

Analysis of Students' Perceptions on the Duration of Internships Determining Skills and Life Skills

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Abstract— This research aims to analyze students' perceptions regarding the relationship between internship duration, skills acquired, and the development of life skills, as well as the significant impact of internship duration on both aspects. Additionally, this research identifies the skills deemed most important during internships, the patterns of relationship between acquired skills and the development of life skills, and the factors influencing students' perceptions of internship effectiveness. Through data from 100 respondents collected using the Non-Probability Sampling technique and analyzed with Smart PLS software, this study found that the internship duration significantly affects skills and life skills. A longer internship duration positively impacts the development of skills and life skills and also serves as a mediator in the relationship between internship experience and skills. Recommendations are given to educational institutions and companies regarding the optimal duration of internships for the development of students' competencies.

Keywords— Duration, Internship, Skills, Life Skills.

I. INTRODUCTION

Human resources are an essential factor in developing organizations, companies, and countries. As prospective graduates, students need to prepare themselves for the workforce by honing their knowledge and skills during their studies. Research shows that a good work ethic influences workplace success, thereby helping reduce unemployment rates. Internships are part of an integrated vocational training system in Indonesia and abroad, organized by training institutions, companies, and government agencies, with guidance from instructors and experienced workers to master specific skills [1].

The transition from student to professional is often full of challenges, where students must adapt to a new work environment and apply their conceptual knowledge. Students usually use the theoretical business skills and knowledge they have learned in their first job. Through academic internship programs, students can integrate knowledge and training, making them more capable of applying concepts in the workplace. Academic internships serve as a bridge between theory and practice with supervision and scheduled work, enhancing students' personal skills and polishing their abilities [2].

II. LITERATURE REVIEW & HYPOTHESIS

A. Internship experience

Along with the pace of development, many things need to be improved in various fields, including the economy and industry, to enhance the community's welfare. Ultimately, it demands that society produce skilled and proficient workers with resilient character traits. This becomes a significant responsibility for the education system to create a generation ready for the workforce [3].

B. Student Perception

The definition of perception in the psychology dictionary comes from the English word "perception," which means perception, sight, and response. Perception is the process by which a person becomes aware of everything in their environment through their senses or environmental knowledge obtained through data interpretation. Perception is preceded by sensation. Sensation is a process in which individuals receive stimuli through sensory organs [4].

In the context of students' perceptions regarding the Duration of internships and their impact on skill and life skill development, it is essential to understand that perception is an individual's interpretation of a particular situation or experience. In this case, students' perceptions of the Duration of internships can vary greatly depending on their experiences, expectations, and views on the value of internships. Goals and expectations: students may have different expectations regarding what they want to achieve during the internship, which can affect their perception of the Duration of the internship.

Several factors can influence students' perceptions of the Duration of internships and their relationship with developing skills and life skills. Here are some relevant factors:

- a. Duration: The longer the internship, the more time is available to learn, adapt to the work environment, and develop skills and life skills.
- b. Quality of internship experience: A positive internship experience, including opportunities to engage in challenging projects, receive effective mentorship, and gain recognition for their contributions, can enhance students' perceptions.
- c. Internship guidance support: The support, guidance, and feedback provided by the supervisor can influence whether students feel valued during the internship.
- d. Involvement and responsibility: Students who are given greater responsibilities and have the opportunity to engage in various tasks and projects during their internship may tend to have a more positive perception of the Duration of the internship.

C. Duration of the internship

During the internship activities with a time limit agreed upon between the student and the company, if the student follows the agreed internship duration, the student will perform the internship tasks correctly because they already know how the company operates [5].

The duration of an internship is the period spent by students participating in an internship program at an organization or company. The duration of an internship can vary depending on the educational institution's policies, the organization's needs, and the intern's individual goals. Several factors that influence the duration of an internship include:

- a. Organizational Needs: some organizations may have specific policies or standards regarding the duration of internships required to provide students with experience.
- b. Educational program requirements: educational institutions offering internship programs may have rules or curricula that set minimum/maximum internship durations.
- c. Complexity of tasks and projects: The duration of the internship can also be influenced by the Complexity of the tasks and projects that the intern must complete.
- d. Availability of resources: The Availability of resources such as time, teaching staff, or facilities may also affect the duration of the internship.

D. Skill and Life skill

Life skills are the ability and courage to face life's problems, which proactively means being responsible for our behavior and creatively means seeking and finding solutions to overcome difficulties. Life skills are the abilities needed to interact and adapt with others or the surrounding community. Where it is among other things, decision-making skills, and problem-solving are part of education [6].

- a. Gain a comprehensive view of the industry: Internships can help one better understand one's field of interest.
- b. Adding work experience: Work experience is one of the essential factors companies consider when recruiting employees. Work experience gained from internships can be included on a CV and portfolio.
- c. Improving skills: During the internship, you will learn many new things, both theoretical and practical. Trained in skills such as technical skills, communication, and teamwork.
- d. Expanding connections: internships can also be an opportunity to expand connections. You will meet new people, such as colleagues, supervisors, and mentors.
- e. Improving self-confidence: Adapting to a new work environment, completing tasks well, and communicating professionally. Confidence is essential for success in the workplace.

III. METHODOLOGY

PLS-SEM explores and predicts complex models with non-strict data requirements (Gio, 2019). This study uses the Partial Least Square (PLS) method with SMARTPLS software, which is superior because it requires a small sample, does not rely on specific assumptions, and is capable of testing SEM models with various scales (Harahap, 2020). This

analysis consists of the Outer Model and Inner Model. Outer Model Analysis The outer model evaluates the validity and reliability of the measurement, including convergent validity, discriminant validity, composite reliability, and Cronbach's alpha [7].

Convergent Validity: Measures the relationship between indicators within a single construct; valid if the outer loading value ≥ 0.5 . Discriminant Validity: Assessing the uniqueness of constructs using the Fornell & Larcker or HTMT method. Reliability Test Reliability measures the consistency of the measuring instrument using Composite Reliability and Cronbach's Alpha. Reliable results indicate the stability of the generated data even when measurements are repeated [8]. This test ensures that the data is valid and reliable to support the interpretation of the PLS-SEM model.

Composite reliability is used to measure the reliability of a construct. Its value must be more than 0.7 in confirmatory research. Cronbach's Alpha estimates the reliability of a measurement tool through data variability. This study uses simulated data to evaluate Cronbach's Alpha coefficient based on various parameters, such as sample size, number of items, and standard deviation (Amirrudin et al., 2020). Multicollinearity is a high linear relationship between independent variables in regression, which can make regression results unstable and regression coefficients large (Azizah, 2021). Model Goodness of Fit Test R-Square (R^2) Value: Indicates the determination of endogenous variables. A higher R^2 value indicates a strong level of determination. Q-Square (Q^2) value: Used to measure the predictive relevance of the model. A Q^2 value > 0 indicates predictive relevance, while $Q^2 < 0$ indicates less relevance. Testing the Hypothesis Path Coefficient (Direct Effect): Measures the direct relationship between constructs based on the t-statistics value, p-value (< 0.05 significant), and the original value. The relationship becomes stronger as it approaches 1 or -1 (Christianto, 2021). Specific Indirect Effect: Measuring the strength of the indirect influence between exogenous and endogenous variables [9].

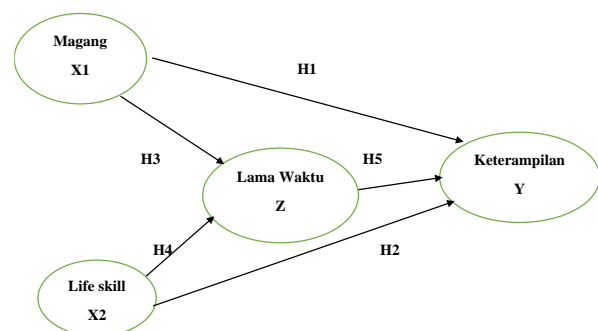


Fig. 1. Example of a figure caption

IV. RESULT AND DISCUSSION

A. Respondent Data Descriptions

This chapter thoroughly explains the overall research results through stages based on a sound research methodology. This research aims to explain Students' Perceptions of how the Duration of Internships Affects Skills and Life Skills. To

conduct this research, 100 respondents were selected. The analysis process was performed using Smart PLS 3.

1. Age Description

Table 4.1 details the ages of the respondents who participated in this study based on the data obtained from them.

TABLE 4.1. Age Description

Age	Frequency	Percentage
17-20 years	11	11%
21-30 years	85	85%
>30 years	4	4%
Total	100	100%

Source: sSmartPLS 3.0 Output

The table above shows the characteristics of the respondents based on age: 11 respondents aged 17-20, accounting for 11%. Then, 85 people aged 21-30, accounting for 85%. Lastly, four respondents aged over 30 accounted for 4%. The table shows that respondents aged 21-30 are the most numerous and dominate this study.

2. Description of Gender

Based on the data obtained, the gender of the respondents who participated in this study is detailed in Table 4.2.

TABLE 4.2. Description of Gender

Age	Frequency	Percentage
Male	28	28%
Female	72	72%
Total	100	100%

Source: sSmartPLS 3.0 Output

From the table above, the characteristics of the respondents based on gender show that there are 28 male respondents, accounting for 28%. The respondents with the female gender were 72 people with a percentage of 72%. The table shows that the respondents with the female gender are the most numerous and dominant in this study.

3. Faculty Origin Description

Based on the data obtained from respondents from the Faculty who participated in this study is outlined in Table 4.3.

TABEL 4.3. Faculty Origin Description

Origin Faculty	Frequency	Percentage
FEB	68	68%
FKIP	7	7%
F.Psikologi	5	5%
F.Teknik	4	4%
FAI	4	4%
F.Hukum	3	3%
FIK	2	2%
Lainnya	7	7%
Total	100	100%

Source: sSmartPLS 3.0 Output

Based on the table, most respondents come from the FEB Faculty, totaling 56 people (56%). Other faculties have the following number of respondents: FKIP 7 people (7%), Psychology 5 people (5%), Engineering 4 people (4%), Islamic Studies 4 people (4%), Law 3 people (3%), Teacher Education 2 people (2%), and other faculties seven people (7%).

4. University Description

Based on the data obtained from respondents from the Faculty who participated in this study is detailed in Table 4.4.

TABLE 4.4. University Description

University	Frequency	Percentage
UMS	75	75%
UNS	12	12%
UNISRI	3	3%
UNSIBA	3	3%
UIN SURAKARTA	4	4%
POLTEKKES	1	1%
ISI SURAKARTA	2	2%
Total	100	100%

Source: sSmartPLS 3.0 Output

The table shows that the majority of respondents are from UMS, totaling 75 people (75%). The other respondents came from UNS, with 12 people (12%); UNISRI, with three people (3%); UNISBA, with three people (3%); UIN Surakarta, with four people (4%); Poltekkes Surakarta, with one person (1%), and ISI Surakarta, with two people (2%).

B. Data Analysis

In this study, hypothesis testing was conducted using the Partial Least Square (PLS) data analysis technique with SmartPLS 3. The following is the PLS program model scheme used:

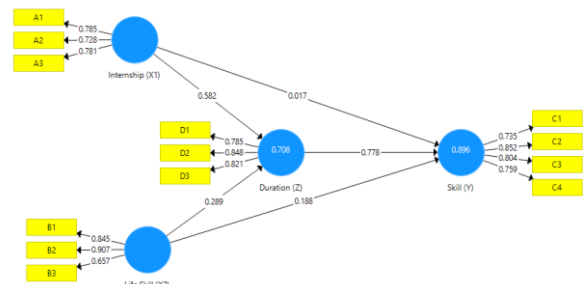


Fig. 1. Example of figure caption

The outer model testing is used and conducted to determine the specification of the relationship between latent variables and their indicators. This testing includes validity, reliability, and multicollinearity.

a. Validity

The validity test is conducted to ensure whether the data used as research aids is valid. This data testing uses SmartPLS 3.0 software and is divided into two types of tests, namely convergent validity and discriminant validity.

1) Convergent Validity

An indicator meets convergent validity in the good category if the outer loading value > 0.7. Here are the outer loading values for each research variable.

TABLE 4.6. Outer Loading

Variable	Indicator	Outer Loading
Magang (X1)	X1.1	0.785
	X1.2	0.728
	X1.3	0.781
Life Skill (X2)	X2.1	0.845

	X2.2	0.907
	X2.3	0.657
Keterampilan (Y)	Y.1	0.735
	Y.2	0.852
	Y.3	0.804
	Y.4	0.759
Lama Waktu (Z)	Z.1	0.785
	Z.2	0.848
	Z.3	0.821

Source: sSmartPLS 3.0 Output

Based on the table, most variable indicators have an outer loading value > 0.7, and for research with a developed measurement scale, a loading value of 0.5-0.6 is considered sufficient [10]. There are no indicators with an outer loading value below 0.5, so all indicators are valid and suitable for use. In addition, convergent validity is also considered valid if the AVE value > 0.5.

Here are the AVE values for each variable in this study:

TABLE 4.7. Average Variance Extracted

Variable	AVE(Average Variance Extracted)	Information
Internship (X1)	0.585	Valid
Life Skill (X2)	0.656	Valid
Skill(Y)	0.622	Valid
Duration (Z)	0.670	Valid

Source: sSmartPLS 3.0 Output

The table shows that all variables have AVE values > 0.5, namely Internship (0.585), Life Skill (0.656), Skills (0.622), and Duration (0.670). This indicates that each variable is valid based on discriminant validity.

2) Discriminant Validity

Discriminant validity test using cross-loading. Suppose the correlation of the construct indicator has a higher value than the correlation of the indicator with other constructs. In that case, the construct has high discriminant [10]. Here are the cross-loading values of each indicator:

TABLE 4.8. Cross Loading

Indicator	Internship (X1)	Life skill (X2)	Skill (Y)	Duration (Z)
X1.1	0.785	0.692	0.640	0.640
X1.2	0.728	0.845	0.620	0.593
X1.3	0.781	0.427	0.622	0.665
X2.1	0.728	0.845	0.620	0.593
X2.2	0.679	0.907	0.754	0.727
X2.3	0.667	0.657	0.578	0.567
Y.1	0.586	0.625	0.735	0.613
Y.2	0.716	0.883	0.852	0.821
Y.3	0.722	0.498	0.804	0.848
Y.4	0.537	0.525	0.759	0.643
Z.1	0.574	0.490	0.613	0.785
Z.2	0.722	0.498	0.804	0.848
Z.3	0.716	0.883	0.852	0.821

Source: sSmartPLS 3.0 Output

Based on the data presented in the table above, each indicator on the research variable has the highest cross-loading value on the variable it forms compared to the cross-loading values on other variables. Based on the results obtained, it can be stated that the indicators used in this study have good discriminant validity in forming their respective variables.

3) Reliability Test

The reliability testing in this study uses Composite Reliability and Cronbach Alpha. Composite Reliability from the outer model test can be measured by finding the composite reliability value. The composite reliability value is considered good if it is more significant than 0.7. The composite value is considered poor if it is less than 0.7 [10]. Below are the composite reliability values of each variable in this study:

TABLE 4.9. Composite Reliability

Variable	Composite Reliability
Intrenship (X1)	0.809
Life Skill (X2)	0.849
Skill (Y)	0.868
Duration (Z)	0.859

Source: sSmartPLS 3.0 Output

From the table, all variables have a composite reliability value > 0.7, namely Internship (0.809), Life Skill (0.849), Skills (0.868), and Duration (0.859). This indicates that all variables have a high level of reliability.

4) Cronbachs Alpha

The second reliability test is Cronbach's Alpha. If a variable shows a Cronbach's Alpha value > 0.60, it can be concluded that it is reliable or consistent in measuring (Rosita et al., 2021). Below are the Cronbach's Alpha values in this study:

TABLE 4.10. Cronbachs Alpha

Variable	Cronbachs Alpha
Internship (X1)	0.645
Life skill (X2)	0.727
Skill (Y)	0.797
Duration (Z)	0.757

Source: sSmartPLS 3.0 Output

The table above shows that the Cronbach alpha values for all variables in this study are above 0.6, which means the Cronbach alpha has met the requirements, so all constructs can be considered reliable.

5) Multicollinearity Test

The multicollinearity test can be seen from the tolerance value and the variance inflation factor (VIF). Multicollinearity can be detected with a cutoff value indicating a tolerance value > 0.1 or a VIF value < 5.

Below are the VIF values found in this study:

TABLE 4.11. Collinearity Statistic (VIF)

	Skill	Duration
Internship (X1)	4.761	3.601
Life skill (X2)	3.88	3.601
Skill (Y)		
Duration (Z)	3.427	

Source: sSmartPLS 3.0 Output

From the table above, the collinearity statistic (VIF) results to examine each variable have a cut-off value > 0.1 or equal to a VIF value < 5, which means this does not violate the multicollinearity test.

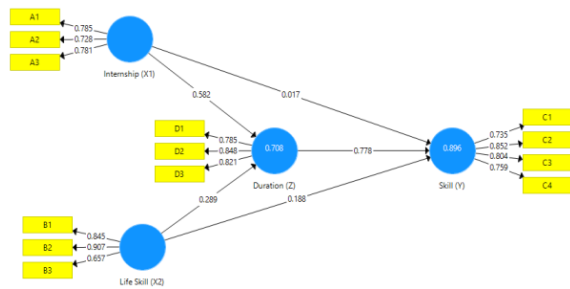


Fig. 1. Example of figure caption

The inner model tests the influence between one latent variable and another latent variable. Three analyses can be conducted to test the inner model: measuring the R2 (R-square) value, Goodness of Fit (GoF), and path coefficients.

i. Coefficient of determination (R2)

The R2 value determines how other variables influence the dependent variable. Here are the results of the data processing using Smart PLS 3 software:

TABLE 4.12. R-square

	R-square	R-square Adjusted
Skill (Y)	0.896	0.893
Duration(Z)	0.708	0.702

Source: sSmartPLS 3.0 Output

Based on the table, the R-square value shows the influence of Internship and Life Skills on Skills at 89.6% (strong) and Duration at 70.8% (strong).

ii. Hypothesis Testing

In this research, hypothesis testing uses the path coefficient value table to determine the direct effect.

iii. Direct Effect Test

Hypothesis testing uses the path coefficient table for direct influence and indirect effect for mediation. The bootstrapping process obtains the tt-statistic, pp-values, and original sample values. A pp-value < 0.05 indicates a significant effect, while a tt-statistic > 1.96 (5% significance level) also shows a significant impact. The testing was conducted using SmartPLS 3.0 software.

- The first hypothesis tests whether Internships positively and significantly affect skills. The table above shows a t-statistic value of 0.197 with an influence size of 0.017 and a p-value of 0.844. with a t-statistic value >1.96 and a p-value < 0.05, it can be concluded that the first hypothesis is accepted.
- The second hypothesis tests whether life skills positively and significantly affect skills. The table above shows a t-statistic value of 2.480 with an influence size of 0.188 and a p-value of 0.013. with this, the t-statistic value >1.96 and the p-value < 0.05, it can be concluded that the second hypothesis is accepted.
- The third hypothesis tests whether internships positively and significantly affect duration. The table above shows a t-statistic value of 3.237 with an influence size of 0.582 and a p-value of 0.001. With a t-statistic value >1.96 and a

p-value < 0.5, it can be concluded that the third hypothesis is accepted.

Tabel 4.13
Path Coefisien (Direct Effect)

Hipotesis	Original Sample	t-Statistic	P Values	Keterangan
Magang (X1) -> Keterampilan (Y)	0.017	0.197	0.844	Positif Signifikan
Life skill (X2) -> Keterampilan	0.188	2.480	0.013	Positif Signifikan
Magang (X1)-> Lama Waktu (Z)	0.582	3.237	0.001	Positif Signifikan
Life skill (X2)-> Lama waktu (Z)	0.289	1.643	0.101	Positif Signifikan
Lama waktu (Z) -> Keterampilan (Y)	0.778	11.628	0.000	Positif Signifikan

Source: sSmartPLS 3.0 Output

- The fourth hypothesis tests whether life skills positively and significantly affect duration. The table above shows a t-statistic value of 1.643 with an influence size of 0.289 and a p-value of 0.101. With a t-statistic value >1.96 and a p-value < 0.5, it can be concluded that the fourth hypothesis is accepted.
- The fifth hypothesis tests whether the duration positively and significantly affects skills. The table above shows a t-statistic value of 11.628 with an influence size of 0.778 and a p-value of 0.000. With a t-statistic value >1.96 and a p-value < 0.5, it can be concluded that the fifth hypothesis is accepted.

iv. Indirect Effect

The testing of the indirect effect is seen from the specific value of the indirect effect. If the p-value < 0.05, the effect is significant, meaning the mediator variable mediates the relationship between the exogenous and endogenous variables. If the p-value > 0.05, the influence is insignificant, and the mediator does not mediate the relationship. This test analyzes the strength of the influence between variables [9]. Here are the specific indirect model values.

Tabel 4.14
Uji Tidak Langsung (Indirect Effect)

Indirect Effect	Original Sample	t-Statistic	P Values	Keterangan
Magang(X1)-> Lama waktu(Z)->Keterampilan(Y)	0.452	3.197	0.001	Positif Signifikan
Life skill(X2)->Lama waktu(Z)->Keterampilan(Y)	0.225	1.673	0.095	Positif Signifikan

Source: sSmartPLS 3.0 Output

1. The sixth hypothesis tests whether duration mediates the relationship between internships and skills. The table above shows that the t-statistic value is 3.197, which means > 1.96 , with a p-value of 0.001, which means > 0.05 . Therefore, it can be concluded that internships on skills can be partially mediated by duration.

2. The seventh hypothesis tests whether the duration mediates the relationship between life skills and skills. The table above shows that the t-statistic value is 1.673, which means > 1.96 , with a p-value of 0.095, which means < 0.05 . Life skills towards skills can be partially mediated by the duration of time.

C. Discussion

1. The Influence of Internships on Skills Internships have a positive and significant impact on students' skills, as evidenced by the t-statistic value of 0.197 and the p-value of 0.884. Internships not only enhance students' skills but also benefit the company.

2. The Influence of Life Skills on Skills Life skills positively and significantly influence students' skills with a t-statistic of 2.480 and a p-value of 0.013. Education and life skill experiences are essential in shaping students' skills.

3. The Influence of Internships on Duration Internships significantly impact duration, with a t-statistic of 3.237 and a p-value of 0.001. The duration of the internship affects students' experience in the workforce.

4. The Influence of Life Skills on Duration Life skills positively influence the duration, with a t-statistic of 1.643 and a p-value of 0.101. However, its influence is insignificant, indicating that the development of life skills does not always depend on the duration of the internship.

5. The Influence of Duration on Skills Duration significantly impacts skills, with a t-statistic of 11.628 and a p-value of 0.000. Longer internship experiences significantly enhance students' skills.

6. The Influence of Internships on Skills with Duration as an Internship Mediation has a positive and significant effect on skills through duration, with a t-statistic of 3.197 and a p-value of 0.001. The duration mediates the relationship between internships and students' skills.

7. The Influence of Life Skills on Skills with Duration as Mediation Life skills positively affect skills through duration, with a t-statistic of 1.673 and a p-value of 0.095. The duration mediates the influence of life skills on skills, although the effect is insignificant.

V. CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the analysis, this study concludes that internships positively and significantly impact skills, thus supporting the first hypothesis. Life skills also have a significant positive impact on skills, supporting the second

hypothesis. Internships have a significant positive impact on duration, thus supporting the third hypothesis, and life skills also have a significant positive impact on duration, supporting the fourth hypothesis. Duration has been proven to have a significant positive effect on skills, supporting the fifth hypothesis. Additionally, internships significantly positively impact skills with duration as a mediator, thus supporting the sixth hypothesis. Lastly, life skills significantly positively impact skills mediated by duration, supporting the seventh hypothesis.

B. Suggestions

Based on this research, some suggestions for future researchers are to use or add other variables that have not been used in this study to determine their significant impact on repurchase intention. Additionally, future research should involve students from outside the Solo Raya area as respondents with a larger sample size and examine a broader range of subjects to obtain more varied and accurate data.

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