

The Effect of Internship Experience and Organizational Involvement on Students' Work Readiness

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Article History:

Received 07 June 2025

1st Revision 09 June 2025

2nd Revision 16 June 2025

3rd Revision 01 July 2025

Accepted on 14 July 2025

Abstract

Purpose: This research seeks to analyze how internship experience and participation in organizations affect the job preparedness of students at Universitas Maritim Raja Ali Haji.

Methodology/Approach: The study employed a quantitative method and was conducted at Universitas Maritim Raja Ali Haji. Data were collected through surveys distributed to 50 active students and analyzed using SPSS software version 22.

Results/Findings: The analysis indicates that internship experience has a negative influence, while organizational involvement has a positive relationship with students' job readiness. However, both variables are statistically insignificant. This is supported by an R^2 value of 0.073, meaning only 7.3% of the variance in job preparedness is explained by the two factors.

Conclusions: Internship experience and organizational involvement do not significantly affect students' job readiness. This implies that other influential factors exist beyond the scope of this study and should be examined in future research.

Limitations: The study is limited by a small sample size, the use of only two independent variables, and reliance solely on questionnaire data.

Contribution: The research offers insights for universities and stakeholders in improving higher education policies and internship programs to enhance students' job preparedness.

Keywords: *Internship Experience, Organizational Involvement, Students, Work Readiness.*

How to Cite: Tusaqdhah, M., Tasya, Z., Mayori, L. A., Rasikha, P. I., Nabila, G. Y. (2026). The Effect of Internship Experience and Organizational Involvement on Students' Work Readiness. *Studi Ilmu Manajemen dan Organisasi*, 6(4), 23-34.

1. Introduction

The current era of globalization presents significant challenges to economic growth, which directly affects labor absorption competitiveness and the qualifications of human resources required. In this context, education plays a central role in improving the quality of human resources (HR). Human Resources refer to individuals who actively function as drivers, thinkers, and planners within an institution or organization. HR is viewed as a strategic asset that must be nurtured and developed to ensure optimal contribution to the achievement of organizational goals (Babullah, 2024).

Rapid and resilient industrial development undoubtedly requires a solid foundation, one of which is the quality of the human resources. To maintain industrial competitiveness, a workforce with adequate experience and skills is essential (Lestari, Fadilah, Setiawati, Riyadi, & Aprianto, 2024). However, the low quality of the workforce is largely caused by education and experience that are not yet fully aligned with the current demands of the industry and the labor market. Consequently, skill mismatches, high unemployment rates, and limited job opportunities persist. This condition remains a major challenge in Indonesia, reflecting the gap between existing workforce capabilities and the real needs of the industrial sector (Sagara, Setiawan, & Purnawan, 2025).

Table 1. Open Unemployment Rate by Province in the Riau Islands, 2020–2024

Region	Open Unemployment Rate (%)				
	2020	2021	2022	2023	2024
Riau Islands	10,34	9,91	8,23	6,80	6,39
Karimun	8,36	7,20	6,87	6,02	5,52
Bintan	8,86	8,62	6,91	5,43	4,53
Natuna	4,10	5,15	4,15	4,05	3,89
Lingga	4,41	4,23	3,09	3,52	3,38
Kepulauan Anambas	3,44	1,27	2,15	2,55	2,38
Batam	11,79	11,64	9,56	8,14	7,68
Tanjungpinang	9,30	6,31	5,27	4,76	4,69

Source: Statistics Indonesia (BPS) of Riau Islands, 2024.

One of the serious challenges faced by the Riau Islands Province is the high rate of open unemployment. Based on the data in Table 1 from 2020 to 2024, it can be observed that although there is a downward trend, the unemployment rate in the Riau Islands remains relatively high, reaching 6.39% by 2024. Several regions, such as Batam and Tanjungpinang, which serve as centers of economic and educational activity in the Riau Islands, still record significant unemployment rates of 7.68% and 4.69%, respectively, in 2024 (Statiska, 2025).

This phenomenon indicates a mismatch between university graduates and the actual needs of the labor market in the region. Along with increasing competition in today’s job market, students are required to prepare themselves optimally to compete and respond to the challenges of the labor market. Work readiness is an important indicator of the extent to which individuals are capable of facing professional demands after graduation. According to Amanta and Marsofiyati (2024) two aspects are believed to play a crucial role in preparing individuals for the workforce: internship experience and organizational involvement during their university studies. Internships provide direct exposure to the workplace and help develop practical skills, whereas organizational participation supports the development of leadership, teamwork, and communication skills. Efforts to encourage student involvement in organizations and provide relevant internship experiences are expected to equip students with the necessary skills and ultimately contribute to reducing the unemployment rate.

Work readiness is defined as an individual’s willingness and ability to perform specific tasks, based on experience, work attitudes, and potential relevant to the required job skills (Khoiroh & Prajanti, 2018). In the context of students, work readiness is strongly influenced by practical experiences during their studies, particularly through internships and other organizational activities. According to Luthfiani and Wajdi (2025), work readiness refers to the level of individual maturity when entering the professional world without undergoing prolonged training. This means that individuals with high work readiness are sufficiently mature in terms of knowledge, skills, and attitudes, enabling them to enter the workforce without extensive basic training. Setyaningrum and Ninghardjanti (2018) emphasized that work readiness is an essential capital for entering the professional world. Students with good work readiness generally demonstrate greater confidence in the job market.

According to (Halawa, Subiyanto, & Purnamarini, 2025), internship experience is a key aspect of individual preparedness, particularly for students entering the workforce. Internship experience is viewed as a learning process that may occur intentionally or unintentionally and encompasses the knowledge and skills acquired by individuals. Internships are a form of training in which students directly engage with the workplace to develop and enhance their soft skills. Suyanto, Rahmi, and Tasman (2019) In addition, Faridah, Marzuki, and Syafrial (2024) citing Basyit, Sutikno, and Dwiharto (2020) state that work experience refers to the length of time individuals spend acquiring new skills, knowledge, and attitudes, which is influenced by the frequency and nature of tasks performed. Generally, companies prioritize candidates with experience because they are considered more competent than those without. Internships aim to equip participants with job-relevant skills that are aligned with their field of expertise (Azizah, Santoso, & Sumaryati, 2019). Therefore (Katahama &

Bozorgzadeh, 2024), internship experience serves as an important medium for students to optimize their capabilities when entering the industrial environment; without such experience, students tend to face difficulties in developing motivation and adapting to workplace conditions.

Organizational involvement refers to students' active participation in organizational activities or event management, where student organizations function as platforms for students to develop and express their potential. According to Rahmat, Askolani, and Rahwana (2023) organizational involvement is defined as participation in a group of two or more individuals with a structured system who collaborate to achieve shared goals. Students who are actively involved in organizations gain valuable experiences that enhance their work readiness compared to those who are not. Patunru, Jam'an, and Madani (2020) argue that student organizations function as a means of developing student potential, expanding insight, improving knowledge and competencies, and channeling aspirations and creative ideas aligned with educational objectives and university visions.

Active participation is essential in any organization, regardless of its scale or size. Organizational involvement provides important benefits, such as increased self-confidence, time management skills, public speaking abilities, and strong social relationships among students (Ameliah & Jatnika, 2024). Based on the above discussion, this study focuses on examining and analyzing whether internship experience and organizational involvement influence the level of work readiness of students at the Universitas Maritim Raja Ali Haji. This research is expected to provide a clearer understanding of the significant roles of these two factors in shaping students' competencies and readiness to enter the workforce.

2. Literature Review and Hypothesis Development

The first hypothesis posits that internship experience positively impacts students' work readiness, as supported by several previous studies. Faridah et al. (2024), found a significant relationship between internship experience and work readiness among 48 office administration students who participated in an internship program using a saturated sampling technique. Similar results were obtained by Gohae (2020), who, through multiple linear regression analysis of 29 accounting students at STIE Nias Selatan, demonstrated that internship experience substantial influences on preparing for entering the workforce. Another study by Safitri and Syofyan (2023), which involved a sample of 96 final-year students with internship experience, found that internship experience has a positive and significant effect on work readiness, both partially and simultaneously, using a multiple linear regression analysis. Furthermore, Setiarini, Prabowo, Sutrisno, and Gultom (2022), found that work experience influences the work readiness of students at the Faculty of Economics and Business, Universitas PGRI Semarang, through the role of internship experience. This experience includes aspects such as knowledge and work skills, adaptability, understanding of the work environment, duration of the internship, and the formation of professional attitudes, all of which were proven to enhance students' work readiness as reflected in these same aspects.

The second hypothesis states that organizational involvement has a positive and beneficial impact on students' work readiness. This finding is consistent with that of Maretha, Siahaan, and Sitorus (2022), who reported a significant contribution of organizational participation to students' work readiness. However, Irmayanti, Nuraina, and Styaningrum (2020) reported different results, indicating that there was no significant effect of organizational involvement on students' work readiness based on a study of 52 students from the Faculty of Economics and Business at Universitas YPPI Rembang. Support for the second hypothesis is also provided by studies conducted by Syamsudduha, Nursahwal, Syah, and Duriska (2022), Alexandro, Putri, and Hariatama (2022), and Labiro and Widjaja (2024) which further reinforce the finding that active participation in organizations positively affects students' readiness to enter the workforce.

The third hypothesis proposes that internship experience and organizational involvement jointly have a significant effect on students' work readiness. This is supported by the study of Erlangga, Bakti, and Aprilani (2024) who found that both variables significantly influenced students' work readiness. This study employed a quantitative approach using an online survey with a sample of 96 respondents. In

addition, research conducted by Amanta and Marsofiyati (2024) demonstrated that internship experience and active involvement in organizations significantly affect students' readiness to face the world of work. This study applied a quantitative method using a descriptive survey approach. The research subjects were students of Universitas Negeri Jakarta, with a total sample of 60 respondents selected. Data were collected using questionnaires that were tested for validity and reliability.

Furthermore, Puteri and Rozamuri (2023) indicate that internship experience and organizational involvement substantially influence students' work readiness. This study adopted a quantitative approach grounded in the philosophy of positivism. The subjects were internship participants at the head office, Regional Office 2, and the Tanjung Priok branch of PT Pelabuhan Indonesia (Persero), with a population and sample size of 110. Data analysis was conducted using partial and simultaneous tests on organizational experience, internship experience, and work readiness variables, employing SPSS version 26.

Based on previous research conducted by (Mabruroh & Nurhidayati, 2024), it was found that organizational involvement has a positive effect on students' readiness to enter the workforce; however, the effect was not statistically significant, with a significance value greater than 0.05 ($0.368 > 0.05$). Internship experience has a significant impact on students' work readiness.

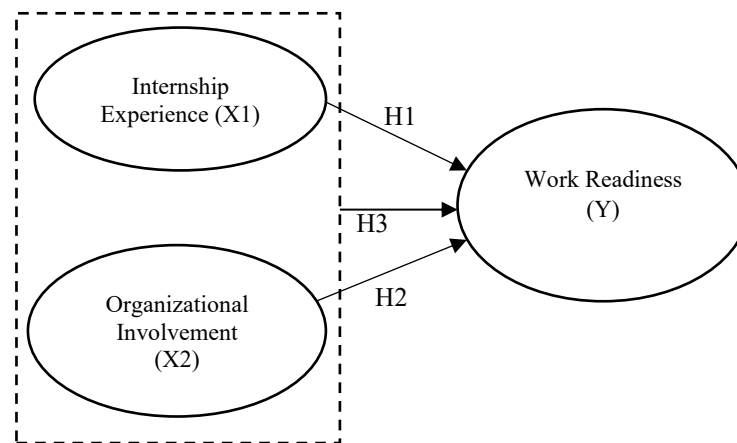


Figure 1. Conceptual Framework

Source: Researcher's Data Processing Results (2025)

Hypotheses:

Based on the conceptual framework presented in Figure 1, the hypotheses proposed in this study are as follows.

- H1: Internship experience is assumed to affect students' work readiness.
- H2: Organizational involvement is assumed to affect students' work readiness.
- H3: Internship experience and organizational involvement are assumed to have an effect on students' work readiness

3. Research Methodology

The methodology applied in This study adopts a quantitative approach. According to Sugiyono (2021), a quantitative approach is used in research based on the positivist paradigm and is useful for analyzing a particular population or group. The sample in this study consisted of 50 respondents who were active students of Universitas Maritim Raja Ali Haji from the 2021 to 2024 cohorts. The sample was selected using a simple probability sampling method, in which all students had an equal opportunity to be chosen as respondents, without discrimination based on background or social class (Firmansyah & Dede, 2022). Data were collected using a questionnaire distributed to all active students of Universitas Maritim Raja Ali Haji from the 2021–2024 cohort, containing several structured questions. To evaluate data quality, this study employed SPSS (Statistical Product and Service Solutions), which included several testing

procedures: research instrument testing (validity and reliability tests), multiple linear regression analysis, classical assumption tests (normality, heteroscedasticity test multicollinearity test), hypothesis testing (t-test and F-test), and the coefficient of determination test (R^2) (Mutakin, 2023).

4. Results and Discussion

The respondent characteristics data based on gender, faculty, and year of enrollment were obtained from the distribution of questionnaires.

Table 2. Gender Based on Respondent Profile

No	Gender	Number
1	Male	13
2	Female	37
	Total	50

Source: SPSS 22 Data Processing Results (2025)

Based on Table 2, the results show that the majority of respondents were female, totaling 37 participants, while male respondents accounted for 13 participants. Based on the survey distributed by the researcher, the characteristics of the respondents can be observed in the table above, which classifies participants by gender.

Table 3. Faculty Based on Respondent Profile

No	Faculty	Number
1	FISIP	7
2	FTTK	4
3	FKIP	5
4	FEBM	25
5	FIKP	5
6	FK	4
	Total	50

Source: Data processed using SPSS (2025)

Based on the data, the majority of respondents come from the Faculty of Maritime Economics and Business (FEBM), accounting for 50% of the total 50 respondents. Other participating faculties included FISIP (14%), FKIP, and FIKP at 10% each, and FTTK and FK at 8% each. This indicates that the respondent distribution is dominated by FEBM students, while other faculties are represented in smaller numbers.

Table 4. Year of Enrollment Based on Respondent Profile

No	Year of Enrollment	Number
1	2021	4
2	2022	32
3	2023	11
4	2024	3
	Total	50

Sumber: Data diproses menggunakan SPSS (2025)

Based on Table 4, most respondents were from the 2022/2023 cohort, totaling 32 respondents (64%). This was followed by the 2023/2024 cohort, with 11 respondents (22%), the 2021/2022 cohort, with four respondents (8%), and the most recent 2024/2025 cohort, with three respondents (6%). These results indicate that most respondents are mid-level students, particularly from the 2022/2023 cohort,

who have likely undergone longer periods of study and possess more academic and experiential exposure than other cohorts.

4.1 Instrument Testing Results

4.1.1 Validity Test

Table 5. Validity Test Results

Variable	Item	r-calculated	r Table	Remark
Internship Experience (X1)	P01	0,916	0,279	VALID
	P02	0,923	0,279	VALID
	P03	0,955	0,279	VALID
	P04	0,887	0,279	VALID
	P05	0,969	0,279	VALID
	P06	0,977	0,279	VALID
	P07	0,967	0,279	VALID
Organizational Activeness (X2)	P01	0,806	0,279	VALID
	P02	0,916	0,279	VALID
	P03	0,870	0,279	VALID
	P04	0,903	0,279	VALID
	P05	0,960	0,279	VALID
	P06	0,945	0,279	VALID
	P07	0,902	0,279	VALID
Work Readiness (Y)	P01	0,802	0,279	VALID
	P02	0,869	0,279	VALID
	P03	0,848	0,279	VALID
	P04	0,792	0,279	VALID
	P05	0,869	0,279	VALID
	P06	0,842	0,279	VALID
	P07	0,764	0,279	VALID

Source: SPSS 22 Data Processing Results (2025).

A validity test was conducted to assess the extent to which the research instrument accurately measured the intended variables: internship experience (X1), organizational activeness (X2), and work readiness (Y). The analysis results indicate that all items across the three variables have r-calculated values greater than the r-table value (0.279). This finding confirmed that each questionnaire item was valid and appropriate for measuring its respective construct. Therefore, the research instrument was considered valid for measuring the variables examined in this study.

4.1.2 Reliability Test

Table 6. Reliability Test Results

Variable	Cronbach Alpha	Remark
Internship Experience (X1)	0,978	VALID
Organizational Activeness (X2)	0,959	VALID
Work Readiness (Y)	0,922	VALID

Source: SPSS 22 Data Processing Results (2025).

The reliability test aims to evaluate the consistency or stability of an instrument in producing reliable information. The results show that all variables have Cronbach’s alpha values exceeding 0.7, namely 0.978 for internship experience, 0.959 for organizational activeness, and 0.922 for work readiness. These values indicate that the research instrument demonstrates a very high level of reliability, making it dependable for generating consistent results when applied to repeated measurements.

4.2 Classical Assumption Test Results

4.2.1 Normality Test

Table 7. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
Unstandardized Residual		50
N	Mean	,0000000
Normal Parameters ^{a,b}	Std. Deviation	1,58414229
Most Extreme Differences	Absolute	,093
	Positive	,093
	Negatif	-,063
Test Statistic		,093
Asymp. Sig. (2-tailed) ^c		,200 ^d

Source: SPSS 22 Data Processing Results (2025).

A normality test was conducted to determine whether the residuals from the regression model followed a normal distribution. Based on the results of the One-Sample Kolmogorov–Smirnov Test, the significance value obtained was 0.200, which is greater than 0.05. This indicates that the residuals are normally distributed, thus fulfilling the normality assumption, which is a crucial requirement in multiple linear regression analysis.

4.2.2 Multicollinearity Test

Table 8. Multicollinearity Test Results

Variable	Collinearity Statistics Tolerance	VIF
Internship Experience (X1)	0,796	1,257
Organizational Activeness (X2)	0,796	1,257

Source: SPSS 22 Data Processing Results (2025).

A multicollinearity test was performed to evaluate whether there was a significant correlation among the independent variables. The test results show that the tolerance values for both variables are 0.796, and the VIF values are 1.257. Since the Tolerance values are greater than 0.10 and the VIF values are below 10, it can be concluded that no multicollinearity issue exists among the independent variables. This indicates that each independent variable does not excessively influence the other, ensuring that the regression analysis results are unbiased and reliable.

4.2.3 Heteroscedasticity Test

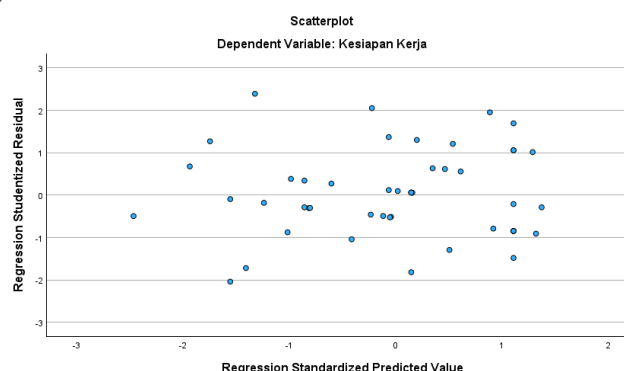


Figure 2. Heteroscedasticity Test (Scatterplot)
 Source: SPSS 22 Data Processing Results (2025).

Based on the scatterplot, the data points are randomly distributed both above and below the zero line on the Y-axis, without forming any clear pattern, such as narrowing, widening, or oscillating shapes. This random distribution and the absence of a specific pattern indicated that there were no signs of heteroscedasticity in the regression model analyzed. Therefore, it can be concluded that the regression model satisfies the homoscedasticity assumption, indicating that the residual variance is stable and the regression model is appropriate for further analysis.

4.3 Regression Analysis Results

Table 9. Regression Analysis Results

Regression Result with Newey-West Standard Errors		
Variable	B	Std. Error
(Constant)	28,190	1,396
X1	-0,024	
X2	0.085	

Source: SPSS 22 Data Processing Results (2025).

Multiple linear regression analysis was conducted to evaluate the simultaneous effects of internship experience and organizational involvement on students' work-readiness. The resulting regression equation is $Y = 28,190 - 0,024 (X1) + 0,085 (X2) + e$

Where:

- Y = Work Readiness
- a = Constant
- b = Regression coefficient of the independent variables
- $X1$ = Internship Experience
- $X2$ = Organizational Involvement

The regression equation is interpreted as follows:

1. The constant value of 28.190 represents the level of work readiness when it is not influenced by the independent variables, namely, Internship Experience (X1) and Organizational Involvement (X2). This indicates that if neither independent variable has an effect, work readiness remains at this level.
2. The regression coefficient for X1 was -0.024 , indicating that internship experience had a negative effect on work readiness. This means that every one-unit increase in internship experience results in a decrease in work readiness by 0.024 units, assuming that other variables are not considered in this study.
3. The regression coefficient for X2 was 0.085, indicating that organizational involvement had a positive effect on work readiness. This implies that every one-unit increase in organizational involvement increases work readiness by 0.085 units, assuming no other variables are included in the analysis.

4.4 Coefficient of Determination Test Results

Table 10. Coefficient of Determination Test

Modal Summary		
Model	R Square	Std. Error
1	,073	1,617

Source: SPSS 22 Data Processing Results (2025).

The coefficient of determination was used to assess how effectively the regression model explained the variation in the dependent variable. Based on Table 10, the R Square (R^2) value is 0.073 or 7.3%. This R^2 value indicates that only 7.3% of the variation in students' work readiness can be explained by internship experience and organizational involvement. The remaining 92.7% of the variation was influenced by other factors not included in this model. Therefore, it can be concluded that the

simultaneous effect of variables X1 and X2 on variable Y amounts to 7.3%, while the remaining 92.7% is explained by variables outside the scope of this study. Thus, although both independent variables exhibit a certain relationship with work readiness, their contribution to explaining work readiness is relatively small.

4.5 Hypothesis Testing Results

4.5.1 Partial Test (t-Test)

A t-test was used to determine the partial effect of each independent variable on the dependent variable. The testing criteria required a significance value below 0.05 and a calculated t-value greater than the t-table value. If the significance value is below 0.05, the hypothesis was accepted.

Table 11. Partial Test (t-Test)

Hypothesis	Sig.	t
H1	0,720	0,361
H2	0,067	1,872

Source: SPSS 22 Data Processing Results (2025).

The results of the t-test, as shown in Table 11, are as follows:

1. For the internship experience variable, the calculated t-value is 0.361, the t-table value is 2.012, and the significance value obtained is 0.720. Therefore, it can be concluded that internship experience does not have a statistically significant partial effect on work readiness.
2. For the organizational involvement variable, the calculated t-value is 1.872, the applicable t-table value is 2.012, and the recorded significance value is 0.067. Thus, organizational involvement did not show a statistically significant partial effect on work readiness.

4.5.2 Simultaneous Test (F-Test)

Table 12. Simultaneous Test (F-Test)

Hypothesis	Sig.	f
H1	0,166	1,864

Source: SPSS 22 Data Processing Results (2025).

Based on Table 12, the results of the simultaneous test (F-test) show a significance value of 0.166 and a calculated F value of 1.864. This significance value exceeds the commonly accepted threshold of 0.05. This indicates that, from a statistical perspective, the multiple linear regression model was not simultaneously significant. Therefore, it can be concluded that the multiple linear regression model cannot be applied effectively, as the independent variables internship experience and organizational involvement do not jointly have a significant effect on students' work readiness.

5. Conclusion

Based on the findings of this study, it can be concluded that internship experience and organizational involvement have not had a significant impact on students' work readiness. The hypotheses proposed in this study were not statistically supported. Although both factors are theoretically considered important, the analysis results indicate that internship experience and organizational involvement do not have a significant partial or simultaneous effect on students' work readiness (significance value > 0.05), with a simultaneous F-test significance value of 0.166 and a coefficient of determination of 7.3%.

The results of this study indicate that internship experience and organizational involvement do not have a significant influence on students' work readiness. This finding contrasts with many previous studies, which reported that internship experience contributes positively and significantly to students' readiness for work, even showing a substantial level of contribution. Other studies have also suggested that both internship experience and active participation in organizations play an important role in preparing students to enter the workforce. However, the results of this study align with research suggesting that internship experience does not always have a significant effect on work readiness, which may be

influenced by variations in internship placement settings and the overall quality of students' internship experiences.

These differences in findings emphasize that although internship experience and organizational involvement are theoretically believed to enhance work readiness, their effects may vary in practice depending on factors such as the quality and relevance of internships, individual soft skills, social environment, personal motivation, and the organizational context in which students are involved. In other words, students with internship experience or active organizational involvement do not necessarily demonstrate higher work readiness than those without, and these variables explain only a small portion of the variation in work readiness.

Limitations and Future Research

After conducting this study, the researchers acknowledged several limitations encountered during the research process.

1. This study only employed two independent variables—internship experience and organizational involvement—without incorporating other factors that may significantly influence students' work readiness, such as soft skills, personal motivation, work experience outside internships, family environment, or the quality of the learning process in higher education.
2. The sample size was relatively limited, consisting of only 50 respondents from a single university, which may restrict the generalizability of the findings to a broader student population or to students from other universities with different characteristics.
3. Data were collected solely through questionnaires, which means that responses relied heavily on the honesty and understanding of respondents. This may result in answers that do not fully reflect the actual conditions.
4. This study employed a purely quantitative approach, resulting in findings that are general in nature and do not explore respondents' subjective experiences in depth. To obtain a more comprehensive understanding, future research should use mixed methods, such as incorporating in-depth interviews or case studies.

Acknowledgements

In completing this study, the author received substantial support, feedback, recommendations, and encouragement from several individuals. Therefore, the author would like to express sincere appreciation and gratitude to:

1. Mrs. Ezky Tiyasiningsih, SE., M.Si, Head of the Management Study Program, for her support and guidance.
2. Mrs. Iranita, SE., M.Si, Lecturer of Research Methodology, for her assistance, guidance, and motivation in preparing this research.
3. Parents, siblings, and relatives continuously provided both moral and material support.
4. Fellow co-authors and group members consistently offered encouragement, assistance, and support throughout the research process.
5. We thank all colleagues and peers who contributed to and provided support during the course of this research.

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