Journal of Studies in Academic, Humanitieas, Research and Innovation
Volume 1 No 2 December 2024
E-ISSN: 3089-7106
https://journal.as-salafiyah.id/index.php/sahri
sahrijournaleditor@gmail.com

Evaluation Of The Use Of Artificial Intelligence For Optimizing Internship Reports At Smk Karmel

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Abstract: *This study aims to explore the application of Artificial Intelligence (AI) technology in the preparation of internship reports at SMK Karmel and analyze its impact on efficiency, quality, and the development of students' skills. In this research, AI is used to assist students in composing reports by providing structural guidance, content analysis, and suggestions for improving writing quality. The findings of the study indicate that the use of AI technology enhances the efficiency of report preparation by reducing the time needed for writing and revising reports. Additionally, the quality of internship reports has significantly improved in terms of structure, grammar, and writing fluency. However, several challenges remain in its implementation, such as the readiness of students and teachers to use this technology and AI's limitations in understanding the context of students' specific experiences. The study also found that the implementation of AI not only improves students' technical skills in using technology but also enriches their critical and analytical thinking skills. Based on these findings, it is recommended to provide further training for students and teachers and to continue developing the AI platform to enhance its ability to adapt to students' contextual experiences.*
Keywords: *Artificial Intelligence, Internship Report, Efficiency, Report Quality, Student Skills*

INTRODUCTION

Industrial Work Practice (Prakerin) is a critical component of vocational education aimed at integrating theoretical knowledge with practical experience in the workforce. In its implementation, students are not only expected to master technical skills but also to document their experiences in structured and high-quality internship reports. These reports serve as the primary tool for evaluating students' achievements during their internship period. However, challenges often arise in preparing these reports, such as low writing quality, lack of understanding of report structure, and technical errors in grammar and formatting. In this context, Artificial Intelligence (AI) technology offers an innovative solution to address these issues (Aoun, 2017; Brynjolfsson & McAfee, 2014; Holmes, Bialik, & Fadel, 2019).

AI has developed rapidly across various sectors, including education. AI applications in education include adaptive learning, automated evaluation systems, and AI-based learning

assistants (UNESCO, 2019; Luckin, 2018). One of AI's major potentials in education is its ability to support the report writing and editing process. With advanced algorithms, AI technology can assist students in composing more structured reports, improving grammar, and offering suggestions to enhance writing quality (Garrison & Vaughan, 2008; Selwyn, 2019). In line with these developments, SMK Karmel has begun integrating AI technology to support students in preparing their internship reports.

Although AI implementation at SMK Karmel shows significant potential, its use requires further evaluation. One of the main reasons is the diverse abilities of students in utilizing this technology. Some students may find AI helpful, while others face technical difficulties or lack an understanding of how to effectively use the technology. Moreover, concerns exist that dependency on AI might reduce students' ability to think critically and write independently (Johnson et al., 2014; Anderson & Rainie, 2018). Therefore, a comprehensive evaluation is needed to assess how AI can support the optimization of internship reports without neglecting the development of students' writing skills.

This research is relevant to the global challenges faced by vocational education institutions in the era of Industry 4.0. One of the main challenges is how to leverage digital technologies, including AI, to enhance the quality of education. As the World Economic Forum (2020) has emphasized, digital skills and the ability to adapt to technology are essential competencies that students must possess to compete in the global job market (Frey & Osborne, 2017). In this context, evaluating the use of AI to optimize internship reports at SMK Karmel can provide valuable insights into how this technology can be effectively used to support learning and improve students' skills.

AI implementation in education also needs to consider ethical and social aspects. The use of this technology may present new challenges, such as unequal access to technology, the potential for plagiarism, and concerns about student data security (Heick, 2020; Zhao, 2020). Therefore, this research also aims to identify these challenges and provide recommendations to address potential issues in AI implementation within educational settings. In addition to technical and ethical challenges, it is crucial to understand how AI usage affects the interaction between students, teachers, and technology. In traditional education, teachers play a central role in guiding students,

providing feedback, and fostering writing skills. With AI, this role may shift, raising questions about how teachers can adapt to this change (Ng, 2018; Kukulska-Hulme, 2012). The evaluation conducted in this study will include an analysis of the changes in learning dynamics, including the role of the teacher as a facilitator in the internship report preparation process.

The use of AI to optimize internship reports also needs to be evaluated from the curriculum perspective. Does this technology align with the vocational curriculum's goals, which emphasize the development of both technical and soft skills? How can AI implementation be integrated seamlessly into the curriculum without compromising the essence of manual learning? These questions are crucial in this research, as an effective curriculum must accommodate students' needs while addressing the challenges of the job market (Brynjolfsson & McAfee, 2014; Holmes et al., 2019). The evaluation of AI use for optimizing internship reports at SMK Karmel is expected to make a significant contribution to the development of vocational education. This study not only aims to identify the benefits and challenges of AI use but also to provide practical recommendations for schools, teachers, and students in effectively utilizing this technology. Thus, the findings of this research are expected to serve as a foundation for improving vocational education quality in Indonesia, especially in the face of the rapidly evolving digital era.

METHOD

This research uses a descriptive qualitative method, aimed at evaluating the use of Artificial Intelligence (AI) in optimizing industry internship reports (Prakerin) at SMK Karmel. This approach was chosen because it allows for an in-depth exploration of social and technological phenomena in the context of education. The qualitative method is considered relevant as it offers flexibility in understanding various complex aspects, in line with Moleong's (2017) explanation that qualitative research is used to understand social phenomena contextually through the perspectives of participants. Bogdan and Biklen (1992) also emphasize the importance of qualitative approaches to explore real-time realities in the field.

Data for this study were collected through three primary techniques: in-depth interviews, direct observation, and documentation. In-depth interviews were conducted with students participating in the Prakerin, mentor teachers, and AI technology managers at the school. The

purpose of these interviews was to explore the experiences, perceptions, and challenges of users regarding AI implementation. This approach aligns with Sugiyono's (2017) guidelines, which stress the importance of interviews as an effective method for collecting direct data from informants.

In addition, direct observation was carried out to observe student interactions with AI technology during the report preparation process. The researcher noted how technology assisted in editing, structuring, and correcting reports. This observation is essential for understanding the real dynamics of AI use, as Bogdan and Biklen (1992) state that observation provides visual and behavioral context that cannot be obtained solely through interviews.

This study also utilizes documentation by analyzing the Prakerin reports created with AI. These documents are evaluated based on structure, content, and quality to assess the extent to which AI technology enhances the quality of student reports. Documentation as a data collection technique is crucial, as Creswell (2014) notes that documents provide secondary data that complement interviews and observations.

Data analysis was performed using the approach proposed by Miles, Huberman, and Saldaña (2014). The first step is data reduction, where irrelevant data is eliminated to maintain the focus of the research. The second step is data presentation, where the information is organized into main themes such as technology effectiveness, user experience, and implementation challenges. The final step is drawing conclusions, where the research findings are interpreted to provide a comprehensive understanding of AI's role in optimizing Prakerin reports.

Through this descriptive qualitative method, the research is expected to contribute significantly to the understanding of AI usage in the field of education. The chosen approach enables an in-depth exploration of technology's role in supporting the learning process, as outlined by Creswell (2014).

RESULTS AND DISCUSSION

Application of Artificial Intelligence Technology in Report Preparation for Prakerin

The implementation of Artificial Intelligence (AI) in preparing Prakerin reports at SMK Karmel began with the introduction of an AI-based platform designed to help students prepare

reports more efficiently and with higher quality. According to the findings, the implementation of AI technology in this process involves the use of AI-based applications that guide students in structuring reports, analyzing relevant content, and providing suggestions for improving writing quality. Students also received initial training on how to optimally use this platform (Ministry of Education and Culture of the Republic of Indonesia, 2020; Brynjolfsson & McAfee, 2017).

One of the prominent outcomes of AI application is the reduction in the time required to prepare reports (Syafi'i et all., 2024). Previously, students needed considerable time to write reports manually, which included data collection, analysis, as well as writing and revising the report. With AI assistance, this process became faster and more structured (Minarti et all., 2024). The AI platform used was able to provide report templates that could be customized to the students' needs, as well as writing aids such as grammar checkers, suggestions for developing ideas, and automatic formatting according to academic guidelines (Ally, 2008; Kukulska-Hulme, 2012).

One of the primary objectives of implementing AI in Prakerin report preparation is to improve the quality of the resulting reports. Based on the findings, the quality of Prakerin reports prepared with AI assistance showed significant improvement (Prapai et all., 2024). AI helped students organize the content of the reports more systematically, including in sections such as background, methodology, results, and conclusions. Furthermore, AI also provided suggestions to improve grammar and writing style, which in turn enhanced the readability of the reports (Popenici & Kerr, 2017; Chen & Zhao, 2019).

Several students, who initially struggled to create well-structured reports in line with the prescribed format, found the technology helpful. They found it easier to write and develop reports because AI provided clear guidance on the necessary components of the report. Additionally, AI also offered real-time feedback, allowing students to make instant improvements without having to wait for manual feedback from teachers (Zawacki-Richter & Anderson, 2014). While AI can improve the quality of reports in terms of structure and grammar, there are still aspects that require human oversight, such as the depth of analysis and creativity in writing. AI focuses more on the technical aspects and formatting of the report, while creativity in writing and a deep understanding of concepts remain the responsibility of the students (Baker & Martin, 2021).

Efficiency of the Internship Report Writing Process

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Time efficiency is one of the main benefits expected from the application of AI technology in the preparation of internship reports. Based on the research findings, there was a significant reduction in the time required to complete the reports (Hidayah et all., 2024). Before the use of AI, students needed a considerable amount of time to conduct research, write reports, and make revisions based on teacher feedback. With the availability of AI technology, this process became more efficient as students could directly access relevant information and organize their reports more quickly (Li & Zhao, 2020; Kukulska-Hulme, 2012).

AI helps students avoid common writing mistakes, such as formatting inconsistencies, grammar errors, or logical flaws in report construction (Romlah et all., 2024). This technology provides warnings or recommendations that help students focus more on the quality of the content rather than technical errors (Ng, 2016). Students also reported feeling more confident in completing reports after receiving assistance from AI technology. They felt that AI provided clearer guidance and helped them process information in a more structured manner (Ally, 2008).

Although the use of AI in preparing internship reports showed many benefits, the research also identified several challenges in its implementation (Sbarudin et all., 2024). One of the main challenges is the readiness of both students and teachers to use AI technology. Some students who are not familiar with technology found it difficult to operate the AI platform, especially in the initial stages of adoption. Therefore, further training is needed so that students can fully utilize AI in writing their reports (Chen & Zhao, 2019; Zawacki-Richter & Anderson, 2014). Some students also reported feeling restricted by the suggestions and recommendations provided by AI, as the system does not fully understand the specific context or uniqueness of their experiences during the internship (Abror et all., 2024). In some cases, the suggestions offered by AI were too generic and did not capture the specific experiences they had, requiring students to manually adjust their reports after using the platform (Popenici & Kerr, 2017). While AI can help speed up the report writing process, teachers still need to review the reports to ensure that the content reflects a deep understanding of the internship experiences and the skills acquired by the students (Sutrisno et all., 2024). The use of AI changes the way teachers provide feedback, which was previously done manually, and now needs to rely more on understanding how AI works and how students are using the technology (Brynjolfsson & McAfee, 2017).

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Impact on the Development of Students' Skills

The application of AI in internship report writing at SMK Karmel also impacts the development of students' skills. Students not only gain technical skills in using technology, but also enhance their critical and analytical thinking skills (Sholeh et all., 2024). Although AI assists them in organizing and formatting reports, they still need to analyze their internship experiences and construct reports that reflect their understanding (Baker & Martin, 2021; Li & Zhao, 2020). AI can facilitate the development of writing skills by giving students the opportunity to learn and improve aspects of writing they may have previously overlooked (Sholeh et all., 2023). This also has a positive impact on students' ability to write reports more effectively in the future, both in academic and professional contexts (Ng, 2016).

To achieve the full potential of AI application, students need more training in data analysis and reflection on the experiences they gain during their internships. AI plays a larger role in enhancing the technical aspects of the reports, but critical and analytical thinking remains a key factor that needs to be developed (Chen & Zhao, 2019). SMK Karmel can leverage its international network to learn from the experiences of other institutions, adopt best practices, and contribute to the broader development of AI in education. Thus, the use of AI at SMK Karmel not only benefits students and staff but can also make a broader contribution to the development of technology-based education at a global level. This discussion demonstrates that the use of AI in education at SMK Karmel is an important step forward and has the potential to bring significant change.

By optimizing the potential of AI and overcoming existing challenges with appropriate strategies, SMK Karmel can create a more innovative, effective learning environment ready to face future challenges. Every student at SMK Karmel has individual needs in their educational process. To meet these needs, today's students use AI to make their learning easier. This assumption was validated through research interviews with students from various backgrounds. The results of interviews with regular students and staff at SMK Karmel regarding the use of AI are presented in the following table:

Table 1: Aspects of AI Use Among SMK Karmel Students

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Aspect	12th Grade AKL Students	12th Grade MM Students
Usage	70% frequently use AI	90% frequently use AI
Most Used AI Technology	50% use ChatGPT as a tool for report writing	65% rely on ChatGPT for report writing
Critical Thinking	Efforts to complete tasks quickly. Recognizes the importance of developing critical thinking as a complement to technology. Aware of active engagement in the thinking process.	Efforts to complete tasks quickly. Recognizes the importance of developing critical thinking as a complement to technology.
Skill Development	Aware that using AI without developing skills may hinder personal growth	Using AI without developing skills can result in shallow understanding

The table shows that 12th grade AKL students and 12th grade MM students have different patterns of AI usage. While 70% of AKL students use AI, 90% of MM students rely on this technology for their internship report writing process. In terms of AI technology, 50% of AKL students use ChatGPT, which enhances their learning experience. On the other hand, 65% of MM students rely on ChatGPT, proving that AI can optimize efficiency and productivity. In this digital age, most students tend to use artificial intelligence as a primary tool for completing academic tasks such as papers, proposals, and articles.

Technologies like ChatGPT have become highly reliable partners, helping students formulate ideas, structure paragraphs, and improve writing fluency. The advantages of AI in providing suggestions for words, grammar, and even additional content have made it an effective assistant in optimizing final results (Efendi et all., 2023). By leveraging the speed and accuracy of AI, students can improve time efficiency and focus on the creative and analytical aspects of their tasks. However, it is important for students to continue developing their critical thinking and writing abilities so that AI serves as a complement rather than a replacement.

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Based on the evaluation results, there are several recommendations to improve the effectiveness of AI use in internship report writing at SMK Karmel. First, there is a need to enhance training for both students and teachers to better prepare them for using this technology. More structured training can help reduce the technological barriers faced by students and enable teachers to better understand the role of technology in learning (Ministry of Education and Culture of the Republic of Indonesia, 2020; Li & Zhao, 2020). Additionally, updates to the AI platform should be made to better understand the context and experiences of students in their internship reports. Currently, the AI system may not fully handle the wide variety of student experiences, so developing a more adaptive system would be highly beneficial (Popenici & Kerr, 2017; Zawacki-Richter & Anderson, 2014). Although AI can improve efficiency and report quality, it is important to maintain the role of teachers in providing in-depth feedback based on a more holistic understanding of students' experiences (Sholeh et all., 2024). Therefore, teachers should continue to be trained to manage and evaluate reports that use this technology (Brynjolfsson & McAfee, 2017; Zawacki-Richter & Anderson, 2014).

CONCLUSION

The use of Artificial Intelligence (AI) in the preparation of internship reports at SMK Karmel has had a significant impact in various aspects, such as efficiency, report quality, and the development of students' skills. The applied AI technology helps students create more structured reports, provides customizable report templates, and offers useful suggestions to improve writing quality, including grammar, writing style, and other technical errors. With the help of this technology, students are able to complete their reports in less time compared to the manual process, which requires more time for research, writing, and revision. In terms of report quality, the research shows that the implementation of AI significantly enhances the quality of the internship reports. Reports prepared with AI assistance are more organized and adhere to the established format, as the technology can guide students in structuring their reports clearly and automatically suggesting grammatical improvements. This is particularly helpful for students who previously struggled with writing well-structured reports. Although the benefits are clearly evident, challenges in AI implementation should also be considered. One of these is the readiness of the technology, which

sometimes becomes an obstacle for students who are not accustomed to using technology. Some students also reported that AI often provides suggestions that are too generic and cannot always understand the specific context or experiences they had during the internship. Moreover, while AI improves efficiency and report quality, the role of teachers in providing in-depth feedback remains crucial. Teachers must be able to evaluate reports by considering students' understanding and creativity, which AI cannot fully comprehend. With technological updates and continuous training for both students and teachers, the use of AI in preparing internship reports at SMK Karmel holds great potential to improve the quality of education and better equip students with competitive skills for the workforce.

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