

STUDENT SATISFACTION WITH PLACEMENT FOR INTERNSHIP IN MANAGEMENT STUDY PROGRAM

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ABSTRACT

Internship activities are carried out in universities to introduce the working world to students in the future. This is important to be examined, especially in terms of the effectiveness of the program that has been implemented. By conducting a survey of students who have undergone the internship process, a clearer picture can be obtained of overall student satisfaction in response to the placement process during the internship. There are five factors emerge from the data analysis, namely interpersonal skills, work environment, culture, challenges, and benefit.

Keywords: internship, management program, factors

INTRODUCTION

The Internship Program is one of the important steps that students must take during their academic process. Through the internship program, students can gain understanding and knowledge about the industry that they will enter in the future after graduating from their studies. The internship program must go through a structured evaluation process to see its effectiveness in the overall academic process.

One effectiveness that can be seen is how the choice of internship location can affect student satisfaction at the University of Pelita Harapan Medan. This study is limited to students from various study programs at UPH Medan who have gone through the internship process. The goal is to understand how the choice of internship location affects student satisfaction.

The hypothesis developed is that the choice of internship location has an influence in increasing student satisfaction. Thus, in the future, a conclusion can be drawn on whether the internship location selection process is appropriate and whether there needs to be further development related to it. This is also an evaluation of the previous activities for continuous improvement, in line with the concept of Total Quality Improvement advocated in the service industry.

THEORETICAL BACKGROUND

Internship placement is an essential part of management programs in universities, which helps students apply theoretical knowledge to practical scenarios. This experience provides students with a better understanding of the corporate world and helps them develop the skills necessary to succeed in their future careers. Student satisfaction is a

crucial element in determining the effectiveness of an internship program. This literature review aims to investigate the factors that affect student satisfaction in internship placements for management programs in universities.

Organizational culture plays a significant role in determining student satisfaction during internship placements. According to Huang and Wu (2019), the quality of the organizational culture is positively related to student satisfaction. The study found that a supportive and positive work culture provided students with an opportunity to learn and grow. In contrast, a negative culture led to dissatisfaction among the students.

The behavior of the supervisor significantly impacts student satisfaction during internships. According to Lee and Chen (2017), the supervisor's support, feedback, and recognition positively influence student satisfaction. Students who received guidance and constructive feedback from their supervisors reported higher levels of satisfaction.

Work engagement is an essential factor that affects student satisfaction during internships. According to Shin, Kim, and Lee (2019), work engagement positively influences student satisfaction. The study found that students who were highly engaged in their work during internships reported higher levels of satisfaction.

Compensation is an essential factor that affects student satisfaction during internships. According to Barros, Galvão, and de Barros (2020), compensation positively influences

student satisfaction. The study found that students who received fair compensation during internships reported higher levels of satisfaction.

The structure of the internship program also plays a crucial role in determining student satisfaction. According to Chuang, Chen, and Chen (2017), program structure positively influences student satisfaction. The study found that students who received clear guidelines and expectations for their internship reported higher levels of satisfaction.

There are several factors that related to the satisfaction of student in doing internship. These factors include organizational culture, supervisor's behavior, work engagement, compensation, and program structure. Universities need to consider these factors to ensure that their internship programs provide students with a positive and productive learning experience. By addressing these factors, universities can enhance the satisfaction of their students during their internships and help them develop the skills necessary to succeed in their future careers.

Satisfaction with the internship process is the result of an evaluation carried out by the students themselves on the internship activities that have been undertaken. This evaluation must be based on established factors. According to Jean et.al (2012), student satisfaction is determined by several factors such as (1) individual factors, (2) university support, (3) job characteristics, (4) organizational environment, and (5) contextual factors. These five factors have a significant influence on the

satisfaction felt by students after going through the internship process.

McMahon and Quinn, as cited in Austin's paper (2010), state that internship placement is an important component of third-level hotel management education programs and it is also vital because it serves as a basis for selecting career aspirations. This makes an internship process that cannot be taken lightly and an integral part of the teaching and learning process, especially in higher education. In addition, the internship activity is also a part of a student's introduction to the industry they will pursue in the future. By becoming familiar with the industry, students can declare their aspirations related to their future careers.

The factors that determine the success of an internship program according to Phoebe (2010) are as follows: (1) Academic readiness, (2) Positive attitude, (3) Initiative, (4) Challenging work, (5) Effectiveness of supervision, (6) Clarity of work, and (7) Compensation given. Of all these factors, the most significant factor is the initiative shown by the students. With initiative, there is a tendency for students to gain more knowledge and skills during their internship process.

The internship process is one way for students to gain experience and knowledge in their field of work. According to Arcidiacono (2015), the level of acceptance of experience and knowledge is predominantly obtained through the process of learning while working. This shows that on-the-job training is important in improving a

person's performance during the internship process.

Methodology

This research is conducted in quantitative perspective. As a research design, quantitative will provide confirmatory approach in solving problem. In answering the three research problems, a structured questionnaire is being established that contain 3 parts. Respondent profile is become the main issue of the first part of this questionnaire. In this part, respondent data of demography will be measured such as their location of training, background of training, gender, and etc. Meanwhile in second part will be assessing satisfaction of internship placement from respondent. Based on preliminary reading there are 20 variables created with the Likert scale measurement is being attached. This scale is ranging from very dissatisfied to very satisfied. The last part is where the overall satisfaction of respondent when having their internship placement.

The questionnaire then being distributed directly to student in management program of Universitas Pelita Harapan Medan which then become Universitas Pelita Harapan. This management program is unique since provide program that is multi concentration. Program that is conducted both in international and regular class is having International Business, Entrepreneurship, Marketing, Hospitality and Family Business as concentration. Therefore, the output of this program is expected to answer various need of workplace needs. Population of this research is student that already got back from internship but not yet graduated in

year 2019. Total population during the period of research is around 250 students.

Based on the population, there are 250 questionnaires distributed online using Microsoft form with limitation only can be answered by email office 365 with domain uph.edu. By doing this, sample will be filtered only within the organization. From those questionnaires there are only 115 return and usable for data processing. This data then is being coded and registered in excel before being processed using R. The analysis such as descriptive statistic, factor analysis and multiple regression analysis is conducted separately. Descriptive statistic is conducted to understand frequencies of information related to respondent profile. To understand the factors that is generated from 20 variables is processed by using exploratory factor analysis and confirmatory factor analysis.

To check the internal consistency of the instrument that generated and distributed, scale reliability of Cronbach Alpha will be used at .70. To answer how each element, have relative contribution among each variable, regression analysis will be conducted. So, every factor will be used to examine their relation towards internship placement satisfaction.

FINDINGS AND DISCUSSION

Based on research findings it can be concluded that female number is represented more than number of males as respondent in this study program. There are two things can be understood from information in table 1 which are female having more interest in taking study of management program and mostly

management program that having hospitality as core subject usually are interesting for female. This is understandable since Female students have shown more interest in hospitality management program than male students (Ezeuduji, Chibe, & Nyathela, 2017).

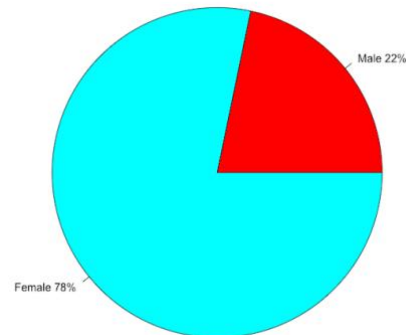
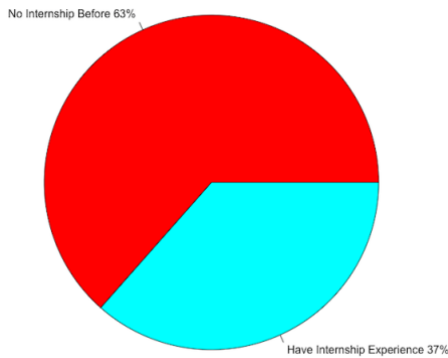


Figure 1. Gender of Respondent

Mostly respondents shown in figure 2 are having no internship experience yet. But this number is not so dominant since it is only almost twice from those who already having experience of having internship before. It also can be understood since What make it more interesting is when we see profile of previous school when they were doing internship in figure 3 is showing that students have various education background. Students from high school or vocational school are more likely to continue their study in order to improve their quality of life. Taking higher education is one of the means in the implementation and development of education that can improve the quality of life of the community, nation and state (Darmawanto & Haryanto, 2019).



From the respondent it is understood that mostly student don't have experience in doing internship. Although the number is not significant. Only 63% of respondent don't have experience and 37% already have experience.

Figure 2. Experience of Respondent

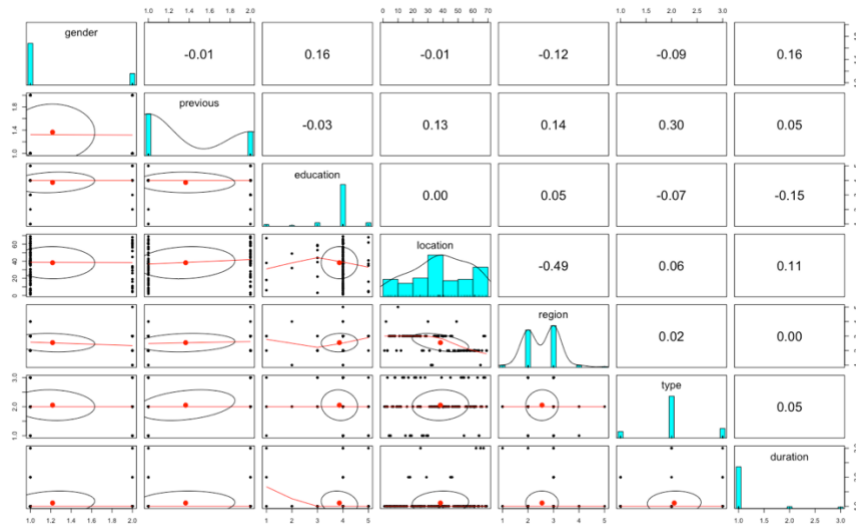


Figure 3. Data visualization using R

Table 1. List of all indicators being asked to Respondent

INDICATORS

Q1	The Environment of the Place Where I Interned
Q2	Opportunities for Job Rotation
Q3	The Job I Did
Q4	Job Challenges and Attractiveness
Q5	Work Pressure I Faced
Q6	The Freedom I Had While Doing the Job
Q7	My Feeling about My Achievements in the Job
Q8	Development of My Technical Skills
Q9	Cooperation Between Campus and the Place Where I Interned
Q10	The Welfare I Got During Internship (Accommodation and Facilities)

Q11	Allowance I Received
Q12	Appreciation and Attention from My Supervisor During Internship
Q13	My Communication with My Supervisor at the Place of Internship
Q14	Support Provided by My Supervisor During Internship
Q15	Policies Provided by My Leader at the Place of Internship
Q16	Organizational Culture of the Place Where I Interned
Q17	Training Activities I Received During Internship
Q18	Opportunities for Self-Development
Q19	Opportunities to Apply the Theories I Learned to the Workplace
Q20	My Relationship and Communication with Co-workers at the Place of Internship

Table 2. The Factor Analysis

Rotated Component Matrix^a

	Component				
	1	2	3	4	5
Q1	-.234	.753	.287	.193	.137
Q2	.272	.791	-.158	-.043	.231
Q3	.258	.629	.235	.607	-.130
Q4	.358	.300	.220	.697	.044
Q5	.245	.133	.435	.561	-.056
Q6	.217	.089	-.106	.785	.119
Q7	.383	.263	.312	.286	.380
Q8	.365	.520	.284	.323	.002
Q9	.313	.133	-.090	-.455	.593
Q10	.118	.167	.276	-.124	.779
Q11	-.016	.014	.025	.333	.859
Q12	.857	.163	.089	.211	.056
Q13	.832	.092	-.010	.140	.154
Q14	.852	.244	.151	.032	.028
Q15	.638	.126	.539	.197	.067
Q16	-.138	.282	.793	.055	.075
Q17	.453	.117	.572	.034	-.004
Q18	.238	.774	.272	.118	.057
Q19	.149	.037	.789	.078	.174
Q20	.670	-.060	.039	.341	.119

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 8 iterations.

Table 3. Factors Group and Label

Factors in Group

INTERPERSONAL SKILLS	WORK ENVIRONMENT	WORK CULTURE	CHALLENGES	BENEFIT
Q12	Q1	Q16	Q4	Q9
Q13	Q2	Q17	Q5	Q10
Q14	Q3	Q19	Q6	Q11
Q15	Q8			
Q7	Q18			
Q20				

From the analysis data previously, indicator can be put in group. There are five groups namely interpersonal skills, work environment, work culture, challenges, and benefit.

These factors show the representation of variable in talking about factors of why student do internship.

Table 4. Descriptive statistic of Factors

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Interpersonal Skills	30	13.00	30.00	25.7667	3.39049
Work Environment	30	11.00	25.00	20.4000	3.23345
Culture	30	9.00	15.00	11.8333	1.76329
Challenges	30	7.00	15.00	11.9333	1.94641
Benefit	30	4.00	14.00	8.7667	2.32947
Valid N (listwise)	30				

Based on data above, it is interesting enough to see that most of the variable have mean near to the maximum number. Data also shown that every factors can be compared by looking at the standard deviation.

The indicator can be concluded into five factors which are interpersonal skills, work environment, culture, challenges, and benefit. Based on the descriptive statistic, it can be compared that culture become the smallest number in standard deviation which mean it is more favorable among the respondent when it comes to factor in doing internship.

CONCLUSION

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