Student Satisfaction With the Internship Experience in the Graphic Design Industry

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Abstract
The Merdeka Belajar Kampus Merdeka (MBKM) curriculum provides opportunities for students to study off-campus for 2 semesters. One of them is the internship program. The Ministry of Education and Culture facilitates this internship program through an independent campus. In addition to certified internships, the study program also provides regular internship programs. The internship program was attended by students of the Class of 2019. In this case, institutions and industries need to prepare maximum management to implement industrial design internships. This research uses a quantitative descriptive method that aims to analyze the extent of student satisfaction with internship programs in the Design Industry. Data collection using questionnaires distributed online. The data were analyzed with the SPSS 25 statistical program for validity tests and Alpha Cronbach for reliability. After knowing, it is continued with the interpretation of the data. The respondents in this study were Design students who had taken internships totaling 106 students. The student satisfaction rate with the internship program is 17.9%. Students are satisfied with a percentage of 42.5%. The student is satisfied because he has gained valuable experience to improve his competence so that he is ready to enter the world of work. Meanwhile, students who were dissatisfied with the internship program got a score of 31.1% and those who were dissatisfied with the internship program got 8.5%. Students feel they are getting what the internship is aiming for. The experience gained as well as the increase in soft skills and hard skills to improve their competence are used as a benchmark for student readiness to work.

Keywords: Graphic Design, Internship Experience, Student Satisfaction

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Introduction

Merdeka Belajar Kampus Merdeka (MBKM) is one of the policies of the Ministry of Education and Culture (Kemendikbud) which aims to prepare students to face social, cultural, world of work changes and rapid technological developments, student competencies must be prepared to be more in line with the needs of the times (Kemdikbud, 2020) . The Ministry of Education and Culture issued a policy of Ministerial Regulation no. 3 of 2020, which gives students the right to study 3 semesters outside their study program. Through this program, there are opportunities for students to enrich and improve their insights and competencies in the real world according to their interests and ideals. Internships facilitate the transition from class-based learning to the professional world, as well as increase discipline and self-confidence (Shoenfelt et al., 2012) Internship itself is one of eight forms of learning, namely learning exchanges, internships / work practices, teaching assistance in educational units, research / research, humanitarian projects, entrepreneurial activities, independent project studies, village building (thematic real work lectures). Typically, successful internship programs depend on the efficiency and design of university internship programs, student commitment to internships, and the industry's level of commitment to apprenticeship programs (Hardie et al., 2018). The three must coordinate and cooperate and communicate with each other and commit.

MBKM aims to encourage the ability of students to master science in their field of expertise which is useful for readiness to enter the world of work (Deni, et al, 2022). Internship activities for 1-2 semesters are activities that are enough to provide experience for students to get direct learning in the world of work *(experiential learning)* for a certain period of time. Students will get competencies in the form of *hard* skills (*complex problem solving*, skills, *analytical* skills, etc.) and *soft skills* (communication, professional / work ethics, cooperation in groups, etc.) during the internship / work practice process. A successful internship from a student's perspective means they are passionate, gain real work experience, align with their career choices, enhance their knowledge and experience, improve their communication skills and build professional relationships (Hardie et al., 2018).

Abilities in the form of competencies, both soft skills and hard skills, must be possessed by students. The MBKM program has a paradigm similar to the link and match policy (Kodrat, 2021). Thus, the expected outcome of this program is the formation of student readiness (both soft skills and hard skills) that are relevant to the times, capable and skilled when entering the world of work and can also act as new job creators. In addition, Kwan also argues that by accepting students to do an internship program at his company, it can provide opportunities for his company to recruit new employees so that the company can save more on costs that should be incurred for recruiting (Kipreos & Dimitropoulos, 2016).

In the implementation of the internship, design students choose their own industry as the place for their internship. Information on the student industry can be obtained from the internet, independent campus platforms, recommendations from campuses, and networking that has been established previously. The selection is based on the student's area of expertise and portfolio, the distance between industry and residence, and work system information obtained from previous students. However, in the implementation there are some industries that do not understand the purpose of student internships. when students experience a greater level of mentoring and receive better feedback from their supervisors, then they claim internships are more successful (Hardie et al., 2018). Because this internship has a load of 20SKS, student involvement in the design industry is equivalent to the conversion of credits.

The industry in which students intern is varied, ranging from design bureaus, design consultants, to design agencies. The experience they get varies. Industry readiness in accepting apprentices also varies. How are students satisfied with the design industry as an internship? The purpose of this study is to describe student satisfaction with the internship experience in the design industry as an internship place.

Method

Types of Research

This research uses quantitative descriptive method. The quantitative approach used is descriptive statistical analysis to measure the degree of tendency of respondents' answers through frequency distribution. This research is descriptive in nature which aims to analyze the extent of student satisfaction with the MBKM internship program.

Participants

The respondents in this study were Design students of the Class of 2019 who programmed internship courses in the city of Surabaya. The respondents were 106 students consisting of 59 men and 47 women.

Data Analysis Techniques

The data collection process in this study used questionnaires that were distributed to the research subjects online. The instrument in the form of a questionnaire consists of three types of questions, namely first the respondent chose a likert scale of 1-4, the two respondents concluded a satisfaction level between 0-10, and at the end the respondent gave input or outlined the constraints on the MBKM internship program he was undergoing. The instrument distributed to each student consists of 21 questions with groupings including internship motivation, atmosphere in the industry, and internship experience. The internship Motivation Questionnaire consists of 3 indicators, namely the desire to succeed, the internship drive and needs, hopes or aspirations for the future (Georgiou & Kyza, 2018). The questions on the questionnaire represent each indicator. For example, I chose my own internship program in the design industry. I hope to be recruited into an employee after the internship is completed. The questionnaire on the atmosphere at the internship consists of 4 indicators, including industrial facilities, work atmosphere, cooperation between employees, professionalism between superiors and subordinates (Lan, 2020). The question is for example that the facilities in the industry are complete according to the design industry standards. In the industry, I am free to ask anyone if they experience work problems. The internship experience questionnaire consists of 4 indicators, namely skills, solving various problems, experience in the field of design and outside the field of design, self-confidence (Ocampo et al., 2020). The question type for example after taking an internship my ability did not improve. After joining the internship program I am confident of being able to work in the design industry. Before the instrument is shared, validation is carried out first.

The validity of the content is the validity that questions the appropriateness between the items of the question and the description of the experience given. So a question is said to have content validity when measuring certain specific objectives that are parallel to the material or content of the lesson given (Arikunto, 2013). The validity of the content must include the

entire content, meaning that the test domain must not only be comprehensive in its contents but also contain relevant items for measurement purposes (Azwar, 2019).

The validity of the contents of an item can be proven using spss 25 statistical software. The instrument assessment uses a likert scale with a scale of 1-4, then the validator gives an assessment. The results of the validation assessment of each instrument from the validator were analyzed using *spss 25 statistical software*. According to (SPSS (Statistical Package for the Social Sciencen) has been introduced a long time ago from 1968 as one of the software for statistical calculation banu tools by Norman H. Nie, C Hadlay, As well as Date Bent from Stanford University.

The instrument's reliability test uses Cronbach's Alpha by calculating the reliability of the student's test. The reliability test of this research instrument uses an internal consistency assessment method because respondents tried the test only once. Reliability is determined by the value of the reliability coefficient (Azwar, 2019). This reliability test uses the spss 25 statisti k software program. Instrument reliability criteria when the reliability coefficient is at least 0.6 (Bakar, 2018).

Result

Validity tests are useful for determining the validity or appropriateness of questionnaires used by researchers in measuring and obtaining research data from respondents. The basis for making pearson validity test decisions.

Comparator of rhitung values with rtabel:
1. If the value of rhitung > rtabel = valid
2. If the value of rhitung < rtabel = invalid
   How to find the rtabel value with N=106 at 5% significance in the distribution of statistical rtabel values, then a rtabel value of 0.195 is obtained.
   View significance values (Sig.)
3. If the significance value < 0.05 = valid
4. If the significance value > 0.05 = invalid

Table 1. Validity Test Results

No Item	Rcount	Rtabel (5%)	Information
1	0.510	0.195	VALID
2	0.308	0.195	VALID
3	0.456	0.195	VALID
4	0.393	0.195	VALID
5	0.222	0.195	VALID
6	0.359	0.195	VALID
7	0.278	0.195	VALID
8	0.386	0.195	VALID
9	0.391	0.195	VALID
10	0.510	0.195	VALID
11	0.340	0.195	VALID
12	0.318	0.195	VALID
13	0.456	0.195	VALID
14	0.386	0.195	VALID
15	0.308	0.195	VALID

16	0.230	0.195	VALID
17	0.278	0.195	VALID
18	0.393	0.195	VALID
19	0.343	0.195	VALID
20	0.363	0.195	VALID

From the table of validity test results using spss 25 statistical software above, it can be concluded that the questionnaire with 20 items has 100% validity.

The Reliability Test aims to see if the questionnaire has consistency if measurements made with the questionnaire are performed repeatedly. The basis for making the Cronbach Alpha reliability test decision according to questionnaire is said to be reliable if the cronbach alpha value > 0.6.

Table 2. Reliability Test Results

Reliability Statistics	
Cronbach's Alpha	N of Items
649	20

The results of the reliability test with 20 items and 106 respondents analyzed using the help of *spss 25 statistical software* obtained an Alpha value of 0.649. Then the questionnaire can be said to be reliable because the Cronbach Alpha value > 0.6.

Student motivation towards internship programs

The motivation to take part in the internship program is one of the factors that can make students able to make logical considerations, have the ability and willingness to choose the internship field according to their competencies. The student tried to find out for himself the company he was going to as an internship. The higher the motivation to join the internship program will cause the internship experience as a result of the internship to be high and vice versa, the lower the motivation to join the internship program will cause the experience to be low. Internship motivation consists of 3 indicators, namely the desire to succeed, the internship drive and needs, hopes or aspirations for the future (Georgiou & Kyza, 2018). The motivation to take part in the internship program arises because of the interests and desires from within the students. The questionnaire distributed to Design students by choosing the location of the internship, the results are as follows.
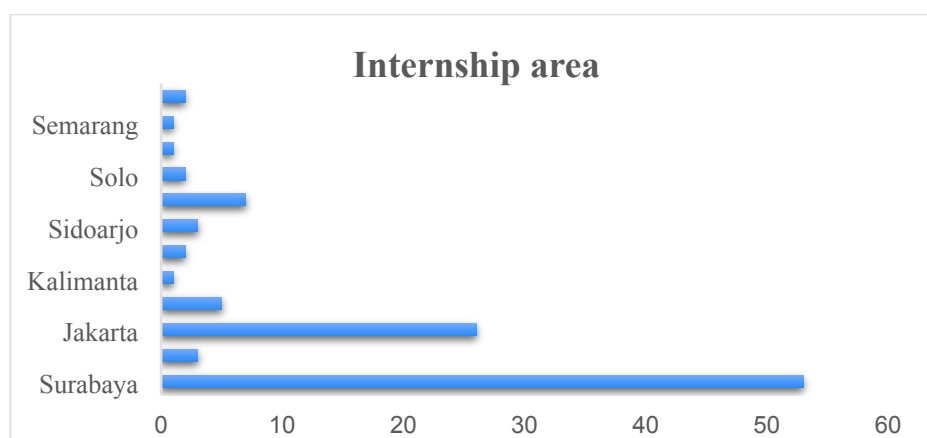

Figure 1. internship location

Apprentice students are scattered in various cities. From the data above, the percentage order from the largest to the smallest is Surabaya at 5 3 students, Jakarta 24 students, Yogyakarta 6 students, Banyuwangi 5, Bandung and Sidoarjo 3, Mojokerto, Gresik and Solo 2, Kalimantan, Bali and Semarang 1. The city of Surabaya is the biggest pill ihan for students because in addition to the big city where there are many industries in the field of design, student residences are close to the internship location, and most students already know the industry.

In the implementation of technical internships in the post-pandemic, there are 3 types, namely online internships with a remote system, offline coming to the office every working hour, and hybrid is a combination of online and offline.

Implementation of internships in the industry

Table 3. Student involvement in projects.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Satisfied	9	8.5	8.5	8.5
	Less Satisfied	16	15.1	15.1	23.6
	Satisfied	47	44.3	44.3	67.9
	Very Satisfied	34	32.1	32.1	100.0
	Total	106	100.0	100.0	

In carrying out the internship program, students do not work alone. The ability to communicate as the basic capital in the ability to work together with the team. The data above shows that 44.3% of students work together with the team in completing tasks/projects. Usually the form of tasks / projects given cannot be completed independently, technically offline or hybrid work. So there must be close coordination between members in the team. This will hone students' soft skills in communicating, thinking critically, respecting the opinions of others, and adaptability in socializing. The independent campus policy encourages the development of student entrepreneurial interests with appropriate learning activity programs, reduces the problem of unemployment among intellectuals, and improves the quality of graduates through mastery of academic knowledge, thinking skills, management skills, and communication skills (Baharuddin, 2021). projects that are done independently without having to cooperate, the type of independent project / task given is instructional from the supervisor or supervisor. The technical work is usually online with a remote work system. So students deposit assignments with the supervisor and the supervisor gives input on the tasks that have been done. Only a relationship is established between the supervisor / supervisor and the student intern. With high motivation, smooth communication, it will be easy to work as a team. Whether it's with a team of one major or from another campus. With cooperation, commitment, a sense of responsibility, respect for the opinions of others are automatically formed soft skills of student interns.

Internship experience

Table 4. Students gain experience in the field of design.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Satisfied	3	2.8	2.8	2.8
	Less Satisfied	17	16.0	16.0	18.9
	Satisfied	51	48.1	48.1	67.0
	Very Satisfied	35	33.0	33.0	100.0
	Total	106	100.0	100.0	

After participating in the implementation of the internship program, students gain experience as an increase in competence in both soft skills and hard skills. This is in accordance with the concept of an independent campus, namely internships can direct students to be more ready to work, work together, be creative and can benefit themselves and the community (Siregar, et al, 2020). From the data above, student experience in the field of Design in accordance with their competence has a percentage of satisfied 48.1% and very satisfied 33.0%. Meanwhile, students who felt dissatisfied were found to be 16.0% and 2.8% dissatisfied. This shows that there is a lot of experience gained in the field of student design through this internship program. So it can be concluded that in the implementation of the internship program, students get a lot of experience that is not obtained in lectures. The experience gained can increase their competence and as capital to enter the world of work.

Table 5. Students gain experience outside the field of design.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Satisfied	12	11.3	11.3	11.3
	Less Satisfied	16	15.1	15.1	26.4
	Satisfied	47	44.3	44.3	70.8
	Very Satisfied	31	29.2	29.2	100.0
	Total	106	100.0	100.0	

In table 6. Students gaining experience outside the design field had a satisfied percentage of 44.3% and very satisfied 29.2%. Meanwhile, students who felt dissatisfied were found to be 15.1% and 11.3% dissatisfied. This shows that there is a lot of experience outside the field of Design gained by students through this internship program. So that students get new soft skills and hard skills that vary by adapting to the industrial world. The experience gained can improve their competence and as capital to enter the world of work.

Student satisfaction with the internship experience

Table 6. Students are satisfied with the internship program.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Satisfied	9	8.5	8.5	8.5
	Less Satisfied	33	31.1	31.1	39.6
	Satisfied	45	42.5	42.5	82.1
	Very Satisfied	19	17.9	17.9	100.0
	Total	106	100.0	100.0	

After implementing the internship program, students who feel very satisfied with the existence of this internship program have a percentage of 17.9%. Students are satisfied with a percentage of 42.5%. The student is satisfied because he has gained valuable experience to improve his competence so that he is ready to enter the world of work. Meanwhile, students who were dissatisfied with the internship program got a score of 31.1% and those who were dissatisfied with the internship program got 8.5%.

Discussion

The MBKM curriculum provides opportunities for students to study off-campus for 1-2 semesters. One of them is the internship program. The Ministry of Education and Culture facilitates this internship program through an independent campus. Where students choose and take part in the internship selection through the kampusmerdeka.kemendikbud.go.id page. Students who pass the selection are entitled to the form of facilities including the provision of certificates for interns, providing incentives for interns and internship partners. Student internships in the Graphic Design and Visual Communication Design study programs are internship programs with Industry partners. To support the implementation of internships in partnership with the business world or industry, support from various parties is needed, so that this collaboration can provide benefits for all parties involved. Sharing knowledge and skills can occur through two directions, so that no one feels disadvantaged, but instead mutually beneficial with various innovations that can arise as a result of this collaboration (Aswita, 2022). This is in line with what was conveyed by (Effrisanti, 2015) that internships provide many benefits for students in improving their soft skills. Furthermore, (Baharuddin, 2021) mentioned that business internships are an effort to improve the quality of graduates who are ready to compete and open business opportunities in the digital era.

Internship motivation

Internship motivation consists of 3 indicators, namely the desire to succeed, the internship drive and needs, hopes or aspirations for the future (Georgiou & Kyza, 2018). An indicator of the desire to succeed against the opportunity to be achieved as a goal. It is explained that the greater the motivation of students to take part in the internship program, one of which is to achieve the internship goal, the greater the chance for success in this goal. The greater the influence of the desire to succeed, the greater the goal of the internship is achieved. The desire to succeed in the internship program towards solving problems or projects, the stronger the student's desire to succeed in participating in the internship, the greater the student's ability to complete the project. Because in it there are challenges that must be solved by students. The desire for success in design and outside of design experience.

Indicators of encouragement and need. The relationship between the drive and the need for opportunities to achieve goals is that the greater the student's encouragement and need for internships, the greater the opportunity to achieve goals in meeting the needs of these students. Indicators of students' encouragement and need for internships towards problem solving or projects. In solving the problem of a project requires a strong encouragement from both oneself and the environment or team. So the greater the encouragement and need in the internship, the easier it will be to solve the problems that occur in the completion of the design project. Indicators of students' encouragement and need for internships to experience in the field of design and outside of design. The greater the encouragement and need for internships, the easier it will be for students to achieve goals, find the right solutions in

solving problems, so that experience in the field of design and outside the field of design will also be obtained by students to the fullest.

Indicators of expectations or ideals. The greater the expectations or aspirations of student internships, the greater the opportunity to achieve goals in meeting student needs. Indicators of student internships' expectations or aspirations towards problem solving or projects. The greater the expectations or aspirations of the student internship, the easier it will be to complete the design project by solving problems. Indicators of student internship expectations or ideals for experience in the field of design and outside of design The greater the expectations and ideals of the internship, students will easily achieve goals, find the right solution in solving problems, so that experience in the field of design and outside the field of design will also be obtained by students to the maximum.

According to (Stephen P. Robbins; Timothy A. Judge, 2008) expectancy theory is the most accepted explanation of motivation everywhere. This theory derived from Victor Vroom states that the strength of a tendency to act in a certain way depends on the strength of an expectation that the action will be followed by the result that exists on the attraction of that result to the individual. In a more practical form, the theory of expectations says that employees will be motivated to expend a higher level of effort when they believe that the effort will result in a good performance appraisal. Likewise, interns hope to get a good assessment, an award from a supervisor in the industry.

The theory of expectations by Viktor Vroom focuses on three relationships: 1. The effort-performance relationship. The possibility felt by individuals who expend a certain amount of effort will result in performance. 2. Performance-reward relationship. The degree to which the individual is confident that working at a certain level will result in the desired achievement. 3. Personal reward-goal-goal relationship. The degree to which organizational awards satisfy personal goals or needs of an individual and the attractiveness of potential rewards for that individual.

Before the internship, students who take the internship program an internship course of 20 credits, and are approved by the Academic Supervisor (DPA). Students choose their own internship place and type of internship. The types of internships provided are certified internships organized by the Ministry of Education and Culture, and regular internships. Off-campus course programming of the MSIB program (Certified Internship and Independent Study) begins with registration at MELISA with the approval of the head of study program and internship division. Then students register for the campus merdeka.kemdikbud.go.id then students follow the flow on the page. Starting from uploading the requirements file, participating in the interview selection with partners, and announcement of the selection. In addition to certified internships, the Study Program also provides regular internships. The study program provides a place for industry internships that have been involved in previous learning. So the industry knows the competence and interest in the field owned by prospective interns. In the implementation of internships, it is regulated and monitored through simagang (internship information system).

Because most industries have partnered with study programs, and some are involved in lectures in the classroom. So that students prefer internships at study program partners because they have previously known the industry and are in accordance with the field of expertise owned by each student as well as partners who already know the competencies possessed by students through learning in previous classes. with the largest percentage being

regular internship students, and the location of study program partners as internship places is in Surabaya.

In carrying out internships, students have a very high motivation. Motivation is shown by seriousness in participating in internships, seriously working on internship tasks/projects, and completing tasks/projects on time. This shows that Design students are all motivated to take part in self-selected internships according to their competencies. In addition to the seriousness of the next thing that is the timely completion of the task. This shows that Design students can work with deadlines.

Internship Implementation

There is high motivation, seriousness at the internship site, the task or project given can be completed on time. The technical implementation of the internship is mutually agreed upon between the students of the intern and the industry. The implementation of the internship offline where technically students come to the office according to working days and hours. In the company, students get more experience, especially soft skills. They meet fellow interns from other campuses or from different majors, meet with superiors, work teams, employees etc. There students really experience a real working atmosphere. Cooperation, communication, responsibility, collaboration are felt directly by students. In addition to honed soft skills, students also have connections from various campuses. Students who intern offline are usually in the city and the distance is not too far.

The implementation of this technical online internship is carried out usually because the position of students and internship places are far apart or even outside the city, the type of project or task can be done from home. So that the implementation is online with a remote work system. Students coordinate through zoom, WAG, and certain applications specifically used by company employees. Students work on assignments and the ACC process online. But working hours still apply.

The implementation of hybrid internships as many as students do internships online and offline according to the needs of companies and students. Time and technical flexibility is felt by students. Usually coordination is carried out offline, and project work is carried out online from their respective homes. And meet Back to present the progress of the project being worked on. The implementation of this hybris trains students to be ready at all times and work according to the timeline that has been agreed upon in advance.

Student satisfaction with the internship experience

In the implementation of internships, students are left entirely to the industry. The study program through the internship supervisor only directs and monitors the implementation of the internship. Policy regarding the technical implementation and types of tasks / projects given is the authority of the industry according to the agreement with students. The internship program not only provides benefits for students, but also provides benefits for companies that provide opportunities for students (Denny et al., 2022). Mutually beneficial relationships between students, study program institutions, and industry are established with the existence of internship programs. The type of assignment given is in the form of real or real projects and students are included in certain divisions according to student competencies. In 1 internship location consisting of several student interns are usually included in different divisions so that the tasks / projects carried out are also different.

In the implementation of internships, students work on real or real projects. With that engagement students who feel they are experiencing real work. Students are involved as designers according to competencies placed in one of the divisions in the industry. The design work produced by the student is actually used, reproduced and published in the project. In addition to working on real projects, there are also interns who do assignments from superiors or supervisors. The type of task given is in accordance with the competence in the field of Graphic Design / DKV but not in the form of a real project. Usually, student design works are used by industry for assets or work documents for the next project submission. Meanwhile, students who are dissatisfied with involvement in the project have a percentage of 15.1% and those who are dissatisfied with 8.5%. From the percentage comparison, it shows that Graphic Design and DKV students have competencies according to their respective fields in working on real projects, so it can be concluded that these students have experience for work readiness.

Students feel that the experience gained needs to be improved to prepare for the world of work in the field of Graphic Design / DKV. Not only internships but there is still a need for special training, competency certification tests that can be used as capital to show their competence. A very significant comparison between satisfaction and unsatisfied with this internship program.

So it can be concluded that the internship program for students is in accordance with the purpose of the internship, and in accordance with the wishes of students. However, in some cases there is a need for quality improvement in accordance with student input or comments on this internship program. These inputs or comments include preliminary planning as a preparation and overview of the student implementation of the internship completed from the beginning of filing, management to reporting. Adjustments between the academic calendar and the internship calendar. So that students have time to compile reports to the maximum. Inputs from students will be considered by the Study Program as a form of improving the quality or quality of the next internship.

Conclusion

The MBKM curriculum provides opportunities for students to study off-campus for 1-2 semesters. One of them is the internship program. The Ministry of Education and Culture facilitates this internship program through an independent campus. Where students choose and take part in the internship selection through the kampusmerdeka.kemendikbud.go.id page. Students who pass the selection are entitled to the form of facilities including the provision of certificates for interns, providing incentives for interns and internship partners. In addition to certified internships, the study program also provides regular internship programs. Each internship program weighs 20 credits which is converted into 8 courses. The internship program participated by students of the Class of 2019 is an internship program. In this case, the study program needs to prepare maximum management to implement internships for students. The systematics of the implementation of the internship has been regulated in the internship guidelines and its implementation is monitored on the university-level simagang page. Coordinated management between the university and the study program will support the achievement of internship goals. In addition to internal coordination, the Institution also needs to coordinate with outside parties, namely the industry as an intern partner.

The freedom to choose an internship location is based on the competence of the field they have, the affordability of the internship location with students, and the suitability of the industrial field with the competence of students. Students at the joint consideration of the study program determine the location of the internship. Together with the industry, they agreed on the technical implementation (online, offline, hybrid), and the length of the internship time. Students choose locations in big cities such as Surabaya, Jakarta, Bandung because in big cities there are many industries in the field of Graphic Design and Visual Communication Design, besides that students also During the internship, students gain experience both in the field of Design and outside the field of design as an effort to increase competence in the field of Graphic Design and DKV to prepare themselves to enter the world of work.

The level of student satisfaction with the internship program is very high, because students feel that they are getting what is the purpose of their internship. One of them is the increase in soft skills and hard skills which are used as a benchmark for student readiness to work. However, there are several things that need to be improved, for example, debriefing at the beginning as a preparation and overview of students for the implementation of the internship is completed from the beginning of filing, management to reporting. Adjustments between the academic calendar and the internship calendar. So that students have time to compile reports to the maximum. Inputs from students will be considered by the Study Program as a form of improving the quality or quality of the next internship.

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