

## Student Work Readiness: Support from Internship Experience, Motivation and Work Environment

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### ABSTRACT

This study aims to identify and examine the influence of internship experience and work environment on work readiness, with work motivation serving as a mediating variable. A total of 98 students participated in this study from the Faculty of Business and Economics at the Islamic University of Indonesia. A quantitative approach was employed, using purposive sampling as the sampling technique. Data were collected through questionnaires distributed via Google Forms, and analyzed using SPSS. The findings indicate that internship experience has a favorable and significant impact on job preparedness. The work atmosphere is also positively and considerably influences work readiness. Additionally, both internship experience the work environment has a favorable and important impact on work motivation. Work motivation itself has a positive and significant effect on work readiness and serves as a mediating factor in the relationship between Internship experience and employment preparedness, as well as between work environment and work readiness.

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## **INTRODUCTION**

The current era of globalization has brought about Significant changes have occurred in many areas of human life. Currently, it is not enough to simply expand the scope of the market in the world of work, but it is also necessary to increase expectations of the skills and competencies that must be possessed by the workforce in the future. Therefore, it is important for students to prepare themselves thoroughly and strategically to face increasingly tight labor competition. In the context of education, this internship process provides an opportunity for students to apply their theoretical knowledge in college at an institution or agency.

In the current era of globalization, there is a demand for workforce needs. Therefore, educational institutions must be able to compete in producing educated, innovative, and skilled graduates. One of the provisions that can create the best graduates is through internship experience. Internship experience as capital to improve soft skills and optimize students in preparing themselves. With internship experience, students will gain comprehensive competencies. Not only gaining theoretical skills but also relevant practical skills. Internship experience can instill a real work ethic in students. Internship experience is an important factor in preparing oneself to face future work readiness (Maria et al., 2020).

The work environment is different from the college environment. In the work environment, a person is required to adapt quickly and be able to solve a problem. Thus, students will be able to hone their problem solving skills in the real world of work (Syavita et al., 2024). In addition, the work environment also influences a person's activities in fulfilling their tasks at work (Budiar et al., 2023). Therefore, a positive and conducive working environment helps interns in completing their work.

Work readiness is one of the important indicators that shows a person's ability to adapt and function effectively in the environment. Work readiness shows the existence of a condition of physical, mental, and learning experience maturity so that a person is able to perform specific actions linked to work (Muspawi & Lestari, 2020). Efforts to improve work readiness in students are a priority for educational institutions and other stakeholders.

Universitas Islam Indonesia is the number one Islamic university and private campus in Indonesia. The education and teaching system designed by the Faculty of Business and Economics has been implied in a curriculum in accordance with the competencies of the best graduates achieved. All study programs in the Faculty of Business and Economics have implemented an independent campus curriculum. Various programs that have been carried out by the Ministry of Education, Culture, Research and Technology such as; campus teaching program, internship program, independent study, student exchange, etc. Through the Ministry of Education and Culture website "Technology Transformation Impacts the Education Sector" states that the transformation helps 724 thousand students in facilitating their self-development through the independent campus program.

Current developments encourage an increase in the absorption of quality workers. The uncertainty of career goals among students shows that students still have difficulty in determining the field of work that suits them. Therefore, internship experience, A helpful working environment is expected to increase work motivation that can help students in preparing more focused work readiness.

## **LITERATURE REVIEW**

### ***Internship Experience***

According to Social Cognitive Career Theory (SCCT) explained by Robert W. Lent, Steven D. Brown, and Gail Hackett in 1994 which is based on Albert Bandura's social cognitive theory. This theory explains that major contributions in understanding cognitive processes and motivation can be expanded by exploring various psychosocial fields, such as health behavior, academic achievement, and organizational development (Lent et al., 2000). Thus, the social cognitive career theory provides a useful framework for students to understand how internship experiences can shape students' mindsets in the world of work and can improve work readiness through the process of social observation, self-confidence formation and exploration. Internship experience is an activity that can introduce students to work practices. Experience is used to improve students' creativity and productivity in facing the real world of work (Setiarini et al., 2022).

### ***Work Environment***

Human performance at work is largely reliant on the conditions of the work environment. A good work environment allows a person to work safely and comfortably. Conversely, a bad work environment causes decreased performance, health problems, and even accidents at work. The work environment is a place where a person does his work in a company or agency (Fadlilah & Mirwan, 2020). The work environment is a physical condition and atmosphere that supports a person in completing his responsibilities. The work environment can be interpreted as a space created where people gather and can do work in achieving their goals (Kurniawan et al., 2023). The work environment will affect the working relationship between individuals in a company. It is important for an organization to create a work atmosphere in a pleasant work environment so that employees can enjoy their work (Suratman et al., 2021).

### ***Work Readiness***

The individual's work preparedness effort to have the ability, knowledge, skills and attitudes needed perform with their jobs and obligations. The term work readiness is a condition where a person is physically and mentally ready to carry out activities related to work (Muspawi & Lestari, 2020). According to Jihan et al. (2021) Work readiness is not just about studying knowledge, but about the ability and personality in placing oneself in the work environment and being able to create good relationships between co-workers. Work readiness is seen as a person's readiness to find and determine work. With the knowledge, ability,

skills and behavior that he has from previous experiences that are useful when starting to enter the realm of labor (Wibowo et al., 2020).

### ***Work Motivation***

Work motivation is the process of a person's needs in carrying out activities that lead to certain goals (Tupti et al., 2022). Work motivation as a driving force in carrying out efforts that directs behavior in involving oneself in work (Triono et al., 2022). Work motivation helps someone to be able to focus on achieving their goals and encourages individuals to work optimally in carrying out their work (Fachiroh & Suratman, 2023). According to Sukmadinata (2003) Work motivation plays a role in directing, activating, and improving a person's activities.

### ***Research Hypothesis***

Based on the variables to be studied by the author, the author will propose the following research hypothesis:

1. H1: Internship experience positively affects work readiness.
2. H2: The workplace has a favorable impact on job readiness.
3. H3: Internship experience positively influences work motivation.
4. H4: The workplace has a favorable impact on employee motivation.
5. H5: Work motivation positively contributes to work readiness.
6. H6: Work motivation acts as a beneficial intermediary in the link between internship experience and job preparedness.
7. H7: Work motivation works as a beneficial mediator between the work environment and job readiness.

## **METHODOLOGY**

This research employs a quantitative approach. The questionnaires will be distributed to students from the 2021 cohort of the Management Study Program, Faculty of Business and Economics, at the Islamic University of Indonesia who are currently undergoing internships. This questionnaire will be given to respondents by providing a list of questions that have been prepared by the author which are then answered by the respondents. The sample approach utilized in this investigation was purposive. According to Turner (2020) Purpose sampling is a sampling technique when researchers already have target respondents with characteristics that match the research. Sampling will be aimed at management intern students of the 2021 Class of the Faculty of Business and Economics UII.

This research will be conducted at the Islamic University of Indonesia, especially at the Faculty of Business and Economics, Management Department, located at Jl. Prawiro Kuat, Ngringin, Condongcatur, Depok District, Sleman Regency, Special Region of Yogyakarta, 55283. The population used in this study were management study program intern students, class of 2021, with a total of 129 students. Respondents in this study were management study program intern students, class of 2021. The type of non-probability sampling that will be used is purposive sampling. This type of research uses primary data and secondary data.

In this study, primary data was obtained through the distribution of questionnaires that would be given to respondents/management study program intern students in 2021 via Google Forms. In this study, secondary data sources were obtained through journals, e-books and other literature to solve research problems.

## RESEARCH RESULT

Table 1 Validity Test Results

Variables	Item No.	Correlation Coefficient (r count)	R table (98)	Information
Internship Experience	X1.1	0.826	0.198	Valid
	X1.2	0.749	0.198	Valid
	X1.3	0.834	0.198	Valid
	X1.4	0.784	0.198	Valid
	X1.5	0.673	0.198	Valid
Work environment	X2.1	0.790	0.198	Valid
	X2.2	0.788	0.198	Valid
	X2.3	0.705	0.198	Valid
	X2.4	0.797	0.198	Valid
	X2.5	0.706	0.198	Valid
Work Readiness	Y01	0.664	0.198	Valid
	Y02	0.796	0.198	Valid
	Y03	0.740	0.198	Valid
	Y04	0.669	0.198	Valid
	Y05	0.699	0.198	Valid
	Y06	0.696	0.198	Valid
	Y07	0.745	0.198	Valid
	Y08	0.658	0.198	Valid
	Y09	0.598	0.198	Valid
Work motivation	Z01	0.851	0.198	Valid
	Z02	0.827	0.198	Valid
	Z03	0.800	0.198	Valid
	Z04	0.770	0.198	Valid

The data in the table above shows that the calculated r value or correlation coefficient on the internship experience variable (X1), work environment (X2), work readiness (Y), and work motivation (Z) is greater than the r table (0.198). This shows that these Items can be considered valid and acceptable for usage in the data collection process because they have satisfied the validity conditions.

Table 2 Reliability Test Results

Variables	Cronbach Alpha	Cut Off	Information
Internship Experience	0.827	0.60	Reliable
Work environment	0.812	0.60	Reliable
Work Readiness	0.864	0.60	Reliable
Work motivation	0.824	0.60	Reliable

Based on the table above, the results of the reliability test on the research instrument show that all variables have a Cronbach's Alpha value above the threshold value of 0.60, so it can be said to be reliable. The internship experience

variable obtained a reliability value of 0.827, the work environment of 0.812, work readiness of 0.864, and work motivation of 0.824. These values indicate that the research instrument can be utilized for more research.

### *Classical Assumption Test*

Table 3. Classical Assumption Test  
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		98
Normal Parameters <sup>a, b</sup>	Mean	,0000000
	Std. Deviation	3.06773699
Most Extreme Differences	Absolute	,087
	Positive	,058
	Negative	-,087
Test Statistics		,087
Asymp. Sig. (2-tailed)		,063 <sup>c</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

The normalcy test results displayed in the table suggest a p-value of 0.063 based on the asymptotic sign (2-tailed), which is bigger than 0.05. This suggests that the data follows a normal distribution.

### *Multicollinearity Test*

Table 4 Multicollinearity Test Results

Model	Collinearity Statistics	
	Tolerance	VIF
Internship Experience (X1)	0.495	0.219
Work Environment (X2)	0.573	1,746
Work Motivation (Z)	0.592	1,689

Dependent variable: Work readiness

Based on the table above, it produces a multicollinearity test. The results of tolerance and VIF on variable X1 are 0.495, variable X2 is 0.573, variable Z is 0.592. The value generated from the tolerance value is larger than 0.1, and the VIF is less than 10, hence it may be stated that both conditions indicate that there are no symptoms of multicollinearity. So it is feasible to conduct further research.

**Heteroscedasticity Test**

Table 5 Heteroscedasticity Test Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1,024	1,624		,631	,530
Internship Experience	,018	,088	,027	,207	,836
Work environment	,046	,079	,076	,581	,563

a. Dependent Variable: ABS\_RES

Based on the output table from the heteroscedasticity test using the Glejser method, all independent variables show Significant values are more than 0.05. This indicates the absence of heteroscedasticity. Therefore, the regression model satisfies the homoscedasticity assumption, meaning the residuals have constant variance, and the model is appropriate for further analysis.

**Multiple Linear Regression Analysis**

**1. Multiple Linear Regression Test Stage 1**

Table 6. Results of Multiple Linear Regression Test Stage 1

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	12,463	2,687		4,638	,000
Internship Experience	,787	,145	,493	5,426	,000
Work environment	,436	,130	,305	3,351	,001

a. Dependent Variable: Work Readiness

According to the table above, the outcomes of the first stage of multiple linear regression analysis are:

$$Y = \beta_0 + \beta_1X + \beta_2X + e$$

$$Y = 12.463 + 0.787X_1 + 0.436X_2 + e$$

According to the regression equation this can be read as follows:

1. Constants

If the overall value of the independent variable is zero, then the work motivation variable of 12.463 corresponds to the constant value.

2. Internship Experience (X1)

Each increase of one unit in the internship experience variable assuming other variables remain constant can cause an increase in work readiness of 0.787 units. The significance value of the internship experience is  $0.000 < 0.05$ , meaning that the internship experience variable really has an effect on work readiness.

3. Work environment (X2)

Each increase of one unit in the work environment variable assuming other variables remain constant can cause an increase in work readiness of 0.436 units. The significance value of the work environment is  $0.001 < 0.05$ , meaning that the work environment variable really has an effect on work readiness.

4. The independent variable that has the most significant influence on work readiness is internship experience, which is 0.787.

## 2. Multiple Linear Regression Test Stage 2

Table 7. Multiple Linear Regression Test Results Stage 2

Model		Coefficients <sup>a</sup>		Standardized Coefficients	t	Sig.
		Unstandardized Coefficients	Std. Error			
	B			Beta		
1	(Constant)	6,445	1,485		4,339	,000
	Internship Experience	,368	,080	,465	4,583	,000
	Work environment	,166	,072	,234	2,302	,024

a. Dependent Variable: Work Motivation

Based on the table above, it can be concluded that the results of the stage 2 multiple linear regression analysis are:

$$Z = \beta_0 + \beta_1X + \beta_2X + e$$

$$Z = 6.445 + 0.368X_1 + 0.166X_2 + e$$

According to the regression equation it can be interpreted as follows:

1. Constants

If the value of all independent variables X1 and X2 is zero, then the constant value of the work motivation variable (Z) is 6.445 units.

2. Internship Experience (X1)

Each increase of one unit in the internship experience variable assuming other variables remain constant can cause an increase in work motivation of 0.368 units. The significance value of the internship experience is  $0.000 < 0.05$ , meaning that the internship experience variable has an effect on work motivation.

3. Work environment (X2)

Each increase of one unit in the work environment variable assuming other variables remain constant can cause an increase in work motivation of 0.166 units. The significance value of the work environment is  $0.001 < 0.05$ , meaning that the work environment variable really has an effect on work motivation.

<0.05, meaning that the work environment variable has an effect on work motivation.

- The independent variable that has the most significant influence on work motivation is internship experience, which is 0.368.

### 3. Multiple Linear Regression Test Stage 3

Table 8. Multiple Linear Regression Test Results Stage 3

Model		Coefficients <sup>a</sup>		Standardized Coefficients Beta	t	Sig.
		Unstandardized Coefficients B	Std. Error			
1	(Constant)	9,968	2,888		3,451	,001
	Internship Experience	,645	,157	,404	4,097	,000
	Work environment	,372	,131	,260	2,833	,006
	Work motivation	,387	,182	,192	2,123	,036

a. Dependent Variable: Work Readiness

$$Y = \beta_0 + \beta_1X + \beta_2X + \beta_3Z + e$$

$$Y = 9.968 + 0.645X_1 + 0.372X_2 + 0.387Z + e$$

According to the regression equation it can be interpreted as follows:

- Constants  
 If the value of all independent variables  $X_1$  and  $X_2$  is zero, then the constant value of the work readiness variable ( $Y$ ) is 9,968 units.
- Internship Experience ( $X_1$ )  
 Each increase of one unit in the internship experience variable assuming other variables remain constant can cause an increase in work readiness of 0.645 units. The significance value of the internship experience is 0.000 <0.05, meaning that the internship experience variable has an effect on work readiness.
- Work environment ( $X_2$ )  
 Each increase of one unit in the work environment variable assuming other variables remain constant can cause an increase in work readiness of 0.372 units. The significance value of the work environment is 0.001 <0.05, meaning that the work environment variable has an effect on work motivation.
- Work Motivation ( $Z$ )  
 Each increase of one unit in the work environment variable assuming other variables remain constant can cause an increase in work readiness of 0.387 units. The significance value of the work environment is 0.001 <0.05, meaning that the work motivation variable has an effect on work readiness.
- The independent variable that has the most significant influence on work readiness is internship experience, which is 0.645.

6. It can be concluded that the third regression test of Work Motivation (Z) has a significant effect on Work Readiness (Y), while the effect of Internship Experience (X1) and Work Environment (X2) on Work Readiness (Y) decreases, thus Work Motivation (Z) mediates the relationship between variables X and Y.

### *Path Coefficient (Path Analysis)*

Table 9. Path Coefficient Results (Path Analysis)

<b>Model Summary</b>				
<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	,725a	,525	,515	3,100

a. Predictors: (Constant), Work Environment, Internship Experience

The R square value presented in the table is 0.525, indicating that variables X1 and X2 contribute 52.5% to the variation in Y. The remaining 47.5% is influenced by other factors not investigated in this study. Additionally, the error term (e1) can be calculated using the formula  $e1 = \sqrt{(1 - 0.525)}$ , resulting in a value of 0.689.

Table 10. Path Coefficient Results (Path Analysis)

<b>Model Summary</b>				
<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	,740a	,547	,532	3,044

a. Predictors: (Constant), Work Motivation, Work Environment, Internship Experience

The R square value shown in the table is 0.547, meaning that X1, X2, and Z collectively explain 54.7% of the variance in Y. The remaining 45.3% is attributed to other factors not examined in this research. Moreover, the error term (e2) can be calculated using the formula  $e2 = \sqrt{(1 - 0.547)}$ , which results in a value of 0.673.

**Partial Test (t)  
 Hypothesis 1 and 2**

Table 11. Results of Hypothesis Test 1 and 2

Model		Coefficients <sup>a</sup>				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12,463	2,687		4,638	,000
	Internship Experience	,787	,145	,493	5,426	,000
	Work environment	,436	,130	,305	3,351	,001

a. Dependent Variable: Work Readiness

Calculation of the t table value, using the formula:

$$(\alpha/2; df \text{ residual}) = (0.025; 95)$$

Table t value = 1.988

**Criteria:**

- a. If the significance value is less than 0.05, then Ho is rejected and Ha is accepted.
- b. If the significance value is greater than 0.05, then Ho is accepted and Ha is rejected.

**Hypothesis 1:** Internship experience (X1) positively influences work readiness (Y).

Ho: Internships have no positive or significant influence on job preparedness.

Ha: Internship experience has a positive and significant effect on work readiness.

According to the test results, the significance value for the internship experience variable (X1) is 0.000, which is less than 0.05. Additionally, the t-value is 5.426, exceeding the critical value of 1.988. These results indicate that Ho is rejected and Ha is accepted. Therefore, the internship experience variable (X1) has a positive and significant impact on work readiness (Y). This means Hypothesis 1 is partially supported, confirming that internship experience significantly contributes to work readiness.

**Hypothesis 2:** The work environment (X2) positively influences work readiness (Y).

Ho: The work environment does not have a positive and significant effect on work readiness.

Ha: The work environment has a positive and significant effect on work readiness.

Based on the analysis results, the significance value for the work environment variable (X2) is 0.000, which is less than 0.05. Additionally, the t-value of 3.351 is greater than the critical value of 1.988. These findings indicate that Ho is rejected and Ha is accepted. This confirms that the work environment (X2) has a positive and significant impact on work readiness (Y). Therefore, Hypothesis 2, which proposes that the work environment positively affects work readiness, is partially supported.

**Hypothesis 3 and 4**

Table 12. Results of Hypothesis Test 3 and 4

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6,445	1,485		4,339	,000
	Internship Experience	,368	,080	,465	4,583	,000
	Work environment	,166	,072	,234	2,302	,024

**a. Dependent Variable: Work Motivation**

To find the t-table value, you need to know:  $(\alpha/2 ; df \text{ residual}) = (0.025; 95)$

Table t value = 1.988

**Criteria:**

- If the significance value is less than 0.05, then  $H_0$  is rejected and  $H_a$  is accepted.
- If the significance value is greater than 0.05, then  $H_0$  is accepted and  $H_a$  is rejected.

**Hypothesis 3:** Internship experience (X1) positively affects work motivation (Z).

$H_0$ : Internships have no positive or significant impact on job motivation.

$H_a$ : Internships have a favorable and significant effect on work motivation.

The test results show that the significance value for the internship experience variable (X1) is 0.000, which is below 0.05, and the t-value is 4.583, which is greater than the critical value of 1.988. This indicates that  $H_0$  is rejected and  $H_a$  is accepted. Thus, internship experience (X1) significantly and positively influences work motivation (Z), and Hypothesis 3 is partially supported.

**Hypothesis 4:** The work environment (X2) has a positive effect on work motivation (Z).

$H_0$ : The work environment does not have a positive and significant influence on work motivation.

$H_a$ : The work environment has a positive and significant influence on work motivation.

Based on the analysis, the significance value for the work environment variable (X2) is 0.024, which is less than 0.05. Additionally, the t-value of 2.302 exceeds the critical value of 1.988. These findings indicate that  $H_0$  is rejected and  $H_a$  is accepted. Therefore, the work environment (X2) has a positive and significant impact on work motivation (Z), supporting Hypothesis 4.

**Hypothesis 5**

$H_5$ : There is a positive influence of work motivation on work readiness.

Table 13. Hypothesis Test Results 5

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	18,408	3,120		5,900	,000
	Work motivation	1,163	,169	,576	6,900	,000

a. Dependent Variable: Work Readiness

To find the t-table value, you need to know:  $(\alpha/2 ; df \text{ residual}) = (0.025; 96)$ , Table t value = 1.988

**Hypothesis 5:** Work motivation positively influences work readiness.  
 Ho: Work motivation has no discernible positive or substantial effect on job preparation.

Ha: Job motivation influences job preparedness in a favorable and important way.

Based on the test results, the significance value for the work motivation variable (Z) is 0.000, which is less than 0.05. Additionally, the t-value is 6.900, exceeding the critical value of 1.988. These results indicate that Ho is rejected and Ha is accepted. This confirms that work motivation (Z) has a positive and significant impact on work readiness (Y). Therefore, Hypothesis 5, which suggests that work motivation positively and significantly affects work readiness, is partially supported.

#### Determination Test

Table 14. Determination Test Results I

Model	R	Model Summary		
		R Square	Adjusted R Square	Std. Error of the Estimate
1	,639a	,408	,395	1,713

a. Predictors: (Constant), Work Environment, Internship Experience

The first R2 value shows a value of  $0.408 \times 100\%$  (40.8%) indicating that the internship experience and work environment variables have an influence of 40.8%, while the remaining 59.2% is influenced by other variables that were not studied.

Table 15. Determination Test Results II

Model	Model Summary			
	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,740a	,547	,532	3,044

a. Predictors: (Constant), Work Motivation, Work Environment, Internship Experience

The second R2 value shows a value of  $0.547 \times 100\%$  (54.7%) indicating that the variables of internship experience, work environment, and work readiness contribute to the work motivation variable by 54.7% while the remaining 45.3% is influenced by other variables that were not studied.

## DISCUSSION

This study investigates the impact of internship experience and work environment on internship students' work preparedness of Management Study Program, Faculty of Business and Economics, Islamic University of Indonesia, with work motivation acting as a mediating variable. There are 129 students who are interns at the Management Study Program, Faculty of Business and Economics, Islamic University of Indonesia. However, the number used in this study was 98 students, 46 of whom were male, 52 of whom were female. Internship students with a concentration of marketing were 36 people, 23 of whom were human resources, 19 of whom were finance, and 20 of whom were operations.

Student perceptions of the internship experience indicator (X1) with a mean value of 4.54 show very appropriate results, intern students' perceptions of the work environment indicator (X2) with a mean value of 4.33 show very appropriate results, intern students' perceptions of the work readiness indicator (Y) with a mean value of 4.42 show very appropriate results, and intern students' perceptions of the indicator (Z) with a mean value of 4.59 show very appropriate results.

### *The Impact of Internship Experience on Job Readiness*

According to the data analysis conducted for Hypothesis 1, it was found that internship experience has a favorable and significant effect on work preparedness. This is evidenced by a significance value of 0.000, which is less than 0.05, along with a t-value of 5.426 that exceeds the t-table value of 1.988. Therefore, Hypothesis 1, which proposes that internship experience affects work readiness, is accepted.

These findings are supported by the Social Cognitive Career Theory developed by Lent, Brown, and Hackett (1994), which suggests that internship experience contributes to the development of self-confidence, career interests, and students' work readiness through exposure to real-world work environments. The results also align with previous studies by Symphrosa (2020), The Cunha (2023), and Maliki & Prima (2024), which found that internship experience offers students, particularly those who undergo internships, valuable

insights into job skills, workplace knowledge, adaptability, and professional behavior all of which enhance work readiness.

### ***The Influence of Work Environment on Work Readiness***

Based on the results of data analysis that has been done on hypothesis 2, it states that the work environment has a positive and significant effect on work readiness. This result is indicated by the acquisition of a significance value of  $0.001 < 0.05$  and a t-count value of 3.351, and a t table of 1.988. Thus, the results of the hypothesis 2 test, namely the effect of the work environment on work readiness, are declared accepted.

The results of this study are in line with Siagian (2018) And Purnami & Utama (2019) that a conducive work environment, both physically and non-physically, can increase work motivation, comfort and a person's readiness to complete their work. A positive work environment can be shown through lighting, adequate facilities, relationships with co-workers, superiors and subordinates, and a good work structure can create an atmosphere that supports students' self-development so that they can increase their work readiness in entering the world of work.

### ***The Influence of Internship Experience on Work Motivation***

Based on the data analysis conducted for Hypothesis 3, it was found that internship experience has a positive and significant influence on work motivation. This is demonstrated by a significance value of 0.000, which is less than 0.05, and a t-value of 4.583, which is greater than the t-table value of 1.988. Therefore, Hypothesis 3, which examines the impact of internship experience on work motivation, is accepted.

The results of this study are in line with Supriyanto (2022), Revelation (2023) that internship experience contributes to knowledge, skills and work behavior. This can form internal work motivation for students.

### ***The Influence of Work Environment on Work Motivation***

Based on the data analysis conducted for Hypothesis 4, it is concluded that the work environment has a positive and significant influence on work motivation. This is supported by a significance value of 0.024, which is less than 0.05, and a t-value of 2.302, which exceeds the t-table value of 1.988. Therefore, Hypothesis 4, which examines the effect of the work environment on work motivation, is accepted.

These findings align with the studies of English (2019) and Tri Gustrian Pratama (2024), which suggest that a supportive work environment fosters a sense of comfort and enhances both intrinsic and extrinsic motivation. Additionally, Uno (2023) explains that students who are motivated to work generally seek out and are influenced by a positive and conducive environment.

### ***The Influence of Work Motivation on Work Readiness***

Based on the analysis of the data for Hypothesis 5, it is concluded that work motivation has a positive and significant impact on work readiness. This is

evidenced by a significance value of 0.000, which is below 0.05, and a t-value of 6.900, exceeding the t-table value of 1.988. Therefore, Hypothesis 5, which proposes the influence of work motivation on work readiness, is accepted.

These findings are consistent with Anoraga (2009), who stated that work readiness is reflected through motivation, commitment, sufficient skills, and discipline. The results also support the studies by Yusman (2019) and Deswarta et al. (2023), which highlight that work motivation plays a crucial role in enhancing students' readiness to enter the professional workforce.

### ***The Influence of Work Motivation Mediates the Relationship between Internship Experience and Readiness***

Based on the data analysis results for Hypothesis 6, it is concluded that work motivation mediates the relationship between internship experience and work readiness in a positive and significant manner. This is evidenced by the regression coefficient value of 0.249. Therefore, Hypothesis 6, which states that work motivation serves as a mediating variable between internship experience and work readiness, is accepted.

The results of this study are reinforced by the Social Cognitive Career Theory (SCCT) theory explained by Robert W. Lent, Steven D. Brown, and Gail Hackett in 1994 which is based on Albert Bandura's social cognitive theory which states that internship experience can shape self-efficacy and career goals for students through psychosocial processes such as work motivation. Students who are involved in internship experiences, not only gain work skills (Revelation (2023)) but can also increase motivation and enthusiasm in developing oneself in the professional world.

Thus, this finding is in line with Mayhesya et al. (2024) and Nujannah et al. (2024) that the better the quality of internship experience that students obtain, the greater the intrinsic and extrinsic motivation within them to prepare oneself for the workplace, which in the end can increase overall work readiness.

### ***The Influence of Work Motivation Mediates the Relationship between Work Environment and Work Readiness***

Based on the data analysis conducted for Hypothesis 7, it is concluded that work motivation positively and significantly mediates the relationship between the work environment and work readiness. This is supported by a regression coefficient value of 0.143. Therefore, Hypothesis 7, which examines the mediating role of work motivation in the link between the workplace and work readiness, is accepted.

These findings were reinforced by Uno (2023) which states that a good physical work environment, such as work facilities and non-physical such as relationships with co-workers, superiors, and subordinates can form good work motivation for students. Students who feel appreciated, treated well, facilitated during the internship process can increase their work motivation in learning and growing which can ultimately increase work readiness.

The results of this study are in line with The Last Supper (2019) and The Last Supper (2022) that a good and conducive working environment during the

internship will foster motivation for them to learn and work which will ultimately contribute emotionally, mentally and in terms of skills to work readiness.

## **CONCLUSIONS AND RECOMMENDATIONS**

### ***Conclusion***

1. Positive and strong impact of internship experience on job readiness. This shows that the higher and quality of internship experience in students, the higher their level of job readiness in facing the professional world.
2. The work atmosphere significantly improves work readiness. This indicates that a supportive and comfortable work setting can assist interns in adapting and growing, thereby better preparing themselves for entry into the professional world.
3. Internship experience positively and significantly influences work motivation. This shows that students who get direct internship experience tend to have higher work motivation or work drive.
4. The work environment has a strong positive impact on motivation. This demonstrates that a conducive, healthy, and comfortable work environment both physically and psychologically can build the work spirit of intern students.
5. Work motivation significantly improves work preparedness. This indicates that students with strong motivation are generally better equipped to handle challenges in the professional environment.

### ***Recommendation***

1. The Management Study Program of the Faculty of Business and Economics UII is expected to continuously evaluate the internship program, the need for a future work environment, and efforts to increase work motivation for intern students to ensure that all aspects can run optimally and can provide a positive contribution to students' work readiness.
2. For students, it is expected that they can follow the internship program seriously. Based on this study, the internship experience has the greatest significance value both directly and through increasing work motivation towards students' work readiness. In addition, a conducive work environment during the internship can have a significant influence on students' work readiness through work motivation. Therefore, interns always maintain their enthusiasm in determining a clear career, and building work motivation in themselves so that they can have a positive impact in preparing themselves for the professional world.

## **ADVANCED RESEARCH**

Future researchers studying internship students in the Management Study Program at the Faculty of Business and Economics, UII, are encouraged to conduct a more comprehensive analysis by including additional variables for consideration.

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