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The Effect of Competence and Experience of Students Internship on the Readiness of Work

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Abstract

This research was aimed to know of the influence of competence and experience of internships on the work readiness of Secretarial Academy (ASTRI) Budi Luhur students. The population in this research was the students of ASTRI Budi Luhur Jakarta students were doing an internship program. The sample for this research taken using a purposive sampling method amounted to 41 students. Hypothesis testing was done by multiple regression using SPSS version 22 software. The results showed that were partial competency and experience of internships on the work readiness, with T count for competency variable (X_1) of 4.700 with a significance level of 0.000 and T count for the internship experience variable (X_2) of 2.533 with a significance level of 0.16 using a significance level of $\alpha = 0.05$. and there was a simultaneous influence between competency variables and experience of internships on the work readiness with F count of 31.106 with a significance level of 0.000. this is supported by the grade point average (GPA) obtained by ASTRI Budi Luhur students is 3.92 or the title of praise, and the maximum score of the internship results obtained is 99 or grade A.

Keywords: competence, internship experience, work readiness.

INTRODUCTION

The higher education was one of formal educational institutions whose responsibility was to equip the students with skills that were in line with Indonesian national education goals. As stated in Permenristekdikti No.44 of 2015 concerning National Standards of Higher Education in article 3 paragraph 1 point a, it was stated that the National Standards of Higher Education was aimed to guarantee the achievement of higher education goals that play a strategic role in the intellectual life of the nation, advance science and technology by applying humanities values as well as culture and sustainable empowerment of the Indonesian people. In fact, there were big problems between the skills of graduates and the needs of the workforce. As stated by the Indonesian Ministry of Employment that 63% of tertiary education graduates did not meet the needs of the workforce.

Based on this phenomenon, graduates of a university must be equipped with hard skills and communication skills (soft skills). The development of hard skills and soft skills was given through the teaching and learning process when students took a formal education. In addition the students showed to take part in the "on the job training (OJT)" program in workforce.

This was intended to provide a real work experience to students.

But the problem that arises was the competence and experience of student internships apparently did not increase the student readiness to enter the workforce. This was caused by the student internship was not in accordance with the competency of their expertise so that the level of the students readiness to be low or the competency was not optimal so it did not meet the needs of the workforce. The purpose of this study was to determine the effect of the influence of competency and experience of the student internships on work readiness partially or simultaneously.

According to [1], competence was an ability to carry out a job or task based on skills and knowledge and was supported by work attitudes demanded by work. The following 5 characteristics or components of competence: (1) a motive was something that people want and think about for an action or a particular goal; (2) nature was the characteristic or consistent response to a situation or information; (3) self-concept was a value or self-image, a person's self-confidence which is a belief; (4) knowledge was information or knowledge possessed by someone in a specific field; (5) skill was the ability to do a task.

According [2], Internship experience was the knowledge or skills of individuals after carrying out work practices in the business world or in the industrial world for a certain period of time. So through an internship someone could add insight

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and experience about the real world of work. Indicators of internship experience were work knowledge; correct work attitude and skills. Meanwhile according [3], internship experience was a source of knowledge and experience gained because of interactions between individuals and the workplace environment.

According [4], conducted a study with quantitative descriptive methods with a sample of 47 students. The results obtained indicate that partially there was a significant impact of training at the internship on work readiness.

According [5], showed that there was a positive and significant influence between work experience in the industry on work readiness of students majoring in Office Administration at SN Gajah Mada Bandar Lampung. In addition there was also a positive and significant influence of motivation to enter the workforce on work readiness, a positive and significant influence between learning achievement on work readiness, and there was an influence between work experience in the industry and work readiness.

According [6], research, showed that the interests of the secretary profession have a positive and significant relationship to work readiness.

MATERIAL AND METHOD

The research approach used in this research was quantitative with multiple regression statistical analysis. This study was aimed to determine the effect of independent variables with the dependent variable.

The objects of this research were competency, internship experience and readiness to enter the workforce. While the research subjects were students of ASTRI Budi Luhur Jakarta.

The population in this research were students who were on an internship. The type of sampling used was purposive sampling where the sampling of members was carried out with various criteria, those were 1) the active student of ASTRI Budi Luhur, 2) the student who is undergoing an internship or final project in the even semester of the year academics 2018/2019 class of 2016, analysis techniques used multiple linear. The type of data used in this research is primary data used a questionnaire given to respondents.

Data analysis techniques used include validity and reliability tests. According [7], the validity test was a test used to measure the validity of an

instrument, while the reliability test was an instrument that could be said to be reliable if it showed a Cronbach alpha value >0.70 . Then a classic assumption test was performed to find out whether each variable in this study normal distribution. Data that were stated normally distributed had greater asymptotic values >0.05 , while the linearity test was performed to determine whether each independent variable with the dependent variable showed a linear relationship or not. With the provision of seeing the significance of the deviation from linearity greater than ($>$) 0.05. It meant that the relationship between the independent variable and the dependent variable was linear and if the significance value of the deviation from linearity was less than 0.05 then there was no linear relationship between the independent variable and dependent variable. The next was a multiple regression analysis to determine whether there was an effect of the variable Competency (X1) and Internship Experience variable (X2) on Work Readiness (Y). All research data were processed by using SPSS.

Data Collection

The target population in this research were the students who were currently doing an internship or final project. In this research, the type of sampling used was purposive sampling where the sampling with various criteria, those were: 1) the sample was the active students of ASTRI Budi Luhur students; 2) the sample was students who were interning or having a final project. The data collection technique used in this research was questionnaire.

RESULT AND DISCUSSION

Findings: Statistic Description

The Grade Point Average (GPA) obtained by the students showed that 2.4% or 1 student received a satisfactory predicate; 22.0% or 9 students received very satisfying titles; 73.2% or 30 students received honors, 2.4% or 1 person received a GPA of 4. This could be seen in table 1 below:

Table 1. The Student GPA

	Frequency	Percent
IPK 2.79-3.00 satisfactory predicate	1	2.4
IPK 3.01-3.50 very satisfying	9	22.0
IPK > 3.50 received honors	30	73.2
4	1	2.4
Total	41	100.0

Sources: Output SPSS 2019

The next was the internship score of students which showed that 2.4% or 1 student showed a score of 76; 2.4% or as many as 1 student scored 80; 4.9% or 2 students scored 82; 2.4% or 1 student scored 83; 12.2% or 5 students scored 84; 7.3% or 3 students scored 85; 4.9% or 2 students scored 86; 4.9% or 2 students scored 87; 2.4% or 1 student received 88 marks; 2.4% or 1 student scored 89 points; 14.6% or 6 students received 90; 4.9% or 2 students scored 91; 9.8% or 4 students scored 92; 7.3% or 3 students scored 93; 2.4% or 1 student received a grade of 94; 4.9% or as many as 2 students scored 95; 4.9% or 2 students scored 96; 2.4% or 1 student showed a grade of 98; and 2.4% or 1 student showed a score of 99. The overall value could be seen in this **Table 2** below:

Tabel 2. Internship Value

No	Internship Value	Frequency	Percent
1	76	1	2.4
2	80	1	2.4
3	82	2	4.9
4	83	1	2.4
5	84	5	12.2
6	85	3	7.3
7	86	2	4.9
8	87	2	4.9
9	88	1	2.4
10	89	1	2.4
11	90	6	14.6
12	91	2	4.9
13	92	4	9.8
14	93	3	7.3
15	94	1	2.4
16	95	2	4.9
17	96	2	4.9
18	98	1	2.4
19	99	1	2.4
Total		41	100.0

Sources: Output SPSS 2019

Classical Assumption Testing

Normality test

The normality test could be displayed with a normal P-plot plot against the residual error of the regression model obtained by the distribution of points was not far from the diagonal line, as shown in **Figure 1**.

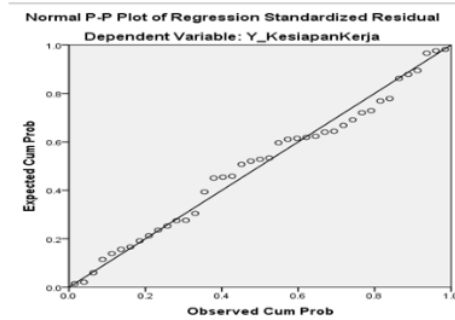


Figure 1: Normality Test.

Heteroscedasticity Test

To detect the presence or absence of heteroscedasticity, the authors conducted a Spearman correlation analysis between the residuals and each independent variable. From the results of processing with SPSS version 22 could be seen in **Figure 2**. It was known that the points spread with unclear patterns above and below the number 0 on the Y axis. Thus it was concluded that there was no heteroscedasticity problem in the regression mode.

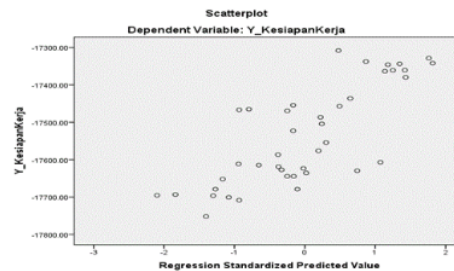


Figure 2: Heteroscedasticity Test

Linearity Test

Table 3: Competence Variable Linearity Test (X₁) ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
Y_Work readines s *	Combin	721743.961	39	18506.255	206.350	.055
X1_Competency	Linearity	401888.922	1	401888.922	448.117	.010
	Devia	319855.039	38	8417.238	93.8	.082

tion from Linearity		7.23	55
		8	
Within Group	89.6	1	89.684
	84		
Total	721	40	18506.255
	833.		
	645		

Sources: Output SPSS 2019

2
Linearity test aims to determine whether two variables have a linear relationship or not significantly. Then in table 3 the SPSS results above, obtained the value of Deviation from linearity sig. was 0.82 greater than 0.05, it could be concluded that there was a significant linear relationship between the competency variable (X₁), and the work readiness variable (Y).

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Tabel 4. Linearity Test Variable Internship Experience (X₂)
ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
Y_Work readiness * X1_Competyency	Combined	721224.485	39	18492.936	30.358	.143
Y_Work readiness * X1_Competyency	Linearity	288993.083	1	288993.083	474.412	.029
	Deviation from Linearity	432231.401	38	11374.511	18.672	.182
	Within Group	609.160	1	609.160		
		160				
Total		721833.6	40			
		45				

Sources: Output SPSS 2019

Based on the SPSS statistical analysis results above in table 4, the value of deviation from linearity sig. was 0.182 greater than 0.05, it could be concluded that there was a significant linear relationship between the internship experience variable (X₂), and the work readiness variable (Y).

Results of Multiple Linear Analysis

Tabel 5. T-tes (Uji Parsial) Coefficients^a

Model		Standardized Coefficients Beta	t	Sig.
1				
	Unstandardized B	Coefficient	Std. Error	
(Constant)	-	352.593	-	.000
	14887.761		42.224	
X1_Competyency	1.187	.252	.571	4.700
X2_Internship experience	.677	.267	.308	2.5016

a. Dependent Variable: Y_KesiapanKerja
Sources: Output SPSS 2019

Table 5 showed that the competency variable (X₁) on work readiness showed a t_{count} of 4,700 and a table of 1,688 in other words that a t_{count}

was greater than a table (t_{count} 4,700 > t_{table} 1,688) with a significance below 0.05 that was 0,000 so that it can be stated that the competency variable (X₁) partially influences the dependent variable (work readiness), and internship experience variable (X₂) showed that the value of t_{count} was 2.533 and t_{table} 1.688 in other words that t_{count} was greater than t_{table} (t_{count} 2.533 > t_{table} 1.688) with a significance below 0.05 namely 0.016 so it could be stated that the internship experience variable (X₂) partially influences the dependent variable (work readiness)

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Table 6: Simultaneous Test ANOVA^a

Model 1	Sum of Squares	df	Mean Square	F	Sig.
Regression	448115.193	2	224057.596	31.106	.000 ^b
Residual	273718.452	38	7203.117		
Total	721833.645	40			

a. Dependent Variable: Y_KesiapanKerja
b. Predictors: (Constant), X₂_PengalamanMagang, X₁_Kompetensi
Sources: Output SPSS 2019

Table 6 showed the results of F_{count} value of 31.106 and F_{table} 2.69 in other words F_{count} was

greater than F_{table} ($F_{count} 31.106 > F_{table} 2.69$) with a significance level below 0.05 t_{11} was 0.000 so that it could be stated that the independent variable simultaneously influences the dependent variable.

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Tabel 7 Coefficient of Determination Model Summary^b

R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
.621 ^a	.621	.601	84.87118	1.583
a. Predictors: (Constant), X2_PengalamanMagang, X1_Kompetensi				
b. Dependent Variable: Y_KesiapanKerja				

Sources: Output SPSS 2019

Table 7 showed the results of the R Square value of 0.621 or 62.1% was the contribution of the competency variable, the value of the GPA, the experience of the internship, the value of the apprenticeship to work readiness, while the remaining 37.9% was influenced by other variables not included or not discussed in this study.

Table 8 Correlation Test Correlations

		X1_Competyency	X2_Internship experience	Y_Work readiness
X1_Competyency	Pearson Correlation	1	.569**	.746**
	Sig. (2-tailed)		.000	.000
	N	41	41	41
X2_Internship experience	Pearson Correlation	.569**	1	.633**
	Sig. (2-tailed)	.000		.000
	N	41	41	41
Y_Work readiness	Pearson Correlation	.746**	.633**	1
	Sig. (2-tailed)	.000	.000	
	N	41	41	41

** . Correlation is significant at the 0.01 level (2-tailed).

Sources: Output SPSS 2019

Table 8 showed the significance value of X_1 , X_2 to Y was equal to 0,000 which means the significance value was smaller than 0.05. Correlation analysis obtained between student competencies (X_1) on work readiness was 0.746. It could be concluded that the value of competency variables with work readiness there

was a strong relationship, and correlation analysis obtained between internship experience (X_2) on work readiness was 0.633. It was concluded that the value of the internship experience variable with work readiness showed a strong relationship.

Discussion Partial Student Competency Analysis of Work Readiness (X_1)

The Student competence consists of indicators of motives; nature, self-concept, knowledge, skills. Based on the results of the analysis of the competency variable partially the competency variable (X_1) influences work readiness. In the results of the t-test the competency variable (X_1) obtained a Tcount value of 4700 and a significance level of 0.000 using a significance limit $\alpha = 0.05$, which means that H_0 was accepted. Thus the competency variable (X_1) showed a significant Student competence consists of indicators of motives; nature, self-concept, knowledge, skills.

Based on the results of the analysis, the competency variable (X_1) partially influences to work readiness. In the results of the t-test the competency variable (X_1) obtained a Tcount value of 4700 and a significance level of 0.000 using a significance limit $\alpha = 0.05$, which means that H_0 was accepted. Thus the competency variable (X_1) showed a significant influence on the work readiness variable (Y), this statement was supported by the average grade point average (GPA) of ASTRI Budi Luhur students in the sixth semester (6) especially in the class of 2016, which was an influence on the work readiness variable (Y), this statement was supported by the average grade point average (GPA) of ASTRI Budi Luhur students in the sixth semester (6) especially in the class of 2016, which was a minimum of 2.95 or with a satisfactory predicate and a maximum of 3.92 or with a predicate of partial Student Competency Analysis of Work Readiness.

This statement was supported by the average grade point average (GPA) of ASTRI Budi Luhur students in the sixth semester (6) especially in the class of 2016, which was a minimum of 2.95 or with a satisfactory predicate and a maximum of 3.92 or with a predicate of praise.

It showed that competence was an ability to carry out or do a job based on the skills and knowledge and attitudes demanded in the workplace. The competencies needed at work were hard skills and soft skills, which must be possessed as work readiness. This was in accordance with the existing at the ASTRI Budi

Luhur students as prospective graduates have been prepared to be able to enter the world of work in accordance with their field of expertise, namely secretarial or administrative. So that during the formal education period students were given a briefing on competencies both hard skills such as in the course Secretarial Practices and Office Technology Applications, where students before apprenticeship were given a briefing and an understanding of the duties of the secretary in administration and the use of office equipment. And soft skills such as in interpersonal skills, professional ethics, protocol etiquette, Budi Luhur value applications equipped with the ability to develop themselves and the application of cultural values wherever they were.

Based on this analysis it could be concluded that competence (in this case hard skills and soft skills) was closely related to work readiness, so students and prospective graduates must have high competence if they want to have high readiness as well.

This result of the research was same as the result of previous studies conducted by [8] which showed that learning achievement showed no significant effect on student work readiness in the MEA Era. This meant that the GPA in the category of very satisfying did not mean ready to enter the workforce.

Partial Internship Experience Analysis of Work Readiness (X₂)

Based on the results of the analysis of the internship experience variable partially the internship experience variable (X₂) influences work readiness, the results of the t-test internship experience variable (X₂) obtained a T-value of 2,533 and a significance level of 0.016 using the significance limit $\alpha = 0.05$, which means that H₀ is accepted. Thus the internship experience variable (X₂) showed a significant effect on the work readiness variable (Y), this statement is supported by the average apprenticeship value obtained by ASTRI Budi Luhur at least 76 or in other words obtaining grade B + and a maximum grade of 99 or in other words obtaining grade A.

The results of research on the experience of internships conducted by students of ASTRI Budi Luhur were in accordance with the needs of the workplace/industry. This could be demonstrated by the competencies or skills possessed by students while doing the work instructed by field counseling. In addition, students could feel the

atmosphere of a real work environment and be able to practice the ability of hard skills and soft skills obtained during their formal education.

Thus the internship experience could give students a direct picture of the world of work, so this could help students to prepare for work, because the internship experience was a motivation or enthusiasm for the final year students to prepare themselves to enter the work world in accordance with the desired position position with armed the competencies gained through formal education and internship experience, so that students were able to compete in the world of work to achieve a career in the future.

The result of this study was supported [9] which showed that the experience of internship showed a significant effect on student work readiness. The result of this study is also in line with the results of research conducted [10] showing that internship experience showed a positive and significant effect on work readiness.

Simultaneous Analysis of Competency and Internship Experience on Work Readiness
Based on the results of the analysis of the Ftest (simultaneous), the Fcount results obtained were 31,106 and the significance level was 0,000 using a significance limit $\alpha = 0.005$, which means that H₀ was accepted. Thus the variables of competency and internship experience simultaneously affect the work readiness variable. This was in accordance with ASTRI Budi Luhur students that were equipped with knowledge

CONCLUSION

Based on the whole discussion above, it can be concluded that, the competency variable showed a significant influence on work readiness. This showed that ASTRI Budi Luhur showed prepared students as prospective graduates to be able to enter the workforce in accordance with their area of expertise, namely secretariat or administration by providing provision of knowledge and skills through practicum in each course both hard skills and soft skills, besides that students or prospective graduates were provided with skills or expertise in the use of office equipment through secretarial practical activities and the application of office technology, where this course was given to students before they were apprenticed.

It also reflected that the provision of competencies was a benchmark of the ability/competence of students in work

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