



INFLUENCE OF INTERNSHIP EXPERIENCE, JOB INTEREST AND SELF-EFFICACY ON WORK READINESS OF STIE BINA KARYA TEBING TINGGI STUDENTS

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Abstract

This research aims to determine the influence of internship experience and interest work and self-efficacy towards work readiness of STIE Bina Karya students in Tebing Tinggi City. The research method used is survey research quantitative approach. The research subjects consisted of 394 active students STIE Bina Karya Tebing Tinggi City. Data collection techniques use questionnaire by distributing it to STIE Bina Karya Kota Tebing Tinggi students and documentation by taking references from books, journals and other relevant sources. Data analysis uses descriptive statistical analysis, classical assumption analysis, multiple regression analysis, hypothesis and coefficient testing determination. The research results show that there is an influence of experience internship, work interest and self-efficacy simultaneously influence work readiness students of STIE Bina Karya Tebing Tinggi City. This can be seen in Eq linear multiple regression is $Y = 24.266 + 0.089X1 + 0.172X2 + 0.040X3$. Based on the hypothesis test, it is known that the significance value (Sig.) is $0.000 < 0.05$, and obtained a coefficient of determination value of 0.598 (59.8%) so that it can be obtained It was concluded that internship experience, work interest and self-efficacy were significant together or simultaneously influence student work readiness STIE Bina Karya Tebing Tinggi City

Key Word: *Internship experience, Job Interests, Self-efficacy, Working readiness*

PENDAHULUAN

Entering the current era of globalization, every country must have the ability to compete in the global economy by concentrating on their unique resources. Besides that, Globalization increases competition in the job market. Indonesia is less competitive because of its variety reasons, one of which is poor human resources. Many development sectors which requires professional labor cannot be met by current educational results This. Disadvantages include quality and quantity. Low quality of education causing students with higher education to be less competitive in the job market. In this case, What is meant is students' readiness to enter the world of work (Suyanto et al., 2019). Due to this imbalance, there is a lot of unemployment in Indonesia, which shows that education does not prepare the workforce for the job market. As a result, universities in Indonesia face big challenges in generating income graduates who have the ability to compete in the free market.

This is one of the factors that causes an increase in unemployment due to Many graduates are not ready to work and compete in the job market. With Technological developments are increasingly rapid, many jobs are now being replaced by machines. This increases competition in the job market. Minimum skills possessed. Ability These are divided into two categories,

namely soft skills and hard skills. Other factors that cause Unemployment is a mindset that is not creative, solution-oriented and innovative. As a result, undergraduate not daring to make decisions when facing difficult situations. Activities aimed at foster students' interests, talents and critical thinking and encourage them to think creative, inventive and productive is one way that can help improve their potential (Maretha et al., 2022)

One of the internal factors of work readiness is work interest; great interest in something is a large amount of capital, meaning to achieve or obtain an object or goal who are interested. How far a person's interest in an activity will be influenced by how involved he is in the activity. The people involved care work depends on how strong a person's interest and attention is (Suyanto et al., 2019). Self-efficacy, which is defined as a person's belief in their ability to organize and direct their behavior to achieve desired results, is an additional internal factor that influences a person's work readiness. Self-efficiency can influence a person's behavior, thoughts and motivation. This self-efficacy is unrelated with one's abilities directly; rather, it is related to belief someone about what they can do with their abilities in a situation which will come. Belief in your own abilities is known as self-efficacy. By Therefore, being personally effective is a very important component in prepare someone to enter the world of work (Astuti et al., 2023).

Self-efficiency can direct students to understand their own condition realistic, so they can adapt the job they want to it their abilities. At the same time, each aspect of self-efficacy has the ability to increase students' work readiness. This is very important to encourage students to enter work environment, which is the ultimate goal of vocational education. Because they don't have experience in resolving obstacles, people who lack efficacy easily give up on obstacles. (Fatmawati et al., 2023).

METODE PENELITIAN

The research method used in this research is a quantitative method. According to Sugiyono (2019:17) quantitative research is defined as a research method based on the philosophy of positivism, used to research populations or samples certain, data collection uses research instruments, data analysis is quantitative/ statistics, with the aim of testing a predetermined hypothesis In this research, the approach used is quantitative research. Quantitative research is methods for testing certain theories by examining interrelationships variable. In this research, quantitative research aims to describe Do internship experience, work interest and self-efficacy affect students' work readiness? STIE Bina Karya Tebing Tinggi City. This research is descriptive research because shows that there is something that can be proven with figures.

HASIL DAN PEMBAHASAN

The t-test shows how much influence the independent variables individually have on the variables independent, namely internship experience, work interest and self-efficacy influence the variables bound, namely work readiness, with a confidence level of 95% ($\alpha = 0.05$). Partial Test Results (Test T) can be seen in the table below.

Table 1. Partial Test Results

Model		Unstandardized		Standardized		
		Coefficients		Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	24.366	2.521		9.664	.000
	Pengalaman	.089	.029	.195	3.050	.002
	<u>Magang</u>					
	Minat Kerja	.172	.049	.185	3.520	.000
	Efikasi Diri	.040	.040	.062	2.987	.034

Sumber: Diolah Peneliti Berdasarkan SPSS, (2024)

Based on the table above, the results of partial testing (t test) show the influence of each independent variable on the dependent variable with a real level of 5%, (0.05). The T-table value can be seen in the statistical table for a significance of 0.05 with $df = n - k$. Where k = number of variables (independent + dependent) and n = number of observations/samples regression builder. So $df = 394 - 4 = 390$. The results obtained for the T-table are 1.966. So the decision making criteria are as follows:

1. Internship experience (X1) has a significant value of 0.000 (< 0.05), regression coefficient 0.089 and t-count value $3.050 > t\text{-table } 1.966$. Thus, based on criteria hypothesis testing then (H1) is accepted, meaning that partial internship experience has a significant effect on student work readiness
2. Work interest (X2) has a significant value of 0.002 (< 0.05), a regression coefficient of 0.172 and t-calculated value $3.520 > t\text{-table } 1.966$. Thus based on testing criteria hypothesis then (H2) is accepted then it can be concluded that the work interest variable influence the work readiness variable.
3. Self-efficacy (X3) has a significant value of 0.034 (< 0.05), regression coefficient 0.040 and t-calculated value $2.987 > t\text{-table } 1.966$. Thus based on testing criteria hypothesis then (H3) is accepted then it can be concluded that the self-efficacy variable influence the work readiness variable.

Based on simultaneous testing, it can be seen that the influence of experience internship, work interest and self-efficacy towards work readiness of STIE Bina Karya students. This shows that the percentage contribution of the influence of internship experience, work interest and self-efficacy on student work readiness is 60% while the remaining 40% is influenced by other variables not tested in this study. These results also include internship experience, work interest and self-efficacy which are factors plays a role in determining readiness for work. The higher the internship experience, work interest and self-efficacy, the higher the level of work readiness of STIE Bina Karya students. On the other hand, if internship experience, work interest and self-efficacy, the level of student work readiness is also low.

The resulting findings are in line with (Setiarini et al., 2022) internship experience teaches students to cooperate with others, control their emotions, critical thinking, able to adapt to new environments, and eager to move forward. Work readiness can come from oneself, from

outside oneself, or from the environment. Factors within a person can have a positive or negative impact on a career they. This includes talents, abilities, achievements, skills, leisure time, aspirations, related knowledge or education, work experience, attitudes, personality, values, hobbies or hobbies, physical abilities and limitations and physical appearance, as well as problems and personal limitations related to work interests and internship experience. The higher the interest in work and the higher the internship experience, the higher the job readiness students in facing the world of work (Suyanto et al., 2019). Individuals who have Good self-efficacy will easily face challenges and fulfill demands opportunities because they believe they can overcome these challenges. A demand or challenge that will be faced in the world of work will be greater than the challenges in the world campus. Effective students will be ready to face the world of work face to face challenges and pressure. If someone has low self-efficacy, they will feel unsure that they can complete the task well, so they are not ready to do it (Alfatihah & Rahmi, 2022).

Based on the results of the analysis, it is proven that the internship experience variable (X1) partial effect on work readiness (Y). Internship experience is activities for students to gain experience, insight, knowledge and broader skills related to the world of work. This shows that internship experience is one of the factors that plays a role in determining the level of readiness students at work. The higher the internship experience, the more encouraging it will be the higher the work readiness of STIE Bina Karya, on the contrary If work experience is low then student work readiness is also low.

In line with research conducted by (Putri Pambajeng, 2023) Data analysis shows that internship experience has a partial and significant effect on students' work readiness in entering the world of work. Interns improve new students' employability, especially after they leave school. Besides Therefore, these findings suggest that having more internship experience makes College graduates are better prepared to face a tougher world of work. Apprenticeship helps new graduates gain a better understanding of how business works operate and teach transferable skills, such as communication, problem solving, and technical abilities. Apart from that, internships are the best way for graduates to start their careers and expand their professional networks (Putri et al., 2024). This study found that having practical fieldwork experience is related with a higher level of work readiness. This is due to the fact that practice Field work provides students with the opportunity to gain knowledge or skills that are appropriate to their area of expertise and in accordance with their needs industry.

Partial test results (t test) show that work interest has an influence on the work readiness of Gastric Mangkurat University students. Thus if High student work interest will lead to student work readiness STIE Bina Karya is also high. There is a compatibility between a person and the object of interest causes the emergence of interest that encourages them to do something to achieve their goals.

In line with previous research conducted by (Andina et al., 2023) n results The analysis proves that work interest has a significant effect on work readiness student. Students' curiosity drives them to achieve goals and prepare yourself for working life. The work done by students can demonstrate their willingness to work. Work interest is needed to encourage students to achieve good academic performance and prepare themselves for Work. People who are interested in something will definitely try various ways to do it grab it. The three characteristics of interest are as follows: interest creates a positive attitude towards an object; interest is something that is pleasant and arises from an object; And interest contains an element of appreciation, causing desire and desire for getting something you want (Irna Amalia & Murniawaty, 2020).

Everyone must have a physical and mental condition that is ready to enter the world work, so that high self-ability can become a strength in students in the future. Self-efficacy comes from within the students themselves. This is the definition of beliefs a person has about

his or her physical and mental abilities. Self-efficacy A high level is required to enter the highly competitive world of work/industry. After After graduating from college, students are expected to be ready to work confidence and self-confidence so that they can compete with their abilities (Rusliyanto & Kusmuriyanto, 2019).

Effective people are confident in their abilities they. Work readiness will be increased by the abilities possessed. Each person have different beliefs; some people get this belief from training, while others believe they are present from birth. Student who believe in their abilities will be better prepared to choose their career in the world work (Pangastuti & Khafid, 2019). The results of this research are supported by research from (Ratuela et al., 2022) who found that self-efficiency influences work readiness.

Someone who has a high level of self-efficacy will tend to have confidence strong that they are able to complete the task well, so the level high work readiness. Conversely, someone who has a high level of self-efficacy low will tend to feel unsure that they are able to complete the task well, so that the level of work readiness is high.

Social learning theory proposed by educational psychologist Bandura at the University Stanford in the United States is in line with the findings of this study. According to this theory, efficacy. The self can be defined as the individual element that distinguishes each person. Change in self-efficacy can lead to changes in attitudes, especially related to complete tasks and goals. Self-efficacy can influence how prepared a person is to work. Individuals who have a high level of self-efficacy have confidence strong that they have the ability to achieve success. They are those who have a high level of self-efficacy tend to have strong beliefs that they can complete the task well. As a result, they tend to do job well. In addition, someone with a low level of self-efficacy will feel unconfident in their ability to complete the task, which impact on their level of readiness. Students will be more effective if they have opportunities to participate in lessons and other activities thoughtfully Really. A sense of self-confidence which then develops into equipment for entering the world of work after graduating (Nasution et al., 2022).

SIMPULAN DAN SARAN

Based on the results of research conducted to determine the influence of experience internship, work interest and self-efficacy towards work readiness of STIE Bina Karya students in Tebing Tinggi City, it can be concluded that:

1. The influence of internship experience (X1), work interest (X2), and self-efficacy (X3). Simultaneous impact on student work readiness (Y) is $0.000 < 0.05$ and F value count 10,393 t-table 1,966. And has an Adjusted R Square value of 0.601. So it can be concluded that the contribution of the independent variable influences the variables tied simultaneously, namely 60%. So a conclusion can be drawn regarding H1 acceptable, which means there is an influence between internship experience (X1), interest work (X2), and self-efficacy (X3) on the work readiness of STIE Bina Karya students (Y)
2. The influence of internship experience (X1) on student work readiness (Y) has value significant 0.002 (t-table 1.966. And obtained the coefficient of determination on the value Adjusted R Square is 0.253. So it can be 78 concluded that donations The influence of the independent variable on the dependent variable simultaneously is 25%. So it can be concluded that H2 is accepted, which means there is an influence internship experience (X1) on work readiness of STIE Bina Karya students (Y)
3. The influence of work interest (X2) on student work readiness (Y) has value significance of 0.000 (t-table 1.966. and the coefficient of determination obtained at the value Adjusted R Square is 0.113. So it can be concluded that the contribution of influence the independent variable to the dependent variable simultaneously is 11%. So

that It can be concluded that H3 is accepted and means there is an influence of work interest (X2) on the work readiness of STIE Bina Karya students.

4. The influence of self-efficacy (X3) on student work readiness (Y) has value significant 0.034 (t-table 1.966. and the coefficient of determination obtained at the Adjusted value R Square is 0.487. So it can be concluded that the contribution of variable influence independent of the dependent variable simultaneously, namely 48%. Then it can be withdrawn conclusion that H4 is accepted, which means there is an influence of self-efficacy (X3) on STIE Bina Karya (Y) students' work readiness.

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