

Analysis of Students' Expectations, Perceptions, and Hopes regarding Internship Programs for Future Career Opportunities

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Abstract

This research aims to analyze students' expectations, perceptions and hopes for internship programs in preparing them to face the world of work in the future. Internship programs are often considered as a strategic step in bridging the gap between academic theory and professional practice. This research uses a quantitative approach with a survey method, involving 100 students from various universities in Indonesia who have not yet undertaken an internship program. Data was collected through a questionnaire designed to determine the extent of students' understanding regarding the internship program and what expectations they hope to obtain during the internship. The results of the analysis show that students' expectations of the internship program have a positive and significant influence on their career opportunities, while expectations and perceptions regarding the benefits of the internship program do not show a significant influence. This research provides recommendations to educational institutions and companies to improve the quality of internship programs so that they can have an optimal impact on student work readiness. Thus, an effective internship program can help students develop skills and expand professional networks, which will ultimately increase their career opportunities in the future.

Keywords: expectations, perceptions, hopes, internship program, work readiness, career opportunities.

INTRODUCTION

As we know, along with the times, the world is increasingly thirsty for innovation in all fields ranging from education, socio-culture, health, economy and so on. Highlighting the economic aspect, it can be seen that the standards used in opening up jobs must meet criteria that are arguably unreasonable, such as graduating at a young age with a lot of experience, while we can know that in college we only get theory as well as practice, but still when we have to go into the field, it definitely requires analytical skills, adaptation and implementation of the theory we get in college. The question is whether all students can or are able to apply this? This is where the role of internship programmes becomes very important in helping students in Indonesia. But are existing internship programmes effective or are they just in name only? Often, the company system is too closed to new employees, making the lessons taught only limited to routine without providing significant insight and experience. This is unfortunate considering that many students arguably rely on internships as a means to gain work experience and skills needed in the world of work.

According to Effrisanti in Sembiring et al. (2020) the internship programme, also known as internship, is a learning experience designed to support students in applying the theories they have learned in lectures to practice in a work environment, while providing opportunities for them to integrate thought with action. Meanwhile, according to Sari in Wijaya (2019), internship is a learning method that involves observing individuals on tasks performed and providing feedback to improve performance or correct mistakes. From these two definitions, we can conclude that internships are a very important process in preparing prospective workers. In internships, students not only learn theory in the classroom, but they also gain practical experience in the field. They are trained directly by experienced experts, which helps them understand the real way of working. In addition, internships provide an opportunity for students to observe the work done by others and receive useful feedback. In this way, they can improve their performance and correct any mistakes they may have made. Thus, internships serve as a bridge between formal education and the world of work, helping students to be better prepared

for the challenges they will encounter in the future. This positive impact will not only be felt by students but also by companies. Students who do well in their internships can provide new perspectives and innovations, while companies get a better prepared and trained workforce. Thus, a quality internship programme can create synergy between the world of education and industry, which in turn will increase the competitiveness of graduates in an increasingly competitive job market and hopefully students can be more confident to face tough competition in the future.

Apart from the lack of effectiveness of the internship program itself, we also cannot ignore that another obstacle that often occurs for students is the lack of information and access to internship opportunities. this may be an evaluation for the campus that is less facilitating or the students themselves who lack initiative. if seen, many campuses do not have cooperation such as press contracts with companies or institutions that provide internship programs so that as a result students have to look for opportunities independently. the lack of socialisation of the importance of internships is also an indicator of some students who are still unfamiliar with internships. Therefore, through this research, it is hoped that it can be useful for both students, institutions, and also companies to be used as an evaluation as a basis for designing more effective and relevant internship programmes.

STUDY THEORY

Expectation Theory

According to Sirsa et al. in Ardianti et al. (2023) stated that expectation is a hope or desire that arises in a person towards something that has not been achieved. Expectation is also explained as an aspect inherent in an individual, which can influence his actions in an effort to achieve goals or success.

Perception Theory

Hidayat and Abduh (2020) stated that perception is an experience that a person receives through the senses, which is then explained, interpreted and evaluated. This process allows individuals to understand the message contained in the experience (Sembiring et al., 2020)

Work Readiness Theory

Sari & Nurhifayati (2022) stated that with the readiness they have, individuals can achieve optimal work results. Research conducted by Afarina (2022) shows that work readiness includes various aspects of the individual, preparation including self, mindset, experience, and desire and skills to carry out a job. Irfan et al., (2022) also stated that if someone has work readiness, then he will be able to take responsibility for the actions taken and be more ready to face changes to optimize his abilities (Wahyuni et al., 2023)

Internship Theory

Hermina (2022) stated that an internship is a short activity that aims to increase work experience and has an important role in assessing the employability of a college graduate. In another study, Firdaus & Chairunisa (2021) stated that this activity can be interpreted as a learning process in the workplace for a certain period, where interns are guided by a professional who is experienced in the field being studied. Meanwhile, Simanjuntak & Sastrikirana (2021) stated that internships are considered one of the most interesting and challenging learning programs in the education and practice stages (Widiastu & Katika, 2023)

Career Opportunity Theory

Gasperz (2012), said that career development is a process that involves setting career goals, both for oneself and the future. This process involves assessing the skills, knowledge, and experience possessed, as well as implementing appropriate actions to achieve the desired professional goals. Meanwhile, Rivai (2011) identified several components that influence career growth, including work performance, education and training, transfers, growth opportunities, and long experience or work (Maulida, 2020)

METHOD

This study uses a quantitative approach and survey method. This study gathered 100 general students who have never done an internship. To collect data, questionnaires were distributed online using a Likert scale to measure the extent of students' expectations of the impact of internship programmes on work readiness. The data was processed with SPSS software version 25 which was carried out with the stages of Instrument Test (Validity and Reliability), Classical Assumption Test (Normality, Multicollinearity, Heteroscedasticity), Multiple Linear Regression Analysis, Statistical Hypothesis Test (T Test, F Test), and Coefficient of Determination Test to test the influence of variables.

RESULTS AND DISCUSSION

1. Instrument Test

Validity Test

According to Sugiyono in Amanda et al. (2023), to test validity is to compare the calculated r value of each statement with the table r value. The df value (degrees of freedom) is calculated using the $n-2$ formula, a significance level of 5%, and n is the number of samples. If the significance value is less than $\alpha = 0.05$, then the statement is considered valid. However, if the significance value is greater than $\alpha = 0.05$, then the statement is declared invalid.

Table 1. Validity Test Results

Variable	Item	Validity Value	Validity Standards	Information
Expectations Regarding Internship Program (X1)	X1.1	0,677	0,195	Valid
	X1.2	0,683	0,195	Valid
	X1.3	0,629	0,195	Valid
	X1.4	0,775	0,195	Valid
	X1.5	0,666	0,195	Valid
Perceptions Regarding the Benefits of Internship Programs (X2)	X2.1	0,513	0,195	Valid
	X2.2	0,707	0,195	Valid
	X2.3	0,781	0,195	Valid
	X2.4	0,717	0,195	Valid
	X2.5	0,551	0,195	Valid
	X3.1	0,804	0,195	Valid

Expectations Regarding the Internship Program (X3)	X3.2	0,646	0,195	Valid
	X3.3	0,654	0,195	Valid
	X3.4	0,621	0,195	Valid
Perception of Career Opportunities (Y)	Y1	0,783	0,195	Valid
	Y2	0,758	0,195	Valid
	Y3	0,797	0,195	Valid
	Y4	0,754	0,195	Valid

Source: Data Processed SPSS v25 2024

Based on Table 1, the results of the validity test show that the variables of expectations related to the internship program (X1), perceptions related to the benefits of the internship program (X2), expectations related to the internship program (X3), and perceptions about career opportunities (Y) are declared valid, because the validity value of each variable exceeds the established standard, namely > 0.195 .

Reliability Test

According to Azwar in Amanda et al. (2023), an item measuring instrument is said to be reliable if the Cronbach's Alpha value reaches or exceeds 0.6 (Cronbach's Alpha ≥ 0.6). Conversely, if the Cronbach's Alpha value < 0.6 , the instrument is said to be unreliable or less reliable.

Table 2. Reliability Test

Variable	Number of Items	Alpha	Standar	Information
Expectations Regarding Internship Program	5	0,724	0,600	Reliabel
Perceptions Regarding the Benefits of Internship Programs	5	0,668	0,600	Reliabel
Expectations Internship Related Programs	4	0,615	0,600	Reliabel
Perceptions About Career Opportunities	4	0,775	0,600	Reliabel

Source: Data Processed SPSS v25 2024

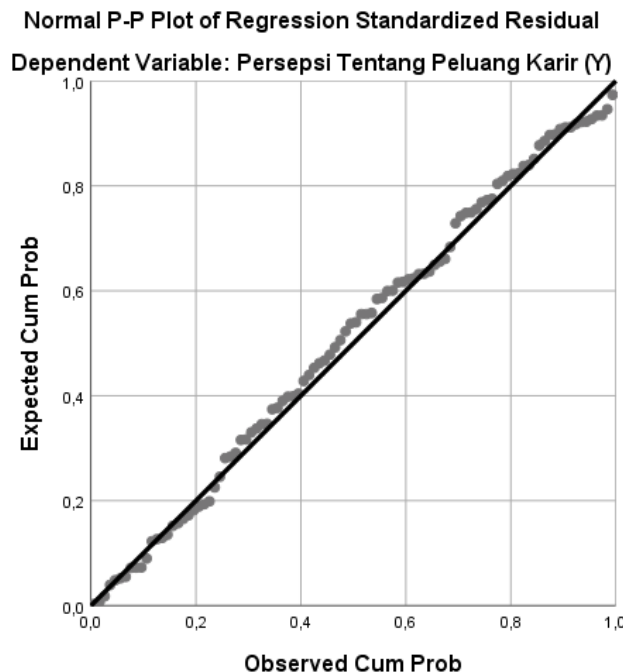
In table 2, the test results for Expectations Related to Internship Programs (X1), Perceptions Related to Benefits of Internship Programs (X2), Expectations Related to Internship Programs (X3), and Perceptions About Career Opportunities (Y) with Cronbach's Alpha values exceeding the standard, namely 0.600, which means that all items in the questionnaire are appropriate or reliable for research analysis.

2. Classical Assumption Test

Normality Test

According to Ghozali in Amanda et al. (2023), the purpose of the normality test is to emit each variable studied following the principle of normality or not. The Kolmogorov-Smirnov method was used in this study. Data normality can be shown from the significance value, where the data is considered to follow the principle of normality if the sig value > 0.05, and vice versa.

Figure 1. Normality Test



Source: Data Processed SPSS v25 2024

The figure above shows that the data is spread around the diagonal line and has a pattern according to the line. Thus, the data in this study meets the normality test.

Table 3. Kolmogorov-Smirnov Test Results

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		100
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	1,71833185
Most Extreme Differences	Absolute	,048
	Positive	,043
	Negative	-,048
Test Statistic		,048
Asymp. Sig. (2-tailed)		,200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Source: Data Processed SPSS v25 2024

The results of the Kolmogorov-Smirnov test with the Asymp. Sig value are 0.200 > 0.05, which means that the data has been distributed normally.

Multicollinearity Test

Ghozali (2018) stated that testing the relationship between variables can be done with the Multicollinearity Test. If there is no relationship between the dependent variables, then the regression model is good. There is no multicollinearity interference when the tolerance value is > 0.10 and $VIF < 10$. However, if the opposite is true, it means that there is multicollinearity interference (Amanda et al., 2023)

Table 4. Multicollinearity Test

		Coefficients ^a					Collinearity Statistics	
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Tolerance	VIF
		B	Std. Error	Beta				
1	(Constant)	4,785	1,639		2,919	,004		
	Ekspektasi Terhadap Program Magang (X1)	-,037	,062	-,053	-,591	,556	,947	1,056
	Persepsi Tentang Manfaat Program Magang (X2)	,172	,091	,201	1,890	,062	,682	1,466
	Harapan Terhadap Program Magang (X3)	,450	,125	,381	3,595	,001	,685	1,459

a. Dependent Variable: Persepsi Tentang Peluang Karir (Y)

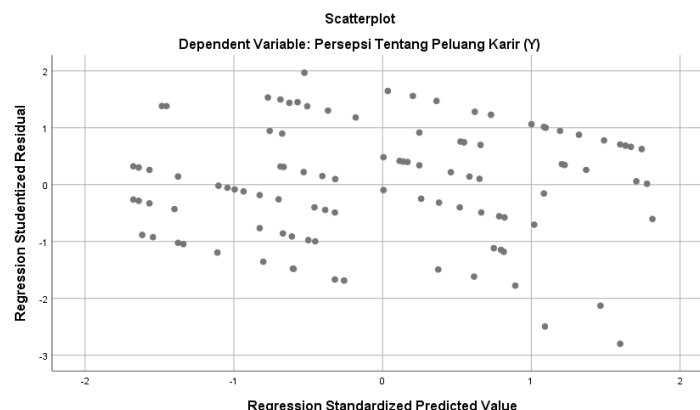
Source: Data Processed SPSS v25 2024

The table above shows that the tolerance and VIF are in accordance with the provisions indicating the absence of multicollinearity interference.

Heteroscedasticity Test

Testing is carried out to identify whether the disturbance in the regression model has a uniform variance level for all values of the independent variables, if the scedasticity is in a normal state then it will be better. According to Ghozali in Amanda et al. (2023), heteroscedasticity can be identified if the points appear to form a specific pattern (must be random or spread) in the Scatterplot image.

Figure 2. Heteroscedasticity Test



Source: Data Processed SPSS v25 2024

It can be seen that the points appear to be spread out and there is no specific pattern, so there are no symptoms of heteroscedasticity.

3. Multiple Linear Regression Analysis

According to Ghozali in Amanda et al. (2023) aims to determine the analysis of how independent and dependent variables are related (positively or negatively related). Data from our respondents

were processed using the SPSS version 25 program based on multiple linear regression analysis to obtain the following equation.

Table 5. Multiple Linear Regression Test

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	4,785	1,639		2,919	,004		
	Ekspektasi Terkait Program Magang (X1)	-,037	,062	-,053	-,591	,556	,947	1,056
	Persepsi Terkait Manfaat Program Magang (X2)	,172	,091	,201	1,890	,062	,682	1,466
	Harapan Terkait Program Magang (X3)	,450	,125	,381	3,595	,001	,685	1,459

a. Dependent Variable: Persepsi Tentang Peluang Karir (Y)

Source: Data Processed SPSS v25 2024

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3$$

$$Y = 4,785 + 0,037X_1 + 0,172X_2 + 0,450X_3$$

4. Statistical Hypothesis Testing

Simultaneous F Test

The F test was conducted to determine whether there were independent variables Expectations of Internship Programs (X1), Perceptions of the Benefits of Internship Programs (X2), and Expectations of Internship Programs (X3) that jointly influenced the dependent variable Perceptions of Career Opportunities (Y). So in this test, the author proposed the following statistical hypothesis:

H0: We assume that students' expectations, perceptions, and hopes for internship programs can affect future career opportunities.

Ha: After we analyzed all x variables including expectations, perceptions, and hopes, they had an effect on future career opportunities with a significant value of $0.04 < 0.05$.

To prove that all variables jointly affect the boundary variables, a statistical test can be conducted.

Ftable is calculated in the following way:

$$F_{table} = n - k - 1; k$$

$$= 100 - 3; 3$$

$$= 100 - 3 - 1; 3$$

$$= 96; 3$$

$$= 2.70$$

Table 6. Simultaneous F Test

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	103,126	3	34,375	11,289	,000 ^b
	Residual	292,314	96	3,045		
	Total	395,440	99			

a. Dependent Variable: Persepsi Tentang Peluang Karir (Y)

b. Predictors: (Constant), Harapan Terkait Program Magang (X3), Ekspektasi Terkait Program Magang (X1), Persepsi Terkait Manfaat Program Magang (X2)

Source: Data Processed SPSS v25 2024

Based on the results, the significance value for the simultaneous influence of X1, X2, and X3 on Y is $0.000 < 0.05$, with an Fcount value of $11.289 > F_{table} 2.72$. Thus, it can be concluded that

expectations, perceptions, and hopes together have a significant effect on students' career opportunities.

Partial T Test

This test is to determine the relationship between the independent variable (X) and the dependent variable (Y). According to Ghazali (2018), the significance is 5% or $\alpha = 0.05$ (Amanda et al., 2023).

The test is carried out with the following criteria:

A. $t_{count} > t_{table}$, hypothesis H_0 is rejected and H_a is accepted

B. $t_{count} < t_{table}$, hypothesis H_0 is accepted and H_a is rejected

Or based on the significance value, namely:

A. Hypothesis H_0 is rejected while H_a is accepted, if the significance of $t < 0.05$

B. Hypothesis H_0 is accepted while H_a is rejected, if the significance of $t > 0.05$

Getting to know t_{table} at the 5% level with the following equation:

$$t_{table} = n - k - 1; \alpha$$

$$= 100 - 3 - 1; 0.05$$

$$= 96; 0.05 = 1.98498 \text{ (see t table with df = 174 at 0.05 significance level)}$$

Table 7. Partial T-Test

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	4,785	1,639		2,919	,004		
	Ekspektasi Terkait Program Magang (X1)	-,037	,062	-,053	-,591	,556	,947	1,056
	Persepsi Terkait Manfaat Program Magang (X2)	,172	,091	,201	1,890	,062	,682	1,466
	Harapan Terkait Program Magang (X3)	,450	,125	,381	3,595	,001	,685	1,459

a. Dependent Variable: Persepsi Tentang Peluang Karir (Y)

Source: Primary Data Processed by SPSS v25 2024

Based on the test results, for variable X1, the t-count value is $-0.591 < t_{table} 1.98498$ with a significance value of $0.556 > 0.05$. In this case, it means that expectations related to the internship program (X1) do not have a significant effect on perceptions of career opportunities (Y). A similar thing happens to variable X2, where the t-count value is $1.890 < t_{table} 1.98498$ with a sig value of $0.062 > 0.05$, so that perceptions related to the benefits of the internship program do not have a significant effect on perceptions of career opportunities (Y), although the effect is close to significant. On the other hand, for variable X3, the t-count value is $3.595 > t_{table} 1.98498$ with a significance value of $0.001 < 0.05$, so that expectations of the internship program have a significant effect on perceptions of career opportunities (Y).

5. Test of determination coefficient (R²)

The coefficient of determination (R^2) is used to determine how much the independent variables contribute together to the dependent variable.

Table 8. Test of determination coefficient (R²)

Model Summary^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.511 ^a	.261	.238	1,745	1,797

a. Predictors: (Constant), Harapan Terkait Program Magang (X3), Ekspektasi Terkait Program Magang (X1), Persepsi Terkait Manfaat Program Magang (X2)

b. Dependent Variable: Persepsi Tentang Peluang Karir (Y)

Source: Data Processed SPSS v25 2024

Based on the results of the data processing above, the R Square value of 0.261 indicates that variables X1, X2, and X3 simultaneously affect variable Y by 26.1%. Meanwhile, the remaining 73.9% is influenced by other factors outside this study.

DISCUSSION

Student Expectations Related to Internship Programme on Career Opportunities

In the analysis of the first hypothesis, X1 affects career opportunities (Y), according to the t test. This is reflected in the tcount value which reaches -0.591, which is smaller than the t table which is 1.98498, with a sig value of 0.556 > 0.05. It is concluded that students' expectations about the internship programme do not have a (positive) and significant effect on future career opportunities, because H1 is not accepted.

Perceptions of the Benefits of Internship Programmes on Career Opportunities

In the analysis of the second hypothesis, if the t test shows perceptions related to the benefits of the internship programme (X2) have an influence on opportunities (Y). Where it can be shown by the tcount value (1.890) < ttable (1.98498) and sig value 0.062 > 0.05. Thus, H2 is not accepted, which shows that perceptions related to the benefits of the internship programme have a negative or unimportant effect on student career opportunities.

Expectations About Internship Programme on Career Opportunities

In the third hypothesis analysis, the t-test results reflect that expectations about the internship programme (X3) have an effect on work readiness (Y). It can be shown from the tcount value (3.595) > ttable (1.98498) with sig 0.001 < 0.05, meaning that H3 is accepted stating that expectations have a (positive) and important influence on career opportunities. This means that there is an influence of expectations on career opportunities. So, the higher the expectations, the higher the student's career opportunities. this shows that student career opportunities are greater if the expectations they have are greater.

Expectations, Perceptions, and Expectations related to the Internship Programme on Career Opportunities

The results of this study are reinforced by the coefficient of determination test, with an R^2 value of 0.261. It can be said that the expectations, perceptions, and expectations of students 26.1% affect the career opportunities of students. Meanwhile, other components not covered in this study affect 73.9%. The simultaneous F test resulted in an Fcount value (11.289) which is greater than Ftable (2.70). Thus, H4 is accepted, which indicates that students' expectations, perceptions, expectations related to the internship programme simultaneously have an influence on students' career opportunities.

CONCLUSION

Based on the research results, the conclusions that can be drawn are as follows:

1. Students' expectations regarding the internship programme do not have a positive and important influence on career opportunities. The t-test results show that H1 is rejected.
2. Students' perceptions related to the benefits of the internship programme also do not have a positive or significant impact on career opportunities, as shown by the t-test results which indicate H2 is rejected.
3. Students' expectations related to the internship programme have a positive and significant impact on career opportunities; this finding suggests that the higher students' expectations of their career, the greater career opportunities they have.
4. Simultaneously, students' expectations, perceptions, and hopes related to the internship programme affect students' career opportunities with a contribution of 26.1%, while 73.9% is influenced by external components not discussed in this study.

The results of this study are consistent with previous research which states that there is a positive and significant relationship between job interest factors, internship experience, soft skills, and work motivation on student career readiness and opportunities.

SUGGESTIONS

1. For Higher Education:
 - o It is necessary to evaluate and develop internship programmes to match students' expectations and perceptions, so that they can provide real benefits to their career opportunities.
 - o Provide further provision related to soft skills and work motivation, as these contribute greatly to students' career readiness and opportunities.
2. For Students:
 - o Students are expected to be more proactive in utilising the internship programme to develop skills and expand professional networks.
 - o It is important to instil realistic expectations and utilise the internship experience to build future career readiness.
3. For Future Research:
 - o It is recommended to investigate additional components that influence students' career opportunities, such as support from educational institutions, organisational experience, and industry development.
 - o Using a more comprehensive research approach to evaluate the relationship of other variables with students' career opportunities.

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