



**THE INFLUENCE OF INTERNSHIP EXPERIENCE
(LEARNING, SATISFACTION, MOTIVATION)
TOWARDS STUDENTS' WORK
PERCEPTION**

By

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PANEL OF EXAMINERS APPROVAL SHEET

The Panel of Examiners declare that the skripsi entitled “**THE INFLUENCE OF INTERNSHIP EXPERIENCE TOWARDS (LEARNING, SATISFACTION, MOTIVATION) TOWARDS STUDENTS’ WORK PERCEPTION**” that was submitted by Yeremia Indratama majoring in Management from the Faculty of Business was assessed and approved to have passed the Oral Examinations on January 29th, 2019

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I declare that this skripsi, entitled **“THE INFLUENCE OF INTERNSHIP EXPERIENCE (LEARNING, SATISFACTION, MOTIVATION) TOWARDS STUDENTS’ WORK PERCEPTION”** is, to the best of my knowledge and belief, an original piece of work that has not been submitted, either in whole or in part, to another university to obtain a degree.

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ABSTRACT

The purpose of this quantitative research was to know and explains the influence of Learning, Motivation and Satisfaction towards Students' Perception of Work. The results were taken from a questionnaire form consisting of 30 statements with the Likert scale as a tool to measure the level of agreement was distributed to 153 respondents Non-probability convenience sampling was used in this study. The result affirmed that Learning and Motivation have a partial significant influence towards the perception of work of the students.. This study also showed that all independent variables (Learning, Satisfaction and Motivation) have simultaneously significant influence towards Students Work Perception. The Implication of this study is to create a better internship experience for students.

Keyword: Learning, Satisfaction, Motivation, Perception of Work, Internship

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CHAPTER I

INTRODUCTION

1.1. Background

Internships are a practical way for college students to envision a future career with limited investment of time and resources. As graduation approaches, the array of internship choices available to 18-24 year olds takes on added importance as they struggle to complete their academic studies while addressing their preferences regarding vocational options. (Rothman & Sisman, 2016)

Practitioners and theoreticians see career-related internships and work experience as a critical part of wise and well-informed decision-making regarding careers (Weible, 2010). The awareness one gains from this experience can confirm or disconfirm one's expectations regarding what it would be like to be employed in a particular profession or industry in at least three ways. First, by having the internship experience, students clarify their possible job interests regarding career paths before they embark on their job search after graduation (Moghaddam, 2011). Second, they gain a realistic view of what the employer expects of them as well as what they can expect from the workplace regarding such lifestyle features as work-life balance which appears to be an increasingly important component of consideration among the Generation Y cohort. Third, it helps them reflect on personal fit i.e. if they belong and if they believe they can succeed within a particular job or industry (Lord, et al 2011). Therefore, this experience can steer some students away from jobs they may have otherwise taken but for the internship, or validate a career direction. Consequently, internships offer a steppingstone into the world of work whereby students check out industries

for future placements, work functions for future jobs and self-concept congruency for person-career fit. (Rothman & Sisman, 2016)

By their very nature, internships are experiential in that students learn by doing actual work in a career-related field of interest. As such, the processing of the experience may be facilitated by opportunities to reflect on the impact of the internship on occupational choices leading to further action in regard to career considerations. The positive connection between work integrated learning, such as an internship, and enhanced vocational self concept has been reported (Drewery, et al 2016) as further evidence that reflecting on work experience better prepares students for person-career fit. Whether occurring as a natural extension of one's own cognitive processing after an experience or tethered to an academic requirement when students receive course credit for internship completion, reflection can facilitate the processing of deeper meaning from the internship experience.

Study by Rothman & Sisman (2016) included 198 students, 122 females and 76 males who were enrolled for academic credit in an internship class during their last few terms of university of Business Administration. The age range was about 20-23 years old. The results were over half the interns (54%) expressed a preference for continuing a career path within the same job function as their internship. And, 45% of interns preferred continuing in the same industry while 55% chose to explore another industry for future career exploration.

Another Research conducted by Kasli & Ilban (2013) of 330 hospitality and tourism students show that there is a positive relationship between internship problems and intention to work. Internship problems first affect the view of profession. Internship problems can affect the intention of work through the view of profession.

Students' internship experience gives student opportunity to experience working in the industry, whether they think if they are suitable with them can

be determined after they graduate, whether they pursue or consider to return or not. (Salatan, 2015)

Wicaksono (2018) conducted a survey for the IDN Times about the problems that interns usually face:

1. Become a messenger and do trivial things

Interns Expected to be an important part of the organization, whereas the reality often offered assisting jobs to the seniors and mentors. The problem affect the students' motivaton to work as they feel that what they do did not matter. (Hergert, 2009)

2. The Amount of Work is not as much as the employee

The Distribution of the work is different between the full time employees and the interns also the responsibilities and the benefits, which lead to the idea of intern is doing nothing and learning nothing at work. This problem lead to students did not learn about the job as internship is a part of experiential learning (Simons, et al 2012).

3. Feel ostracized or underestimated

Being the youngest and the newest member of the organization can be overwhelming as Interns still need so much to learn.

4. Communication Issues with Supervisor

This Issue is related with the uncooperative supervisors that force intern to be proactive in asking questions and at the same time not to bother them frequently, this affected students' satisfaction from the supervision by the supervisors (Bao & Fang, 2014)

1.2. Problem Statement

Based on interview with Matnur, as one of the coordinator of the internship program in one of the university in Bekasi, there are several cases of students that are dissatisfied with the internship because they are not doing anything and did not get any knowledge at all that lead to them leaving before the internship period ended. He also stated that there are feedbacks from the on-site supervisor as the user of intern students from

the university that the students are not tough to deal with pressure in the workplace and sometimes easily bored to do the tasks that are given.

This study did a pre research to know about the factors that influence students during the internship and whether they were having problem during the internship. Asking about what they have learned during the internship, whether they satisfied or not and what is their motivation to do the internship. Ideally, Pre research sample size should be 10% of the sample size of the main study (Connelly, 2008). The sample size of the main study is 150 then it should be 15. The results of the survey to 15 third year students who have completed their internship are:

1. 9 students said that internship help them to learn new things other than what they have learned in the classroom before. 4 Students said that they improve their skills during the internship, and the rest (2) did not learn anything during internship because they only do the grunt work like photocopying and input data.
2. There are 12 students whom are satisfied with their internship as the remaining 3 stated differently. The dissatisfaction occurs when the facilities are not met with the students expectations and not fitting in with the people of the organization.
3. Experience for finding a job in the future is the most answered question about motivation to do the internship (11). As the other 3 see the internship as opportunity to work in an actual workplace, and 1 of them said that the motivation is just to get the credit for internship in the university.
4. The problems that they face vary from the difficulty to communicate with the supervisor because of the age gap, Feel not accepted in the organization and Doing a little amount of work because the supervisor is too busy with his/her work.

With This issue that students' internship experience influence their perception of work the researcher focuses on The learning That students

get from the internship, whether they were satisfied with the internship program and their motivation to join the internship.

1.3. Research Questions

The problem that researcher will find out can be formulated in the question stated below:

1. Is there any significant influence of Learning towards Student Work Perception?
2. Is there any significant influence of Satisfaction towards Student Work Perception?
3. Is there any significant influence of Motivation towards Student Work Perception?
4. Is there any simultaneously significant influence of Learning, Satisfaction and Motivation towards Student Work Perception?

1.4. Research Objectives

The Objective of this research is to analyze the influence of internship experience that includes students Motivation, Learning and Satisfaction on their Perception of Work

1. To determine the significant influence of Learning towards Student Work Perception.
2. To determine the significant influence of Satisfaction towards Student Work Perception.
3. To determine the significant influence of Motivation towards Student Work Perception
4. To determine simultaneously significant influence of Learning, Satisfaction, Motivation towards Student Work Perception.

1.5. Significance of the Study

The significance of the study in this research is hopefully will contribute to several parties that involved and expected to give benefits to those parties as follows:

1.5.1. For Future Researchers

From this research, the other researcher will be able to learn about the influence of internship experience that consists of Learning, Satisfaction, and Motivation towards Students Work Perception for upcoming future research purposes.

1.5.2. For the University

Through this research, the University as the place of student studies could learn about the internship experience influence toward their perception of work and support students in developing their career plan that fit their interests.

1.5.3. For Companies

From this Research, the companies as the place of internship for the students can also benefit with the knowledge of internship experience influence toward their view of work. Knowing this it can be beneficial to attract future talents and retain good interns to continue working for the organization.

1.6. Scope and Limitation

1.6.1 Scope

The research study is conducted to recognize the influence of internship experience which is Learning, Satisfaction and Motivation towards Students Work Perception.

1.6.2 Limitation

This research is going to take sample from Students from batch 2014 – 2016 that already finished their internship. The researcher used the sampling design (will be explain in chapter 3) to take sample. The researcher used quantitative method by spreading the questionnaires as the data collection technique through the Google Form. This study focus on the influence of Learning, Satisfaction and Motivation in Students internship Experience toward their Perception of Work.

1.7. Thesis Organization

The Research explored the factors that influenced the perception of the students towards working in the area and the industry of their internship. The study is divided into several chapters. Chapter 1 discusses the purpose of the study. Chapter 2 content studies related to the internship experience of the students. It reviews the literature about Perception of Work, Learning, Satisfaction and Motivation. Chapter 3 is about the research instrument and design to acquire the objectives of the study. It explains the respondent sample of the study, design, questionnaire used in the study. The chapter also includes the theoretical framework and the hypothesis. Chapter 4 consists of analysis of the data gathered. Chapter 5 provides the conclusion and the recommendations of the study.

CHAPTER II

LITERATURE REVIEW

2.1. Perception of Work (Y)

Internships are an important activity for potential employees, enabling interns to prepare for future jobs while they are in school. According to research on internships, benefits include learning about business life, gaining experience, and developing problem solving skills (Barr & Bussler, 2011). Internships provide trainees with their first hands-on experience in the work place. Whether positive or negative, the images acquired during this period will affect future years spent in the profession.

Lee (2008) added that interns perceive themselves as having gained a better understanding of how an organization functions, a stronger ability to form realistic career expectations, a wider network of professional contacts, an enhanced ability to take the initiative, an increased ability to adapt to change, and an improvement in their leadership and financial management skills. Based on the existing literature, it is observed that there is a plethora of studies on expectation and perception of internship respectively.

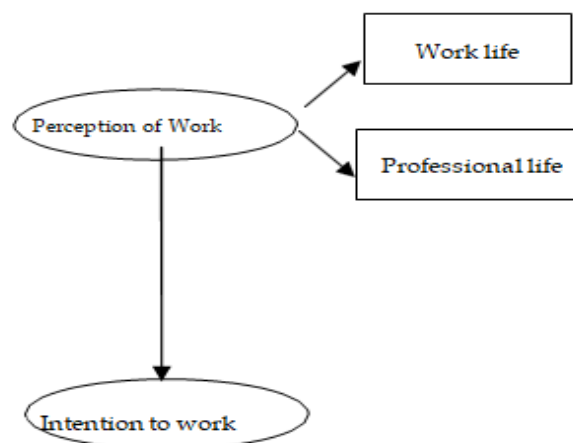


Figure 2.1 Perception of Work Variable

Source: (Kasli & Ilban, 2013)

In the figure 2.1 it is shown that the View of profession or Perception of work is Divided into three indicators which are Work Life, Professional Life and Intention to Work.

- a. Work Life is about the balance between work and personal life.
- b. Professional Life explains about the career plans and goals of the students, whether the internship is suitable to their interests.
- c. Intention to Work or Return to pursue career in the same job function and/or the industry as the internship.

2.2. Learning (X1)

Students reported that their practicum and internship experiences enhanced their understanding of content knowledge, ability to contribute to the welfare of the community, and capacity to achieve their career goals (Simons, et al 2012). In addition, Gavigan, (2010) similarly detected that the major benefit from a summer internship is the transformation of student knowledge. Taken together, these findings suggest that experiential learning is transformative. Students are situated in a field context which forces them to apply their discipline-related knowledge to practice and formulate new attitudes, knowledge, and skills that lead to potential changes in their civic values, consistent with service-learning research on personal, civic and professional development.

The goal is to enrich student learning by blending classroom learning with practical experience (Jiang & Tribe, 2010), so that students can have a realistic preview of their potential career (Siu, et al 2012), and can develop some workplace-oriented common sense before graduation (Aggett & Busby, 2011). Thus, many academic institutions make internship a compulsory subject for undergraduates, while some even extend it to the postgraduate curriculum (Fidgeon, 2010). Such kind of practice is not unexpected as

internship programs provide considerable benefits for various stakeholders including students, employers, and academic institutions (Fong, et al 2013)

Activity theory is a psychological meta-theory, paradigm or framework about studying, thoughts and consciousness. The origins of activity theory lay in Vygotsky's in 1978 cultural-historical psychology that sought to understand human activities as complex, socially situated phenomena. Vygotsky was a leader in the formation of a theoretical approach emphasizing the contributions of the social and cultural world to intellectual development. His work was grounded on 18th and 19th century classical German philosophy, including Hegel's idealism and Marx and Engels historical materialism. Vygotsky aimed at establishing psychology as a scientific discipline, in contrast to the paradigms of stimulus-response and the behaviorism learning theory that dominated the psychological literature in the early 20th century. (Portnov-Neeman & Barak, 2013)

In the basic form of activity theory formulized by Leont'ev in 1978, the unit of analysis is a motivated activity directed at an object, as opposed to cognitive psychology, which focuses on the study of the individual as a separate unity. The famous basic 'activity triangle' (see Figure 2.2.) consists of the following elements:

- a. Subject – The individual or subgroup involved in the activity.
- b. Object – The problem space or recipient of action to which the activity is directed to be molded or transformed in reaching the outcome that is sought.
- c. Tools – Internal mental signs and external physical objects that facilitate and support thinking processes and regulate interaction between the individual and the world.

The second generation of activity theory broadened the focus of discussion from individual action to collective action, namely the social context in which an activity takes place. Largely influenced by Leont'ev's work in 1978, Engeström formulized the 'activity system' in 1987, the model is illustrated in Figure below.

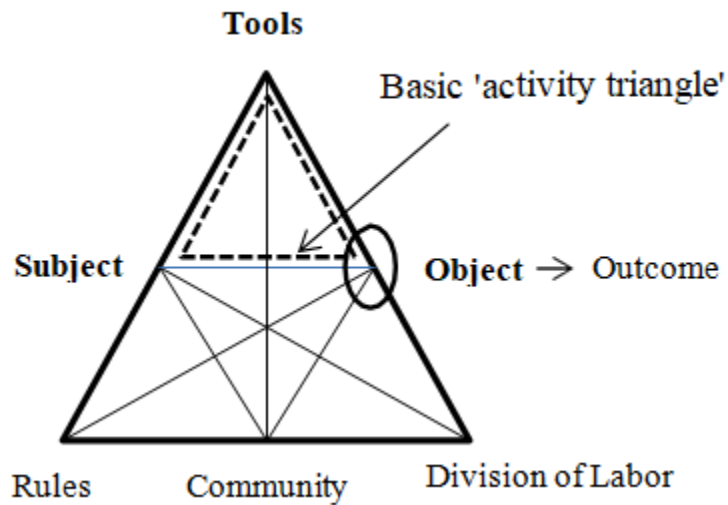


Figure 2.2. Activity Theory

Source: (Portnov-Neeman & Barak, 2013)

In addition to the basic components of Subject, Tools and Object presented in the basic ‘activity triangle,’ the activity system model also includes the following three elements:

- a. Rules–norms, regulations, convention and guidelines that afford or constrain action and interaction within an activity system.
- b. Community –multiple individuals and subgroups involved in an activity.
- c. Division of Labor –distribution of work and responsibilities between members of the community.

The diagram depicted in Figure 2.2. illustrates that the Object of the activity is mediated not only by Tools (artifacts) but also by the Rules, Community and Division of Labor in which the activity takes place. In 1987, Engeström introduced the notion of “Learning by expanding,” according to which learning has to do with knowledge production rather than reproduction through continuous interaction with components of an activity system. Individuals not only use instruments, obey rules or participate in a community, they also continuously renew, develop and reformulate them. Students’ perceptions about

how learning is affected by the following five elements: Object, Tools, Rules, Community and Division of Labor. (Portnov-Neeman & Barak, 2013)

2.3. Satisfaction (X2)

Bao & Fang (2014) found that, the job itself, supervision, training & development, pay and peer relationship have been an invaluable aspect to interns.

- a. Job Itself includes the condition of work, the facilities, amount of pay
- b. Supervision is more concerned on the supervisor leadership style, recognition, encouragement, praise, treated as professional and the manner of delivering feedback are a number of example that can surely increase the interns' satisfaction in doing the job.
- c. Relationship focused on the relations between the intern and the people in the organization whether it is colleagues and/or supervisor.

In addition, Marinakou & Giousmpasoglou (2013) identified that professional environment, learned a lot, interesting work, good supervision, made valuable contacts, felt like part of a team, made good money, flexible schedule, new skills, self-knowledge and meaningful task do influence interns' satisfaction with the internship experience.

2.4. Motivation (X3)

Alderfer in 1969 (Furnham, 2009) distinguished three steps or classes of needs: *existence, relatedness and growth*. Maslow's physiological and safety needs belong together to existence needs. Relatedness can be harmonised to belongingness and esteem of others. Growth is the same as Maslow's self-esteem plus self-actualization. Both Maslow and Alderfer tried to describe how these needs, these stages of needs become more or less important to individuals.

- a. **Existence needs:** These include needs for basic material necessities. In short, it includes an individual's physiological and physical safety needs.
- b. **Relatedness needs:** Individuals need significant relationships (be with family, peers or superiors), love and belongingness, they strive toward reaching public fame and recognition. This class of needs contain Maslow's social needs and external component of esteem needs.
- c. **Growth needs:** Need for self-development, personal growth and advancement form together this class of need. This class of needs contain Maslow's self-actualization needs and intrinsic component of esteem needs.

ERG theory of motivation is very flexible: it explains needs as a range rather than as a hierarchy. Implication of this theory: Managers must understand that an employee has various needs that must be satisfied at the same time. ERG theory says, if the manager concentrates only on one need at a time, he or she won't be able to motivate the employee effectively and efficiently. Prioritization and sequence of these three categories, classes can be different for each individual. (Soós & Takács, 2013)

2.5. Previous Research

Table 2.1. Previous Research

No.	Author and Year	Title	Variables	Method	Result
1.	Rothman & Sisman (2016)	Internship impact on career consideration among business students	- Job Functions - Industry - Satisfaction - Intention To Pursue the job function and/or industry in	Quantitative Research	The internship proved to be an eye-opening experience that avoided a potentially

			the future		poor person-job fit and costly turnover among those whose expectations were disconfirmed.
2.	Kasli & Ilban (2013)	The Influence of Problems Faced During Internships on Interns' Views of Their Profession and Their Intention to Work in the Tourism Industry	- Internship Problems - View of Profession - Intention to Work in Tourism Industry	Quantitative Research	Problems encountered during internships negatively affected the students' attitudes toward tourism-related jobs, which in turn undermined their intention to work in this business in the future.
3.	Salatan (2015)	The Influence of Internship Experience on Students' Career	- Internship Program Planning - Industry Involvement	Quantitative Research	It was found that none of the three factors – internship

		Selection in the Tourism and Hospitality Industry	<ul style="list-style-type: none"> - Student Self Commitment - Satisfaction - Intention to Pursue Career in Tourism Industry 		<p>program planning, industry involvement and students' self-commitment – tested significantly affects the overall satisfaction of students and their willingness to pursue a career in the industry.</p>
4.	Datta, et al (2013)	Effect of Internship on Career Perception of Hotel Management Students	<ul style="list-style-type: none"> - Job Security - Challenging Job - Career Advancement Opportunity - Students' Motivation - Work Life Balance - Professional Responsibility - Career 	Quantitative Research	<p>This study shows that the overall undergraduate students who are studying hotel management highly disagree what the industry offers them in choosing a</p>

			Perception of Hospitality and Tourism Industry		future career.
5.	Simons, et al (2012)	Lessons Learned from Experiential Learning: What Do Students Learn from a Practicum/Internship?	<ul style="list-style-type: none"> - Knowledge - Skill - Attitude - Perception of the Value of Internship 	Quantitative Research	The results from a pretest-posttest survey revealed that students improved their multicultural skills from the beginning to the end of the program. The results also indicate that experiential learning enhances student personal, civic, and professional development.

2.6. Research Gap

The Research Gap between this research and the previous researches are not focused on one field of study such as business, hospitality and tourism students. Other previous researches are conducted in other countries, such as Turkey titled "The Influence of Problems Faced During Internships on Interns' Views of Their Profession and Their Intention to Work in the Tourism Industry" by (Kasli & Iban, 2013), the United States titled "Internship impact on career consideration among business students" by (Rothman & Sisman, 2016) and the Philippines titled "The Influence of Internship Experience on Students' Career Selection in the Tourism and Hospitality Industry" by (Salatan, 2015). On the other hand, this research did not limit the area of study of the students and the industry and the industry of the internship.

CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Framework

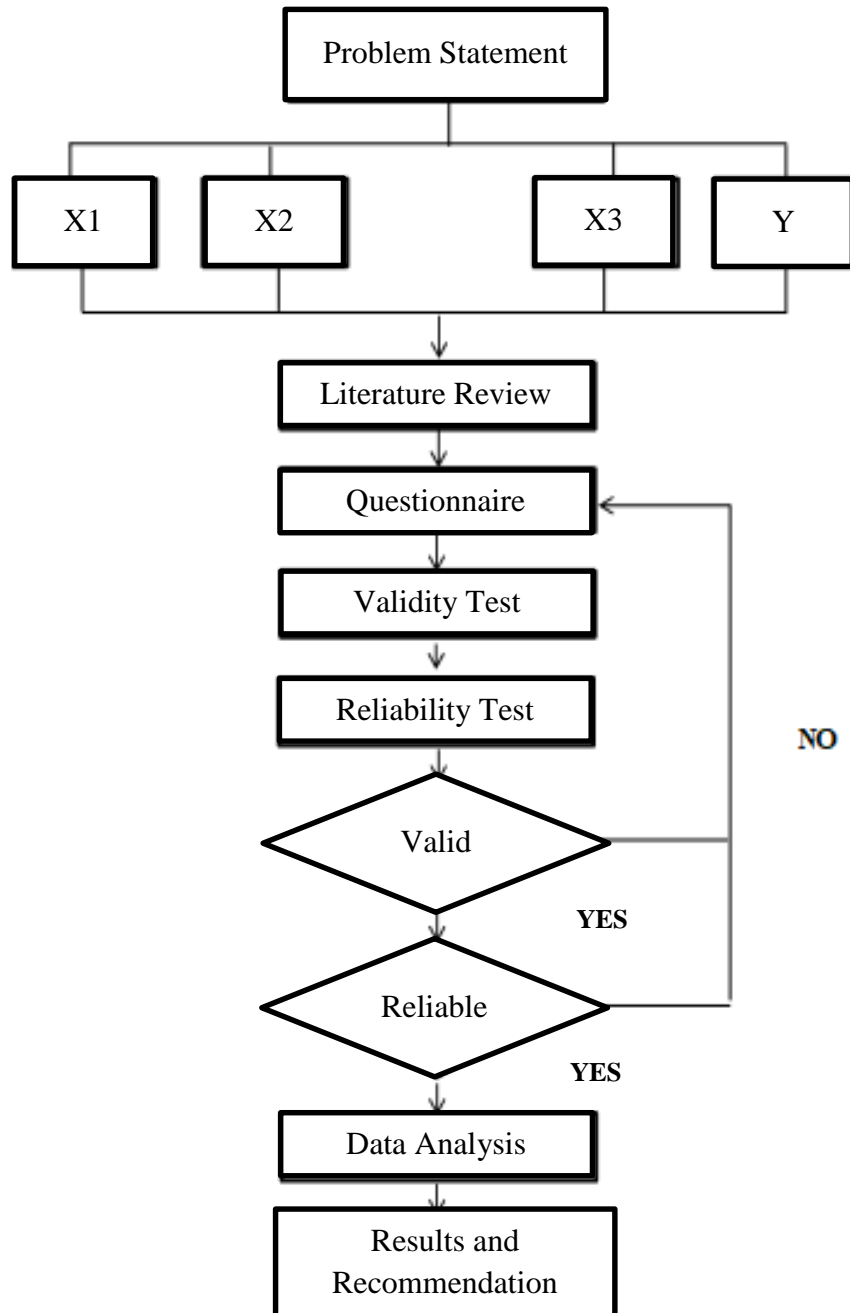


Figure 3.1. Research Framework

3.2. Theoretical Framework

Based on the previous research and background about the internship experience influence toward students work perception. The researcher concludes the theoretical framework as follows:

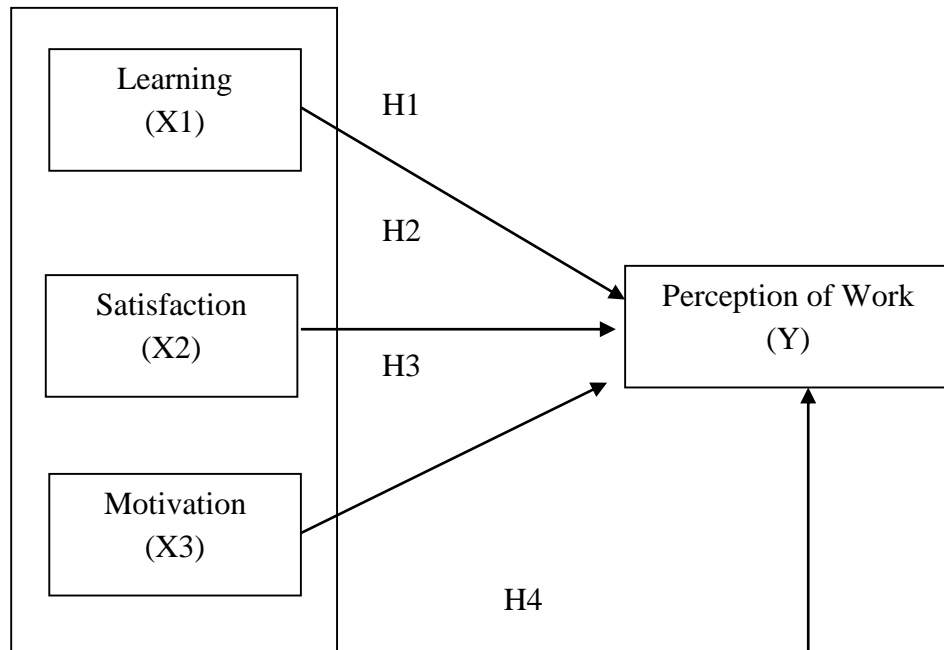


Figure 3.2 Theoretical Framework

Source: Simons, et al (2012); Rothman & Sisman, (2016); Datta, et al (2013)

3.3. Hypothesis

1. H1: Learning has significant influence towards Student Work Perception.
2. H2: Satisfaction has significant influence towards Student Work Perception.
3. H3: Motivation has significant influence towards Student Work Perception.
4. H4: Learning, Satisfaction and Motivation have simultaneously significant influence toward Student Work Perception.

3.4. Operational Definitions of Variables

Table 3.1. Operational definitions

Variable	Definition	Indicator	Scale
Learning (X1)	Learning is the modifying existing and acquiring new process of knowledge, skills, attitude or preferences. (Portnov-Neeman & Barak, 2013)	1. Community (2q) 2. Object (2q) 3. Tools (2q) 4. Rules (2q) 5. Division of Labor (2q)	Likert Scale (10q)
Satisfaction (X2)	Satisfaction is an individual's ability to function socially, physically and emotionally measured within his/her environment at a level consistent with his/her own expectations. (Marinakou D. E., 2017)	1. Job Itself (2q) 2. Supervision (4q) 3. Relationship (2q)	Likert Scale (8q)
Motivation (X3)	Motivation is the individual's persistence, direction and intensity of effort toward the accomplishment of a goal process. (Furnham, 2009)	1. Existence (basic material necessities; psychological and safety needs) (2q) 2. Relatedness (Relationship , belongingness, love; social and external component of esteem needs) (3q) 3. Growth (Personal growth,	Likert Scale (8q)

		advancement, and self-development; self-actualization and intrinsic part of esteem needs) (3q)	
Perception of Work (Y)	The View of The Student about the job after experiencing Internship (Kasli & Ilban, 2013)	1. Work Life (1q) 2. Professional Life (1q) 3. Intention to Return to Work in the same area of job (Pursue Career) (2q)	Likert Scale (4q)

q = statement

3.5. Research Design

3.5.1. Population

The population is defined as a generalization region consisting of the objects or the subjects that have certain qualities and characteristics that are set by the researcher to be learned and then take the conclusion (Sujarweni, 2015). The population in this research are students who already completed their internship.

3.5.2. Sample

According to Sujarweni (2015) the sample is part of a number of characteristics possessed by the population used for the research.

$$\begin{aligned}
 N &= 5 \times q \\
 &= 5 \times 30 \\
 &= 150
 \end{aligned}$$

Where,

N = Sample Size

q = Statement

From the processing of data population above can be concluded that in this research, the researcher will use minimum 150 respondents from students who ever do the internship. In this research, the researcher collected the data within a month and got 153 respondents.

3.5.3 Sampling Technique

In this research, the researcher refers to uses the technique of convenience sampling. The convenience sampling is a non-probability sampling which is convenience sampling which can dependable on the information accumulation population of individuals who are advantageously accessible or available when it comes to take an interest and take part of this research. (Saunders, Lewis, & Thornbill, 2012)

3.5.4 Questionnaire

The researcher used Google Form to make the questionnaire. After that, the researcher distributed the questionnaire to respondents. The link of the questionnaire was distributed through social media like WhatsApp, LINE, etc. In this research, the researcher used three independent variables (X) and one dependent variable (Y). The researcher used Likert Scale for the questionnaire. Likert Scale is using to measure or calculate the variable value that shown in the number form, so it can be analyzed efficiently, accurately and more communicative (Suwartono, 2014). Likert Scale examines how strongly agree and disagree of respondents with the statement on a five-point scale.

Table 3.1 Likert Scale

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Source: Suwartono (2014)

The researcher used Likert Scale because this type of scaling could define the exact number of scaling based on respondent. The respondent were asked to answer the agreement level that related to the variables chosen by using five points Likert Scale ranging from strongly disagree to strongly agree.

The questionnaire statements are taken from previous research model. Learning consists of 5 indicators with total of 10 statements adapted from previous research by Simons, et al (2012). Satisfaction consists of 3 indicators with total of 8 statements adapted from previous research by Bao & Fang, (2014). Motivation consists of 3 indicator with total of 8 statements adapted from previous research by Datta, et al (2013) and Perception of Work consists of 3 indicators with total of 4 statements adapted by previous research by Kasli & Ilban, (2013).

3.6. Pre-Test

The researcher uses primary data for the pre-test to know the validity and reliability of questionnaire. Primary data refers to information obtained first-hand by the researcher on the variables of interest for the specific purpose of the research. To determine the questions can be used or not, both validity and reliability test are performed. In this research, the researcher got 30 respondents for pre-test within a span of a week.

3.6.1. Validity

Sugiyono (2013), a valid instrument means the measuring instrument used to obtain the data is valid. Thus the validity data "is not different" between the

data reported by the researcher with actual data that occurs in the object of research. To do the validity test, researcher spreads the questioner to 30 sample respondents and using SPSS 23 to see the r to conclude the validity of the question. According to Pearson, if (n) = 30, alpha = 0.05 be obtained r table 0.361. To be valid, r should be bigger than 0.361, if r lower than 0.361 so the variable is invalid. The formula of validity test is as follow:

$$r = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{n \sum x^2 - (\sum x)^2} \sqrt{n \sum y^2 - (\sum y)^2}}$$

Where,

n = overall between overall question instrument

$\sum xy$ = sum of the products of pair scores

$\sum x$ = sum of x scores

$\sum y$ = sum of y scores

$\sum x^2$ = sum of squared x scores

$\sum y^2$ = sum of squared y scores

3.6.2. Reliability

Reliability is synonymous with the consistency of a test, survey, observation, or other measuring device. It is to check the correlation of statement in the questionnaire (Sugiyono, 2013). The researcher used Cronbach's Alpha formula to determine the reliability for this research. The Cronbach's Alpha formula was used to measure reliability testing. In SPSS we can measure the reliability test with Cronbach's Alpha (α) statistical test. The researcher will use reliability test to test the reliability of questionnaire in sample. To determine whether or not a reliable instrument, the researcher used the category from table 3.2

$$\alpha = \frac{k \cdot r}{1 + (k - 1)r}$$

Where,

k = the number of items

r = average correlation between any two items

α = reliability of the average

Table 3.2 Cronbach's Alpha Internal Consistency

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.8 \leq \alpha < 0.9$	Good
$0.7 \leq \alpha < 0.8$	Acceptable
$0.6 \leq \alpha < 0.7$	Questionable
$0.5 \leq \alpha < 0.6$	Poor
$\alpha < 0.5$	Unacceptable

3.7. Descriptive Analysis

According to Sugiyono (2013) Descriptive Analysis Method is the statistic used for analyze data by data that has been accumulated because without intending to make conclusions that apply to the public or generalization. Descriptive analysis is used to analyze data that has been collected without intending to accept generally accepted conclusions or generalizations.

3.7.1. Mean

As one of the central dimension sizes, Mean is known as the size that occupies the most important place when compared with other central dimensions of size (Sugiyono, 2013). In scientific research activities that use statistic as a method of data analysis, Mean can be said always used or calculated. In everyday life, consciously or not, in fact most people have used as one measure.

$$\bar{X} = \frac{\sum_{i=1}^n X_i}{n}$$

Where,

- \bar{X} = Mean
- Σ = Sigma (total)
- X_i = Value of Sample from i to n
- n = Number of sample

3.7.2. Standard Deviation

Standard deviations are irregular variables, population statistics, data sets, or probability distributions based on quadratic variance (Sugiyono, 2013). The arithmetic is less suited to the average absolute deviation. The valuable property of the standard deviation is, just like its variance, communicated in the same unit as the data. There are also differences in deviation sizes from the standard, including the average absolute deviation, which provides different mathematical properties than the standard deviation. Standard deviation samples are used when sample data are analyzed. In this equation:

$$s = \sqrt{\frac{1}{N - 1} \sum_{i=1}^N (x_i - \bar{x})^2}$$

Where,

- S = sample standard deviation
- N = number of scores in a sample
- N-1 = degrees of freedom or Bessel's correction
- x = value of a sample
- x bar = mean or average of the sample

3.8. Classical Assumption Test

3.8.1. Normality Test

The normality test aims to test whether it has a normal distribution or not. The method that used on this research to test the variable is by performing the

Kolmogorov-Smirnov test for the model (Ghozali, 2011). The decision making criteria are:

1. If the value of significant or probability > 0.05 , it have a normal distribution
2. If the value of significant or probability < 0.05 , then it does not have a normal distribution

Or, the normality test can be done from analyzing the graph of normal probability plot and histogram. There are two basic of decision making in the normality test, which are:

1. If the spread of the data is around the diagonal line and keeping up with the diagonal line, then it has a normal probability
2. If the spread of the data is not around the diagonal line or not keeping up with the diagonal line, then it does not has a normal probability

3.8.2. Multicollinearity Test

Multicollinearity test is one of the key assumption test of multiple regression that will determine whether the independent variable is independent or not. According to Ghozali (2011), if the independent variable has a tolerance > 0.1 , it means there is multicollinearity and if the VIF < 10 , it can be tolerated.

3.8.3 Heterocedasticity Test

Heterocedasticity aims to test whether the regression model has an inequality variance from one residual observation to other observation or not. If the variance of one residual observation different with other observation then it has a result of heterocedasticity (Raharjo, 2014). There are four basic analyze that used to determine:

1. If there are any specific pattern, such as irregular dots that make a particular pattern (wavy, widened, then narrowed) then the pattern indicates the presence of heteroscedasticity.
2. If there are no clear patterns, then there is no heteroscedasticity.
3. If the dots does not gathered only or the top or the bottom, then the is no heteroscedasticity
4. If the dots spread regularly above and below the 0 point and left and right

3.9. Multiple Linear Regressions

According to Sugiyono (2013) regression analysis is used to make predictions, how to change the dependent variable when the value of independent variables increased or lowered value (manipulated).

Data analysis techniques in this study using regression analysis linear multiple. Multiple linear regression analysis is a statistical technique used to predict how the influence of independent variables to the dependent variable.

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \varepsilon$$

Where,

- Y = dependent variable (Student Work Perception)
- X₁ = independent variable 1 (Learning)
- X₂ = independent variables 2 (Satisfaction)
- X₃ = independent variable 3 (Motivation)
- β₀ = Intercept/Constant
- ε = coefficient error

3.10. Hypothesis Test

3.10.1 T-Test (Partial)

Based on Sujarweni (2015), T Statistic test shows how much influence the individual independent variable (partial) in explaining the variation in the dependent variable. The test can be done by reviewing the value of probability. If the probability value is less than 0.05 (if the significant level at 5%), then the independent variable affects the dependent variable. Meanwhile, if the probability is greater than 0.05, then the independent variable had no effect on the dependent variable.

1. H01: $\beta_1 = 0$

Learning has no significant influence towards Student Work Perception.

HA1: $\beta_1 \neq 0$

Learning has significant influence towards Student Work Perception.

2. H02: $\beta_2 = 0$

Satisfaction has no significant influence towards Student Work Perception.

HA2: $\beta_2 \neq 0$

Satisfaction has significant influence towards Student Work Perception.

3. H03: $\beta_3 = 0$

Motivation has no significant influence towards Student Work Perception.

HA3: $\beta_3 \neq 0$

Motivation has significant influence towards Student Work Perception.

3.10.2 F-Test (Simultaneously)

F-Test is used to test whether there is a significant relationship between independent variable and dependent variable. According to Ghozali (2011), F statistic test shows whether all the dependent variables that include in the model have an influence on the dependent variable. The test is done by seeing the Significant value of the ANOVA table. If the value is less than

0.05 then the independent variables simultaneously have significant influence towards the dependent variable. On the other hand, if the value is greater than 0.05 then the independent variables have no simultaneous significant influence. The hypothesis is:

$$H04: \beta_1 = \beta_2 = \beta_3 = 0$$

Learning, Satisfaction and Motivation have no simultaneously significant influence towards Student Work Perception.

$$HA4: \text{at least } \beta_i \neq 0$$

Learning, Satisfaction and Motivation have simultaneously significant influence towards Student Work Perception.

3.11. Coefficient of Determination Analysis (R^2)

Coefficient determination is a summary measure that tells how well the sample regression line fits the data. It measures how many percentage the Y variable explained by the regress or jointly. It is a nonnegative quantity between 0 and 1. The researcher focuses on Adjusted R^2 value because in this study, the independent variable used is more than two variables. The value of adjusted R^2 is range from 0 to 1. If the value of Adjusted R^2 is close to 0, it means that the capability of independent variable to influence the dependent variable is not strong.

On the other side, if the value of Adjusted R^2 is close to 1, it means that the capability of independent variable to influence the dependent variable in this research is strong. (Ghozali, 2011)

CHAPTER IV

DATA ANALYSIS

4.1. Pre – Test

4.1.1. Validity Test

In this research, the researcher uses Pearson's Product Moment Coefficient Correlation for test the validity of the questionnaire. The rule in this test is to check the r value from the output of statistical analysis. In order for the question to be counted valid, the r value must be bigger than the standard value based on the r table. If the r value is lower than the standard value, the question will be counted invalid, and it has to be changed or deleted from the questionnaire. By using significant level, (α) = 5% for two tailed and n = 30 (researcher uses 30 respondents at the sample pre-test),

Based on the table Appendix, standard value in r table is 0.361. This means that the question should have r value bigger than 0.361 to be valid. The result of validity test is summarized in Table 4.1:

Table 4.1 Validity Test

Variables	Questions	Pearson Correlations (r)	r table	Remarks
Learning(X1)	LRN1	0.727	0.361	Valid
	LRN2	0.785	0.361	Valid
	LRN3	0.688	0.361	Valid

	LRN4	0.704	0.361	Valid
	LRN5	0.747	0.361	Valid
	LRN6	0.823	0.361	Valid
	LRN7	0.706	0.361	Valid
	LRN8	0.733	0.361	Valid
	LRN9	0.810	0.361	Valid
	LRN10	0.792	0.361	Valid
Satisfaction (X2)	STF1	0.770	0.361	Valid
	STF2	0.697	0.361	Valid
	STF3	0.905	0.361	Valid
	STF4	0.711	0.361	Valid
	STF5	0.834	0.361	Valid
	STF6	0.836	0.361	Valid
	STF7	0.806	0.361	Valid
	STF8	0.803	0.361	Valid
Motivation (X3)	MTV1	0.806	0.361	Valid
	MTV2	0.720	0.361	Valid
	MTV3	0.618	0.361	Valid
	MTV4	0.856	0.361	Valid
	MTV5	0.732	0.361	Valid
	MTV6	0.696	0.361	Valid
	MTV7	0.757	0.361	Valid
	MTV8	0.853	0.361	Valid
Perception of Work (Y)	PRC1	0.808	0.361	Valid
	PRC2	0.723	0.361	Valid
	PRC3	0.781	0.361	Valid
	PRC4	0.796	0.361	Valid

Source: Data Processing Result of SPSS 23

4.1.2. Reliability Test

Reliability test was conducted by employing SPSS and arranged data from Microsoft Excel to tabulate Cronbach's Alpha of the research instruments. The result of reliability test of each variable in this research can be seen as follow:

Table 4.2 Reliability Test

Variables	Items	N	Cronbach's Alpha	Reliability
Learning (X1)	10	30	0.776	Acceptable ($0.7 \leq \alpha < 0.8$)
Satisfaction (X2)	8	30	0.788	Acceptable ($0.7 \leq \alpha < 0.8$)
Motivation (X3)	8	30	0.782	Acceptable ($0.7 \leq \alpha < 0.8$)
Perception of Work (Y)	4	30	0.808	Good ($0.8 \leq \alpha < 0.9$)

Source: Data Processing Result of SPSS 23

4.2 Respondents' Profile

The data of respondent' profile will be taken from questionnaire that has been distributed through Google Form. The variety of respondents that already gave their statements also influence to this research. The results are shown below:

4.2.1 Gender

The first category of demographic profile is the gender respondents. There are 153 respondents with two types of gender that are male and female, the result of the data collected shown below:

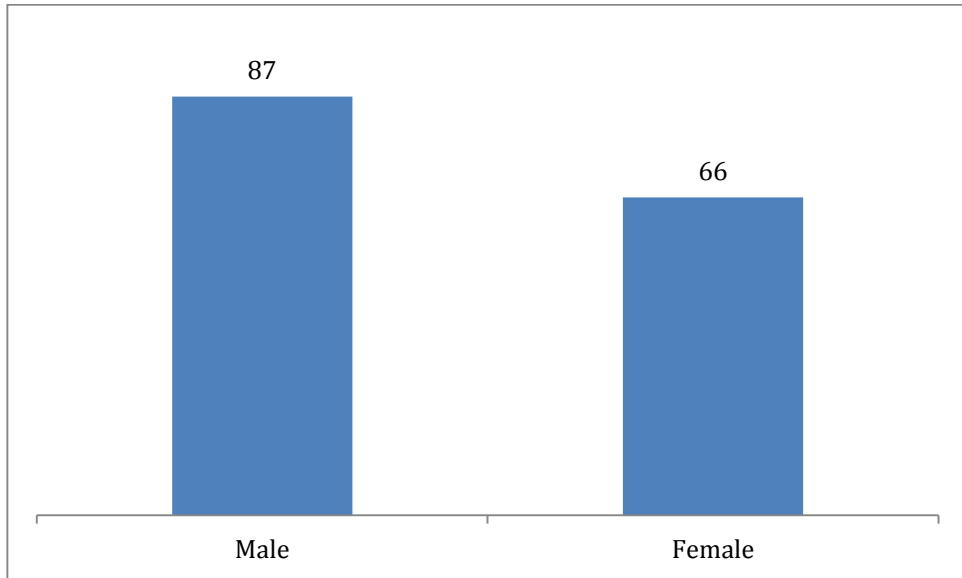


Figure 4.1 Gender

Source: Google Form

The result can be seen from figure 4.1 above, The Number of student who already finished their intership and participate in filling the questionnaire is male with 87 (56,86%) respondents and female with 66 (43,14%) respondents.

4.2.2 Age

Based on the 153 respondents who fill in the questionnaire is divided into 4, the result of the analysis could be shown below:

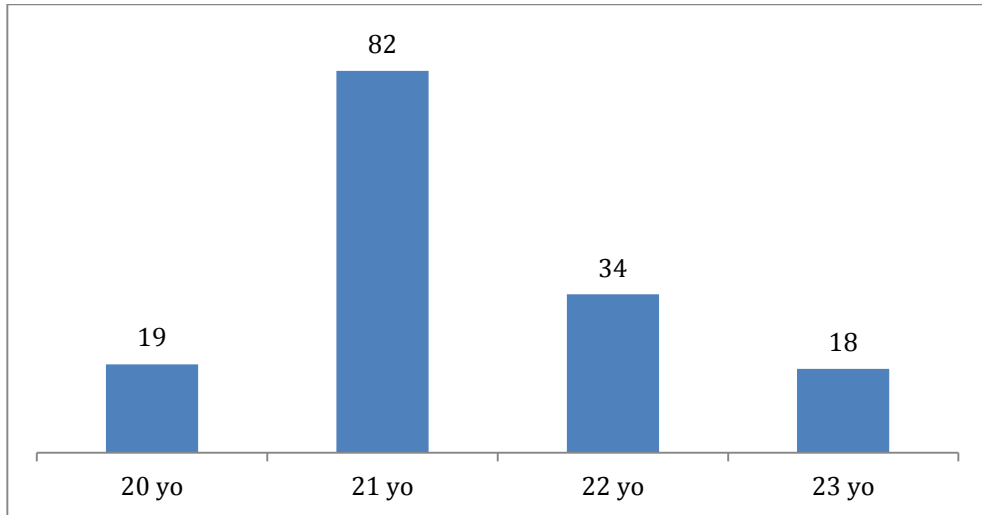


Figure 4.2 Age

Source: Google Form

From Figure 4.2 above, the results are the age of the respondents are, The most is 21 years old with 82 respondents (53,59%), followed by 22 years old with 34 respondents (22,22%), 20 years old 19 respondents (12,42%) and 23 years old with 18 respondents (11,76%).

4.2.3. Location of The Internship

The third question is to ask the students of the location of the internship, based on the responses of 153 respondents here are the results:

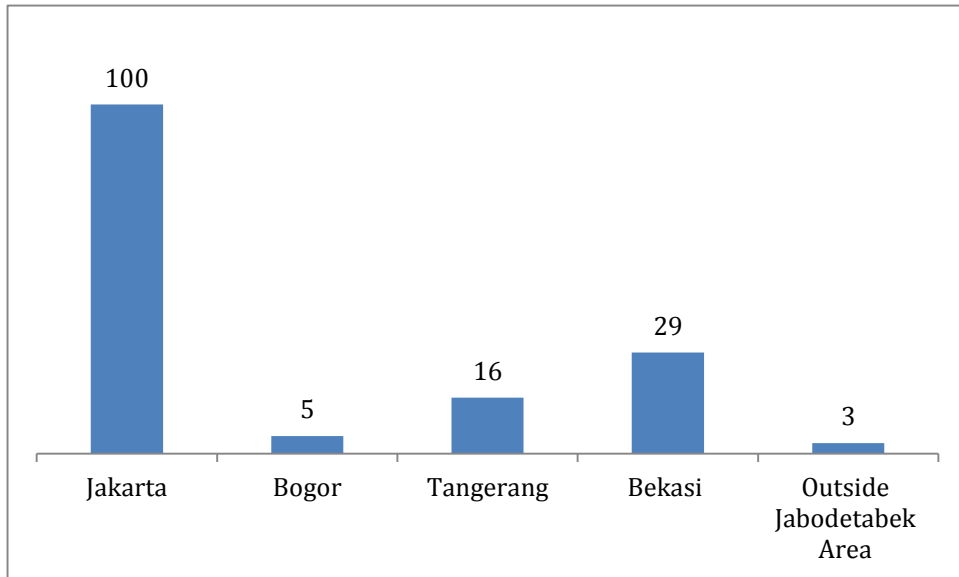


Figure 4.3 Internship Location

Source: Google Form

According to figure 4.3 above, most students do their internship in Jakarta Area (100; 65,36%) which followed by Bekasi (29; 18,95%), Tangerang (16; 10,46%), Bogor (5; 3,27%) and Outside Jabodetabek Area (3; 1,96%)

4.2.4. Location of The Study

This question is to determine the location of the study of the students, which shown by the results:

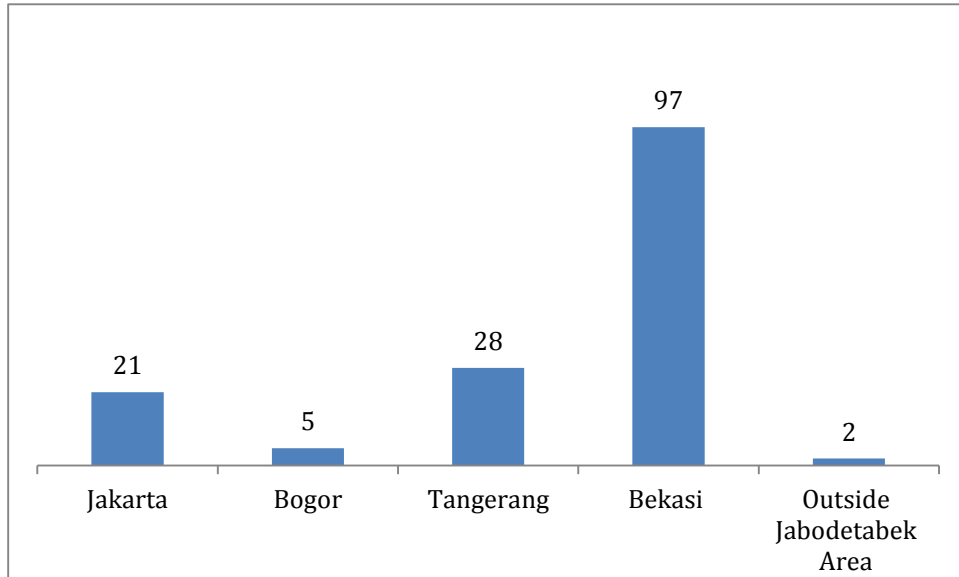


Figure 4.4 Study Location

Source: Google Form

Based on figure 4.4 above, The questionnaire was filled by students from Bekasi (97; 63,40%), Tangerang (28; 18,30%), Jakarta(21; 13,73%), Bogor (5; 3,27%) and Outside Jabodetabek Area (2; 1,31%)

4.3 Descriptive Analysis

Descriptive analysis indicates the mean and standard deviation on each dependent and independent variable. This test will show the significant variable that influencing independent variable the most.

Table 4.3 Descriptive Statistics

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
LRN	153	1.00	5.00	3.7098	0.06065	0.75014
STF	153	1.00	5.00	3.6299	0.06339	0.78405
MTV	153	1.00	5.00	3.8448	0.05967	0.73812
PCP	153	1.00	5.00	3.6748	0.06714	0.83050
VALID N (listwise)	153					

Source: Data Processing Result of SPSS 23

The table 4.3 shows that the Motivation is the most dominant variable in this research with the mean value 3.8448, followed by Learning with the mean value 3.7098, Student Work Perception with the mean value 3.6748 and Satisfaction with the mean value 3.6299. So, the average answer is between neutral and agree.

4.5 Classic Assumption Test

4.4.1. Normality Test

The normality test determines how the data is actually distributed. It means that the data may be distributed normally or abnormally depending on the situation. Consequently-P Plot (graphic) is used for determining whether the data is distributed normally.

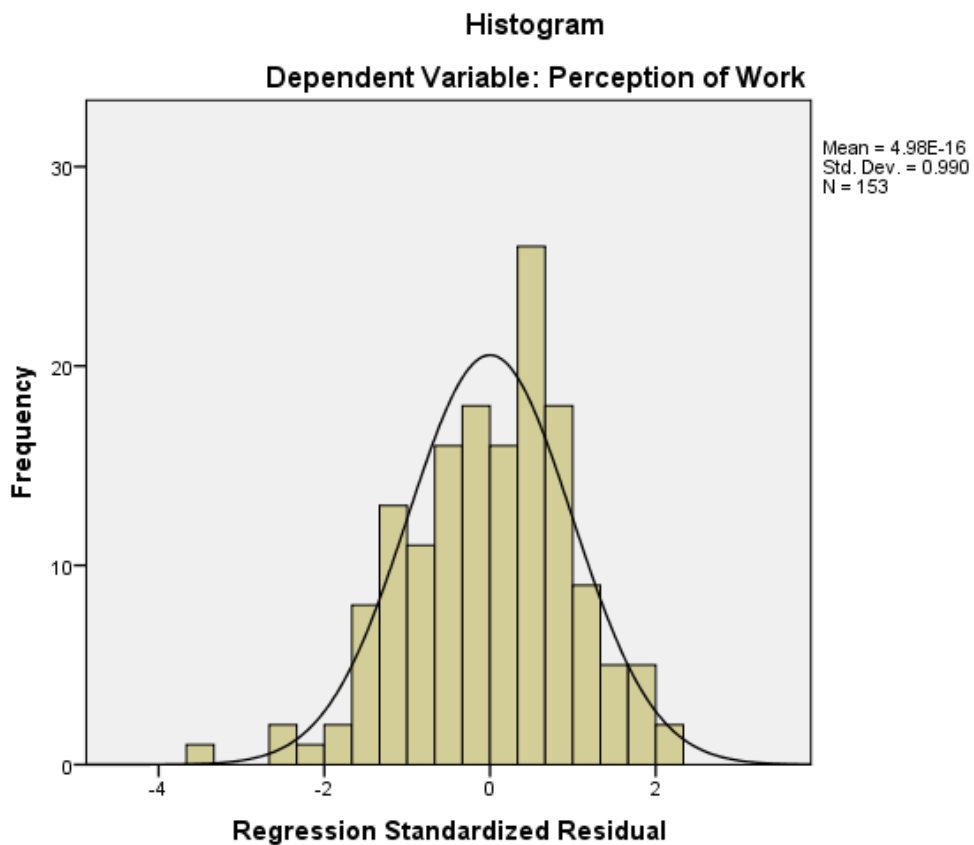


Figure 4.5 Normality Test: Histogram

Source: Data Processing Result of SPSS 23

Figure 4.5 shows that the curved formed a proper bell shape at the center, and either skewed to the standard shape of normally distributed data. It means that the data have variance value can be used to approximate various discrete probability distributions and qualified to conduct research

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		153
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	2.02787468
Most Extreme Differences	Absolute	.058
	Positive	.029
	Negative	-.058
Test Statistic		.058
Asymp. Sig. (2-tailed)		.200 ^{c,d}

Figure 4.6 Normality Test: KS Test

Source: Data Processing Result of SPSS 23

Figure 4.6 shows Kolmogorov-Smirnov Test that the value of significant or probability is 0.200 which is 0.05 based on this the decision is it have a normal distribution

Normal P-P Plot of Regression Standardized Residual

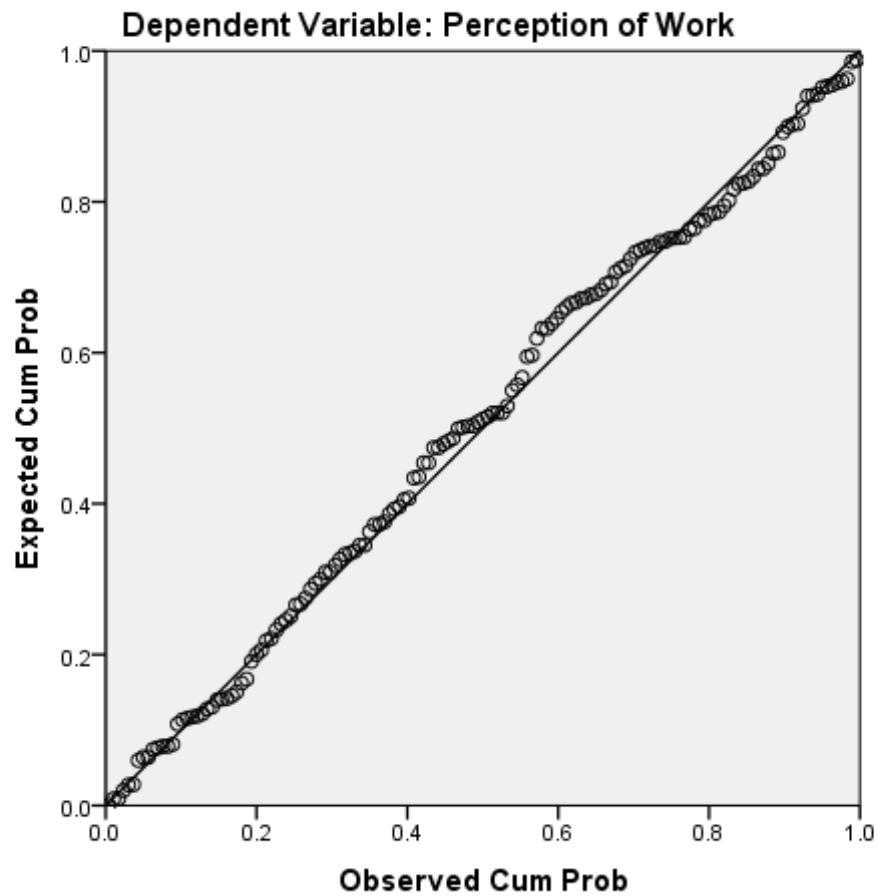


Figure 4.7 Normality Test: P-P Plot Graph

Source: Data Processing Result of SPSS 23

Graph of normal probability P-P Plot in figure 4.6 suggest that data several points where those points spread a little further away from the direction of the diagonal line, but the direction of spreading points are still following the diagonal line. It means that the data in regression model still fits the normality and eligible to use.

4.4.2. Multicollinearity Test

Multicollinearity test is using to test whether the regression model has a correlation among the independent variables. A good regression model happens when there is no correlation between independent variable and another independent variable. Variance Inflation Factors (VIF) can be used to predict whether there is multicollinearity or not in the regression model. VIF of every independent variable should be bigger than 1 and lower than 10, and Tolerance bigger than 0.1

**Table 4.5 Multicollinearity Test
Coefficients^a**

Model	Collinearity Statistics	
	Tolerance	VIF
1 (Constant)		
Learning	0.177	5.664
Satisfaction	0.185	5.396
Motivation	0.271	3.686

Source: Data Processing Result of SPSS 23

Table 4.5 shows the VIF Value of Learning is 5.664, Satisfaction is 5.396 and Motivation is 3.686, which all the independent variables show that all the Tolerance and VIF values respectively are bigger than 0.1 and less than 10.

4.4.3 Heteroscedascity Test

In multiple regressions, it is needed to be tested for the same or not the variance of the residuals of the observations with other observations. Heteroscedascity can be analyzed from the scatter plot by seeing the spread of the dots that does not create pattern, separated evenly between top and bottom left and right.

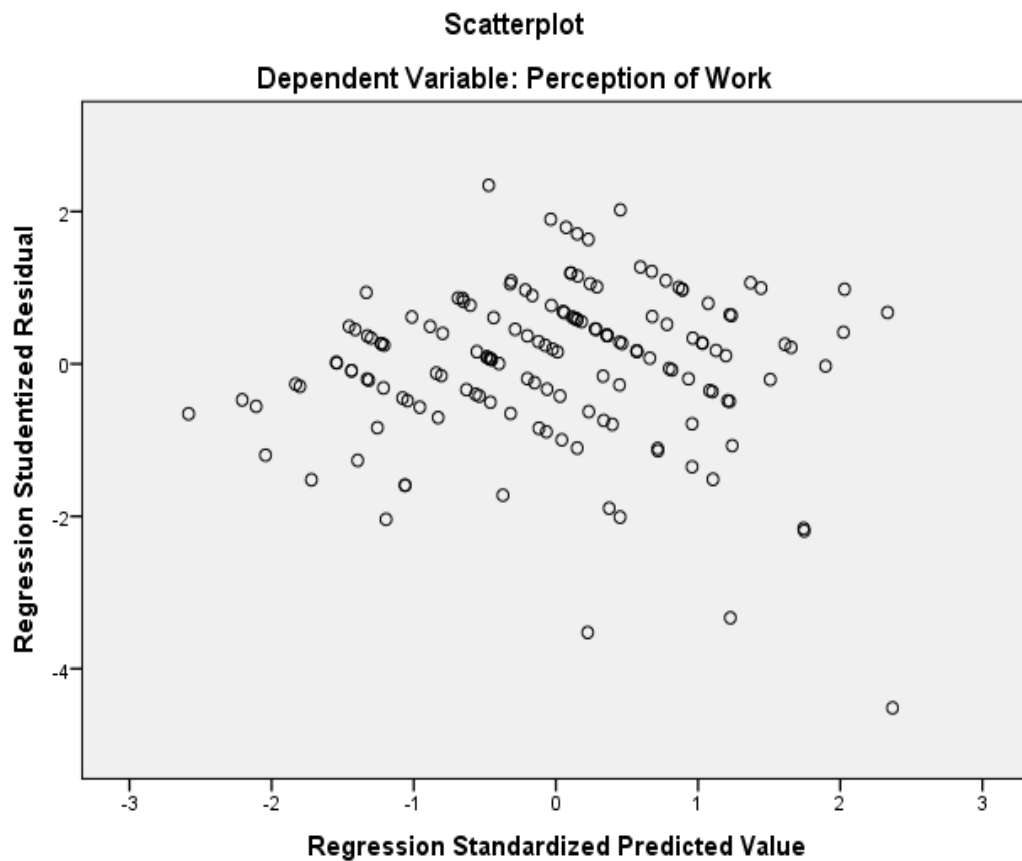


Figure 4.7 Heteroscedascity Test: Scatter Plot

Source: Data Processing Result of SPSS 23

4.5. Multiple Linear Regressions

**Table 4.4. Multiple Linear Regressions
Coefficients^a**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.075	1.059		1.960	0.052
Learning	0.183	0.064	0.392	2.838	0.005
Satisfaction	0.031	0.071	0.059	0.439	0.661
Motivation	0.161	0.062	0.289	2.600	0.010

Source: Data Processing Result of SPSS 23

Based on Table 4.4, to explain the relationship between dependent variable and those independent variables, the researcher used multiple linear regressions model.

$$Y = 2.075 + 0.183 X1 + 0.161 X3$$

Where,

Y = Perception of Work

X1 = Learning

X2 = Satisfaction

X3 = Motivation

Based on the formula stated on above, the researcher can construct conclusion bellow:

1. The value of regression coefficient of Learning 0.183. If there is an increase in Learning by 1 unit, the Work Perception would also be increase by 0.183 unit.

2. Satisfaction has the value of regression coefficient of 0.031
3. Motivation has the value of regression coefficient of 0.161. If there is an increase in Motivation by 1 unit, the Student Work Perception would also be increase by 0.161 unit.

4.6. Hypothesis Test

4.6.1. T-Test

Table 4.4 shows that all of three variables that have significant influence on Student Work Perception. The detail information about the result is as follow:

1. Learning (X1)

H01: Learning has no significant influence towards Student Work Perception.

HA1: Learning has significant influence towards Student Work Perception.

The significant value of Learning is 0.005, which is lower than α (0.05). It means Learning has significant influence towards Student Work Perception. Therefore, the null hypothesis (H01) is rejected and the alternative hypothesis (HA1) is accepted.

2. Satisfaction (X2)

H02: Satisfaction has no significant influence towards Student Work Perception.

HA2: Satisfaction has significant influence towards Student Work Perception.

The significant value of Satisfaction is 0.661, which is bigger than α (0.05). It means Satisfaction has no significant influence towards Student Work Perception. Therefore, the null hypothesis (H02) is accepted and the alternative hypothesis (HA2) is rejected.

3. Motivation(X3)

H03: Motivation has no significant influence towards Student Work Perception.

HA3: Motivation has significant influence towards Student Work Perception.

The significant value of Motivation is 0.010, which is lower than α (0.05). It means Motivation has significant influence towards Student Work Perception. Therefore, the null hypothesis (H03) is rejected and the alternative hypothesis (HA3) is accepted.

4.6.2. F-Test

**Table 4.5 F-Test
ANOVA**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	474.269	3	158.090	49.496	0.000 ^b
Residual	475.901	149	3.194		
Total	950.170	152			

a. Dependent Variable: Perception of Work

b. Predictors: (Constant), Motivation, Satisfaction, Learning

Source: Data Processing Result of SPSS 23

H04: Learning, Satisfaction and Motivation have no simultaneously significant influence toward Student Work Perception.

HA4: Learning, Satisfaction and Motivation have simultaneously significant influence toward Student Work Perception.

The significant value of Learning, Satisfaction and Motivation is 0.000, which is lower than α (0.05). It means Learning, Satisfaction and Motivation have simultaneously influence toward Student Work Perception. Therefore, the null hypothesis (H04) is rejected and the alternative hypothesis (HA4) is accepted.

4.6.3. Coefficient of Determination Analysis (Adjusted R²)

The score of adjust R² is also called as coefficient determinant. The output for adjusted coefficient determination is between zero and one. Figure will be shown below:

**Table 4.6 Multiple Regression Analysis: Coefficient Determinant (R²)
Model Summary^b**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	0.706 ^a	0.499	0.489	1.78717	1.659

a. Predictors: (Constant), Motivation, Satisfaction, Learning

b. Dependent Variable: Perception of Work

Source: Data Processing Result of SPSS 23

Table 4.6 shows the adjusted R² is 0.489 or 48.9%. This means, there is 48.9% independent variable which are Learning, Satisfaction and Motivation that influence the dependent variable Student Work Perception. On the other hand, of the Student Work Perception as dependent variable is explained by 48.9% the independent variable including Student Work Perception whereas the other 51.1% is explained by other factors that exclude from model.

4.7. Interpretation Result

4.7.1 Learning (X1) towards Student Work Perception (Y)

Internship is an example of experiential learning, as internship provided learning by doing activity. The Result of the learning can be implemented if the students from working in the actual workplace. (Simons, et al 2012)

From The Results of this research it shows that Learning has significant influence towards Students' Work Perception. It can be interpreted that learning that students get from the internship influence their work perception about working in the future, which means that more learning that students can get from the internship they will view the work better.

Another Research titled "Lessons Learned from Experiential Learning: What Do Students Learn from a Practicum/Internship?" by Simons, et al in 2012 supported this research. The results indicate that experiential learning from the internship improve their sense of personal professional development in pursuing career in the future.

4.7.2 Satisfaction (X2) towards Student Work Perception (Y)

Satisfaction is affected by external factors, which means that satisfaction is a response. When the person feel satisfied in doing their job because of the rewards, facilities, recognition and praise their view of the job also get better. (Bao & Fang, 2014)

However, in the previous research conducted by Rothman & Sisman in 2016 titled "Internship impact on Career Consideration Among Business Students" results are satisfaction has no influence towards their view of the work, same with the data that collected and processed by the researcher which satisfaction variable has no significant influence Student Perception of Work. The results indicate that even though the students feel satisfied in the

internship does not guarantee that they will have the intention to pursue career in the same area of work because of other factor such as the desire to try for other job.

4.7.3 Motivation (X3) towards Student Work Perception (Y)

Every person need motive to do everything, especially working, Motivation is the reason why people do things. If the subject is motivated the output surely increase in quality and quantity. Motivated interns tend to be more productive and eager to learn during their internship period. (Datta, et al, 2013)

This research is similar with the previous research conducted by Datta, et al, in 2013 titled “Effect of Internship On Career Perception of Hotel Management Students” which shows that Motivation has a significant influence towards Students Perception of Work. The Results of the research indicate that Students’ Motivation whether it is to find a job that suite their interest and can fulfill their needs that lead them to continue to pursue the same line of work as their internship.

4.7.4. The Simultaneous Influence of Learning (X1), Satisfaction (X2), Motivation (X3) toward Student Work Perception (Y)

Hypothesis 4 testing result shows that Learning, Satisfaction and Motivation have simultaneously significant influence toward Student Work Perception. This hypothesis is supported by the data resulted from statistical analysis using SPSS version 23. From the ANOVA level of 0.000, which is lower than 0.05. The Value of Adjusted R Square or coefficient determinant is 0.489 which means that 48.9% independent variable which are Learning, Satisfaction and Motivation that influence the dependent variable Student Work Perception. On the other hand, of the Student Work Perception as dependent variable is explained by 48.9% the independent variable including Student Work Perception whereas the other 51.1% is explained by other factors that exclude from model.

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1. Conclusion

This chapter draws the correlation between three independent variables which are Learning, Satisfaction and Motivation toward one dependent variable which is Students Work Perception.

1. There is a significant influence of Learning variable towards Students Work Perception, which means that the more learning the student get during the internship leads to them pursuing career in the same industry or area because their better perception of work.

2. There is no significant influence of Satisfaction variable towards Students Work Perception. This indicates that Satisfaction during the internship does not necessarily improve students' work perception.

3. There is a significant influence of Motivation variable towards Students Work Perception, meaning that the more student motivated during the internship will lead them to have better work perception.

4. There is a simultaneous significant influence of Learning, Satisfaction and Motivation toward Students Work Perception. Simultaneously, Learning, Satisfaction and Motivation influence students view of work.

5.2. Recommendation

5.2.1 For University

Based on the results of research, the Student Perception of Work is influenced by their motivation, satisfaction and Learning that they get from

their internship. So, University can be more directive toward students so that they can do the internship based on the interests and competencies. It is Recommended to monitor students progress during the internship whether they are having problem during the period so they can consult about it and also discuss about the career plan.

5.2.2 For Future Researcher

For future researcher, it is suggested to use more varieties of variable either in the dependent variable or independents variable. Since, there are still plenty of knowledge to discuss under Learning, Satisfaction, Motivation and its influence of Student Work Perception and other factors that can be discovered outside this model. Referring to the result of this research, the researcher will suggesting the future researcher to using three dependent variables (Learning, Satisfaction and Motivation) under dimension of Student Work Perception because there is simultaneously significant of Learning, Satisfaction and Motivation towards Student Work Perception.

5.2.3 For Companies

Knowing what influence from internship experience toward their view of work and Intention to pursue career in the same area of work / industry. Companies can design the internship program that accomodates student learning and motivate them to work. So that the students can feel satisfied working as an intern and hopefully the star performers want return to work as a full time employee after they graduate.

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APPENDIX

APPENDIX 1

Questionnaire

The Influence of Internship Experience Towards Students' Work Perception

Hello, my name is Yeremia Indratama. I am an Human Resources student, majoring in management at President University. I am currently working on my research to achieve my bachelor degree. This research is made in order to support my study about the influence of internship experience towards students' view of work. I would kindly ask your participation in filling up this questionnaire in order to help me collecting the research data. all of your answers are confidentially and will be used for the research purpose only. lastly, I would like to thank you for taking your time to complete this survey.

Halo, nama saya Yeremia Indratama. Saya seorang mahasiswa prodi manajemen di Universitas Presiden. Saat ini saya sedang mengerjakan penelitian saya untuk mencapai gelar sarjana saya. Penelitian ini dilakukan untuk mendukung penelitian saya tentang pengaruh pengalaman magang terhadap pandangan murid terhadap pekerjaan. Saya akan meminta partisipasi Anda dalam mengisi kuesioner ini untuk membantu saya mengumpulkan data penelitian. semua jawaban Anda bersifat rahasia dan hanya akan digunakan untuk tujuan penelitian. Terakhir, saya ingin mengucapkan terima kasih karena telah meluangkan waktu untuk menyelesaikan survei ini.

Respondent Screening (Penyaringan Responden)

Have you ever taken an internship (Pernahkah anda mengikuti magang)?

Yes

No (You May Stop Here)

Respondents' Profile (Profil Responden)Gender(Jenis Kelamin): Male FemaleAge (Usia) : 18 20 22 24
 19 21 23Internship Location (Lokasi Magang): Jakarta Depok Bekasi
 Bogor Tangerang OtherStudy Location (Lokasi Studi) : Jakarta Depok Bekasi
 Bogor Tangerang Other

Give your response by (1) Strongly Disagree, (2) Disagree, (3) Neutral, (4) Agree, and (5) Strongly Agree.

No	Learning (Pembelajaran)	1	2	3	4	5
1.	The Culture of the Organization Promotes Learning (Budaya Organisasi mendukung proses pembelajaran)					
2.	The Supervisor Explained the Work in Detail (Atasan Menjelaskan pekerjaan dengan detail)					
3.	The internship taught me how to work in the workplace. (Magang mengajarkan saya bagaimana cara bekerja di tempat kerja.)					
4.	I get the knowledge about the job from the internship (Saya Mendapatkan pengetahuan tentang pekerjaan dari magang)					
5.	Internship provided me the learning by doing experience					

	(Magang menyediakan pengalaman bekerja dengan melakukan)					
6.	I was given the tasks that helped me to learn about the job. (Saya Diberikan tugas yang membantu saya untuk belajar tentang pekerjaan)					
7.	The company regulation is fair (Peraturan perusahaan dibuat secara adil)					
8.	The Regulation help me to maintain my behaviour when learning during internship. (Peraturan perusahaan membantu saya menjaga sikap saya selama belajar di saat magang)					
9.	I was given the right amount of responsibilities during my internship (Saya diberikan jumlah tanggungjawab yang tepat)					
10.	The distribution of the work members was fair. (Pembagian kerja terhadap semua anggota adil)					
	Satisfaction (Kepuasan)	1	2	3	4	5
1.	The facilities in the workplace are good. (Fasilitas di tempat kerja baik)					
2.	I feel comfortable about the workplace. (Tempat kerja saya membuat saya					

	merasa nyaman)					
3.	I was treated as a professional by supervisor (Saya dianggap sebagai seorang profesional oleh atasan)					
4.	I felt recognized by supervisor when I did a good job. (Saya merasa dihargai oleh atasan ketika saya melakukan pekerjaan dengan baik)					
5.	Feedback delivered in a constructive manner. (Masukan diberikan dengan cara yang membangun)					
6.	I was encouraged to give my input and opinion (Saya merasa terajak untuk memberikan pendapat)					
7.	I maintain good relationship with people in the workplace. (Saya menjaga hubungan yang baik dengan orang di tempat kerja)					
8.	I was able to communicate with supervisor easily. (Saya dapat berkomunikasi dengan atasan dengan mudah)					
	Motivation (Motivasi)	1	2	3	4	5
1.	I feel that I would get a good reference from the organization. (Saya merasa akan mendapat					

	referensi yang baik dari organisasi tempat saya magang)					
2.	The internship provide me the working experiece needed to find a job in the future. (Magang menyediakan pengalaman kerja yang dibutuhkan untuk mencari pekerjaan di masa yang akan datang)					
3.	I engage in helping behaviour at my placement. (Saya mengikutsertakan diri untuk membantu di tempat kerja)					
4.	I would like to be friends with people from work. (Saya ingin mendapatkan teman baru dari tempat saya bekerja)					
5.	I try to be liked by people in the organization. (Saya berusaha untuk disukai oleh orang di tempat kerja)					
6.	The internship experience is valuable for me. (Pengalaman magang adalah hal yang berharga bagi saya)					
7.	I see the internship as opportunity to learn. (Saya melihat magang sebagai kesempatan untuk belajar)					
8.	The work I did was challenging. (Pekerjaan yang saya lakukan menantang)					

	Perception of Work (Pandangan terhadap Pekerjaan)	1	2	3	4	5
1.	I think that I will have work life balance working in the same line of work as my internship. (Saya pikir saya akan memiliki keseimbangan kehidupan kerja yang bekerja di bidang pekerjaan yang sama dengan masa magang saya.)					
2.	This Internship Experience was directly related to my field of interest. (Pengalaman magang saya sesuai dengan minat saya)					
3.	I would like to pursue career in the same industry (Field of work) as my internship (Saya ingin untuk menuju karir di industri yang sama dengan tempat saya magang)					
4.	I would like to be working in the same area (Department / Division) as my internship. (Saya ingin untuk melanjutkan pekerjaan di bagian / Departemen yang sama dengan pengalaman magang saya)					

APPENDIX 2

DATA RESPONDENTS

Learning (X1)

Resp	LRN 1	LRN 2	LRN 3	LRN 4	LRN 5	LRN 6	LRN 7	LRN 8	LRN 9	LRN 10
1	4	4	5	5	5	4	4	4	4	4
2	5	4	4	5	5	4	4	5	4	3
3	5	5	5	5	5	5	4	5	5	5
4	4	4	5	5	4	5	4	4	4	5
5	4	3	5	4	4	3	3	5	3	3
6	4	4	4	4	4	4	4	4	5	5
7	4	4	4	4	4	4	4	4	4	4
8	4	5	4	5	4	4	4	4	4	3
9	5	4	4	4	4	4	4	4	4	4
10	5	5	5	5	5	5	4	4	2	4
11	4	4	5	5	5	5	4	5	5	5
12	5	4	4	4	5	5	5	5	5	5
13	4	1	5	5	5	5	5	5	4	4
14	4	5	4	4	5	4	3	4	3	4
15	4	4	2	4	4	2	3	3	3	3
16	3	3	4	4	4	4	4	4	3	3
17	4	5	5	3	4	4	4	4	4	4
18	5	4	4	4	3	3	4	4	2	2
19	3	4	5	4	4	4	3	4	4	5
20	4	5	5	4	5	3	4	4	3	3
21	3	4	3	4	3	4	4	3	4	3
22	4	3	4	4	4	3	4	3	4	4
23	3	4	5	4	3	5	3	3	4	4
24	4	4	4	4	5	4	4	4	4	4
25	4	4	4	4	4	4	4	4	4	4
26	4	3	4	4	4	3	4	4	3	4
27	4	4	4	4	4	4	4	4	4	4
28	4	4	5	5	4	4	4	4	5	4
29	5	5	5	5	5	5	5	5	5	2
30	4	3	3	4	3	4	4	3	4	3
31	4	4	5	5	5	4	3	5	4	5
32	4	4	4	5	5	5	4	4	4	4
33	4	4	4	4	4	4	5	3	3	3
34	3	4	4	4	5	4	3	4	4	3

35	5	5	5	5	5	5	5	5	5	5
36	4	4	5	5	5	5	3	4	4	4
37	4	5	3	5	5	4	5	3	5	4
38	5	5	5	5	5	5	4	5	4	5
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40	4	4	5	3	4	5	3	4	4	3
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42	4	3	3	3	4	3	3	3	3	2
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47	4	4	4	4	3	4	3	4	4	4
48	5	5	5	5	5	5	5	5	5	5
49	4	2	4	4	3	5	4	5	5	4
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73	4	3	4	4	4	4	3	4	4	3
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75	3	3	3	3	3	3	3	3	3	2
76	4	4	4	4	4	4	3	4	3	3
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124	3	4	4	4	5	4	3	4	3	4
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127	4	3	3	4	3	3	2	3	3	3
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129	4	3	3	4	3	3	3	4	4	5
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144	3	4	3	3	3	4	5	4	3	4
145	3	4	4	4	5	4	3	4	4	3
146	3	4	3	3	2	3	3	4	3	2
147	3	4	3	2	3	4	3	2	3	4
148	4	5	4	3	4	4	5	4	3	4
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150	3	4	3	2	3	4	3	3	2	3
151	3	4	5	3	4	4	3	5	4	4
152	3	4	4	3	4	4	3	3	4	2
153	5	4	5	5	4	4	5	4	5	4

Satisfaction (X2)

Respondent	STF1	STF2	STF3	STF4	STF5	STF6	STF7	STF8
1	3	3	4	4	4	4	4	4
2	4	4	4	4	4	3	4	4
3	4	4	4	5	5	5	5	5
4	5	4	3	5	5	5	5	5
5	3	4	3	5	5	5	5	3
6	4	5	5	5	4	4	4	4
7	3	3	3	4	4	4	4	4
8	3	4	4	4	4	4	4	5
9	4	4	4	4	4	4	4	4
10	5	5	5	5	5	5	5	5
11	4	4	5	5	5	5	5	5
12	5	5	5	5	5	1	5	5

13	5	5	2	4	5	4	4	1
14	3	3	3	4	4	4	4	4
15	2	2	3	3	3	3	3	3
16	3	3	3	4	4	4	4	4
17	4	4	4	3	4	4	5	5
18	2	3	3	4	4	4	4	3
19	4	4	5	5	5	5	3	4
20	4	4	4	4	4	3	4	4
21	4	3	3	3	4	3	4	3
22	4	4	4	4	4	3	4	3
23	5	5	3	5	5	5	3	4
24	3	3	4	4	4	4	4	4
25	4	4	4	4	4	4	4	4
26	4	4	4	4	3	4	4	3
27	4	4	4	4	4	4	4	4
28	4	4	4	4	4	4	4	4
29	5	5	4	4	3	4	4	4
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33	4	4	4	4	4	3	4	3
34	4	4	3	3	3	3	3	3
35	5	5	3	5	5	5	5	5
36	3	4	4	5	4	4	4	4
37	4	5	3	5	4	5	4	5
38	4	4	5	5	4	5	5	5
39	3	3	2	3	4	3	4	4
40	5	4	3	5	5	4	3	4
41	4	3	3	2	3	3	3	3
42	3	4	3	3	3	2	3	3
43	3	3	4	4	4	4	4	4
44	3	4	3	3	3	2	3	3
45	3	4	3	3	3	3	3	3
46	4	5	5	4	4	3	4	5
47	4	4	4	4	3	4	4	4
48	5	5	5	5	5	5	5	5
49	5	5	5	4	5	3	4	5
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56	3	3	3	2	3	3	3	2
57	3	3	4	3	3	3	3	4

58	3	3	4	3	3	2	3	3
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60	4	4	4	4	4	4	4	4
61	3	4	3	3	3	3	3	3
62	3	3	2	2	2	2	3	2
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66	4	4	3	3	2	2	3	3
67	4	4	3	3	2	3	4	3
68	3	3	2	2	2	2	3	2
69	4	3	3	3	4	4	4	4
70	4	4	4	4	5	4	4	4
71	4	4	3	3	3	3	3	2
72	4	4	3	4	3	3	4	3
73	4	4	3	4	3	3	3	3
74	4	5	4	4	4	4	4	4
75	3	3	2	3	2	3	3	2
76	4	4	3	3	3	4	4	3
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88	3	4	3	3	3	3	3	3
89	3	4	3	4	3	4	4	4
90	4	5	4	3	4	4	5	4
91	4	3	3	4	4	3	4	3
92	3	4	3	3	4	3	4	4
93	5	4	4	5	4	4	4	4
94	3	3	2	2	2	3	3	2
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97	3	3	2	3	2	2	3	2
98	4	3	3	3	3	3	4	3
99	5	4	4	3	4	4	4	3
100	2	3	2	2	2	2	2	2
101	3	3	2	3	2	2	2	2
102	4	4	3	3	3	3	4	3
103	4	4	4	4	3	3	4	3

104	4	3	3	3	3	3	3	3
105	3	3	3	3	3	3	4	3
106	5	5	4	4	3	4	4	4
107	4	3	3	3	3	2	3	3
108	3	4	4	4	3	4	4	3
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115	4	4	5	4	4	4	4	3
116	4	4	3	3	3	3	4	2
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118	4	5	4	3	4	5	4	3
119	4	3	4	5	4	3	4	5
120	4	3	4	5	4	3	4	5
121	4	5	4	4	3	4	4	4
122	3	4	3	3	3	2	4	3
123	4	4	4	3	3	3	4	3
124	4	3	4	4	3	3	5	4
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129	5	4	4	3	3	4	4	3
130	3	4	3	4	4	3	4	3
131	4	5	4	4	3	4	4	3
132	5	4	4	4	3	3	4	4
133	3	4	4	4	4	4	5	3
134	3	3	3	3	3	3	4	2
135	3	4	2	3	3	3	4	3
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138	3	3	3	3	3	3	3	3
139	5	5	4	5	4	4	5	4
140	4	5	4	4	4	5	4	4
141	4	4	3	4	4	5	4	3
142	3	4	3	2	3	3	3	2
143	3	2	3	4	3	3	3	3
144	3	4	5	4	3	4	4	3
145	4	3	4	4	5	4	3	4
146	2	3	3	4	3	2	3	3
147	3	2	3	4	3	2	3	3
148	4	3	4	5	4	3	4	4
149	3	4	3	2	3	3	4	3

150	3	4	2	3	4	3	3	3
151	4	5	4	4	3	5	4	3
152	4	3	3	4	4	3	3	2
153	5	5	4	5	4	5	4	4

Motivation (X3)

Respondent	MTV 1	MTV 2	MTV 3	MTV 4	MTV 5	MTV 6	MTV 7	MTV 8
1	5	5	4	4	4	5	5	4
2	4	5	4	4	4	5	5	4
3	5	5	5	5	4	5	5	4
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5	5	5	5	5	5	5	5	3
6	4	4	4	4	4	5	4	4
7	3	3	3	3	3	3	3	3
8	4	5	4	4	5	5	5	4
9	4	4	4	4	4	4	4	4
10	5	5	5	5	5	5	5	5
11	5	5	5	5	5	5	5	5
12	5	5	5	5	4	5	5	5
13	5	5	5	5	2	5	5	5
14	3	4	3	3	3	5	5	4
15	4	4	4	4	4	4	4	3
16	5	4	4	4	5	5	5	5
17	5	5	4	5	5	5	5	5
18	4	4	4	5	5	5	5	4
19	4	4	3	4	3	4	4	4
20	4	4	4	3	4	4	5	4
21	4	3	4	4	3	4	4	4
22	4	3	4	4	3	4	4	4
23	4	5	4	4	4	5	5	5
24	4	5	3	4	4	5	5	4
25	4	4	4	4	3	4	4	4
26	4	4	3	4	4	4	4	4
27	4	4	4	4	4	4	4	4
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29	4	4	4	4	4	4	4	4
30	4	3	3	4	3	4	3	4
31	4	5	4	5	3	5	4	5
32	4	4	4	4	5	4	4	4
33	4	4	3	4	4	4	4	3

34	4	4	3	4	3	4	4	3
35	5	5	5	5	5	5	5	5
36	5	5	4	4	4	4	5	3
37	5	3	4	4	5	5	4	5
38	4	5	4	4	4	5	4	5
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40	3	4	3	5	4	5	4	3
41	3	4	3	3	2	3	4	3
42	4	3	4	3	3	4	3	3
43	4	4	3	4	4	4	4	3
44	4	3	4	3	3	4	3	3
45	4	4	3	3	3	4	4	3
46	5	5	4	5	5	4	3	5
47	3	4	4	4	4	4	4	4
48	5	5	5	5	5	5	5	5
49	5	4	4	5	5	5	5	5
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52	4	4	5	5	5	5	5	3
53	3	4	4	5	4	4	4	4
54	5	5	5	5	4	5	5	5
55	4	4	3	3	3	4	4	3
56	4	4	2	3	3	4	3	3
57	3	3	2	3	3	3	4	3
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66	4	4	2	3	3	4	4	2
67	4	4	4	4	4	4	4	4
68	3	4	3	4	3	4	4	4
69	4	4	4	3	3	4	4	3
70	5	4	4	4	4	4	4	4
71	4	4	3	4	4	4	4	3
72	4	5	4	4	4	4	4	4
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76	3	4	3	3	3	4	3	3
77	4	4	4	4	4	4	4	4
78	3	4	3	3	3	4	4	3
79	4	4	3	4	4	4	5	4

80	4	5	4	5	5	5	5	5
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83	3	4	3	4	4	4	5	3
84	4	4	4	4	4	4	4	4
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98	3	3	3	3	3	3	3	3
99	4	5	4	4	4	3	4	4
100	3	4	3	3	3	3	4	3
101	3	3	3	3	3	3	3	3
102	4	4	3	4	4	4	4	4
103	4	4	4	4	4	5	5	4
104	4	4	4	3	3	4	4	4
105	3	4	3	3	3	3	4	4
106	5	5	4	5	4	5	5	5
107	3	4	3	3	3	4	3	3
108	4	4	4	4	4	3	4	4
109	3	3	2	2	2	3	3	3
110	5	5	4	4	5	4	4	5
111	4	3	4	3	4	3	4	3
112	3	4	3	4	3	4	3	4
113	4	4	3	4	3	4	4	4
114	5	5	4	5	5	4	5	5
115	4	5	3	3	3	4	4	4
116	3	3	4	3	3	4	3	2
117	4	4	4	4	4	4	5	5
118	5	4	3	4	5	4	3	4
119	3	4	5	4	3	4	5	4
120	4	5	4	3	4	5	4	3
121	4	5	4	4	3	4	4	4
122	3	4	3	3	3	3	3	1
123	4	4	3	4	3	4	4	4
124	3	3	4	4	4	5	4	4
125	4	3	4	3	3	4	4	4

126	5	5	4	4	3	4	4	4
127	4	3	3	2	3	3	3	3
128	3	3	4	3	3	3	3	2
129	4	5	4	3	3	4	3	4
130	4	3	4	4	3	3	4	4
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133	4	3	4	3	4	4	5	4
134	3	3	2	3	3	4	3	3
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139	4	5	4	5	5	4	5	5
140	5	5	4	5	5	5	4	4
141	4	3	4	4	4	3	4	5
142	3	4	3	2	3	3	3	2
143	3	3	4	3	2	3	3	3
144	4	4	5	4	3	4	3	4
145	3	3	4	5	4	3	3	4
146	3	4	3	3	2	3	3	3
147	3	5	4	3	2	3	3	4
148	4	3	4	5	4	3	4	4
149	3	4	3	2	3	3	4	3
150	3	4	3	2	3	3	3	4
151	3	5	4	3	4	4	3	4
152	3	4	3	3	4	4	3	2
153	5	5	5	4	5	4	5	4

Perception of Work (Y)

Respondent	PRC1	PRC2	PRC3	PRC4
1	4	4	2	4
2	4	5	4	4
3	5	5	5	5
4	5	4	3	3
5	5	3	3	3
6	4	4	4	4
7	4	4	4	4
8	4	4	4	4
9	4	4	4	4
10	5	3	3	3
11	5	5	4	5

12	5	5	3	5
13	5	5	2	5
14	4	3	3	4
15	4	3	3	3
16	4	5	5	5
17	5	5	3	3
18	4	2	2	1
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31	4	5	5	4
32	4	4	4	4
33	3	4	3	3
34	3	4	2	4
35	5	5	5	5
36	3	4	3	4
37	5	4	3	4
38	4	5	5	4
39	3	3	3	3
40	5	4	4	4
41	3	3	3	3
42	2	3	2	3
43	3	3	2	3
44	2	3	2	3
45	3	4	3	3
46	5	4	4	5
47	4	4	2	3
48	5	2	2	2
49	4	3	4	5
50	4	4	3	4
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53	4	3	4	3
54	2	5	3	4
55	4	4	3	3
56	3	3	2	2

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59	3	2	2	2
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102	4	4	3	4

103	4	5	5	4
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106	5	5	4	5
107	3	4	3	3
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116	4	3	4	2
117	5	4	4	5
118	3	4	5	4
119	4	5	4	3
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121	4	5	3	4
122	4	3	3	2
123	4	4	3	3
124	4	5	3	4
125	4	4	4	3
126	4	4	5	3
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136	5	4	3	4
137	2	3	2	2
138	3	3	3	3
139	5	4	5	4
140	5	5	4	5
141	4	5	3	4
142	3	4	3	2
143	3	3	2	4
144	3	4	3	5
145	4	3	4	5
146	3	4	3	3
147	3	4	3	2
148	5	3	4	4

149	3	4	3	3
150	3	3	3	3
151	4	5	4	3
152	3	4	3	3
153	5	4	5	3

APPENDIX 3

R Table

NILAI-NILAI r PRODUCT MOMENT

N	Tarf Signif		N	Tarf Signif		N	Tarf Signif	
	5%	1%		5%	1%		5%	1%
3	0.997	0.999	27	0.381	0.487	55	0.266	0.345
4	0.950	0.990	28	0.374	0.478	60	0.254	0.330
5	0.878	0.959	29	0.367	0.470	65	0.244	0.317
6	0.811	0.917	30	0.361	0.463	70	0.235	0.306
7	0.754	0.874	31	0.355	0.456	75	0.227	0.296
8	0.707	0.834	32	0.349	0.449	80	0.220	0.286
9	0.666	0.798	33	0.344	0.442	85	0.213	0.278
10	0.632	0.765	34	0.339	0.436	90	0.207	0.270
11	0.602	0.735	35	0.334	0.430	95	0.202	0.263
12	0.576	0.708	36	0.329	0.424	100	0.195	0.256
13	0.553	0.684	37	0.325	0.418	125	0.176	0.230
14	0.532	0.661	38	0.320	0.413	150	0.159	0.210
15	0.514	0.641	39	0.316	0.408	175	0.148	0.194
16	0.497	0.623	40	0.312	0.403	200	0.138	0.181
17	0.482	0.606	41	0.308	0.398	300	0.113	0.148
18	0.468	0.590	42	0.304	0.393	400	0.098	0.128
19	0.456	0.575	43	0.301	0.389	500	0.088	0.115
20	0.444	0.561	44	0.297	0.384	600	0.080	0.105
21	0.433	0.549	45	0.294	0.380	700	0.074	0.097
22	0.423	0.537	46	0.291	0.376	800	0.070	0.091
23	0.413	0.526	47	0.288	0.372	900	0.065	0.086
24	0.404	0.515	48	0.284	0.368	1000	0.062	0.081
25	0.396	0.505	49	0.281	0.364			
26	0.388	0.496	50	0.279	0.361			

APPENDIX 4

SPSS RESULTS

Pre-Test

Validity Test

Perception Of Work (Y)

Correlations

		VAR00030	VAR00031	VAR00032	VAR00033	Perception of Work (Y)
VAR00030	Pearson Correlation	1	.371*	.501**	.583**	.808**
	Sig. (2-tailed)		.043	.005	.001	.000
	N	30	30	30	30	30
VAR00031	Pearson Correlation	.371*	1	.521**	.462*	.723**
	Sig. (2-tailed)	.043		.003	.010	.000
	N	30	30	30	30	30
VAR00032	Pearson Correlation	.501**	.521**	1	.403*	.781**
	Sig. (2-tailed)	.005	.003		.027	.000
	N	30	30	30	30	30
VAR00033	Pearson Correlation	.583**	.462*	.403*	1	.796**
	Sig. (2-tailed)	.001	.010	.027		.000
	N	30	30	30	30	30
Perception of Work (Y)	Pearson Correlation	.808**	.723**	.781**	.796**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	30	30	30	30	30

Motivation (X3)

Correlations

		VAR00021	VAR00022	VAR00023	VAR00024	VAR00025	VAR00026	VAR00027	VAR00028	Motivation (X3)
VAR00021	Pearson Correlation	1	.480**	.311	.671**	.835**	.451*	.449*	.671**	.806**
	Sig. (2-tailed)		.007	.095	.000	.000	.012	.013	.000	.000
	N	30	30	30	30	30	30	30	30	30
VAR00022	Pearson Correlation	.480**	1	.261	.494**	.336	.539**	.492**	.679**	.720**
	Sig. (2-tailed)	.007		.163	.006	.069	.002	.006	.000	.000
	N	30	30	30	30	30	30	30	30	30
VAR00023	Pearson Correlation	.311	.261	1	.507**	.396*	.337	.585**	.414*	.618**
	Sig. (2-tailed)	.095	.163		.004	.030	.069	.001	.023	.000
	N	30	30	30	30	30	30	30	30	30
VAR00024	Pearson Correlation	.671**	.494**	.507**	1	.723**	.553**	.558**	.684**	.856**
	Sig. (2-tailed)	.000	.006	.004		.000	.002	.001	.000	.000
	N	30	30	30	30	30	30	30	30	30
VAR00025	Pearson Correlation	.835**	.336	.396*	.723**	1	.311	.329	.512**	.732**
	Sig. (2-tailed)	.000	.069	.030	.000		.095	.076	.004	.000
	N	30	30	30	30	30	30	30	30	30
VAR00026	Pearson Correlation	.451*	.539**	.337	.553**	.311	1	.503**	.506**	.695**
	Sig. (2-tailed)	.012	.002	.069	.002	.095		.005	.004	.000
	N	30	30	30	30	30	30	30	30	30
VAR00027	Pearson Correlation	.449*	.492**	.585**	.558**	.329	.503**	1	.647**	.757**
	Sig. (2-tailed)	.013	.006	.001	.001	.076	.005		.000	.000
	N	30	30	30	30	30	30	30	30	30
VAR00028	Pearson Correlation	.671**	.679**	.414*	.684**	.512**	.506**	.647**	1	.853**
	Sig. (2-tailed)	.000	.000	.023	.000	.004	.004	.000		.000
	N	30	30	30	30	30	30	30	30	30
Motivation (X3)	Pearson Correlation	.806**	.720**	.618**	.856**	.732**	.695**	.757**	.853**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	
	N	30	30	30	30	30	30	30	30	30

Satisfaction (X2)

Correlations

		VAR00012	VAR00013	VAR00014	VAR00015	VAR00016	VAR00017	VAR00018	VAR00019	Satisfaction (X2)
VAR00012	Pearson Correlation	1	.494**	.676**	.526**	.582**	.524**	.603**	.515**	.770**
	Sig. (2-tailed)		.006	.000	.003	.001	.003	.000	.004	.000
	N	30	30	30	30	30	30	30	30	30
VAR00013	Pearson Correlation	.494**	1	.607**	.276	.413*	.659**	.553**	.411*	.697**
	Sig. (2-tailed)	.006		.000	.141	.023	.000	.002	.024	.000
	N	30	30	30	30	30	30	30	30	30
VAR00014	Pearson Correlation	.676**	.607**	1	.566**	.764**	.749**	.740**	.655**	.905**
	Sig. (2-tailed)	.000	.000		.001	.000	.000	.000	.000	.000
	N	30	30	30	30	30	30	30	30	30
VAR00015	Pearson Correlation	.526**	.276	.566**	1	.542**	.493**	.401*	.674**	.711**
	Sig. (2-tailed)	.003	.141	.001		.002	.006	.028	.000	.000
	N	30	30	30	30	30	30	30	30	30
VAR00016	Pearson Correlation	.582**	.413*	.764**	.542**	1	.646**	.726**	.671**	.834**
	Sig. (2-tailed)	.001	.023	.000	.002		.000	.000	.000	.000
	N	30	30	30	30	30	30	30	30	30
VAR00017	Pearson Correlation	.524**	.659**	.749**	.493**	.646**	1	.614**	.599**	.836**
	Sig. (2-tailed)	.003	.000	.000	.006	.000		.000	.000	.000
	N	30	30	30	30	30	30	30	30	30
VAR00018	Pearson Correlation	.603**	.553**	.740**	.401*	.726**	.614**	1	.569**	.806**
	Sig. (2-tailed)	.000	.002	.000	.028	.000	.000		.001	.000
	N	30	30	30	30	30	30	30	30	30
VAR00019	Pearson Correlation	.515**	.411*	.655**	.674**	.671**	.599**	.569**	1	.803**
	Sig. (2-tailed)	.004	.024	.000	.000	.000	.000	.001		.000
	N	30	30	30	30	30	30	30	30	30
Satisfaction (X2)	Pearson Correlation	.770**	.697**	.905**	.711**	.834**	.836**	.806**	.803**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	
	N	30	30	30	30	30	30	30	30	30

Learning (X1)

		VAR00001	VAR00002	VAR00003	VAR00004	VAR00005	VAR00006	VAR00007	VAR00008	VAR00009	VAR00010	Learning (X1)
VAR00001	Pearson Correlation	1	.512**	.235	.454*	.647**	.525**	.405	.488**	.686**	.518**	.727**
	Sig. (2-tailed)		.004	.210	.012	.000	.003	.027	.006	.000	.003	.000
	N	30	30	30	30	30	30	30	30	30	30	30
VAR00002	Pearson Correlation	.512**	1	.460*	.529**	.431*	.623**	.576**	.693**	.477**	.611**	.785**
	Sig. (2-tailed)	.004		.010	.003	.017	.000	.001	.000	.008	.000	.000
	N	30	30	30	30	30	30	30	30	30	30	30
VAR00003	Pearson Correlation	.235	.460*	1	.522**	.385*	.563**	.576**	.355	.514**	.464**	.688**
	Sig. (2-tailed)	.210	.010		.003	.036	.001	.001	.054	.004	.010	.000
	N	30	30	30	30	30	30	30	30	30	30	30
VAR00004	Pearson Correlation	.454*	.529**	.522**	1	.438*	.521**	.505**	.529**	.454*	.432*	.704**
	Sig. (2-tailed)	.012	.003	.003		.015	.003	.004	.003	.012	.017	.000
	N	30	30	30	30	30	30	30	30	30	30	30
VAR00005	Pearson Correlation	.647**	.431*	.385*	.438*	1	.557**	.341	.511**	.768**	.569**	.747**
	Sig. (2-tailed)	.000	.017	.036	.015		.001	.065	.004	.000	.001	.000
	N	30	30	30	30	30	30	30	30	30	30	30
VAR00006	Pearson Correlation	.525**	.623**	.563**	.521**	.557**	1	.488**	.513**	.678**	.649**	.823**
	Sig. (2-tailed)	.003	.000	.001	.003	.001		.006	.004	.000	.000	.000
	N	30	30	30	30	30	30	30	30	30	30	30
VAR00007	Pearson Correlation	.405	.576**	.576**	.505**	.341	.488**	1	.493**	.392*	.518**	.706**
	Sig. (2-tailed)	.027	.001	.001	.004	.065	.006		.006	.032	.003	.000
	N	30	30	30	30	30	30	30	30	30	30	30
VAR00008	Pearson Correlation	.488**	.693**	.355	.529**	.511**	.513**	.493**	1	.457*	.612**	.733**
	Sig. (2-tailed)	.006	.000	.054	.003	.004	.004	.006		.011	.000	.000
	N	30	30	30	30	30	30	30	30	30	30	30
VAR00009	Pearson Correlation	.686**	.477**	.514**	.454*	.768**	.678**	.392*	.457*	1	.611**	.810**
	Sig. (2-tailed)	.000	.008	.004	.012	.000	.000	.032	.011		.000	.000
	N	30	30	30	30	30	30	30	30	30	30	30
VAR00010	Pearson Correlation	.518**	.611**	.464**	.432*	.569**	.649**	.518**	.612**	.611**	1	.792**
	Sig. (2-tailed)	.003	.000	.010	.017	.001	.000	.003	.000	.000		.000

Reliability Test

Perception of Work (Y)

Scale: Y

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.808	5

Motivation (X3)

Reliability

Scale: X3

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.782	9

Satisfaction (X2)

Reliability

Scale: X2

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.788	9

Learning (X1)

→ Reliability

Scale: X1

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.776	11

Descriptive Statistics

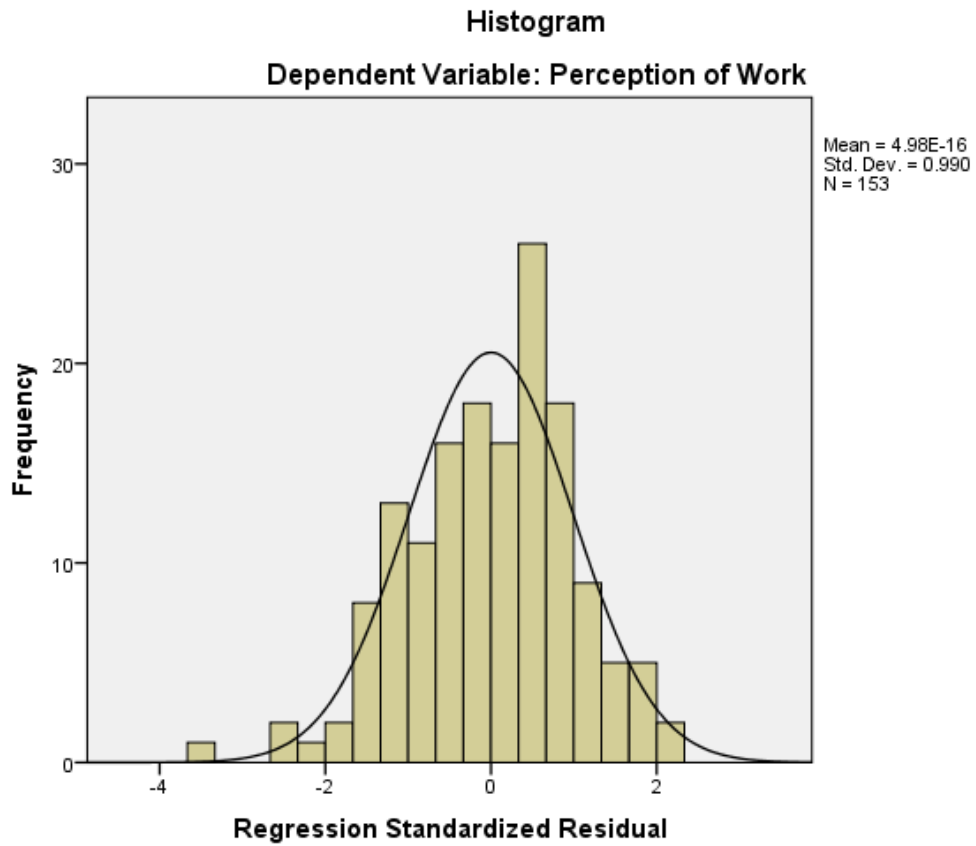
Descriptive Statistics

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
LRN1	153	2.0	5.0	3.745	.0560	.6933
LRN2	153	1.0	5.0	3.667	.0642	.7947
LRN3	153	2.0	5.0	3.915	.0629	.7775
LRN4	153	2.0	5.0	3.863	.0629	.7785
LRN5	153	2.0	5.0	3.876	.0596	.7374
LRN6	153	2.0	5.0	3.739	.0606	.7502
LRN7	153	2.0	5.0	3.556	.0563	.6967
LRN8	153	2.0	5.0	3.673	.0585	.7239
LRN9	153	2.0	5.0	3.608	.0617	.7629
LRN10	153	2.0	5.0	3.458	.0636	.7863
STF1	153	2.0	5.0	3.719	.0590	.7296
STF2	153	2.0	5.0	3.804	.0609	.7527
STF3	153	2.0	5.0	3.503	.0630	.7790
STF4	153	2.0	5.0	3.725	.0657	.8130
STF5	153	2.0	5.0	3.536	.0643	.7949
STF6	153	1.0	5.0	3.490	.0713	.8820
STF7	153	2.0	5.0	3.797	.0536	.6625
STF8	153	1.0	5.0	3.464	.0694	.8586
MTV1	153	3.0	5.0	3.856	.0544	.6730
MTV2	153	3.0	5.0	4.105	.0580	.7178
MTV3	153	2.0	5.0	3.621	.0594	.7345
MTV4	153	2.0	5.0	3.771	.0626	.7737
MTV5	153	2.0	5.0	3.660	.0630	.7794
MTV6	153	2.0	5.0	4.007	.0575	.7117
MTV7	153	2.0	5.0	4.013	.0601	.7433
MTV8	153	1.0	5.0	3.725	.0624	.7715
PRC1	153	2.0	5.0	3.784	.0629	.7775
PRC2	153	2.0	5.0	3.850	.0627	.7760
PRC3	153	2.0	5.0	3.444	.0730	.9024
PRC4	153	1.0	5.0	3.621	.0700	.8661
Valid N (listwise)	153					

Classic Assumption Test

Normality Test

Histogram



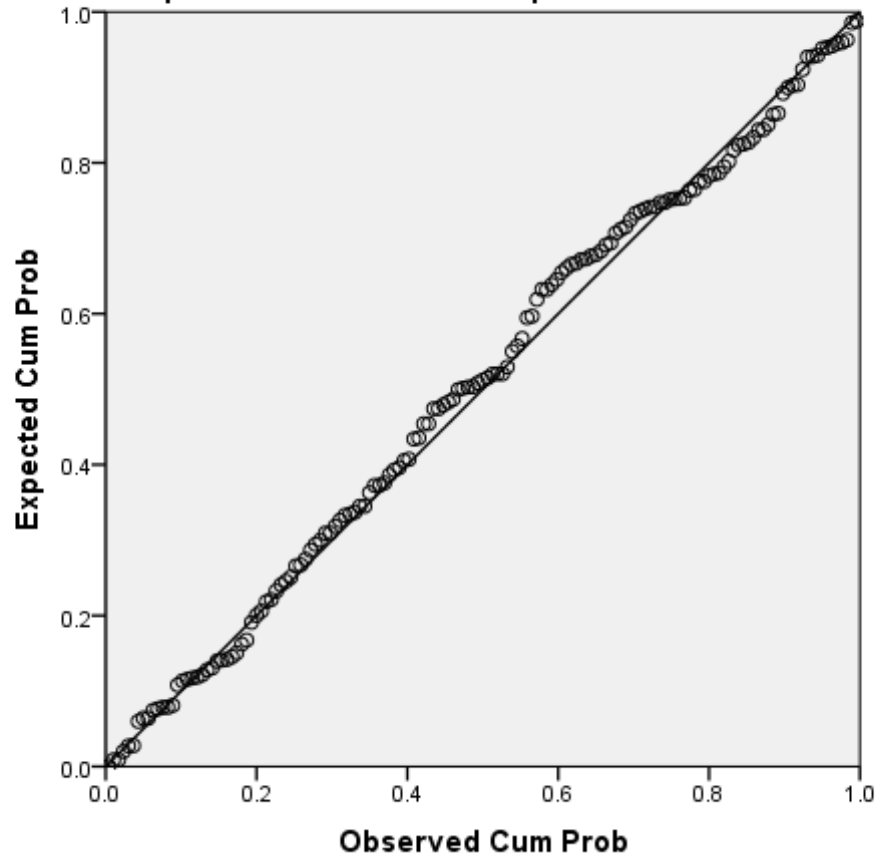
Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		153
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	2.02787468
Most Extreme Differences	Absolute	.058
	Positive	.029
	Negative	-.058
Test Statistic		.058
Asymp. Sig. (2-tailed)		.200 ^{c,d}

Normal P-P Plot of Regression Standardized Residual

Dependent Variable: Perception of Work



P-Plot

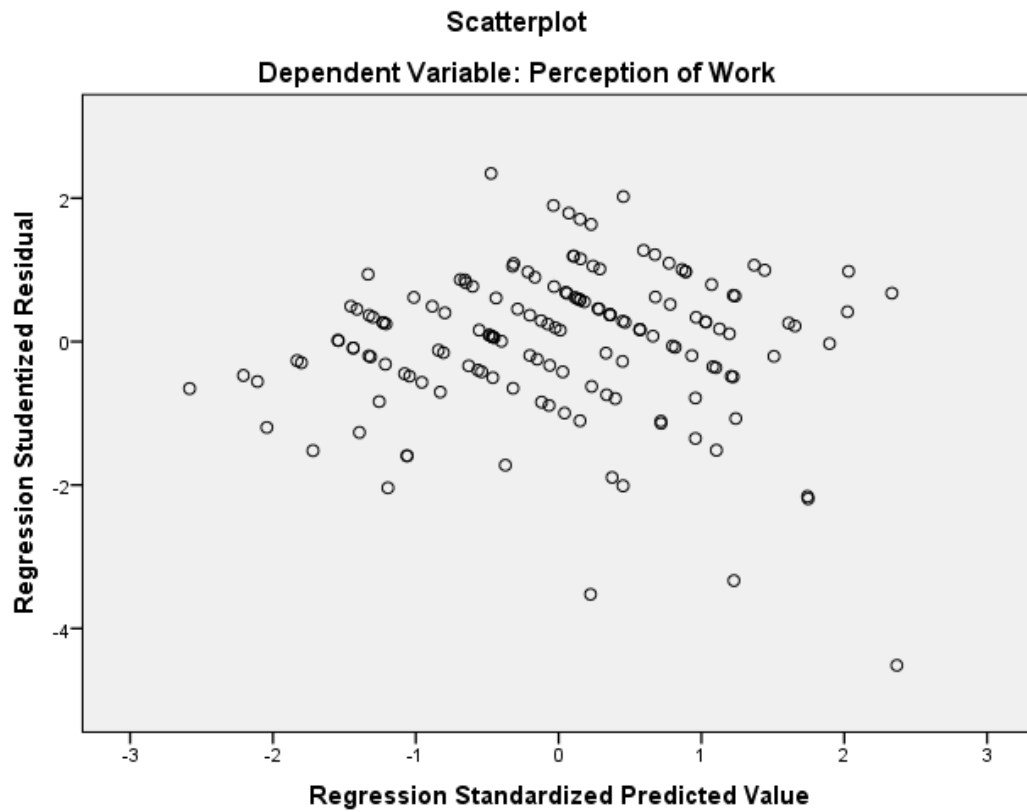
Multicollinearity Test

Coefficients^a

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Learning	.177	5.664
	Satisfaction	.185	5.396
	Motivation	.271	3.686

a. Dependent Variable: Perception of Work

Heteroscedascity Test



Multiple Linear Regression

T-Test

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.075	1.059		1.960	.052
	Learning	.183	.064	.392	2.838	.005
	Satisfaction	.031	.071	.059	.439	.661
	Motivation	.161	.062	.289	2.600	.010

a. Dependent Variable: Perception of Work

F-TEST

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	474.269	3	158.090	49.496	.000 ^b
	Residual	475.901	149	3.194		
	Total	950.170	152			

a. Dependent Variable: Perception of Work

b. Predictors: (Constant), Motivation, Satisfaction, Learning

Adjusted R Square

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.706 ^a	.499	.489	1.78717	1.659

a. Predictors: (Constant), Motivation, Satisfaction, Learning

b. Dependent Variable: Perception of Work