

Analysis of Student Satisfaction in the MBKM Internship Program Based on Internship Experience: A Study of Students at Jenderal Soedirman University

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Abstract

This research aims to analyze the level of student satisfaction preferences towards internships. This research focuses mainly on Jenderal Soedirman University Students. The sample selected in this research had criteria in the form of students at Jenderal Soedirman University who had carried out an internship program, either an Independent Learning Campus (MBKM) internship or an independent internship. Researchers used several methods in this research, such as the Tolerance Value and Variance Inflation Factor (VIF) test, the Heteroscedasticity Test using the Park test method, the Normality Test using the non-parametric Kolmogorov-Smirnov (k-s) statistical test method, and Autocorrelation Test by testing Durbin-Watson value. The research results show that: 1) Positive Internship does not have a positive and significant effect on Internship Satisfaction, 2) Positive Work Environment has a positive and significant effect on Internship Satisfaction, 3) Improved Job Prospect does not have a positive and significant effect on Internship Satisfaction, 4) News Skills has a positive and significant effect on Internship Satisfaction, 5) Comfort With Work Environment does not have a positive and significant effect on Internship Satisfaction, 6) Communication does not have a positive and significant effect on Internship Satisfaction.

Keywords: *internship satisfaction*

INTRODUCTION

Merdeka Belajar Kampus Merdeka (MBKM) initiative is a national policy established by the Ministry of Education, Culture, Research, and Technology to enhance students' interdisciplinary competencies and workforce readiness. MBKM provides opportunities for students to engage in various experiential learning activities outside the university, including internships, community service, teaching programs, student exchanges, research, entrepreneurial projects, independent studies, and humanitarian work (Permendikbud, 2020). Through these activities, students are expected to acquire practical knowledge that complements their academic learning.

Internships serve as a crucial form of experiential learning, offering students real-world exposure that strengthens practical skills and prepares them for professional environments. Recent research emphasizes that internships help develop professional abilities, adaptability, and employability through supervised industry engagement (Chen et al., 2018). Additionally, internships play an important role in enhancing communication, problem-solving abilities, and understanding of workplace culture. (Qu et al., 2021) confirm that internships support students in gaining industry-relevant experience, building professional networks, and receiving mentorship that contributes to their long-term career development.

Based on these perspectives, internships provide substantial benefits by fostering personal growth, professional identity, and workplace competencies. They enrich academic learning by

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enabling students to interact directly with industry professionals and simultaneously offer advantages for universities and industry partners by improving talent development, strengthening collaboration, and supporting workforce preparation (Hussien & La Lopa, 2018). Internships also contribute significantly to bridging the skill gap between higher education institutions and industry needs, ensuring that students acquire competencies valued in the labor market.

Universitas Jenderal Soedirman has implemented the MBKM policy through internship programs, independent studies, and student exchange initiatives in collaboration with both government partners and private industry. To ensure effective program implementation, academic departments conduct ongoing monitoring and evaluation. After the internship period, supervising lecturers review students' progress using assessment instruments developed by each department to identify achievements and challenges encountered during the internship. These evaluations commonly address student attendance, intentions, difficulties, and overall reflections on the internship experience. However, the monitoring process often does not fully involve the host institutions, even though their perspectives are valuable in assessing student performance.

Despite these efforts, the implementation of the MBKM internship program still encounters several challenges. Preliminary observations show that some students express dissatisfaction with their internship experiences. Internship satisfaction is generally defined as an emotional response resulting from the comparison between actual experiences and personal expectations. Recent research indicates that students' satisfaction with their internship experience is influenced by their ability to achieve learning goals, receive adequate guidance, and gain meaningful workplace experience factors that significantly shape their perceptions of the industry and their future career intentions (Qu et al., 2021).

METHODOLOGY

An internship is an activity in which students apply knowledge gained from academic coursework in a real work environment. Internships function as structured experiential learning programs that support students' transition from academic study to professional employment (Chen et al., 2018)). Recent studies emphasize that to prepare students for future career demands, internship programs must provide opportunities for students to develop relevant professional competencies and gain meaningful hands-on experience (Liu, 2021)

Contemporary research outlines the core characteristics of effective internships, including clearly defined work hours, academic supervision, structured learning outcomes, and assessment mechanisms. Internships may be paid or unpaid depending on institutional policies and industry partnerships, and their effectiveness largely depends on how well workplace tasks are aligned with learning objectives (Zehr & Korte, 2020). Studies also demonstrate that most higher education institutions currently integrate internships into their curricula as part of strategies to enhance employability, as internships significantly strengthen students' practical skills and perceived value of learning (Shaheen et al., 2022).

Recent scholarship has identified multiple benefits students gain from internship participation. These include stronger connections between classroom knowledge and workplace tasks, clearer understanding of professional career pathways, greater confidence in career decisions, and reduced anxiety about transitioning into the labor market. Internships also promote workplace socialization, foster professional habits, and enhance job prospects. Furthermore, internship satisfaction and the psychological contract established during the internship have been shown to positively influence graduates' career identity formation and future career-related behaviors (Feng et al., 2023a).

Positive internship experiences are linked to students' confidence during job search processes, satisfaction with their academic institution, and readiness to contribute effectively upon entering the workforce. Factors such as supportive supervision, constructive feedback, autonomy,

diverse tasks, and meaningful learning outcomes have been shown to influence students' satisfaction with internship experiences (Ruslan et al., 2021). These findings indicate that internship quality is a significant determinant of internship satisfaction and its impact on career intentions.

The variables examined in this study include Positive Internship Experience, Positive Work Environment, Enhanced Job Prospects, Acquired Skills, Comfort with Work Environment, Communication Skills, and Satisfaction. The target population consists of students who completed MBKM internships.

Data collection was conducted using multiple methods: questionnaires, interviews, and observations. Validity is defined as the extent to which an instrument accurately measures what it is intended to measure. In this research, validity testing was performed using the product-moment correlation coefficient with a significance level $\alpha = 0.05$ and degrees of freedom $(n - 2)$. Items with $r \geq r\text{-table}$ were classified as valid, whereas items with $r < r\text{-table}$ were considered invalid.

Reliability refers to the consistency of an instrument when used repeatedly to measure the same phenomenon. A measurement tool is considered reliable when it produces stable and consistent results. Reliability testing in this study employed Cronbach's alpha, a widely accepted measure of internal consistency in contemporary research (Joseph F. Hair et al., 2019).

Data that met the validity and reliability requirements were further analyzed using descriptive statistical methods to describe respondent characteristics and responses to questionnaire indicators. Descriptive statistics provide a summary of the data through minimum, maximum, standard deviation, mean, and sample size. The additional statistical tests conducted include the Multicollinearity Test (Tolerance and VIF), Heteroscedasticity Test (Park test), Normality Test (Kolmogorov–Smirnov), and Autocorrelation Test (Durbin–Watson statistic). The product moment correlation formula is employed to assess the validity of the questionnaire as follows:

$$r = \frac{n(\sum XY) - (\sum X \cdot \sum Y)}{\sqrt{[n \sum X^2 - (\sum X)^2][n \sum Y^2 - (\sum Y)^2]}}$$

Explanation:

- r = product moment correlation coefficient
- n = the number of samples
- X = the value of the item
- Y = the value of the total item

With the level of significance or $\alpha = 0,05$ with degrees of freedom $(n - 2)$ If $r \geq r\text{ table}$, the questionnaire is considered valid; if $r < r\text{ table}$, the questionnaire is deemed invalid.

Reliability refers to the extent to which a measurement instrument produces consistent and stable results when applied repeatedly to the same phenomenon. An instrument is regarded as reliable if the measurements remain consistent across repeated administrations. Reliability in this study was assessed using Cronbach's alpha, which is widely recommended in contemporary measurement and scale development literature as an indicator of internal consistency (Joseph F. Hair et al., 2019).

$$r_{11} = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum a^2 b}{a^2 t} \right] \left[1 - \frac{\sum a^2 b}{a^2 t} \right]$$

Explanation:

- r_{11} = instrument reliability
- k = the number of questions
- α = total variance
- $\sum \alpha^2 b$ = sum of item variances

The data subjected to validity and reliability testing is further processed and analyzed

through a descriptive statistical method to ascertain the characteristics of the respondents and their replies to the questionnaire items, which serve as indicators of the study variables. Descriptive statistics offer a summary of data through the minimum, maximum, standard deviation, mean, and sample size. The three assessments performed include the Multicollinearity Test utilizing Tolerance Value and Variance Inflation Factor (VIF), the Heteroscedasticity Test employing the Park test method, the Normality Test applying the Kolmogorov-Smirnov (K-S) non-parametric statistical test, and the Autocorrelation Test through the analysis of the Durbin-Watson statistic.

A multiple linear regression analysis utilizing SPSS 17.0 software was employed to ascertain the influence among research variables. The equation model to be studied is as follows:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + b_5X_5 + b_6X_6 + e$$

Explanation:

- Y = Satisfaction
- a = Constanta
- X1 = Positive Internship Experience
- X2 = Positive Work Environment
- X3 = Improved Job Prospects
- X4 = New Skills
- X5 = Comfort with Work Environment
- X6 = Communication Skills
- b1 = Independent Variable Coefficient X1
- e = Standard error

Validity and reliability assessments are performed to evaluate the viability of the questionnaire intended for distribution to respondents. The validity and reliability assessment of the data was performed on the outcomes of the student satisfaction questionnaire pertaining to the MBKM program, involving 63 respondents. The validity assessment can be performed with Pearson's product-moment correlation, applicable during the concurrent calculation of the regression equation. The computed findings are juxtaposed with the r_{xy} table at a significance level of 95% and an alpha of 5%. If the computed r exceeds the tabulated r , the item is considered "valid." If R value \leq table R , the item is deemed "invalid".

Table 1. Person Correlation Variable Positive Internship

Instrument	Person Correlation	R-Table	Significance	Description
$X_{1.1}$	0,379	0,280	0,002	Valid
$X_{1.2}$	0,522	0,280	0,000	Valid
$X_{1.3}$	0,398	0,280	0,001	Valid
$X_{1.4}$	0,480	0,280	0,000	Valid
$X_{1.5}$	0,495	0,280	0,000	Valid
$X_{1.6}$	0,394	0,280	0,001	Valid
$X_{1.7}$	0,424	0,280	0,001	Valid
$X_{1.8}$	0,545	0,280	0,000	Valid
$X_{1.9}$	0,488	0,280	0,000	Valid
$X_{1.10}$	0,524	0,280	0,000	Valid
$X_{1.11}$	0,324	0,280	0,010	Valid
$X_{1.12}$	0,441	0,280	0,000	Valid

Source: SPSS Data Analysis

Table 1 above shows the calculated r value and the table r value of the instrument X_1X_1 . In

the validity test of the Positive Internship variable, it was found that the instruments $X_{1.1}X_{1.1}$ until $X_{1.12}X_{1.12}$ have a calculated R value > table R value and can be considered valid or have a significance value < 0.05 as predetermined. Thus, the question items can be used as questions in the research questionnaire.

Table 2. Person Correlation Variable Positive Work Environment

Instrument	Person Correlation	R-Table	Significance	Description
$X_{2.1}$	0,769	0,280	0,000	Valid
$X_{2.2}$	0,892	0,280	0,000	Valid
$X_{2.3}$	0,909	0,280	0,000	Valid
$X_{2.4}$	0,818	0,280	0,000	Valid

Source: SPSS Data Analysis

Table 2 above shows the calculated r value and the table r value of the instrument X_2X_2 . In the validity test of the *Work Environment* variable, it was found that the instruments $X_{2.1}X_{2.1}$ until $X_{2.4}X_{2.4}$ have a calculated R value > table R value and can be considered valid or have a significance value < 0.05 as predetermined. Thus, the question items can be used as questions in the research questionnaire.

Table 3. Person Correlation Variable Improved Job Prospect

Instrument	Person Correlation	R-Table	Significance	Description
$X_{3.1}$	0,860	0,280	0,000	Valid
$X_{3.2}$	0,917	0,280	0,000	Valid
$X_{3.3}$	0,836	0,280	0,000	Valid
$X_{3.4}$	0,896	0,280	0,000	Valid

Source: SPSS Data Analysis

Table 3 above shows the calculated r value and the table r value of the instrument X_3X_3 . In the validity test of the *Improved Job Prospect* variable, it was found that the $X_{3.1}X_{3.1}$ until $X_{3.4}X_{3.4}$ have a calculated R value > table R value and can be considered valid or have a significance value < 0.05 as predetermined. Thus, the question items can be used as questions in the research questionnaire.

Table 4. Person Correlation Variable New Skill

Instrument	Person Correlation	R-Table	Significance	Description
$X_{4.1}$	0,772	0,280	0,000	Valid
$X_{4.2}$	0,853	0,280	0,000	Valid
$X_{4.3}$	0,860	0,280	0,000	Valid
$X_{4.4}$	0,857	0,280	0,000	Valid
$X_{4.5}$	0,845	0,280	0,000	Valid

Source: SPSS Data Analysis

Table 4 above shows the calculated r value and the table r value of the instrument X_4X_4 . In the validity test of the New Skill variable, it was found that the $X_{4.1}X_{4.1}$ until $X_{4.5}X_{4.5}$ have a

calculated R value > table R value and can be considered valid or have a significance value < 0.05 as predetermined. Thus, the question items can be used as questions in the research questionnaire.

Table 5. Person Correlation Variable Comfort with Work Environment

Instrument	Person Correlation	R-Table	Significance	Description
$X_{5.1}$	0,869	0,280	0,000	Valid
$X_{5.2}$	0,920	0,280	0,000	Valid
$X_{5.3}$	0,931	0,280	0,000	Valid

Source: SPSS Data Analysis

Table 5 above shows the calculated r value and the table r value of the instrument X_5X_5 . In the validity test of the *Work Engagement* variable, it was found that the $X_{5.1}X_{5.1}$ until $X_{5.3}X_{5.3}$ have a calculated R value > table R value and can be considered valid or have a significance value < 0.05 as predetermined. Thus, the question items can be used as questions in the research questionnaire.

Table 6. Person Correlation Variable Communication

Instrument	Person Correlation	R-Table	Significance	Description
$X_{6.1}$	0,885	0,280	0,000	Valid
$X_{6.2}$	0,862	0,280	0,000	Valid
$X_{6.3}$	0,856	0,280	0,000	Valid

Source: SPSS Data Analysis

Table 6 above shows the calculated r value and the table r value of the instrument X_6X_6 . In the validity test of the *Communication* variable, it was found that the $X_{6.1}X_{6.1}$ until $X_{6.3}X_{6.3}$ have a calculated R value > table R value and can be considered valid or have a significance value < 0.05 as predetermined. Thus, the question items can be used as questions in the research questionnaire.

Table 7. Person Correlation Variable Internship Satisfaction

Instrument	Person Correlation	R-Table	Significance	Description
$Y_{1.1}$	0,885	0,280	0,000	Valid
$Y_{1.2}$	0,804	0,280	0,000	Valid
$Y_{1.3}$	0,878	0,280	0,000	Valid
$Y_{1.4}$	0,869	0,280	0,000	Valid
$Y_{1.5}$	0,845	0,280	0,000	Valid

Source: SPSS Data Analysis

Table 7 above shows the calculated r value and the table r value of the instrument $Y Y$. In the validity test of the *Internship Satisfaction* variable, it was found that the $Y_{1.1}Y_{1.1}$ until $Y_{1.5}Y_{1.5}$ have a calculated R value > table R value and can be considered valid or have a significance value < 0.05 as predetermined. Thus, the question items can be used as questions in the research questionnaire.

Reliability testing is essentially conducted to evaluate the consistency and stability of the data obtained from respondents. A questionnaire is considered reliable when respondents provide consistent answers over time, indicating that the instrument measures the intended construct in a dependable manner. In accordance with contemporary measurement standards, a variable is considered to exhibit acceptable reliability when its Cronbach's alpha value exceeds 0.60, although values above 0.70 are generally preferred for stronger internal consistency (Joseph F. Hair et al., 2019). The outcomes of the reliability assessment are as follows:

Table 8. Cronbach Alpha

Variable	Cronbach's	Description
<i>Positive Internship</i>	0,891	Reliable
<i>Positive Work Environment</i>	0,697	Reliable
<i>Improved Job Prospect</i>	0,689	Reliable
<i>New Skills</i>	0,681	Reliable
<i>Comfort with Work Environment</i>	0,686	Reliable
<i>Communication</i>	0,721	Reliable
<i>Internship Satisfaction</i>	0,654	Reliable

Source: SPSS Data Analysis

According to Table 8, the reliability value derived from the Cronbach's Alpha test with the seven variables exceeds 0.6. Consequently, the statements comprising 36 variable questions satisfy the reliability criteria and are applicable in the research.

According to contemporary statistical guidelines, normality testing is conducted to evaluate whether the data for both dependent and independent variables follow a normal distribution, which is an important assumption in many regression models. A good regression model is characterized by data that are normally or approximately normally distributed. The Kolmogorov–Smirnov (K–S) test is commonly used to assess the normality of a dataset, where the data are considered normally distributed when the significance value (Sig.) is greater than or equal to $\alpha = 0.05$ (Ghasemi & Zahediasl, 2012). A dataset is deemed normal if $\text{Sig.} \geq \alpha = 0.05$. The outcomes of the normalcy assessment are as follows:

Table 9. One-Sample Kolmogorov-Smirnov Test

	Standardized Residual
N	61
Test Statistic	0,108
Asymp. Sig. (2-tailed)	0,072

Source: SPSS Data Analysis

According to Table 9, the Asymp. Sig. value is 0.056, which above 0.05, indicating that the research sample is normally distributed.

This test aims to determine if two or more independent variables exhibit linear correlation. Should this case arise, we will encounter challenges in differentiating the impact of each independent variable on the dependent variable. To identify signs of multicollinearity in the research model, one may examine the tolerance value or the Variance Inflation Factor (VIF) value. The tolerance limit exceeds 0.10 and the VIF limit is below 10.00, indicating the absence of multicollinearity among the independent variables.

Table 10. Coefficients Multicollinearities TOL and VIF Method

Variable	Collinearity Tolerance	Statistics VIF
<i>Positive Internship</i>	0,544	1,837

Variable	Collinearity Tolerance	Statistics VIF
<i>Positive Work Environment</i>	0,580	1,724
<i>Improved Job Prospect</i>	0,459	2,178
<i>New Skills</i>	0,289	3,463
<i>Comfort with Work Environment</i>	0,304	3,285
<i>Communication</i>	0,497	2,011

Source: SPSS Data Analysis

The VIF (Variance Inflation Factor) values presented in Table 10 indicate that Positive Internship is 1.837, Positive Work Environment is 1.724, Improved Job Prospect is 2.178, New Skills is 3.463, Comfort With Work Environment is 3.285, and Communication is 2.011. Since all variables have VIF values below 10, the regression model shows no indication of multicollinearity. This is consistent with modern statistical recommendations, which state that VIF values below 10 or more conservatively below 5 indicate the absence of multicollinearity (Daoud, 2017); (Joseph F. Hair et al., 2019).

The heteroscedasticity test aims to determine whether the variance of the residuals is consistent across observations in the regression model. Constant residual variance indicates homoscedasticity, while varying residual variance indicates heteroscedasticity. A good regression model is expected to exhibit homoscedasticity. In this study, the Glejser test was used to detect heteroscedasticity, and this method continues to be recommended in contemporary regression diagnostics as an effective approach for identifying non-constant error variance ((Alhassoun, 2022).

Table 11. Coefficient Park Method Heteroskedasticity Test

Variable	B	Sig.
<i>Positive Internship</i>	0,014	0,528
<i>Positive Work Environment</i>	-0,003	0,973
<i>Improved Job Prospect</i>	-0,039	0,682
<i>New Skills</i>	0,104	0,301
<i>Comfort with Work Environment</i>	-0,083	0,530
<i>Communication</i>	-0,212	0,081

Source: SPSS Data Analysis

The criterion for decision-making in this test is that if the significance value is greater than or equal to 0.05, it can be inferred that heteroscedasticity is not present. If the significance value is less than 0.05, it indicates the presence of heteroscedasticity. The results in table 14 indicate that the regression model does not display symptoms of heteroscedasticity, as the significance levels for the Positive Internship variable (0.528), Positive Work Environment (0.973), Improved Job Prospect (0.682), New Skills (0.301), Comfort With Work Environment (0.530), and Communication (0.081) are all greater than 0.05.

The F statistical test quantifies the degree to which independent factors together affect the dependent variable. This concurrent test is performed by comparing the α (alpha) value with the significance level in the ANOVA table. If the significance value is less than α (0.05), then the null hypothesis (H0) is rejected. Consequently, it can be asserted that there exists a reciprocal influence between the independent variable and the dependent variable. If the significance value exceeds α (0.05), then the null hypothesis (H0) is accepted, indicating an absence of simultaneous impact between the independent and dependent variables. The findings of the F-test statistical analysis are presented in the table below:

Table 12. Anova

	F	Sig
Regression	31,353	0,000

Source: SPSS Data Analysis

The data shown in Table 15 indicates a significance value of 0.000, which is below the threshold of 0.05. Consequently, based on the testing criteria, if the Sig value is less than 0.05, it can be inferred that the variables Positive Internship, Positive Work Environment, Improved Job Prospect, New Skills, Comfort with Work Environment, and Communication collectively influence Internship Satisfaction, indicating that the proposed model is adequate or well-fitting.

The t-statistic test primarily seeks to demonstrate the degree of partial effect of the independent variable on the dependent variable. This partial test is performed by comparing the alpha (α) value with the significance (sig) value. If the significance value is less than α (0.05), then the null hypothesis (H0) is rejected. Consequently, it can be asserted that there exists a partial influence between the independent variable and the dependent variable, and vice versa. The results of the t-statistical test are presented here.

Table 13. Correlation Uji t

Variable	B	Sig.
<i>Positive Internship</i>	0,004	0,899
<i>Positive Work Environment</i>	0,288	0,025
<i>Improved Job Prospect</i>	0,240	0,101
<i>New Skills</i>	0,449	0,005
<i>Comfort with Work Environment</i>	0,506	0,015
<i>Communication</i>	0,076	0,681

Source: SPSS Data Analysis

Based on the regression results presented in Table 13, the acceptance or rejection of each hypothesis can be explained according to the significance and coefficient values obtained. The variable Positive Internship does not significantly influence Internship Satisfaction, as indicated by a significance value of 0.899, which is far above the 0.05 threshold, although its positive B value (0.004) suggests a favorable tendency; therefore, the first hypothesis is rejected. In contrast, Positive Work Environment shows a significant effect on Internship Satisfaction with a significance value of 0.025 and a B coefficient of 0.288, indicating that a positive work environment contributes to higher satisfaction, thus supporting the second hypothesis. The variable Improved Job Prospect does not significantly affect Internship Satisfaction, reflected by a significance level of 0.101 greater than 0.05 despite its positive B value (0.240), leading to the rejection of the third hypothesis. Meanwhile, New Skills emerges as a significant determinant of Internship Satisfaction, evidenced by its significance value of 0.005 and B coefficient of 0.449, thereby supporting the fourth hypothesis. Similarly, Comfort With Work Environment demonstrates a significant positive effect with a significance value of 0.015 and a B value of 0.506, resulting in the acceptance of the fifth hypothesis. Lastly, Communication does not significantly influence Internship Satisfaction, as shown by its significance value of 0.681, although the positive B coefficient (0.076) indicates a positive trend; consequently, the sixth hypothesis is rejected.

DISCUSSION

Positive Internship to Internship Satisfaction

The results of the data analysis indicate that Positive Internship does not have a significant positive effect on Internship Satisfaction. This suggests that an increase in perceived positive

internship experience within the MBKM program does not necessarily enhance the satisfaction levels of participating students. This finding contrasts with contemporary internship literature, which generally argues that internships are intended to support students' transition from academic learning to professional environments through meaningful experiential learning (Zehr & Korte, 2020). However, in the context of MBKM, students particularly those in non-vocational disciplines—tend to focus more on academic requirements than hands-on practical exposure, which may limit the extent to which the internship contributes to higher satisfaction.

Most students in the sample participated in the MBKM Research Internship scheme, which primarily aims to produce research outputs for final-project requirements rather than industry-based experiential learning. Recent studies emphasize that effective internships typically involve structured tasks, supervised industry engagement, and clear learning outcomes aligned with workplace practices (Shaheen et al., 2022). Since these elements are not fully incorporated into the MBKM internship design, the program's positive experiences may not translate into increased satisfaction among interns.

Furthermore, contemporary research highlights that students' satisfaction with internships is strongly influenced by the alignment between internship activities, workplace involvement, and career-related skill development (Feng et al., 2023a). Given that the MBKM internship format does not fully integrate these components, the positive internship elements perceived by participants may not be sufficient to significantly shape their overall Internship Satisfaction.

Positive Work Environment to Internship Satisfaction

The data analysis results indicate that a Positive Work Environment significantly enhances Internship Satisfaction. Consequently, it can be inferred that an improved Positive Work Environment within the MBKM program administered by the University is associated with higher Internship Satisfaction among MBKM participants.

These findings align with prior research emphasizing that internship programs yield greater benefits when students are placed in environments that allow them to apply academic knowledge, interact with professionals, and receive structured guidance. A supportive work environment enables interns to translate theoretical concepts into practical tasks while gaining mentorship and supervision that facilitate skill development and workplace adaptation (Zehr & Korte, 2020). A conducive setting also plays a critical role in shaping interns' attitudes, strengthening collaboration, and fostering positive professional behaviors.

Furthermore, contemporary studies demonstrate that internships conducted in positive and structured work environments contribute to the development of interpersonal skills, confidence, and clarity regarding career goals. Interns are more likely to gain meaningful learning outcomes when the workplace provides adequate support, constructive feedback, and opportunities for direct engagement with real job responsibilities (Feng et al., 2023a; Shaheen et al., 2022)

Improved Job Prospect to Internship Satisfaction

The findings of this data analysis demonstrate that Improved Job Prospect does not have a significant positive influence on Internship Satisfaction. This indicates that an increase in perceived job prospects within the MBKM program does not necessarily lead to higher levels of Internship Satisfaction among its participants.

Although existing literature commonly suggests that internships contribute to enhanced employment opportunities, contemporary research emphasizes that internship satisfaction is shaped more by immediate experiential factors such as clarity of tasks, supervisor support, and relevance of activities than by long-term expectations related to job prospects (Shaheen et al., 2022; Zehr & Korte, 2020). (Joseph F. Hair et al., 2019) further explain that outcome variables such as satisfaction are typically influenced by direct experiential attributes rather than distal perceptions like future employability, which may clarify why Improved Job Prospect does not

emerge as a significant predictor in this model.

In this study, most MBKM participants were involved in the Research Internship track, which focuses on the production of academic outputs rather than workplace immersion or professional skill strengthening. Thus, the structure and objectives of the MBKM Research Internship differ substantially from industry-based internships that traditionally influence employability perceptions. Contemporary evidence shows that internship satisfaction tends to increase when students participate in practice-oriented tasks that contribute to professional identity development (Feng et al., 2023a). Therefore, the MBKM internship framework at Jenderal Soedirman University may require further refinement to incorporate more industry-oriented components that align job-prospect expectations with actual internship experiences.

New Skills to Internship Satisfaction

The findings of this data analysis indicate that New Skills have a significant and positive influence on Internship Satisfaction. This suggests that an increase in the acquisition of new skills within the MBKM program at the University is positively associated with higher Internship Satisfaction among its participants.

This conclusion aligns with recent research showing that internships play a critical role in helping students acquire practical competencies, develop workplace abilities, and apply academic knowledge in real settings. Contemporary studies emphasize that skill development is one of the strongest predictors of internship satisfaction, as students value internships that enable them to build relevant capabilities and enhance their professional readiness (Shaheen et al., 2022; Zehr & Korte, 2020). According to (Joseph F. Hair et al., 2019), experiential learning components that improve competence and self-efficacy tend to significantly elevate perceived satisfaction with a program or activity.

The findings of this study further demonstrate that students perceive the acquisition of new skills as a meaningful benefit of the internship experience. The development of these skills contributes to greater confidence, stronger preparedness for future employment, and a sense of progress toward career goals, all of which reinforce higher levels of Internship Satisfaction (Feng et al., 2023b).

Comfort With Work Environment to Internship Satisfaction

The findings of this data analysis indicate that Comfort with Work Environment does not have a significant positive influence on Internship Satisfaction. Thus, an increase in students' comfort with the work environment within the MBKM program does not necessarily lead to greater Internship Satisfaction among participants.

Although prior research generally highlights the importance of a supportive and comfortable work environment in enhancing internship satisfaction, recent studies suggest that satisfaction is more strongly influenced by direct learning experiences, the acquisition of new skills, and meaningful supervision rather than by environmental comfort alone (Shaheen et al., 2022; Zehr & Korte, 2020). According to (Joseph F. Hair et al., 2019), outcome variables such as satisfaction tend to be shaped by factors closely tied to competence development and task engagement rather than situational factors that do not directly contribute to learning outcomes.

In the context of this study, the lack of a significant effect may be attributed to the characteristics of the MBKM Research Internship, which many students in the sample participated in. This program emphasizes research-oriented tasks that resemble academic assignments and often carry substantial workload demands. As a result, comfort within the work environment may not sufficiently mitigate the academic-like pressures experienced by students. Contemporary findings indicate that internship satisfaction increases when interns engage in practice-based tasks, receive constructive mentorship, and experience alignment between internship activities and professional development goals (Feng et al., 2023b). Therefore, evaluating the structure and nature

of the tasks within the MBKM internship is essential to ensure that the program fosters an environment conducive to student satisfaction.

Communication to Internship Satisfaction

The findings of this data analysis indicate that Communication does not have a significant positive influence on Internship Satisfaction. This suggests that improved communication within the MBKM program does not necessarily lead to higher satisfaction among its participants. Contemporary research emphasizes that internship satisfaction is strongly shaped by meaningful task engagement, practical skill acquisition, and supervisory support, while communication alone particularly when it is limited or one-directional may not substantially affect overall satisfaction levels (Shaheen et al., 2022; Zehr & Korte, 2020).

In this study, most students participated in the MBKM Research Internship track, which is characterized by academic-style tasks and minimal interaction with mentors or workplace supervisors. Such conditions may reduce opportunities for reciprocal communication, collaboration, and feedback, thereby limiting the developmental processes typically associated with internship communication such as adjustment, capability growth, and work integration (Joseph F. Hair et al., 2019). Consequently, communication within this context may not contribute significantly to internship satisfaction.

The hypothesis in the study was dismissed due to the observed sample's inclination to adhere to the research internship program. The communication patterns inside the program require enhancement to yield superior outcomes. The implementation of Standard Operating Procedures (SOPs) in research initiatives, such as yellow cards or analogous tools, is thought to augment the effectiveness of communication in the MBKM research program.

CONCLUSION

This research primarily seeks to elucidate the correlation among Positive Internship, Positive Work Environment, Enhanced Job Prospects, Acquisition of New Skills, Comfort within the Work Environment, and Communication in relation to Internship Satisfaction. Consequently, from the established hypothesis, the ensuing conclusion can be derived:

The variable Positive Work Environment has been demonstrated to positively impact Internship Satisfaction. Consequently, it may be inferred that a superior Positive Work Environment in the workplace correlates with an enhancement in Internship Satisfaction.

The New Skills variable has demonstrated a beneficial impact on Internship Satisfaction. Consequently, it may be inferred that a greater acquisition of New Skills correlates with an increase in Internship Satisfaction.

The variable Comfort with Work Environment has demonstrated a favorable impact on Internship Satisfaction. Consequently, it can be inferred that an increased presence of Comfort with the Work Environment in the MBKM program correlates with heightened Internship Satisfaction.

In light of the data analysis results and the conclusions delineated in the preceding section, various recommendations might be put forth:

Establishment of the MBKM Internship Program: Given that the findings indicate Positive Internship, Enhanced Job Prospects, and Communication do not significantly influence Internship Satisfaction, it is advisable for the University to reevaluate and reformulate the MBKM internship program. The program's creation can prioritize elements that substantially influence internship satisfaction, including a Positive Work Environment and the acquisition of New Skills. Program revisions may incorporate pertinent elements from prior studies and acknowledge the significance of enhanced communication within the internship framework.

Enhancement of happy Work Environment: Given the substantial influence of a Positive Work Environment on Internship Satisfaction, it is advisable to prioritize initiatives aimed at

fostering and sustaining a happy work environment throughout the internship period. The University can partner with internship locations to guarantee that interns have assistance, mentoring, and a conducive work environment that facilitates the effective application of theoretical knowledge.

Enhancement of Research and Skill Development Programs: To improve the happiness of internship participants, the University should contemplate the creation of a more varied MBKM internship program, incorporating research initiatives and skill development opportunities. Diversifying these programs would enable interns to select based on their interests and objectives, so augmenting the relevance and beneficial effects of the programs on their happiness.

Formulation of Internship Satisfaction Evaluation Criteria: To assess internship satisfaction more thoroughly, the University might establish more specific and pertinent evaluation criteria. This may encompass factors like as the caliber of skill acquisition, engagement with peers and mentors, influence on career trajectories, and enhancement of the interns' personal growth.

This research can provide a basis for other studies examining the various factors that affect internship satisfaction. An extensive examination of the importance of communication within the internship context or a comprehensive review of the effects of research and skill-based programs on internship satisfaction could yield profound insights.

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