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The Influence of the Office Practice Program on Increasing Student Competence

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ABSTRACT

This study aims to determine the description of the office practice program, the description of office practice, and the influence of the office practice program on improving the competence of Office Administration Education students at Universitas Negeri Makassar. This study is classified as an associative study with a quantitative approach. The sample in this study was 70 students of the Office Administration Education study program, Department of Administrative Sciences, Faculty of Social Sciences and Law, Universitas Negeri Makassar with a simple random sampling technique. In this study, the data collection techniques used were questionnaires and documentation. While the data analysis technique in this study used descriptive and inferential statistical analysis. The results of the study explain that the office practice variable is in the very good category, while the competence improvement variable is in the very good category. Based on the results of the product moment correlation test, the two variables have a strong relationship. Based on the simple linear regression analysis, it was concluded that there was a positive and significant influence of the office practice program on improving the competence of Office Administration Education students at Universitas Negeri Makassar. This study reveals that the implementation of the office practice program is running well so that competent students are realized and can compete in the industrial world and gain knowledge and experience that are useful for their future.

Keyword: Office Practice, Competence, Students

INTRODUCTION

In the midst of the onslaught of competition in the era of globalization in the industrial world today is very intense. Assessment of all aspects is the main benchmark in measuring a person's skills in the industrial world. The tight competition in the industrial world requires human resources to be professional and have certain competencies needed in the industrial world (Irawati, 2020; Taliang et al., 2023; Wahid et al., 2024). Resources that have competence will be able to face obstacles in terms of development and situational changes. (Jamaluddin et al., 2021; Saleh et al., 2024; Suprianto et al., 2024). Human resources who have the competence and thorough preparation to face these changes can predict and adapt to each change.

Preparing human resources who are ready to face all obstacles in an organization essentially requires training and improving the education process. (Guardia et al., 2019; Nasrullah et al., 2022; Saleh et al., 2021). Efforts to improve the education process to training include through the implementation of internship activities or work practices in the field. Field work practices or also known as office practices are training or practices for students so that they can be competent and have competitiveness in certain fields under the supervision and guidance of an instructor who is an expert and has experience in his field. (Dogara et al.,

2020; Shobron et al., 2020). Office practice is one of the graduation requirements for final year students in one of the Office Administration Education study programs at the Faculty of Social Sciences and Law, State University. By implementing this office practice, it is hoped that the campus can produce practitioners who have a high level of professionalism so that they are able to answer problems in the industrial world in the form of theoretical and practical dimensions.

Office practice activities are a means used by the campus to improve the skills and capabilities of students while improving their cognitive, affective, and psychomotor competencies. The better the office practice activities are implemented, the better the competencies that will be achieved.

Competence is described as the ability to carry out tasks, and in building knowledge and improving skills based on learning and experience that has been done (Febriansyah et al., 2024; Saleh et al., 2021; Wahyuni et al., 2019). Competence is defined as a person's ability that includes knowledge, attitudes and skills to be implemented in real work results so that they can be beneficial for themselves and their surroundings. The three aspects of competence are related and influence each other.

The implementation of office practice is certainly not free from problems. Because in reality problems still often arise and are experienced by students, including work that is not in accordance with the field being studied, minimal work available, students rarely get feedback on work that has been completed, which is essentially important so that students can evaluate the mistakes and shortcomings they make, and minimal guidance for students who are carrying out office practice activities by the relevant agencies.

Regulation of the Minister of Manpower of the Republic of Indonesia Number 6 of (2020) Article 16 on the Implementation of Domestic Internships confirms that internship organizers have an obligation to "(a). guide internship participants according to the internship program; (b) fulfill the rights of internship participants according to the internship agreement." Brady (2012) in his research stated that "Not receiving an internship position despite their efforts made participants feel rejected and took a toll on their self-esteem and self-confidence. Consequently, participants doubted their ability to succeed in the future." Not getting a suitable internship position despite the efforts they had made, made participants feel rejected which had an impact on their self-confidence. As a result, participants would doubt the competence they had acquired to be able to succeed in the future. This study aims to find out the description of the office practice program, the description of the improvement of student competence, and the description of the influence of the office practice program on improving the competence of students in the Office Administration Education study program, Department of Administration, Faculty of Social Sciences and Law, Universitas Negeri Makassar. The indicators of the office practice program according to Beard and Morton (2016) includes: academic preparedness, proactivity/aggressiveness, positive attitude, quality of worksite supervision, organizational practices and policies, and compensation. Competency improvement indicators according to Lisnawati and Adman (2019) includes: knowledge aspect (cognitive), attitude aspect (affective), and skill aspect (psychomotor). The hypothesis in this study is that the office practice program is suspected to have a positive and significant influence on improving the competence of students of Office Administration Education, Universitas Negeri Makassar

METHOD

The research model applied in this study is associative research and uses a quantitative approach. This study aims to measure the relationship or relationship between the variables to be studied, namely the office practice program to improve the competence of Office

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Administration Education students at Universitas Negeri Makassar. While the quantitative approach in this study, both data and analysis are based on statistical calculations.

The operational definition in this study consists of office practice and improving student competence. Office practice is an internship practicum program carried out by semester VII students of the Office Administration Education Study Program JIA FIS-H UNM. The indicators of office practice consist of academic preparedness, proactivity/aggressiveness, positive attitude, quality of worksite supervision, organizational culture and policies, and compensation. Improving student competence is a combination of aspects of knowledge, attitude and skills obtained by students after undergoing the process of implementing office practice in their respective institutions. The indicators of office practice consist of knowledge (cognitive), attitude (affective), skills (psychomotor).

The population used in this study was all students of the Office Administration Education study program, Department of Administrative Sciences, Faculty of Social Sciences and Law, Universitas Negeri Makassar, class of 2019 with a total of 87 students in class A and B. To determine the sample size, the Krejcie table was used in this study with a significance level of 5%, namely 70 students. The sampling technique in this study used the simple random sampling technique. The simple random sampling technique provides equal opportunities for all members in a population that will be sampled. It is said to be simple because sampling in the population is carried out randomly, and without distinguishing between levels or strata contained in the population. In this study, the data analysis techniques applied were descriptive statistics and inferential statistics. Descriptive statistics using percentage analysis, mean, and standard deviation. The inferential standards consist of data normality tests, product moment correlation analysis tests, and simple linear regression analysis. The statistical tool used to analyze the results in this study was the Statistical Standard Solution (SPSS) 25 Software.

RESULT AND DISCUSSION

The descriptive statistical analysis used in this study aims to describe the general picture of the office practice program and improve student competency through indicator achievements, consisting of percentage, mean, and standard deviation.

Office Internship Program Overview.

To find out the description of the office practice program of Office Administration Education students JIA FIS-H UNM, the data presented in this study are data obtained from the acquisition of questionnaire scores that have been distributed to all samples in this study amounting to 70 students. In the office practice variable there are 6 indicators consisting of academic preparedness, proactivity/aggressiveness, positive attitude, quality of worksite supervision, organizational culture and policies, and compensation. The results of the descriptive analysis of each indicator in office practice are explained in the following table:

Table 1:Data Analysis Per-Indicator Office Practices

No.	Indicator	n	N	%	Category
1.	Academic Preparedness	1163	1400	83,07	Very good
2.	Proactivity/Agressiveness	1215	1400	86,78	Very good
3.	Possitive Attitude	1220	1400	87,14	Very good
4.	Quality of Worksite Supervision	894	1050	85,14	Very good
5.	Organizational Practices and Policies	608	700	86,85	Very good
6.	Compensation	518	700	74	Good
	Amount	5618	5950	94,42	Very good

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Source: Results of questionnaire processing

Based on the results of the questionnaire for the academic preparedness indicator in the implementation of the office practice program, it is in the very good category and the percentage level reaches 83.07 percent. The percentage results of the academic preparedness indicator prove that students' academic readiness before implementing the office practice program is mature, this is supported by the material in the form of theory and practice that students have learned during class learning. The results of the questionnaire for the proactivity/aggressiveness indicator in the implementation of the office practice program are in the very good category and the percentage reaches 86.78 percent. The percentage results of the proactivity/aggressiveness indicator prove that students have a high sense of initiative, and are responsive in dealing with various conditions and situations in their workplace environment. The results of the questionnaire for the positive attitude indicator in the implementation of the office practice program are in the very good category and the percentage reaches 87.14 percent. The percentage results of the positive attitude indicator prove that students utilize the work they do as a potential learning experience, and show a good image in their work environment. The results of the questionnaire for the quality of worksite supervision indicator are in the very good category and the percentage reaches 85.14 percent. The percentage results of the quality of worksite supervision indicator prove that field supervisors in companies or related agencies always provide direction and guidance to students, and always maintain good relationships between supervisors and students. The results of the questionnaire for organizational practices and policies in the implementation of the office practice program are in the very good category and the percentage reaches 86.85 percent. The percentage results of the organizational practice and policies indicator prove that the company or agency sets requirements and policies for students very well and students are able to understand and apply them. Then the results of the questionnaire for the compensation indicator in the implementation of the office practice program are in the good category and the percentage reaches 74 percent. The percentage results of the compensation indicator prove that students receive compensation in the form of monetary and non-monetary incentives provided by the agency. This incentive provides students with real work experience as a form of appreciation for the work that has been completed.

Table 2: Results of Descriptive Analysis of Office Practice Variables (X)

Descriptive Statistic						
	N	Minimum	Maximum	Sum	Mean	Std.Deviation
Office Practice (X)	70	64	95	5618	80.26	7.134
Valid N (listwise)	70					

Source: Results of SPSS 25 data processing

Office practice in this study is an independent variable. Table 2 presents data that the office practice variable has the lowest or minimum value of 64; the highest or maximum value of 95; the average value or mean of 80.26 and the standard deviation value of 7,134. The data were obtained from indicators of academic preparedness, proactivity/aggressiveness, positive attitude, quality of worksite supervision, organizational practices and policies, and compensation and based on the results of the descriptive analysis, the office practice variable has a percentage level of 94.42 percent. So it can be concluded that the office practice variable is in the very good category.

Office practice is an internship practicum program held for semester VI students of the Office Administration Education study program, Department of Administrative Sciences, Faculty of Social Sciences and Law, Universitas Negeri Makassar. Based on the results of

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research conducted on students of Office Administration Education JIA FIS-H UNM, the indicators used to measure how the office practice program is described are: academic preparedness, proactivity/aggressiveness, positive attitude, quality of worksite supervision, organizational practices and policies, and compensation. Academic preparedness refers to thorough academic preparation that is the foundation for students in facing the real world of work. The results of this study indicate that the academic preparedness indicator is in the good category and has a percentage reaching 83.07 percent. This is supported by the theory and practice that students have learned while studying in class.

Activeness/aggressiveness is a sense of initiative and curiosity that encourages students to be more active and more aggressive by voluntarily doing work and taking the initiative to ask questions. The results of this study indicate that the proactivity/aggressiveness indicator is in the very good category and has a percentage of 87.64 percent. This is supported by student initiative and the ability of students to play an active role in their work environment.

A positive attitude is a positive attitude of students towards learning and work experiences. The results of this study indicate that the positive attitude indicator is in the very good category and has a percentage of 87.14 percent. This is supported by the ability of students to realize the importance of office practices by utilizing all work as a potential learning experience.

The quality of the supervisor (quality of worksite supervision) refers to the quality and ability of the field supervisor in managing good relationships with interns. The results of this study indicate that the quality of worksite supervision indicator is in the very good category and has a percentage of 85.14 percent. This is supported by the willingness of the field supervisor to guide, provide direction and feedback to students on the work done.

Organizational practices and policies are about the practices and policies used by the organization in compiling and managing interns. From the results of this study, the organizational practices and policies indicator is in the very good category and has a percentage reaching 86.85 percent. This is supported by the ability of agencies or companies to manage interns including considering requirements and establishing appropriate policies for students.

Compensation refers to the provision of compensation to interns in the form of money or non-money as a form of appreciation for the services provided. From the results of this study, the compensation indicator is in the good category and has a percentage of 74 percent. This is supported by the provision of incentives by the agency to students for the work that has been done which makes the student's work experience more meaningful.

Overall, the results of this study can be concluded that the implementation of the office practice program carried out by students of the Office Administration Education study program at Universitas Negeri Makassar seen from six indicators, namely academic preparedness, proactivity/aggressiveness, positive attitude, quality of worksite supervision, organizational culture and policies, and compensation is in the very good category. The implementation of a good office practice program is very important, especially in providing useful benefits for the development of students' future careers.

This is in line with the opinions expressed by Mgaya and Mbekomize (2014): Apart from its academic benefits, office practice provides an opportunity for students to be able to face the transition into becoming an employee. Office practice requires students to be able to master the skills needed in a profession like an employee such as teamwork, creating relationships or known as networking, having a leadership spirit, good relationships with others in their environment, communication and presentation skills, time management skills, high initiative, ability to find solutions to solve problems to persuasive communication. Furthermore, in line with Hayati's opinion (2021) “Interns gain soft skills such as how to

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communicate, work ethics, and maintain good relationships with stakeholders, as well as technical skills such as data analysis, problem-solving skills and prioritization."

Competency Improvement Overview

In order to find out the description of the improvement of the competence of students of the Office Administration Education study program at Universitas Negeri Makassar, data has been presented in this study which was obtained through a questionnaire score that had been distributed to a research sample of 70 students. In the competence improvement variable, there are 3 indicators, namely knowledge (cognitive), skills (psychomotor), and attitudes (affective). The results of the descriptive analysis of each indicator in the improvement of competence are presented in the following table:

Table 3: Data Analysis Per-Indicator Competency Improvement

No.	Indicator	n	N	%	Category
1.	Knowledge	926	1050	88,19	Very good
2.	Attitude	1227	1400	87,64	Very good
3.	Skills	1186	1400	84,71	Very good
	Amount	3339	3850	86,72	Very good

Source: Results of questionnaire processing

Based on the results of the questionnaire on the knowledge indicator (cognitive) on improving student competence, it is in the very good category and the percentage reaches 88.19 percent. The results of the percentage of the knowledge indicator (cognitive) prove that students gain new knowledge and in-depth understanding of the world of work after carrying out office practices that can be applied to the development of students' future careers. On the attitude indicator (affective) on improving student competence, it is in the very good category and the percentage reaches 87.64 percent. The results of the percentage of the attitude indicator (affective) prove that students have a positive attitude towards their work environment so that a conducive and comfortable work environment is created. On the skill indicator (psychomotor) on improving student competence, it is in the very good category and the percentage reaches 84.71 percent. The results of the percentage of the skill indicator (psychomotor) prove that students have given their best abilities in working and are able to solve problems faced in their work environment.

Table 4: Results of Descriptive Analysis of Competency Improvement Variables (Y)

Descriptive Statistic						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Competence (Y)	70	36	55	3339	47.50	5.060
Valid N (listwise)						

Source: Results of SPSS 25 data processing

Competency improvement in this study is a dependent variable. Table 4 presents data that the competency improvement variable has the lowest (minimum) value of 36; the highest (maximum) value of 55, the average value (mean) of 47.50 and the standard deviation value of 4.549. The data acquisition is reviewed from the indicators (cognitive) knowledge, (psychomotor) skills and (affective) attitudes. Referring to the results of the descriptive

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analysis, the competency improvement variable has a percentage level of 86.72 percent. So it can be concluded that the competency improvement variable is in the very good category.

Competence is the ability or characteristic that underlies a person which includes cognitive, psychomotor, and affective abilities which are realized in the habit of assuming and acting. Based on the results of research that has been conducted on students of the Office Administration Education study program, Department of Administrative Sciences, Faculty of Social Sciences and Law, Universitas Negeri Makassar, the indicators used to measure how the picture of student competency improvement is: knowledge (cognitive), attitude (affective), skills (psychomotor).

Knowledge (cognitive) is a deep understanding or information obtained through experience. From the results of this study, the knowledge indicator (cognitive) is in the very good category with a percentage reaching 88.19 percent. This is supported by students gaining new insights and knowledge from a practical side that is not found on campus and getting the latest information on scientific developments. Attitude (affective) is about how someone uses logic and uses emotions in solving a problem. From the results of this study, the attitude indicator (affective) is in the very good category with a percentage reaching 87.64 percent. This is supported by the professional attitude shown by students in dealing with various situations and conditions in the world of work, maintaining relationships with colleagues and superiors and the ability of students to adapt to their work environment.

Skills (psychomotor) are about how someone masters knowledge to do a job. From the results of this study, the skill indicator (psychomotor) is in the good category with a percentage reaching 84.71 percent. This is supported by the ability of students to think critically, solve a problem, and be disciplined and diligent in carrying out tasks given in their work environment. Overall, in the results of this study, the increase in the competence of students in the Office Administration Education study program, Universitas Negeri Makassar, seen from three indicators, namely knowledge (cognitive), attitude (affective), and skills (psychomotor) are in the very good category. The results of this analysis are reinforced by the opinion put forward by Syarif (2021) related to improving student competency "students also gain personality competency in the field of soft skills including: communication skills, skills in adapting to work, skills in managing team colleagues, social skills, and accuracy when working". Furthermore, the opinions expressed by Supriyatno and Luailik (2022):

The high level of competence obtained by students during internships is supported by several factors, including internal and external factors. If described internal factors as the ambition to achieve high grades, actively asking about things that are considered difficult, the desire to gain good experience, to the stage of adapting to the environment smoothly. On the other hand, external factors include great support obtained from other workers, work that is described in detail, monitoring discipline using attendance records carried out during workdays, and a structured internship schedule. The increase in competence obtained by students can make them ready to face various obstacles in the development and situational changes in the world of work in the future.

The Influence of Office Practice Programs on Improving Student Competence

The inferential statistical analysis used in this study consists of data normality test, product moment correlation analysis test, and simple linear regression analysis. The data normality test is intended to determine whether a data distribution is normal or not. In the application of the data normality test, the SPSS 25 program is used with Kolmogorov-Smirnov statistics.

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Table 5: Results of the One-Sample Kolmogorov-Smirnov Test Data Normality Test

One-Sample Kolmogrov-Smirnov Test

		Unstandardized Residual
N		70
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	3.33448524
Most Extreme Differences	Absolute	.093
	Positive	.069
	Negative	-.093
Test Statistic		.093
Asymp. Sig. (2 − tailed)		.200[c,d]

a. Test distribution is Normal.
Source: SPSS 25 data processing results

Table 5 presents the results of the data normality test by applying the Kolmogorov-Smirnov method. Referring to table 5, the office practice variable and the competency improvement variable obtained a significant value of 0.200 where the value is greater than 0.05 (0.200 > 0.05), so it is concluded that the residual value in this study is normally distributed. The product moment correlation test in this study is used to test whether or not there is a significant relationship between the office practice variable (X) and competency improvement (Y).

Table 6: Results of Product Moment Correlation Analysis

Correlation

		Office Practice	Competence
Office Practice	Pearson Correlation	1	.752**
	Sig. (2-tailed)		.000
	N	70	70
Competence	Pearson Correlation	.752**	1
	Sig. (2-tailed)	.000	
	N	70	70

**. Correlation is significant at the 0.01 level (2-tailed)
Source: SPSS Data Processing Results 25

Table 6 presents the results of the correlation test on and the correlation coefficient value obtained is 0.752 which indicates that there is a relationship between the office practice variable and the student competency improvement variable with the level of relationship being in the interval (0.60-0.799) which means strong. Based on the results of the product moment correlation analysis, it can be concluded that there is a strong relationship between the office practice variable and the student competency improvement variable of the Office Administration Education study program at Universitas Negeri Makassar. A simple linear regression test is used to test the hypothesis of the effect of the office practice program on improving the competency of students of the Office Administration Education Study Program at Universitas Negeri Makassar. Simple linear regression uses the t-test through the coefficient table. So the accepted hypothesis is:
H_0 :α: β=0, versus H_1 : α ≠0 or β=0
The testing criteria are if t_count is greater than t_table in a significant level of 5% then H_0 is rejected so that it can be stated that the office practice program has an influence on improving

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student competence, so further research is needed, and vice versa if t_count is smaller than t_table in a significant level of 5% then H_0 is accepted so that it can be stated that the office practice program has no influence on improving student competence.

Table 7: Results of Simple Linear Regression Analysis (Coefficients)

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients Beta	T	Sig.
		B	Std. Error			
1	(Constant)	4.881	4.567		1.069	.289
	Office Practice	.534	.057	.752	9.412	.000

a. Dependent Variable: Competence
Source: Results of SPSS Data Processing 25,

Table 7 presents the results of the calculation which shows that office practice (X) has a calculated t_value of 9.412 > t_table 1.995 (df = n-2 = 70 - 2 = 68) with a significance level of 0.000 < 0.05. So segmentally, the office practice variable (X) has a positive and significant influence on improving student competence (Y). Thus, the hypothesis stating that there is a significant influence between the office practice variable on improving student competence in the Office Administration Education study program at Universitas Negeri Makassar is accepted.

Table 8: Simple Linear Regression Analysis Results (Model Summary)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.752[a]	.566	.559	3.359

a. Predictors: (Constant), Office Practice
Source: SPSS Data Processing Results 25

Table 8 presents the results of the regression test (Model Summary) which states that the magnitude of the correlation or relationship value (R) is 0.752 (strong) and the coefficient of determination R Square is 0.566 which shows that the variable of increasing student competence is influenced by the office practice variable by 56.6% and the remaining 53.4% is influenced by other variables not included in this study.

Based on table 7 of the regression test (Coefficients) there is a Constant value (a) of 4.881 while the value of office practice is 0.534 a = then the regression equation can be written:

$\acute{Y} = 4.881 + 0.534X$

The equation is meaningful if the constant of 4.881 means that the consistent value of the independent variable (office practice) is 4.881. The regression coefficient has a value of (+) so that it can be said that the direction of the influence of variable X on variable Y is positive, which means that if the office practice variable increases, the increase in competence will also increase. The regression coefficient X of 0.534 explains that every 1% increase in the value of office practice, the value of the increase in competence increases by 0.534. Based on the results of the simple linear regression analysis, it is concluded that there is a positive and significant influence between the two variables. Based on the decision-making criteria in answering the previously proposed research hypothesis, the hypothesis of this study can be accepted, so that it is concluded that there is an influence of the office practice program on increasing the competence of Office Administration Education students at Universitas Negeri Makassar.

Based on the results of the analysis, the results of the study indicate that the value of the coefficient of the relationship with the level of relationship is strong, which provides an

explanation that the relationship between office practice and increased competence is strong. Based on the regression coefficient X (office practice), it states that if each additional value of office practice (X), the participation value increases. The coefficient is positive so that it can be said that the direction of the influence of the office practice program on increasing competence is positive. Furthermore, the results of the t_count test> t_table, which means that the office practice program has an effect on increasing the competence of students of Office Administration Education, Universitas Negeri Makassar.

Based on the results of the analysis, the results of the study indicate that there is a positive and significant influence between the office practice program on increasing the competence of students of Office Administration Education, Universitas Negeri Makassar by 56.6 percent. This means that the proposed hypothesis, namely "there is a positive and significant influence between the variables of the office practice program on increasing the competence of students of Office Administration Education, Universitas Negeri Makassar" is declared accepted with a strong level of influence.

The results of this research analysis are supported by research conducted by Lutfia & Rahadi (2020) about "Internship Analysis for Improving Student Competence" states that office practice programs in this case internships have an important and meaningful role and contribution for students in maximizing their hard skills and soft skills competencies. Improving student competence held through office practice programs can lead to the fulfillment of professional standards to be used as a provision of experience for working in the future. Furthermore, the results of Al-Ayubi's research (2018) on "The Influence of Internships on Improving the Competence of Students of the Islamic Banking Study Program at UIN Antasari Banjarmasin" shows that internships have a strong influence on the development of student competence in Islamic banking, this can be shown by the R value of 0.598, the R value states that there is a relationship between internships and improving student competence in Islamic Banking.

CONCLUSION

Referring to the discussion and results of data analysis regarding the influence of office practice programs on improving the competence of Office Administration Education students at Universitas Negeri Makassar, it can be concluded that the office practice program of Office Administration Education students at Universitas Negeri Makassaris in the very good category or 94.43 percent consisting of 6 (six) indicators including academic preparedness, proactivity/aggressiveness, positive attitude, quality of worksite supervision, organizational practices and policies, and compensation. The improvement of the competence of students at the Office Administration Education study program at Universitas Negeri Makassar in the very good category or 86.72 percent consisting of 3 (three) indicators including knowledge (cognitive), attitude (affective), skills (psychomotor). Based on the results of the simple linear regression test, t_count is greater than t_table, it can be said that Ha is accepted by stating that there is a significant positive influence on the implementation of the office practice program on improving the competence of Office Administration Education students at Universitas Negeri Makassar. Based on the results of the simple linear regression test, a coefficient value of 0.752 was obtained with a strong relationship level, a determination coefficient of 0.566 which indicates that the increase in student competence is influenced by the office practice program by 56.6 percent.

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