

Potential Exploitation of Female Vocational High School Students in Internship Programs

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Abstract

This study aims to determine the exploitation potential in internship practices experienced by female vocational students due to the weak bargaining position of students and the imbalance in the relationship between the school and the company. Theoretically, the phenomenon of exploitation experienced by female students who intern in the industrial sector can be associated with tactical capitalism that is intertwined with the education sector. This study was conducted during the COVID-19 pandemic, where internship opportunities in the industrial sector for vocational students were still limited. However, this study can still show the potential for exploitation of female students even though the opportunity to take part in internships in the industrial sector is still not wide open for them. This research used mixed methods, where data is collected using quantitative methods through survey research, followed by in-depth qualitative methods. The research was conducted in four regencies in East Java, including Tuban, Mojokerto, Sidoarjo, and Ngawi. The sample consisted of 271 female students studying in vocational high schools and participating in internships in the business sectors. The results indicate that: (1) female vocational high school students feel threatened because they are forced to work in places that do not match their vocational skills; (2) the working hours during the internship are not consistent with the agreement between the school and the company because they tend to exceed the regular limit on working hours; (3) during the internships, they are often asked to work in the same company, but in a workplace that is not in line with what has been determined at the time of the employment agreement with the school; (4) during the internships, they are asked to work as employees of the company with the same working hours as permanent employees, but they do not receive a salary, and this can be considered as a form of economic exploitation which can also be one of the triggering factors for mental health disturbances for female students participating in internships.

Keywords: Female Students, Vocational High School, Internship, Exploitation

Introduction

Vocational High School (Sekolah Menengah Kejuruan/SMK) is one of the educational institutions in high demand by the public since it may provide greater opportunities for graduates to get jobs. Parents choose SMK as a place for their children to study for several reasons. One reason is that SMK is the quickest way to recoup an investment in education as the prospect of acquiring a job is substantially higher (Pasay & Quarina, 2010). Furthermore, entering SMK does not necessitate strong abstract analytical skills that would be required for entering Senior High School (Fitriyani, 2016). The range of expertise available for employment is also substantially broader (Prasasti, 2019). But

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unfortunately, in this era of the COVID-19 pandemic, the number of junior high school students who are interested in continuing their education to the SMK level has decreased. For example, in the new academic year 2021/2022 in the city of Surabaya, East Java province, Indonesia, the number of new students who are interested in continuing their education at the private vocational school level has decreased by 10-20 percent as a result of the COVID-19 pandemic (Fakhrudin, 2021). However, the decline in the number of students enrolling in the SMK is not caused by low confidence in the future of SMK graduates, but rather due to economic factors. During the COVID-19 pandemic many parents lost their jobs and had difficulty paying for their children's education. SMK still had the advantage of being the school chosen by many junior high school students after graduation. Another interesting aspect is that an increasing number of female junior high school graduates want to continue their education at SMK.

A study shows that the increasing awareness of female students drives them to work and gain financial independence after finishing their education (Rangka et al, 2017). Likewise, looking at data from the Statistics Indonesia (BPS) in 2021 and Vocational High School Statistics in 2021, we can see that in the last three years (2019-2021) at the high school educational level, the Pure Participation Rate (APM) for female students tends to be higher than for male students. Similarly, the Vocational High School Statistics data for 2020-2021 indicates that the number of female students in State Vocational High Schools is much higher than that of male students. Suppose the number of women in the workforce is related to job prospects for women. In that case, the number of women in the workforce is increasing from year to year (Badan Pusat Statistik).

Behind the advantages of SMK and the high enthusiasm of female students to continue on to secondary education, including vocational schools, there are hidden concerns that students and teachers who manage internship programs at SMK may not realize. Various studies show that in the internship process, vocational students are placed in inappropriate places, and when they graduate, many work outside their field of expertise (Khurniawan et al., 2019). A study conducted by Wijayanti, Budirahayu, and Susan (2019) at a private school in Batu City, Malang, East Java managed by an entrepreneur, found that students experienced economic exploitation when they did internships at the school. This happened because the apprenticeship was intended more for the benefit of the school owner who was expanding his business in the tourism sector. Students carry out internships that are not in accordance with their interests and are hired as employees without getting paid. A news report in the mass media even reveals that several female students at the school also experienced sexual harassment in their internship practice (Indo, 2021). A study conducted by the Alit Indonesia Foundation on a number of vocational high school students majoring in Tourism in East Java showed that female students tend to be exploited because they are used as a substitute for paid labor (Alit, 2020). Another study conducted by Muayati and Argunani (2014) showed that industrial work practices or internships carried out by SMK students did not significantly affect their readiness to face the world of work. A study conducted by Karta et al (2019), regarding the job opportunities of women graduates of the Hospitality Vocational School in Bali, shows that their knowledge of work and hotel information systems is still minimal, and moreover, most of them are accepted as daily workers rather than permanent workers.

Vocational schools are indeed one of the alternative schools that promise to prepare graduates for work and one way to prepare their students is through internships. However, based on the various studies described above, it appears that there are several problems in the apprenticeship process of SMK students in the world of work and that the problem is not only in the inappropriateness of the workplace, but also the potential for economic exploitation and even sexual harassment of female students who take part in internship activities. This study was conducted to explore the potential for exploitation in apprenticeship practices. The main objectives of this study are to find the knowledge

that students have about internship activities before they take part in the internship program; whether students understand the process of placing them to work in internships; and whether female students who take part in the internship program understand the potential for exploitation during the internship program. Based on the research objectives, the novelty of this study compared to previous studies is discovering the extent to which female students understand the apprenticeship placement process carried out by the school as well as identifying the potential exploitation they experience during internships in the business or industrial world.

There is not much research on the exploitation of interns in Indonesian companies or industries. A study conducted by Fatkhurrohman and Rosyari (2020) showed that there is a power relationship between the industrial world, students, and schools regarding partnership or internship practices. Their study found that although the business world, students, and schools managed to fulfill their respective interests, the actor that can gain the more significant profit is the industry. This demonstrates a dominant relationship dynamic caused by the government-regulated relationship dynamic and the imbalance of resources controlled by each actor during the negotiating process. In their study, Connor & Bodicoat (2017) also highlighted that students or interns are vulnerable to exploitation since they appear to be workers in the company but are not paid or are underpaid. Moreover, their health is at risk because they are employed in long, tiring, and strenuous jobs.

Based on the results of previous studies related to the theoretical explanation, the phenomenon of exploitation during internship of vocational high school students is sociologically a form of tactical capitalism that is intertwined with the education sector. As a result, there is an imbalance of power relations between the industrial world and schools. A study conducted by Giroux (2011) demonstrated that the relationship between the industrial world and schools leads to educational capitalization, where educational institutions are exploited as the domain of producing labor or factory workers. The curriculum taught in schools contains lessons that are tailored to the needs of the job market. In his argument, Giroux highlighted that educational capitalism had changed the idealism of educational institutions, which were initially intended to produce a young generation of critical intellectuals, into a generation that is submissive to corporations and becomes a factory “screw.”

Later, Giroux’s views developed, and he claimed that educational capitalism also results in violence. Giroux discovered two kinds of violence. First, there is violence committed by the dominant group, which controls capital and industrial power, against a subordinate group, particularly educational institutions. The market or the industrial world has succeeded in converting thinking in this way: whereas formerly schools and universities were producers of knowledge, now they are producers of labor for the capitalist world through this first type of violence. The second type of violence is covert violence. The state plays a role since it regulates education for the advantage of the market by determining curricular standards for all schools.

The idea of educational capitalism put forward by Giroux follows the ideas of Bowles, Gintis, and Apple (2018). They claimed that educational institutions correspond to economic structures and that the relationship between the two entails knowledge and power. Bowles and Gintis argued that education serves the interests of the dominant class, which is the capitalist economic group. Meanwhile, schools and students are oppressed groups that experience false consciousness, because they are construed as participating equally with the dominant class through a discourse that glorifies industrious workers. In the context of this study, female students are a subordinated and oppressed group. They are alienated from their productive activities at school and are also made accustomed by schools to being disciplined, submissive, obedient, and dutiful to teachers. Thus, they later accept the same pattern of work in various industrial worlds and conform to the role of laborers who must submit and obey the owners of capital. The world of work for women today can indeed fulfill women’s expectations to be independent, have income, and have a more respected social position in society.

However, women continue to encounter ineffective work organizations or workplaces, poor working conditions, long working hours, lower earnings, and a work climate that puts them under pressure (Madipelli, Sarma & Chinnappaiah, 2013).

In an era when the industrial world is the primary focus of job seekers, the state has become involved in efforts to synchronize educational institutions and the world of work, a process known as link and match. After graduating from school, students look for the first terminal by heading to the world of work, which is a company or factory. Bowles and Gintis considered that schools shape the personality of students as workers through various learning activities. In this case, educational institutions have a role to play in perpetuating injustice insofar as they encourage their students to internalize acceptance of the production relations they will encounter in the world of work as servants of the owners of capital or capitalists. Steiger's (1974) study of vocational education intended for women shows that as the number of women joining the workforce increases and the career opportunities expand, they are still employed traditionally in only a few low-paying jobs. According to Steiger, this is evidence of the failure of vocational schools to adapt to female students' educational needs and job opportunities. Steiger also considers vocational schools to further reinforce the stereotype of traditional gender roles for female students by providing only the portion of development of skills and expertise that are regarded as fitting for women.

Research Method

This study employed a mixed methodology, which combines descriptive-quantitative methods using surveys with qualitative methods that employed Focus Group Discussion (FGD) strategies. A mixed method was chosen for this study because the data obtained can describe the breadth needed in this study and the depth of information obtained from the selected research subjects (Creswell & Creswell, 2017).

Research locations were set in four regencies in East Java, including Mojokerto, Sidoarjo, Tuban, and Ngawi. The population of this research was vocational high school (SMK) students in East Java. To obtain the research sample, the researcher employed a cluster random sampling technique by first listing all the SMKs in the four districts, then randomly taking several schools in each district to get a sampling framework of students in these selected schools as research samples. After compiling the sample framework, a sample was taken using a systematic random sampling method. Eventually, 271 female students were selected from several vocational high schools from the four regencies that were the sample of this study. The research was conducted when the COVID-19 pandemic was still spreading, where data collection was taken from June to August 2021. Under conditions of restrictions on interaction, quantitative data was collected by distributing questionnaires to female vocational students using a google form. The second phase of research was conducted by collecting qualitative data through Focus Group Discussions (FGD) by the Zoom meeting application, which 15 informants attended out of 271 respondents who had been the subject of the initial research. After collecting the data of the questionnaires that the respondents answered, the descriptive-quantitative data was processed using the SPSS Version 20 program. The data was displayed in the form of frequency tables. Meanwhile, qualitative data was processed using open coding and selective coding methods, which were then analyzed using data analysis methods as proposed by Creswell that included classifying, interpreting, and presenting data.

Results and Discussion

Before discussing the potential for exploitation of female students who participate in internship practices, we will look at why respondents chose SMK as a destination to continue their education. Based on the results of interviews conducted through focus group discussions, female students tend to

choose departments in SMK due to their perception of women's roles in work. These perceptions have been socially constructed towards areas that require expertise or skills related to accuracy (accounting), neatness and flexibility (marketing), and attractive appearance (hospitality and marketing). These considerations are the same when a school chooses internship sites. Considering these reasons, when female students with vocational education enter the world of work, they are still overwhelmed by stereotypes about the role of women in the workplace. Studies conducted by Camussi and Leccardi (2005) found that young women can seize opportunities to work in the formal sector with a vast range of vocations and that gender identity is also becoming more flexible with fewer employment boundaries for men and women. However, despite these advantages, women still face a quandary when picking a job. The difficulty is generated by the increased fear and uncertainty that women encounter in the workplace, which prompts them to worry about which jobs are considered masculine and feminine.

Women's wider field of work is also full of uncertainty and is dominated by the stereotype that women ought to work in feminine fields. Therefore, the potential for exploitation of female students when they intern is important to study. The first issue presented in this study is the respondents' understanding of internship activities as mandatory programs dictated by schools that must be followed. This is important, because, with good knowledge about the benefits of internships, students can be fully aware and know their rights and obligations during their internship activities.

Knowledge of Internship Activities before Joining the Internship Program

Respondents' knowledge prior to their internships was measured using six indicators. Each indicator was in the form of a statement requiring them to indicate a scale of agreement that ranged from the lowest scale of "strongly disagree" to the highest scale of "strongly agree." The six indicators include: (1) Students who will take part in the internship are first required to know the work to be undertaken during the internship; (2) Internships are based on activities or tasks that are in accordance with the students' departments in the SMK; (3) Internships can guarantee that vocational high school graduates can work immediately in line with their field of expertise; (4) Students can develop a work ethic during internships to suit the demands of the job market; (5) The aim of the internship is for students to be able to apply the skills learned directly in the workplace; (6) Internships provide opportunities for students to develop character according to the world of work they will be engaged in. The following table shows the trend of respondents' answers to the six indicators.

Table 1: Student Knowledge about Internship Program

	Statements/Indicators	SD (%)	D (%)	N (%)	A (%)	SA (%)
1.	Students are first required to know about internships	1.3	4.6	10.5	53.9	29.7
2.	Doing internships according to the students' departments	1.0	3.3	7.5	46.4	41.8
3.	Internship guarantees that vocational high school graduates can work immediately	1.0	5.6	29.4	43.5	20.6
4.	Through internships, students can develop a work ethic	0	0	5.6	55.6	38.9
5.	The purpose of the internship is for students to apply their skills	0.3	0.3	2	36.9	60.5
6.	Internships provide opportunities for students to develop character	0.3	0.3	3.6	37.9	57.8

SD=Strongly Disagree D=Disagree N=Neutral A=Agree SA=Strongly Agree

By paying attention to the distribution of the data in Table 1, it seems that students' knowledge regarding internships is shown by indicators 4, 5, and 6, including their responses that through internships, they can develop a work ethic (the percentage of respondents that agree and strongly agree is 47.25 percent on average). 48.7 percent of the respondents agree or strongly agree that the purpose of the internship is for students to apply the skills that have been learned. 47.85 percent agreed or strongly agreed that internships provide an opportunity to develop character according to the demands of the world of work. However, the other three indicators (indicators 1, 2, and 3) related to their rights as students and interns tend to receive less positive responses from the respondents. Only 41.8 percent agreed or strongly agreed that students are required to know about internships, 44 percent agreed or strongly agreed that internships should be related to the students' departments, and only 32 percent agreed or strongly agreed that internships can guarantee that they can work immediately.

Based on the respondents' answers, it seems that, in general, female students who will take part in the internship program do not obtain sufficient knowledge from the school about the work they will perform. In addition, they also tend not to know whether the location of the internship falls under the area of expertise they have learned in SMK or not. Another thing that is also quite concerning is that respondents feel they do not have the certainty that after graduating from vocational school, they will get a job according to their internship experience.

The facts above show that the internships that female students must perform are ineffective and appear to be a mere formality in fulfilling the curriculum in SMK. The study conducted by Utami and Hudaniah (2013) showed that the most frequent cases of unemployment resulted from SMK. This illustrates the gap between the needs in the workplace and the supply of workers from vocational education institutions. One of the internal conditions that affect the work readiness of vocational students is self-efficacy, which is based on their ability to get jobs that match their expectations. However, self-efficacy does not come by itself; instead, it is fostered by the school, which might give students a positive impression of the benefits and effectiveness of the internship practice. Suppose the school cannot provide a positive picture of the importance of internships for students, including providing opportunities for them to get internships following their departments in SMK. In that case, students' self-efficacy might be stated to be low. This can give them concern that after graduating from vocational school, they will have difficulty getting a job that matches their skills during school.

Process of Student Placement in Internships

The process of student placement to work in internships should include the school as the organizer of the internship program and the students themselves. By incorporating both schools and students in this process, students can learn their rights during an internship and the obligations they must fulfill. Unfair treatment of students during internships can occur when schools overlook students' voices or their desires to acquire internships that match their expectations.

The following are indicators that are used to determine whether students' rights were respected in the process of their placement in internship activities in the workplace: (1) The school provides a technical briefing to students prior to the internship regarding work culture in the industry, work regulations in the industry, journal preparation, portfolio document generation, and internship assessment; (2) The school ensures that internship activities in the company are supervised and guided directly by mentors/supervisors from industry/companies; (3) Students may choose an internship location that is not affiliated with the school (non-partners) but must first acquire approval from the school; (4) Students are allowed to explore internships that suit the competence of their skills/departments.

Meanwhile, students' obligations during internships are shown by the following indicators: (1) Prior to internships, students determine with the teacher the appropriate location; (2) Interns must first

coordinate with the Industrial Relations (Hubin) section at school for the work placement process at the internship location; (3) Prior to internships, students are asked to study the guidelines for preparing the documents and files needed to apply to the internship; (4) Students fill in the agenda/journal during the internship so that each activity is recorded and they can easily make activity reports.

The data in Table 2 relates to student rights in internship placement. Four indicators that describe the rights of students in planning and performing internship practices indicate that the school's obligations have been appropriately fulfilled. This is indicated by: technical provisions given to students prior to internships (the percentage of respondents that agree and strongly agree is 47.85 percent on average) and the role of the school in ensuring that internships are supervised and guided directly by mentors from the workplace (the percentage of respondents that agree and strongly agree is 47 percent on average). However, the indicators describing the rights of students to choose their internship location and explore internships that match their skills or departments in SMK have not been fulfilled. Schools do not provide flexibility to students. Several students answered neutral (19.3 percent) on the statements in indicator 3. Likewise, for indicator 4, 14 percent of students answered neutrally. These indicators imply that students must often accept an internship location that the school has determined and that they are not encouraged to take the initiative to explore their internship location by themselves.

Table 2: Student Rights in the Work Placement Process in the Internship Program

	Statements/Indicators	SD (%)	D (%)	N (%)	A (%)	SA (%)
1.	Schools provide a technical briefing to students.	0	0.7	3.6	49.3	46.4
2.	The school ensures that internship activities are supervised and directly guided by mentors from the workplace.	0	0.3	5.6	52	42.2
3.	Students may choose an internship location that is not affiliated with the school (non-partners) but has first acquired approval from the school.	1.3	2.6	19.3	48	28.8
4.	Students are given the opportunity to explore internships to suit the competence of their skills/departments.	0.3	2.0	14.1	46.1	37.6

SD=Strongly Disagree D=Disagree N=Neutral A=Agree SA=Strongly Agree

Table 3 shows the data about the interns' readiness to perform their obligations while participating in the internship. Considering the indicators that describe the obligations of students during internships, it seems that students tend to obey the instructions given by the school during internships. This can be seen in indicator 2, where the percentage of students that agree and strongly agree is 46 percent on average, while in indicator 4, the percentage of students that agree and strongly agree is 48 percent on average. However, we can see in the other two indicators, i.e., indicator 1 and indicator 3, that students cannot fulfill their obligations properly, because they do not have the right to determine their location for internships in line with their appropriate departments in SMK. This is evidenced by a neutral statement (by 10 percent) from respondents who stated they could first discuss with their supervisors to determine the appropriate internship location prior to internships. Meanwhile, the percentage of students who answered agree and strongly agree is only 44.3 percent. Likewise, with statements regarding preparing documents and files needed to apply for an internship, 19 percent of respondents answered neutrally. The percentage of students who answered agree and strongly agree

was only 38.7 percent on average.

Table 3: Students' Obligations During Internships

	Statements/Indicators	SD (%)	D (%)	N (%)	A (%)	SA (%)
1.	Prior to internships, students first discuss with the teacher to determine the appropriate location.	0.3	1.0	10.1	44.8	43.8
2.	Students coordinate in advance with the Industrial Relations section (Hubin) at the school for the work placement process at the internship location.	0.7	1.0	6.2	49.3	42.8
3.	Prior to internships, students are asked to study the guidelines for preparing the documents and files needed to apply to the internship.	1	2.6	19	45.1	32.4
4.	Students fill in the agenda/journal during the internship so that each activity is recorded, and they can easily make activity reports.	0.3	0.3	3.6	46.1	49.7

SD=Strongly Disagree D=Disagree N=Neutral A=Agree SA=Strongly Agree

The data in the two tables above show that students do not have a space for negotiation in determining an internship location, and do not have a considerable role in choosing this process. It implies that schools tend to be dominant in determining student internship activities and locations. This condition can be said to be a weak point of the school's dominance over students in determining the place of internship. Students are not encouraged to take the initiative to explore first the atmosphere or circumstances of the internship location. They are not accustomed to preparing documents and files to apply for jobs at the internship either. Such conditions seem to be in accordance with the results of a study conducted by Illahi (2021), showing that teachers played a considerably dominant role in determining the internship location for their students. However, teachers generally tend not to have sufficient, accurate, and ready information in providing appropriate internship knowledge that meets students' needs. A study conducted by Adyan et al. (2020) reveals that when schools cannot determine the right place for internships for their students, it will cause losses for students. According to Adyan et al., selecting student placements in internships is one of the activities that requires carefulness in assessing essential competencies and student attitude values. With the school's ability to place interns, it is expected that satisfactory results can be gained. Students get a location for internship practice according to their skills and abilities.

Potential Exploitation of Female Students in Internships

This section is crucial to note, since, according to the different studies discussed in the introduction section, there is a potential that SMK students doing internships will be exploited at the internship location. Exploitation is defined as any action that seeks to take advantage of or use someone excessively or arbitrarily. When it comes to the condition of the interns, the potential for exploitation often involves economic considerations, such as exploiting the interns for profit or the economic interests of the institution where the internship is without regard for their rights. In general, what is experienced by female vocational student interns is economic exploitation, but it is possible that economic exploitation can cause physical and psychological fatigue, and this can affect the physical and mental health of female vocational students. A study conducted by Prins, S. J. et al (2021) on the reproduction of social stratification, through economic exploitation and exploring its

relationship to mental health, showed that for every unit increase in undisclosed exploitation, psychological distress increased by 1.6 points on the K6 scale and the likelihood of mental illness increased threefold. The study concluded that economic exploitation could be linked to mental illness, although it was not entirely driven by overwork. In this study, indicators are presented to identify the potential of economic exploitation and the occurrence of other irregularities observed by female students during internships. These indicators are represented by ten statements that are divided into three categories.

The first category pertains to the school's fulfillment of student rights. The first statement indicates that students have the right to perform an internship according to their department at SMK. The second statement refers to students' right to continue to be able to study at school in between internships, and the third statement refers to students' rights to get protection from the school if they experience problems during the internship.

The second category concerns students' rights to work in line with the contract between the school and the internship, which includes five statements. The statements include the following topics: hours worked, and student internship status in the workplace; the appropriateness of the workplace with the contract agreed upon prior to the internship; and occupational health and safety guarantees throughout the student's internship.

In the third category, the potential of exploitation during the students' internships is also assessed for the existence or absence of sexual and non-sexual harassment acts. The statements related to this category are listed in the ninth and tenth statements. The distribution of data on the range of respondents' approval of various statements with the potential to cause exploitation of female students in internships is shown in Table 4.

Considering the potential exploitation of the three categories, what is quite interesting is the first and second categories. The first category describes the rights of students during an internship that should be fulfilled by the school, which is represented by three statements. Based on the respondents' answers, there is a tendency for the school to ignore the rights of students, particularly those related to the determination or selection of internship locations and students' learning rights at school during internships. From the first statement, we can see that the average percentage of respondents who agree that internships make them feel threatened because they are forced to work in locations that are not in line with their departments in SMK are 7 percent; respondents who answered neutrally are 16 percent; and respondents who disagree with the statement are 35 percent. The second statement, which relates to students' right to study during internships, shows that the percentage of students who confirmed they could not participate in learning activities during internships is 9.6 percent on average. The percentage of students who disagree with the statement is 32.5 percent, while the percentage of students who chose neutral is 15.7 percent. However, in the third statement regarding the students' rights fulfillment, we can see that several respondents agree (38.25 percent on average) that the supervising teacher monitors and responds to students when they experience problems at the internship.

Table 4: Potential for Exploitation of Female Students in Internships

	Statements/Indicators	SD (%)	D (%)	N (%)	A (%)	SA (%)
1.	Internships make SMK students feel threatened because they are forced to work in places not in accordance with the expertise/department in SMK.	39.3	30.7	16	7	7
2.	During the internship, students are not permitted to participate in learning activities at school and must work full-time.	34.3	30.7	15.7	10.1	9.2
3.	The supervising teacher does not monitor and respond to information or problems encountered by students during the internship.	45.8	31.4	11.1	5.6	6.2
4.	During the internship, the student's working hours do not correspond with the agreement between the school and the workplace and tend to exceed regular working hours.	37.3	32.7	15.7	8.8	5.6
5.	Students are asked to work as permanent employees with the same working hours as permanent employees during the internship, but they do not get a salary/wages.	26.8	32	19	12.4	9.8
6.	During the internship, students are often asked to work in the same workplace but in different areas that are not consistent with what was agreed upon in the employment agreement.	38.6	35	16	5.9	4.6
7.	Interning students are asked to work outside their workplace, which differs from the scope of work in their internship location.	40.2	33	14.4	7.5	4.9
8.	During the internship, students do not get guaranteed health and safety services in the workplace when they get sick or have an accident at work.	34.3	28.4	21.2	8.2	7.8
9.	During the internship, students experience sexual harassment by parties in the workplace.	74.5	13.1	4.9	3.9	3.6
10.	During the internship, students have experienced non-sexual harassment/bullying/intimidation/physical or psychological threats from parties in the internship location.	61.8	24.8	4.9	3.9	4.6

SD=Strongly Disagree D=Disagree N=Neutral A=Agree SA=Strongly Agree

Through data collection using the FGD strategy, the quantitative data obtained from the survey results above seem to be in accordance with the information revealed by informants in the FGD. The informants said that students get an internship because the school has determined it. This condition causes students to lose the opportunity to hone their knowledge, skills, and creativity to find internships that match their departments in SMK.

The second thing that is quite interesting is shown by the distribution of data on five statements

relating to the rights of students in internships which show a tendency for potential economic exploitation. The statements relate to the student's working hours and workload during the internship. The fourth statement contains students' working hours during internships that tend to exceed regular working hours or are not following the school's and workplace agreements. The percentage of students who agree with the statement is 7 percent on average; the percentage of respondents who chose neutral is 15.7 percent. The percentage of respondents who disagree with the statement is 35 percent on average. The fifth statement relates to the student's workload during the internship, where students are asked to work as permanent employees with the same working hours at the internship, but they do not get a salary/wage. The average percentage of respondents who agree is 11 percent, and 19 percent are neutral with this statement. Meanwhile, the percentage of respondents who disagree with the statement is only 29.4 percent. The 6th and 7th statements concern the interns' placement in the scope of work that is not following the agreement or contract. We can see that relatively few students agree with this statement. It implies that the placement of students to work in internships tends to be following the school and workplace's contract. In this second category, there are also interesting aspects. Regarding the statement that students receive health and safety services when they experience health problems or work accidents, the average percentage of respondents who agreed was relatively high (8 percent), while the percentage of respondents who chose neutral was 21.2 percent, and the percentage of respondents who disagreed with the statement was 31.35 percent on average. This is interesting because, although only 8 percent of respondents agreed and 7.8 percent strongly agreed that when they did internships, they did not get the right to protection and health services, this already indicates the potential for neglect and exploitation of students in the internships. If health insurance for interns does not get the attention of employers, then it can become one of the obstacles to achieving the global mental health condition that was initiated in London in 2007 (Whitley, R. 2015). In his study Whitley shows that, although some people criticize this statement, anthropologically and sociologically, a lot of mental health suffering is caused by adverse social conditions, such as the occurrence of structural violence, poverty, and inequality.

The data gathered from the survey findings above are consistent with various informants who participated in FGD activities to obtain qualitative data. Students who became informants for this study indicated that some of the internship working hours surpassed the agreement made with the school at the outset. Some students agree that they are requested to work extra hours near the end of the month, which can extend until 5 p.m. Furthermore, some students who perform internships at hotels are required to work night shifts, which turns out to be an agreement made at the interview and at the time of the contract for the placement of the internship practice. They occasionally work longer hours, mainly if there is an event at work that demands much labor. Despite being requested to work longer hours, they do not earn any overtime pay despite working like permanent workers.

Furthermore, the FGD findings revealed that when students participate in an internship program, they are typically put in administrative positions or at the bottom of a job structure. Interns' jobs include cooperative shopkeeper, aiding in the bookkeeping department, administrative officer at the community health centers (*Puskemas*), waitress, housekeeping, and staff at laundry departments at the hotel. Some students expect to be employed in a field similar to what they learned in school. However, they were suddenly placed in a field of work that was not as expected. For example, some students from the hospitality department with expertise in the food and beverage field are placed in the housekeeping department.

The third category pertains to respondents' experiences with both sexual and non-sexual harassment. An average of 43 to 44 percent of respondents have never experienced or disagreed with statements concerning this issue. This indicates that the possibility of intern exploitation in sexual and non-sexual harassment is not overly concerning. Only roughly 4 to 5% of respondents agree with this statement. However, according to the findings of the focus group, numerous informants reported

experiencing verbal abuse during their internship, such as being chastised or scolded when their work did not meet their employer's expectations.

The data findings in this part, both received from survey research results and gained from in-depth interviews conducted using the FGD approach, obviously show the potential for economic exploitation of interns. Previous research on this topic has not been widely conducted since there is a controversy about whether interns should be compensated for the job they undertake during their internships or not. However, suppose the interns are given a workload that surpasses the working hours they should meet based on the internship contract and the principles of justice and humanity. In that case, it might be considered an act of exploitation. Smith et al. (2015) conducted a study that demonstrates the current state of the argument over whether or not students should be paid for internships. They contend that, while students can gain from internships in terms of consolidating their learning and the benefits of applying their abilities, this does not imply that they are not compensated at all. They should be recognized by being compensated according to the benefits received, both for students and businesses, especially when assigned to work for long periods and when the task is performed on a level with permanent employees in the company or workplace.

Conclusion

Based on the data findings processed both statistically and through the transcripts of the FGD results, several conclusions can be formulated. First, while female students participating in internships understand the program well and the school fulfilled its role in preparing their students to enter the internship cycle, many students believe that the school does not give them the freedom to choose or determine their internship location. With such conditions, students must eventually accept the school's choice of an internship location, even if the location does not correspond to the skills taught at school. Furthermore, students believe they lack the flexibility to propose internships based on their expectations and skills. One thing that reflects the school's power, but that also reflects the school's failure to protect its students, is that students are not encouraged to take the initiative to find an internship that matches their expertise. They do not have the opportunity to explore the atmosphere of the internship place first. As a result of this situation, students believe that even though they have internship experience, they cannot ensure that they will be able to find a job that matches their area of specialty or skills obtained at SMK.

Second, female interns may be subjected to exploitation and violence during their internship. Students' exploitation potential is more likely to be of an economic nature. Even though it seems like an economic exploitation, in terms of health, the burden and unfair treatment of female vocational students who are apprentices can be one of the causes of mental health problems for female students. They work beyond appropriate working hours for interns and even work like permanent workers. The possibility of further economic exploitation is that when they work outside of regular working hours, they are not compensated for the time and energy that they have committed, as stipulated in the contract. Although this potential is not readily apparent, another form of economic exploitation students face is that they work in companies/industries as mentioned in the contract during their internship, but are placed in fields that are not specified at the time of the contract. Students had also encountered verbal violence when their work did not satisfy the standards of their employers, which is tied to acts of violence experienced by students in internship practices.

The findings of this study can be related to the studies that have been carried out by Giroux (2011), Bowles & Gintis (2002), and Apple & Apple (2018). It seems increasingly clear that schools and the industrial sectors are two entities that generate capitalization of education as well as violence and exploitation, especially to female students who tend to be used as objects of unpaid labor. Covert violence can also be exposed through the unequal relationship between schools and the industrial sector, where schools tend to submit to corporate interests by ignoring the learning rights and

internship needs of students. This condition is associated with The Sustainable Development Goals (SDGs), also known as the Global Goals, which were adopted by the United Nations in 2015 as a universal call to action to end poverty, protect the planet and ensure that by 2030 all people enjoy peace and prosperity. The exploitation potential experienced by female students participating in apprenticeship practices can hinder the achievement of quality education and gender equality. With the potential for exploitation of interns, schools actually create unequal access for female students to obtain affordable vocational training and thus schools further perpetuate gender gaps in welfare.

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