

# Student Satisfaction with the Internship Program in the World of Business and Industry

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## ABSTRACT

This research aims to describe the satisfaction of students of the chemistry education study program at the University of Tanjungpura taking part in the business world and industry internship programs in 2022. This research uses a quantitative approach with a survey method. The subjects in this study were 28 students of the Chemistry education program who took part in an internship program. Data collection techniques were carried out by indirect communication using questionnaires and analyzed quantitatively descriptively. The study results showed that students were satisfied (35.7%) and delighted (64.3%) with the Chemistry Education study program internship at Tanjungpura University. Students responded positively to the internship activities and increased their skills and abilities afterward.

**Keywords**– internship, satisfaction

## INTRODUCTION

Universities must design and implement innovative learning processes so that graduates have the competence to compete in the world of work. Graduate competencies must match the needs of the times to deal with changes in social, cultural, a world of work and technological advances. One of the main challenges for tertiary institutions is how to transfer knowledge and expertise to students to be accepted by the business and industrial world (Rosyidah et al., 2020). According to Oksari et al. (2022), higher education in Indonesia still produces graduates who are not ready to work because of limited skills and abilities to meet the demands of the world of work. Through the Ministry of Education, Culture, Research and Technology, the government has made a policy to facilitate students in honing their skills, one of which is Merdeka Learn Kampus Merdeka (MBKM). This policy aims to increase the competency of graduates, both soft skills and hard skills (Sulistiyani et al., 2021) and prepare graduates as future leaders of the nation who are superior and have personality (Sopiansyah et al., 2022). Universities are required to eliminate the gap between the applied curriculum and the needs of the business and industrial world as much as possible (Lisdiantini et al., 2022) by building cooperation with the business world and the industrial world in various sectors in the form of apprenticeship programs (Rosyidah et al., 2020). Internships provide experience to real work exposure to eliminate the gap between the business world and the industrial world. According to Fuadi & Aswita (2021), apprenticeship is a learning activity in collaboration with partners such as companies, non-profit foundations, multilateral organizations, government institutions, and startups. One of the MBKM programs is an internship in the business world and the industrial world, which aims to provide sufficient experience to students, and direct learning in the workplace to acquire complex skills and soft skills (Dikti, 2020). Internships in the business and industrial worlds arise because university graduates are not ready to work in the industry/professional world due to a lack of work experience (Marjan, 2022). The Tanjungpura University Chemistry Education study program, as a policy implementer at the tertiary level, wants graduates who are skilled according to the competencies needed by the world of work. According to Rosyidah et al. (2020), the internship program is mandatory in the undergraduate program curriculum, which aims to prepare students to become professional and work-ready human resources. Students are expected to have better soft skills than expected in the world of work during internships (Purwaningsih et

al., 2017). Internships in the Chemistry Education study program are carried out in three business and industrial worlds: CV Atsiri Indonesia, PUI PT Destructive Learning Innovation, and EcoJ Print. The success of the internship can occur if students feel satisfied with the implementation of policies carried out by the Chemistry Education study program to increase student competence to become work-ready graduates. Learners feel satisfied when the academic environment provides adequate technology, a meaningful instructional environment, and a sense of acceptance and belonging (Amoako & Coast, 2020). Conformity between students' wishes and higher education management is essential for the success of the educational process in higher education (Wijana & Dwi Rusiawati, 2021). Fulfilling the community's education needs is closely related to the satisfaction the community gets through existing educational services (Munir, 2020). The satisfaction felt by students in the internship program can increase the program's internal motivation. Learners who show greater satisfaction with their work and personal growth have internal motivation to complete work as part of an internship (Stansbie et al., 2013). Student satisfaction with their internship was related to the nature of the internship experience, and the benefits received (Gupta et al., 2010). Student satisfaction is a significant determinant of positive word of mouth, retention, and loyalty (Temizer & Turkyilmaz, 2012). Satisfaction with higher education is a parameter that characterizes the professional socialization process of students as subjects of educational activities (Razinkina et al., 2018). This research aims to describe the satisfaction of students of the chemistry education study program at Tanjungpura University participating in the internship program in 2022. This research is to obtain information about the quality of the internship program from a student's point of view and whether the skills acquired are the competencies needed in the world of work. According to Sufiyah (2017), student satisfaction will promote good service from the tertiary institution to other prospective students. It will increase the number of students studying at tertiary institutions. Customer satisfaction with educational institutions is necessary for an institution that is reliable and can exist amid increasing global competition (Samsirin, 2015), shaped by repeated experiences in campus life (Ahmad, 2015). The results of several studies identified service quality as influencing satisfaction (Sufiyah, 2017; Marjan, 2022; Samsirin, 2015; Ohliati & Abbas, 2019).

## MATERIALS AND METHODS

This study uses a quantitative approach using survey methods by analyzing primary data descriptively. Research on consumer satisfaction uses a survey method (Wasisto, 2013). The survey research method collects data using questionnaires and interviews from samples representing a specific population according to research interests (Islamy, 2019). The subjects of this study were 28 students of the Tanjungpura University Chemistry education program who carried out the internship program for the business and industrial world at CV Atsiri Indonesia, PUI PT Destructive Learning Innovation, and EcoJ Print. The internship is for one month, starting from September to October 2022. Data collection techniques were carried out through indirect communication using a questionnaire instrument on a Likert scale (with four response points). An even number of response points (4 dots) is recommended over an odd number of response points (5 dots) because social bias (the desire to please the interviewer or the feeling of being considered a helper by the interviewer because they want to be a respondent) can be reduced (Tuhumury, 2013). The questionnaire contains questions about student internship satisfaction related to internship activities and improving skills and abilities after attending an internship adapted from MTSU and submitted using the Google Form. The data analysis technique used is descriptive quantitative to help describe, show or summarize data constructively.

## RESULTS

Twenty-eight students from the Chemistry Education study program attended the internship activity at

Tanjungpura University, Pontianak. Student satisfaction is measured by means of directly reported satisfaction through questions. Intern student satisfaction levels can be seen in Figure 1.

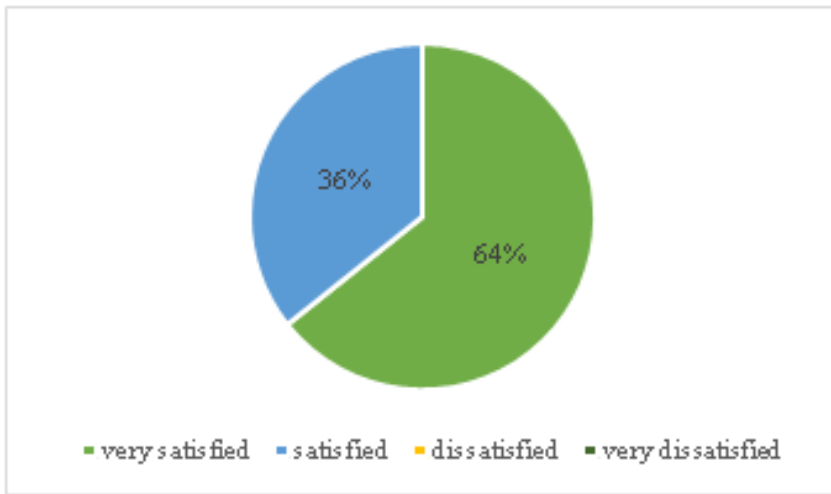


Figure 1. Percentage of student internship satisfaction levels.

The response of students of the Chemistry Education study program to internships can be seen in Figure 2. Statements in Figure 2 as follows: 1) his experience adds value to learning, 2) this experience has a positive impact on learning, 3) these experiences keep me active in learning, 4) these experiences had a positive impact on the broader community and region, 5) these experiences have helped me develop critical thinking skills, 6) this experience has helped prepare me for my career, 7) these experiences have helped prepare me for graduate school, and 8) how likely is it that you will recommend the internship to other students? Student responses to increasing skills and abilities after attending an internship can be seen in Figure 3.

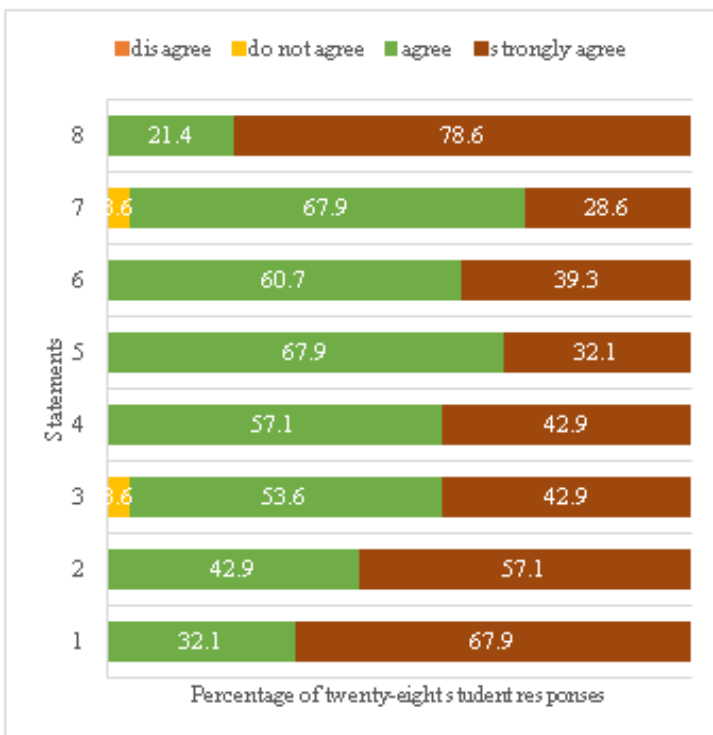
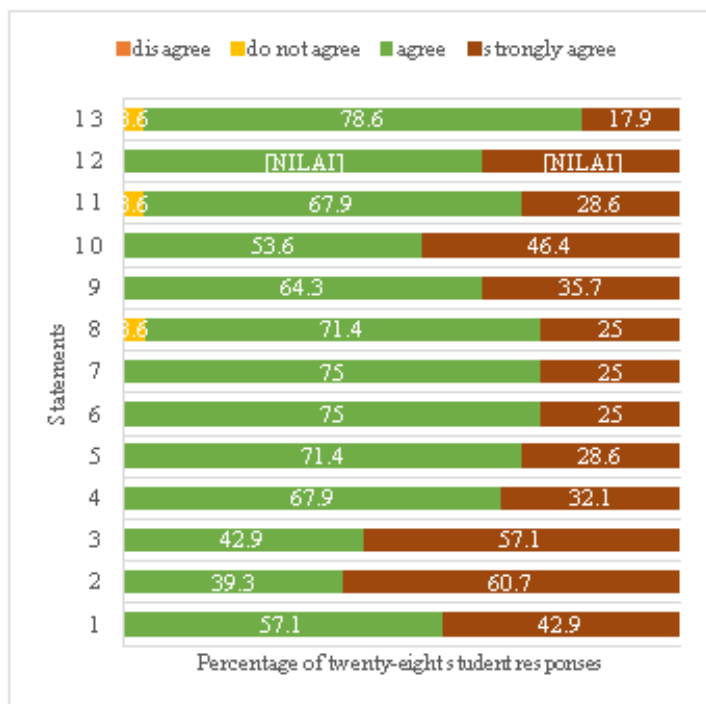


Figure 2. Percentage of student responses to internships.



**Figure 3. Percentage of student responses to skills and abilities after the internship.**

Description of the statement as follows: 1) develop a discipline learning experience, 2) interact and work with people from other cultures, 3) recognize the skills and abilities of people from other cultures, 4) understand the needs of others, 5) plan my time to complete the project, 6) organize my work to complete the project, 7) solve problems, 8) communicate effectively in writing, 9) communicate effectively through speaking, 10) work with the team to complete the project, 11) develop research skills, 12) donate time and ability to work in community activities, and 13) leading others when working in groups.

## DISCUSSION

Based on research results, 64.3% of students of the Tanjungpura University Chemistry Education study program were happy with the business and industry internships at CV Atsiri Indonesia, PUI PT Destructive Learning Innovation, and EcoJ Print. Global competition has emphasized the strategic importance of satisfaction and quality to win consumer preferences and maintain a sustainable competitive advantage (Petruzzellis et al., 2006). The quality of educational services affects the realization of higher education goals (Tanjung et al., 2019). The satisfaction of its students can measure the success of a tertiary institution. In this case, the quality of a tertiary institution's services depends on the institution's management (Suhaylide, 2014). Students gave positive responses to the internship activities they participated. 67.9% of students strongly agree that internships add value, and 57.1% positively impact learning. The function of the internship is to provide learning experiences to students in real situations in the field to strengthen pedagogic, personality, professional and social competencies to improve the quality of learning in the classroom (Fahrudin & Fauziah, 2021). 53.6% of students agree that internships make them active in learning, and 57.1% positively impact the community (students of the chemistry education study program). Apprentices generally experience work-related and organizational learning (Knouse & Fontenot, 2008). Active learning occurs within the internship experience allowing students to observe, think, reflect on, and write about issues of concern during the internship (Arter et al., 2016). Internships attended by students of the Tanjungpura University Chemistry Education study program can develop critical thinking skills as a provision for work or continuing their studies. 67.9% of students agree that internships develop critical thinking skills, 60.7% help prepare for careers, 67.9% help prepare for further studies, and 78.6% strongly

agree to recommend internships to other students. For students, the benefits of internships will lead to future careers (Purwaningsih et al., 2017). Students can develop competencies in the form of creativity, collaboration, communication, affection, critical thinking, digitalization, and computing logic by participating in the MBKM program (Sari et al., 2021). One of the ways to obtain life skills competence is through apprenticeship activities in the industrial world as an actualization of theory to gain relevance between the world of education and the industrial world, as well as knowing what activities are in the industrial world (Lisdiantini et al., 2022). Internship activities provide learning to students not only in class-based pedagogy but also in direct experience gained in a natural work environment. Students agree that internships can train skills and abilities in 71.4% planning time and 75% organizing work to complete projects, 75% solving problems, communicating effectively, 71.4% in writing and 64.3% speaking, 53.6% working in a team, and 67.9% developed research skills. Internship programs can improve students' soft skills, such as the ability to communicate well in the surrounding environment, adaptability, the ability to manage teamwork, social skills, and thoroughness at work (Lutfia & Rahadi, 2020). In addition, apprentice participants also receive learning indirectly in terms of 1) exemplary at work, 2) motivation at work, 3) learning to be responsible, 4) maturity in social life, 5) learning discipline, 6) building a network, 7) knowledge, and 8) train to work in teams (Hermanto, 2019). Internships can also train students' social skills and abilities. Students agree that 64.3% of apprentices can contribute their time and skills to community activities, and 78.6% train to lead others in groups. Internships can enhance students' employability and contribute to society (Rosyidah et al., 2020). The internship program plays an important role and contribution for students who enter the world of work, namely, to improve their competencies as a provision for experience for work in the next place (Lutfia & Rahadi, 2020).

## CONCLUSION

Most Tanjungpura University Chemistry Education study program students are satisfied with the internships in the business and industrial worlds. Students respond positively to the internship program, and their skills and abilities after the internship increase.

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