information Media in Learning: Literature Review*. In the study, it was found that the use of Whatsapp media in learning includes, increasing student interest, stimulating and motivating students in learning, making the teaching and learning process fun, good learning outcomes, learning tends to be more effective, and learning is more flexible and not rigid. This finding is considering the good reciprocity between communicators and communicators through social media such as Whatsapp.

Obstacles Faced During Internship

Based on interviews conducted with informants in the study, it was found that a total of 8 out of 17 people experienced obstacles during communication with mentors. Most of these obstacles are quite related to the additional communication media used by these informants. Regarding this obstacle, YF (21) then expressed regarding the use of Whatsapp as

a medium of communication with mentors which often causes miscommunication between the two.

“Communication barriers with mentors are due to communication through WhatsApp so that there are often miscommunication and incomplete explanations compared to meeting face-to-face.” (YF, 2024, in an interview).

Not only YF (20), informant SR (21) also experienced similar obstacles. From the interview with this informant, it was stated that the obstacle came from a less responsive response when done through text messages on the Whatsapp media.

“Usually the obstacle is when communicating with a mentor via chat, but it is not replied to because it is busy or the chat is sunken, the way to overcome it is to follow up again with polite language, of course.” (SR, 2024, in an interview).

There are also similar obstacles during the internship felt by NARS informant (20). The obstacles faced by NARS (20) are related to the technical implementation of internships with assignments on holidays. This then requires the informant to take the initiative to coordinate via Whatsapp with a fairly slow mentor response.

“The obstacles that occur usually during my holidays are still tasks that must be done and need further explanation, mentors are quite difficult to contact via Whatsapp messages so I have to take the initiative to ask questions or discuss with the head of the division or superintendent regarding the assignment. The rest of the time when in the office, obstacles in communicating with mentors are rare.” (NARS, 2024).

This obstacle was also experienced by DPS (20) when communicating with mentors. However, he conveyed a solution to the problem through an understanding of the will of the mentor.

“There are obstacles such as miscommunication, how to deal with it by understanding more about what the mentor wants.” (DPS, 2024, in an interview).

Referring to the findings, it can be said that there are still limitations to text-based communication such as through Whatsapp media. The use of this media is less effective for some people because of the lack of mentors' ability to respond quickly. Although media like Whatsapp offer convenience, its limitations in conveying context and avoiding misunderstandings must be balanced with face-to-face communication or media that is more supportive of direct interaction. This is considering the fact that the similarities in communicating on Whatsapp have not been fulfilled. This was found in previous research for the reason that there are obstacles in the form of inequality in everyone using Whatsapp, such as both online so that they do not necessarily get a fast response (Masnur, 2022).

4. Conclusion

The communication that took place between the mentor and most of the informants as mentees in the MSIB program went very well and effectively. The presence of a responsive mentor attitude, experts in their fields, and providing detailed directions makes informants feel helped in gaining new knowledge and deep understanding in various aspects relevant to their respective fields. This proves the success of the content of the message and the credibility

of the lecturer in the instructional communication. The continuity of the communication also contributes significantly to the learning process of the mentees during the internship program.

In addition to effective communication, there was also open and clear communication between mentors and fifteen informants in the study. This communication then led to success in improving the skills of the informants during the internship. The majority of the skills obtained include public speaking, time management, and team work. This also shows that there is an element of interactive communication that runs well, namely the accuracy of the method with the scope of learning to be developed.

All informants also approved of the existence of the MSIB (Certified Internship and Independent Study) program because it is very beneficial so that it allows them to apply the theory they have learned in a real work environment. In other words, the MSIB program has a significant positive impact on informants as students and provides them with the opportunity to develop practical skills and confidence that will be very useful in their future careers.

Not only that, the use of additional communication media in the form of Whatsapp for coordination with mentors by fourteen out of eighteen informants also helps the success of instructional communication as an element of media completeness. The use of these various communication media shows flexibility and effectiveness in supporting the learning and internship process to ensure clear and open communication. However, communicating through the media was quite an obstacle for the eight informants because of the lack of quick response, causing miscommunication with mentors. Thus, to avoid possible misunderstandings, it must be balanced with face-to-face communication or media that is more supportive of direct interaction between mentors and mentees.

Acknowledgment

The preferred spelling of the word “acknowledgment” in America is without an “e” after the “g.” Avoid the stilted expression “one of us (R. B. G.) thanks ...”. Instead, try “R. B. G. thanks...”.

Put sponsor acknowledgments in the unnumbered footnote on the first page.

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