

Preference Level of Student Satisfaction towards Internship using Three Box Method.

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ABSTRACT

This study aims to determine student preferences related to student satisfaction with internships. This research is research descriptive and quantitative. The method used in this research is method survey. Data collection was carried out using a questionnaire. Population The targets in this research are students who take part in the program internship at Jenderal Soedirman University. The sample in this study was determined with a non-probability sampling technique, namely the purposive sampling method. The research results show that the level of student satisfaction is relatively high.

Keywords: internship satisfaction, three box methode.

1. Introduction

Gaining insight into the preferences of students in terms of their learning styles is a crucial aspect of pedagogical implementation, as it has a direct influence on the process of student learning (Lai & Hitchcock, 2015). The Ministry of Education and Culture recognizes the need for higher education institutions to provide educational programs that yield diverse forms of learning and greater significance. To enhance the quality of education, the MBKM program was introduced.

Through MBKM activities like internships, teaching in schools, community service projects, student exchanges, research, entrepreneurship, independent projects, and humanitarian programs, students learn the skills they need to deal with social change, cultural shifts, and technological advances. To connect with and fit into the global world, it is important to know how work, business, and change all affect each other. Because technology changes so quickly, this is happening a lot more often now.

Universities are supposed to be able to plan and implement creative and new ways for students to learn so that they can get the results they want from their education. This means encouraging a full understanding that includes important and useful information, attitudes, and skills.

UNSOED is implementing the MBKM strategy into action for its students by giving them opportunities for jobs, independent study, and student exchange programs in all of the university's academic programs. General Soedirman University has established agreements with both government and private institutions. These private institutions are often called DUDI (Directly-

Useful Education Institutions). So that the job program can keep running in the future, offices, and programs need to monitor and evaluate it regularly. When the internship program is finished, the academics in charge hold meetings to watch and evaluate the interns. Lecturers review the progress of internship students by using evaluation sheets that have been made for each study program or school. The goal of this practice is to help students find out and solve any problems that might come up during jobs. Students were asked about their attendance, their plans for jobs, any questions they had, and how they felt about their internships as a whole. The host school does not, however, take part in the review session for the guidance and job program. Also, in addition to the university, job partners help with the control and evaluation processes.

There are still several problems with how the MBKM internship program is being implemented. This is evident from the results of a brief observation by the researcher with students, as some students feel dissatisfied with the internship program. Satisfaction can be defined as a person's feeling of happiness or disappointment towards someone as a result of the comparison between the performance displayed and their expectations. Student satisfaction in participating in the internship is a condition when the needs, desires, and expectations of students as internship participants can be met.

2. Literature Review

A training program known as an internship allows students to put the knowledge they have learned in the classroom to use in a real-world setting. A transition plan from the classroom to the workplace is what an internship is meant to give (Coco, 2000, p. 41). Additionally, providing opportunities for students to develop their professional abilities and obtain job experience while preparing them for future employment aspirations (Paulins, 2008, pp. 105–106). DiLorenzo-Aiss and Mathisen (1996) state that general characteristics of internships typically include set work hours, academic credit, and supervision from other faculty or university officials. In addition, he stated that most students who complete internships are either paid or not paid. Several researchers have listed a number of advantages that pupils will experience.

Several researchers have listed a number of advantages that students will experience as a result of taking part in internship activities. According to Coco (2000), there are five advantages of internships for students: 1) The capacity to apply what is learned in the classroom to real-world situations, 2) Increasing understanding of industry career options, 3) Confirming career goals and ambitions, 4) Reducing surprises when joining the workforce, and 5) Moving forward more swiftly. According to Passaretta and Triventi (2015), college-level work experience will improve job prospects in the immediate aftermath of graduation and that specialized, pertinent experience will lessen the possibility of a future skill-matching mismatch.

Paulins (2008) discussed the extra advantages that students will experience through a positive internship experience. He demonstrated that students who had favorable internship experiences felt better about their academic institutions and their professional aspirations. This demonstrates that college students who have positive internship experiences can make greater contributions to their employers once they begin their careers.

3. Research Methodology

Three-Box Method for Index Analysis

This index analysis was carried out to determine the general perception of respondents towards a variable under study, therefore the calculation of the respondent response index was carried out using the following formula:

$$\text{Index value} = \{(\% F1 \times 1) + (\% F2 \times 2) + (\% F3 \times 3) + (\% F4 \times 4) + (\% F5 \times 5)\} / 5$$

Information:

- F1 is the frequency of respondents who answered 1 in the list of questions
- F2 is the frequency of respondents who answered 2 in the list of questions
- F3 is the frequency of respondents who answered 3 in the list of questions
- F4 is the frequency of respondents who answered 4 in the list of questions
- F5 is the frequency of respondents who answered 5 in the list of questions

To obtain the tendency of respondents' responses to each variable, it will be based on the average score value from the calculation results of the three-box method (Augusty Ferdinand, 2006), as follows:

- Maximum value = $(100\% \times 5) / 5 = 20$
- Minimum value = $(100\% \times 1) / 1 = 20$

According to Augusty Ferdinand (2006), the number of respondents' answers does not start from 0 but from 1 to 10. The resulting index shows a score of 100 to 20 with a range of 80. Using the three-box method, the range of 80 is divided into 3 parts, thus producing a range for each part amounting to 26.67. These ranges will be used to interpret metric values as follows:

- 20% – 46,67% = low
- 46,68% – 73,33% = medium
- 73,34% – 100% = high

4. Results

Satisfaction with the internship experience of students at Jenderal Soedirman University is expressed in 5 question items depicted in Table 1 below.

Table 1 Respondents' answers to Unsoed students' internship satisfaction

Question	Score					Amount Frequency	Index
	1	2	3	4	5		
I get clear information and feedback from my supervisor.	0	4	14	27	18	3.937	78.73%
I did a variety of activities during my internship.	0	5	16	19	23	3.952	79.05%

Question	Score					Amount Frequency	Index
	1	2	3	4	5		
I know the clear results of what I have done.	0	3	12	29	19	4.016	80.32%
I think autonomy in my internship company is good.	0	8	12	20	23	3.921	78.41%
I feel that internship activities provide extensive networking opportunities.	0	1	8	29	25	4.238	84.76%
Average							80.25%

Source: processed the data year 2022

Table 1 shows the average value of the internship satisfaction variable index for students at Jenderal Soedirman University, showing a figure of 80.25% and is included in the high category. This shows that there is a tendency for respondents' answers regarding internship satisfaction to be in the high category. Respondents considered that the internship satisfaction variable was important. This is proven by the index score figure which is wider than 70% (Ferdinand, 2006, p. 273). The highest index value is in question 5 and the lowest index value is in question 4.

5. Discussion

Based on the results of calculations using Three Box Analysis, there are three indicators that respondents consider the most important in creating internship satisfaction. The first relates to respondents' perceptions of extensive networking opportunities. Internship activities provide extensive networking opportunities, getting the highest index score of 84.76%. This shows that Jenderal Soedirman University students who do internships feel satisfied because with their internships they get extensive networking opportunities.

Furthermore, the respondent's perception is related to the clarity of the results that have been carried out during the internship. The clear results of what the students have done get an index score of 80.32%. This indicates that students who do internships get clear assessment results from the work they have done.

The next highest indicator is carrying out various varied activities during the internship. In this indicator, respondents assessed the index figure as 79.05%. This shows that during the internship students carry out a variety of different activities.

6. Conclusion

Based on the results of the box method analysis using index numbers, it was concluded that three indicators were considered important by respondents in building good internship satisfaction, including extensive networking opportunities, clear results from what has been done, and carrying out various varied activities during the activity. Implications that can be made by internship companies by evaluating and improving their internship programs. For example, improvements in the structure of internship programs, improved orientation and training for interns, and better communication between interns and trainees. Meanwhile, the implication that higher education

institutions can increase student internship satisfaction is to prepare a more relevant curriculum and prepare students' skills for company needs. For example, providing pre-internship training and providing student skills training needed for internships.

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