

Student Satisfaction Levels Among Informatics Engineering Students of *Universitas XXX* Regarding Internship Experiences and Post-Internship Career Planning

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ABSTRACT

This study examines how satisfied Universitas XXX students in informatics engineering are with their internships and their future plans. The study looks at how differences in student satisfaction affect their ability to get ahead in their careers. The study wants to find out how satisfied people are with their internships, what parts of them are the most and least satisfying, and the pros and cons of making career plans after an internship. A survey on job satisfaction was taken by 50 students who had just finished a five-month internship. The results showed that all of the career planning and internship indicators got 100% positive answers, and the satisfaction indices for both constructs were over 90%. The results show that well-structured internships with meaningful learning experiences make students much happier and help them plan their careers more accurately. This study looks at how students at Universitas XXX who are studying informatics engineering are with their internships and their plans for their careers after the internships. We looked at the data using percentage distributions and satisfaction indices. The results showed that all of the career planning and internship indicators got 100% positive answers, and the satisfaction indices for both constructs were over 90%. The results show that well-structured internships with meaningful learning experiences make students much more satisfied and help them plan their careers more accurately.

INTRODUCTION

Research Background

Internships are becoming more common in college courses, and they are a good way to connect what you learn in class with what you do in the real world, especially in Informatics Engineering. The main goal of these programs is to give students real-world experience, help them learn both technical and soft skills, and get them ready for a job before they graduate. But more and more real-world evidence shows that internships often don't live up to students' expectations. Numerous studies indicate that students frequently receive work assignments that are insufficiently challenging, misaligned with their academic abilities, or lack appropriate professional oversight and mentorship (Binder et al., 2017; Silva et al., 2023). These circumstances have had a considerable impact on student satisfaction with their internships. People's happiness or unhappiness during an internship not only affects how they rate it right away, but it also has a big impact on their professional goals and long-term career planning (Jackson & Bridgstock, 2021). This subject has become significant at Universitas XXX due to the industry's need for informatics engineering graduates who have strong technical skills and know how to plan their careers and think strategically. Consequently, disparities in student satisfaction with internships and the subsequent impact on their career trajectories represent a significant empirical concern warranting comprehensive academic investigation.

The theoretical relationship between internship experiences and student satisfaction has been extensively examined, yet it is still not fully comprehended. Recent research based on Expectation-Disconfirmation Theory suggests that satisfaction is predominantly influenced by the congruence between students' prior expectations and their perceived internship outcomes, especially concerning educational value and professional development opportunities (Suhartanto et al., 2023; Suchanek & Králová, 2025). From this viewpoint, contemporary interpretations of Experiential Learning Theory regard internships as organized educational environments where tangible experiences and reflective methodologies collectively influence learning efficacy (Kolb et al., 2020; Morris, 2021). Additionally, recent empirical studies grounded in Social Cognitive Career Theory demonstrate that career planning is shaped by experiential learning, the enhancement of self-efficacy, and individuals' expectations regarding career-related outcomes (Lent & Brown, 2019; Sheu et al., 2024). Although these theoretical frameworks are substantial, research often analyzes satisfaction, learning outcomes, and career planning as separate entities. Consequently, empirical research specifically examining the impact of internship satisfaction on post-internship career planning—especially among Informatics Engineering students—is scarce, highlighting a significant theoretical and empirical deficiency.

This study aims to assess the satisfaction levels of Informatics Engineering students at Universitas XXX concerning their internships and subsequent career planning. The study seeks to evaluate overall satisfaction levels, pinpoint the internship components regarded as most and least beneficial, and analyze the strengths and weaknesses of students' career planning subsequent to their internships. These study objectives are especially relevant in the field of human

resource management, where early career development and graduate employability have become significant issues (Clarke, 2020; Jackson, 2023). By clearly outlining these goals, this study hopes to provide solid evidence that will help researchers, school leaders, and industry partners who are involved in creating, running, and evaluating internship programs.

The importance of this study is that it could challenge the common belief that internships automatically make people more ready for work. Recent empirical evidence demonstrates that internships positively influence career development solely when they provide significant learning opportunities, well-defined responsibilities, and adequate supervisory support (Binder et al., 2017; Silva et al., 2023). This study utilizes Expectation–Disconfirmation Theory, Experiential Learning Theory, and Social Cognitive Career Theory to conceptualize internship satisfaction as the result of a complex interaction between students’ expectations, experiential learning processes, and career-focused cognitive frameworks. When internships are well-organized and help students learn, they are more likely to make clear and confident plans for their careers. However, a poorly planned internship can increase your anxiety about securing a job and diminish your confidence in your career. So, looking at how happy students are goes beyond just looking at the program. It is also important to know how internships can be used as strategic tools to build human resources and help graduates get jobs.

Formulation of the problem

This study is formulated to examine the level of student satisfaction with internship experiences among Informatics Engineering students, as well as the level of student satisfaction with the formation of career planning after completing internships. Furthermore, the study seeks to identify which aspects of internship experience and post-internship career planning are perceived by students as the most satisfying and the least satisfying. Through this problem formulation, the research aims to provide a comprehensive understanding of students’ evaluations of internships and their implications for career planning development.

LITERATURE REVIEW

Student Satisfaction

Student satisfaction is generally characterized as a psychological condition arising from the evaluation of perceived experiences in comparison to previous expectations. Recent research underscores that satisfaction includes both affective and cognitive aspects, indicating how individuals emotionally react to experiences and logically evaluate their perceived worth. In educational and work-integrated learning environments, satisfaction is significantly linked to perceived utility, learning outcomes, and personal growth. Recent empirical studies indicate that satisfaction should not be viewed merely as an outcome, but as a process influenced by ongoing interactions between individuals and their learning environments (Hwang & Kim, 2020; Suhartanto et al., 2023). This viewpoint regards satisfaction as a dynamic construct that develops during

experiential activities, including internships. So, student satisfaction is an important way to look at how educational programs and real-world experiences affect bigger developmental and career-related results. Research in higher education settings indicates that these dimensions collectively impact motivation, engagement, and continuous participation in learning activities (Suhartanto et al., 2023; Suchanek & Králová, 2025). For students, satisfaction is also shown by how they feel about experiential programs and how willing they are to use what they learned in future jobs. Comprehending these manifestations offers a holistic framework for assessing satisfaction as a multidimensional construct rather than a mere evaluative judgment.

Internships

Internships are often viewed as structured opportunities for students to gain hands-on experience that lets them use what they've learned in school in real-world situations. Internships are seen as a way for students to move from formal education to work in modern human resource development literature. Internships give students a chance to learn about how organizations work, what is expected of them in the workplace, and how professionals behave. This improves both their technical skills and their transferable skills. Recent research underscores internships as deliberate learning contexts rather than mere passive observation opportunities. Researchers say that internships work best when they include reflective learning, clear role assignment, and meaningful task engagement (Jackson, 2023; Binder et al., 2017). In this context, internships are not just extra parts of the curriculum; they are important parts of preparing for a career and developing the workforce. This idea shows how important internships are for helping students become employable and build their professional identities. Internships show up in a number of important ways that affect how good or bad students' experiences are. Moreover, chances for active participation and exposure to the culture of the organization are also important for meaningful experiential learning. Studies published in prestigious journals demonstrate that fluctuations in these dimensions substantially affect students' perceptions of internship efficacy and satisfaction levels (Binder et al., 2021; Silva et al., 2023). These examples show that internships are different for each person because of the organization and how the program is set up. As a result, it is important to understand that internships can have many different effects on development.

Career Planning

Career planning is seen as a never-ending, goal-oriented process in which people figure out what they want to do with their lives, figure out what they're good at, and make plans to reach their professional goals. In modern literature on human resource management and career development, career planning is increasingly characterized as a proactive and self-regulatory endeavor shaped by individual agency and contextual influences. Recent research shows that career planning requires thinking about yourself, being aware of the job market, and making smart choices. Career planning is especially important for college students during times of change as they get ready to enter job markets that are becoming more competitive. Social Cognitive Career Theory-based empirical

research shows that experiential learning is very important for shaping career-related thoughts, self-efficacy, and goals (Lent & Brown, 2019; Sheu et al., 2024). Career planning is shown in many ways that show how ready people are for future jobs. Recent literature delineates clarity of career objectives, perceived employability, and strategic skill enhancement as fundamental indicators of effective career planning. Goal clarity indicates how clear individuals are about their career paths, while perceived employability measures how confident they are that they can find a job that fits their skills and interests. Strategic skill development entails intentional initiatives to augment competencies and broaden professional networks. Empirical studies published in Scopus-indexed journals demonstrate that experiential activities, such as internships, profoundly influence these dimensions by offering practical insights into occupational roles and labor market demands (Clarke, 2020; Jackson & Bridgstock, 2021). These signs show that career planning is both a mental and physical process that is affected by learning through experience. Understanding these dimensions gives us a full picture of how internship satisfaction affects career planning after the internship.

METHODOLOGY

Types of research

This study employs **quantitative descriptive research**, focusing on measuring students' levels of satisfaction with internship experiences and post-internship career planning. The research is designed to describe and summarize students' perceptions based on survey results without testing causal relationships.

Research Design

The research design uses a survey-based design, in which data are collected from respondents at a single point in time after completing their internship programs. The design allows for systematic measurement of satisfaction levels across multiple indicators related to internship experiences and career planning outcomes.

Types and Sources of Data

This study uses primary and secondary data. Primary data consist of responses obtained from a satisfaction questionnaire administered to 50 Informatics Engineering students at Universitas XXX who had completed a five-month internship as their first internship experience.

Secondary data were obtained from relevant academic literature, including journal articles, books, and research reports that support the conceptual framework of satisfaction, internships, and career planning.

Data Analysis Techniques

Data analysis was conducted using descriptive quantitative techniques. Satisfaction levels for each questionnaire item were calculated in the form of percentages. In addition, a Satisfaction Index was computed by dividing the total

actual score by the maximum possible score and multiplying by 100 percent. Satisfaction levels were then classified into four categories: 0–25 percent (Not Satisfied), 26–50 percent (Less Satisfied), 51–75 percent (Satisfied), and 76–100 percent (Very Satisfied). This approach enables clear and consistent interpretation of satisfaction levels across items and dimensions.

Reasons for Choosing the Method

The descriptive survey method was chosen because it is appropriate for capturing students' perceptions and satisfaction levels in a systematic and measurable manner. This method allows the researcher to present empirical evidence in the form of percentages and indices, making the findings easy to interpret and relevant for evaluating internship programs and career planning outcomes. Additionally, the method aligns with the research objectives, which emphasize measurement and description rather than causal explanation.

RESEARCH RESULTS AND DISCUSSION

Results

The results of this study are based on data collected from 50 Informatics Engineering students at *Universitas XXX* who had completed an internship program. Regarding gender distribution, the respondents consisted of 9 female students and 41 male students, indicating a predominance of male participants within the sample. All respondents reported having completed an internship with an identical duration of five months, ensuring consistency in the length of experiential exposure across the sample. In addition, the internship undertaken by all respondents represented their first internship experience, which provides a uniform baseline for understanding students' perceptions and satisfaction levels. In terms of academic standing, 12 students were enrolled in the fifth semester, while 38 students were enrolled in the sixth semester at the time of internship participation. This distribution reflects the typical stage at which Informatics Engineering students engage in internship programs within the curriculum. These respondent characteristics provide contextual background for interpreting the survey-based satisfaction results presented in this study and ensure clarity regarding the profile of participants involved.

Table 1. Characteristics of Research Respondents

Characteristic	Category	Number of Students (n = 50)
Gender	Female	9
	Male	41
Academic Semester	Semester 5	12
	Semester 6	38
Internship Duration	5 months	50
Internship Experience	First internship	50

The results indicate that all measured items received exclusively positive responses, categorized as *Satisfied* and *Very Satisfied*. No respondents selected *Not*

Satisfied or *Less Satisfied* across all items. Satisfaction levels varied between *Satisfied* and *Very Satisfied*, with the highest proportion of *Very Satisfied* responses observed for items related to real task involvement and perceived benefits of understanding the professional world. These findings illustrate that students consistently perceived their internship experiences as aligned with academic relevance, clearly structured, and beneficial for professional understanding

Table 2. Percentage of Satisfaction per Item - Internship Experience (n = 50)

No.	Statement Item	Not Satisfied (%)	Less Satisfied (%)	Satisfied (%)	Very Satisfied (%)
1	Task relevance to field of study	0	0	36	64
2	Clarity of job desk and responsibilities	0	0	20	80
3	Placement in division/ work unit	0	0	28	72
4	Supervisor guidance and mentoring	0	0	26	74
5	Ease of communication with supervisors	0	0	18	82
6	Performance feedback	0	0	16	84
7	Opportunities for real tasks/projects	0	0	0	100
8	Internship benefits for understanding the world of work	0	0	4	96

The index was computed by dividing the total actual score by the maximum possible score and multiplying the result by 100 percent. The maximum score per item was calculated as 50 respondents × 4 = 200. The results show that all dimensions achieved a *Very Satisfied* category, indicating consistently high levels of satisfaction across role relevance, supervision quality, and experiential learning benefits.

Table 3. Satisfaction Index per Dimension - Internship Experience

Dimension	Items	Total Actual Score	Maximum Score	Index (%)	Category
Role Relevance & Clarity	1-3	538	600	89.67	Very Satisfied
Supervision & Interaction	4-6	543	600	90.50	Very Satisfied
Learning & Practical Benefits	7-8	396	400	99.00	Very Satisfied
Total Internship Experience	1-8	1,477	1,600	92.31	Very Satisfied

The calculation demonstrates that the aggregate satisfaction score reached a *Very Satisfied* level, reflecting strong positive perceptions of internship implementation and outcomes among the respondents.

Table 4. Total Satisfaction Index - Internship Experience

Variable	Total Actual Score	Maximum Score	Index (%)	Category
Internship Experience	1,477	1,600	92.31	Very Satisfied

Similar to internship experience, all items indicate fully positive responses, reflecting students' perceived clarity, confidence, and preparedness in planning their careers after completing the internship.

Table 5. Percentage of Satisfaction per Item - Career Planning

No.	Statement Item	Not Satisfied (%)	Less Satisfied (%)	Satisfied (%)	Very Satisfied (%)
1	Clarity of short-term career goals	0	0	24	76
2	Clarity of long-term career goals	0	0	26	74
3	Understanding of career options	0	0	20	80
4	Confidence in determining career path	0	0	18	82
5	Readiness to make career decisions	0	0	28	72
6	Competency development planning	0	0	40	60
7	Planning for CV/portfolio preparation	0	0	10	90
8	Planning for professional networking	0	0	20	80

The Career Planning Index was calculated by dividing the total actual score by the maximum possible score and multiplying by 100 percent. The maximum score per item was calculated as 50 respondents \times 4 = 200.

Table 6. Satisfaction Index per Dimension - Career Planning

Dimension	Items	Total Actual Score	Maximum Score	Index (%)	Category
Career Goal Clarity	1-2	375	400	93.75	Very Satisfied
Career Confidence & Decision-Making	3-5	552	600	92.00	Very Satisfied
Career Action Planning	6-8	535	600	89.17	Very Satisfied
Total Career Planning	1-8	1,462	1,6	91.38	Very Satisfied

Table 7. Total Satisfaction Index - Career Planning

Variable	Total Actual Score	Maximum Score	Index (%)	Category
Post-Internship Career Planning	1,462	1,600	91.38	Very Satisfied

The findings demonstrate consistently high levels of satisfaction across all measured dimensions, as indicated by satisfaction indices of 92.31% for internship experience and 91.38% for post-internship career planning. These indices, both categorized as *Very Satisfied*, suggest that students perceived their internships as meaningful learning experiences rather than mere curricular obligations. The absence of negative responses across all items further reinforces the strength of these findings. This result directly addresses the research objective of measuring student satisfaction levels and supports prior research indicating that well-designed internships function as effective mechanisms for experiential learning and early career development (Binder et al., 2017; Jackson & Bridgstock, 2021). Importantly, the high satisfaction scores reflect not only participation in internships, but also the quality of role clarity, supervision, and perceived career relevance.

When examined in relation to existing literature, the findings of this study both align with and extend previous research. Earlier studies have shown that internships generally enhance employability and career readiness, although satisfaction levels often vary across internship dimensions (Nghia & Duyen, 2019; Silva et al., 2023). In contrast, the present study reports 100% positive responses (Satisfied + Very Satisfied) across all internship and career planning items. For example, 100% of respondents reported being very satisfied with opportunities for real tasks and projects, while over 80% expressed very high satisfaction with supervision, feedback, and communication. These results suggest that structured internships with consistent duration, clear job descriptions, and effective supervision may significantly reduce variability in student satisfaction. By integrating satisfaction and career planning within a single analytical framework, this study advances prior research that has typically examined these constructs separately, reinforcing the argument that internships should be understood as integrated learning and career development experiences (Clarke, 2020; Jackson, 2023).

The findings also highlight the substantive achievement of the research objectives related to career planning outcomes. The results show that post-internship career planning dimensions achieved satisfaction indices above 89% across all dimensions, including 93.75% for career goal clarity, 92.00% for career confidence and decision-making, and 89.17% for career action planning. These outcomes indicate that internships contributed not only to experiential learning, but also to students' ability to clarify career goals, strengthen confidence in career decisions, and prepare concrete career-related actions such as portfolio development and networking. Such results are consistent with empirical evidence suggesting that experiential learning positively influences career self-

efficacy and career planning behaviors (Lent & Brown, 2019; Sheu et al., 2024). From a human resource development perspective, these findings confirm that internships can function as critical developmental milestones in students' transition from education to employment.

The implications of these findings extend to multiple stakeholders. For higher education institutions, the consistently high satisfaction indices underscore the importance of maintaining internship programs that emphasize role clarity, meaningful task allocation, and structured supervision. Prior studies have demonstrated that internships lacking these elements often fail to deliver optimal learning outcomes (Hurst & Good, 2019). For students, the findings reinforce the importance of active and reflective engagement during internships, as such engagement appears to translate into clearer career planning and stronger readiness for professional decision-making. For host organizations, the results highlight the value of assigning real responsibilities, providing continuous feedback, and fostering professional interaction, as these factors are empirically linked to higher satisfaction levels and perceived learning value (Ng et al., 2022). Collectively, these implications emphasize that internship effectiveness depends on coordinated efforts between universities and industry partners.

An important question addressed in this discussion concerns why such uniformly high satisfaction levels were observed. Several contextual factors help explain these outcomes. First, the five-month uniform internship duration provided students with sufficient time to adapt to workplace environments, engage in meaningful tasks, and reflect on their learning experiences. Second, as all respondents were undertaking their first internship experience, the novelty and relevance of professional exposure may have amplified perceived learning value. Third, the presence of structured supervision and clear task allocation likely reduced uncertainty and strengthened students' sense of competence and belonging. These explanations are consistent with theoretical perspectives suggesting that satisfaction emerges when experiential learning meets or exceeds prior expectations (Suhartanto et al., 2023; Morris, 2021).

Based on these empirically grounded findings, several actions are recommended. Higher education institutions should continue to strengthen internship governance by ensuring alignment between academic curricula and workplace learning objectives, particularly with regard to task relevance and learning outcomes. Structured mentoring systems and regular feedback mechanisms should be institutionalized to sustain high satisfaction levels and maximize learning impact. In addition, career planning support should be explicitly embedded within internship programs through reflective assignments, career workshops, and guided planning activities. Prior research has emphasized that such integrative approaches significantly enhance the long-term impact of internships on career development (Binder et al., 2017; Clarke, 2020). By implementing these actions, stakeholders can ensure that internships remain effective instruments for experiential learning and strategic career preparation.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

This study concludes that Informatics Engineering students at *Universitas XXX* exhibit very high levels of satisfaction with both their internship experiences and post-internship career planning. Empirical results derived from satisfaction surveys indicate that all measured indicators received positive responses, with satisfaction indices exceeding 90 percent for both constructs. These findings demonstrate that internships function not merely as curricular requirements, but as meaningful experiential learning activities that contribute significantly to students' professional development. High satisfaction levels were particularly evident in aspects related to task relevance, supervision quality, real project involvement, and perceived learning benefits, indicating that the quality of internship implementation plays a decisive role in shaping student perceptions.

Furthermore, the study finds that internships have a substantial impact on students' post-internship career planning. High satisfaction scores in career goal clarity, career decision-making confidence, and career action planning suggest that internships support students in developing clearer and more structured career plans. These findings confirm that experiential learning gained through internships contributes to students' readiness to transition from higher education into the workforce. Overall, the study reinforces the view that student satisfaction serves as a critical mechanism linking internship experiences with career development outcomes, particularly when internships are well-structured, supervised, and aligned with academic preparation.

RECOMMENDATIONS

This study's results lead to a number of suggestions. Higher education institutions should keep and improve structured internship programs by making sure that roles are clearly defined, tasks are assigned that are appropriate, and supervision is effective. Universities could also add career planning elements to their internship programs, like reflective projects, career mentoring, and assistance sessions, to make internships even more helpful for students' job readiness.

It is advised that host organizations offer substantial duties, ongoing feedback, and chances for active involvement in genuine projects, as these elements have been demonstrated to markedly improve student happiness and educational value. Students are urged to be active and thoughtful during their internships so that they can get the most out of them in terms of learning and career rewards.

Finally, it is suggested that future research should broaden this study by utilizing larger and more diverse samples, employing longitudinal designs to investigate long-term career outcomes, and integrating qualitative methodologies to obtain more profound insights into students' internship experiences and career decision-making processes. Such endeavors would enhance comprehension of the significance of internships in human resource development and graduate employability.

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