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Granting of Privilege Rights for Internship Participants to Obtain Employment for a Decent Living as a Constitutional Mandate

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Abstract: This study aims to examine the urgency and legal basis for granting privileges to interns who are considered competent as a form of implementing the right to decent work and livelihood as guaranteed in the 1945 Constitution. The internship schedule, which is intended to improve the competence of the workforce, has not been optimally integrated with the job recruitment system. As a result, many high-achieving interns do not get career continuation, resulting in an imbalance between efforts to improve skills and the final result in the form of job absorption. The study uses a normative legal method with a legislative approach and a conceptual approach. The results show that granting privileges can be realized through affirmative policies such as special recruitment channels, recognition of internship experience as work experience, and integration of internship data into the national talent management system. This policy not only supports the principles of meritocracy and social justice but also becomes a form of state responsibility in fulfilling the constitutional mandate for the welfare of the people. Therefore, it is necessary to formulate regulations that are firm, inclusive, and fair to guarantee these rights sustainably.

Keywords: Internship, Privilege Rights, Employment

INTRODUCTION

In the era of globalization and the Industrial Revolution 4.0, which is marked by the acceleration of the development of information technology and automation, the world of work is undergoing a massive transformation that demands an increase in the quality of human resources. (Mohamad Tohari, 2023) Competition between workers does not only occur at the national level, but also internationally, where companies are now more selective in choosing workers who have high competence, are adaptive to technological changes, and have qualified soft skills. (Muhamad Padilah, 2024) Here, the Indonesian workforce faces serious challenges, especially because there is still a large gap between industry needs and the real competencies possessed by the workforce. (Subagyo, 2020) The mismatch between the skills of formal education graduates and the needs of the world of work causes the open unemployment rate, especially among the productive age group, to still be relatively high. In addition, low technological literacy and practical skills also make many local workers less competitive with

foreign workers who enter through the globalization scheme of the labor market. (Krista Yitawati, 2024)

Therefore, improving the competence or skills of the workforce is an urgent need to answer the challenges of the times while strengthening the nation's competitiveness. (Muin, 2015) Competency development not only includes technical mastery in certain fields, but also critical thinking, communication, collaboration, and creativity skills which are now the main demands in almost all industrial sectors. The government together with the business world and the industrial world (DUDI) are required to build a job training system that is adaptive and responsive to the dynamics of market needs, one of which is through an internship program. (Kurniawan, 2020) This program is considered one of the strategic solutions to bridge the gap between education and work, as well as a means to provide direct work experience to participants who can later improve their abilities in real terms.

An internship program is a form of job training that is carried out in the workplace systematically and in a directed manner, under the guidance and direct supervision of more experienced workers. (Zakka, 2020) In the context of improving the quality of human resources, internships have a strategic role as a means to improve the competence of participants according to the needs of the business world and the industrial world. Through internships, participants not only gain theoretical knowledge, but also practical skills, work ethic, and an understanding of work culture in the field. The main objective of this program is to accelerate the process of adapting the workforce to the real work environment so that they are more prepared, productive, and relevant to the needs of the ever-growing labor market. (Milenia, 2022)

Legally, internships in Indonesia have been regulated in several regulations that provide a legal basis for their implementation. Law Number 13 of 2003 concerning Manpower explicitly regulates internships in Articles 21 to 29, which emphasize that internships are held to provide work training to participants so that they have certain skills or competencies. Furthermore, the Regulation of the Minister of Manpower of the Republic of Indonesia Number 6 of 2020 concerning the Implementation of Domestic Internships clarifies the mechanism for implementing domestic internship programs, including the rights and obligations of participants and organizing agencies. Article 2 paragraph (1) of the Minister of Manpower Regulation states that the purpose of organizing internships is to "provide, improve, and develop work competencies to meet the needs of the labor market." (Ismail, 2018)

Internship programs also play an important role as a bridge between the world of education and the world of work. Amidst the ongoing gap (mismatch) between the output of formal education and the real needs of the industrial world, internships are a practical solution that can facilitate the transition process from education to a professional work environment. Through direct work experience gained during the internship, participants can apply the knowledge gained at school or college in a real context, while at the same time adapting to the organizational culture and expectations of the world of work (Prasetya, 2021). It is in line with the link-and-match program that has been initiated by the government to synergize education and employment. Thus, internships are not just technical training but are an integral part of a sustainable superior human resource development strategy.

More than that, internships also provide benefits for companies and industries. Through this program, companies can prepare prospective workers who already understand their work standards and organizational culture, so that the recruitment process can run more efficiently. For the country, the success of the internship program contributes to reducing unemployment rates, increasing national productivity, and achieving the goals of fair and equitable employment development as mandated in Article 27 paragraph (2) and Article 28D paragraph (2) of the 1945 Constitution. (Sipayung, 2022) Therefore, strengthening internship policies that

favor the development of competencies and empowerment of participants is crucial to realizing highly competitive human resources at the national and global levels.

Performance assessment is an integral part of the internship process which aims to measure the extent to which participants have succeeded in mastering the targeted skills and knowledge during the program. (Azhar, 2015) This evaluation system is usually carried out periodically by mentors or supervisors at the internship location, considering various aspects such as discipline, technical skills, initiative, teamwork, communication, and work ethics. This assessment is important not only as a benchmark for participant success but also as a consideration for providing constructive feedback to improve performance. In some internship schemes, evaluation results are even one of the requirements for obtaining a certificate or letter of recommendation from the organizer, which can be important when applying for a job. (Mahandi, 2020) Thus, the performance assessment system during the internship should not be viewed as a mere formality, but as an instrument that determines the future of participants in the world of work.

For the evaluation results to truly reflect the abilities and potential of the participants, objectivity and validity in the assessment process are absolute. Biased, non-transparent, or non-based assessments will be detrimental to participants, and even potentially reduce their motivation and self-confidence. Therefore, there needs to be a clear and agreed assessment standard between the internship organizer and industry partners, so that the selection and evaluation process takes place fairly and proportionally. The performance of participants during the internship is also closely related to their readiness to enter the world of work. Participants who demonstrate superior performance during the internship usually have a good work ethic, can complete tasks independently, and can adapt to the work environment. In many cases, interns who are considered to have performed well are often immediately recruited by the company where they are interning, because they have proven to be able to meet expectations. (Septiyani, 2023)

In the context of employment, privilege rights can be interpreted as special rights or privileges given to certain individuals based on certain achievements or accomplishments, which distinguish them from other groups in terms of treatment or access to opportunities. In this case, interns who demonstrate high competence and good work performance during the internship period are entitled to receive special recognition in the form of priority or ease in obtaining access to decent work. This concept does not mean violating the principle of justice or being discriminatory against other participants but rather affirms the principle of meritocracy—that individuals who excel and are worthy must be given commensurate rewards. By providing these privilege rights, the employment system is expected to be able to encourage increased motivation, competence, and healthy competition among interns.

The urgency of providing job opportunities to outstanding interns cannot be separated from the reality that many education graduates and job training participants fail to be absorbed into the job market due to a lack of practical experience and competence. Internships have provided space for participants to prove their abilities directly in a real work environment so that those who have proven to perform well during the program should not be treated the same as job seekers who do not have similar experience. If there is no reward or affirmation mechanism for competent participants, it will give the impression that internships are merely a formality without added value. On the contrary, by providing privileges such as priority in recruitment, formal recognition, or work incentives, the internship process truly becomes a strategic and effective investment in human resources.

From a public policy perspective, granting privileges to competent internship participants can be included in an affirmative policy scheme—a policy that favors certain groups based on considerations of achievement, social conditions, or development needs. This policy can be implemented through regulations that encourage companies to recruit high-achieving

internship participants, tax incentives for companies that absorb workers from internships, or a national certification system that is directly linked to formal job vacancies. The state, through related ministries such as the Ministry of Manpower, has an important role in formulating and implementing this policy as a form of recognition of individual achievements and as a real step to realizing social justice and empowerment of the workforce. Thus, privilege rights are not only a form of appreciation for achievements but also a state strategy to accelerate the creation of decent work and improve community welfare.

The Constitution of the Republic of Indonesia explicitly mandates that every citizen has the right to work and a decent living for humanity. It stated in Article 27 paragraph (2) of the 1945 Constitution which reads: "Every citizen has the right to work and a decent living for humanity." In addition, Article 28D paragraph (2) of the 1945 Constitution strengthens this mandate by stating that: "Everyone has the right to work and to receive fair and decent compensation and treatment in employment relations." These two articles place the state in a position as a guarantor of the basic rights of citizens in the field of employment. Therefore, the provision of decent employment, protection of workers' rights, and improving the quality of the workforce are not only optional policies but also constitutional obligations that must be carried out by the state consistently and continuously.

In this context, the internship program has a very strategic position as one of the state instruments to realize the constitutional mandate. Through internships, the state not only provides a means of improving work competency but also opens real access for the community, especially the younger generation, to enter the world of work. Internships provide opportunities for individuals to gain direct work experience, understand industry work standards and culture, and build professional networks that can accelerate the job absorption process. By strengthening a structured and sustainable national internship system, the state can be more effective in reducing unemployment rates, increasing workforce productivity, and ensuring the sustainability of a decent living for all citizens.

One of the main problems in implementing the internship program in Indonesia is the lack of continuity between internships and job placement. Although internships are designed to improve work competency and bring participants closer to the industrial world, in practice many interns who after completing the program return to being unemployed or do not get job opportunities in the fields they have been trained in. It reveals that the role of internships as a bridge to permanent employment is not yet optimal. Many companies still view internships only as a means of fulfilling social responsibility or as a short-term solution to the need for cheap labor, without any commitment to recruit participants after the program is completed. As a result, the initial spirit of the program, namely providing work experience and opening up job opportunities, becomes less meaningful and has no long-term impact.

The next problem is the imbalance between the number of outstanding interns and the availability of decent job opportunities. Many interns demonstrate high work performance, dedication, and good adaptability during the program, but do not receive priority or more attention in the recruitment process. This condition creates a sense of injustice and has the potential to reduce participant motivation in the future. Meanwhile, companies often prefer to recruit workers from general or external channels without considering the contribution and potential of interns they have trained themselves. This imbalance shows a gap in the system that should be able to provide affirmation to outstanding interns as a form of appreciation for their efforts in proving their competence in the workplace.

Furthermore, until now there has been no firm and binding regulation regarding the granting of privileges for interns who are considered competent. Although normatively internships are regulated in various laws and regulations, such as Law No. 13 of 2003 concerning Manpower and Permenaker No. 6 of 2020, there are no provisions that explicitly regulate companies' obligation to provide access to work or special treatment for outstanding

interns. The absence of this regulation makes the rights of participants who have demonstrated superior performance during the internship not legally protected and causes job opportunities that should be obtained to become uncertain. Therefore, a more progressive and pro-partisan policy is needed, so that internships do not just become ordinary training activities, but truly become a strategic means to encourage fair and sustainable work inclusion.

METHOD

This study uses a normative legal method, which is a legal research method that focuses on the study of written legal norms as the main basis for answering the legal issues being studied. (Amiruddin dan Asikin, 2016) In this context, the research will be conducted through a statute approach and a conceptual approach. The statutory approach is used to examine the applicable positive legal provisions related to apprenticeship programs, employment rights, and constitutional mandates, especially those contained in the 1945 Constitution, Law Number 13 of 2003 concerning Manpower, and other implementing regulations such as Permenaker Number 6 of 2020. Meanwhile, the conceptual approach is used to examine basic concepts such as privilege rights, social justice, affirmation in employment, and the relevance of these concepts in supporting the fulfillment of constitutional rights to decent work and livelihoods.

The data sources in this study are secondary data consisting of primary legal materials, secondary legal materials, and tertiary legal materials. Primary legal materials include laws and regulations relevant to the topic, such as the 1945 Constitution, the Manpower Law, and various government policies related to apprenticeships. Secondary legal materials include legal doctrines, expert opinions, academic literature, and previous research results related to apprenticeships and employment rights. Tertiary legal materials are used as supporting materials, such as legal dictionaries and encyclopedias. Data collection techniques are carried out through library research by tracing various legal documents and scientific references. Furthermore, data analysis techniques are carried out qualitatively normatively, namely by studying and interpreting laws regulations, and legal doctrines systematically to answer the formulation of the problem and formulate comprehensive and directed legal arguments. Through this approach, it is hoped that research can provide theoretical and practical contributions to strengthening employment policies, especially regarding the granting of privileges for competent apprenticeship participants.

RESULT AND DISCUSSION

Legal Regulations Regarding Internship Programs and Employment Rights in Indonesian Legislation

The right to decent work and a decent living is a fundamental right that is expressly guaranteed in the 1945 Constitution of the Republic of Indonesia. Article 27 paragraph (2) states that "Every citizen has the right to decent work and a decent living for humanity." Meanwhile, Article 28D paragraph (2) states that "Everyone has the right to work and to receive fair and decent remuneration and treatment in employment relations." These two provisions show that the Constitution not only recognizes the right of every individual to work but also guarantees the quality of the work so that it is decent in a humane and socially just manner. In this case, the right to work is not only understood as the availability of opportunities to work, but includes aspects of protection, legal certainty, justice, and welfare in employment relations. In other words, decent work according to the constitution is work that does not degrade human dignity, provides adequate remuneration, and is supported by a safe and sustainable work environment.

This constitutional recognition implies that there is a state responsibility to guarantee, protect, and facilitate the fulfillment of the employment rights of every citizen. The state cannot be passive or simply hand over employment issues to market mechanisms. On the contrary, the

state is obliged to be present through policies and regulations that create a healthy, equitable, and inclusive employment climate. This includes providing relevant education and job training facilities, creating jobs that are in line with current developments, and encouraging recruitment practices and employment relationships based on the principles of equality and competence. It is within this framework that the apprenticeship program is one concrete form of state intervention to prepare a competent workforce, as well as a transitional medium between the world of education and the world of work.

Regulations regarding apprenticeship programs in Indonesia are normatively stated in Law Number 6 of 2023 concerning the Stipulation of Government Regulation instead of Law Number 2 of 2022 concerning Job Creation into Law, which is a revision of the previous provisions in Law Number 13 of 2003 concerning Manpower. In the employment section, especially Articles 21 to 30, it is explained that apprenticeship is part of job training carried out in the business or industrial world to obtain certain skills or expertise. In this context, internships do not create a narrow employment relationship as an employment relationship between permanent workers and employers, but participants still have the right to occupational safety protection, accident insurance, and skills development. This program aims to prepare a competent and ready-to-use workforce, in line with industry needs, to strengthen the link and match between education and the labor market. (Hasan, 2022)

Furthermore, technical regulations regarding the implementation of internships are outlined in the Regulation of the Minister of Manpower (Permenaker) Number 6 of 2020 concerning the Implementation of Domestic Internships. This regulation clarifies the procedures for implementing internships, starting from the recruitment stages, preparing training programs, fulfilling the rights and obligations of participants, to evaluating the results of the internship. The Permenaker also regulates the obligations of companies or institutions organizing internships to provide adequate guidance, appoint mentors, and provide a certificate of having participated in the internship as a form of recognition of the skills acquired. However, until now there have been no provisions that require or encourage companies to recruit high-achieving interns as permanent workers. It delivers a regulatory gap in ensuring continuity between internship programs and decent job placement (Wijaya, 2023).

Strengthening internship regulations must also consider their relationship to Law Number 20 of 2003 concerning the National Education System, especially the principle of "link and match" between the world of education and the world of work. Article 3 of the National Education System Law explains that national education aims to develop the potential of students to become productive human beings who can contribute to society. Internships as part of non-formal education or job training are a strategic tool to ensure that graduates of education are not only academically superior but also ready to enter the professional world. Therefore, integration between education and employment policies is an absolute must to create a sustainable, fair, and beneficial internship system for participants. Synchronization between the three regulatory frameworks—the Job Creation Law, Permenaker No. 6 of 2020, and the National Education System Law—is needed to encourage apprenticeships as an effective instrument for improving competence as well as equitable access to work.

In the employment system in Indonesia, internships have a unique position, because they are between job training and formal employment relationships. Based on the provisions of the Job Creation Law and Permenaker No. 6 of 2020, internships are not considered employment relationships as referred to in the employment contract, but rather as part of the work practice learning process. It means that interns are not permanent workers or laborers in the legal sense, so they are not entitled to minimum wages, pension benefits, or benefits provided to formal workers. However, interns still have the right to guidance, real work experience, occupational safety and health protection, and supporting facilities during the internship period. This

position shows that internships are recognized as a strategic instrument in the national employment system, especially to create a competent and ready-to-use workforce.

Although it does not form an employment relationship in the sense of formal employment, the role and contribution of interns in company operations are often inseparable from the production and service processes. Many companies use internship programs to meet short-term workforce needs at a more efficient cost because there is no obligation to pay wages and benefits for permanent workers. It is where the problem arises; the legal status of interns becomes vulnerable to exploitation if it is imbalanced with strict supervision and favorable regulations.

Although interns are not categorized as workers in formal employment relationships, they still have several basic rights that must be fulfilled by the company or program organizer. Based on Permenaker No. 6 of 2020, interns have the right to receive a structured training program, mentoring from work mentors, and job training facilities that support skills improvement. In addition, they are also entitled to occupational safety and health (K3) protection, including guarantees against the risk of accidents during internship activities. In some cases, participants can also receive pocket money or incentives, although not in minimum wages like permanent workers. Other rights include a work experience certificate or competency certificate, which serves as proof of having attended job training that can be used to find work in the future. These things emphasize that even though they do not have employee status, interns are still legal subjects who must be protected in the employment system.

However, in practice, the fulfillment of these basic rights is often ignored or not implemented optimally. Some interns do not receive adequate guidance and are even treated like ordinary workers without any certainty of future employment after the internship ends. The unclear legal status, minimal government supervision, and weak administrative sanctions for violations make interns very vulnerable to exploitative practices. On the other hand, provisions regarding the provision of certificates or letters of reference are often not implemented consistently, thus reducing the added value of the internship experience itself.

Although the internship program has a fairly clear legal basis, both in the Job Creation Law and Permenaker No. 6 of 2020, to date there have been no explicit regulations regarding the granting of privileges for interns who are proven to be competent or have achieved. This means that there is no binding legal obligation for companies to recruit or prioritize interns into formal work positions after the internship period ends. This creates uncertainty for participants, even for those who have demonstrated high performance and dedication during the internship. In fact, in the context of competitive employment, appreciation for achievement and competence should be a basic principle in workforce recruitment. The absence of formal recognition in the form of privileges—such as special recruitment pathways, additional selection points, or conditional job guarantees—indicates that the current legal framework does not fully accommodate the needs of interns to access decent work fairly.

This legal vacuum also has the potential to harm the state in carrying out the constitutional mandate, especially Article 27 paragraph (2) and Article 28D paragraph (2) of the 1945 Constitution, which requires the state to guarantee the right to decent work and a decent living. Without clear and firm legal instruments, companies can utilize interns without making a real contribution to absorbing the workforce. It drives internships to only become a tool for acquiring technical skills but does not guarantee career sustainability or job security for its participants. Therefore, affirmative policies are needed, and Regulatory reforms that provide incentives or even obligations for companies to recognize and follow up on the performance of superior interns. Such arrangements not only provide fairness to participants but also strengthen the national employment system that is based on competence and rewards for achievement.

Legal and Sociological Reasons Underlying the Need to Grant Privilege Rights to Internship Participants Who Are Deemed Competent

Legally, granting privileges to competent interns can be justified through the constitutional mandate stipulated in Article 27 paragraph (2) and Article 28D paragraph (2) of the 1945 Constitution. Article 27 paragraph (2) states that "Every citizen has the right to work and a decent living for humanity", while Article 28D paragraph (2) emphasizes that "Everyone has the right to work and receive fair and decent compensation and treatment in employment relationships." These two norms indicate that the state is not only obliged to provide employment but also to ensure that all citizens have fair access to such work, including through training mechanisms such as internships. Thus, interns who have demonstrated their competence during the internship process deserve to be given priority or privilege in accessing work as part of efforts to guarantee the right to work substantively.

The principle of justice and appreciation for achievement has also become an important part of national employment law. Although internships are not formal employment relationships, the goal of this program is to prepare participants to become ready-to-use and competent workers. Therefore, there should be legal recognition of the performance of participants during the internship, especially for those who demonstrate above-average work ethic, responsibility, and skills. In this context, the principle of meritocracy—where opportunities are given based on achievement and ability—must be considered in formulating employment policies, including providing special pathways or easy access to work for graduates of internship programs who excel. This is in line with the principle of justice in law that requires the state and business actors to treat each individual according to the contribution and ability they have demonstrated.

On the other hand, there is still a fairly obvious gap between legal norms and implementation in the field, especially in ensuring the sustainability of internships towards formal employment. Existing regulations do not explicitly regulate legal incentives or forms of affirmation for interns who are considered competent. This causes the potential of human resources that have been systematically trained not to be optimally utilized in the world of work. Therefore, a legal breakthrough is needed in the form of new regulations that provide a basis for privilege rights as a form of fair treatment for internship participants. This effort is also a form of state responsibility in implementing the constitutional mandate to provide access to decent work and guarantee the employment rights of every citizen more equitably and proportionally.

Sociologically, the implementation of internship programs in Indonesia still faces major challenges in terms of sustainability between internships and job placement. Many interns who have demonstrated high competence and dedication during the program end without clarity regarding further job opportunities. Internship programs that should be a bridge of transition from the world of education to the world of work, often stop as temporary training without follow-up. This creates disappointment among participants and contributes to structural employment problems, such as the increase in ready-to-use workers who remain unemployed. If no policy provides a guarantee of sustainability or priority access to work for superior interns, then the strategic function of internships as a tool for social and economic empowerment will lose its substantive meaning.

The high rate of educated unemployment in Indonesia is another indicator of this sociological urgency. Based on data from the Central Statistics Agency (BPS), vocational high school and college graduates are the two groups with the highest open unemployment rates. Ironically, many of them have participated in internship programs, either through campuses, job training institutions, or industrial cooperation. However, the lack of post-internship job opportunities means that the skills acquired are not optimized for the world of work, causing social frustration and waste of human resources. If not balanced with a policy of rewarding

achievements, including privileges for participants who are considered competent, then internships will only be a ceremonial program without any real impact on community welfare.

The absence of a merit-based reward system (meritocracy) in job recruitment also exacerbates social inequality. In reality, the recruitment process still relies heavily on connections, social background, or other non-competency aspects, which makes it increasingly difficult for interns from marginalized or economically weak groups to penetrate the job market. In fact, through internships that are carried out seriously and in a structured manner, participants have proven their capacity and potential to become productive workers. Therefore, society now demands a guarantee of career certainty for individuals who have undergone official training—both in terms of legality and social recognition. Granting privileges to competent interns will be a form of social justice as well as a human resource development strategy that is oriented towards results and quality.

In a social context that increasingly demands justice and transparency, granting privileges to competent interns is in line with the principles of justice and equal opportunity in obtaining employment. In an ideal meritocratic system, individuals who demonstrate high ability, achievement, and dedication should have greater opportunities to develop, including in the world of work. The granting of this privilege is not only a form of appreciation but also a corrective instrument against social inequality, especially for vulnerable groups who do not have access or strong connections in the world of work. Thus, this kind of affirmative policy can encourage the transformation of workforce recruitment to be more objective, fair, and competency-based. It will ultimately strengthen public trust in the national employment system and create a more inclusive and participatory work environment.

The Ideal Form of Policy in Providing Privilege Rights to Internship Participants as an Effort to Guarantee the Right to Decent Work and Livelihood in Accordance with the Constitutional Mandate

In formulating a policy of granting privileges to competent interns, it is important to base the approach on human rights and social justice as mandated in the constitution and various international legal instruments that have been ratified by Indonesia. The right to decent work not only reflects economic needs but is also part of the recognition of the dignity and human value of individuals. Therefore, the privilege policy for outstanding interns must be seen as an affirmative step by the state in fulfilling its responsibility to guarantee these rights inclusively and fairly. This policy must be participatory, transparent, and oriented towards empowering groups that have so far had less access to the formal world of work, including vocational, vocational high school, and college graduates who come from lower to middle socio-economic backgrounds.

The principle of meritocracy must be the main foundation in the selection process for interns who deserve privileges. It means that these privileges are not given haphazardly, but based on an objective assessment of performance, competence, discipline, and work ethics during the internship period. It also supports the principle of non-discrimination and equal employment opportunities, where each individual is assessed based on their actual achievements and capacities, not on personal backgrounds such as social status, gender, race, or certain affiliations. Thus, this privilege policy becomes part of a fairer, more open workforce selection system that encourages hard work and continuous capacity building. The combination of human rights, social justice, and meritocracy in the formulation of this policy is expected to create a progressive and inclusive employment ecosystem for all citizens.

One form of policy that can be implemented to provide privileges to competent interns is through a special recruitment path or affirmative hiring. This path can be implemented in the recruitment process of the private sector and government agencies, where interns who have a good track record of performance are given priority in employment. This affirmative hiring

does not mean ignoring competence, but rather making performance during the internship the main indicator in the selection. This kind of practice has been widely implemented in various developed countries, where internships are used as a formal "entry point" for workforce recruitment. In Indonesia, this affirmation can be stated in technical regulations by the Ministry of Manpower or related institutions, which require companies to provide certain slots or quotas for outstanding internship alumni.

Another very relevant policy is the provision of verified national competency certificates. This certificate serves as valid proof that participants have mastered certain skills according to industry standards, and therefore are worthy of being recognized in the job recruitment process. This certification should be issued by a credible institution such as the National Professional Certification Agency (BNSP) or a government-recognized training institution. In addition, internship experience must also be formally recognized as a substitute for work experience, especially in job vacancies that have so far required a minimum of 1–2 years of experience. That way, interns are no longer trapped in the circle of "need experience to work, but need to work to gain experience."

As a further step, additional points in the selection system for Civil Servant Candidates (CPNS), BUMN, and private recruitment can be given to outstanding internship participants. This policy can be regulated through the Regulation of the Minister of PAN-RB for ASN selection or through the internal policies of BUMN and partner companies. These additional points can be given proportionally, on condition that participants have completed the full internship period and received good performance recommendations. This mechanism will be a positive incentive for participants to take the internship program seriously, as well as being a form of state appreciation for individual hard work.

In addition, it is important to build a digitally integrated national talent management system that contains data on interns, their performance, and the areas of competence they have mastered. This platform can be managed by the relevant ministry (for example, the Ministry of Manpower or Bappenas) and is directly connected to industry and government agencies as users of labor. With this system, mapping skilled labor will become easier, and interns who are considered superior can be directly connected to suitable job opportunities. This system can also be used for long-term monitoring of participants' careers, making it part of a national human resource development strategy that is sustainable and adaptive to changing times.

In formulating and implementing policies to grant privileges to competent interns, the role of the government is very crucial as the main regulator and facilitator. The government needs to establish affirmative regulations that require or encourage industry to provide special job opportunities for internship alumni who have proven to be competent. In addition, the government must also develop an incentive system for companies that actively absorb workers from internship programs, for example in the form of tax deductions, access to free HR training, or ease of business licensing. The central government through the Ministry of Manpower, the Ministry of Education and Culture, and institutions such as BNSP, must work together to build an integrated training, evaluation, certification, and workforce placement system. At the same time, local governments also have the responsibility to ensure that local internship programs run effectively and bridge interns with companies in their areas.

Meanwhile, the business world needs to hold a strong commitment to supporting the sustainability of internships as part of a workforce recruitment strategy. Companies should be required or at least motivated to provide priority work slots for interns who have demonstrated superior performance, especially those who have gone through an official evaluation process. In addition, industry players can also be involved in compiling an internship curriculum that is by the needs of the workforce, so that the results of the internship are more relevant and applicable. On the other hand, training and education institutions such as vocational schools, vocational colleges, and job training centers have a great responsibility to strengthen the

evaluation and reporting system for intern performance objectively and measurably. The report must be officially submitted to the government and partner companies as a basis for recruitment decision-making. Active collaboration between these three elements — government, business, and training institutions — is crucial to the success of transforming apprenticeships into a strategic instrument for guaranteeing the right to decent work and livelihoods as mandated by the constitution.

The implementation of the policy of granting privileges to competent apprentices is expected to have significant legal and social consequences, especially in the context of absorbing labor and reducing unemployment. With the affirmative path for apprentices who have proven to be competent, companies will have human resources who are familiar with the work culture and needs of the industry, so that the recruitment process becomes more efficient. This will help reduce open unemployment, especially among vocational and vocational high school graduates, who have often experienced a gap between their skills and market needs. On the legal side, this policy needs to be based on strong laws and regulations, so that it is not only a moral appeal but has clear binding power and legal consequences.

Socially, this privilege policy can be a catalyst to increase youth participation in vocational and internship programs, because they see certainty in their career direction and recognition for their hard work. So far, one of the reasons for the low interest in vocational education is because it is considered not to guarantee the future. With a special recruitment path and real incentives for interns, this paradigm can be changed. In addition, this system encourages a work culture based on achievement and competence, thus creating a healthier, more competitive, and more productive work environment. High participation from the younger generation in internship programs can also strengthen national economic resilience by improving the quality and quantity of productive workers.

However, this policy also has the potential to cause resistance from the business world, especially if it is considered burdensome or disrupts flexibility in the company's internal recruitment process.

Therefore, the government needs to design this policy with a collaborative and participatory approach, involving industry players from the planning stage to implementation. On the other hand, strict supervision and the application of administrative sanctions for companies that do not carry out their obligations are an inseparable part of the success of this policy. Without a clear supervision and law enforcement mechanism, the privilege policy is at risk of becoming just a symbol without real implementation. Therefore, an integrated monitoring system is needed that not only monitors but also evaluates the effectiveness and social impact of policies periodically.

CONCLUSION

The conclusion of this study shows that granting privileges to interns who are considered competent is a strategic and constitutional step to guarantee the right to decent work and livelihood as stated in Article 27 paragraph (2) and Article 28D paragraph (2) of the 1945 Constitution. Internships are not only a means of improving competence but also need to be recognized as a legitimate and structured transition mechanism toward the world of work. With formal recognition of the performance of interns, such as through affirmative action in job recruitment and national competency certification, the internship program has great potential to the competitiveness of the Indonesian workforce in the global era.

However, the success of implementing this policy is highly dependent on the synergy between parties: the government as a regulator and provider of incentives, the business world as a user of labor, and educational/training institutions as skills facilitators. In addition, a legally strong policy is needed and equipped with a monitoring system and administrative sanctions against parties who do not carry out their responsibilities. If implemented consistently, the

policy of granting privileges to high-achieving interns will not only be a technical solution to employment issues but will also be a real manifestation of the state's presence in realizing social justice and welfare for all Indonesian people.

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