

# The Influence Of Internship Program And Work Motivation On Work Readiness In Student Who Take Part In Internship Program At Pt Aerofood Indonesia Surabaya Unit

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## Abstract

Students' work readiness is one of the important indicators in the success of universities that aim to create superior and competent graduates. However, reality shows that there are still many graduates from universities in Indonesia who find it difficult to get a job due to the lack of skills and high work motivation in each individual student. Through the internship programme, students can feel various benefits, namely direct experience, building professional networks, and increasing self-confidence in facing the world of work. On the other hand, the internship programme cannot be the only benchmark in student work readiness, there are other factors that also contribute to it, one of which is motivation in students. There is research that states that motivation is the main factor in the level of work readiness in final year students which also has an impact on the national unemployment rate. This study aims to analyze and evaluate the internship program, work motivation, and work readiness of students who take part in the internship program at PT Aerofood Indonesia Surabaya Unit. This study uses quantitative methods with multiple regression analysis and the sampling technique used is a saturated sample of 59 students of several universities. The results showed that there was a simultaneous influence between the variables of the internship program and work motivation on student work readiness. The results of this study indicate that there is no significant influence between the internship programme variables and work readiness partially. inversely proportional to this, testing on work motivation shows a significant influence on student work readiness while simultaneously showing a significant influence between the internship programme variables and work motivation.

**Keywords:** Internship program; Work Motivation; Work readiness

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## INTRODUCTION

Students' work readiness is one of the important indicators in the success of universities that aim to create superior and competent graduates. However, reality shows that there are still many graduates from universities in Indonesia who find it difficult to get a job due to the lack of skills and high work motivation in each individual student. Based on The Higher Education Policy states that only 23% of students are confident to enter the world of work even though they have undergone formal education by studying. There are several reasons behind this student unpreparedness, some of which are lack of work experience, high competition, and lack of soft skills provision. Based on these data and reviews, it can be seen that the majority of students feel that they are not competent enough to enter the world of work even after the formal education they have gone through for years. This can be a

big problem considering the need for debriefing for students to be said to be 'ready to work'. Thus it is necessary to create a programme that supports students' readiness to face the world after graduation, namely the world of work. One of the programmes that can support this is the internship programme. The internship programme makes students able to learn to plunge into the world of work and face the real environment with direct practice in the field.

Therefore, every university must prepare various educational programmes that are able to create productive human resource graduates who are ready to face challenges in the world of work. Higher education needs to adapt to the needs of the labour market to produce graduates who are competent and ready to work (P. K. Sari & Sutihat, 2022). So, it is important for every prospective worker to continue to develop every potential skill in himself and seek relevant experience. One of the programmes that every university provides to achieve this is an internship programme. Thus it is necessary to create a programme that supports students' readiness to face the world after graduation, namely the world of work. The internship programme makes students able to learn to plunge into the world of work and face the real environment with direct practice in the field. The internship program can also support students to freely choose and manage their experience according to their field of interest (Labi et al., 2024).

Internship programmes are seen as an opportunity to gain practical experience in a short period of time where students receive training and gain work experience in a job or career they are interested in a short period of time where students receive training and gain work experience in a job or career they are interested in (Mauk & Kolo, 2024). The internship programme is part of a course that provides learning in the form of insights and training to apply the knowledge learned and skill competencies that students have during the lecture process directly in a company or agency within a period of time determined by each university. Internships are an integral part of a student's academic journey as they connect the theory learnt on campus with practice in the world of work. Internship experiences provide crucial practical insights, which can help students to be better prepared to enter the professional field (Husain et al., 2024). The internship programme is also one of the solutions that is considered effective to improve students' work readiness. Internship experience activities provide training in accordance with the expertise assignments in their respective fields which aim to introduce and foster abilities in the real world of work (Mustari, 2021). Through the internship programme, students can feel various benefits, namely direct experience, building professional networks, and increasing self-confidence in facing the world of work. Besides being a place to hone skills and learn first-hand experience in the world of work, internships can also be a way of self-actualisation for students (A. A. Putri, n.d.). There are several previous studies that discuss the same topic where internship experience affects work readiness in students for example : (S. K. Putri & Anwar, 2023), (Nurrahman, 2021), (Romadoni et al., 2023), (Tambunan, 2020), (Amsal Nasution et al., 2024). Internship programs positively impact job readiness; however, the role of work motivation as a supporting variable still needs to be explored further. In this context, internship programs offered by universities play a crucial role in helping students enhance their preparedness for entering the workforce after graduation (Kapareliotis et al., 2019). The influence of internship programmes and work motivation is very important for students' work

readiness. The internship programme that has been provided by universities can be a picture for students of how the real world of work is, while high work motivation can have a positive influence on students who seriously follow the programme. The motivation possessed by students also affect their success in achieving their goals. One of the students' main goal after graduation is to enter the world of work (Adelia et al., 2025).

In addition to the internship programme, there are also other factors that indicate student work readiness, one of which is work motivation. The internship programme may not be effective in improving students' work readiness if it is not accompanied by strong work motivation. Work motivation is a driving factor that affects the spirit and enthusiasm of each student during the internship programme because it is considered to play an important role in determining students' work readiness. Work motivation can also be interpreted as the drive of each individual to achieve certain goals including in the concept of work. The results of research conducted by (Pramudya, n.d.) state that the motivation factor is the main factor in the level of work readiness in final year students, which also affects the national unemployment rate.

Students who have high work motivation are usually more active and enthusiastic in learning, have curiosity, and are able to develop their potential skills because, after all, an internship is something that can help students to be ready to work so that they can get the maximum benefit from the internship programme which will accelerate their adjustment to the world of work after graduation. There are several previous studies that discuss the same topic where internship experience affects work readiness in students for example (Sholihin, 2019), (Herlina et al., 2022), (Septiana et al., 2024), (Hasani & Alam, 2025) Work motivation is considered one of the essential elements that influence individual performance and productivity within the workplace. It serves as the internal force that drives members of an organization to apply their skills, knowledge, and time in fulfilling their responsibilities and achieving the organization's objectives (I. Sari & Suwaji, 2024). According to (Valentina & Muchsini, 2024).

In addition to increasing confidence in prospective graduates, gaining internship experience and increasing work motivation can provide valuable insights and have its own advantages and open up opportunities for ourselves for future career paths because we have already faced and learned about the real world of work. This means that we are already one step ahead to face the increasingly competitive world of work.

Considering the critical role of internship participation combined with strong work motivation in shaping student job readiness, companies increasingly require human resources in the form of university graduates who are not only skilled and competent but also innovative, open to new ideas, eager to embrace challenges, and ready to compete in today's job market. Based on this context, the author aims to explore, assess, and examine the relationship between internship programs, work motivation, and the job readiness of students who engage in internship experiences within companies given the lack of research that discusses the combined effects of two variables, namely internship programmes and work motivation.

## METHODS

This research uses quantitative methods, which is an approach that is carried out systematically during the investigation of certain phenomena involving data collection techniques to be measured using mathematical or computational statistical methods by utilising statistical techniques to collect data. Quantitative research method is an approach that is carried out systematically during the investigation of certain phenomena involving data collection techniques to be measured using mathematical or computational statistical methods by utilizing statistical techniques to collect data (Sihotang, 2023). In this study, the method used to collect data is the survey method. The tool used to collect data is a questionnaire. A questionnaire is a measuring instrument used to measure an event that has an important role in determining the truth in research in the form of questions and written statements filled in by respondents according to instructions (Fife-Schaw, 2020).

The population that will be used by the authors in this study are internship students, both students who are currently interning and students who have interned at PT Aerofood Indonesia Surabaya Unit in the period 2024-2025, totalling 59 students. Data processing in this study uses SPSS 16.00 software as a tool.

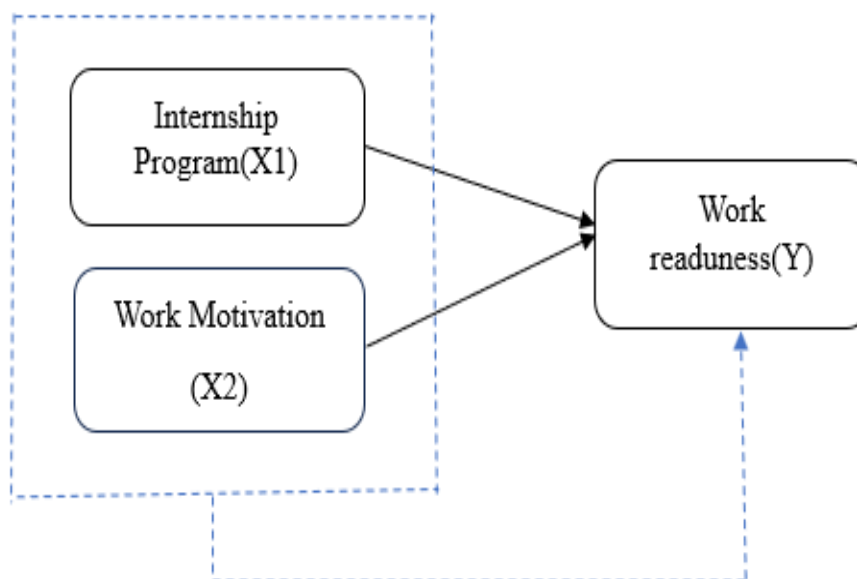


Figure 1. Frame Work

## RESULTS AND DISCUSSIONS

### Simultaneous test

Table 1. Anova

ANOVA <sup>a</sup>						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.186	2	1.593	12.679	.000 <sup>b</sup>
	Residual	7.037	56	.126		
	Total	10.223	58			

Referring to the table above, it is evident that the significance value is 0.00. This indicates that the hypothesis is accepted, confirming that both internship programs and work motivation jointly influence job readiness. The findings discussed in the previous section reveal a positive and statistically significant relationship between internship programs and work motivation on students' job readiness, as indicated by the significance value of 0.000, which is less than 0.05. This supports the acceptance of hypothesis H3. This result aligns with the study by (Mayhesya et al., 2024), which demonstrated that both internship experience and motivation positively and significantly impact job readiness. Preparatory activities through internships, combined with motivational support, contribute to a higher level of student engagement in internship programs. Through these experiences, students gain practical insights and an understanding of real workplace dynamics, particularly beneficial for those approaching graduation. Over time, involvement in internships helps enhance students' motivation, allowing them to improve their skills and competencies, ultimately preparing them more thoroughly for entering the workforce (Freitas et al., 2024). Thus, internship programs supported by strong work motivation can significantly boost students' self-confidence, as they acquire meaningful experience and a sense of personal value, which in turn opens pathways to career opportunities and equips them to compete in an increasingly challenging job market.

### Partian Test

Table 1. Coefficient Test

Table 1. Collinearity Test								
		Coefficients <sup>a</sup>						
Model		Unstandardized		Standardized	t	Sig.	Collinearity	
		Coefficients		Coefficients			Statistics	
		B	Std. Error	Beta			Tolerance	VIF
	(Constant)	1.641	.566		2.897	.005		
1	X1	.273	.148	.268	1.842	.071	.582	1.719
	X2	.357	.150	.346	2.384	.021	.582	1.719

Based on the statistical analysis, the significance value of variable X1 (internship programme) is 0.071, which is greater than the standard alpha level of 0.05. This indicates that the null hypothesis is retained and the alternative hypothesis (H1), which states that the internship programme significantly affects work readiness, is rejected. The absence of a statistically significant relationship suggests that, contrary to expectations, participation in internship programmes does not directly enhance the respondents' readiness for entering the workforce.

Critically reflecting on this result, it is important to consider the contextual and procedural aspects of the internship experiences. The internship programme in this study was measured through several indicators: gaining practical experience, receiving skills training aligned with the field of study, developing mental resilience, problem-solving ability, and increased self-confidence. While these elements theoretically contribute to employability, the practical implementation of the internship appears to be fragmented. As shown in Table 4.8 and Table 4.9, a significant number of students were placed in more than two departments during a relatively short internship period. This frequent departmental rotation likely disrupted continuity in learning and hindered students' ability to focus, engage deeply with tasks, and develop competencies in alignment with their specific career interests.

This finding implies that the structure of the internship programme may lack strategic alignment with students' academic specialization and career orientation. Instead of deepening skills in a focused area, students were exposed to a breadth of tasks that, while potentially enriching, diluted the intended outcomes of preparedness for specific job roles. Moreover, the cognitive overload caused by shifting environments and the pressure of multiple simultaneous responsibilities could have contributed to decreased concentration and confidence. This reflects a potential gap between the design of the internship programme and its intended developmental goals.

In contrast, variable X2 (work motivation) demonstrates a significant influence on work readiness, with a p-value of 0.021, which is below the 0.05 threshold. Thus, hypothesis H2 is accepted. The result indicates that work motivation contributes 35.7% to job readiness, a strong indication that intrinsic and extrinsic motivational factors play a pivotal role in preparing individuals for professional responsibilities. This finding is consistent with previous research by Wulandari & Prajanti (2017), who reported a 12.60% contribution of motivation to job readiness.

The work motivation variable in this study was grounded in Maslow's Hierarchy of Needs, encompassing basic physiological needs, safety, social belonging, self-esteem, and self-actualization. Respondents who demonstrated higher motivation across these dimensions were more likely to exhibit characteristics associated with job readiness, such as initiative, persistence, adaptability, and confidence. These findings underscore the importance of addressing both tangible (e.g., financial needs, job security) and intangible (e.g., recognition, purpose) aspects of motivation in educational and training programmes.

From a broader perspective, this study highlights the nuanced relationship between structured experience (such as internships) and internal drivers (such as motivation) in shaping job readiness. While experiential learning is a critical component of workforce preparation, its impact is contingent on the quality, consistency, and relevance of the experience. On the other hand, motivation acts as a sustaining internal force that empowers individuals to translate learning into action, navigate challenges, and align their efforts with long-term goals.

## Implications

These findings suggest several important implications for educational institutions, internship programme designers, and policymakers. Internships should be designed to ensure coherence between placement departments and the student's area of interest or specialization. Limiting the number of departmental shifts and increasing the depth of engagement in a specific area can enhance learning outcomes and better support work readiness. Incorporating structured mentorship and reflection during internships may help students consolidate learning despite rotations. Mentors can help contextualize varied experiences, making them more meaningful and linked to professional goals. Institutions should embed motivational enhancement strategies within their curricula and support systems. Programs that build self-efficacy, promote career visioning, and acknowledge students' accomplishments can strengthen motivation, thereby improving job readiness. Stakeholders in education and workforce development should reevaluate the emphasis placed on internships alone as a proxy for job readiness and instead consider holistic models that combine experience, motivation, and aligned career support. In conclusion, while the internship programme as implemented in this context did not significantly influence job readiness, work motivation emerged as a powerful determinant. This underscores the need for integrated strategies that couple meaningful experience with psychological readiness, ensuring that students are both exposed to the world of work and internally equipped to thrive within it.

## CONCLUSION

Based on the results of the research and discussion in the previous sub-chapters, we can conclude that:

1. The Internship Programme has no significant effect on Job Readiness with a value of 0.071 so, H1 is rejected.
2. Work Motivation has a significant effect on Work Readiness with a value of 0.021 then, H2 is accepted.
3. Internship Programme and Work Motivation have a significant effect on Job Readiness with a value of 0.000 then, H3 is accepted.

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