



**President University**

**Internship Report for**



**Centre for Strategic and International Studies (CSIS)**

I Gusti Bagus Dharma Agastia

International Relations

016201100044

July 2014



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INTERNATIONAL  
STUDIES

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Jakarta, 7 July 2014

TO WHOM IT MAY CONCERN

Dear Sir or Madam,

I am writing to confirm that **Mr. I Gusti Bagus Dharma Agastia**, an undergraduate student from President University has successfully completed his internship programme at the Centre for Strategic and International Studies (CSIS), Jakarta.

His visit began in April and ended in early July 2014. He spent his time assisting in finding research materials for some projects in CSIS, conducting note-taking and translation tasks, and also co-writing a review article with other interns.

We are glad to have had him in our institution and look forward to another visit from Mr Agastia whenever possible. I wish him all the best for his future career.

Thank you for your kind attention.

Sincerely,

Dr. Rizal Sukma  
Executive Director

## Letter of Approval

This report, submitted by I Gusti Bagus Dharma Agastia in partial fulfilment of the requirements for completion of the internship period, has been reviewed and found to have satisfied the necessary requirements and is fit for submission. I therefore approve and recommend this internship report for final submission.

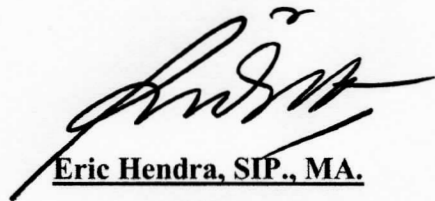
Cikarang, Bekasi, Indonesia

July 2014



I Gusti Bagus Dharma Agastia

Intern



Eric Hendra, SIP., MA.

Internship Mentor

## Preface

This report is submitted to fulfil the requirements needed to complete the internship program as part of the writer's study at President University. This report is meant to serve as a record of the writer's experiences during the internship at CSIS. The writer hopes that readers will be able to benefit from the content of this report, especially to prospective interns who are looking forward to doing their internships at CSIS.

In the process of writing this report, the writer would like to extend his thanks to the following parties:

1. First to God Almighty, for only with His blessings and grace the writer could have succeeded in completing the internship program with satisfactory results.
2. Second, to the writer's parents who have provided the writer with the financial and emotional support needed to complete the internship program at CSIS. Without their assistance, the writer may not have been able to partake in the internship program.
3. Third, to President University for providing the writer with an opportunity to experience an internship program during their studies. Special acknowledgements goes to Eric Hendra, who has tirelessly acted as the writer's Internship Mentor and has provided generous support to the writer.
4. Finally, the writer would like to extend their gratitude to the researcher community at Centre for Strategic and International Studies (CSIS), who have accepted the writer as an Intern and helped the writer develop their skills through various assignments during the internship period. The writer feels grateful to the Interns and also Researchers who were more than just colleagues; they were dear friends to the writer. The writer would like to specifically extend their utmost gratitude towards Gian K. Soeratman, Radityo Aryo Hutomo, Maria Monica Layarda, Mohammad Omar Qureshi, Muhammad Kukuh Dewantara, Qichao Wang, Rocky Intan, David Christian, and Dandy Rafitrandi, as these friends have made the writer's internship experience special and meaningful.

Cikarang, July 2014

I Gusti Bagus Dharma Agastia

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# CHAPTER I

## Introduction

### I.1. Background

In an increasingly demanding corporate world, university students are demanded to possess work-related skills before entering the professional world and pursuing their career. However, it is rather difficult to obtain work experience during the process of university, as in-classroom learning takes up a majority of the student's time. This condition causes students to lack vital work skills after graduating which significantly reduces their competitiveness in the labour market. Statistics show that, while undergraduate employment has indeed improved since 2010, a large portion of undergraduates in Indonesia remain unemployed (refer to Table 1 in Appendix I). This large amount of unemployed undergraduates is often attributed to the lack of work-related skills possessed by undergraduates. While undergraduates are relatively skilled in academia, their skills often do not match the standards of the corporate world. Thus, universities are demanded to provide chances for the student to engage in a hands-on experience at a desired job in the form of an internship.

An internship or an experiential learning opportunity is often viewed as a way to prepare university students, especially those in their final years, for future employment. This assumption is based on the idea that a hands-on experience provides an opportunity for the student to explore potential career paths, which will lead to students being able to specify and crystallize a vocational choice.<sup>1</sup> A study conducted by Knouse *et al.* shows that students who have undertaken internships tend to perform better in college and have a higher chance of being accepted in a job upon graduation. This occurs due to internships providing opportunities for the student to develop skills which have a positive impact on overall course performance, e.g. time management, organizational skills, self-discipline, and better self-concept.<sup>2</sup> Development of these skills also provide the student with a better repertoire of skills, which increases the competitiveness of the student in job searches.

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<sup>1</sup> Brooks, Linda; Allen, Cornelius; Greenfield, Ellen; and Joseph, Robin. 1995. The Relation of Career-Related Work or Internship Experiences to the Career Development of College Seniors. *Journal of Vocational Behavior*. Vol. 46, pp. 332-349.

<sup>2</sup> Knouse, Stephen; Tanner, John; Harris, Elizabeth. 1999. The Relation of College Internships, College Performance, and Subsequent Job Opportunity. *Journal of Employment Counseling*. Vol. 36, pp. 35-43.

## **I.2. View on Internship Program**

As a university student in their final year, the writer believes that the internship program offered by the writer's institution (hereafter referred as "President University") has provided the writer with an opportunity for career exploration and skill development. During the writer's internship at the Centre for Strategic and International Studies, the writer has been able to relate the theories learned in the classroom to real-life situations and has developed an array of work-related skills which are not taught in the classroom. Also, the writer also feels that the internship program has been a major contributing factor to the writer's short-term academic goals (i.e. final thesis project) at President University and long-term career and educational plans.

## **I.3. Brief Description of the Internship Program**

Before proceeding with the internship report, in this section, the writer provides a brief description of the internship program.

The overall purpose of the internship program is to partially fulfil the requirements needed to complete the writer's study at President University.

The internship program undertaken by the writer covered a span of roughly three months, from 14 April 2014 to 7 July 2014. The writer undertook an internship program at the Centre for Strategic and International Studies, located at Jalan Tanah Abang III no. 23-27, Gambir, Central Jakarta. The institution is broadly classified as a Non-Governmental Organization, sub-classified as Research Institution, working in the field of public policy research and academia. The writer was assigned to the position of Intern at the Department of Politics and International Relations. As an Intern, the writer was expected to assist researchers with their research activities, be it individually or collectively with other Interns.

During the internship period, the writer was supervised by Lina Alexandra, a Senior Researcher. Acting as the Internship Mentor assigned from President University was Eric Hendra, SIP., MA. To maintain communication with the Internship Mentor, the writer was required to submit regular biweekly reports. A total of six biweekly reports have been submitted over the course of the internship. Aside from the Internship Mentor, the writer was also required to maintain contact with the Internship and Career Center (ICC) of President University in the form of various written submissions.

#### **I.4. Report Outline**

In order to provide a detailed elaboration of the internship period, this report is structured as follows. Chapter II provides an in-depth profile of the company which includes a short description of the Centre for Strategic and International Studies, a history, the activities, and also the organizational structure of the institution. In Chapter III, the writer elaborates the activities and assignments which the writer undertook during the internship period. In Chapter IV, the writer explains the personal results which the writer has believed to have achieved. The writer also provides an evaluation of the entire internship experience at the institution. In Chapter V, the writer concludes the report and provides several recommendations which are intended for the improvement of future internship programs.



## CHAPTER II

### Company Profile<sup>3</sup>

#### II.1. Brief Description of CSIS

The Centre for Strategic and International Studies (hereafter abbreviated as CSIS) is a renowned non-profit research and policy institution in Indonesia. Note that this particular institution is not affiliated with the Center for Strategic and International Studies<sup>4</sup> (also abbreviated as CSIS) and therefore, should not be confused with the institution located in Washington DC, despite the two institutions sharing similar goals and working in similar fields. CSIS has developed for more than 40 years and holds a reputation for being the leading institution in international affairs, foreign policy, politics, and economics in Indonesia.<sup>5</sup> The institution is located near the National Museum in Gambir, Central Jakarta, at Jalan Tanah Abang III no. 23-27.

#### II.2. History of CSIS<sup>6</sup>

CSIS was founded on 1 September 1971 by Hadi Soesastro and Clara Joewono and was supported by Ali Moertopo and Soedjono Hoemardani.<sup>7</sup> However, the progress started initially in the 1960s. CSIS started out from independent discussions conducted by a number of Indonesian graduate students abroad and a group of activists within the country who believed that the government was giving little attention to strategic and international studies.

In the beginning, the institution was supported by *Yayasan Proklamasi*, a corporate body in charge of raising funds necessary to initiate the institution. CSIS at first had six academic staff members and a few number of supporting staff. As the number of staff increased, CSIS experienced expansion beyond its initial activities and physical limitations. To maintain its independence and credibility, CSIS refused to be associated with the Suharto regime as a presidential think-tank.<sup>8</sup>

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<sup>3</sup> This entire chapter is heavily based on the information already available on the CSIS official website at <<http://csis.or.id>> .

<sup>4</sup> For further information, see <<http://csis.org>>

<sup>5</sup> Wanandi, Jusuf. 15 September 2011. *Forty years of CSIS: Achievements and the future*. Jakarta Post. Accessed on 6 July 2014 from <<http://www.thejakartapost.com/news/2011/09/15/forty-years-csis-achievements-and-future.html>>

<sup>6</sup> This section is derived from CSIS. n.d. *Background and Development*. Accessed on 6 July 2014 from <<http://csis.or.id/about/background-and-development>>

<sup>7</sup> *Ibid.*

<sup>8</sup> Wanandi, Jusuf. 2011.

During the years, CSIS has evolved from being domestic-oriented to international-oriented. The institution does not only cover domestic economic and political issues, but has also been involved in several bilateral and multilateral initiatives, such as the ASEAN Institutes of Strategic and International Studies (ASEAN-ISIS), the Pacific Economic Cooperation Council (PECC), and the Council for Security Cooperation in Asia-Pacific (CSCAP), and also with civil society organizations since the 1980s.

### **II.3. Purpose of CSIS<sup>9</sup>**

Stated on the official website, the mission of CSIS is “to contribute to improved policy making through policy-oriented research, dialogue, and public debate”. The underlying philosophy of this mission is the belief that long-term planning for Indonesia requires “an in-depth understanding of economic, political, and social issues including regional and international developments”.

To achieve this mission, CSIS conducts research in economics, politics, and international relations supported by a wide-ranging network of research and academic organizations.

### **II.4. Organizational Structure of CSIS<sup>10</sup>**

Being an institution focusing in research, CSIS does not maintain a rather rigid hierarchy. Instead, the organization applies an egalitarian structure.

The organization is divided into two major parts: the Board and the Departments. The Board is another term for the executive branch of the organization. In other terms, the Board assumes leadership roles. The Executive Director (incumbent: Rizal Sukma) is responsible for coordinating and directing the activities of the entire organization. To assist the Executive Director are several Deputy Directors i.e. Deputy Executive Director, Director of Infrastructure and Operations, Director of Administration and Personnel.

Apart from the Board are the majority of CSIS staff, referred to as “Researchers”. Researchers are further classified into “Interns”, “Visiting Fellows”, “Research Assistant”, and “Senior Researcher”. Despite the formal classification,

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<sup>9</sup> This section is derived from CSIS. n.d. *Overview*. Accessed on 6 July 2014 from <http://csis.or.id/about/overview>

<sup>10</sup> This section is based on CSIS. n.d. *Board of Directors*. Accessed 6 July 2014 from <http://csis.or.id/about/board-of-directors>

relations between Researchers are rather inclusive. Even some members of the Board are known as Researchers. CSIS has around 30 permanent researchers

Researchers are then formally divided into two Departments: the Department of Economics and Department of Politics and International Relations. Both Departments are led by their respective Heads, who are Researchers appointed by the Board. While the purpose of the separation is academic and organizational, multi-disciplinary research and collaboration between the Departments is highly encouraged and does, in fact, often occur.

## **II.5. Activities of CSIS**

The activities of CSIS are closely related to the field of academia, specifically research, public education and networking.

In research, CSIS conducts research in the field of economics, politics, and international relations. The results of CSIS research are provided, and are often utilized by, for civil society organizations, non-government organizations, government organizations, and the general public in the form of various publications. CSIS publications include books and monographs, the *Indonesian Quarterly* journal, and the *Analisis CSIS* journal.

In the realm of public education, CSIS provides public access to their library, accessible on work days during working hours. The library is hailed as one of the best in Indonesia, as it is “an outstanding resource for students, government and diplomatic personnel, the business community, and members of the public”.<sup>11</sup> Besides the library, CSIS also provides a newspaper clipping service, operating since 1971, which provides a wide range of themes and topics from local and international newspapers. Apart from academic services, CSIS regularly hosts seminars and cultural performances such as exhibitions and film screenings.

In the realm of networking, CSIS maintains a vast network of research institutions and think-tanks spread across the ASEAN region and internationally. By maintaining these networks, CSIS hopes to achieve its mission to promote regional and cross-regional cooperation.

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<sup>11</sup> CSIS. n.d. *Overview*. Accessed 6 July 2014 from <<http://csis.or.id/about/overview>>

## **CHAPTER III**

### **Internship Activities**

#### **III.1. Chapter Description**

This chapter provides in-depth elaboration of the activities and tasks the writer underwent during the internship period at CSIS. Elaboration on activities are provided in the following format. First, the writer provides a general description of the activity, which includes what the activity was and how it was conducted. Then, the writer elaborates the difficulties encountered during the activity. In the last part of the elaboration, the writer describes how the activity has contributed to the growth of the writer.

#### **III.2. Elaboration of Internship Activities**

During the course of the internship, the writer participated in various activities and completed an array of tasks. The activities were mostly research-oriented and carried out under the supervision of the requesting party (e.g. junior researchers, visiting fellows). The tasks and activities, while seemingly unrelated, were all within the corridor of the general job description as to which the writer was assigned to.

Tasks were assigned at random times and not at regular intervals. The assignment of tasks relied heavily on the researcher requesting assistance. Thus, if a researcher did not require any assistance, no tasks were assigned for that day. A majority of the activities were “desk jobs” and were mostly conducted within the institution’s building. The following sections elaborate the activities the writer has been assigned with during the internship period.

##### **III.2.1. Producing Transcripts**

One type of tasks the writer was assigned to was producing transcripts of oral interviews. Generally, the researcher would provide the writer with an audio file of a previously recorded interview between the researcher and a correspondent. The writer was then asked to transcribe the interview based on a predefined template given by the researcher.

While doing this task, the writer encountered minimum difficulty. The only notable difficulties experienced by the writer was comprehending the interviewee’s speech and integrating the interviewee’s responses into the pre-

assigned template. In some interviews, at certain points of the interview, the interviewee's voice became incomprehensible due to limitations in recording hardware. Thus, it became difficult for the writer to transcribe the interviewee's response. This particular difficulty was circumvented by attempting to rephrase the interviewee's response based on the context of the question and to match the predefined template.

During this activity, the writer learned how construct interview questions based on specific research goals. The writer also obtained the experience to listen to prominent individuals, such as the Minister for Health, convey their opinions on issues such as human security in Indonesia.

### **III.2.2. Producing Translations**

Producing translations was another common task assigned to the writer. The requesting party would request assistance from the writer to translate documents, mostly questionnaires or articles, from either Bahasa Indonesia to English or vice-versa. Articles requested for translation were mostly in the field of economics and politics and were of academic nature, specifically Indonesian politics and economics, while questionnaires were mostly on research for human security issues and political behaviour.

While undertaking this type of activity, the writer encountered minimum difficulty. However, one notable difficulty the writer experienced was translating certain jargon and phrases. Considering the nature of the articles and questionnaires being translated, this posed quite a challenge for the writer, as mistranslating important terms could lead to creating differing interpretations of the source article/questionnaire. To circumvent problems regarding definition and overall understanding, the writer consulted the definitions with the requesting party and translated based on the approval of the requesting party.

During this activity, the writer utilized linguistic and writing skills. As a result of the tasks, the writer's abilities in constructing academic articles and comprehension of technical terms in specific fields of study (i.e. politics and economics) has increased significantly. The writer also had the experience of translating an article which is pending publication in *Analisis CSIS*, the official journal of CSIS.

### **III.2.3. Producing Articles**

Nearing the end of the internship period, the writer was requested to collaborate with other interns to produce a 3000-word article in English and Bahasa Indonesia. The article served as a review of the 2014 presidential election, which discussed several points e.g. the comparison between the presidential debates held in 2009 and the debates in 2014, smear campaigns, campaign finance, the profiles of the two presidential candidates, the neutrality of the Indonesian Armed Forces and National Police, the involvement of media moguls in politics, and also the role of the Election Supervision Agency (*Badan Pengawasan Pemilu; Bawaslu*). The article has been submitted and is pending publication in the *Indonesian Quarterly*, another journal published by CSIS, and also *Analisis CSIS*.<sup>12</sup>

This task was one of the most difficult tasks encountered by the writer. Not only was the writer faced with a short deadline, the breadth of the issue required the writer to gather information from many sources. Also, the academic nature of the article demanded extra consideration on the format and style of writing. To finish the task, the writer had to work together with the other interns in brainstorm sessions and distributing the workload. Once each individual had finished their assigned part, the writer and the other interns worked together to merge their individual parts into one whole article.

This activity challenged the writer considerably and as result, the writer learned and developed many skills during this activity. The writer learned how to share ideas to fellow co-workers and synthesize ideas from others in writing, increasing the writer's teamwork skills. The writer also gained increased understanding of the publication rules used in journals, including formatting and use of diction. The research conducted in the progress of writing the article

### **III.2.4. Data Entry**

During the internship period, the writer was assigned to two tasks of data entry. The first data entry task involved entering data from a set of 225 reports from the Indonesian Armed Forces on Military Operations Other than War (MOOTW) into a spreadsheet in accordance with a predefined algorithm. The

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<sup>12</sup> As of the time this report was written, the article in question is still being reviewed by the editing committee of the *Indonesian Quarterly* and *Analisis CSIS*.

second data entry task involved inputting data from around 3000 questionnaires as part of a national survey conducted by CSIS to understand voter behaviour across Indonesia and predict the electability of the two presidential candidates.

Data entry was not considered a difficult task by the writer. The activity was, however, rather tedious because it involved repetitive input of data into a spreadsheet and perusing through a large number of articles. In the first task, the writer was required to peruse meticulously through the reports to locate the specific data indicated in the categories assigned by the requesting party. In the second task, while no perusing was required, the writer was demanded to verify the validity of the questionnaire before inputting data by checking a special randomised number sequence which ensured that the questionnaires were distributed in a random fashion. The writer was also asked to pay close attention to the answers of the questionnaires and to report questionnaires which were believed to contain untruthful answers.

During the course of this activity, the writer learned data organization skills. The writer learned how to construct spreadsheets used to organize large amounts of data geared towards specific research purposes, e.g. displaying trends and patterns and ordering events in a chronological order.

### **III.2.5. Information Gathering**

Information gathering involved the practice of gathering information from various sources e.g. books, journals, and websites. At certain times, information gathering was also conducted outside of the institution building or during seminars hosted by the institution. The writer participated in three significant information gathering activities during the course of the internship. It should be noted that the instances of information gathering stated in this report only include those officially sanctioned by the institution. Instances of information gathering conducted on the writer's own volition will not be included in the report.

The first instance was conducted within the institution during the first two weeks of the internship. The writer was assigned to gather information regarding German foreign policy in Indonesia, specifically in the area of trade. The requesting party only requested relevant information from official websites e.g. the website of the German foreign affairs office and related German offices.

The second instance was also conducted under the same conditions of the first instance. The writer was asked to gather information on relevant Indonesian legal products (e.g. laws, statutes, bylaws, and ministerial regulations) related to disaster management, religious freedom, and Indonesian migrant workers. The final instance of information was conducted in neighbourhoods in the vicinity of the CSIS building. The writer was asked to accompany a visiting fellow around the neighbourhoods to take documentation of various campaign attributes before the campaigns for the 2014 presidential elections ended.

Out of all the activities, information gathering was considered the most educative activity by the writer. The activity provided the writer with increased knowledge of various topics while also improving the writer's searching skills. However, the activities were considered moderately difficult by the writer due to the large amount of sources which needed to be searched through.



## **CHAPTER IV**

### **Personal Results and Evaluation**

#### **IV.1. Chapter Description**

This chapter covers personal results which the writer believes to have achieved during the course of the internship and also a personal evaluation of the internship undertaken by the writer.

#### **IV.2. Personal Results**

Personal results are divided into three sections i.e. academic gains, or the effects of the internship in furthering the writer's academic progress; personal gains, or the effects of the internship in the writer's personal development e.g. soft skills, knowledge, and/or technicalities; and influences of the internship on the writer, especially in determining the writer's future career path.

##### **IV.2.1. Academic gains**

The writer believes that the internship has greatly contributed to their academic progress. The nature of the institution as a think-tank has allowed the writer to interact with people coming from various academic backgrounds e.g. politics, strategy and defence, economics, and even liberal arts. This has contributed to the writer's overall academic knowledge through informal and formal discussion of topics which the writer might have never encountered during a formal class in university. Continued interaction with these people have also provided the writer with a general overview of academic standards held by universities abroad which has helped the writer in deciding their future education path.

Aside from interpersonal academic interaction, the internship has provided the writer with the academic techniques needed to prepare for the writer's final thesis. By being assigned to various tasks throughout the internship, the writer has learned to refine the skills required to undertake the final thesis in order to complete the undergraduate program from the university. Being assigned to information gathering and data entry have provided the writer with organizational techniques needed to sort and filter large amounts of data and information from either electronic sources or printed sources. Producing

articles and translations have provided the writer with linguistic knowledge and academic writing techniques. Listening to interviews and producing transcripts have provided the writer with the knowledge of constructing questionnaires geared towards specific research goals.

Conducting the internship at a think-tank has not only provided the writer with academic skills and techniques, but has also allowed the writer to freely explore academic fields not related to the writer's study program at the university. While the writer is formally studying international relations, the abundant amount of printed source material available at the institution's library has allowed the writer to explore in-depth not only international relations and politics, but also economics, sociology and social psychology. This has helped greatly in the writer's search for a suitable thesis topic, which the writer has already decided on during the first month of the internship.

#### **IV.2.2. Personal gains**

The writer believes that the internship has helped develop several key interpersonal and intrapersonal skills.

The internship has helped the writer recognize the writer's inherent strengths and weaknesses, while also help guide the writer to compensate weaknesses and utilize strengths to the fullest. For example, during the article writing assignment, the writer realized that the writer had a hard time collaborating ideas with the other interns. To circumvent this weakness, the writer opted to write down their own ideas within the draft of the article and then let the other interns decide whether the writer's ideas were suited to the article. The other interns also urge the writer to be more vocal in voicing ideas, a move which provided significant help for the writer.

Interacting with people from different backgrounds has helped the writer to develop several interpersonal skills, specifically understanding and tolerance. Informal chat sessions and outings with interns hailing from the United States, Canada, and the Netherlands has helped the writer understand customs in the respective countries and tolerate several customs which are practiced in the aforementioned countries, but not in Indonesia. Discussions with researchers who have different political and academic views has helped the writer develop a wider understanding of issues in the academic world. Also, the writer has

learned social techniques used in formal meetings, such as the use of business cards and socializing techniques which will be useful in the future.

#### **IV.2.3. Influence of the internship**

Prior to the internship, the writer has aspired to work in the academic field as a researcher or lecturer. The writer conducted the internship program with those goals in mind. The internship has strongly influenced the writer to continue pursuing the writer's aforementioned career goals. In addition, the internship has also provided a possible opening towards a career option should the writer be interested in future employment at the institution.

### **IV.3. Evaluation of the internship**

This section provides a personal evaluation of the overall internship process, which is divided into three parts. The first part, "Institution", evaluates the institution as a whole. Criteria includes technical details of the internship process and details on workplace situation. The second part, "Substance", evaluates the institution based on the work given to the intern. Areas subject to evaluation include the amount of work assigned, whether the tasks are related to the writer's interests, and the weight of the tasks assigned. The final part, "Additional Benefits", evaluates the benefits provided by the institution to the writer. Benefits include, but are not limited to, both tangible and nontangible benefits which the writer has experienced during the internship.

In the writer's view, CSIS is a recommended place to conduct an internship program for prospective interns interested in academia, especially politics, international affairs, and economics. However, the institution may not be attractive to prospective interns seeking monetary remuneration, tasks that are physically stimulating, and jobs related to academia.

#### **IV.3.1. Institution**

The internship process at CSIS is rather closed and limited. Only a few interns are accepted due to physical limitations of the institution. Also, the only way to inquire about the internship program is through email contact with the institution's assigned internship coordinator, which is available at the CSIS official website. Once contact has been established, the writer was asked to submit credentials, such as the writer's CV and cover letter. After submission of credentials, the writer was required to wait until the screening process was

finished. In the writer's case, the screening process took around two months. Details on the screening process were kept confidential by the institution. Once the writer had been accepted as an intern, the writer was given a rather brief orientation on the ground rules during the internship period, such as working hours, job description, and benefits.

In general, the workplace situation at CSIS is quite relaxed and rather informal. No rigorous dress codes are maintained, though interns are expected to wear decent attire. Researchers are assigned to private workplaces, while interns were placed in one large room capable of holding up to six interns in one period. Interns can navigate throughout the office and library on the ground floor freely and are allowed to interact with researchers and staff at any given time. Tasks are assigned either through email or verbal communication at irregular intervals. If there are no tasks assigned to interns, the interns are allowed to freely pursue their own interests. Office hours are not stringent; if interns have personal business to attend to, they are allowed to leave before the office day ends. The rule also applies to researchers, who can come and go as they please. Interns are also allowed to freely utilize the resources the institution provides, such as the library and newspaper clippings.

While this relaxed environment is suited towards the pursuit of knowledge and provides full freedom for the individual, this type of work environment makes it hard to physically meet and discuss formal matters with the supervisors (e.g. requesting signatures for biweekly reports), as they may not be present at important times.

#### **IV.3.2. Substance**

At CSIS, the workload is significantly light. The writer is only assigned tasks whenever a requesting party asks the writer to complete a specific task, even though the writer has tried to take the initiative to ask around the office. During the course of the internship, the writer had a large amount of free time in-between tasks. The tasks assigned mostly demanded skills related to academia and not interpersonal skills. Also, tasks were mostly sedentary desk-jobs, not physically demanding labour or repetitive tasks.

Despite the light workload, the writer considers the tasks to have significant weight and are related to the writer's interests. For example, while

entering data from a set of Indonesian Armed Forces reports seem to be physically unstimulating, the task was related to the writer's interests and was considered to be fulfilling because the writer had the chance to understand the practical usages of theory taught in the classroom. The array of tasks assigned to the writer during the internship period coincided with what the writer sought from an internship at an institution working in the field of academia.

#### **IV.3.3. Additional benefits**

An internship at CSIS provides more nontangible benefits compared to tangible benefits.

As an Intern, the writer was not provided with monetary remuneration. However, as compensation, the writer was provided with sustenance in the form of free lunch, held at a designated eating hall on the premises. Other tangible benefits include internet access and a workplace.

The amount of nontangible benefits, however, exceeds the number of tangible benefits. As a renowned institution in Indonesia, CSIS frequently holds focused group discussions (FGDs) and seminars related to public policy and international affairs. Interns are expected to attend these activities to expand their knowledge. Besides seminars, CSIS also provides abundant academic resources, such as books, journals, and organized newspaper clippings, which are helpful for interns wishing to expand their academic knowledge. Also, the institution attracts figures from a variety of backgrounds and locations. This allows the intern to expand their social network, gain insight on popular issues, and also build connections with prominent figures.

# CHAPTER V

## Conclusion and Recommendation

### V.1. Conclusion

After completing an internship program for three months, the writer concludes that the internship has proven to benefit the writer positively. By doing tasks such as producing transcripts, writing articles, and gathering information, the writer has experienced improvement in interpersonal, intrapersonal, academic, and technical skills which have added to the writer's repertoire of skills usable in the future. The writer has also been able to explore various career options through interaction with researchers and figures from different backgrounds. The networks built during the internship period also adds to the list of utilities the writer possesses.

### V.2. Recommendations

This section serves to provide recommendations to be used in improving future internship programs.

#### V.2.1. Recommendations for President University

Throughout the internship program, President University has been helpful in communicating the necessary requirements for the internship program and emailing the necessary files which the student needs. To further improve the role of the university in assisting students in the internship process, the university needs to expand the choice of companies to not only include business-oriented companies, but also non-profit companies in the field of research. This is required so that students have a wider range of choices, considering that not all students would want to work in corporations or other profit-oriented companies. The writer knew CSIS through a recommendation from a lecturer at the university, not the ICC, which is the official body responsible for handling internships. The ICC should consider constructing networks with other research-based institutions such as Strategic Asia, CSIS, or Freedom Institute to expand the choices of research-based institutions where students with academic-oriented goals can conduct their internships.

Regarding the preparation prior to the internship program, the writer strongly feels that the preparations provided by the university is inadequate. The

materials and explanations provided by the ICC was rather insufficient to prepare the writer for the real internship program. Also often times, while information from the ICC was properly disseminated, the information disseminated often clashed with information disseminated from the writer's Study Program leading to confusion on several key details of the program i.e. submission deadline of the final report. In the future, the ICC should consider improving communications with the involved parties to reduce the possibility of communication mishaps reaching the students. The ICC should also consider a longer and more comprehensive pre-internship course to better prepare students before the program commences.

### **V.2.2. Recommendations for Prospective Interns**

For prospective interns, especially President University students, the writer highly recommends conducting an internship program at CSIS. However, this recommendation only applies if prospective interns are seeking experience in the field of academia and research. The overall environment encourages the pursuit of knowledge and application of theory. For those seeking an internship which offers monetary remuneration, people-oriented assignments, or physically-stimulating tasks, the writer does not recommend CSIS as a place for internship.

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## Appendix I

The following table shows the rate of unemployment based on tier of education in Indonesia. The data is based on the Indonesia National Statistics Bureau and can be accessed at <http://bps.go.id>. The table has been slightly modified from the original to suit this report's formatting and language needs.

**Unemployment Based on Highest Tier of Education Completed 2004-2013.**

Highest Tier of Education Completed	No formal education/Not yet enrolled	Not/Not yet passed Grade School	Grade School	Middle School	High School (General)	High School (Vocational)	DI – DIII/Academy	University	Total
<b>2004</b>	336 027	668 269	2 275 281	2 690 912	2 441 161	1 254 343	237 251	348 107	<b>10 251 351</b>
<b>2005</b>	<b>February</b>	342 656	670 055	2 540 977	2 680 810	2 680 752	1 230 750	322 836	<b>10 854 254</b>
	<b>November</b>	264 458	673 527	2 729 915	3 151 231	3 069 305	1 306 770	308 522	<b>11 899 266</b>
<b>2006</b>	<b>February</b>	234 465	614 960	2 675 459	2 860 007	2 842 876	1 204 140	297 185	<b>11 104 693</b>
	<b>August</b>	170 666	611 254	2 589 699	2 730 045	2 851 518	1 305 190	278 074	<b>10 932 000</b>
<b>2007</b>	<b>February</b>	145 750	520 316	2 753 548	2 643 062	2 630 360	1 114 675	330 316	<b>10 547 917</b>
	<b>August</b>	94 301	438 519	2 179 792	2 264 198	2 532 204	1 538 349	397 191	<b>10 011 142</b>
<b>2008</b>	<b>February</b>	79 764	448 431	2 216 748	2 166 619	2 204 377	1 165 582	519 867	<b>9 427 590</b>
	<b>August</b>	103 206	443 832	2 099 968	1 973 986	2 403 394	1 409 128	362 683	<b>9 394 515</b>
<b>2009</b>	<b>February</b>	60 347	415 955	2 143 747	2 054 682	2 133 627	1 337 586	486 399	<b>9 258 964</b>
	<b>August</b>	90 471	547 430	1 531 671	1 770 823	2 472 245	1 407 226	441 100	<b>8 962 617</b>
<b>2010</b>	<b>February</b>	59 066	547 164	1 522 465	1 657 452	2 111 256	1 336 881	538 186	<b>8 592 490</b>
	<b>August</b>	157 586	600 221	1 402 858	1 661 449	2 149 123	1 195 192	443 222	<b>8 319 779</b>
<b>2011</b>	<b>February</b>	92 142	552 939	1 275 890	1 803 009	2 264 376	1 082 101	434 457	<b>8 117 631</b>
	<b>August</b>	190 370	686 895	1 120 090	1 890 755	2 042 629	1 032 317	244 687	<b>7 700 086</b>
<b>2012</b>	<b>February</b>	123 213	590 719	1 415 111	1 716 450	1 983 591	990 325	252 877	<b>7 614 241</b>
	<b>August</b>	82 411	503 379	1 449 508	1 701 294	1 832 109	1 041 265	196 780	<b>7 244 956</b>
<b>2013</b>	<b>February</b>	109 865	513 534	1 421 653	1 822 395	1 841 545	847 052	192 762	<b>7 170 523</b>
	<b>August</b>	77 450	477 156	1 339 072	1 681 945	1 925 563	1 259 444	187 059	<b>7 388 737</b>

Source: Survei Angkatan Kerja Nasional (Sakernas) 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, dan 2013

## Appendix II

This section contains photos of the writer during various activities at CSIS.



**Appendix III**  
**Biweekly Reports**



**INTERNSHIP AND  
CAREER CENTER**

<b>Form No</b>	<b>ICC/03/INT/BWR/2011</b>
<b>Form Title</b>	<b>Internship Biweekly Progress Report</b>

**BIWEEKLY REPORT I  
14 – 28 APRIL 2014**

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<b>Name</b>	<b>: I Gusti Bagus Dharma Agastia</b>		
<b>Company's Name</b>	<b>: Centre for Strategic and International Studies (CSIS)</b>	<b>Department</b>	<b>: International Relations and Politics</b>
<b>Supervisor's Name and Title</b>	<b>: Lina Alexandra – Researcher</b>		
<b>Working Hours</b>	<b>: 8 hours</b>	<b>Report Period</b>	<b>: 14 April – 28 April 2014</b>

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**A. Describe your principal assignments, responsibilities, for the past two weeks**

1. Assisting researchers who request help with their research in activities such as data collection, information gathering, and raw data processing.
  - > Gathered information on German foreign policy in Southeast Asia in fields of economy and trade.
  - > Processed interview transcripts.
  - > Gathered information on national legal products related to disaster management, religious freedom, and migrant workers.

**B. Describe important aspects of the work where you learned significant knowledge, skills, or personal development**

1. While gathering information on German foreign policy and national legal products, I learned how to effectively search for relevant data both in electronic and printed sources and how to organize data.
2. While processing interview transcripts, I learned how to distill important data from interviews and process audio data into written information.

**C. Describe problems or challenges encountered during the week and how you resolved/minimized them**

**Submitted by**

DHARMA AGASTIA

**Name of intern**

**Date:** 2/5/2014

**Read and acknowledged by**

LINA ALEXANDRA

**On Site Supervisor**

**Date:** 2/5/2014



Form No	ICC/03/INT/BWR/2011
Form Title	Internship Biweekly Progress Report

**BIWEEKLY REPORT I  
28 APRIL – 12 MAY 2014**

Name	: I Gusti Bagus Dharma Agastia		
Company's Name	: Centre for Strategic and International Studies (CSIS)	Department	: International Relations and Politics
Supervisor's Name and Title	: Lina Alexandra – Researcher		
Working Hours	: 8 hours	Report Period	: 28 April – 12 May 2014

**A. Describe your principal assignments, responsibilities, for the past two weeks**

1. Assisting researchers who request help with their research in activities such as data collection, information gathering, and raw data processing.
  - Constructed a data set based on information from 225 articles of TNI Operational Reports

**B. Describe important aspects of the work where you learned significant knowledge, skills, or personal development**

1. Learned how to organize large amounts of information based on provided algorithms.
2. Learned how to use information from a data set in qualitative and quantitative analysis, such as making out patterns and constructing charts.

**C. Describe problems or challenges encountered during the week and how you resolved/minimized them**

1. Inputting information into the data set was tedious work and the categories provided sometimes did not match the information stated in the Operational Reports. So, I had to keep asking the researcher for their opinion regarding the categorization of the troublesome Reports.

Submitted by

PHARMA AGASTIA

Name of intern

Date: 21 MAY 2014

Read and acknowledged by

LINA ALEXANDRIA

On Site Supervisor

Date: 21/5 2014



**INTERNSHIP AND  
CAREER CENTER**

Form No	ICC/03/INT/BWR/2011
Form Title	Internship Biweekly Progress Report

**BIWEEKLY REPORT III  
12 MAY – 26 MAY 2014**

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Name	: I Gusti Bagus Dharma Agastia		
Company's Name	: Centre for Strategic and International Studies (CSIS)	Department	: International Relations and Politics
Supervisor's Name and Title	: Lina Alexandra – Researcher		
Working Hours	: 8 hours	Report Period	: 12 May – 26 May 2014

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**A. Describe your principal assignments, responsibilities, for the past two weeks**

1. Assisting researchers who request help with their research in activities such as data collection, information gathering, and raw data processing.
  - Assisted in recapitulating data from Legislative Elections from each regency based on data from the General Election Commission (KPU). Talled votes gained by top ten parties in each regency across Indonesia.
  - Translated a questionnaire (English → Indonesia) which will be used to conduct research on political habits in Indonesia.

**B. Describe important aspects of the work where you learned significant knowledge, skills, or personal development**

1. Learned how to construct questionnaires for specific research objectives.
2. Learned how to see patterns in large amounts of quantitative data and interpret such patterns.

**C. Describe problems or challenges encountered during the week and how you resolved/minimized them**

1. The sheer amount of raw data of the Legislative Elections demanded me to share the workload with other interns.

Submitted by

**DHARMA AGASTIA**

Name of intern

Date: 9/6/2014

Read and acknowledged by

**LINA ALEXANDRA**  
On Site Supervisor

Date: 9/6/2014.



**INTERNSHIP AND  
CAREER CENTER**

Form No	ICC/03/INT/BWR/2011
Form Title	Internship Biweekly Progress Report

**BIWEEKLY REPORT IV  
26 MAY – 9 JUNE 2014**

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Name	: I Gusti Bagus Dharma Agastia		
Company's Name	: Centre for Strategic and International Studies (CSIS)	Department	: International Relations and Politics
Supervisor's Name and Title	: Lina Alexandra – Researcher		
Working Hours	: 8 hours	Report Period	: 26 May – 9 June 2014

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**A. Describe your principal assignments, responsibilities, for the past two weeks**

1. No activities during 26 May – 1 June due to week-long holiday.
2. No assigned tasks during 2 June – 8 June. Time used for conducting personal research on potential thesis topics.

**B. Describe important aspects of the work where you learned significant knowledge, skills, or personal development**

**C. Describe problems or challenges encountered during the week and how you resolved/minimized them**

Submitted by

DHARMA AGASTIA

Name of intern

Date: 9/6/2014

Read and acknowledged by

On Site Supervisor

Date: 9/6/2014 .



**INTERNSHIP AND  
CAREER CENTER**

<b>Form No</b>	<b>ICC/03/INT/BWR/2011</b>
<b>Form Title</b>	<b>Internship Biweekly Progress Report</b>

**BIWEEKLY REPORT V  
9 JUNE – 23 JUNE 2014**

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<b>Name</b>	<b>: I Gusti Bagus Dharma Agastia</b>		
<b>Company's Name</b>	<b>: Centre for Strategic and International Studies (CSIS)</b>	<b>Department</b>	<b>: International Relations and Politics</b>
<b>Supervisor's Name and Title</b>	<b>: Lina Alexandra – Researcher</b>		
<b>Working Hours</b>	<b>: 8 hours</b>	<b>Report Period</b>	<b>: 26 May – 9 June 2014</b>

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**A. Describe your principal assignments, responsibilities, for the past two weeks**

1. Assisting researchers who request help with their research in activities such as data collection, information gathering, and raw data processing.
  - a. Participated in data entry for National Survey for assessing voter behavior in 2014 presidential election. Processed around 3000 surveys with other interns.

**B. Describe important aspects of the work where you learned significant knowledge, skills, or personal development**

1. Learned the basics of how to construct surveys for specific research purposes, combining qualitative and quantitative methods.

**C. Describe problems or challenges encountered during the week and how you resolved/minimized them**

Submitted by

DHARMA AGASTIA

Name of intern

Date: 7 July 2014

Read and acknowledged by

LINA ALEXANDRA

On Site Supervisor

Date: 9 July 2014





**INTERNSHIP AND  
CAREER CENTER**

Form No	ICC/03/INT/BWR/2011
Form Title	Internship Biweekly Progress Report

**BIWEEKLY REPORT VI  
23 JUNE – 7 JULY 2014**

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Name	: I Gusti Bagus Dharma Agastia		
Company's Name	: Centre for Strategic and International Studies (CSIS)	Department	: International Relations and Politics
Supervisor's Name and Title	: Lina Alexandra – Researcher		
Working Hours	: 8 hours	Report Period	: 26 May – 9 June 2014

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**A. Describe your principal assignments, responsibilities, for the past two weeks**

1. Assisting researchers who request help with their research in activities such as data collection, information gathering, and raw data processing.
  - a. Translated an excerpt of an article (English to Bahasa Indonesia) about the new trade and industry laws in Indonesia.
  - b. Accompanied a visiting fellow take documentation of campaign posters in neighborhoods in the vicinity of CSIS building.
2. Along with other interns, wrote a 3000-word article on the process of the 2014 presidential elections.

**B. Describe important aspects of the work where you learned significant knowledge, skills, or personal development**

1. Learned how to collaborate and synthesize ideas from a group of people into written form.

**C. Describe problems or challenges encountered during the week and how you resolved/minimized them**

Submitted by

DHARMA AGASTIA

Name of intern

Date: 7 July 2014

Read and acknowledged by

LINA ALEXANDRA

On Site Supervisor

Date: 7 July 2014