

The Effect of Internship on the Career Intention of Hospitality Management Study Program Students at the Bali Tourism Polytechnic

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ABSTRACT

The process of choosing a career has long-term implications for every individual. This stage is certainly an important foundation in the journey of life. Career success is not only about skills and knowledge, but also about commitment and passion in a career. This study aims to determine the influence of *internship* on *career intention*. The population uses students of the Semester 8 Hospitality Management Study Program and a sample of 70 respondents. The data collection method used questionnaires. The data analysis technique used validity tests, reliability tests, classical assumption tests, simple linear regression analysis, determination coefficient tests, and t-tests. From the results of the study, the results were obtained, namely *internship* had a positive and significant effect on *career intention*, where a *t*-cal value of 10.477 and a Sig value were obtained. by 0.000. The magnitude of the influence of *internship* on *career intention* is 61.7%. The advice that can be given by the author is that students of the Semester 8 Hospitality Management Study Program at the Bali Tourism Polytechnic are looking for opportunities to work in other departments and always communicate well with colleagues, find solutions, and be responsible if they have problems with colleagues, so that later they will have a good relationship with you during the *internship* and always run the program *internship* well.

INTRODUCTION

In the era of globalization, superior human resources are the main key to career success. Careers are not only defined by knowledge and skills, but also by individual intentions and commitments. Career intention is influenced by perceptions, experiences, and expectations of the world of work (Ong et al., 2020).

In the context of vocational education, the Bali Tourism Polytechnic has a Real Work Practice (PKN) program that aims to equip students with real work experience in the industry. Students of the Hospitality Management Study Program (PPH) undergo internships twice, namely in semester 4 (operational field) and semester 7 (managerial field). This program is a medium to apply knowledge, build confidence, and expand professional networks (Sumardiono, 2014; El-Dief & El-Dief, 2019). However, student satisfaction with the internship experience varies. Some are happy and receive positive support from the industry, while others experience work pressure, lack of facilities, and less effective communication. This experience plays an important role in shaping students' career interests in the hospitality sector (Farmaki, 2018; Chang & Busser, 2020).

Previous studies have shown that satisfaction with internships affects career intentions, but is also influenced by individual factors and work environment (Dahanayake et al., 2019; Guan et al., 2013). Based on this phenomenon, this study aims to find out the extent to which student satisfaction during internships affects the career interest of students of the Hospitality Management Study Program at the Bali Tourism Polytechnic.

LITERATURE REVIEW

Career Intention

Career intention is an individual's intention to choose and pursue a particular career in the future, influenced by interests, talents, experiences, values, motivations, and environmental factors (Satorra & Saris, 2020; Kao & Wu, 2019). According to Betz & Vuyten in Pratiwi et al. (2020), career intention also includes exploratory actions such as seeking information or participating in activities that support career. (Dahanayake et al., 2019) identified career intention indicators as a positive view of working in the industry after an internship, an increased desire to work in an industry after an internship, an intention to work in an internship after graduation, and a desire to build a career in the same industry.

Internship

Internship is a period of job training in which students develop skills and experience in the real world of work (Zopiatis & Theocharous, 2013). This program serves as a bridge between education and the world of work (Johansson & Winman, 2020), and is part of the vocational curriculum to prepare students for the industrial world (Pusiran et al., 2020). Internship satisfaction reflects students' feelings towards the internship experience, including the work environment, mentorship, assignments assigned, and opportunities for growth (Bas & Bas, 2016; Rosyidah et al., 2020). This satisfaction affects career interest and readiness to enter the world of work (Chen et al., 2018).

According to Dahanayake et al. (2019), there are five main dimensions as indicators of internship satisfaction. Namely training programs, job characters, supervisors, facilities, and colleagues. The Training Program includes orientation, training, work knowledge, quality of experience, and department rotation. The nature of the job includes working hours, shift systems, skill usage, work facilities, workload. Supervisors include engagement, communication, fairness, knowledge sharing. Facilities: canteen, food, lockers, uniforms, toilets, insurance. And Co-workers: cooperation, communication, friendliness, knowledge sharing.

This study has similarities with some previous studies because it uses a quantitative approach and focuses on the hospitality industry. Research conducted by Lestari and Milenia (2022) regarding career interest in the hospitality industry is influenced by internship experience. Qu et al. (2021), Factors Affecting Hotel Interns' Satisfaction with Internship Experience and Career Intention in China. Culinary Students' Career Intention in the Hospitality Industry: The Importance of the Work Environment During Practical Training (Sulong et al., 2021). Hotel Internships and Student Satisfaction as Key Determinant to Career Intention (Marinakou, 2020).

The research model will describe the relationship of the variables to be studied. Based on the theory and empirical studies that have been conducted, there are factors that affect career interest in the hospitality industry, namely the internship experience of students. The indicators of this study have a model that can be described as follows:

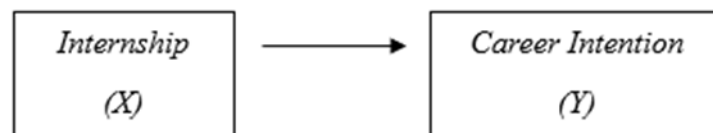


Figure 1. Research Model

METHODOLOGY

This study uses a quantitative approach to measure the effect of internship (X) on career intention (Y) in Bali Tourism Polytechnic students. The research population is all students of the 8th semester Hospitality Management Study Program who have participated in internships, totaling 122 people. Samples were taken by simple random sampling, with the number of samples determined using the Slovin formula, as follows:

$$n = \frac{N^2}{1 + Ne^2} = \frac{122^2}{1 + 0.05^2} = 55$$

With:

n = number of samples

N = total population (122)

e = error rate (5%)

The results of the calculation were obtained from a **sample of 55 respondents.**

The instrument used in this study is in the form of a questionnaire that will be distributed to respondents. Questionnaires/questionnaires are a method of data collection that is carried out by giving a set of written questions to respondents for them to answer (Sugiyono, 2019). The questionnaire in this study was given to the respondents who became the sample, namely students of the 8th semester Hospitality Management Study Program at the Bali Tourism Polytechnic. The questionnaire in this study consists of three parts, namely the first part states the respondent profile and general information related to the internship, the second part states the level of student satisfaction during the internship, and the third part consists of questions related to the student's future career intentions. The questionnaire was distributed to obtain assessment data on internships and career intentions. This questionnaire uses 5 Likert scales. Strongly disagree is indicated by a scale of 1, disagree is indicated by a scale of 2, neutral is indicated by a scale of 3, agree is indicated by a scale of 4, and strongly agree is indicated by a scale of 5. The validation of research instruments is carried out by validity and reliability tests.

This research has a variable X in the form of Internship. Internship is defined as a period of practical work experience where students receive training and develop competencies in certain fields (Zopiatis & Theocharous, 2013). The dimension of variable X includes Training Program, Nature of job, Supervisors, Facilities, Co-workers (Dahanayake, et al., 2019).

The Y variable in this study, referring to Betz and Vuyten's theory, career intention is defined as an individual's intention to take actions related to career exploration such as plans to seek information or participate in certain activities related to his desired career (F. Pratiwi et al., 2020).

The test used in this study is a classical assumption test that aims to provide certainty in the regression equation obtained precisely, unbiased and consistently. The classical assumption test here includes the normality test and the heteroscedasticity test. Data analysis was carried out using simple regression analysis, determination coefficient, t-test.

RESEARCH RESULT

Instrument Test Results

This study aims to examine the influence of internship on career intention. The questionnaire was distributed to 70 respondents during the period of January 10 – February 8, 2025. The results of the instrument test include validity test and reliability test. The Validity Test was carried out using SPSS by comparing the values of r-count and r-table:

- If r-count > r-table and is positive, the item is declared valid.
- If r-count < r-table or negative, the item is declared invalid.

All statement items in the internship and career intention variables have a person correlation value greater than rtable 0.235 (Appendix 8), so it can be concluded that the statement items in each variable can be said to be valid. So all statement items in this study are worth using, so as to show that the statements contained in the questionnaire can really measure what is to be measured. The results of the instrument reliability test showed that all statements in the

internship variable and career intention had a Cronchbach alpha value greater than 0.60, so it can be concluded that the research instrument is reliable, which means that the questionnaire statement used if used several times to measure the same object, will produce consistent or stable data.

According to the research data, 46 respondents, or 65.7% of the total, were female, while 24 respondents, or 34.3% of the total, were male. There were 41 respondents, or 58.6% of the total, who were 21 years old, whereas there was just one responder, or 1.4% of the total, who were 20 years old. Up to 23 respondents, or 32.9% of the total, were from Class C, while 10 respondents, or 14.3% of the total, were from Class B.

Table 1. Distribution of Respondents by Hotel Classification

No.	Hotel classification	Sum (Orang)	Percentage (%)
1.	3 stars	1	1,4
2.	4 stars	13	18,6
3.	5 stars	56	80
Sum		70	100

Source: Research Results 2025

Based on the table above, most of the respondents with a 5-star hotel classification are 56 people with a percentage of 80% and the least respondents with a 3-Star hotel classification are 1 person with a percentage of 1.4%. The characteristics of respondents based on internships in each department are shown in the table below.

Table 2. Respondent Distribution Based on Internship in the Department

No.	Internship in the Department	Sum (Orang)	Percentage (%)
1.	Finance	6	8.6
2.	Food & beverage admin	1	1.4
3.	Front Office	3	4.3
4.	Human Resources	22	31.4
5	Quality and Continuous Improvement	1	1.4
6	Reservation	5	7.1
7	Revenue	2	2.9
8	Sales & Marketing	30	42.9
Sum		70	100

Source: Research Results 2025

Based on the table, it is known that the majority of respondents who are interns in the Sales & Marketing department with a percentage of 30 people with a percentage of 42.9% while the least respondents are internships in the Food & Beverage Admin and Quality and Continuous Improvement departments with a percentage of 1.4% each.

Table 3. Characteristics of Respondents Based on Internship Period

No.	Internship Period	Sum (Orang)	Percentage (%)
1.	6 months	65	92,9
2.	More than 6 months	5	7,1
Sum		70	100

Source: Research Results 2025

Based on the table, most of the respondents with an internship period of 6 months were 65 people with a percentage of 92.9% and the least respondents with an internship period of more than 6 months were 5 people with a percentage of 7.1%.

Characteristics of Respondents Based on Working Hours Per Day

Table 4. Distribution of respondents by hours worked per day

No.	Working hours per day	Sum (Orang)	Percentage (%)
1.	8 jam	38	54,3
2.	8 - 10 jam	27	38,6
3.	10 - 12 jam	5	7,1
Sum		70	100

Source: Research Results 2025

Based on table 4. It was shown that the majority of respondents had 8 hours of work per day with a total of 38 people with a percentage of 54.3% while the respondents had the least working hours per day of 10 - 12 hours with a total of 5 people with a percentage of 7.1%.

Internship for Hospitality Management Study Program Students

The Bali Tourism Polytechnic requires all students to take the Industrial Work Practice (PRAKERIN) course or internship. Specifically for the Hospitality Management Study Program, students undergo internships twice:

- Semester 4 (operational): Front Office, Housekeeping, F&B Production, and F&B Service.
- Semester 7 (managerial): Sales & Marketing, HR, Finance, Revenue, Reservation.

Students are free to choose the industry where they do internships, either through personal channels or campus assistance through the INDISIGN platform. Students can access vacancy information and apply with a CV, application letter, and photo according to the template provided.

Student Career Intention

After graduation, PPH students have high career intentions, supported by internship experience and great opportunities in the hospitality industry. Some

students even started their careers as day laborers before graduating, and some went on to become permanent staff.

Their motivation is driven by promising career prospects, industry developments, as well as skills honed during internships. The profile of PPH graduates is Executive Assistant Manager / Operation Manager / Front Office Manager / Food & Beverage Manager / Executive House Keeping / Executive Chef, and novice entrepreneur.

Data Exposure

The category is formulated into an interval range obtained from the highest limit value minus the lowest limit value and then divided by the total value used $(5-1):5 = 0.80$). The measurement criteria used are:

- - 1.80 with very poor category
- 1.81 – 2.60 with poor category
- 2.61 – 3.40 with a fairly good category
- 3.41 – 4.20 in the good category
- 4.21 – 5.00 with the excellent category

The data that has been collected from the next questionnaire will be presented in the form of a recapitulation table.

Variable Internship (X)

Based on the tabulation of respondents' answer data to the internship variable consisting of 5 dimensions and 21 questions answered by 70 respondents, a tabulation of the number of statements of all respondents can be made for each category. Based on the results of the study, it is known that the respondents' perception of variable internship is good with an average score of 4.26 which is included in the very good category.

The training program dimension has an average score of 4.37 which is included in the very good category, then in the nature of job dimension an average score of 4.29 is obtained which is included in the very good category, then the supervisors dimension has an average value of 4.41 which is included in the very good category, then the facilities dimension has an average score of 4.27 which is included in the very good category and dimension four co-workers has an average score of 3.93 which is included in the good category.

In the variable internship statement that has the highest average is the statement "You were given an orientation program when starting an internship", an average score of 4.62 was obtained which is included in the very good category, this means that students are given an orientation program when starting an internship. In the internship variable, the statement that has the lowest average is the statement "Colleagues have good communication with you during the internship." And "You were given the opportunity to work in other departments during the internship," obtained an average score of 3.80 which is included in the good category, this means that students have been given the opportunity to work in other departments during the internship and at the time of the internship colleagues are able to communicate well.

Variabel Career Intention (Y)

Based on the results of tabulation of respondents' answer data to variable career intention consisting of 4 statements answered by 70 respondents, a tabulation of the number of statements of all respondents for each category can be made. Based on the tabulation of data from the research results, it is known that the respondents' perception of variable career intention is very good with an average score of 4.15 which is included in the good category.

In the variable career intention, the statement that has the highest average is the statement "Your desire to work in the industry increases after carrying out the internship," which obtained an average score of 4.47 which is included in the very good category. This means that students have a high desire to work in the industry after undertaking an internship. In the variable career intention, the statement that has the lowest average is the statement "After graduation you will continue to work in the same industry while undergoing an internship," which obtained an average score of 3.86 which is included in the good category. This means that after graduation, students want to continue their work in the same industry as in the industry at the time of undergoing an internship.

Classic Assumption Test

Normality Test

To determine if the regression model has a normal distribution, the normality test is employed. The model's predictions are poor or skewed if it is not normal. The Kolmogorov-Smirnov test is used to determine if the data is regularly distributed or not based on the significance value (2-tailed); if the significance value (2-tailed) is greater than 0.05, the data is normally distributed and can proceed with additional analysis.

The One Sample Kolmogorov-Smirnov test was performed to determine the normalcy test findings. According to the Kolmogorov-Smirnov test results, the processed data is distributed normally since the Asymp. Sig. (2-tailed) value is 0.200, which is larger than 0.05 and passes the normalcy test.

Based on the tabulation of data from the research results, it is known that the respondents' perception of variable career intention is very good with an average score of 4.15 which is included in the good category.

In the variable career intention, the statement that has the highest average is the statement "Your desire to work in the industry increases after carrying out the internship," which obtained an average score of 4.47 which is included in the very good category. This means that students have a high desire to work in the industry after undertaking an internship. In the variable career intention, the statement that has the lowest average is the statement "After graduation you will continue to work in the same industry while undergoing an internship," which obtained an average score of 3.86 which is included in the good category. This means that after graduation, students want to continue their work in the same industry as in the industry at the time of undergoing an internship.

DISCUSSION

The connection between variables in basic regression analysis is linear, meaning that changes in variable X will be followed by changes in variable Y.

The multiple linear regression equation is derived from the values of the constant and the free variable regression coefficient:

$$Y = a + bX$$

$$Y = 1.278 + 0.172X$$

Based on the simple linear regression line equation obtained, it can be explained as follows: A constant value of 1.278 can be interpreted that if the internship variable is eliminated, then the career intention will be constant 1.278. The value of the internship variable regression coefficient is 0.172 which has a positive value, indicating that if the internship increases by one unit, then career intention will increase by 0.172. A positive regression coefficient indicates that internship has a positive influence on career intention.

Table 5. Results of the Summary Model Determination Coefficient Test

Model	R	R Square	Adjusted Square	Std. Error of the Estimate
1	.786 ^a	.617	.612	1.953

a. Predictors: (Constant), *Internship*

Source: Research Results 2025

The determination coefficient test with an R-Square value of 61.7% shows the large contribution of variable internships to career intention. While the remaining 38.8% were influenced by other variables that were not studied in this study. This means that internships are able to have an influence of 61.7% on the career intention of students of the Semester 8 Hospitality Management Study Program at the Bali Tourism Polytechnic. The value of the determination coefficient test of 61.7% is between the correlation of 60% - 79% which is included in the level of strong influence, this means that internships are able to have a strong influence on career intention.

Test Results t

To ascertain the degree to which each independent variable influences the dependent, the t-test is performed by looking at each independent variable's correlation coefficient with the dependent. The t-calculation value of 10.477, which was higher than the t-table of 1.667, and the significance value of 0.000, which was below the 0.05 threshold, were produced based on the t-test calculation findings. It follows that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. These results show that internship factors have a favorable and substantial impact on students' career intentions in the Bali Tourism Polytechnic's Semester 8 Hospitality Management Study Program.

The Influence of Internship Variables (X) on Career Intention (Y)

This study reveals that internship experience has a significant and positive influence on the formation of career intentions of final semester students of the Hospitality Management Study Program at the Bali Tourism Polytechnic. The test results show that the more positive the experience gained during the

internship, the higher the tendency of students to continue their careers in the hospitality sector. Conversely, negative experiences during an internship can decrease interest in a career in the industry. Quantitatively, internship programs contribute 61.7% to the increase in student career intention.

These findings are in line with the Social Cognitive Career Theory (SCCT) theory developed by Lent, Brown, and Hackett (1994), which states that direct experience in the work environment can affect self-efficacy and individual expected outcomes, which in turn affects a person's career intentions. In this context, internship experience is a form of contextual learning that is able to increase students' perception of their abilities and provide a realistic picture of the world of work.

Furthermore, the results of this study are also consistent with previous studies such as Qu et al. (2021), Supriyanto et al. (2022), Afrin & Takrima (2020), Marinakou (2020), Sulong et al. (2021), and Lestari & Millenia (2022), which generally conclude that the implementation of internship programs plays a major role in improving career readiness and strengthening students' intention to work in related fields after completing higher education.

Evaluation of Student Perception of the Internship Program

Respondents' assessment of the internship program showed that in general students had a positive perception, with an overall average score of 4.26 which was in the "good" category. The indicator with the highest score was the statement "You were given an orientation program when you started your internship," with an average of 4.62 which is included in the "excellent" category. This shows that the orientation stage is one of the crucial aspects that is very well received by students. However, there are several aspects that still need attention. The statements with the lowest average scores were "Colleagues had good communication with you during the internship" and "You were given the opportunity to work in other departments during the internship," each with a score of 3.80, which although still in the good category, indicates areas for improvement.

According to Robbins & Judge (2019), effective and collaborative communication in the work environment is one of the main factors in creating a positive work experience and supporting career growth. On the other hand, the experiential learning theory from Kolb (1984) emphasizes the importance of cross-departmental experience as a form of active learning that expands professional horizons and increases individual adaptability in the workplace.

Implication

Based on the results of the research and the support of the theory, it is suggested that educational institutions and the hospitality industry can develop an internship program design that not only provides a good initial orientation, but also encourages cross-departmental work experience and fosters healthy interpersonal communication between interns and hotel staff. Thus, the internship program is not only an academic requirement, but also a strategic means in shaping students' intentions and career readiness in a sustainable manner.

CONCLUSIONS AND RECOMMENDATIONS

Based on the research findings that have been presented in the previous chapter regarding the influence of internship programs on the career intention of students in Semester 8 of the Hospitality Management Study Program at the Bali Tourism Polytechnic, it can be concluded that the internship program has a positive and significant influence on students' career intentions. This is indicated by a t-calculated value of 10.477 which is greater than the t-table of 1.667, as well as a significance value of 0.000 which is smaller than 0.05. These findings indicate that internship experience contributes 61.7% to the formation of students' career intentions in the hospitality sector.

Based on these results, it is suggested that students can improve their communication skills with colleagues and take advantage of the opportunity to gain experience in various departments during their internship. This approach is expected to strengthen their readiness to face the world of work. In addition, students are also encouraged to take part in internship programs optimally to encourage interest in continuing their careers in the hospitality industry after completing their studies.

ADVANCED RESEARCH

The findings of this study open opportunities for further advanced research, particularly in exploring the long-term impact of internship quality on students' career trajectories in the hospitality industry. Future studies may incorporate longitudinal designs to track graduates' actual career paths after entering the workforce, allowing researchers to examine whether the positive influence of internship experiences persists over time. In addition, advanced research could integrate moderating variables such as organizational culture, mentoring quality, job satisfaction during internship, and individual personality traits to better understand their interactive effects on career intention formation. Expanding the sample to include multiple institutions or comparing different hospitality education models may also provide broader generalizability. Such future investigations would offer deeper theoretical insights and practical recommendations for optimizing internship programs as a strategic tool for strengthening career readiness in the hospitality sector.

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