

The Mediation Role of Internship Satisfaction on Career Intention as Internship Program Results in Indonesia

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Abstract: This study focuses on the role of internship satisfaction as a mediation variable in the relationship between its determinants on Indonesian students' future career intentions. The factors of internship satisfaction used in this research include individual factors, university support, organizational environment, and job characteristics. Through an online survey, 412 responses related to student internship experience from 159 universities across Indonesia were gathered and analyzed using Structural Equation Methods. The data processing results show that individual and university factors do not significantly affect internship satisfaction and career intention. However, organizational environment and job characteristics positively influence career intention by mediating internship satisfaction. This paper indicates the interesting results, comparing previous studies held in varied contexts. Theoretical and managerial implication for internship practices in Indonesia is also discussed. However, there are some limitations in the contextual conduct of this research, and future research possibilities are also discussed at the end of this paper.

Keywords: Internship satisfaction, Career intention, Organizational environment, Job characteristic

INTRODUCTION

Internships have long been one of the most popular methods identified in the literature for addressing job skills. An internship refers to a non-academic development in which students are brought into a real work environment to enhance skills in problem-solving, critical thinking, and rhetorical skills (Maini et al., 2021). In addition to providing benefits in preparing students before starting a career, internships can also enhance student interest in pursuing a career. Furthermore, an internship can have the advantage of strengthening students' aspirations and prospects for future careers in the industry based on these experiences (Hussien & La Lopa, 2018). In developing students' competencies to prepare for a career, it is essential to pay attention to their intention in the future and whether the internship program can indeed generate these intentions.

A prior study mentioned that intention is a direct conception of behavior, which can mediate the relationship between attitude and action (Morwitz & Munz, 2021). Morwitz and Munz (2021) defined intention or behavioral intention as the degree to which a person decides to act in a certain way. The intention is essential because people will do what they want, or at least try to do it. The importance of interest in a career can be seen from the internship as the basis of this professional career is the practical exposure of students' first experiences outside the academic environment (Hussien & La Lopa, 2018). For example, Fauziah (2016) found that students' interest in becoming teachers after graduating from the *PPL (Praktik*

Pengalaman Lapangan), an internship program for students in education study, to establish a teacher or education professionals. On the other hand, if these students realize that organizational internships do not help junior employees in the learning process, they will become disappointed and attract their interest to pioneer the career path (Zhao & Liden, 2011).

The first main determinant of behavioral intentions is the existence of goals, which are the desired end states that people try to attain. The relationship between goals and intentions can be applied in the context of internships, where learning with this method is intended to help students acquire skills relevant to the job or career they want in the future through guidance from supervisors from educational institutions and superiors in the workplace (Nghia & Duyen, 2019). Past behaviors also determine intention, and to the extent that people have successfully performed behaviors previously, they are likely to have higher expectations of being able to perform them again based on those experiences (Morwitz & Munz, 2021). This emphasizes the role of experience and post-experience perception in shaping future behaviors, which also applies in the context of internships as experiences before starting a career.

A high level of satisfaction has been empirically proven to predict the decision of interns to become permanent employees (Putra & Purba, 2020), and it has a positive influence on career intentions whether in the same or different organizations (Ghosh & Jhamb, 2021). In studying internship satisfaction, Hussien and La Lopa (2018) remarked that individual factors, university support, organizational environment, and job characteristics significantly affect internship satisfaction. This is consistent with previous research, which reported that individual constructs such as academic readiness, positive attitude, and self-initiative lead to internship satisfaction (Gupta et al., 2010; Kukreti & Dani, 2020). In addition, the three stakeholders of the internship program, namely employers, educators, and students can also play a role in influencing the success and satisfaction of students with the internship program (Vélez & Giner, 2015).

In this regard, supports from higher education institutions and employer usually rate positively about the internship experience (Sanahuja Velez & Ribes Giner, 2015). Furthermore, many previous studies have proven that the role of universities (Hussien & La Lopa, 2018; Nghia & Duyen, 2019) and the work environment (Kukreti & Dani, 2020) in internships are essential for learning satisfaction and success. Lastly, job or task characteristics such as skill variation, task significance, autonomy, and feedback positively affected apprentice satisfaction (Hussien & La Lopa, 2018; Kukreti & Dani, 2020; Lord et al., 2011). However, there has been no study related to whether or not these internship satisfaction factors could also determine career intention, resulting in the mediation model of internship satisfaction between the factors and career intention. It indicates a lack of research on the impact of internships on student career interests, especially in Indonesia.

Furthermore, questions arise regarding whether support from other stakeholders during the pandemic can impact students' satisfaction and intentions for careers in the future as the primary goal of implementing internships. In answering these problems, this study will use quantitative research methods to test hypotheses related to the impact of individual factors on students carrying out

internships, support from educational institutions, namely universities, the role of the organizational environment, and the characteristics of the internship itself on student satisfaction and career decisions after implementing the internship program. This research contributes significant implications for the three stakeholders of the internship, namely students, organizations, and higher education institutions, especially in the Indonesian context. Theoretically, there is a gap in studying whether the factors of internship satisfaction will also affect career intention. It also adds new theoretical contributions related to factors affecting internship satisfaction and career intention.

METHODS

Research Design

This research is a causal-descriptive study that tries to explain the relationship between variables to determine how one variable produces changes in another. This research is included in quantitative research based on the type of data and its processing. As can be concluded from the previous research, there is a gap in how internship satisfaction has the potential to mediate the relationships of the four independent variables. Thus, the research model is shown in Figure 1, whereas the straight arrow line displays a direct effect from variable to variable, and the dotted arrow line displays the indirect or mediation effects through internship satisfaction.

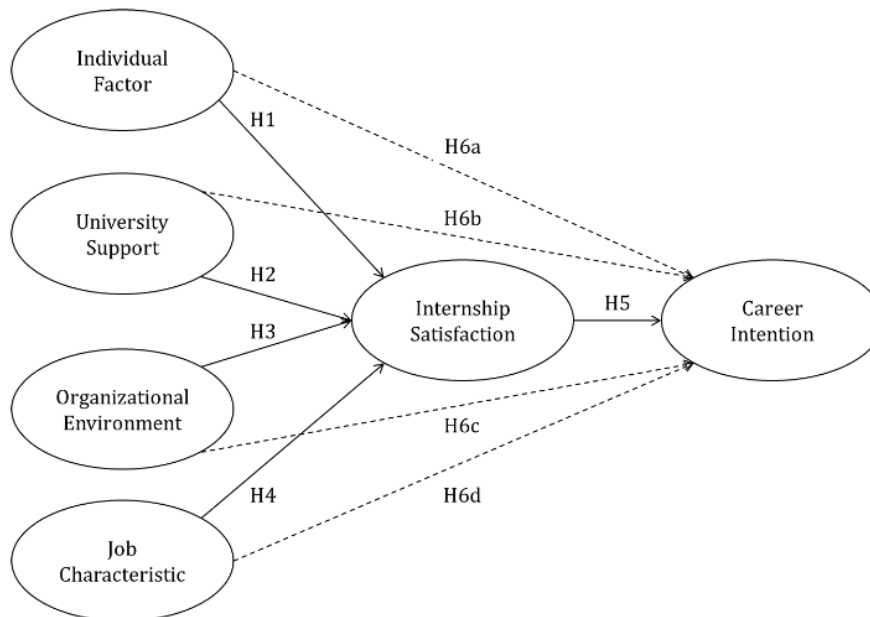


Figure 1. Research Model

Based on the theoretical development explained in the previous section, the research hypotheses are as follows.

- H1: Individual factors have a positive influence on internship satisfaction.
- H2: University support has a positive effect on internship satisfaction.
- H3: Organizational environment has a positive effect on internship satisfaction.
- H4: Job characteristics have a positive effect on internship satisfaction.
- H5: Internship satisfaction has a positive effect on career intention.

H6a: Internship satisfaction mediates the influence of individual factors on career intention.

H6b: Internship satisfaction mediates the effect of university support on career intention.

H6c: Internship satisfaction mediates the effect of organizational environment on career intention.

H6d: Internship satisfaction mediates the effect of job characteristics on career intention.

Data Collection

Data collection follows a cross-sectional study design. The structured questionnaire was distributed online at a particular time frame and self-administered. The subjects in this study were students and fresh graduates who had participated in virtual internship programs during the Covid-19 pandemic. Thus, the internship range ranges from 2020, 2021 to early 2022, following developments to the decline in Covid-19 cases in Indonesia. This is because internships and work are designed to be carried out directly, students can come to the workplace during the internship period. Therefore, the researchers gave leeway on the criteria of students who became respondents. At least more or equal to 80% of the internship period is carried out virtually. Since the population size is not known with certainty, given the unavailability of data regarding the number of interns in Indonesia, a purposive sampling method will be used with a minimum of 200 samples.

Measurement and Analysis

The independent and mediating variables involved in this study, including individual factors, university support, organizational environment, job characteristics, and internship satisfaction, were measured using questions based on the primary reference from Hussien and La Lopa (2018), which had translated from English to Indonesian. The individual factor variable has three dimensions, namely academic preparedness, positive attitude, and self-initiative, with ten indicators. The university support variable has three dimensions, namely university supervisor, internship office, and credit requirement, with eleven indicators. The organizational environment variable has six dimensions: primary supervisor, co-workers, task clarity, learning opportunity, professional growth, and organization satisfaction, totaling twelve indicators. The job characteristics variable has five dimensions, namely skill variety, task identity, task, autonomy, and feedback, comprising fifteen indicators.

The internship satisfaction mediating variable is measured by four indicators based on Hussien and La Lopa (2018). The dependent variable, career intention, is measured by three indicators sourced from Halcomb and Bird (2020). The data analyzing method used is quantitative, with the primary source from filling out the questionnaire. The frequency distribution is the analytical method used to process the data and analyze the data that has been obtained related to the respondent's profile. Further validity, reliability, and goodness of fit tests were carried out at the measurement and structural level using the Structural Equation Method with the Lisrel 8.8 program. Hypothesis analysis was also provided using the same method and program to test the relationship between variables.

RESULTS AND DISCUSSION

Data and Demographic Respondents

The questionnaire was distributed online using Google Forms and was performed from April 20, 2022, to June 3, 2022. The data obtained from this process were 505 responses. After the screening process from duplicated respondents and missing data, the remaining 412 student internship experience data were collected from 159 universities across Indonesia. Thus, 81% of the total responses were used further analysis in this study. The identities asked were gender, lecture status, education, age group, university origin, the field of study, length of internship, internship method, and internship program, as shown in Table 1.

Table 1. Respondent Profile

Profile	Frequency	Percentage
Gender		
Male	122	0.3%
Female	290	70.4%
Academic Status		
Student	384	93.2%
Fresh graduate	28	6.8%
Education		
Bachelor degree	357	86.7%
Diploma 4	2	0.5%
Diploma 3	53	12.9%
Age		
< 20 years old	3	0.7%
20-24 years old	395	95.9%
25-29 years old	14	3.4%
University		
National Higher Education	252	61.2%
Private Higher Education	160	38.8%
Field of Study		
Social-Humaniores	268	65.0%
Science-Technologies	144	35.0%
Internship Methods		
80% Work from Office	222	53.9%
80% Work from Home	95	23.1%
Hybrid	95	23.1%
Internship Program		
<i>Merdeka Belajar Kampus Merdeka (MBKM)*</i>	122	29.8%
Non-MBKM	288	70.2%

Note. **Merdeka Belajar Kampus Merdeka (MBKM)* is a national higher-education program by the Ministry of Education, Culture, Research, and Technology that includes internship

Validity and Reliability

Validity and reliability tests were conducted to test whether the measuring instrument used was right on target and had a good confidence level. The validity and reliability tests in this study were carried out on 40 first respondent data, showing that all indicators had exceeded the measurement standards of each

assessment indicator, except for indicator PA4 from the Positive Attitude dimension of the Individual Factor construct and the SV3 from the Skill Variety dimension of the Job Characteristic construct. These two indicators are “reverse questions” from each indicator. The PA4 indicator reads “I was aware of the negative aspects of the internship when I was hired.” and is the opposite of the PA3 indicator, which reads “I was aware of the positive aspects of the internship when I was hired.” The SV3 indicator reads “My internship required me to do many different things using a variety of my skills and talents”. It is a reverse question from the SV1 indicator, which reads “The internship requires me to do many different things using my various skills and talents” and aims to indicate whether the given task is diverse or repetitive. Because the two indicators are reverse questions that other indicators have represented, these indicators were not further included in this study, and researchers continue to collect more data.

Table 2. SEM Measurement Test Results

Construct	Indicator	SLF* (> 0.5)	t-value (> 1.96)	Error (< 1)	CR* (> 0.6)	AVE* (>0.4)	
Career Intention 1st CFA	CI1	0.63	10.6	0.60			
	CI2	0.72	11.6	0.48	0.677	0.413	
	CI3	0.57	9.84	0.68			
Internship Satisfaction 1st CFA	IS1	0.89	21.4	0.21			
	IS2	0.58	12.2	0.66	0.851	0.593	
	IS3	0.82	19.0	0.33			
	IS4	0.76	17.1	0.43			
Individual Factor 1st CFA	Academic Preparedness	AP1	0.61		0.63		
		AP2	0.89	13.3	0.20		
	Positive Attitude	PA1	0.84		0.30		
		PA2	0.88	22.3	0.23		
	Self-Initiative	PA3	0.83	20.6	0.31	0.930	0.571
		SI1	0.83		0.32		
		SI2	0.71	15.1	0.49		
		SI3	0.66	13.7	0.57		
Individual Factor 2nd CFA	SI4	0.67	14.0	0.56			
	Academic Preparedness		0.96	12.5	0.73		
	Positive Attitude		1	20.0	-0.0024	0.970	0.916
	Self-Initiative		0.90	17.3	0.18		
University Support 1st CFA	US1	0.77		0.40			
	US2	0.76	21.1	0.42			
	University Supervisor	US3	0.8	17.2	0.36		
		US4	0.84	18.3	0.29		
	US5	0.86	18.7	0.27			
	US6	0.80	17.3	0.36	0.951	0.639	
	IO1	0.78		0.39			
Internship Office	IO2	0.77	14.8	0.41			
	IO3	0.75	14.5	0.43			
	CR1	0.81		0.35			
University Support 2nd CFA	Credit Requirements	CR2	0.84	16.1	0.29		
	University Supervisor		0.81	9.2	0.34		
	Internship Office		0.82	9.3	0.33	0.884	0.717
	Credit Requirements		0.91	9.8	0.18		

	Main Supervisor	MS1	0.79		0.37				
		MS2	0.81	15.4	0.35				
	Co-workers	CW1	0.74		0.45				
		CW2	0.62	11.9	0.61				
Organizational Environment 1 st CFA	Task Clarity	TC1	0.86		0.25				
		TC2	0.90	21.4	0.19	0.967	0.712		
	Learning Opportunity	LO1	0.82		0.32				
		LO2	0.83	18.8	0.31				
	Professional Growth	PG1	0.82		0.33				
		PG2	0.79	15.5	0.45				
	Organization Satisfaction	OS1	0.91		0.18				
		OS2	0.79	17.4	0.37				
	Main Supervisor		0.85	14.8	0.28				
	Co-workers		0.96	16.1	0.08				
	Task Clarity		0.84	16.6	0.29			0.926	0.793
	Learning Opportunity		0.89	18.3	0.92				
	Professional Growth		0.93	17.6	0.14				
	Organization Satisfaction		0.81	16.9	0.34				
	Skill Variety	SV1	0.83		0.31				
		SV2	0.72	13.7	0.48				
	Task Identity	TI1	0.74		0.46				
		TI2	0.69	13.1	0.52				
		TI3	0.83	15.4	0.31				
Job Characteristics 1 st CFA	Task Significance	TS1	0.82		0.32				
		TS2	0.86	19.4	0.26	0.935	0.640		
		TS3	0.66	14.0	0.56				
	Autonomy	AU1	0.83		0.30				
		AU2	0.86	19.9	0.26				
		AU3	0.69	15.0	0.52				
	Feedback	FB1	0.86		0.25				
		FB2	0.89	24.0	0.21				
		FB3	0.86	22.8	0.26				
		Skill Variety		0.84	15.8			0.29	0.944
	Task Identity		0.86	14.2	0.26				
	Task Significance		0.89	16.8	0.21				
	Autonomy		0.89	17.1	0.22				
	Feedback		0.91	18.7	0.17				

Note. *SFL (Standardized Factor Loading), CR (Construct Reliability), AVE (Average Variance Extracted)

Subsequent validity and reliability tests with 412 responses were carried out in the Measurement Model SEM process, with the results in Table 2. The measurement test results for each variable showed that the standard loading factor, t-value, error, composite reliability, and average variance extracted from the research variables already meet minimum standards.

Model of Fit

Two models of fit are checked by using Structural Equation Modelling, which is the measurement model of each construct and structural model. The results are shown in Table 3. As seen in the table, all the Goodness of Fit Index in each construct's

measurement model and the structural model have met the standard for good match criteria. Thus, the analysis can be further processed to answer the hypotheses.

Table 3. SEM Model of Fit Results

Goodness of Fit Index	Measurement Model						Structural Model
	CI	IS	IF	US	OE	JC	
RMSEA ($\leq 0.08^*$)		0.00	0.07	0.06	0.06	0.06	0.05
NNFI ($\geq 0.90^*$)		1.01	0.99	0.99	0.99	0.99	0.99
CFI ($\geq 0.90^*$)	The model is saturated; the fit is perfect	1.00	0.99	0.99	0.99	0.99	0.99
IFI ($\geq 0.90^*$)		1.00	0.99	0.99	0.99	0.99	0.99
RFI ($\geq 0.90^*$)		1.00	0.98	0.98	0.98	0.98	0.98
RMR ($\leq 0.05^*$)		0.0035	0.02	0.02	0.02	0.03	0.04
GFI ($\geq 0.90^*$)		1.00	0.97	0.96	0.95	0.95	0.80
Norm χ^2 (≤ 2)	1.00; df = 0	0.00	0.00	0.00	0.00	0.00	0.00

Note. CI=Career intention, IS=Internship satisfaction, US=University support, OE=Organizational environment, JC= Job characteristics * Good match criteria

Structural Model

The statistical test results of the structural model test in Table 4 indicate that several relationships are not significant. The direct connection between individual factors and internship satisfaction proved insignificant, and the direct relationship between university support was also negligible. Thus, it can be concluded that the first and second (H1, H2) were rejected.

Table 4. Structural Model Test Results

Path Analysis	Coefficient	t-values (≥ 1.645)*	Conclusion
Individual Factor → Internship Satisfaction	-0.04	-0.44	Not significant
University Support → Internship Satisfaction	0.08	1.38	Not significant
Organizational Environment → Internship Satisfaction	0.52	2.98	Significant, positive
Job Characteristic → Internship Satisfaction	0.37	3.22	Significant, positive
Internship Satisfaction → Career Intention	0.66	4.53	Significant, positive
Individual Factor → Career Intention	-0.12	-0.78	Not significant
University Support → Career Intention	-0.14	-1.61	Not significant
Organizational Environment → Career Intention	0.02	0.06	Not significant
Job Characteristic → Career Intention	0.42	2.38	Significant, positive

GOFI: RMSEA ($\leq 0.08^{**}$) = 0.052; NNFI ($\geq 0.90^{**}$) = 0.99; CFI ($\geq 0.90^{**}$) = 0.99; RFI ($\geq 0.90^{**}$) = 0.98; IFI ($\geq 0.90^{**}$) = 0.99; RMR ($\leq 0.05^{**}$) = 0.039; GFI ($\geq 0.80^{***}$) = 0.80; Norm χ^2 (≤ 2) = 0.00

Note. *Measurement test results match criteria. Significant if absolute (t-value) ≥ 1.645 ; Not significant if absolute (t-value) < 1.645 .

On the other hand, the test of the direct relationship between organizational environment and internship satisfaction was proven to be significant. The relationship between job characteristics and internship satisfaction was established to be significant with a positive direction of influence. Thus, hypotheses H3 and H4 are accepted because these results indicate that organizational environment and job characteristics significantly positively affect internship satisfaction. Finally, as a mediating variable, job satisfaction has also been shown to influence careers, so the H5 hypothesis is accepted. Path analysis between internship satisfaction and career intention, which proved significant, showed a potential mediating role for internship satisfaction from the organizational environment and job characteristics, which previously also had a significant positive value.

Mediation Testing

The Sobel test is used to determine whether the path analysis had a significant mediating relationship. Based on the results of the Sobel test in Table 5, the path of the intermediary role of internship satisfaction in the relationship between individual factors and career intention and the relationship between university support and career intention is insignificant. Therefore, it can be concluded that hypotheses H6a and H6b are rejected.

Table 5. Mediation Model Sobel Test Results

Path Analysis	Sobel P-value*	Indirect Effect	Total Effect	Conclusion
Individual Factor → Internship Satisfaction → Career Intention	0.69	0.0048	-0.0352	Not significant
University Support → Internship Satisfaction → Career Intention	0.195	-0.0112	0.0688	Not significant
Organizational Environment → Internship Satisfaction → Career Intention	0.015	0.0104	0.5304	Significant, Full Mediation
Job Characteristic → Internship Satisfaction → Career Intention	0.007	0.1554	0.5254	Significant, Partial Mediation

Note. *calculated using the calculation for the SOBEL TEST (quantpsy.org/sobel/sobel.html)

In testing related to organizational environment variables, the results of the Sobel test show that internship satisfaction mediates the effect of organizational environment on career intention, so the H6c hypothesis is accepted. However, because the structural test path analysis of the organizational environment was not proven to affect career intention significantly, the mediating effect of internship satisfaction is full mediation. The organizational environment must first go through internship satisfaction to indirectly influence career intention. Finally, path analysis shows that job characteristics positively impact students' career intentions in this study. This path analysis is also supported by the results of the Sobel test, which means that the relationship is significantly a mediating relationship. With good results from these measurements, it can be concluded that the H6c hypothesis, namely internship satisfaction, partially mediates the effect of job characteristics on career intention.

Discussion

Hussien and La Lopa (2018) defined internship satisfaction as the extent to which interns perceive and feel about different aspects of their internship program. Internship satisfaction describes an internship experience that is the same as job satisfaction for employees (Putra & Purba, 2020) and influences students' career choices after graduation and career identity development (Qu et al., 2021). Students who feel a satisfying internship experience eventually form a feeling or desire to pursue a career similar to what they went through during their internship. Thus, it can be said that internship satisfaction is positive reinforcement for students' career paths. Besides being supported by the results of this study, previous studies also found similar results (Ghosh & Jhamb, 2021).

Likewise, the concept of internship satisfaction is a positive reinforcement of career intentions. Siu et al. (2012) emphasize that early career success can lead to positive career consequences at later stages. For example, a successful internship experience will increase the intern's confidence in their future career. Therefore, the experience gained during the internship is essential for students because, through the experience, students have more opportunities to explore their future career options, have job perceptions in mind, and start thinking about their career path (Siu et al., 2012). Given the influence of internship satisfaction, of course, it is necessary to pay attention to the factors that can influence it, which have the potential to have a positive impact on career intention.

At the individual level, internships require students to have a general understanding of the professional field and key concepts that provide students with more learning opportunities during the internship (Hussien & La Lopa, 2018). As the main actors in the internship, each student has different learning abilities. These abilities are highly dependent on factors such as academic knowledge, the right attitude toward work, and students' self-confidence (Kukreti & Dani, 2020). Only a few studies have studied and identified individual factors that determine internship satisfaction, but all of them positively influence individual factors on internship satisfaction (Lord et al., 2011; Gupta et al., 2010; Hussien & La Lopa, 2018). In contrast to the results of previous studies, this study did not find the impact of individual factors on internship satisfaction and students' career intentions.

There are many possibilities why the answer is insignificant. In a technical aspect, the demographic of respondents is more diverse than we initially thought it to be. In contrast to the research of Hussien and La Lopa (2018); Kukreti and Dani (2020), which focus on vocational students who carry out internships at hotels, this research takes a reasonably broad scope with a variety of student profile backgrounds spread from 159 different universities in Indonesia. Thus, this bigger scale became unrelated to the student's overall satisfaction, and career intention after the internship program ended because this factor is already embedded in them as the leading actor in the internship program.

The number shows that, in this case, students have relatively high academic preparedness, positive attitude, and self-initiative compared to other internship satisfaction factors. Then again, this individual factor is what they brought personally before carrying out the internship, their expectations and readiness. This factor does not influence them directly because it is already embedded in them. It is more likely to affect their job performance than hope to affect their satisfaction with

their job (Lord et al., 2011) but not directly affect their overall satisfaction with their whole internship experience. Therefore, no matter how good the individual factors are, they are irrelevant compared to other factors because they do not form their final judgment on the experiences they have gone through.

University support is considered a significant factor in interpreting student internship satisfaction levels, as universities have a primary role in preparing them for employment. Interns who have been empowered with the help of a good university always have higher levels of satisfaction when compared to internships that are less supported by the university (Maini et al., 2021). University support is characterized by university supervisor support, internship office support, and fair credit terms (Hussien & La Lopa, 2018). Although previous research has found the effect of university support on internship satisfaction (Hussien & La Lopa, 2018; Nghia & Duyen, 2019), the active role of universities in guiding, directing, and supporting it is the students who help form a positive impression of the internship process.

It is well-known that most university role in an internship in Indonesia is still limited to administration role, resulting in an insignificant result in both satisfaction and career intention. Ideally, previous research has explained a lot that in promoting internship programs, universities, as one of the stakeholders for internships, should clarify the role of each party in achieving learning outcomes (Maini et al., 2021). However, like individual factors in this study, when those factors lack ideal practice, as stated in previous studies, university support does not directly shape new perceptions of the experience's students have at work. This makes sense because when they enter the realm of industry and work in detail, the university seems to hand over the student to the guidance of the relevant organization. Therefore, the supporting role given by the university will not shape or change students' perceptions of job satisfaction and their career interests. In most cases, the university only directs and guides the success and smooth running of the program.

It can be concluded that the internship's success depends on the company's alignment with students and employers. To achieve an ideal internship result, coordination and cooperation are needed in accordance with the roles of the three internship stakeholders, namely students (individuals), universities and the organization where the internship is carried out (Sanahuja Vélez & Ribes Giner, 2015). Thus, although the role of individual factors and university factors is not significant to internship satisfaction and career intentions, these factors are still needed to support the part of organizations that also form the industry's job characteristics.

Overall, internship satisfaction is robustly influenced by the work environment in which students do internships (Kukreti & Dani, 2020). Following the meaning of internship, which refers to experience-based learning in the workplace, it has been proven that there is a significant relationship between the work environment and internal satisfaction (Hussien & La Lopa, 2018; Kukreti & Dani, 2020; Varshney & Mishra 2014). Supporting previous studies, this study also finds a strong correlation between work environment and internship satisfaction. Organizations that provide a satisfying experience for students will also form a good perception of their experience and their desire to have a career in the same position or perhaps internship satisfaction affects their intentions to pursue that career.

However, the organizational environment cannot influence students' career desires if students do not have a satisfied or dissatisfied assessment of their internship experience first. Students expect internships to broaden their career horizons, enhance future career development and help them develop technical skills through supervisory support and work teams as key predictors of internship satisfaction (To & Lung, 2020). From this satisfaction, their expectations of careers before starting the internship and their feelings about the internship experience results will motivate them to continue a career following their internship program. This notes that satisfaction from the organizational environment is crucial in shaping future intentions to continue the same career path in the same or similar organization. If they are satisfied with the organization, they may want to continue on the same career path. If unsatisfied, they will be highly reluctant to continue pursuing that career.

Job characteristics are a series of factors that employees or interns do while working, such as the work environment, situational characteristics and job characteristics, which have an essential role in overall student satisfaction (Kukreti & Dani, 2020). Two views related to this, one of that is those that successfully support that job characteristics influence apprenticeship output (Lord et al., 2011). However, there are also those who are against these results (Varshney & Mishra, 2014). On the other hand, if the job characteristics are not fit and internship satisfaction is low, this will also affect students' future career interests related to the job. Previous researchers stated that some interns were disappointed with their internship experience and alleged that they would not join the industry in the future due to job characteristics such as heavy workload and high pressure during their internship (Siu et al., 2012). This is indeed a serious problem because not having a career intention can lead to their reluctance to join the industry in the future. Because the characteristics of the job itself can provide a perception of a career and form interest in that career, satisfactory or even unsatisfactory internship results will emphasize students' conclusions and final decisions on their chosen career path.

CONCLUSION

This study has shown which factors contribute to internship satisfaction and thus affect students' career intentions, especially in the context of Indonesia. This research has also contributed theoretically through the findings that job characteristics as internship determinants could also affect career intention. As managerial implications, to develop students' career intentions, internship stakeholders need to pay attention to their satisfaction with the program itself and the factors that could determine it. However, it does not mean that internship stakeholders, especially the university, could ignore the importance of their roles since other previous research in different contexts has proven otherwise. There is some limitation in the contextual research conduct. Future research could use a more specific or niche population group in Indonesia to establish more accurate case base results and explore the university's role as one of the internship stakeholders in Indonesia to deepen our understanding of this study area.

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