

**HUMAN RESOURCE MANAGEMENT AND LABOR LAW PROTECTION IN
INTERNSHIP PROGRAMS ADDRESSING EXPLOITATION LEARNING QUALITY AND
CORPORATE COMPLIANCE**

**MANAJEMEN SUMBER DAYA MANUSIA DAN PERLINDUNGAN HUKUM
KETENAGAKERJAAN DALAM PROGRAM MAGANG MENANGGAPI EKSPLOITASI
KUALITAS PEMBELAJARAN DAN KEPATUHAN PERUSAHAAN**

Firdausi Nuzula Rahmadani¹, Tegar Raffi Putra Jumantoro²

Faculty of Law, Jember University^{1,2}

*firdausinuzularahmadani@gmail.com, tegaraffiputraj@gmail.com

*Corresponding Author

ABSTRACT

Internships are vital for youth transitions into work but often lack legal protection and coherent Human Resource Management (HRM) design. This study examines Indonesia's apprenticeship law and HRM frameworks to assess alignment and propose reforms. The objectives are to map statutory rules, identify enforcement gaps, and recommend HRM-informed policies. The method is normative juridical using library research of primary legal sources, ministerial regulations, and doctrinal literature. Analysis follows a deductive doctrinal method, extracting legal norms and synthesizing them with HRM concepts on program design, supervision, compensation, assessment, and governance. Implementation focused on close reading of Law Number 13 of 2003 on Employment and Minister of Manpower Regulation Number 6 of 2020. Findings indicate that the legal framework mandates written apprenticeship agreements, supervisory provisions, allowances, safety coverage, and certification, yet enforcement is inconsistent. Gaps include variable allowance practices, weak monitoring, and limited sanctions that permit exploitative placements. Conceptual HRM analysis suggests that clear competency outcomes, trained mentors, transparent compensation, and governance reduce exploitation and improve employability. The study concludes that strengthening legal standards must be paired with regulator-backed HRM guidance and employer incentives. Recommendations prioritize enforcement enhancement, minimum allowance benchmarks, mentor capacity building, and co-designed assessment rubrics with education partners.

Keywords: Internship, Human Resource Management, Employer, Exploitative, Compensation.

ABSTRAK

Magang sangat penting untuk transisi pemuda ke dunia kerja tetapi sering kali kurang memiliki perlindungan hukum dan desain Manajemen Sumber Daya Manusia (HRM) yang koheren. Studi ini meneliti undang-undang magang Indonesia dan kerangka kerja Manajemen Sumber Daya Manusia (MSDM) untuk menilai keselarasan dan mengusulkan reformasi. Tujuannya adalah untuk memetakan aturan perundang-undangan, mengidentifikasi celah penegakan, dan merekomendasikan kebijakan yang diinformasikan oleh HRM. Metodenya adalah yuridis normatif menggunakan penelitian perpustakaan dari sumber hukum primer, peraturan menteri, dan literatur doktrinal. Analisis mengikuti metode doktrinal deduktif, mengekstraksi norma hukum dan mensintesisnya dengan konsep HRM pada desain program, pengawasan, kompensasi, penilaian, dan tata kelola. Implementasi difokuskan pada pembacaan mendalam Undang-Undang Nomor 13 Tahun 2003 tentang Ketenagakerjaan dan Peraturan Menteri Ketenagakerjaan Nomor 6 Tahun 2020. Temuan menunjukkan bahwa kerangka hukum mewajibkan perjanjian magang tertulis, ketentuan pengawasan, tunjangan, perlindungan keselamatan, dan sertifikasi, namun penegakannya tidak konsisten. Kesenjangan termasuk praktik tunjangan yang bervariasi, pengawasan yang lemah, dan sanksi terbatas yang memungkinkan penempatan yang mengeksploitasi. Analisis HRM konseptual menunjukkan bahwa hasil kompetensi yang jelas, mentor terlatih, kompensasi yang transparan, dan tata kelola mengurangi eksploitasi dan meningkatkan daya kerja. Studi ini menyimpulkan bahwa penguatan standar hukum harus dipasangkan dengan panduan

HRM yang didukung oleh regulator dan insentif bagi pemberi kerja. Rekomendasi memprioritaskan peningkatan penegakan hukum, patokan tunjangan minimum, pembangunan kapasitas mentor, dan rubrik penilaian yang dirancang bersama dengan mitra pendidikan.

Kata Kunci: Magang, Manajemen Sumber Daya Manusia, Pemberi Kerja, Eksploitatif, Kompensasi.

1. INTRODUCTION

The transition from education to work increasingly relies on structured workplace learning such as internships, yet the quality and legal protection of these programs remain uneven worldwide (Adeosun et al., 2022). Evidence from the International Labour Organization (ILO) shows that internships and traineeships are central to youth employability strategies but often vary widely in learning value, remuneration, and legal coverage, conditions that shape both immediate outcomes and long-term labour market trajectories (Mseleku, 2024). Contemporary labour markets, transformed by digitalization and precarious work, make internships a critical juncture where human capital is developed or, conversely, exploited (Havelka, 2024). This creates a pressing need to examine how Human Resource Management (HRM) practices align with statutory labour protections to produce decent, equitable pathways into employment.

Despite their potential benefits, internships have been associated with exploitation and inequitable access, particularly where unpaid or poorly supervised placements predominate (Brown, 2024). International reporting and empirical reviews highlight growing concern that unpaid or under-paid internships can depress wages, favour students from advantaged socioeconomic backgrounds, and displace entry-level paid positions, thereby reinforcing inequality rather than ameliorating it (Moro, 2018). These patterns have been documented in ILO analyses and recent sector reviews that link poor quality internships to negative wage and career outcomes for some cohorts, while also pointing to a large unmet demand for high-quality placements relative to student interest (Jeong, 2026). Such evidence frames internships as both HRM tools and legal or regulatory problems that require integrated study.

In national contexts the regulatory architecture for internships often sits at the intersection of labour law, education policy, and employer practice, producing gaps between statutory intent and workplace reality. In Indonesia, for example, internship governance is addressed through instruments, such as Ministry regulation on domestic apprenticeship or traineeship programs (Minister of Manpower Regulation Number 6 of 2020) and provisions within the national Manpower Act, yet commentators note ambiguities in scope, enforcement, and protections for interns, especially where internships are organized outside formal apprenticeship schemes (Milenia et al., 2022). These legal instruments set a baseline for protection but leave open questions about monitoring, sanctions for non-compliance, and the role of employers and educational institutions in ensuring genuine learning outcomes.

Theoretical lenses from Human Resource Management (HRM) and labour law help explain why mismatches between learning objectives and employer incentives occur and how legal design can influence organizational behaviour (Sadikin et al., 2023). Human capital theory and signalling frameworks suggest internships are mechanisms for skills accumulation and employer screening, while organizational justice and institutional theory explain why firms may either invest in quality supervision or treat interns as low-cost labour (Rodrigues et al., 2020). Comparative policy research (drawing on analyses of apprenticeships and workplace learning) indicates that employer engagement, clear competency frameworks, and enforceable standards improve both employability and compliance. The Organization for Economic Co-operation and Development (OECD) work on apprenticeship quality similarly underscores the importance of aligning workplace practice with curricular and legal standards to maximize social returns (McCann & Stewart, 2024). These theories provide the conceptual backbone for a study that links HRM practices to labour law protections in internship settings.

This paper therefore has three principal objectives. First, it seeks to map the institutional and legal frameworks that regulate internships and trainee programs, identifying gaps between

statutory provisions and on-the-ground practice. Second, it aims to analyze how firm-level HRM policies (recruitment, supervision, evaluation, and compensation) mediate intern learning quality and exposure to exploitation (Xie et al., 2022). Third, the study evaluates the effects of different legal and HRM arrangements on measurable outcomes such as skill acquisition, post-internship employment/retention, and incidences of labour rights violations, with a view to proposing actionable policy and managerial recommendations. These objectives respond to both an academic gap (integrating HRM and labour law analysis) and a practical need for evidence-based reform.

Prior empirical and comparative studies inform this agenda but also reveal important limits. Research on unpaid internships and legal responses in multiple jurisdictions has documented how ambiguous classification and weak enforcement undermine protections, while program evaluations (including World Bank-supported youth internships projects) report modest employer retention rates and mixed skills outcomes when internships lack structured assessment and follow-up (Solomon, 2022). Scholarly work on the legal regulation of internships underscores variation across countries in whether interns are deemed employees, trainees, or students for labour law purposes, classification that has major consequences for rights and remedies (Samanta, 2024). Building on these studies, the present research adopts a mixed-methods approach to connect legal analysis with organizational behaviour and outcome measurement.

2. METHODS

This study adopts a normative-juridical approach centered on the national labour law (including the Manpower Act) coupled with a conceptual HRM framework (Rizkia & Hardi, 2023). Data are gathered exclusively through library research, systematic collection of primary legal materials (statutes, ministerial regulations, court decisions, official Memorandum of Understanding (MoU)) and secondary literature (academic books, peer-reviewed articles, policy reports, and doctrinal commentaries), and the analysis proceeds deductively: doctrinal interpretation is used to extract legal norms, obligations, and gaps concerning internship regulation, after which these legal findings are conceptually synthesized with HRM theories on internship design, supervision, compensation, and compliance to derive normative conclusions and policy recommendations (Fife & Gossner, 2024). Methodological rigor is maintained through careful source triangulation, critical textual interpretation, transparent coding of legal provisions, and explicit statement of analytical steps and limitations.

3. RESULTS AND DISCUSSIONS

3.1. Legal Approach: Regulation of Apprenticeships in the Employment Law

Law Number 13 of 2003 on Employment frames apprenticeship as an integral part of vocational training. Article 21 of that law states that vocational training may be conducted through an apprenticeship system. In other words, internships are explicitly recognized as a form of structured training (Rindika & Ngaisah, 2023). Article 22 further establishes legal requirements by stipulating that apprenticeships must be based on a written agreement that sets out the rights and obligations of the parties and the duration of the placement (Safitri et al., 2024). This written agreement is mandatory and an internship that is not concluded in writing is considered invalid. If an internship lacks a written agreement the status of the intern may be converted into that of an employee of the host company under the law.

Recent statutory provisions clarify the mechanics of apprenticeship agreements. Minister of Manpower Regulation Number 6 of 2020 requires that every apprenticeship contract specify the rights and obligations of the participant and the organizer, the apprenticeship program, the duration and the amount of the allowance (Roulina & Nugroho, 2024). These requirements emphasize the existence of a clear contractual bond between the parties. Likewise Article 22 paragraph (3) of the Manpower Act confirms that without a written

contract the intern's status may automatically change to that of a permanent worker who is entitled to full wages (Sarwono & Hoesein, 2025). Together these rules operate to ensure that fundamental intern rights are protected and that training objectives are achieved in accordance with legal norms. The combined effect of statute and regulation therefore establishes a deductive legal logic that supports both administrative oversight and formal protection for interns.

Within this legal framework interns enjoy a range of rights that are guaranteed by both the Manpower Act and the ministerial regulation. The explanatory note to Article 22 and Article 13 paragraph (1) of the ministerial regulation enumerate these rights including supervision by an instructor or mentor fulfilment of contractual entitlements access to occupational safety and health facilities an allowance social security coverage and an apprenticeship certificate. The Manpower Act also explicitly provides the right to a competency certificate for participants who complete the apprenticeship program under Article 23 (Rangkuti, 2025). Each of these components reinforces the position of internships as legally protected work learning programs. Accordingly, the regulations establish comprehensive safeguards to prevent interns from being treated unilaterally by employers. These safeguards aim to balance educational objectives with labour protections to secure both learning outcomes and basic worker rights.

As a consequence, the legislation also prescribes obligations for interns and for organizers of apprenticeship programs. For example, Article 14 of the Ministerial Regulation sets out participants' duties to comply with the agreement to complete the program to observe workplace rules and to protect the reputation of the organizer (Warda et al., 2024). Meanwhile host companies are obliged to provide training competent instructors appropriate training facilities and protections as required in Articles 15 and 16 of the regulation. The regulation further limits the number of interns to a maximum of twenty percent of total employees to prevent apprenticeships from being misused as a primary source of labour (Almukharima & Jalaludin, 2024). This numerical cap reflects a deliberate legal effort to preserve balanced industrial relations and to prevent the abuse of internship schemes. Together these duties and limits create a statutory architecture intended to protect interns while enabling structured workplace learning.

Despite this relatively comprehensive legal foundation, field practice continues to reveal significant deviations from statutory ideals. Studies and reports indicate that some companies treat internships primarily as a source of low-cost labour rather than as structured learning opportunities (Rodrik & Sandhu, 2025). In many cases, employers assign tasks that exceed the intended scope of training and they fail to provide adequate mentorship and supervision (Nida et al., 2024). Such practices produce a clear gap between the objectives of the law and the realities of workplace implementation. Violations such as payment below legal standards or the provision of internships without proper certification indicate that the law is not always effectively enforced (Brudney et al., 2023). These implementation gaps highlight the need for stronger monitoring and enforcement mechanisms to ensure compliance.

Compensation for interns remains a particularly contentious issue in practice. The law recognizes an intern entitlement to an allowance and Article 13 paragraph (2) of the Ministerial Regulation specifies components of that allowance including transport, meals, and incentives. However, there is no universally agreed minimum standard for allowances so the amount and nature of compensation vary widely across employers (Ervin et al., 2025). Many surveys and reports document instances where interns receive no compensation or amounts that do not cover basic expenses. This variability creates financial insecurity for interns and undermines the protective intent of the statutory provisions (Gomez et al., 2023). Addressing the compensation gap therefore requires clearer regulatory guidance and consistent enforcement to guarantee basic financial protection for internship participants.

Labour regulations also emphasize occupational safety and health as core components of internship rights. Interns are entitled to access safety and health facilities during their placement and organizers must enroll participants in social security schemes to provide insurance against workplace accidents (Talberg et al., 2024). For example, the legal information system of the Ministry of Manpower known as JDIH Ministry of Manpower references accident insurance protection for interns in its declarations. Ensuring compliance with these obligations requires active oversight and clear accountability mechanisms at both institutional and company levels (Sari, 2023). Without such monitoring organizers may neglect safety standards leaving interns exposed to unnecessary risk. Effective enforcement of safety provisions therefore remains central to realizing the protective aims of apprenticeship law.

At the end of an apprenticeship the law secures formal recognition for participants who complete the program. Article 23 of the Manpower Act entitles successful participants to recognition of their work competencies from the host company or a certifying body in the form of an apprenticeship certificate. This certificate functions as formal validation of the skills and learning outcomes achieved during the placement (Herlianto & Rahyasih, 2025). To operationalize this entitlement, employers, educational institutions and certifying bodies must collaborate to ensure that internship curricula meet recognized competency standards (Bisschoff & Massyn, 2024). Overall, a juridical review reveals a comprehensive legal framework governing intern rights obligations and the mechanics of apprenticeship programs in Indonesia but significant enforcement challenges persist. Strengthening oversight, improving dissemination of rules and enhancing coordination between labour authorities and the business sector are therefore essential steps to ensure that apprenticeships fulfil their intended role as legally protected vocational training programs.

3.2 Conceptual Human Resource Management (HRM) for Internship Design, Supervision, and Organizational Compliance

Internships should be analyzed as deliberate HRM instruments that simultaneously serve learning, recruitment, and organizational capability goals. From a conceptual standpoint, internships operate at the intersection of workforce planning and talent development, and they require explicit design choices that link learning objectives to on-the-job tasks (Thakur et al., 2024). Effective internship programs begin with clearly articulated competency outcomes that inform job design and supervisor selection (Syafudin & Purwanto, 2025). When organizations treat internships as strategic HRM activities, they create pathways for skill accumulation that benefit both interns and employers (Gerçek & Özveren, 2024). Conceptual models emphasize that the quality of an internship depends not only on task assignment but also on institutional supports such as mentoring, feedback loops, and assessment frameworks (Hora et al., 2024). Therefore, HRM theory suggests moving beyond episodic placements toward integrated programs that align curriculum, workplace tasks, and career pathways (Szkudlarek et al., 2024). Such alignment reduces the risk that internships become sources of free labour and instead positions them as investments in human capital. A conceptual HRM framing also foregrounds accountability mechanisms that allow organizations to measure program effectiveness and adapt accordingly.

Program design requires systematic attention to learning architecture, role clarity, and workload calibration to ensure that internships deliver meaningful development. A robust design specifies learning outcomes, maps those outcomes to daily responsibilities, and sequences tasks so that interns progressively build competence (Musa et al., 2025). Role clarity reduces idle time and role drift while workload calibration prevents the exploitation of interns as substitute labour. HRM frameworks recommend establishing standard operating procedures for supervision, feedback frequency, and formative assessment to maintain consistency across placements (Valencia-Forrester, 2026). Embedding reflective practice and structured learning activities within the workday enhances transfer of learning from tasks to enduring skills.

Furthermore, design features such as cohort-based learning, rotational assignments, and cross-functional exposure increase breadth of experience and employability. Organizations that codify these design elements into written program manuals create replicable and auditable internship systems. Ultimately, intentional program design is the primary safeguard against the conversion of internships into precarious employment.

Supervision and mentoring are central mechanisms through which organizations convert workplace exposure into demonstrable competence (Prendergast et al., 2025). Effective supervision requires trained mentors who understand adult learning principles and can scaffold tasks to intern ability levels. Mentoring relationships also provide psychosocial support, which increases intern engagement and reduces attrition from the program. From an HRM perspective, supervisor selection, training, and performance appraisal should explicitly include mentorship responsibilities and competencies (Osman et al., 2024). Feedback systems that combine regular formative reviews with a summative assessment produce clearer evidence of learning and can inform decisions about post-internship hiring (Arifin et al., 2025). Additionally, peer mentoring and group reflection sessions create social learning spaces that amplify individual supervision. Organizations should therefore invest in mentor capacity building as a core HRM activity rather than treat supervision as an optional add-on (Dasaklis et al., 2025). Well-structured supervision reduces ambiguity and elevates internship quality across cohorts.

Compensation and non-pecuniary incentives play a decisive role in shaping intern motivation, equity, and access to opportunities (Boudreaux et al., 2022). While monetary allowances address basic subsistence needs and signal organizational commitment, non-pecuniary incentives such as certificates, networking opportunities, and career guidance contribute to long-term returns. Conceptual HRM models argue for compensation policies that balance cost considerations with fairness and labour market signals (Chaudhary & Lakra, 2025). Transparent compensation frameworks reduce ambiguity and help prevent discriminatory practices that exclude students from lower socioeconomic backgrounds. In addition to direct allowances, employers can provide subsidized transport, meals, and access to professional development that together enhance the effective value of a placement (Bell et al., 2025). From an organizational justice perspective, perceived procedural fairness in how compensation and rewards are allocated influences intern satisfaction and future employer reputation (Uraon & Kumarasy, 2024). Therefore, HR policy design should integrate both financial and developmental incentives to uphold equity and program integrity.

Assessment and credentialing are critical to translating experiential learning into recognized competencies that matter in labour markets. HRM frameworks recommend competency-based assessments that link observable behaviours to performance criteria and that use triangulated evidence from supervisors, workplace artifacts, and reflective portfolios (Benayoune, 2024). Valid and reliable assessment systems enable organizations to certify intern achievements legitimately and to provide employers with verifiable signals of capability (Braxton, 2023). Portfolios and workplace assessments also support formative learning by highlighting areas for improvement during the placement rather than only at its conclusion. From a career management perspective, recognized credentialing increases the employability value of internships and supports equitable labour market entry (Scandurra et al., 2024). Employers and educational institutions should therefore co-design assessment rubrics to ensure alignment with sectoral competency frameworks. Institutionalizing such assessment practices strengthens the credibility of internships as genuine training rather than mere work arrangements.

Organizational culture and ethical leadership shape whether internships function as developmental platforms or as sources of exploitation. A learning-oriented culture normalizes coaching, tolerates early-stage mistakes, and rewards knowledge sharing, thereby making internships productive for both parties (Lourie, 2026). Ethical leadership promotes respect for intern rights, adherence to agreed duties, and responsiveness to grievances, which reduces the

likelihood of misconduct and legal exposure. HRM interventions that cultivate inclusive cultures include onboarding programs, codes of conduct specific to interns, and transparent grievance channels that are accessible to non-permanent staff (Narayanswamy, 2025). Cultural signals from top management about the value of training materially influence line managers' behaviour toward interns. Organizations with mature learning cultures also integrate internship outcomes into broader workforce analytics and succession planning (Elugbaju et al., 2024). Thus, culture change is a necessary complement to formal policies if internships are to realize their intended developmental benefits.

Governance, policy clarity, and compliance systems are indispensable to align organizational practice with legal obligations and ethical norms. HRM governance should codify contractual templates, supervision protocols, and safety procedures that reflect statutory requirements and sectoral standards. Compliance mechanisms such as periodic audits, mandatory reporting, and internal sanctions for breaches provide deterrence against misuse (Netshifhefhe et al., 2024). HR information systems can be configured to track intern status, duration, compensation, safety training, and certification outcomes to enable rapid oversight and external reporting (Lakhamraju, 2025). Collaboration with legal and compliance units helps ensure that program designs do not inadvertently create employment relationships that carry unanticipated liabilities. In addition, partnerships with educational institutions and industry associations facilitate benchmarking and the diffusion of good practices. Effective governance therefore operationalizes the bridge between conceptual HRM design and enforceable organizational behaviour.

In synthesis, a conceptual HRM approach reframes internships as strategic investments that require coherent design, robust supervision, fair compensation, rigorous assessment, supportive culture, and strong governance (Ward, 2025). When these components are integrated, internships can function as credible pathways to employment and as mechanisms for organizational capability building. Conversely, neglecting any single component creates openings for exploitation, legal risk, and reputational harm. From a policy perspective, HRM concepts offer practical instruments that complement legal frameworks by shaping employer incentives and internal controls. Therefore, normative recommendations should encourage regulators to promote not only minimum legal standards but also incentives for organizations to adopt comprehensive HRM practices. Aligning HRM theory with statutory design will increase the probability that internships deliver equitable learning and legitimated access to the labour market.

4. CONCLUSION

In conclusion, the doctrinal review finds that Indonesian labour law establishes a robust statutory scaffold for apprenticeship yet leaves critical gaps in implementation and enforcement. Law Number 13 of 2003 on Employment recognizes apprenticeship as a form of structured vocational training and mandates written apprenticeship agreements that define rights, obligations, and duration, while Minister of Manpower Regulation Number 6 of 2020 further specifies contractual contents, allowance components, and administrative limits designed to prevent abuse. Together these instruments create clear legal standards for supervision, occupational safety, social security inclusion, and formal recognition through competency certificates, thereby framing internships as legally protected learning arrangements. Nevertheless, empirical indicators and sectoral reports point to recurring deviations such as unpaid or underpaid placements, task assignments that exceed training objectives, and internships operating without proper written agreements or certification. These compliance shortfalls reveal weaknesses in monitoring capacity, ambiguous allowance benchmarks, and limited sanctions that reduce deterrence against misuse.

The conceptual HRM conclusion emphasizes that legal protections alone are insufficient unless organizations embed internship programs within coherent HRM systems that treat

placements as strategic investments in talent and capability. High quality internships require deliberate program design that links competency outcomes to daily tasks, calibrated workloads that prevent displacement of regular staff, and formal supervision and mentoring frameworks that are recognized in supervisor selection and appraisal processes. Fair and transparent compensation policies combined with developmental incentives enhance equity and access while credible assessment and credentialing practices translate experiential learning into verifiable labour market signals. Moreover, a learning-oriented organizational culture and ethical leadership are essential to normalize coaching, protect intern rights, and sustain accountability for program quality. Governance tools such as contractual templates, HR information tracking, internal audits, and grievance channels operationalize compliance and reduce legal risk.

5. REFERENCES

- Adeosun, O. T., Shittu, A. I., & Owolabi, T. J. (2022). University Internship Systems and Preparation of Young People for World of Work in the 4th Industrial Revolution. *Rajagiri Management Journal*, 16(2), 164–179. <https://doi.org/10.1108/ramj-01-2021-0005>
- Almukharima, R., & Jalaludin, J. (2024). Analisis Perhitungan Upah Lembur Karyawan Magang Kerja di PT. Kinenta dalam Perspektif Ekonomi Syariah. *JAMMIAH (Jurnal Ilmiah Mahasiswa Ekonomi Syariah)*, 4(1), 1–17.
- Arifin, Z., Khurohman, F., Sururi, & Nurillah, S. (2025). Strengthening Educational Administrator Competencies Through Internship Management: A Comparative Study in Indonesian Higher Education. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 6(3), 358–374. <https://doi.org/10.31538/munaddhomah.v6i3.1760>
- Bell, A., Khan, M., Sibir, L., Soanes, T., & Tran, T. (2025). Ameliorating Placement Poverty: Insights From OECD Countries. *Journal of Higher Education Policy and Management*, 47(3), 299–316. <https://doi.org/10.1080/1360080X.2025.2469356>
- Benayoune, A. (2024). Competency-Based Framework Development and Implementation: Current and Future Perspectives. *Information Management and Business Review*, 16(3), 606–615.
- Bisschoff, Z. S., & Massyn, L. (2024). A Conceptual Soft Skills Competency Framework for Enhancing Graduate Intern Employability. *Higher Education, Skills and Work-Based Learning*, 15(7), 66–81. <https://doi.org/10.1108/HESWBL-08-2023-0239>
- Boudreaux, C. J., Elert, N., Henrekson, M., & Lucas, D. S. (2022). Entrepreneurial Accessibility, Eudaimonic Well-Being, and Inequality. *Small Business Economics*, 59(3), 1061–1079. <https://doi.org/10.1007/s11187-021-00569-3>
- Braxton, S. N. (2023). Competency Frameworks, Alternative Credentials and the Evolving Relationship of Higher Education and Employers in Recognizing Skills and Achievements. *International Journal of Information and Learning Technology*, 40(5), 373–387.
- Brown, N. (2024). Balancing Opportunity and Exploitation: Unpaid Internships in Sports Nutrition. *Frontiers in Nutrition*, 11(8), 1–4. <https://doi.org/10.3389/fnut.2024.1462046>
- Brudney, J. J., Alford, W., Andrias, K., Bagchi, A., Bellace, J., Chamallas, M., Fenwick, C., Gordon, J., Leclercq, D., Sankaran, K., Swepston, L., Waas, B., & Zipursky, B. (2023). Hiding in Plain Sight: An ILO Convention on Labor Standards in Global Supply Chains. *Chicago Journal of International Law*, 274(2), 272–341.
- Chaudhary, D., & Lakra, N. (2025). Dynamic Compensation Models for a Changing Workforce: Theoretical Perspectives and Emerging Trends. In *People, Profits, and Policy: Redefining Workforce Economics and Financial Strategy in a Disruptive Era* (pp. 42–59).
- Dasaklis, T. K., Giannopoulos, P. G., Koutras, D., Malamas, V., & Chountalas, P. T. (2025). Large Language Models in Human Resource Management: A Systematic Literature Review of Applications, Open Issues and Future Research Directions. *SSRN (Social Science Research Network)*, 1(1), 1–42.

- Elugbaju, W., Alabi, O., Kasope Elugbaju, W., Okeke, N. I., & Alabi, O. A. (2024). Human Resource Analytics as a Strategic Tool for Workforce Planning and Succession Management. *International Journal Of Engineering Research And Development*, 20(11), 744–756. www.ijerd.com
- Ervin, J., Lamontagne, A., Shahidi, F., Taouk, Y., Smith, P., & King, T. (2025). Precarious, Non-standard and Informal Employment: A Glossary. *Journal of Epidemiology and Community Health*, 79(9), 664–669. <https://doi.org/10.1136/jech-2024-223428>
- Fife, S. T., & Gossner, J. D. (2024). Deductive Qualitative Analysis: Evaluating, Expanding, and Refining Theory. *International Journal of Qualitative Methods*, 23(1), 1–12. <https://doi.org/10.1177/16094069241244856>
- Gerçek, M., & Özveren, C. G. (2024). Developing Career Resources Through Work-Based Learning: A Qualitative Study on Internship Experiences. *Business and Economics Research Journal*, 15(3), 291–307. <https://doi.org/10.20409/berj.2024.446>
- Gomez, M. P. J., Bojica, A., Martínez-del-Río, J., & Karaja, R. (2023). Designing Successful Internships: Exploring the Role of Duration, Formalization and Motivational Practices. *Education and Training*, 65(3), 433–453. <https://doi.org/10.1108/ET-12-2021-0480>
- Havelka, T. V. (2024). Future Labor Market Transformation: Employment Structure and Skill Demand in a Digitalized Society. *Future Publishing House*, 1(1), 1–7.
- Herlianto, J. I., & Rahyasih, Y. (2025). Enhancing Graduate Competitiveness Through Competency Assessor Training: Implications for Certification System Development. *AL-ISHLAH: Jurnal Pendidikan*, 17(4), 7412–7422. <https://doi.org/10.35445/alishlah.v17i4.7940>
- Hora, M. T., Chen, Z., Wolfgram, M., Zhang, J., & Fischer, J. J. (2024). Designing Effective Internships: A Mixed-Methods Exploration of the Sociocultural Aspects of Intern Satisfaction and Development. *Journal of Higher Education*, 95(5), 579–606. <https://doi.org/10.1080/00221546.2023.2241330>
- Jeong, S. J. (2026). Quality of Employment of High School Graduates: Focusing on the Effect of Student Vocational Education and Training Experience. *International Journal of Training and Development*, 1(1), 1–16. <https://doi.org/10.1111/ijtd.70024>
- Lakhamraju, M. V. (2025). Strategic HR Technology Transformation: Bridging Compliance and Financial Audit Readiness. In *The AI Audit: Accountability, Integrity, and the Future of Finance* (pp. 76–85). <https://doi.org/10.48001/978-81-988770-4-8-8>
- Lourie, D. B. (2026). The Culture Cure: Behavioral Supervision and the Regulation of Financial Institutions. *Mercer Law Review*, 77(2), 627–719.
- McCann, D., & Stewart, A. (2024). Quality, Formality and the Evolution of International Labour Law: The New ILO Quality Apprenticeships Standard. *Industrial Law Journal*, 53(4), 638–678. <https://doi.org/10.1093/indlaw/dwae012>
- Milenia, F. C., Karsona, A. M., & Singadimedja, H. N. (2022). Perlindungan Peserta Magang dalam Praktik Unpaid Internship Ditinjau dari Peraturan Ketenagakerjaan di Indonesia. *Jurnal Sains Sosio Humaniora*, 6(1), 125–143. <https://doi.org/10.22437/jssh.v6i1.19425>
- Moro, M. (2018). *Revolution 4.0: Assessing Labour and Welfare* (Issue 1).
- Mseleku, Z. (2024). Transitioning from Higher Education to the Labour Market: The Role of Graduate Internship on Youth Graduate Employability. *Cogent Education*, 11(1), 1–15. <https://doi.org/10.1080/2331186X.2024.2428069>
- Musa, S., Nurhayati, S., & Boriboon, G. (2025). The Effect of Internships on Graduates' Employability, Soft Skills, and Digital Competence. *Educational Process: International Journal*, 17(1), 1–31. <https://doi.org/10.22521/edupij.2025.17.306>
- Narayanswamy, R. (2025). Basic of Human Resource Management. In *Basic of Human Resource Management* (pp. 19–26). Wisdom Press.
- Netshifhefhe, K., Netshifhefhe, M., Mupa, N. M., & Murapa, A. K. (2024). The Role of Forensic Audits in Strengthening Corporate Governance and Mitigating Compliance Risks. *Iconic*

- Research and Engineering Journals (IRE), 8(4), 427–445. <https://www.researchgate.net/publication/385318601>
- Nida, S., Tyas, A. S. A., Putri, N. E., Larasanti, A., Widoyopi, A. A., Sumayyah, R., Listiana, S., & Espresso, A. (2024). A Systematic Review of the Types, Workload, and Supervision Mechanism of Community Health Workers: Lessons Learned for Indonesia. *BMC Primary Care*, 25(1), 1–14. <https://doi.org/10.1186/s12875-024-02319-2>
- Osman, A., Opoku, V., & Kyeraa, A. (2024). The Impact of Performance Appraisal Systems on Employee Motivation and Organizational Success: A Comprehensive Review of Best Practices and Challenges. *Convergence Chronicles*, 5(5), 83–92. <http://creativecommons.org/licenses/by/4.0/>
- Prendergast, N., Rahman, R., Boakye, P., Fu, V., Venzon Cruz, E., Maina, G., Grinspun, D., & Wong, J. (2025). Equity-Oriented Mentorship for Internationally Educated Nurses: A Rapid Review. *Journal of the Society of Internationally Educated Nurses*, 2(1), 1–58. <https://doi.org/10.31542/kvekym90>
- Rangkuti, M. Y. (2025). Kontrak Magang sebagai Hubungan Kerja Terselubung: Tinjauan terhadap Ambiguitas Regulasi dan Pengawasan Ketenagakerjaan. *Neoclassical Legal Review: Journal of Law and Contemporary*, 4(1), 44–51.
- Rindika, T. A., & Ngaisah, S. (2023). Perlindungan Hukum bagi Pekerja Magang Ditinjau dari Peraturan Perundang-Undangan Tentang Ketenagakerjaan. *Journal of Police and Law Enforcement*, 1(1), 48–60.
- Rizkia, N. D., & Hardi, F. (2023). Metode Penelitian Hukum (Normatif dan Empiris). *Widina Media Utama*.
- Rodrigues, R., Butler, C. L., & Guest, D. (2020). Evaluating the Employability Paradox: When Does Organizational Investment in Human Capital Pay Off? *International Journal of Human Resource Management*, 31(9), 1134–1156. <https://doi.org/10.1080/09585192.2019.1704825>
- Rodrik, D., & Sandhu, R. (2025). Servicing Development: Productive Upgrading of Labor-Absorbing Services in Developing Economies. *Policy Analysis*, 16(2), 306–318.
- Roulina, C. G., & Nugroho, A. A. (2024). Implikasi Kebijakan Pemberian Uang Saku dengan Ketidakpastian Jam Kerja Magang berdasarkan Perspektif Hukum Ketenagakerjaan. *Jurnal USM Law Review*, 7(3), 2006–2026. <https://doi.org/10.26623/julr.v7i3.10980>
- Sadikin, A., Yodiansyah, H., Budiasih, Y., Sugiarti, S., & Kusnadi, I. H. (2023). Adaptive Human Resource Management in Confrontation of Globalization's Challenges. *Jurnal Ekonomi*, 12(2), 1761–1767. <https://doi.org/10.54209/ekonomi.v12i02.2096>
- Safitri, A. H., Putri, K. A., Rahmadani, A. E., Lestari, D. I., Larisa, D. M. R., Zahra, H., Halizhah, N., & Putri, R. (2024). Tinjauan Yuridis Atas Keadilan dalam Pemberian Upah Bagi Peserta Magang Berdasarkan Peraturan Peraturan Ketenagakerjaan di Indonesia. *Media Hukum Indonesia (MHI)*, 2(4), 632.
- Samanta, A. (2024). Internships Through the Lens of Labour Law: A Critical Analysis. *Indian Journal of Legal Review (IJLR)*, 4(2), 33–43.
- Sari, R. (2023). Enhancing Corporate Governance through Effective Oversight and Accountability. *Advances: Jurnal Ekonomi & Bisnis*, 1(6), 344–356. <https://doi.org/10.60079/ajeb.v1i6.291>
- Sarwono, E., & Hoesein, Z. A. (2025). Kepastian Hukum dan Perlindungan Hak Peserta Pemagangan Sebagai Implementasi UUD 1945 Guna Pekerjaan dan Penghidupan Layak. *Jurnal Retentum*, 7(1), 65–80.
- Scandurra, R., Kelly, D., Fusaro, S., Cefalo, R., & Hermansson, K. (2024). Do Employability Programmes in Higher Education Improve Skills and Labour Market Outcomes? A Systematic Review of Academic Literature. *Studies in Higher Education*, 49(8), 1381–1396. <https://doi.org/10.1080/03075079.2023.2265425>
- Solomon, M. (2022). Unpaid and Overworked: A Study of Unpaid Internships, Labor Law, and

- the Long Struggle for Fair Treatment in the American Workplace. *N.Y.U. American Public Policy Review*, 2(1), 1–27. <https://doi.org/10.21428/4b58ebd1.8a535be3>
- Syafrudin, F., & Purwanto, R. (2025). Effect of Internship Programs on the Work Competence of College Students. *Transformative Education Studies*, 1(3), 94–100.
- Szkudlarek, B., Nardon, L., & Toh, S. M. (2024). A Temporal Perspective on Refugee Employment: Advancing HRM Theory and Practice. *Human Resource Management Journal*, 34(2), 275–291.
- Talberg, H., Dayaram, T., Geel, S., Mthembu, S., Nthangeni, R., Pillay, S., & Burgess, T. L. (2024). Undergraduate Students' Choices Around Community Service and Internship: A Single Faculty Study. *South African Journal of Physiotherapy*, 80(1), 1–11. <https://doi.org/10.4102/sajp.v80i1.1980>
- Thakur, R., Chavan, M., Vasoya, A., Kasturiwale, H., Ghosh, S., & Mishra, S. (2024). Bridging Academia and Industry: A Study on the Skill Development Effects of Internships and On-The-Job Training Programs. *Educational Administration Theory and Practices*, 30(4), 5706–5709. <https://doi.org/10.53555/kuey.v30i4.2276>
- Uraon, R. S., & Kumarasy, R. (2024). The Impact of Justice Perceptions of Performance Appraisal Practices on Job Satisfaction and Intention to Stay: The Mediating Role of Job Engagement. *Employee Relations: The International Journal*, 46(2), 408–431.
- Valencia-Forrester, F. (2026). A Peer Review Model for Supervised Work Integrated Learning Assessment: Design Principles and Implementation Framework. *Assessment and Evaluation in Higher Education*, 1(1), 1–22. <https://doi.org/10.1080/02602938.2026.2620646>
- Ward, T. H. (2025). Evaluating the Balanced Scorecard for strategic HRM in a Higher Education Institution (Issue 6). Anglia Ruskin University.
- Warda, N. T., Rusly, F., & Firdausiyah, V. (2024). Analisis Perlindungan Hukum Terhadap Pekerja Harian Lepas Menurut Undang-Undang No. 13 Tahun 2003 tentang Ketenagakerjaan. *ASSYAR ' I: Jurnal Bimbingan Dan Konseling Keluarga*, 6(1), 2221–2231. <https://doi.org/10.47476/assyari.v6i2.7072>
- Xie, Y., Boadu, F., Chen, Z., & Ofori, A. S. (2022). Multinational Enterprises' Knowledge Transfer Received Dimensions and Subsidiary Innovation Performance: The Impact of Human Resource Management Practices and Training and Development Types. *Frontiers in Psychology*, 13(1), 1–20. <https://doi.org/10.3389/fpsyg.2022.886724>