



The Effect of Internship Experience on Student Work Readiness at UM

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ABSTRACT

This study seeks to develop and examine research on the concept of internship experience and its relationship to student work readiness. This study aims to examine the concept of internship experience on job readiness for students at Universitas Negeri Malang. The research population was 275 students consisting of all management students at Universitas Negeri Malang Management class 2018. The number of samples used was 63 students as respondents using the *accidental sampling* for the sampling technique. The data is processed using SmartPLS 3.0. The results showed that the internship experience had an effect on the work readiness of students at the State University of Malang. That is, the longer the internship experience, the more mature the work readiness possessed by students.

Introduction

Education is becoming increasingly important in ensuring students have the skills to learn and innovate, use technology and information media, and can work and survive by using life *skills* (Wijaya et al., 2016). This is because students in this era are called students of the digital era, the revolution era and the global era where the roles and demands for them are getting higher (Karisma et al., 2019). The demands that often change in this century, according to research by Kadiyono & Sulistiobudi (2018) require students who are more flexible, creative, broad-minded and adaptable. In addition, it is able to create various breakthroughs in thinking, drafting concepts and actions (Wijaya et al., 2016). This means that students are required to have good theoretical knowledge, learning skills and skills to keep up with any changes that take place rapidly (Anthony et al., 2020; Latif et al., 2017).

Based on the research of Budiani et al (2020), self-readiness for changes that will later help students take on various roles in the world of work. Students' self-readiness in the world of work or work readiness must be possessed by students to face

competition in the world of work and maintain their jobs (Baiti et al., 2017). Thus, work readiness is needed to achieve success in a job (Saputra & Sukirno, 2020). One of the things that can affect job readiness is past experience gained by students, such as internships in industry (Wiharja et al., 2020). In the research results of Muhammad et al (2020) that internships have an effect on job readiness. Field work practices or industrial internships are very important in shaping students' knowledge and strengthening abilities (Wiharja et al., 2020).

The existence of an internship also makes students understand the real world of work. This is also supported by Cuyler & Hodges (2015) which have stated that internships have an important role in academic curriculum and programs. According to Gohae (2020) that understanding related to the world of work often does not match the reality where many fields require experts which are not enough only with the existing educational output. Based on this, preparing students to enter the world of work is not enough with lecture activities, but they also need programs that involve other aspects or skills (Gunawan et al., 2019). Answerri (2017) also adds that achieving career success is no longer limited to only academic ability. The government has made efforts to meet this need by enforcing a policy of industrial internships on the independent campus program (Directorate General of Higher Education, 2020). Basically, this independent campus program was also created to reduce the number of unemployed undergraduates.

Berita	Senarai Rencana Terbit ▾			
	Pendidikan Tertinggi yang Ditamatkan	Kota Malang		
		2019	2020	2021
Tidak Punya/SD Sederajat	4961	7254	7600	
SMP/Sederajat	3027	6811	11805	
SMA/MA	7140	8924	9314	
SMK	5284	13174	8709	
Akademi (D1/D2/D3)	400	553	1636	
Perguruan Tinggi/D4/S2/S3	6535	8526	7478	
TOTAL	27347	45242	46542	

Figure 1 The number of unemployed undergraduates in Malang 2019-2021

Based on the 2021 Central Statistics Agency (BPS) report, the number of university unemployment in Malang City has increased over the last three years. In fact, undergraduate graduates become professionals, but instead contribute to a fairly large unemployment (Muhammad et al., 2020). According to Siahaan & Meilani (2019) the cause of the number of unemployed graduates is the lack of skills and low work readiness. This is supported by Santoso et al (2019), the problem of unemployment can also be caused by the lack of competence of graduates with the demands of the world of work, so that activities in educational programs organized by educational institutions with the needs of the world of work are still low. Seeing this phenomenon, it is also necessary for universities to have a role in meeting the needs of students and the world of work by supporting the program (Maisyaroh et al., 2021). This is because universities play an important role in producing students who are superior, skilled and have full competence in themselves with high competitiveness, and make students get

jobs faster (Nurhayati, 2018; Sofyan, 2019; Wahyudi et al., 2021). If this important role is carried out properly, it will reduce the number of undergraduate unemployed.

Literature Review

Internship Experience

Basically there is no standard for the definition of internship, so in general internships can be seen as a short-term practical work experience where students receive a particular field of interest (Saputra & Jalinus, 2020). According to Morris & Blaney (2016) that internships must be carried out in order to produce high-quality graduates who are able to apply their knowledge to the world of work. Internships also provide benefits for students to recognize and understand the needs of the world of work, as well as priorities in the world of work. In the world of work, it is not only a high priority for hard skills, but also skills in soft skills (Harmen et al., 2015; Majid et al., 2012). Based on research by Amalee (2016), soft is one of the job readiness skills that a person needs to succeed in his work life. Likewise, with hard skills (Ratuela et al., 2022). In fulfilling this effort, the government expects collaboration with universities related to the fulfillment of the MBKM program policy (Merdeka Learning Independent Campus) in order to achieve quality and highly skilled graduates (Directorate General of Higher Education, 2020) which will increase students' competitive advantage.

This is supported by Silva et al (2016) that including an internship program in a degree program can reduce the unemployment rate of graduates, due to the competitive advantage resulting from the productivity of applicants. Students are able to effectively apply basic academic skills, high-level skills and professional skills required in the workplace (Kapareliotis et al., 2019). Based on the research results of Muhammad et al (2020) that experience has several indicators, namely skills, knowledge and work attitudes.

Work Readiness

In this era of globalization, the workforce as a quality resource is able to compete in all fields armed with professional expertise in their fields so that they are able to face the growing world of work and meet the demands of an increasingly complex world of work (Hulu, 2020). Students as qualified workforce are expected to have work readiness to face and fulfill these things. According to Alkodri et al (2021) stated that job readiness is a person's ability to complete work properly according to the target without experiencing significant obstacles. This work readiness is needed by students to get the job they want and continue to survive in their field of work. Based on the results of Erfelina & Editani's research (2017) that job readiness has several indicators, namely responsibility, communication, flexibility and self-reflection.

Internship Experience on Work Readiness

The increasingly rapid development of science and technology has resulted in new changes and demands in society, one of which is in qualifying the company's demand for increasingly high manpower (Harahap, 2019). The government recommends that in fulfilling the qualifications for this request, every university can follow policies related to the MBKM program which provide many benefits (Directorate General of Higher Education, 2020). This MBKM program provides great opportunities and opportunities for students to recognize and hone their potential through work practices or direct learning experiences as a form of student work readiness for the world of work (Aswita, 2021; Fatah, 2021). Internship is one of the activities in the MBKM program to make students feel real work practices. This is because internships are a form of training or practice to master certain skills under the supervision and guidance of experienced instructors (Azwar, 2019).

Not only under the supervision and guidance, the internship program must also educate and provide a structured, meaningful and relevant experience to the student's career (Stirling et al., 2017). Through the internship program, the MBKM program makes it easier for students to be ready for work and to achieve their careers. Based on the results of research by Noviyanti & Setiyani (2019) and Yustati & Auditya (2019) that the internship program has an effect on job readiness. This relationship can be seen from internal and external factors that can affect student work readiness. In Pratama et al's research (2019), external factors include the role of the community, family, infrastructure, school and work experience. Likewise, based on the results of research by Yustati & Auditya (2019), several external factors that affect work readiness, namely motivation, learning achievement and external practice experience.

H1: Internship experience has an effect on job readiness

Method

This research is an *explanatory research* and is included in quantitative methods, because it examines certain populations and samples, collects data using research instruments, analyzes statistical data to test established hypotheses (Sugiyono, 2011). In this study using PLS-SEM to determine the effect of variables in influencing student work readiness. The respondents in this study were all 2018 State Management University students. The population in this study were all 2018 Management Malang State University students as many as 275 people. According to Suharsimi (2013), if the population is less than 100 people, the total sample is taken. If the population is greater than 100 people, the sampling is 10-15% or 20-25%. In this study, 20% of the total population was taken so that 55 people were found as respondents.

The results of the questionnaire in the form of numbers from the Likert scale were analyzed using statistical methods. Smart-PLS 3.0 software is used in descriptive data processing in testing the validity and reliability with the measurement sub model (outer model), as well as evaluating the influence between variables and the structural sub model (inner model). In this study, indicators as a measurement of each research variable used a questionnaire distributed through Google Form. The measurement of the questionnaire was compiled based on the indicators of each variable that had been determined in the conceptual model. The measurement of the questionnaire has five kinds of answer choices, namely the lowest 1 (Strongly disagree), 2 (Disagree), 3 (Quite Agree), 4 (Agree), and the highest 5 (Strongly agree). The conceptual model in this study has a latent variable of internship experience. In this study, we tried to test the internship experience on student work readiness. It can be shown in figure 2 and table 1 for the hypothesis.

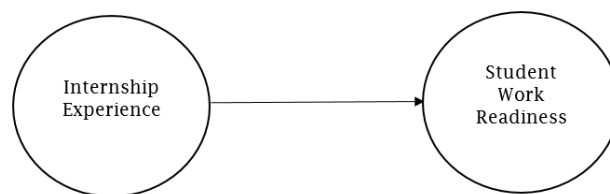


Figure 2 Conceptual Model

Table 1 Hypothesis

Hypothesis	Description of Effect
H1	Internship experience affects Student Work Readiness

Definition of Variable Operational

Definition Variable operational definition is an attribute of an object or activity that has certain variations and is set to be studied and conclusions drawn (Sugiyono, 2011). In this study, the use of variables and indicators is considered based on relevant previous studies. Operational variables used in this study can be seen in table 2.

Table 2 Definition of Operational Variables

Variable	Definition	Dimensions	Attribute
Internship Experience (PM)	Internship experience is a lesson that can be learned by individuals from the events experienced by participating in an internship in an organization according to their expertise (Muhammad et al., 2020).	Skill	KT
		Knowledge	PG
		Work attitude	SK
Readiness (KK)	Work readiness is an individual's overall condition starting from physical, mental, maturity, as well as the willingness and ability to carry out work in accordance with their fields. (Fataron & Sijabat, 2019).	Responsibility	TJ
		communication	KM
		Flexibility	F
		Self-Reflection	RD

Result and Discussion

Sampling technique used in this study was accidental sampling where the use of respondents was based on chance available in a place and in accordance with the research context (Sugiyono, 2018). A total of 63 respondents with as a sample (of the 50 respondents who were calculated at the beginning) obtained the age range of 21 years (1%), 22 years (51%) and 23 years (48%). Respondents consisted of 56% women and 44% men from several faculties and departments. Through filling in the respondent's data, 100% of respondents have done internships with independent programs (52%) and PMMB (48%) with a time of 1 to 3 months (52%), 6 months (25%) and more than 6 months (5%).

Table 3 Result of Demographic

Profile	Frequency	Percentage (%)
Status		
Student	30	48
Alumni	33	52
Gender		
Female	35	56
Male	28	44
Age		
21	1	1
22	32	51
23	30	48
Type of Internship		
Independent	33	52
PMMB	30	48
Length of Internship		
1-3 month	33	52
6 month	25	40
>6 month	5	8

Evaluation of the Measurement Model

Evaluation of the measurement model in this study uses two sub-models, namely the outer model and the inner model. In the outer model there is a convergent validity test and a reliability test. In the validity test (convergent validity) by looking at the value of the outer loading which aims to measure the influence between the construct and its latent variable. This study uses an outer loading value > 0.5 and an average variance extracted (AVE) value 0.5 , so it is declared valid (Ghozali & Hengky 2015). Meanwhile, the reliability test is based on the recommendation of Ghozali (2017) which states that composite reliability can be done by looking at the value of Cronbach's alpha and composite reliability of 0.6 then it is declared reliable. The test results from the outer loading will be shown in tables 4, 5 and 6.

Table 4 Convergent Validity Analysis Results

Variable	Indicator	Outer loading	AVE	Evidence
PM			0.630	Valid
	KT1	0.807		Valid
	KT2	0.737		Valid
	KT3	0.696		Valid
	KT4	0.715		Valid
	PG1	0.788		Valid
	PG2	0.828		Valid
	PG3	0.851		Valid
	SK1	0.767		Valid
	SK2	0.687		Valid
	SK3	0.749		
	SK4	0.778		
	KK			0.586
TJ1		0.817		Valid
TJ2		0.791		Valid
TJ3		0.323		Invalid
KM1		0.772		Valid
KM2		0.700		Valid
KM3		0.754		Valid
F1		0.378		Invalid
F2		0.866		Valid
F3		0.870		Valid
RD1		0.766		Valid
RD2		0.787		Valid
RD3		0.740		Valid

Based on the results of the outer loading in table 3, there are two indicators TJ3 (0.323) and F1 (0.378) which are declared invalid, because they still do not meet the outer loading value > 0.5 so it is necessary to eliminate these two indicators.

Table 5 Convergent Validity Analysis Results After Elimination

Variable	Indicator	Outer loading	AVE	Evidence
PM			0.630	Valid
	KT1	0.807		Valid
	KT2	0.737		Valid
	KT3	0.696		Valid
	KT4	0.715		Valid
	PG1	0.788		Valid
	PG2	0.828		Valid
	PG3	0.851		Valid
	SK1	0.767		Valid
	SK2	0.687		Valid

Variable	Indicator	Outer loading	AVE	Evidence
KK	SK3	0.749	0.586	Valid
	SK4	0.778		
	TJ1	0.817		
	TJ2	0.791		
PM	KM1	0.772		
	KM2	0.700		
	KM3	0.754		
	F2	0.866		
	F3	0.870		
	RD1	0.766		
	RD2	0.787		
	RD3	0.740		

After elimination on both indicators, each variable has shown a value > 0.5 Ghozali & Hengky (Ghozali & Latan, 2015) that each indicator is declared valid so that it has met the convergent validity requirements. Next, look at the value of AVE 0.5 for each variable that has been shown in tables 4 and 5. It means that each indicator has been able to present each variable well.

Table 6 Convergent Validity Analysis Results After Elimination

	Cronbach's Alpha	Composite Reliability	Evidence
PM	0,929	0,939	Reliable
KK	0,933	0,944	Reliable

The value of Cronbach's alpha and composite reliability shows the reliability of the variables. The results of Cronbach's alpha and composite reliability in this study have shown that all variables have values > 0.6 Ghozali (2017) so that all variables have good reliability.

Structural Model Evaluation

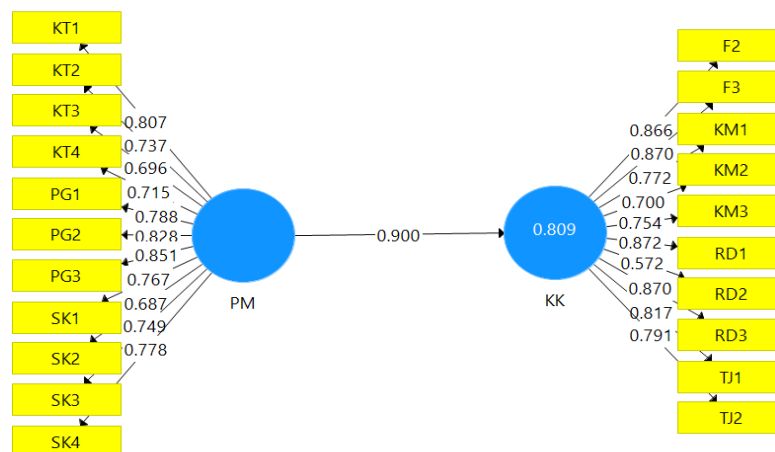


Figure 3 Bootstrapping Result

In testing the inner model is evaluated through the value of R-Square, T-statistical value and P-value using the bootstrapping algorithm. Variant analysis (R^2) or determination test was carried out to determine the effect of the independent variable on the dependent variable in the model (Ghozali, 2017).

Table 6 Results of Variant Analysis (R^2)

	R Square
KK	0,809

Table 6, it has been shown that work readiness (KK) is influenced by internship experience (PM) by 80.9% and the remaining 19.1% is influenced by other variables not examined in this study. this research. Meanwhile, the influence and significance between variables can be seen through the significance value between variables, t-statistics and p-values. This study uses a t-statistical significance value > 1.96 and a p-value < 0.05 so it is declared significant. Evaluation through bootstrap technique has an effect on the hypothesis of this research. This can be described in table 6.

Table 7 Recapitulation of Bootstrapping

Hypotheses	Description	Effect of the Direct	T Statistics (O/STDEV)	P Values	Evidence
H1	PM affects KK	PM → KK	21.728	0.000	Significant

H1: Internship Experience has an effect on Work Readiness

Effect of PM on KK is shown in the t-statistic value of 21.728 and p-value of 0.000. Based on these results, it has met the criteria for accepting the hypothesis test, which can be concluded that the internship experience has a significant effect on job readiness. This means that the better the internship experience, the better the student's work readiness. The results in this study are the same as the results of previous studies that have the same topic.

Internships allow students to learn about the industry through an employee's eyes by working on company projects and having a mentor, advisor or supervisor to guide and share personal experiences, career paths and advice during the internship (Huynh & Buswell, 2019). It has been stated by Sahrir et al (2016) that providing internship training is an effective way to improve student skills for a better future. Other benefits for students include strengthening the choice of majors, accepting direct recruitment, increasing collaboration skills and academic performance, as well as providing career advantages (Pernsteiner, 2015). In differentiating their career field and increasing their confidence to pursue that career (Schnoes et al., 2018). In addition to careers, according to the results of research by Kapareliotis et al (2019) and Utami & Raharjo (2020) students who take part in internship programs have a positive effect on all aspects of the job readiness variable.

Conclusion

The initial concern of this research is that students are required to be versatile and highly adaptive when they want to apply or work in a company and institution. In meeting these demands, the government applies regulations regarding student internships that need to be supported by universities. Based on the empirical findings in this study, the authors suggest that the internship experience will create students in accordance with the wishes of companies and institutions, and increase student work readiness. This is also because there is still a lot of intellectual unemployment in the labor market (Herbert et al., 2020), thus raising attention to the employability of universities in meeting government regulations. Wilson's research (2012) stated that educators and companies are expected to work together to create more opportunities for students to access relevant internships or work experiences in addition to their studies. Meanwhile, for students to be more confident in emphasizing the skills they have (Herbert et al., 2020). In order to implement this, the authors propose to implement the government internship program supported by the change of student credit units.

Limitations and future research potential

Limitations in this study are that it does not include students from all majors and faculties at the university, mixed respondents who take courses in the compulsory internship program and competence as a condition for student work readiness. In future research, it is better to examine the same theme for students from all majors and faculties, select respondents specifically who participate in co-curricular or non-mandatory internship programs, and add indicators of competence in work readiness.

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