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The Effect of Field Work Experience (Internship) on the Work Readiness of Students at the Faculty of Economics and Business, Wahid Hasyim University, Semarang

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Abstract. This study aims to identify and analyze the impact of fieldwork experience (internships) on the work readiness of students at the Faculty of Economics and Business, Wahid Hasyim University, Semarang. The method used in this study is a quantitative approach. This study was conducted at the Faculty of Economics and Business, Wahid Hasyim University, Semarang. This study employed probability sampling, with multiple linear regression analysis used to test the research hypotheses. Through this study, it is hoped that indicators of work readiness can be identified to assist students in adapting and applying the skills acquired during their internships. The results of the analysis indicate that field work experience (internship) has a positive and significant impact on the work readiness of students at the Faculty of Economics and Business, Wahid Hasyim University, Semarang. This study concludes that the more experience students have, the higher their work readiness, and conversely, the less experience they have, the lower their work readiness.

Keywords : Internship Experience; Student Work Readiness

INTRODUCTION

In an era of globalization marked by technological advances and changing labor market dynamics, challenges in the world of employment are becoming increasingly complex. Various countries, including Indonesia, are facing shifts in labor demand that require individuals to have relevant skills in order to compete in an ever-evolving industry (Putri Pambajeng et al., 2024). This rapidly growing industry requires skilled human resources who are intelligent, innovative, creative, knowledgeable, environmentally conscious, and able to find jobs that match their expertise. This situation has created an increasingly competitive labor market, where employees with relevant skills and expertise are increasingly in demand (Mukti ningsih et al., 2024). One of the challenges faced in the world of work is the gap between the skills possessed by the workforce and those required by industry. This has an impact on high unemployment rates. The unemployment rate among students can be seen in data from the Central Statistics Agency (2024). In February 2024, the unemployment rates in Indonesia was 7,194,862 people, with 871,860 of them holding a bachelor's degree. This highlights the difficulty in finding employment. In such circumstances, job seekers must possess relevant skills and expertise aligned with the demands of the job market.

Higher education institutions are expected to produce intelligent graduates with skills that can be used as preparation for entering the workforce (Irmayanti et al., 2020). Work readiness refers to a condition in which a person has mastered the knowledge, skills, and attitude needed to perform work in accordance with their field of expertise. This enables them to work professionally in line with the expectations of the company or industry (Putri Pambajeng et al., 2024). Work readiness is an important factor for

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someone seeking employment. Work readiness can be defined as a person's overall condition, which includes physical, mental, and experiential aspects, enabling them to work in a work environment while maximizing their potential. Everyone, includng students, needs to have work readiness (Triyani & Susanti., 2024). In an effort to improve students work readiness, students can acquire skills and expertise through field work programs (internships) at educational institutions. According to (Rahmat, 2019) in (Lasinta, F. M., 2024), indicators of work readiness are: ability to adapt, ability to apply skills, ability to learn new knowledge, ability to perform tasks, and ability to change work styles.

Internships are work-based learning approach that provide students with the opportunity to work in the industry for a certain period of time, thereby encouraging them to think logically and critically so that are prepared to enter the real world of work (Priyanto et al., 2023). Internship experience is one form of education where students work in a company aligned with their field of study to gain a deeper understanding of the company, enhance skills, and explore a supportive work environment and culture to facilitate the development of new abilities (Muyasaroh, 2013) in (Muktiningsih et al., 2024). Through internship program, students gain competencies in the form of knowledge and skills that can meet the demands of the world of work. The indicators of practical work experience (internships), according to (Sholekah et al., 2021) in (Putri., 2023), are: the duration of the internship, education and human resource development, strengthening learning outcomes, work skills, and attitude formation.

Wahid Hasyim University in Semarang is a university that offers a fieldwork internship program. The aim of this program is to guide and enhance students' soft skills and hard skills, as well as prepare them for entry into the workforce. Additionally, through internships or fieldwork experience, students are expected to acquire adequate competencies, including advanced knowledge, skills, and a work ethic aligned with the demands of the professional world. These experiences also serve as evidence of practical work experience which is an integral part of the educational process. Student internships represent a practical implementation aimed at achieving workplace readiness.

Previous research conducted by (Prianto et al., 2020) revealed that some students felt that internships did not provide them with sufficient preparation for the workforce. This was because the students' skills did not match the requirements of the internship industry. Conversely, internships significantly and positively influenced students' preparation for entering the workforce, according to research by (Putri Pambajeng et al., 2024). This finding further emphasizes that students can enhance their professional readiness through internships lasting three to six months.

Based on the above description, it can be concluded that there is a gap between the expected phenomenon and the existing reality. Therefore, researchers are interested in conducting research on the analysis of field work experience (internship) on student work readiness. For this purpose, students from the Faculty of Economics and Business at Wahid Hasyim University in Semarang were selected as the case study for this research, as the importance of work readiness necessitates that students learn according to their interests to enter the workforce. Students who prepare themselves for a career have a greater chance of being absorbed into the labor market and can be directed toward job markets aligned with their interests and internship experiences. This study aims to analyze the influence of field work experience (internships) on the work readiness of students in the Faculty of Economics and Business at Wahid Hasyim University in

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Semarang, both partially and simultaneously. Based on the phenomenon and research outlined above, the following research hypotheses are formulated:
H1 : Work experience (internship) has 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 with the aim of analyzing the effect of internship experience on the work readiness of students at the Faculty of Economics and Business, Wahid Hasyim University, Semarang. By applying the probability sampling method, this study successfully collected samples from active students at the Faculty of Economics and Business who met the predetermined criteria. Primary data was obtained through a questionnaire containing statements and distributed via a Google Form link. The Likert scale measurement in this questionnaire uses a value range from 1 to 5. Secondary data sources were obtained from literature reviews and related sources accessed online. Data analysis was conducted using descriptive statistical analysis and multiple linear regression analysis. The data analysis process was assisted by SPSS (Statistical Package for Social Sciences) Version 23.

RESULTS AND DISCUSSION

Based on the results of a questionaire distributed to students of the Faculty of Economics and Business at Wahid Hasyim University in Semarang, this study successfully collected data from 52 respondents. To ensure the validity and condition of the data used, validity and reliability tests were conducted. The validity test aimed to test each variable used in this study. All research variables consisted of 20 statements that had to be answered by the respondents.

Table 1. Validity Test Results

Variables	Indicator	Item Code	r-count	r-table	Information
Internship Experience (X)	1	X1.1	0,743	0,2732	Valid
	2	X1.2	0,737	0,2732	Valid
	3	X1.3	0,645	0,2732	Valid
	4	X1.4	0,649	0,2732	Valid
	5	X1.5	0,588	0,2732	Valid
		X1.6	0,660	0,2732	Valid
		X1.7	0,726	0,2732	Valid
		X1.8	0,656	0,2732	Valid
		X1.9	0,669	0,2732	Valid
		X1.10	0,750	0,2732	Valid

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Variables	Indicator	Item Code	r-count	r-table	Information
Student Work Readiness (Y)	1	Y1.1	0,675	0,2732	Valid
	2	Y1.2	0,608	0,2732	Valid
	3	Y1.3	0,657	0,2732	Valid
	4	Y1.4	0,712	0,2732	Valid
	5	Y1.5	0,626	0,2732	Valid
		Y1.6	0,671	0,2732	Valid
		Y1.7	0,715	0,2732	Valid
		Y1.8	0,738	0,2732	Valid
		Y1.9	0,607	0,2732	Valid
		Y1.10	0,372	0,2732	Valid

Source: Processed primary data, 2025

The r table value is determined using the formula df = n-2, where df is the degree of freedom and n is the sample size. With a total of 52 respondents, we obtain df = 52-2 = 50. Thus, the r table result for 50 respondents is 0.2732 with a probability value (sig) < 0.05.

Based on the validity test results shown in Table 1, it is known that all questionnaire items from the Internship Experience variable and the Student Work Readiness variable have a calculated r value > table r. Therefore, the statement items from both variables are deemed valid and can be used to measure the variables under study. Thus, it can be concluded that all research variables are valid (significant) because their validity correlation values exceed 0.05.

To assess the consistency of the research instruments, the researchers conducted a reliability test. The results of the test can be seen in the table below:

Table 2. Reliability Test Results

Variables	Cronbach's Alpha	Status
Internship Experience	0,871	Reliable
Student Work Readiness	0,834	Reliable

Source: Processed primary data, 2025

Based on the reliability test results shown in Table 2, it is known that all variables in the study have a Cronbach's Alpha value above 0.60. Therefore, it can be concluded that the reliability test results for the research instrument variables are valid and can be used for further research.

Table3. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		52
Normal Parameters[b]	Mean	,0000000
	Std. Deviation	3,73592966
Most Extreme Differences	Absolute	,087
	Positive	,087
	Negative	-,067
Test Statistic		,087
Asymp. Sig. (2-tailed)		,200[c,d]

Source: Processed primary data, 2025

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Based on the normality test results shown in Table 3, the normality test of the dependent variable of Student Work Readiness was conducted using the Kolmogorov-Smirnov test. The test results showed an Asymp.Sig. (2-tailed) value of 0.200 > 0.05, indicating that the data was normally distributed.

Table 4. Multicollinearity Test Results

Coefficients[a]							
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1. Constant	9,491	4,834		1,963	,055		
2. Student Work Readiness	,707	,113	,663	6,265	,000	1,000	1,000
a. Dependent Variable: Student Work Readiness							

Source: Processed primary data, 2025

Based on the results of the multicollinearity test shown in Table 4, it is known that the independent variables have a Tolerance value of 1.000 > 0.100 and a VIP value of 1.000 < 10.00, so it can be concluded that the Multicollinearity Assumption is fulfilled or there are no signs of Multicollinearity. The multicollinearity test is conducted to determine whether a regression model exhibits correlation among the independent variables. If the Tolerance value is > 0.10, it indicates that multicollinearity does not occur. If the Variance Inflation Factor (VIF) value is below 10.0, it indicates that multicollinearity does not occur.

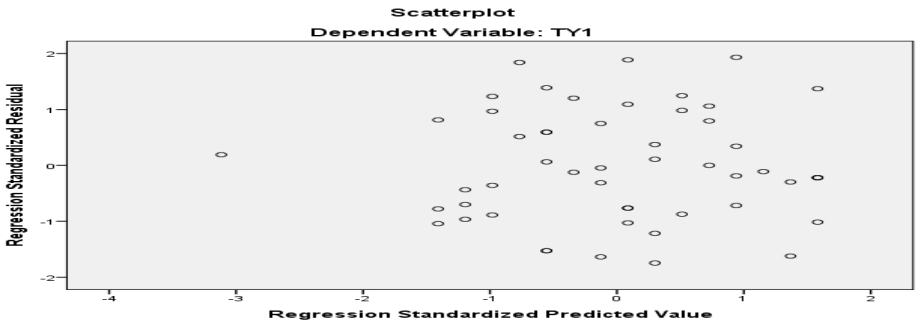

Figure 1. Heteroscedasticity Test Results

Figure 1 shows that the data points are scattered randomly around the number 0 on the Y-axis without any clear pattern. Thus, it can be concluded that the regression model does not show heteroscedasticity and can therefore be used for this study.

Table 5. Multiple Linear Regression Test Results

Coefficients[a]					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1. Constant	9,491	4,834		1,963	,055
2. Student Work Readiness	,707	,113	,663	6,265	,000
a. Dependent Variable: Student Work Readiness					

Source: Processed primary data, 2025

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Based on the results of the multiple linear regression test shown in Table 5, it can be seen that the coefficient for the independent variable Internship Experience is 0.113. Thus, the multiple linear regression model obtained is:

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

$$Y = 9.491 + 0.707X_1$$

Based on the above, it can be explained as follows:

1. The constant value α is 9.491 indicates that if the variables of internship experience and work readiness are assumed to be 0, then the value of the dependent variable, namely student work readiness, will remain at 9.491.
2. The regression coefficient value of the independent variable internship experience is 0.707, indicating that for every 1-unit increase in internship experience will result in a 0.707 increase in Student Work Readiness.

Table 6. F Test Results

ANOVA[a]					
Model	**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
1. Regression	558,704	1	558,704	39,245	,000 [b]
Residual	711,816	50	14,236		
Total	1270,519	51			
a. Dependent Variable: Student Work Readiness					
b. Predictors: (Constant), Internship Experience					

Source: Processed primary data, 2025

Based on the F test results shown in Table 6, the calculated F value is 39.245 > the table F value of 4.034 with a significance value of 0.000 < 0.05. From these results, it can be concluded that H0 is rejected and H1 is accepted, which means that there is a simultaneous effect between internship experience and student work readiness.

Table 7. T Test Results

Coefficients[a]					
Model	**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
	B	**Std. Error**	**Beta**		
1. Constant	9,491	4,834		1,963	,055
2. Internship Experience	,707	,113	,663	6,265	,000
a. Dependent Variable: Student Work Readiness					

Source: Processed primary data, 2025

Based on the t-test results shown in Table 7, the partial t-test results for the Internship Experience variable show that the calculated t-value of 6.267 > the table t-value of 1.67469 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.

Table 8. Results of the Determination Coefficient Test

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Model Summary[b]				
Mode	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	,663[a]	,440	,429	3,773
a. Predictors: (Constant), Internship Experience				
b. Dependent Variable: Student Work Readiness				

Source: Processed primary data, 2025

Based on the results of the coefficient of determination test shown in Table 8, the R Square value is 0.440, which means that the Internship Experience variable contributes a combined influence of 44.0% to the Student Work Readiness variable, with the remaining 56.0% influenced by other variables outside the scope of this study.

Based on the research results processed using SPSS (Statistical Package for Social Sciences) Version 23 software, the research entitled "The Effect of Field Work Experience (Internship) on the Work Readiness of Students at the Faculty of Economics and Business, Wahid Hasyim University, Semarang" revealed that internship experience has a positive and significant effect, both partially and simultaneously, on the work readiness of students in the Faculty of Economics and Business at Wahid Hasyim University in Semarang. This is evident from the calculated F value of 39.245 > the table F value of 4.034, with a significance level of 0.000 < 0.05. From these results, it can be concluded that H0 is rejected and H1 is accepted, meaning that there is a simultaneous influence between internship experience and students' work readiness. From the results of the partial t-test on internship experience, the calculated t-value is 6.267 > the table t-value of 1.67469 with a significance level of 0.000 < 0.05. Thus, H1 is accepted, meaning that internship experience has a partial effect on students' work readiness. The multiple linear regression analysis yielded a positive regression coefficient value of 0.707 for the independent variable of internship experience, indicating that every 1-unit increase in internship experience will cause a 0.707-unit increase in students' work readiness.

The results of the data analysis on the effect of internship experience on students' work readiness indicate a positive and significant influence of internship experience on students' work readiness. This study aligns with findings from other studies conducted by (Suyanto, et al., 2019); (Sari, et al., 2022); (Syandianingrum & Wahjudi., 2021) which also demonstrate a positive and significant influence of internship experience on students' work readiness when entering the workforce. This is further supported by research from (Utami & Raharjo., 2020) which states that students' work readiness is influenced by internship experience, meaning that the better the internship experience students have, the better their work readiness will be.

Internship experience plays a crucial role in enhancing the job readiness of students at the Faculty of Economics and Business, University of Wahid Hasyim, Semarang, making it a highly valuable investment in preparing students with comprehensive job readiness that aligns with the demands of the professional world. Internship experience is a set of knowledge and skills acquired by students through practical work experience in the workplace and industry over a specific period. This experience influences students to make logical decisions, develop the ability and willingness to collaborate with others, manage self-control and emotions, adopt a critical mindset, take individual responsibility, adapt to new environments, and cultivate ambition for personal growth.

Internship experience, which is formed from work knowledge, work skills, adaptive attitudes, familiarity with the work environment, the duration of the internship, and the development of attitudes during work, also plays a crucial role in consolidating learning outcomes. Through this experience, students can change their work style, adapt to the demands and dynamics of the workplace, and develop more effective approaches to completing tasks. Thus, changes in work style are an important aspect that can enhance work readiness, which is shaped by work knowledge, work skills, adaptive attitudes, familiarity with the work environment, the duration of the internship, and the development of attitudes during work. This indicates that the more experience students have, the higher their work readiness, and conversely, the less experience they have, the lower their work readiness.

CONCLUSION

Based on the results of data analysis and previous discussions regarding the influence of internship experience on the work readiness of students who are about to enter the workforce, it can be concluded that internship experience has a positive and significant effect on the work readiness of students at the Faculty of Economics and Business, Wahid Hasyim University, Semarang. This can be seen from the calculated F value of 39.245 > the table F value of 4.034 with a significance level of 0.000 < 0.05. From these results, it can be concluded that H0 is rejected and H1 is accepted, meaning there is a simultaneous influence between internship experience and students' job readiness. When examining the results of the partial t-test on internship experience, the calculated t-value is 6.267 > the table t-value of 1.67469, with a significance level of 0.000 < 0.05. From these results, it can be concluded that H1 is accepted, meaning that internship experience has a partial effect on students' work readiness. The multiple linear regression analysis yielded a positive regression coefficient value of 0.707 for the independent variable of internship experience, indicating that every 1-unit increase in internship experience will cause a 0.707-unit increase in students' work readiness. Thus, it shows that the more experience students have, the higher their work readiness, and conversely, the less experience students have, the lower their work readiness. This study indicates the potential for improving the work readiness of students at the Faculty of Economics and Business, Wahid Hasyim University, Semarang, which is influenced by the quality of their internship experience. The Faculty of Economics and Business at Wahid Hasyim University in Semarang can utilize this research to design more structured internship programs that align with students' needs, ensuring that the internship experience gained supports the enhancement of work readiness and enables the application of knowledge relevant to their field of study. For future research, it is recommended to further explore variables may influence work readiness, such as the learning environment and family support. Future research could also consider differences between study programs to assess the influence of these variables more specifically.

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