

Chapter 4

4.1 Conclusion

The *Kerja Profesi* (KP) program at Universitas Pembangunan Jaya serves as a critical link between academic theoretical knowledge and the needs of the professional world. The author's internship with Xynergy Realty, a Melbourne-based real estate agency in Australia, has been a very relevant and effective learning setting, especially in real estate management. Over a period of three months, from the months of January to March 2025, the author was assigned various duties that were directly linked to the main operations of the organization, which involved activities such as correspondence handling, reviewing documents, conducting performance audits, and coordinating administrative functions.

- By actively engaging in different administrative activities, the author successfully implemented and consolidated required theoretical bases obtained from previous academic activities. These include theories of administrative workflow, customer relationship management (CRM), and performance monitoring systems in service-based organizations. By being assigned actual operating responsibilities such as auditing monthly property management reports, pulling out routine inspections, creating weekly meeting reports, and processing rent review information, the author came to have a holistic view of how data accuracy, compliance, and communication play a pivotal role in real estate management.

Furthermore, *Kerja Profesi* placement enabled the achievement of valuable soft and hard skills, including strong attention to detail, proficiency in digital literacy, stakeholder communication, and adherence to workplace discipline. Utilization of industry-grade tools such as Property Tree, CoreLogic, and Excel significantly improved the author's capacity for dealing with property data efficaciously and overall task performance. This practice is consistent with Kolb's Experiential Learning Theory, which states that learning is best achieved when one engages in a continuous process of experience, reflection, conceptualization, and experimentation. The routine engagement of the author in real administrative cases enabled the practice of this learning process, particularly in the

understanding of the importance of prompt documentation and client satisfaction in the operations of a real estate business.

As important, this *Kerja Profesi* program allowed the author to learn the importance of professionalism at work. Having face-to-face interactions with internal employees, tenants, and property owners gave the author insight into real communication habits, the necessity of confidentiality, and the ability to stay professional in stressful situations. The lack of a formal training period at the outset of the placement compelled the author to learn fast and initiate proactive measures, which became a vital component of the learning process.

The *Kerja Profesi* experience also illustrated the inherent synergy between frontline real estate agents and administrative support functions. While the author's work was largely of a back-office nature, it played a central role in guaranteeing the smooth and accurate provision of services. This experience underscores the often unheralded but essential role that administrative personnel play in ensuring the operational smoothness of a service organization such as Xynergy Realty.

Cumulatively, this placement in the *Kerja Profesi* system not only achieved educational goals but also provided significant opportunities for professional and personal development. The author has developed a clearer perspective regarding career goals, greater awareness of occupational demands, and acquired a range of transferable skills that will enhance future employment prospects. Cumulatively, the placement experience demonstrates the efficacy of the *Kerja profesi* system in preparing graduates for work and highlights the value of strongly coordinated collaboration between education institutions and industry partners.

4.2 Recommendations

From the learning and observations while on *Kerja Profesi* placement, the author gives some recommendations that are targeted to three stakeholder groups: the future *Kerja Profesi* participants, the institutions of learning, and the host company.

a) Recommendation for Future KP Participants

It is imperative that future students undertaking the *Kerja Profesi* program go into their placements with an open and active mindset to embracing new

challenges. The property sector, especially in the dynamic setting of Melbourne, demands that one demonstrates attention to detail, adaptability, and reliability. Students need to establish a solid foundation in basic property management principles, with particular emphasis on technological platforms common in the industry, including Excel, Property Tree, Google Workspace, and CoreLogic. In addition to these, it is necessary for the students to develop a habit of comprehensive documentation and time management, as these are basic skills for the management of different workflows. In addition to these, students are advised to develop soft skills that incorporate professional communication, emotional intelligence, and teamwork. A willingness to accept feedback and reflective practices—such as the keeping of a professional log or diary—can greatly enhance the learning experience while on *Kerja Profesi*.

b) Recommendations to Higher Education Institutions

To maintain the efficacy and relevance of the *Kerja Profesi* program, universities need to review and revise the curriculum in accordance with real-time industry evolution. A suggestion is to introduce practical modules or simulations in coursework that reflect administrative issues of property agencies. These may comprise mock auditing, email management exercises, and scenario-based training in software systems. Further, universities should consider assessing the development of their alliances with industry partners through the establishment of formal knowledge partnership agreements that include learning outcomes, feedback mechanisms, and supervisory support. Further, pre-placement training programs focusing on professional behaviour, operational software, and basic compliance knowledge would also prepare students to work effectively and competently in their host organizations. Academic advisors are also charged with providing ongoing guidance and promoting critical reflection throughout the period of the placement. The use of structured reflection templates or monthly assessments can help students connect their experiential learning to theoretical concepts in a meaningful and measurable way.

c) Recommendations for Xynergy Realty

At the *Kerja Profesi* placement, the author was supervised one-on-one by a single staff member instead of being enrolled in a formal student training

program. This one-on-one model provided a more concentrated and personalized learning experience, enabling the author to learn role-specific expectations rapidly and become more involved in actual tasks. There are a number of ways, however, that this learning process can be enhanced for future students or newly employed administrative trainees. First, while the direct mentorship model was successful, the author suggests Xynergy Realty implement a short-written orientation or task guide at the beginning of the placement. The document would describe major tasks, general introductions to the systems used (e.g., Property Tree, CoreLogic), and template documents used for ongoing tasks such as KPI auditing or rent review tracking. This kind of resource would minimize early confusion, reduce duplicated clarification needs, and allow the participant to contribute more effectively from the beginning.

Secondly, although the author was accorded trust and independence in executing their duties, the inclusion of regular weekly or fortnightly meetings with the mentor and the student can be used to improve performance results. Even a short feedback meeting would clarify expectations of tasks, encourage best practice, and advise on areas for improvement. Moreover, this tactic would improve professional development in time management and making decisions under pressure competencies. Finally, the author recommends that in future placements, Xynergy Realty may allow students to shadow or participate in a wider variety of administrative tasks beyond their own responsibilities. For example, sitting in on monthly team meetings, reading organization-wide operational protocols, or shadowing various team members for a day may enhance students' overall appreciation of how each function plays a role in the overall operation of the agency. This has the potential to enhance the learning experience of students while simultaneously promoting a sense of collaboration and professional identity within the organization.

In brief, the author recognizes and values the flexibility, accountability, and professional experience provided by Xynergy Realty throughout the internship experience. By progressively revising the onboarding materials and providing additional systematic avenues of feedback, the firm can continually refine the efficacy of its distinctive KP model without undermining the proprietary mentoring approach that distinguishes it from the competition.