



Identifying internship partner satisfaction in the chemistry teaching department at escola secundária geral pública 5 de maio de becora-academic year 2025

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Abstract: Academic internships constitute a fundamental component in the teacher training process at the Universidade Nacional Timor Lorosa'e (UNTL), as they provide students with opportunities to apply theoretical knowledge in real-world contexts and develop professional competencies. In this context, the Chemistry Teaching Department implements the internship program at Escola Secundária Geral Pública 5 de Maio de Becora, serving as a platform to offer students direct practical experiences and generate positive impacts on school partners. The main objective of this study was to identify the level of satisfaction among internship partners and analyze the factors influencing it, while providing recommendations to enhance the quality of future internship programs. This research employed a descriptive quantitative method. The study population consisted of 55 teachers who supervised the student interns. Data were collected using a five-point Likert scale questionnaire, based on 15 indicators for variable X (Pedagogical Practice II) and 15 indicators for variable Y (Satisfaction of Pedagogical Practice II Partners). The data were analyzed through descriptive statistics and Pearson correlation. The mean value of variable X (Pedagogical Practice II) was 62.22, while that of variable Y (Partner Satisfaction) was 59.69, reflecting a high level of satisfaction. Correlation analysis revealed a strong and positive relationship between variables X and Y, with a coefficient of $r = 0.718$ and a significance level of $p < 0.001$, indicating a substantial and meaningful association between interns' competencies and partner satisfaction. The factors that contributed most to the level of satisfaction included preparation of materials, effective communication, responsibility, content mastery, and professional ethics. Internship partners also recommended conducting regular pre-internship orientations and strengthening communication between the department and partner schools. This study provides significant contributions for improving UNTL's internship programs and may serve as a reference for future research in education, particularly in chemistry teaching. The obtained data offer a foundation for program development, as partner feedback determines both the validity and continuity of the program, supported by effective collaboration.

Keywords: Satisfaction; Pedagogical Practice II; Pedagogical Practice II Partner

Abstrack: Magang akademik merupakan bagian penting dalam proses pembentukan guru di Universitas Nasional Timor Lorosa'e (UNTL), karena memberikan kesempatan kepada mahasiswa untuk menerapkan teori dalam situasi nyata sekaligus mengembangkan kompetensi profesional. Dalam konteks ini, Departemen Pendidikan Kimia melaksanakan program magang di Sekolah Menengah Umum Publik 5 de Maio, Becora, yang berfungsi sebagai sarana bagi mahasiswa untuk memperoleh pengalaman praktis secara langsung sekaligus memberikan dampak positif bagi mitra sekolah. Tujuan utama penelitian ini adalah untuk mengidentifikasi tingkat kepuasan mitra magang serta menganalisis faktor-faktor yang memengaruhinya, sekaligus memberikan rekomendasi untuk meningkatkan kualitas program magang di masa depan. Penelitian ini menggunakan metode kuantitatif deskriptif. Populasi penelitian terdiri dari 55 guru yang membimbing mahasiswa magang. Instrumen pengumpulan data berupa kuesioner dengan skala Likert 5 poin, berdasarkan 15 indikator untuk variabel X (Praktik Pedagogik II) dan 15 indikator untuk variabel Y (Kepuasan Mitra Praktik Pedagogik II). Data dianalisis menggunakan statistik deskriptif dan korelasi Pearson. Hasil penelitian menunjukkan bahwa nilai rata-rata variabel X (Praktik Pedagogik II) adalah 62,22, sedangkan nilai rata-rata variabel Y (Kepuasan Mitra) adalah 59,69, mencerminkan tingkat kepuasan yang tinggi. Analisis korelasi menunjukkan hubungan positif yang kuat antara variabel X dan Y, dengan koefisien $r = 0,718$ dan tingkat signifikansi $p < 0,001$, yang menunjukkan hubungan yang signifikan antara kompetensi mahasiswa magang dan kepuasan mitra. Faktor-faktor yang paling berkontribusi terhadap tingkat kepuasan meliputi: persiapan materi, komunikasi efektif, tanggung jawab, penguasaan konten, dan etika profesional. Mitra magang juga merekomendasikan agar dilakukan bimbingan secara rutin sebelum program magang dimulai, serta memperkuat komunikasi antara departemen dan sekolah mitra.

Kata Kunci: Kepuasan, Praktik Pedagogik II, Mitra Praktik Pedagogik II

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INTRODUCTION

Education is one of the primary pillars in the development of a nation. Through education, individuals acquire the knowledge and skills necessary to participate in social, economic, and cultural development. Globally, education continues to evolve, with a trend toward increasing access and improving the quality of instruction over time. However, in some countries, including Timor-Leste, the education sector still faces numerous challenges that must be addressed to ensure the success of the educational system. Since regaining independence in 2002, Timor-Leste has enshrined in its Constitution, under Article 59, the right to access education and culture, stating that: (1) The State recognizes and guarantees all citizens the right to education and culture and shall establish a universal, compulsory, and free basic education system in accordance with the law; (2) Everyone has the right to equal opportunities in education and professional training; (3) The State recognizes and supervises private and cooperative schools; and (4) The State shall ensure all citizens, according to their capacities, access to higher education, scientific research, and the creation and promotion of artistic activities.

For this reason, the State has exerted considerable efforts to improve the education sector in the country. Although there has been a significant increase in the number of schools and educational infrastructure, the quality of education in Timor-Leste has not yet shown substantial progress. Among the challenges, the lack of adequately trained teachers, limited resources, and disparities between urban and rural areas continue to pose major obstacles.

According to Freitas (n.d.), among all existing challenges, education is the most crucial sector because it determines the development of qualified human resources, which are indispensable for national and state development. An essential component for improving education quality lies in the efforts of universities. As noted by Freitas (n.d.), the Universidade Nacional Timor Lorosa'e (UNTL), being the only public university in Timor-Leste, is a cornerstone for advanced training in science and technology, producing qualified and competitive human resources in the country.

UNTL comprises several faculties, including the Faculty of Education, Arts, and Humanities (FEAH), which houses multiple academic departments. One of the integrated programs is the Chemistry Teaching course, designed to educate, train, and prepare teachers to instruct Chemistry in 3rd Cycle Basic Education (E.B.C.) and General Secondary Education (E.S.G.), while also shaping competent citizens for society.

Within the Chemistry Teaching Department, there is a course called Internship Practice or Pedagogical Practice II, in which students undertake internships at either basic education (3rd cycle) or general secondary schools. This internship is a crucial component, providing students with practical experience to apply the theoretical knowledge acquired in the Chemistry Teaching Department within real-world work contexts. Participation in the internship allows students to gain a deeper understanding of chemical concepts, particularly in an educational setting.

The Chemistry Teaching Department's secondary school internship program is a form of experiential learning that occurs both inside and outside the classroom, aimed at providing students with direct professional experiences relevant to their field of study. The program not only equips students with practical skills aligned with the content studied but also offers opportunities to understand real workplace challenges, build professional networks, and enhance readiness for entering the labor market. Moreover, the internship supports the development of essential professional competencies such as teamwork, communication, and time management.

According to Melati (2024), internships represent a field-based learning activity designed to introduce and cultivate students' skills in real work environments.

The satisfaction of internship partners—in this case, the schools where students complete their internships—is a critical factor for the sustainability and effectiveness of the program. Partner satisfaction reflects not only the success of students in performing their duties but also the extent to which the internship program, as designed by the educational institution, meets the needs of partner schools.

Satisfaction in the context of internships can be understood as the degree to which partners' expectations and needs are fulfilled by the interns' performance. This can be assessed across various aspects, including students' teaching competence, readiness to face challenges, effective communication between students and schools, and support provided by the educational institution throughout the internship. Additionally, factors such as students' professionalism, adaptability to the school environment, and innovation in teaching methods also influence partner satisfaction.

The degree of partner satisfaction can impact the sustainability of collaboration between educational institutions and schools, while also providing feedback for curriculum improvement and student preparation. If partners are satisfied with the interns' performance, they are more likely to continue accepting students in the future and contribute to program development. Conversely, low satisfaction may indicate the need to reassess the learning system and students' readiness prior to the internship.

The success of the internship program depends not only on students' preparation but also on the satisfaction of the partners involved. Therefore, measuring satisfaction levels is essential to identify strengths and weaknesses, promote continuous improvement, and reinforce positive aspects. Partner satisfaction reflects the degree of mutual benefit the program provides.

As Mailani et al. (2024) note, "satisfaction analysis represents partners' reactions to program implementation, evaluated in terms of perceived desires and the reality experienced by users."

Factors influencing partner satisfaction may include:

- Lack of supervision by departmental advisors;
- Interns' competence in teaching and learning (lesson preparation, instruction, application, and evaluation);
- Administrative and social support within the school.

When deficiencies occur in these areas, partners may be dissatisfied with interns' presence.

According to Darodjat et al. (2023), evaluation is an essential part of the internship program, as it allows identification of elements functioning well and those that do not meet guidelines or expectations. Implementation should be corrected, reviewed, and improved whenever necessary to ensure the continuity of mutually beneficial cooperation.

Thus, this study aims to measure the level of satisfaction of internship partners in the Chemistry Department of FEAH-UNTL at Escola Secundária Geral 05 de Maio and to provide useful recommendations to maintain and enhance the quality of the internship program while strengthening the relationship between the Department and partner schools.

At Escola Secundária Geral 05 de Maio – Becora, the Chemistry internship program has been conducted annually, yet no comprehensive study had previously assessed partner satisfaction with its implementation. The results of this evaluation can serve as a basis for improving program quality and ensuring the sustainability of collaboration in the future.

As Nasrullah et al. (2021) assert, "evaluation results are critically important as a policy tool for organizers to improve internship program implementation."

METHOD

This study employed a descriptive quantitative approach, aimed at describing situations and actions as they naturally occur. The research was conducted at Escola Secundária Geral 5 de Maio – Becora, with the following population and sample: According to Umar et al. (2022), a sample represents a subset of the total population and its characteristics. When the total population comprises fewer than 100 individuals, the entire population may be used as the sample. Accordingly, in this study, since the population consisted of fewer than 100 individuals, a census sampling technique was applied, meaning all elements of the population were included. Therefore, the sample comprised 55 teachers.

The research instruments used included a questionnaire, documentation, and validity and reliability tests. Data analysis was conducted using Microsoft Excel and SPSS software, applying descriptive statistical analysis, frequency testing of variables X and Y, and correlation coefficient testing.

RESULT AND DISCUSSION

Validity Test

The validity test is employed to determine which items in the questionnaire are valid and can be retained for further analysis. An item is considered valid when it accurately reflects the content of the proposed question. Data validity is verified by comparing the calculated r value (r observed) with the critical r value from the table (r critical), using the Pearson product-moment correlation coefficient. According to Prastia (2009), a questionnaire is deemed valid when the factor loading exceeds 0.5 (i.e., 0.5 > Sig). The validity analysis was conducted using IBM SPSS Statistics software, version 30.0, as presented in the following tables.

Table I. Validity Test of Variable X

| No. Question | r calculated | r table | Significance | Conclusion |
|--------------|--------------|---------|--------------|------------|
| 1 | 0.706 | 0.2656 | 0,001 | Valid |
| 2 | 0.548 | 0.2656 | 0,001 | Valid |
| 3 | 0.520 | 0.2656 | 0,001 | Valid |
| 4 | 0.683 | 0.2656 | 0,001 | Valid |
| 5 | 0.514 | 0.2656 | 0,001 | Valid |
| 6 | 0.468 | 0.2656 | 0,001 | Valid |
| 7 | 0.447 | 0.2656 | 0,001 | Valid |
| 8 | 0.414 | 0.2656 | 0,001 | Valid |
| 9 | 0.645 | 0.2656 | 0,001 | Valid |
| 10 | 0.525 | 0.2656 | 0,001 | Valid |
| 11 | 0.541 | 0.2656 | 0,001 | Valid |
| 12 | 0.460 | 0.2656 | 0,001 | Valid |
| 13 | 0.542 | 0.2656 | 0,001 | Valid |
| 14 | 0.581 | 0.2656 | 0,001 | Valid |
| 15 | 0.610 | 0.2656 | 0,001 | Valid |

Source: IBM SPSS Statistics 30.0.0.0 output

Based on Table I, the validity test of the independent variable (Internship Practice) was conducted using Pearson's bivariate correlation, with a significance level of less than 0.05. The results were compared with the critical r value (r table), considering a 5% significance level and 55 respondents, yielding r table = 0.2656. This indicates that all items (I–15) of the independent variable "Internship Practice" are valid, as all calculated r values exceed the critical value. The results demonstrate that each item adequately measures the intended concept, confirming consistency and validity in assessing the studied variable.

Table 2. Validity Test of Variable Y

| No. Question | r calculated | r table | Significance | Conclusion |
|--------------|--------------|---------|--------------|------------|
| 1 | 0.674 | 0.2656 | 0,001 | Valid |
| 2 | 0.570 | 0.2656 | 0,001 | Valid |
| 3 | 0.551 | 0.2656 | 0,001 | Valid |

| | | | | |
|----|-------|--------|-------|-------|
| 4 | 0.624 | 0.2656 | 0,001 | Valid |
| 5 | 0.489 | 0.2656 | 0,001 | Valid |
| 6 | 0.594 | 0.2656 | 0,001 | Valid |
| 7 | 0.546 | 0.2656 | 0,001 | Valid |
| 8 | 0.530 | 0.2656 | 0,001 | Valid |
| 9 | 0.518 | 0.2656 | 0,001 | Valid |
| 10 | 0.632 | 0.2656 | 0,001 | Valid |
| 11 | 0.651 | 0.2656 | 0,001 | Valid |
| 12 | 0.529 | 0.2656 | 0,001 | Valid |
| 13 | 0.630 | 0.2656 | 0,001 | Valid |
| 14 | 0.462 | 0.2656 | 0,001 | Valid |
| 15 | 0.566 | 0.2656 | 0,001 | Valid |

Source: IBM SPSS Statistics 30.0.0.0 output

Similarly, the validity test of the dependent variable (Internship Partner Satisfaction) used Pearson’s bivariate correlation with a significance level < 0.05. All 15 items were valid, as their calculated r values exceeded the critical r value (0.2656).

Reliability Test

The reliability test assesses whether the questionnaire instrument consistently measures a variable or theoretical construct. An item is considered reliable when responses are consistent or stable over time. Reliability reflects the degree to which a measurement instrument produces consistent results when measuring a variable or concept. According to Prastia (2009), a questionnaire is reliable if individual responses are stable and consistent over time.

Table 3. Reliability Test Results

| Variable | Cronbach’s Alpha | Reference α | Observation |
|-------------------------------------|------------------|--------------------|-------------|
| Internship Practice (X) | 0.833 | 0.60 | Reliable |
| Internship Partner Satisfaction (Y) | 0.847 | 0.60 | Reliable |

Source: IBM SPSS Statistics 30.0.0.0 output

The results indicate that both variables are reliable, as the Cronbach’s alpha values exceed the minimum reference value of $\alpha = 0.60$.

Data Analysis Technique

I. Frequency Test

To identify the level of satisfaction of internship partners, the frequency test first examines how many partners are satisfied versus dissatisfied.

Table 4. Frequency of Internship Practice Satisfaction (Variable X)

| Total Points | Category | Frequency | Percentage (%) |
|--------------|-------------------|-----------|----------------|
| 61–75 | Very satisfied | 34 | 61.8 |
| 46–60 | Satisfied | 20 | 36.4 |
| 31–45 | Neutral | 1 | 1.8 |
| 16–30 | Dissatisfied | 0 | 0 |
| 0–15 | Very dissatisfied | 0 | 0 |

Source: IBM SPSS Statistics 30.0.0.0 output

The results show that most internship partners were very satisfied (34 respondents, 61.8%), indicating a high level of satisfaction with Pedagogical Practice II conducted by Chemistry Teaching Department interns.

Table 5. Frequency of Internship Partner Satisfaction (Variable Y)

| Total Points | Category | Frequency | Percentage (%) |
|--------------|-------------------|-----------|----------------|
| 61–75 | Very satisfied | 25 | 45.4 |
| 46–60 | Satisfied | 29 | 52.7 |
| 31–45 | Neutral | 1 | 1.8 |
| 16–30 | Dissatisfied | 0 | 0 |
| 0–15 | Very dissatisfied | 0 | 0 |

Source: IBM SPSS Statistics 30.0.0.0 output

Most partners expressed satisfaction with the interns’ Pedagogical Practice II, with 29 respondents (52.7%) reporting satisfaction.

Descriptive Statistical Analysis of Variables X and Y

Table 6. Descriptive Statistics

| Variable | N | Minimum | Maximum | Mean | Std. Deviation |
|-------------------------------------|----|---------|---------|-------|----------------|
| Internship Practice (X) | 55 | 45 | 73 | 62.22 | 5.177 |
| Internship Partner Satisfaction (Y) | 55 | 45 | 70 | 59.69 | 5.705 |

Source: IBM SPSS Statistics 30.0.0.0 output

The descriptive statistics indicate that respondents rated the interns' practice at a moderately high level (X mean = 62.22, SD = 5.177). Partner satisfaction was similarly positive (Y mean = 59.69, SD = 5.705), with relatively low variability, indicating consistent responses.

Correlation Coefficient between Variables X and Y

Table 7. Bivariate Correlation Results

| Variable | Pearson Correlation | Sig. (2-tailed) | N |
|-------------------------------------|---------------------|-----------------|----|
| Internship Practice (X) | 1 | – | 55 |
| Internship Partner Satisfaction (Y) | 0.718** | <0.001 | 55 |

Source: IBM SPSS Statistics 30.0.0.0 output

Results of Data Analysis and Discussion

Based on the results obtained from SPSS version 30.0, the correlation coefficient between Internship Practice and Internship Partner Satisfaction is 0.718. This value indicates a strong positive relationship between variable X (Internship Practice) and variable Y (Internship Partner Satisfaction), as shown in Table 3.3, with a significance level below 0.05. A probability (p-value) > 0.05 would indicate no significant relationship, while a p-value < 0.05 confirms the existence of a positive relationship. In this case, the p-value = 0.001 < 0.05, confirming a significant correlation with rxy = 0.718.

Discussion

The descriptive analysis from IBM SPSS Statistics 30.0 shows that the majority of internship partners expressed satisfaction with the performance of the interns. Variable X (Internship Practice) had a frequency of 34 respondents (61.8%), whereas variable Y (Partner Satisfaction) recorded a frequency of 29 respondents (52.7%). Simple correlation analysis using the Pearson Product-Moment method revealed a positive and significant relationship between Internship Practice (X) and Internship Partner Satisfaction (Y), with a correlation coefficient of r = 0.718 and a significance level of 0.001, categorized as “strong.”

This interpretation suggests that higher-quality performance by interns corresponds to higher satisfaction levels among internship partners. The positive and consistent relationship indicates that students' contributions in the classroom, their teaching, collaboration, and professional ethics directly impact the satisfaction of school teachers. This finding aligns with Megawati (2017), who posits that satisfaction reflects the extent to which an individual's feelings arise from comparing observed performance or outcomes with their expectations. Therefore, when interns perform their duties professionally, demonstrate empathy, communicate effectively, and master the content, partner expectations align with reality, resulting in satisfaction. This confirms that the Chemistry Teaching Department's internship program at UNTL provides a practical and meaningful contribution to the educational process in schools.

The results also support Irawati et al. (2020) theory, which asserts that internship partner satisfaction depends on whether intern performance meets expectations: if performance falls below expectations, satisfaction is low; if performance partially meets expectations, satisfaction is neutral; and if performance exceeds expectations, partners are highly satisfied. In this study, the mean score for Internship Practice was 62.22 (categorized as “good”), while the mean for Partner Satisfaction was 59.69 (categorized as “satisfactory”). These values indicate that intern performance is good and contributes tangibly to the teaching process in schools.

The strong and significant correlation demonstrates that internship partners (teachers) perceive interns as positively impacting teaching quality, increasing student motivation, and confirming that the internship program is a relevant mechanism for professional and academic development. Key factors influencing satisfaction include preparation of teaching materials, classroom management, communication skills, and professional attitude.

According to Ekasari et al. (2022), internship partner satisfaction serves as an indicator for evaluating the implementation of collaborative programs. When partners are satisfied with intern contributions, they are likely to maintain collaboration with the Department, making the school a sustainable site for future practical training. In this study, Escola Secundária Geral Pública 5 de Maio – Becora welcomes interns annually due to the practical and valuable contributions of the students.

Beyond performance and expectations, moderating factors influence outcomes, such as university supervision, coordination between advisors and internship partners, and clarity of intern roles. Partners will remain satisfied if there is regular communication and coordination. Proper guidance and preparation before starting the internship enhance performance outcomes. Therefore, the internship program should be implemented with clear strategies, an organized structure, and strengthened relationships among the three key elements: student, advisor, and internship partner. This approach benefits all parties: schools receive pedagogical contributions and support in academic activities; students gain real-world educational experience; and the university obtains constructive feedback for curriculum improvement.

The discussion highlights that interns' practical contributions to education can be measured through indicators such as content mastery, professional ethics, problem-solving, collaboration, and facilitation of learning. Partner satisfaction reflects not only intern competencies but also the structure and oversight of the internship program. When the program is well-structured and monitored, positive impacts are evident.

For the future, the program must continue to improve based on partner feedback, through regular evaluations, reflective meetings between advisors and partners, and ongoing monitoring mechanisms that adapt flexibly to the internship environment. Schools should recognize the program as valuable, viewing interns as useful resources rather than mere observers. Overall, the discussion demonstrates that intern contributions are the primary factor driving partner satisfaction. The

Chemistry Teaching Department must continue revising and strengthening student training to ensure that all interns develop appropriate professional, ethical, and pedagogical competencies for their internship placements.

CONCLUSION

Based on the results of the study “Identification of Internship Partner Satisfaction in the Chemistry Teaching Department at Escola Secundária Geral Pública 5 de Maio – Academic Year 2025”, it can be concluded that the internship practice conducted by the department is considered “good” by the partners. This evaluation indicates that student interns possess the necessary skills and competencies to carry out their assigned activities effectively, particularly in terms of content mastery, teaching abilities, and interaction with students in the classroom environment.

Moreover, the level of satisfaction among internship partners is categorized as “satisfactory,” which reflects that teachers are generally pleased with the interns’ professional behavior, collaboration, and overall contribution during the teaching and learning process. The study also reveals a positive and significant relationship between internship practice and partner satisfaction, suggesting that higher performance by the interns directly corresponds to greater satisfaction among the partners. This finding highlights the importance and effectiveness of the internship program in supporting both student development and the operational needs of partner schools.

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