

Optimization of Internship Experience and Communication Skills in Improving Students' Competitiveness and Work Readiness (Case Study of Students of the Faculty of Economics and Business, Wahid Hasyim University, Semarang)

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Received: December,2, 2024 | Revised: December,18, 2024 | Accepted: December,20, 2024

Abstract. This study aims to determine and analyze the effect of internship experience and communication skills on the work readiness of students of the Faculty of Economics and Business, Wahid Hasyim University, Semarang. This study uses a quantitative approach. This research was conducted at the Faculty of Economics and Business, Wahid Hasyim University, Semarang. The population of this study was 212 undergraduate students of the Faculty of Economics and Business. The number of samples taken was 68 students using the probability sampling method. The data analysis technique used to test the research hypothesis was multiple linear regression analysis. Based on the results of the analysis, it is known that internship experience and communication skills have a positive and significant effect on the work readiness of students at the Faculty of Economics and Business, Wahid Hasyim University, Semarang. This study concludes that the importance of internship programs and the development of communication skills in preparing students to face the world of work.

Keywords : Internship Experience; Communication Skills; Student Work Readiness

INTRODUCTION

The era of globalization that continues to develop brings major challenges to economic growth and affects competition in the world of work and the qualifications needed to achieve success in various sectors, such as business and government. Human resources (HR) are the main asset for companies and are the main indicator of success in achieving economic goals (Barros et al., 2023) . The rapidly growing industry requires skilled HR, with the ability to think intelligently, innovatively, creatively, in-depth knowledge, sensitivity to the environment, and the ability to find jobs that match their expertise. This situation creates an increasingly competitive labor market, where employees with relevant skills and expertise are increasingly in demand. These specific skills and knowledge can be obtained through internship programs at educational institutions or skills training institutions.

The problem of low labor productivity is still a challenge today. In Indonesia, although the workforce is quite large, the low quality of job seekers is one of the factors that makes it difficult to get a job, thus increasing the unemployment rate. In this condition, prospective workers in the future must be encouraged to improve the skills needed in the world of work. It is undeniable that the open unemployment rate (TPT) in Indonesia is still high, recorded at 8.40 million people or 5.83% in February 2022 (Central Statistics Agency, 2022). College graduates also contribute to the unemployment rate, with the TPT for undergraduate graduates reaching 6.17% in the same period (Central Statistics Agency, 2022). This

condition raises questions about the readiness of students to face the world of work and whether they have adequate skills and abilities. If this problem is not addressed, the open unemployment rate based on the highest level of education will likely continue to increase.

Universities have the responsibility to produce graduates who have intellectual competence as provisions in facing the world of work (Irmayanti, 2020). To be able to compete in the future job market, students need to be trained to master skills that are relevant to industry needs. Prospective workers from among students must be guided to be able to work according to the skills needed in the professional world. Therefore, work readiness is a very important aspect to consider. According to Sugihartono (2012:15) in (Barros et al., 2023) work readiness is characterized by a balance between physical and mental maturity and learning experiences that allow individuals to participate in activities or behaviors related to certain jobs. According to Fitriyanto (2006:7) in (Barros et al., 2023) work readiness refers to an individual's ability to carry out tasks related to work, which is shown through a balance between physical, mental, and experiential aspects. Therefore, work readiness can be understood as a comprehensive condition that includes a person's physical, psychological, and spiritual aspects, which allows him to face and respond to various certain situations.

In addition to internship experience, communication skills also play an important role in improving students' work readiness. Communication is generally defined as sending messages or stimuli to others with the aim of influencing their thoughts and feelings (Lesmana et al., nd) . The communication process involves conveying information in various forms, such as words, symbols, images, or facial expressions (Ariyanti, 2015) . According to Effendy (in Zhelvyva, 2022:4) explains that communication is the process of conveying messages in the form of meaningful symbols that reflect thoughts and feelings (Gultom, R. (2023) . Communication skills are defined by Kridalaksana (in Sa'diyah, 2015) as a person's ability to communicate (which conveys information) using common language. Therefore, communication skills need to be developed maturely to improve communication skills, as preparation for facing the world of work. Communication is needed to interact and integrate with each other in carrying out certain tasks. Guffey (2006:14) in (Bramanti Wisnu Andika, nd) defines communication as the process of conveying information and meaning from one individual or group to another individual or group. Good communication skills will of course support the achievement of targets in work. Effective communication skills are a crucial issue in effective organizational behavior, as well as in maintaining relationships and work processes (Conrad and Newberry, 2012). To prepare future leaders, educators must ensure that graduates have the communication skills necessary to begin their careers (Lolli, 2013). In addition, communication skills are considered very important by the majority of employers in the recruitment process, job success, and promotion of graduates (McMurray et al., 2016). This opinion is supported by previous research by (Bramanti Wisnu Andika Sari, nd) showing that communication skills have a significant influence on work readiness.

This study aims to analyze how internship experience and communication skills influence the work readiness of students at the Faculty of Economics and Business, Wahid Hasyim University, Semarang. By understanding the relationship between these three variables, it is expected to provide useful recommendations for institutions and students in an effort to improve student work readiness. With this background, this study is expected to provide significant contributions in the field of internship experience and communication skills and become a reference for students in an effort to improve student work readiness.

THEORETICAL BASIS

Student Work Readiness

Job readiness is an important part of an individual's career development. Based on the Learning Theory of Career Counseling developed by Krumboltz as stated by Tsiapis (2005: 115) in (Nur Azizah, Sigit Santoso, 2019) , individuals will make career choices through various learning experiences, beliefs about themselves, and the education they have undergone. Therefore, job readiness is formed naturally along with the development of a mature career. (Irhamni et al., 2021) Experience plays an important role in shaping job readiness. Job readiness is a condition or process in which a person is physically and mentally ready. In addition, this readiness includes the willingness and ability to achieve the expected results, which are supported by previously obtained experience (Putri Irna Amalia, 2020) . According to Rahmat (2019) in (Fadhilah Mutiara Lasinta, 2024) , there are six indicators of work readiness that each individual has, namely: being able to adapt, being able to apply skills, learning new knowledge, doing tasks, changing work styles, and taking training.

Based on the understanding and theory, the author argues that work readiness is an important condition in the development of an individual's career that reflects a person's physical and mental readiness. This readiness involves the willingness and ability to achieve the desired results, supported by experience and education. Based on existing theories and research, work readiness is formed from learning experiences, beliefs about oneself, and education that is undertaken, and is measured through adaptability, application of skills, learning new things, task completion, work style adjustments, and participation in training.

Internship Experience

According to Mustari (2018) in (Muhammad et al., nd) , internship experience is a form of training that aims to introduce and improve skills in a real work environment, through training and assignments in a particular field. Mustari (2018) explains that internship experience is knowledge gained by individuals through work while participating in a training program at a company or organization. This training helps individuals find a balance between personal life and work (Purwanggono, 2020) . Internship experience is a form of education where students work in a company that is in line with their field of study with the aim of gaining a deeper understanding of the company, improving their skills, and exploring a supportive work environment and culture to facilitate new abilities (Hendika, 2020). According to Hamalik (2007) in (Barros et al., 2023) , internship experience is a learning process that involves students in participating in an organization to increase their capacity to be ready to work in the appropriate field. Internship, according to Oemar (2011) in (Minaka, 2024) , is a stage of professional training in which students who have completed formal studies work in the field under the supervision of a manager who is experienced in a particular field for a certain period of time with the aim of increasing responsibility. According to Sholekah et al. (2021) in (Salsabila Kurnia Putri, 2023) , the indicators of industrial work experience are as follows: Duration of internship implementation, education and human resource development, strengthening of learning outcomes, work skills, and attitude formation.

Based on the above definitions, it can be concluded that internship experience can be interpreted as a form of practical learning and professional training carried out by students or individuals who have completed formal studies in companies or organizations according to their fields. The purpose of the internship is to introduce and improve skills and

knowledge through direct experience in a real work environment. Internships help individuals prepare for the world of work by providing a deeper understanding of institutions, cultures, and work environments, as well as supporting the development of new skills and the formation of professional attitudes. Indicators often used to measure internship experience include duration of implementation, education and human resource development, strengthening of learning outcomes, work skills, and attitude formation.

Communication Skills

Communication plays an important role in implementing policies to achieve certain goals. In general, communication is defined as sending messages or stimuli to others with the aim of influencing their thoughts and feelings. The communication process involves conveying information in various forms, such as words, symbols, images, or facial expressions (Ariyanti, 2015) . Communication is needed to complete certain tasks and interact with others. According to Guffey (2006:14) in (Bramanti Wisnu Andika, nd) , communication is defined as the exchange of information and meaning between individuals or groups. Good communication skills can help someone achieve their goals in the workplace (Yani et al., 2022) . Effective organizational behavior, good working relationships, and smooth work processes depend heavily on good communication skills (Conrad and Newberry, 2012). Most employers consider communication skills to be an important factor in the recruitment process, job success, and employee promotion. Therefore, educators must ensure that graduates have adequate communication skills to start their careers (Lolli, 2013). Nelson (Endang Wahyun, 2015) stated that there are three indicators of communication skills, namely: verbal skills, vocal skills, and body skills.

Based on the several definitions above, it can be concluded that communication is an important process in achieving goals, both in the context of policy and in the workplace. Communication is defined as the exchange of information and meaning that can influence the thoughts and feelings of others, and can be done through various forms such as words, symbols, images, or facial expressions. Good communication skills are essential for completing tasks, establishing effective working relationships, and supporting smooth work processes. Most employers consider communication skills to be a major factor in employee recruitment, job success, and promotion. Therefore, educators must ensure that graduates have adequate communication skills. The three main indicators of communication skills include verbal, vocal, and body skills. Based on the phenomena and research above, the following research hypothesis can be formulated:

- H1 : Internship experience has a positive and significant influence on the work readiness of students at the Faculty of Economics and Business, Wahid Hasyim University, Semarang.
- H2 : Communication skills have a positive and significant influence on the work readiness of students at the Faculty of Economics and Business, Wahid Hasyim University, Semarang.
- H3 : Internship experience and communication skills together have a positive and significant influence on the work readiness of students at the Faculty of Economics and Business, Wahid Hasyim University, Semarang.

METHOD

This study uses a quantitative approach that aims to analyze the influence of internship experience and communication skills among students of the Faculty of Economics and Business, Class of 2021, Wahid Hasyim University, Semarang. This study focuses on students of the class of 2021 because they are in a transition period to the world of work. Using the probability sampling method, this study succeeded in collecting 68 samples of active students from the Faculty of Economics and Business, Class of 2021 who met the research criteria. Primary data were obtained through a questionnaire in a statement format distributed via a Google Form link. Secondary data sources were obtained from literature studies and related sources accessed online. Data analysis was carried out using descriptive statistical analysis and multiple linear regression analysis. SPSS (Statistical Package of Social Sciences) software version 21.0 was used to support the data analysis process.

RESULTS AND DISCUSSION

Based on the results of the questionnaire distributed to students of the Faculty of Economics and Business, Wahid Hasyim University Class of 2021, the researcher managed to collect data from 68 respondents. The details of respondents based on gender are as follows: 30 (43.5%) respondents were male and 38 (56.5%) were female. As for age, there were 3 respondents aged 17-20 years and 65 respondents aged 21-24 years. There were 42 student respondents from the management department, 11 from the accounting department, and 15 students from the Islamic economics department.

To determine the validity and reliability of the data used, a validity test and a reliability test were conducted. The validity test examines each variable used in this study. All research variables contain 28 statements that must be answered by respondents.

Table 1. Validity Test Results

Variables	Indicator	Item Code	r count	r table	Information
Experience Apprenticeship	1	X1.1	0.834	0.2387	Valid
		X1.2	0.763	0.2387	Valid
		X1.3	0.725	0.2387	Valid
		X1.4	0.747	0.2387	Valid
		X1.5	0.689	0.2387	Valid
		X1.6	0.762	0.2387	Valid
		X1.7	0.802	0.2387	Valid
		X1.8	0.777	0.2387	Valid
		X1.9	0.785	0.2387	Valid
		X1.10	0.713	0.2387	Valid
Communication Skills	1	X2.1	0.576	0.2387	Valid
		X2.2	0.619	0.2387	Valid
		X2.3	0.703	0.2387	Valid
		X2.4	0.717	0.2387	Valid
		X2.5	0.657	0.2387	Valid
		X2.6	0.643	0.2387	Valid
Student Work Readiness	1	Y.1	0.656	0.2387	Valid
	2	Y.2	0.606	0.2387	Valid
	3	Y.3	0.733	0.2387	Valid
	4	Y.4	0.704	0.2387	Valid
	5	Y.5	0.748	0.2387	Valid

	6	Y.6	0.729	0.2387	Valid
	7	Y.7	0.755	0.2387	Valid
	8	Y.8	0.776	0.2387	Valid
	9	Y.9	0.776	0.2387	Valid
	10	Y.10	0.791	0.2387	Valid
	11	Y.11	0.770	0.2387	Valid
	12	Y.12	0.704	0.2387	Valid

Source: Processed primary data, 2024

Validity test was conducted using SPSS (Statistical Package for the Social Sciences) version 21.0 to test the validity of the instrument, where the questionnaire was tested on 68 respondents. The r table value is determined by the formula $df = n - 2$, where df is the degree of freedom and n is the number of samples. With 68 respondents, $df = 68 - 2 = 66$ is obtained. From these results, the r table for 66 respondents is 0.2387 with a probability value (sig) < 0.05 . The instrument is considered valid if the calculated r is equal to or greater than the r table at a significance level of 5%. Conversely, the instrument is said to be invalid if the calculated r is less than the r table.

Based on Table 1, it is known that the calculated r value of all indicators is greater than the r table value. Thus, it can be concluded that all indicators in this study are valid. After the validity test is carried out, the next step is the reliability test to assess the consistency of the questionnaire as an indicator of a variable or construct. Reliability is a tool for measuring a questionnaire which is a tool for measuring constructs or variables. A questionnaire is said to be reliable if a person's answer to the statement is consistent or stable over time (Ghozali, 2011). A construct is said to be reliable if it provides a Cronbach's Alpha value > 0.60 (Ghozali, 2005). The following are the results of the reliability test:

Table 2. Reliability Test Results

Variables	Cronbach's Alpha	Status
Internship Experience	0.917	Reliable
Communication Skills	0.729	Reliable
Student Work Readiness	0.914	Reliable

Source: Processed primary data, 2024

Based on Table 2, the results of the reliability test indicate that the Cronbach's Alpha value on all variables exceeds 0.60 (> 0.60). Thus, it can be concluded that the results of the reliability test for the research instrument variables are declared reliable and can be used for further research processes.

Table 3. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		68
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	4.05477122
Most Extreme Differences	Absolute	.176
	Positive	.176
	Negative	-.141

Kolmogorov-Smirnov Z	1,448
Asymp. Sig. (2-tailed)	.030
a. Test distribution is Normal.	
b. Calculated from data.	

Source: Processed primary data, 2024

The results of the normality test can be seen from the Asymp. Sig (2-tailed) level value. If the Asymp. Sig (2-tailed) value ≥ 0.05 , then the data is considered normally distributed. Conversely, if the Asymp. Sig (2-tailed) value ≤ 0.05 , then the data is said to be abnormal. Based on Table 3, the results of the normality test using Kolmogorov-Smirnov show an Asymp. Sig (2-tailed) value of 0.30 (> 0.05), which means the data is normally distributed, because the significance value obtained is greater than 0.05.

Table 4. Multicollinearity Test Results

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	20,985	6.022		3.485	.001		
	Internship Experience	.443	.140	.374	3.167	.002	.732	1,367
	Communication Skills	.512	.209	.290	2.455	.017	.732	1,367

a. Dependent Variable: Student Work Readiness

Source: Processed primary data, 2024

Multicollinearity test is conducted to determine whether a regression model has a correlation between independent variables (Ghozali, 2016). If the Tolerance value is greater than or ≥ 0.10 , it can be interpreted that there is no Multicollinearity. If the Variance Inflation Factor (VIF) value is below or ≤ 10.0 , it can be interpreted that there is no multicollinearity. Based on Table 4 above, it shows that the Independent Variable has a Tolerance Value of 0.732 more than (> 0.100) and a VIF Value of 1.367 less than (< 10.00), then it can be concluded that the Multicollinearity Assumption is met or there are no symptoms of multicollinearity.

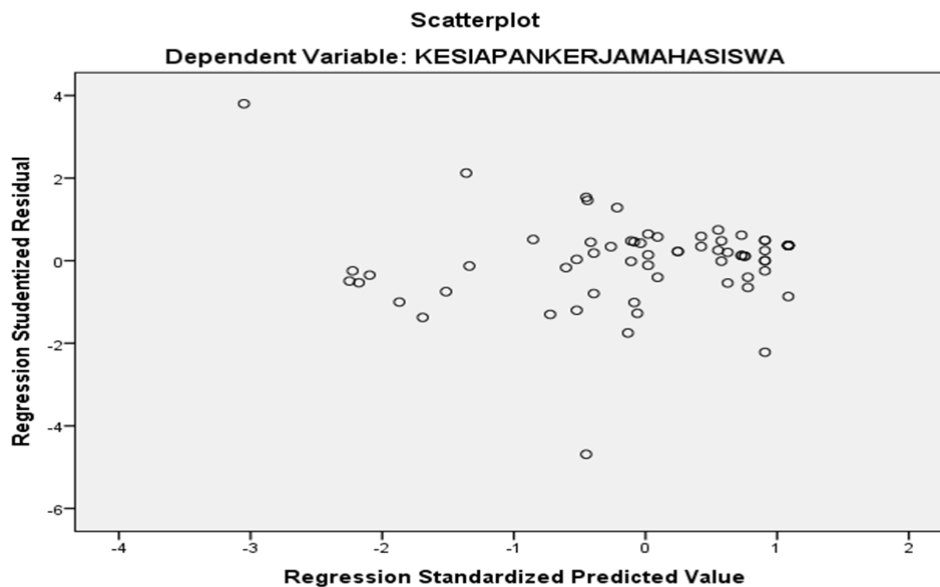


Figure 1. Heteroscedasticity Test Results

Referring to the image above, it can be seen that the data points are randomly distributed around the number 0 on the Y axis, without a clear pattern. Therefore, it can be concluded that there is no heteroscedasticity in this regression model, so the model can be used to conduct research.

Table 5. Multiple Linear Regression Test Results

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	20,985	2,469		8,499	.000
	X1	.443	.057	.559	7.725	.000
	X2	.512	.086	.433	5,987	.000

a. Dependent Variable: Y1

Source: Processed primary data, 2024

The results of the multiple linear regression test can be seen from the coefficients table. From the independent variable X1 (Internship Experience) of 0.443 and the value of the independent variable X2 (Communication Ability) of 0.512. So the multiple linear regression model obtained is:

$$Y = \alpha + \beta_1 X_1 + \beta_2$$

$$Y = 20.985 + 0.443 X_1 + 0.512 X_2$$

From this equation it can be explained as follows:

1. The constant value of α of 20.985 indicates that if it is assumed that the variables of Internship Experience and Communication Skills have a value of 0, then the value of the dependent variable, namely student work readiness, will remain 20.985.
2. The regression coefficient value for the independent variable Internship Experience of 0.443 indicates that every 1 unit increase in Internship Experience will cause an increase in Student Work Readiness of 0.443 units.
3. The regression coefficient value of the independent variable Communication Ability is positive at 0.512. This means that if there is an increase in Communication Ability by 1 unit, Student Work Readiness will increase by 0.512 units.

Table 6. F Test Results

ANOVA ^a						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	558,500	2	279,250	98,024	.000 ^b
	Residual	185,172	65	2,849		
	Total	743,672	67			

a. Dependent Variable: Y1

b. Predictors: (Constant), X2, X1

Source: Processed primary data, 2024

Based on Table 6, the results of the simultaneous F test produce F count (98.024) > from F table (3.132) with a significant value of $0.000 < 0.05$. From these results, H0 is rejected and H1 is accepted, meaning that there is a simultaneous influence between Internship Experience and Communication Skills on Student Work Readiness.

Table 7. T-Test Results

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	20,985	2,469		8,499	.000
	X1	.443	.057	.559	7.725	.000
	X2	.512	.086	.433	5,987	.000

a. Dependent Variable: Y1

Source: Processed data, 2024

Based on Table 7, the partial t-test results on the Internship Experience variable (X1) show that the calculated t (7.725) is greater than the t table (1.66757) with a significance value of $0.000 < 0.05$. Thus, H1 is accepted, which means that Internship Experience has a partial effect on Student Work Readiness. Meanwhile, the partial t-test results on the Communication Ability variable (X2) show that the calculated t (5.987) is greater than the t table (1.66757) with a significance value of $0.000 < 0.05$. Therefore, H2 is accepted, which means that Communication Ability has a partial effect on Student Work Readiness.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.580 ^a	.336	.316	4.117

a. Predictors: (Constant), Kemampuan Komunikasi, Pengalaman Magang

Figure 2. Results of the Determination Coefficient Test

Based on the image above, the Adjusted R Square value is 0.316, which means that the Internship Experience and Communication Skills variables contribute a joint influence of 31.6% to the Student Work Readiness variable and the remaining 68.4% is influenced by other variables outside this study.

Internship Experience Affects Students' Job Readiness

The analysis test that has been conducted provides the results that internship experience has a positive effect on students' work readiness. This can be seen from the results of the partial t-test on internship experience producing t count (7.725) > from t table (1.66757) with a significant value of $0.000 < 0.05$. From these results, H1 is accepted, meaning that there is a partial influence between internship experience and students' work readiness. Analysis of the multiple linear regression test produces a regression coefficient value for the independent variable internship experience with a positive value of 0.443. This means that if there is an increase in internship experience by 1 unit, students' work readiness will increase by 0.443 units.

The results of this study are supported by (Barros et al., 2023) which states that internship experience has a positive and significant influence on students' work readiness.

Siagian (2002) explains that experience includes all the lessons a person learns throughout their life journey. The more and better quality work experience students gain, the more their work readiness will be formed. This is in line with research (Febi Astuti & Amri, 2024) which states that internship experience is one of the factors that influences work readiness, where the better the internship experience students have, the higher their work readiness. The results of the study (Ms, 2019) also show a positive influence between internship experience and students' work readiness.

The results of this study indicate the potential for increasing the work readiness of students at the Faculty of Economics and Business, Wahid Hasyim University, Semarang, which is influenced by the quality of the internship experience they obtain. The Faculty of Economics and Business, Wahid Hasyim University, Semarang can utilize this study to design a more structured internship program that is in accordance with the needs of students, so that their internship experience can support the improvement of work readiness and enable them to apply knowledge that is relevant to their field of study. Internship experience plays an important role in strengthening students' work readiness, so it can be considered a very valuable investment to prepare students with comprehensive work readiness and in accordance with the demands of the professional world.

Communication Skills Affect Students' Work Readiness

The analysis test that has been conducted provides results that communication skills have a positive effect on students' work readiness. This can be seen from the results of the partial t-test on communication skills producing t count (5.987) > from t table (1.66757) with a significant value of $0.000 < 0.05$. From these results, H2 is accepted, meaning that there is a partial influence between communication skills and students' work readiness. Analysis of the multiple linear regression test produces a regression coefficient value of the independent variable communication skills with a positive value of 0.512. This means that if there is an increase in communication skills by 1 unit, students' work readiness will increase by 0.512 units.

The results of this study are supported by (Angraini & Ardias, 2021) which states that the level of communication skills of undergraduate graduates in West Sumatra plays a significant role in work readiness. Another study conducted by Dhila et al. (2021:96) also shows that communication skills significantly affect students' work readiness. Graduates of the faculty of economics and business are optimally prepared to keep up with developments and become professional prospective workers. Effective communication skills are very important in the world of work, because the way we interact with various parties in the workplace, such as superiors, colleagues, and juniors, can affect our performance. Students who have mastered good communication skills will find it easier to socialize and work effectively in the company.

Internship Experience and Communication Skills Influence Students' Work Readiness

Based on the results of the study on the f test that has been carried out, it produces f count (98.024) > from F table (3.132) with a significant value of $0.000 < 0.05$. From these results, H0 is rejected and H1 is accepted, meaning that there is a simultaneous influence between internship experience and communication skills on students' work readiness. This shows that the researcher's hypothesis has been proven, which shows that internship experience and communication skills have a simultaneous effect on students' work readiness. The results of the determination coefficient test (R^2) show that 31.6% of

internship experience and communication skills affect students' work readiness.

This study is supported by findings from (Setiarini et al., 2022) which state that internship experience has an impact on the work readiness of students at the Faculty of Economics and Business, Universitas PGRI Semarang. Rusidi (2006) explains that the objectives of internship experience include improving skills and abilities, understanding the world of work, honing communication skills, and forming individual readiness to work. Internship experience that includes work knowledge, skills, adaptive attitudes, understanding the work environment, internship duration, and forming work attitudes can improve students' work readiness. This work readiness can be seen from the ability to adapt, knowledge of the work environment, and skills and attitudes acquired during the internship. The results of research conducted by (Bramanti Wisnu AndikaSari, nd) show that communication skills affect the work readiness of accounting students in the era of the industrial revolution 4.0. Research by Okoro, Washington, and Thomas (2017) also revealed that communication skills, both verbally and in writing, have a significant impact on organizational effectiveness. This confirms the close relationship between organizational effectiveness, good performance, and work readiness. This linkage makes communication skills a critical factor in job readiness, as revealed in the 2020 National Association of Colleges and Employers (NACE) survey and PayScale's 2016 Workforce-Skills Preparedness report.

CONCLUSION

This study aims to determine the partial and simultaneous influence of internship experience and communication skills on the work readiness of students of the Faculty of Economics and Business, Wahid Hasyim University, Semarang. Based on the test results and discussions, it can be concluded as follows:

1. Internship Experience partially has a positive and significant influence on the Work Readiness of Students of the Faculty of Economics and Business, Wahid Hasyim University, Semarang. This is proven by the results of the t-test ($7.725 > t$ table 1.66757) and a significance value of $0.000 < 0.05$. The regression coefficient of the independent variable Internship Experience of 0.443 indicates that every increase in internship experience by 1 unit will increase student work readiness by 0.443 units.
2. Communication Ability also has a partial positive and significant effect on the Work Readiness of Students of the Faculty of Economics and Business, Wahid Hasyim University, Semarang. This is proven by the results of the t-test ($5.987 > t$ table 1.66757) and a significance value of $0.000 < 0.05$. The regression coefficient of the independent variable Communication Ability of 0.512 indicates that every increase in communication ability by 1 unit will increase student work readiness by 0.512 units.
3. Internship Experience and Communication Skills simultaneously have a significant influence on the Work Readiness of Students of the Faculty of Economics and Business, Wahid Hasyim University, Semarang. This is proven by the results of the F count test ($98.024 > F$ table 3.132) and a significance value of $0.000 < 0.05$.

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