

# CHAPTER 1

## INTRODUCTION

### 1.1 Background

In 2045, Indonesia is forecasted to be the country that sits in the 4<sup>th</sup> (fourth) rank of world GDP (Sundaryanu , 2017). According to Triyono (2018), it is something that is very common for countries that has achieved its 100<sup>th</sup> independence to be in its era of window of demography. It is projected that Indonesia would have 340 million citizens with 207,9 millions of them being in their most productive phase; these future leaders are now obtaining education all over Indonesia (Kusnandar, 2022). As this event would be very beneficial for Indonesia to be more sophisticated in varieties of fields, the government of Indonesia is signifying potential sources such as sustainable economy, human capital investment, bettering national defence as well as equal development.

Therefore, having a revolutionary generation is necessary to accomplish this mission named “Indonesia Emas”. Indonesian government agrees that education is the main contributor that prepares future generation, and they are providing systemic policies that have the potential to resulting in vertical mobility (Triyono, 2018). Departing from this, the government believes that the increase of vocational education, and the alignment of knowledge in higher education are the answers to the changing of the structure of economy. Skilled labour is essential for competitive labour market (Kementrian PPN/ Bappenas , 2019).

As an institution of higher education, universities in Indonesia are very much aware of the need of skilled labour coming from educational institution in order for the country to sit in the 4<sup>th</sup> rank of GDP. Universitas Muhammadiyah Yogyakarta, for instance, is now establishing a new system of graduating through interning in state institutions, private institution as well as foreign institutions. This decision is based on the presidential decrees which one of them is to make the learning outcome obtained through the internalization of knowledge, attitudes, skills, competencies, and work experiences.

Not only that, the educational institution recognised this situation, hence they provide such policy. A lot of institutions are now also providing intern opportunities for Indonesian higher education students to gain skills and experience needed in the workplace for their future and Indonesia’s. State institutions such as the embassy, are able to provide intern opportunities to Indonesian youth to gain skills, experience in particular fields, especially international relations, knowing that the embassy is the face of a nation-country in foreign land, the office where international relations is being conducted.

As both parties are now supporting Indonesian students to prepare for the window of demographic, students are helped to fulfil the requirements to become future leaders that the nation aimed for, which are leaders who carry noble values, great work ethic, and strengthen the roots of Indonesian culture in the midst of globalization (Kementrian PPN/ Bappenas , 2019). In the attempt to acquire a hands-on experience and to fulfil the presidential decree as well as contributing to promote Indonesian culture in the United States, connecting both nations culture and apply the theories gained by the author through her study of international relations, the author decided to be involved in the internship program in The Embassy of Republic of Indonesia in Washington D.C. for one month in the attaché of Education and Culture

### **1.2 Goals of Internship**

Internship is one of the best learning process that university students can experience. Internship enables you to attain entry-level exposure to a particular industry or field. The following are the goals of this internship:

- a. To get prelusive experience in the professional work field, in this case at an embassy, since international relations students can learn relevant knowledge which align with the work at the embassy;
- b. To obtain exceptional perspectives on how two countries cooperate especially in terms of culture;
- c. To participate in cultural diplomacy between the embassy and local communities and institutions in host country;
- d. To apply the acquired knowledge from academic courses, including theories and concepts, in a work context;
- e. To put into practice in the context of professional employment the relevant interpersonal skills such as teamwork, problem solving, and adaptability, and;
- f. Lastly, to build close relationships and networks from the embassy.

### **1.3 Benefits of Internship**

- a. For the institutions, Universitas Muhammadiyah Yogyakarta and the Embassy of the Republic of Indonesia in Washington, D.C., this internship will serve as the perfect link. For the Universitas Muhammadiyah Yogyakarta, this internship will be a fantastic opportunity to forge a strong connection or work together in the future to grow academically.
- b. For the embassy, the addition of interns to the Embassy of the Republic of Indonesia in Washington, D.C., would facilitate their work through the delegated task assignments. Additionally, the intern can significantly contribute knowledge and opinion exchanges for the institution's growth during the process.

- c. For the internee, the internship period enables her to develop professional competencies she needs for her future career as an international relations student. Moreover, with pertinent and direct information and sources from the embassy, this internship is the perfect place for the intern to undertake research in the area of international relations and affair.