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The Influence of Internship Programs on Student Work Readiness with Motivation as A Moderating Variable

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Abstrak

Program magang penelitian diyakini mampu meningkatkan keterampilan mahasiswa, pengalaman mahasiswa, soft skill, mahasiswa, dan lain sebagainya yang pada akhirnya dapat meningkatkan kemampuan kerja mahasiswa dibandingkan dengan mahasiswa lain yang tidak mengikuti program magang. Oleh karena itu, penelitian ini bertujuan untuk menganalisis pengaruh Program Magang Mahasiswa terhadap Kesiapan Kerja Mahasiswa. Berbeda dengan penelitian sebelumnya, penelitian ini menambahkan variabel Motivasi Kerja sebagai variabel moderasi yang diyakini peneliti dapat memperkuat pengaruh variabel Program Magang terhadap Kesiapan Kerja Mahasiswa. Penelitian ini merupakan penelitian kuantitatif dengan pendekatan eksploratif. Peneliti menyebarkan kuisisioner secara online kepada mahasiswa semester 7 yang tersebar di seluruh Indonesia dan mempunyai sistem magang. Kuisisioner berisi pernyataan setuju, sangat setuju, tidak setuju, norma, dan sangat tidak setuju, data yang digunakan dalam penelitian ini bisa disebut juga data primer. Data ini dianalisis menggunakan alat analisis smart PLS 4.0. Hasil dalam penelitian ini menunjukkan variabel Program Magang dapat mempunyai hubungan positif dan pengaruh signifikan terhadap Kesiapan Kerja mahasiswa magang karena hasil P-Values mempunyai arah hubungan positif dan berada dibawah taraf signifikansi 0,05 yaitu 0,031. Selain itu, peneliti juga meyakini bahwa skill, soft skill, jaringan dan pengalaman yang diperoleh mahasiswa selama magang akan semakin solid dan kuat jika dibarengi dengan motivasi kerja yang kuat dari dalam diri karyawan. Berdasarkan hal tersebut, hasil koefisien jalur baris kedua tabel ketiga menunjukkan arah hubungan positif dan pengaruh signifikan karena nilai P-Values berada di bawah taraf signifikansi 0,05 yaitu lebih signifikan 0,000 dibandingkan pengujian langsung. Oleh karena itu,

hasil hipotesis pertama dan kedua dalam penelitian ini dapat diterima.

Kata Kunci: *Program Magang, Kesiapan Kerja Siswa, Motivasi*

Abstract

The research internship program is believed to be able to improve student skills, student experience, soft skills, students, and so on which in the end can increase student employability compared to other students who do not take part in the internship program. Therefore, the research aims to analyze the influence of the Student Internship Program on Student Work Readiness. Different from previous research, this research adds the Work Motivation variable as a moderating variable which researchers believe can strengthen the influence of the Internship Program variable on Student Work Readiness. This research is quantitative research with an exploratory approach. Researchers distributed online questionnaires to 7th semester students spread throughout Indonesia and had an internship system. The questionnaire contains the statements agree, strongly agree, disagree, norm, and strongly disagree, the data used in this research can also be called primary data. These data were analyzed using the smart PLS 4.0 analysis tool. The result in this research show the Internship Program variable can have a positive relationship and a significant influence on the Job Readiness of internship students because the results of the P-Values have a positive relationship direction and are below the 0.05 significance level, namely 0.031. Apart from that, researchers also believe that the skills, soft skills, networks and experience that students gain during internships will become more solid and stronger if accompanied by strong work motivation from within the employee. Based on this, the results of the second row of the third table of path coefficients show a positive relationship direction and a significant influence because the P-Values value is below the significance level of 0.05, which is 0.000 more significant than direct testing. Therefore, the results of the first and second hypotheses in this study can be accepted.

Keywords: *Internship Programs, Student Work Readiness, Motivation*

INTRODUCTION

Programs can generally be interpreted as "plans". Reksopoetranto defines a program as a regular social activity with clear and specific goals, limited by a certain place and time. Fadhila Shofiana also said that a program is one component of a policy to achieve certain goals. Based on this theory, it can be further explained that a program is a design prepared by an agency in a systematic and integrated manner to achieve the goals and objectives that have been set. (Badrianto, 2022), completely defines a program as a series of systematic activities planned using managed resources to achieve certain goals related to the specific needs of individuals or groups, which can be identified, with individual or group participation, in a certain context. produce outputs, outcomes and impacts that can be documented following a belief system that is assumed either explicitly or implicitly about how the program works and relates to specific costs and benefits .

In their book, (Badrianto, 2022). specifically explain that programs are the operationalization of public policy in order to solve public problems. Both opinions explain that the program is a form of implementation of public policy. Because the program is created based on problems/problems that exist in society and is designed with the aim of overcoming public problems. So a program is a series of activities designed systematically and integrated by an agency by utilizing existing resources and carried out by individuals or groups over a certain period of time. The activity process will be monitored and evaluated to determine the level of achievement of the objectives of the output, outcomes and impacts produced. One of the factors causing the high level of graduate unemployment in Indonesia is the lack of work readiness of graduates before entering the world of work (Yoyo, 2018).

To overcome this problem, in an effort to form work readiness in graduates through a series of various education and training educational institutions created a policy in the form of an internship program. Then, according to Sumardiono, an internship is a learning process from an expert through activities in the real world. According to Sudjana, internships are one way of disseminating information in an organized manner. Another opinion, according to Rusidi, is that an internship is one of the courses that every student must complete as a way to prepare themselves to become professional and work-ready human resources. Meanwhile, according to Peter Jarvis, an apprenticeship is a period where a young person is bound for a certain period to a master, or organized training program, to learn a certain profession/field. In line with Firdaus' opinion, which emphasizes that internships are a form of workplace learning that provides participants with the opportunity to develop competencies over a certain period of time in real work while being accompanied by an expert in the field being studied (Sumardiyono, 2014).

The thing that can be most influenced by an internship program is work readiness, where someone who does an internship, in this case a student, can have more skills than other students so that it can be said that the student is ready to work. Renita defines work as efforts made to realize general, family and community welfare to maintain and develop the standard of living. Meanwhile, the definition of work in a more specific sense according to Hasibuan is the sacrifice of services, body and mind to produce goods or services by obtaining certain rewards. Another opinion, Natasha explains that work is an activity carried out by someone using energy in an effort to complete or do something and get payment or wages (Safari, 2020). These four opinions explain that humans are essentially born to work, because the purpose of work is to maintain life, to place humans in a better condition than before, to improve personal and family welfare, and to establish status in society. Success at work is influenced by the level of work productivity. To increase work productivity,

performance needs to be optimized. Cascio explained that the factors that influence performance are work motivation, work environment and work readiness. Good work readiness will produce good performance because with work readiness a person has the ability to complete a particular job, without experiencing difficulties and obstacles and achieve maximum work results. Meanwhile, Sunyoto said there are five factors that influence work productivity, namely knowledge, skills, abilities, attitudes and behavior. This knowledge, skills and attitudes are an accumulation of work abilities that need to be prepared from school. Therefore, everyone needs to get a good education to equip students to always be ready to work (Kader, 2021).

The definition of work readiness according to Kartini is a person's ability to carry out work well inside and outside the work relationship in order to produce goods or services. Meanwhile, according to Caballero and Walker, quoted by Roberta Fenech et al., define "Work readiness of graduates is the extent to which graduates are perceived to have the required skills and attributes to be successful at work in terms of performance and career advancement." Caballero and Walker emphasized that graduate work readiness is the extent to which graduates are considered to have the skills and attributes needed to succeed in the workplace in terms of performance and career advancement. In the book by A. Wibowo et al., explained by Moh. Thayeb work readiness is a list of relevant behaviors by identifying, selecting, planning and implementing work goals that are available to certain individuals according to their developmental age (Sandika, 2021).

Based on the explanation of several expert opinions above, it can be seen that the essence of student work readiness is the overall condition of a student who has the work ability to carry out/carry out certain tasks. Student work readiness is shaped by higher education institutions by aligning the education system to the needs of the 21st century labor market. Work readiness is essential for students before entering the world of work, because after graduating students will be faced with environmental, cultural and diversity differences between campus and the workplace. The change from student to worker is called a transition period. During the transition period, students need to adapt by building habits into the professional realm. This is done to prepare oneself to face the world of work directly without taking a lot of time to adapt to the field. A positive work culture can increase employee motivation at work, thereby creating work efficiency and ultimately having an effect on increasing company productivity. So it can be said that success in a career can be achieved if individuals have work readiness (Marisa, 2020).

There are a number of studies (Muhammad & Mustari, 2021); (Setiarini et al., 2022); (Pratama, 2021) & (Listria, 2022) which shows that internship programs can have a positive

relationship and a significant influence on employee work readiness. Different from a number of previous studies, this research adds motivation variables as moderating variables.

RESEARCH METHOD

The research internship program is believed to be able to improve student skills, student experience, soft skills, students, and so on which in the end can increase student employability compared to other students who do not take part in the internship program (Supriyanto, 2019). Therefore, the research aims to analyze the influence of the Student Internship Program on Student Work Readiness. Different from previous research, this research adds the Work Motivation variable as a moderating variable which researchers believe can strengthen the influence of the Internship Program variable on Student Work Readiness (Lince Bulutoding, Rika Dwi Ayu Parmitasi, 2016). This research is quantitative research with an exploratory approach. Researchers distributed online questionnaires to 7th semester students spread throughout Indonesia and had an internship system (Supriyanto, 2019). The questionnaire contains the statements agree, strongly agree, disagree, norm, and strongly disagree, the data used in this research can also be called primary data (Hair, 2010). These data were analyzed using the smart PLS 4.0 analysis tool with the research model below:

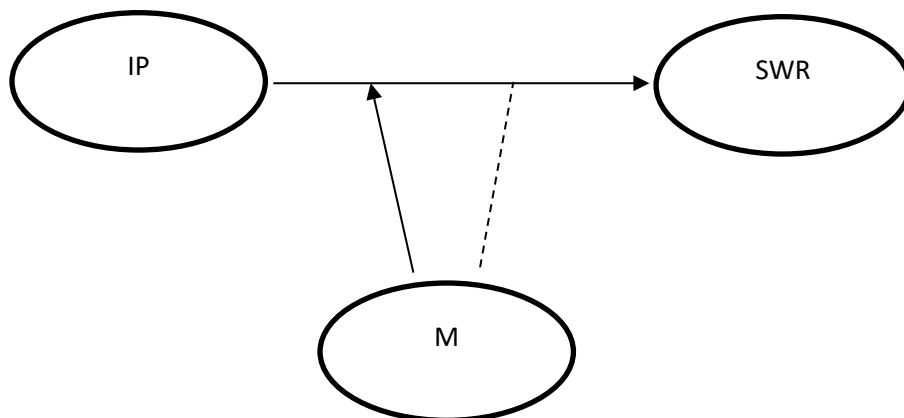


Figure 1. Model

Noted:

IP : Internship Program

SWT: Student Wokr Readiness

M: Motivation

Hypothesis:

H1: The Influence of Internship Program Style on Student Wokr Readiness

H2 : Motivation Can Moderates The Influence of Islamic Leadership Style on Job Satisfcation.

RESULT AND DISCUSSION

Validity Test

Based on the research methodology above, it can be concluded that this research aims to analyze the influence of the Maagang Program on Student Work Readiness with motivation as a moderating variable. The data used in this research is primary data, in using primary data the first condition that must be passed is validating each questionnaire used in this research with the following results (Gujarati, 2013):

Table 1. Validity Test

Variable	Question Item	Loading Factor
Internship Program (X1)	Internship programs can improve student skills	0.821
	Internship programs can improve students' soft skills	0.817
	Internship programs can enhance student experience	0.826
	Internship programs can improve student work performance	0.821
	Internship programs can increase student networks	0.831
	Internship programs can increase student work readiness	0.832
Student Wokr Readiness (Y)	Student work readiness can be helped by good skills	0.898
	Student work readiness can be helped with good soft skills	0.897
	Student work readiness can be helped by extensive experience	0.894
	Student work readiness can be influenced by student internship programs	0.892
Motivation (Z)	Work motivation can improve the skills of internship students	0.956
	Work motivation can improve the skills of internship students	0.976

Work motivation can influence the enthusiasm of intern students	0.967
Work motivation can influence the enthusiasm of intern students	0.989

Valid > 0.70

Reliability Test

The questionnaire with the variable theme questions Internship Program, Job Readiness of intern students, and motivation has been validated and all declared valid because the loading factor value is above 0.70. The next stage is a reliability test to find out the composite reliability and Cronbach alpha values with the following reliability test results (Sarstedt et al., 2014):

Table 2. Reliability Test

Variable	Composite Reliability	Cronbach Alfa	Noted
Internship Program	0.895	0.844	Acceptable
Student Wokr Readiness	0.978	0.947	Acceptable
Motivation	0.989	0.958	Acceptable

Reliable > 0.70

Path Coefisien

The 14 question items from the 300 questionnaires that the researchers distributed to 300 students spread throughout Indonesia contained statements of agree, strongly agree, normal/average, disagree, and strongly disagree as much as they were valid because the loading factor value was above 0.70. Apart from that, the results of the reliability test in this study also show similar results where the composite reliability and Cronbach alpha values used in this study are above 0.70, which meets the requirements of the reliability test. The next step is to find out the direction of the relationship by looking at the path coefficient results as follows (Ghozali, 2016):

Table 3. Path Coefisien

Direct Influence	Variable	P-Values	Noted
	IP-> SWR	0.031	Accepted
Indirect Influence	M* IP-> SWR	0.000	Accepted

Signifianct Level < 0.05

Researchers believe that the Internship Program can improve the skills of intern students, can improve the soft skills of intern students, can improve the experience of intern students, and can increase the network of intern students which in turn can increase student work readiness. In line with this, the results of the first row of the third table of path coefficients show that the Internship Program variable can have a positive relationship and a significant influence on the Job Readiness of internship students because the results of the P-Values have a positive relationship direction and are below the 0.05 significance level, namely 0.031. These results are in line with research (Muhammad & Mustari, 2021); (Setiarini et al., 2022); (Pratama, 2021) & (Listria, 2022).

Apart from that, researchers also believe that the skills, soft skills, networks and experience that students gain during internships will become more solid and stronger if accompanied by strong work motivation from within the employee. Based on this, the results of the second row of the third table of path coefficients show a positive relationship direction and a significant influence because the P-Values value is below the significance level of 0.05, which is 0.000 more significant than direct testing. Therefore, the results of the first and second hypotheses in this study can be accepted.

CONCLUSION

Researchers believe that the Internship Program can improve the skills of intern students, can improve the soft skills of intern students, can improve the experience of intern students, and can increase the network of intern students which in turn can increase student work readiness. In line with this, the results of the first row of the third table of path coefficients show that the Internship Program variable can have a positive relationship and a significant influence on the Job Readiness of internship students because the results of the P-Values have a positive relationship direction and are below the 0.05 significance level, namely 0.031. These results are in line with research (Muhammad & Mustari, 2021); (Setiarini et al., 2022); (Pratama, 2021) & (Listria, 2022).

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