
Internship Program Effectiveness: A Work Readiness Dewi Sukmawati¹

¹*Universitas Muhammadiyah Malang, dewisukma2608@gmail.com*

ARTICLE INFO

Article History:

Received 12 September 2022

Revised 19 September 2022

Accepted 10 October 2022

Keywords: *Internship*

*Experience, Work Readiness,
Student*

ABSTRACT

In entering the world of work, it is necessary to increase self-capacity and the ability to be able to compete in the digital economy era. Internships are a form of student learning to practice their skills and knowledge in a professional environment. This research aims to explain internship program effectiveness with university graduate's work readiness. This research kind of explanatory research using accidental sampling techniques method as the sampling technique. This research analyzed by using SmartPLS 3.0 program. The result of this research indicate that internship experience has a positive and significant influence toward student work readiness.

Introduction

In an organization or company, human resources are a very important factor for the development and progress of the organization. With quality human resources will help an organization or company to increase productivity and achieve goals (Mustari, 2021). Indonesia is facing the challenge of the lack of quality human resources. One of the causes is the capacity of high school and university graduates who are unable to compete to enter the workforce. Facing the challenges of human resource in the digital economy era requires educators who can hone the skills of their students. Higher education is required to improve the qualifications and expertise of human resources in order to keep pace with the rapid development of the industry (Nagel, 2020).

Human resource must prepare themselves by increasing their capacity, because in the future the competition will be tougher (Ridwan, 2021). Intense competition in entering the world of work requires prospective workers to prepare themselves adequately, especially for undergraduate graduates (Kapareliotis et al., 2019). Self-

capacity building and human resource development cannot be separated from the role of education to answer these challenges (Ridwan, 2021). Many sectors require professional resources but cannot be met by the existing educational outputs. This is because the understanding of the world of work in the education sector is not in accordance with the existing reality. Internship experience is one of the factors to answer these problems (Gohae, 2020). Internships are rendered as important learning experiences, not only for students, but also for the host organizations. The practical on hands experience availed during an internship, helps in abridging the gap between academic preparation and application of the theoretical knowledge (Jawabri, 2017). Internships are a form of experiential learning whereby students can apply and practice their skills in a professional setting while gaining career and life experience (Thompson et al., 2021).

According to (Kapareliotis et al., 2019) suggest that internship programs increase the students' employability prospects, as they sufficiently prepare them to adjust to the realities of the work life. Students assessed positively the internship experience regarding the overall understanding (what it takes to perform well at work), motivation (what it would motivate them to engage in desired behaviours at work) and skills (key competences to perform certain work tasks) that are required in order to get employed in the workplace The internship experience allowed them to realize how they can excel in the workplace, identify what matters to them in order to be fully engaged in the completion of a work activity and feel more confident about how to effectively use their skills in the workplace.

Literature Review

Table 1 Literature Review

No	Author	Country	Study Focus	Sample Size	Variables	Result
1	(Jawabri, 2017)	UAE	Exploration Of Internship Experience And Satisfaction Leading To Better Career Prospects Among Business Students In UAE		Business Students In UAE	The Researcher Found The Result Synonymous To Previous Findings, Wherein The Validated Constructs Of Comfort With Work Environment, Positive Work Environment ,Personal Traits, And Developed New Skills Were Found To Have A Positive Impact On Internship

No	Author	Country	Study Focus	Sample Size	Variables	Result
						Experience. Also, The Satisfied Students Were Found To Be More Positive And Enthusiastic With Respect To Expectations For Future Job Prospects.
2	(Thompson Et Al., 2021)	US	Internship Experiences Among College Students Attending An HBC: A Longitudinal Grounded Theory Exploration	18	Students Attending An Historically Black College And University (HBCU)	The Internship Application Process Is Complex, And Support From Important Others, Limitations To Internship Opportunities, And Financial Considerations Impact Students' Experiences. These Experiences Shape Perceptions Regarding The Value Of Internships, Which Informs Students' Future Projections
3	(Kapareliotis Et Al., 2019)	Greece	Internship And Employability Prospects: Assessing Student's Work Readiness	79	Department Of Marketing, American College Of Greece	Students Who Attend Internship Programs Assessed Positively All Aspects Of The Work Readiness Construct.

No	Author	Country	Study Focus	Sample Size	Variables	Result
						They Knew What It Was Expected By Employers From Them To Do At Work. They Were Able To Effectively Apply Basic Academic Skills, High-Order Skills And Professional Skills Required By Employers On The Job And Placed Greater Importance To The Intrinsic Rewards Than The Extrinsic Ones
4	(Chan Et Al., 2020)	UCSI University, Kuala Lumpur, Malaysia	INTERNSHIP PROGRAM EFFECTIVENESS: A JOB OPPORTUNITY	50	Fresh Graduates From Both Public And Private Universities In Klang Valley	The Results Of This Study Imply That The Four Factors; Working Experience, Performance, Interpersonal Skills And Social Network Has A Significant Relationship With Job Opportunity. This Indicates That Students Who Emphasized And Equipped With This Four Variables Could Increase Their Chances Of Getting Job After Complete

No	Author	Country	Study Focus	Sample Size	Variables	Result
						Their Education
5	(O'Connor & Bodicoat, 2016)	UK	Exploitation Or Opportunity? Student Perceptions Of Internships In Enhancing Employability Skills		Department Of Sociology, University Of Leicester, Leicester, UK	Conclude That Higher Education Institutes Need To Be More Proactive In Extolling The Value Of Paid Internships To All Students And Not Just Those Most Likely To Engage With Their Services
6	(Mustari, 2021)	Indonesia	PENGARUH PENGALAMAN MAGANG DAN MINAT KERJA TERHADAP KESIAPAN KERJA (Studi Pada Mahasiswa Fakultas Ekonomi Dan Bisnis Universitas Brawijaya)	122	Students From The Faculty Economics And Business Brawijaya University	The Results Of This Research Indicate That; 1) Internship Experience Has A Positive And Significant Influence Towards Work Readiness Of Students From The Faculty Economics And Business Brawijaya University, 2) Work Interest Has A Positive And Significant Towards Work Readiness Of Students From The Faculty Economics And Business Brawijaya University, 3) Internship Experience And Work Intrest

No	Author	Country	Study Focus	Sample Size	Variables	Result
						Simultaneously Has A Positive And Significant Influence Towards Work Readiness Of Students From The Faculty Economics And Business Brawijaya University.
7	(Gohae, 2020)	Indonesia	Pengalaman Magang, Minat Kerja Dan Pengaruhnya Terhadap Kesiapan Kerja Mahasiswa Akuntansi	25	Student At STIE Nias Selatan	The Results Of This Study Indicated That (1) Work Interest And Work Experience Influence Work Readiness, (2) Work Interest Has A Positive And Significant Effect On Job Readiness, And (3) Experience Leads To Internships And Significance For Work Readiness

Method

The type of research that will be used in this research is the type of explanatory research that is included in the quantitative method. According to (Sugiyono, 2018) explanatory research is to test a hypothesis, where in the hypothesis explains the relationship between variables. This research also uses survey methods with data collection in the form of questionnaires as a data collection tool. Variable collection technique using a likert scale of 1-5. The use of the likert scale aims to facilitate measurement because the likert scale has a diversity of scores in terms of statistics (Sekaran & Bougie, 2017). The sampling technique used in this study is non probability sampling with accidental sampling techniques. Accidental sampling technique is a technique of determining samples based on chance (Sugiyono, 2018). Data analysis techniques using Partial Least Square are carried out with several test stages, namely

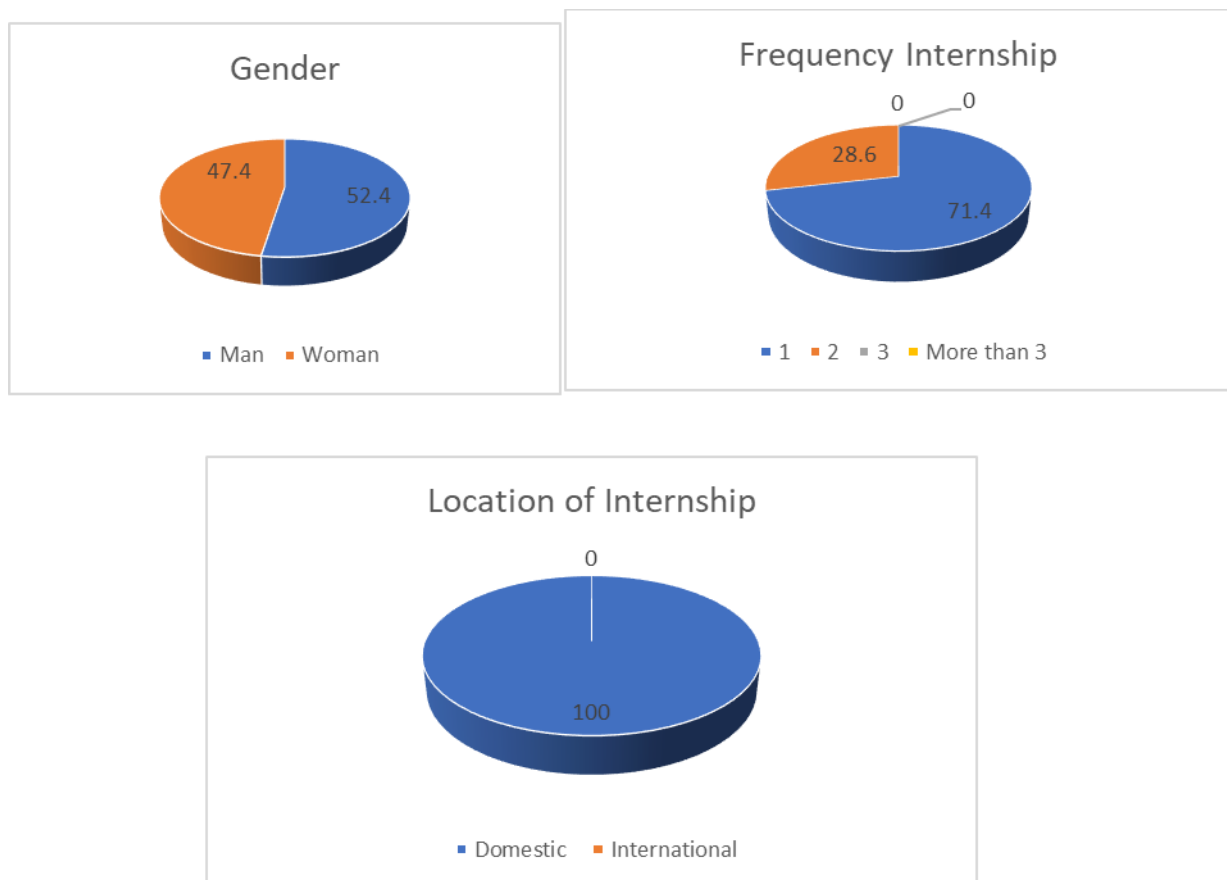
the measurement model or outer model test and the structural model or inner model test and hypothesis test by bootstrapping.

Result and Discussion

Descriptive Statistic

The descriptive statistics for the respondent population were coded and summarized using the frequency distribution. In the descriptive statistics, the male population is 52.4% higher than the female population, which is only 47.6%. Most of the respondents have received internship experience 1 time during the lecture period which of them is up to 71.4%, while the remaining 28.6% get internship experience up to 2 times. 100% of respondents get internship experience in domestic area (Indonesia).

Figure 1 Descriptive Statistic



SmartPLS Program (Partial Least Square)

The data analysis technique using SmartPLS was carried out in two stages of testing, namely the measurement model / outer model test, the structural model or inner model test and hypothesis testing using bootstrapping.

Measurement Model / Outer Model

The outer model is done by testing convergent validity and reliability testing. Convergent validity can be seen from the value of the loading factor. The loading factor value is said to be valid if it is more than 0.7 but a value of 0.5 to 0.6 can be considered sufficient. Variables tested through AVE (Average Variance Extracted), the value will be valid if more than 0.5.

Table 2 Convergent Validity

Variable	Indicator	Factor Loading	Evidence
X			
	X1	0.604	Valid
	X2	0.600	Valid
	X3	0.160	Invalid
	X4	0.647	Valid
	X5	0.489	Invalid
	X6	0.636	Valid
	X7	0.437	Invalid
	X8	0.734	Valid
	X9	0.841	Valid
	X10	0.682	Valid
	X11	0.756	Valid
	X12	0.652	Valid
	X13	0.515	Valid
	X14	0.617	Valid
X15	0.500	Valid	
Y			
	Y1	0.770	Valid
	Y2	0.773	Valid
	Y3	0.860	Valid
	Y4	0.793	Valid
	Y5	0.830	Valid
	Y6	0.812	Valid
	Y7	-0.270	Invalid
	Y8	0.301	Invalid
	Y9	-0.257	Invalid
	Y10	0.287	Invalid
	Y11	0.471	Invalid
Y12	-0.337	Invalid	

Based on the results of the outer loading in table 1, there are 9 indicators X3 (0.160), X5 (0.489), X7 (0.437), Y7 (-0.270), Y8 (0.301), Y9 (-0.257), Y10 (0.287), Y11 (0.471),

and Y12 (-0.337) which are declared invalid, because they still do not meet the outer loading value > 0.5 so it is necessary to eliminate these 9 indicators.

Table 3 Convergent Validity Aftrer Elimination

Variable	Indicator	Factor Loading	Evidence	
X				
	X1	0.597	Valid	
	X2	0.574	Valid	
	X4	0.666	Valid	
	X6	0.669	Valid	
	X8	0.763	Valid	
	X9	0.839	Valid	
	X10	0.678	Valid	
	X11	0.778	Valid	
	X12	0.641	Valid	
	X13	0.480	Invalid	
	X14	0.613	Valid	
	X15	0.477	Invalid	
	Y			
		Y1	0.743	Valid
Y2		0.813	Valid	
Y3		0.870	Valid	
Y4		0.861	Valid	
Y5		0.762	Valid	
Y6		0.790	Valid	

Based on the results of the outer loading in table 2, there are two indicators X13 (0.480) and X15 (0.477) which are declared invalid, because they still do not meet the outer loading value > 0.5 so it is necessary to eliminate these 2 indicators.

Table 4 Convergent Validity Aftrer 2'nd Elimination

Variable	Indicator	Factor Loading	Evidence
X			
	X1	0.598	Valid
	X2	0.569	Valid
	X4	0.695	Valid
	X6	0.689	Valid
	X8	0.794	Valid
	X9	0.853	Valid
	X10	0.689	Valid
	X11	0.792	Valid
	X12	0.599	Valid
	X14	0.567	Valid

Variable	Indicator	Factor Loading	Evidence
Y	Y1	0.743	Valid
	Y2	0.814	Valid
	Y3	0.872	Valid
	Y4	0.861	Valid
	Y5	0.759	Valid
	Y6	0.787	Valid

After elimination on both indicators, each variable has shown a factor loading > 0.5 (Ghozali & Latan, 2015) that each indicator is declared valid so that it has met the convergent validity requirements.

Table 5 AVE (Average Variance Extracted)

Variable	AVE (Average Variance Extracted)
X	0.512
Y	0.652

The value of AVE > 0.5 for each variable that has been shown in tables 4. It means that each indicator has been able to present each variable well. The second stage of the outer model is the reliability test to measure the level of reliability of the research variables. If the value of Cronbach's alpha and composite reliability is greater than 0.6 then it can be said to be reliable (Ghozali & Latan, 2015).

Table 6 Cronbach's Alpha & Composite Reliability

Variable	Cronbach's Alpha	Composite Reliability	Evidence
X	0.879	0.900	Reliabel
Y	0.896	0.918	Reliabel

The table above shows that the value of Cronbach's alpha and composite reliability of each variable is more than 0.6. This indicates that the variable can be said to be reliable

Structural Model / Inner Model

The inner model can be measured using bootstrapping test to see the influence and significance between variables, and R Square to see how much the variable is influenced by other variables.

Figure 1 Bootstrapping Result

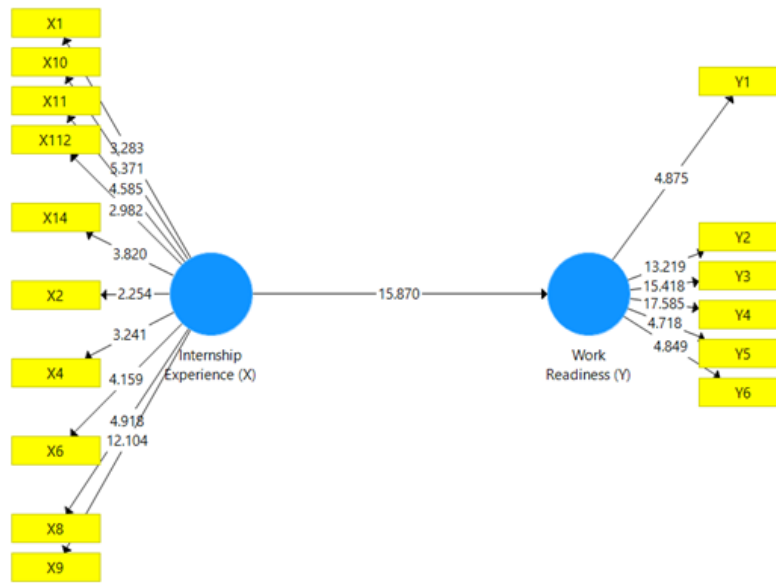


Table 7 R Square

	R Square	R Square Adjusted
Work Readiness (Y)	0.586	0.564

Based on Table 6 indicate that R Square value from the variable Work Readiness 0.586. It mean the high work readiness can be influenced by the internship experience variable by 58% while the remaining 42% is influenced by other variables.

Boostrapping method, it is carried out to see the value of the Orginal Sample (O) and the value of T Statistics to assess the level of significance of the relationship between variables. It can be said to be positive if the significance value is above 1.96 with a significance level of 5%.

Table 8 Recapitulation of Bootstapping

Variable	Original Sample	T-Statistic	P Values	Evidence
X -> Y	0.766	15.87	0.000	Significant

H1 : Internship Experience effect the work readiness

Ha : Internship does not effect the work readiness

Based on the research known that the internship experience has a positive influence and significant on work readiness. It mean Ho accepted and Ha rejected. Based on the table showed that the influence of internship experience on the work readiness have a original sample 0.766 , T-Statistic 15.87 (>1.96) dan P Values 0.000 (<0.05)

The results of this study show the similarity of previous studies that examined the same thing. Based on the research (Kapareliotis et al., 2019) said that students

who attended internship programs assessed positively all aspects of the work readiness construct. They knew what it was expected by employers from them to do at work. Which means that students who carry out internship programs will have knowledge of the realities of the world of work so that it will help them improve their skills when they enter the world of work.

According (Chan et al., 2020) it is said that there are 4 factors that have implications for students who have internship experience, namely working experience, performance, interpersonal skills and social network. Thus, students with internship experience will be better prepared to enter the world of work. Internship programs increase the students' employability prospects, as they sufficiently prepare them to adjust to the realities of the work life (Kapareliotis et al., 2019).

Conclusion

Preparation to enter the world of work can be done by increasing the knowledge and skills of each human resource. Internships are a form of experiential learning whereby students can apply and practice their skills in a professional setting while gaining career and life experience. In this study, it was found that the internship experience has a significant positive effect on work readiness. With internship experience carried out in various industrial sectors, it will provide knowledge to students about how the reality in the world of work is. Thus, students can prepare themselves with the knowledge and skills needed in the world of work. The internship experience will also provide opportunities for students to gain social networks that will be useful when they enter the workforce.

Limitations and future research potential

In this study, it was found that the internship experience only had an effect of 58% on work readiness. Therefore, further researchers can examine other factors that can affect work readiness.

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