

THE EFFECT OF MSIB INTERNSHIP EXPERIENCE AND COMPETENCE ON WORK READINESS OF UPN "VETERAN" JAWA TIMUR MANAGEMENT STUDENTS

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Abstract. This study is motivated by the increasing importance of work readiness among university graduates in facing global competition. Work readiness reflects the extent to which graduates can adapt and meet workplace demands. This research aims to examine the influence of MSIB internship experience and competence on the work readiness of Management students at UPN "Veteran" Jawa Timur. A quantitative approach was used in this study with a sample of 43 students from the 2021 cohort who had participated in the MSIB program. Data were collected using questionnaires and analyzed through SmartPLS. The results showed that internship experience and competence contribute to students' work readiness.

Keywords: Competence, Internship Experience, MSIB, Work Readiness

I. INTRODUCTION

Work readiness is one of the important indicators of the success of higher education. In the midst of increasingly dynamic and demanding competition in the world of work, graduates must not only have theoretical knowledge, but also adaptability, practical skills, and professional competence (Makki in Andi Muhammad, 2021). Data from Mataer Digital (2024) shows that most companies still complain about the low quality of college graduates, especially in terms of skills and readiness to work directly. Magang dan Studi Independen Bersertifikat (MSIB) Program is present as a strategic effort to bridge the gap between the world of education and the world of work. This program allows students to gain real work experience that is relevant to their field of study. However, even though all students have participated in the MSIB program, many still feel unprepared to face the world of work. The results of a pre-survey of 15 Management students at UPN "Veteran" Jawa Timur showed that 53.30% felt unprepared to face the world of work, and 60% felt they did not have the skills needed by the industry.

This shows that internship experience alone is not enough, but must also be accompanied by adequate competence (Sari and Rasmini, 2023). Competence is one of the crucial factors in work readiness. According to Nogueira et al. (2021), competence includes the knowledge, skills, and attitudes needed to carry out work effectively. Competence that includes knowledge, skills, and work attitudes is another important factor that determines students' work readiness. Therefore, this study is important to determine the extent to which MSIB internship experience and competence affect

students' work readiness, especially in the Management Study Program environment at UPN "Veteran" Jawa Timur.

Internship experience provides space for students to apply the theories they have learned in class into real practice. According to Sari and Rasmini (2023), internship experience is the entirety of lessons learned by students from events experienced during the internship period, where they work under the guidance and supervision of professionals. Internship experience indicators include internship duration, clear objectives, university support, internship location support, and increasing generic competencies such as teamwork and communication (Sholekah et al., 2021).

Competence is defined as a set of knowledge, skills, and attitudes that individuals must have to work effectively (PP No. 27 of 2021). According to Hajiali et al. (2021), competency indicators include knowledge, understanding, skills, attitudes, values, and work interests. Good competency will support students' ability to adapt quickly and be productive in the workplace.

Work readiness is a condition of mental and technical readiness of a person to enter the world of work. According to Agusta (2014) in Pambajeng (2024), work readiness includes insight, expertise, behavior, and values that support productivity in the workplace. Work readiness indicators include the ability to adapt, collaborate, think critically, be responsible, and master technical and non-technical skills, Nurjanah (2018) in Maliki (2024).

II. RESEARCH METHOD

This study uses a quantitative approach. The population of the study was students of the Management Study Program of UPN “Veteran” Jawa Timur class of 2021 who had participated in the Magang dan Studi Independen Bersertifikat (MSIB) program, totaling 43 people. The sampling technique used the saturated sampling method, where the entire population was sampled. Data collection was carried out by distributing questionnaires with a Likert scale of 1–5. Data analysis used Partial Least Square (PLS) with the help of SmartPLS software. The instrument was tested for validity and reliability through the outer loading test, average variance extracted (AVE), composite reliability, and hypothesis testing using the t-statistic and path coefficient tests.

III. RESULT AND DISCUSSION

Table 1 Average Variance Extracted

	AVE	Composite Reliability
Internship Experience (X1)	0,647	0,901
Competence (X2)	0,641	0,899
Work Readiness (Y)	0,776	0,912

The table above shows that all variables in this study have met the construct validity criteria based on the Average Variance Extracted (AVE) value. The AVE value for the internship experience variable (X1) is 0.647, competence (X2) is 0.641, and work readiness (Y) is 0.776. Because all AVE values are above 0.5, it can be concluded that the indicators used have good consistency in representing each variable. Furthermore, the construct reliability test through the Composite Reliability value shows that each variable in this study has 0.70. The Composite Reliability value for internship experience (X1) is 0.901, competence (X2) is 0.899, and work readiness (Y) is 0.912. This proves that the instrument used in this study has high reliability and is able to provide consistent measurement results.

Table 2 R Square

	R Square
Work Readiness (Y)	0,718

The table above shows the R-square value for the work readiness variable (Y) is 0.718, which indicates that internship experience (X1) and competence (X2) are able to explain the work readiness variable by 71.8%. Meanwhile, the remaining 28.2% is explained by other factors outside the model used in this study. This value shows that the model has strong predictive power for the work readiness variable.

Table 3 Path Coefficients

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Internship Experience (X1) > Work Readiness (Y)	0,512	0,510	0,094	5,456	0,000
Competence (X2) > Work Readiness (Y)	0,635	0,641	0,099	6,390	0,000

Next, the table above shows that the internship experience and competency variables have a positive and significant influence on the work readiness of UPN “Veteran” Jawa Timur Management students. The influence of internship experience on work readiness is shown through a path coefficient value of 0.512, with a t-statistic value of 5.456, greater than 1.96. The p-value is 0.000, which means it is smaller than 0.05, thus indicating that the influence is significantly positive. Likewise, the competency variable has also been shown to have a positive influence on work readiness, with a path coefficient value of 0.635, a t-statistic value of 6.390, and a p-value of 0.000. This indicates that the higher the level of student competence, the higher their readiness to face the world of work.

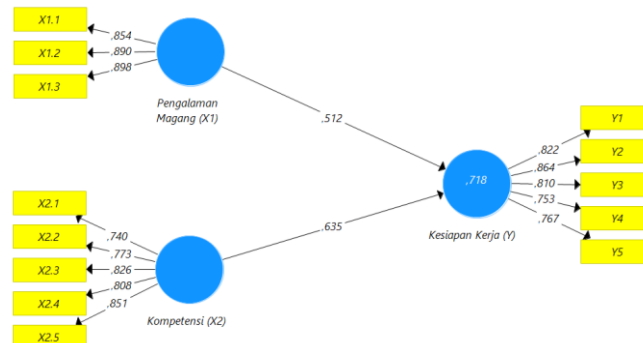


Figure 1 PLS Model

The Effect of Internship Experience on Work Readiness

The results of the hypothesis test show that internship experience has a positive and significant effect on students' work readiness. This finding supports research by Faridah et al. (2024) that direct experience in the world of work significantly increases students' work readiness. Students who take part in internships better understand the real conditions of work, build industry connections, and train their discipline. The most dominant indicator in this case is work field support, which reflects the extent to which the internship location provides adequate opportunities and guidance to students. This support can be in the form of direct involvement in projects, intensive supervision, and constructive feedback from field supervisors. Students who gain internship experience with a supportive work environment tend to

understand the work rhythm and professional demands more quickly. Conversely, if students do not receive clear guidance or are only given light administrative tasks, the learning they gain will be limited. Therefore, there needs to be collaboration between campuses and industry partners to ensure that internship locations provide truly meaningful experiences and support the development of students' work readiness as a whole.

The Effect of Competence on Work Readiness

Competence was also found to have a positive and significant effect on students' work readiness. Students who have good skills, knowledge, and work attitudes are more prepared to face work challenges. This is in line with research by Hakim and Kurniawati (2022) which states that competence is a dominant factor in work readiness. The indicator with the highest factor loading is the ability to face challenges and work pressure. This shows that students' readiness to face the world of work is greatly influenced by their mental toughness and flexibility in dealing with work pressure. This fact illustrates that students who are accustomed to facing complex work situations are more ready to adapt in a professional environment. Therefore, universities need to encourage students to master not only cognitive aspects, but also emotional aspects and work attitudes. Soft skills training such as stress management, decision making, and discipline are important to be instilled early on. That way, students will have strong adaptive abilities and can become tough and productive workers in the future.

V. CONCLUSION

This study concludes that MSIB internship experience and competency have contributed to the work readiness of Management students of UPN "Veteran" Jawa Timur. Internship experience helps students understand the world of work directly, while competency allows students to adapt and make real contributions in the work environment.

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