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The Effect of Internship Experience, Career Guidance, and Self-Efficacy On The Work Readiness of 2021 Students in The Management Study Program, Faculty of Economics, Sarjanawiyata Tamansiswa University, Yogyakarta

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Abstract

This research tends to examine the extent to which internship experience, career guidance, and self-efficacy influenced students' work readiness. The research involved 72 respondents who were college students of class of 2021 in the Management Study Program, Faculty of Economics, at Sarjanawiyata Tamansiswa University, Yogyakarta. Data were collected by distributing online questionnaires using Google Forms. The sampling method applied was non-probability sampling with an accidental approach. The collected data were examined using SPSS version 26. The outcomes indicate that internship experience, career guidance, and self-efficacy have a positive and significant effect on students' work readiness. Therefore, these three factors are essential to be developed and strengthened in order to arrange students for the challenges of the professional field. This study implies that improving students' work readiness is not only the responsibility of individual students, but also of the university as a whole. Universities must create an educational environment that supports the growth of competence, confidence, and readiness to face the work field.
Keywords: Internship Experience, Career Guidance, Self-Efficacy, Work Readiness

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INTRODUCTION

The need for quality workers in today's era of globalization is increasing. Industries no longer need workers who only have theoretical comprehension, but also practical abilities that can be implemented directly in the workplace. The high unemployment rate has also led to fierce competition among job seekers. The National Labor Force Survey (Sakernas) conducted in August 2024 noted that the number of unemployed people reached 7.47 million, with an Open Unemployment Rate (TPT) of 4.91%[1]. To be able to face these challenges, students, as prospective workers, must prepare themselves before entering the workforce. Before entering the workforce, education is one of the hopes for students to prepare themselves because through the education process, they can gain knowledge, experience, and skills that can equip them. In this case, education takes a fundamental part in the preparing quality human resources' process who are set to take step into the workforce. Education can be interpreted as a conscious effort made by individuals to increase and improve the human resources' quality, as well as an important

[1] Badan Pusat Statistik, 'Tingkat Pengangguran Terbuka Maret 2023', *Badan Pusat Statistik*, 2023.

foundation in shaping the abilities, skills, and character needed in the workforce[2].

Work readiness is an important focus for Universitas Sarjanawiyata Tamansiswa (UST), which must be provided to its students so that they can become qualified job candidates. With this focus, UST has created programs that can help its students, such as through internship experiences. However, from a brief survey conducted by researchers on 55 students, 76% of students felt that their job descriptions during internships were not in line with their fields of study. This resulted in students not gaining relevant work experience, which could hinder them in preparing themselves before entering the workforce. In addition, many students also felt anxious about their future careers because they did not yet know their specific interests and talents. Students also find it difficult to make decisions about the career path they will take. This problem shows that students need guidance to help them deal with their concerns. Another problem can also be seen from the large number of students who are hesitant or even afraid to complete the tasks or challenges given in the lecture process. These students feel unsure about their abilities to carry out various important career-related duties, such as self-evaluation, problem solving, and goal setting. This shows that students still have low self-efficacy. These problems may hinder students' readiness for work. This condition is in accord with research discoveries which state[3]. Furthermore, the career guidance's importance is also emphasized by research that explains[4]. This type of career guidance helps them overcome misunderstandings in choosing a career, determine the right course of study, and identify their potential to increase their competitiveness in the world of work.

Work readiness is important for students because it helps them cope with the demands of the workplace. Students who are work ready will also find it easier to adjust during the transition from academia to the work's field. When students adapt more easily, they become more productive more quickly, making them more desirable to companies. Work readiness reflects an individual's optimal physical and mental condition, ability to work effectively with others, and courage and sense of responsibility in completing every task assigned to them[5]. Work readiness is a state in which a person simultaneously possesses physical and mental maturity, knowledge, experience, and the desire and ability

[2] Sepia Marsella and Rita Srihasnita RC, 'Pengaruh Pengalaman Magang, Kreativitas Dan Kepercayaan Diri Terhadap Kesiapan Kerja (Studi Kasus Mahasiswa Fakultas Ekonomi Dan Bisnis Universitas Dharma Andalas)', *Journal of Business Economics and Management*, 2025 <https://doi.org/https://doi.org/10.57235/jambuair.v3i2.3335>.

[3] Maria Grace Herlina and Alicia Maria Hartono, 'The Influence of Internship and Self-Efficacy on Work Readiness among Higher Education Students in Jakarta', 2022, 1645–51 <https://api.semanticscholar.org/CorpusID:258267909>.

[4] Vincy Jing Sun and Mantak Yuen, 'Career Guidance and Counseling for University Students in China', 2012 <https://doi.org/10.1007/s10447-012-9151-y>.

[5] Sidiq Supriyanto and others, 'The Influence of Internship Experience and Work Motivation on Work Readiness in Vocational Students: PLS-SEM Analysis', *Indonesian Journal on Learning and Advanced Education (IJOLAE)*, 5.1 (2023), 32–44 <https://doi.org/10.23917/ijolae.v5i1.20033>.

to work[6]. Work readiness can be defined as a condition in which a person is physically and mentally prepared, has the will and ability to achieve the desired results, and is supported by the experience they have gained[7].

Work readiness can be influenced by many factors, one of which is preparing students for the real world of work. This work experience can be provided to students through internship programs, among other means. Through internships, students gain specific competencies, called as knowledge's level, work ethic, and skills that are in accord with the work's field stipulation, as well as work experience's identification and appreciation as the educational process' subset[8]. Internship experience is considered important to optimize work readiness, and if students do not have it, they will certainly realize it's hard to achieve their enthusiasm in facing the work's field in the future[9]. Internships are a learning form that focuses on direct experience, where students have the opportunity to implement and hone their abilities in a professional work environment, while obtaining insight into the world of careers and real life[10]. Internships serve as an important bridge between the theory learned in college and its application in the workplace, thereby helping to hone students' professional skills while adapting them to the needs and dynamics of the industry[11].

Another factor that can influence students' work readiness is career guidance. Career guidance is a guidance procedure that tends to support individuals plan their careers, develop their potential, and solve various problems related to their careers[12]. Optimal career guidance will make it easier for students to decide what kind of job to pursue and

[6] Dina Indria Novita and Armida, 'Pengaruh Pengalaman Praktek Kerja Industri Dan Motivasi Kerja Terhadap Kesiapan Kerja Siswa', *Jurnal Ecogen*, 5.1 (2022), 2022 <http://ejournal.unp.ac.id/students/index.php/pek/index>.

[7] Putri Irna Amalia and Indri Murniawaty, 'Pengaruh Pendidikan Kewirausahaan, Efikasi Diri Dan Minat Kerja Terhadap Kesiapan Kerja', *Economic Education Analysis Journal*, 9.3 (2020), 907–22 <https://doi.org/10.15294/eeaj.v9i3.42415>.

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[9] Ariestya Putri Pambajeng, Sumartik, and Herlinda Maya Kumala Sari, *PENGARUH PENGALAMAN MAGANG, MOTIVASI KERJA, DAN SOFT SKILL TERHADAP KESIAPAN KERJA MAHASISWA DALAM MEMASUKI DUNIA KERJA*, 2024 <https://doi.org/https://doi.org/10.31539/costing.v7i2.7338>.

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[11] Sirinan Pantaruk and others, 'Fostering Future-Ready Professionals: The Impact of Soft Skills and Internships on Hospitality Employability in Thailand', *Social Sciences and Humanities Open*, 11 (2025) <https://doi.org/10.1016/j.ssaho.2025.101371>.

[12] Devi Nurul Fikriyani and Herdi, 'PERENCANAAN PROGRAM BIMBINGAN KARIR DALAM MENINGKATKAN EKSPLORASI KARIR SISWA', *Jurnal Edukasi*, 7.1 (2021), 1–14 <https://doi.org/10.22373/je.v6i2.7563>.

take responsibility for their choices. This is because students who receive career guidance will recognize themselves before taking job opportunities so that they can prepare for their career development. Through career guidance, students are guided to understand and assess themselves, learn about various types of jobs that suit their potential, discover obstacles caused by internal factors within themselves or external factors in their environment, and helping students to develop and create plans for their future and determine a career that suits them[13]. Career guidance can also be defined as a form of service and assistance provided to students with the tend of helping them adapt, understand the world of work, and ultimately enable them to create informed decisions regarding their career options and plan their careers appropriately[14].

The other factor that able to influence work readiness is self-efficacy. Self-efficacy is established as a human's faith in their capability to achieve predetermined goals for the future[15]. Students who are about to come into the workforce must have good self-efficacy. With self-efficacy, students are confident that their abilities can solve problems that will be encountered in various situations and exert all efforts to achieve predetermined goals. In addition, self-efficacy is also known as a human's belief in their capacity to do and complete a task or job effectively and successfully[16]. Self-efficacy is someone's faith in their potentia to finish a job or task successfully. Self-efficacy can be defined as a human's faith in their capacity to present various important activities relevant with their career, including self-evaluation, goal setting, and problem solving[17].

Research conducted on students in Yogyakarta found that internship experiences have a significantly positive influence on students' work readiness[18]. These results are also supported by other studies which state that internship experience has a positive and significantly influence on the students' work readiness. From the outcomes of the above

[13] Sari Pratita Permata and Uep Tatang Sontani, 'Kontribusi Prestasi Belajar Mata Pelajaran Produktif Dan Karier Terhadap Kesiapan Kerja Siswa Sekolah Kejuruan', *Jurnal Pendidikan Manajemen Perkantoran*, 6.1 (2021), 31–46 <https://doi.org/10.17509/jpm.v4i2.18008>.

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[18] Supriyanto and others.

studies, the first hypothesis can be drawn as follows[19]. Therefore, the H1 able to be drawn as follows:

H1: Internship experience has a positive and significant influence on work readiness.

The outcomes of study established on Palebon Semarang students present that is a significant, direct, and positive influence between career guidance and work readiness[20]. These results are also supported by others studies, which present that career guidance has a significant and positive influence on work readiness[21]. Therefore, the following hypothesis can be drawn:

H2: Career Guidance Has a Positive and Significant effect on Work Readiness

Research conducted on students in Selong students shows that self-efficacy has a significant and positive influence on work readiness[22]. This statement is also supported by similar research showing that self-efficacy has a significant and positive influence on work readiness[23]. From these studies, the following hypothesis able to be drawn:

H3: Self-Efficacy Has a Positive and Significant influence on Work Readiness

Research conducted on students at Universitas Bangka Belitung revealed two important factors that allow them to achieve fortunate careers: confidence or self-efficacy and internship experience in their abilities[24]. Career guidance also takes a fundamental part in increasing work readiness, where effective guidance can help students understand suitable career paths and prepare themselves more thoroughly[25]. Therefore, the researcher proposes the following hypothesis:

H4: Internship Experience, Career Guidance, and Self-Efficacy Simultaneously Affect Work Readiness.

Previous studies have generally focused on students at the secondary school level in examining work readiness. However, research that specifically investigates university students as the subject of study remains relatively limited, even though they are in a critical transition phase from the academic environment to the professional world.

[19] Azhar Fauzan and others, 'The Effect of Internship and Work Motivation on Students' Work Readiness in Vocational Education: PLS-SEM Approach', *Journal of Innovation in Educational and Cultural Research*, 4.1 (2023), 26–34 <https://doi.org/10.46843/jiecr.v4i1.413>.

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[21] Zainuddin and Rijal.

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[24] Dhea Amanda Putri, Reniati Reniati, and Nanang Wahyudin, *The Influence of Internship Experience, Self-Efficacy, and Work Motivation on Work Readiness of Bangka Belitung University Students, International Journal of Economics, Business, and Entrepreneurship* |, 2024, VII <https://doi.org/https://doi.org/10.23960/ijebe.v7i2.287>.

[25] Pratita Permata and Tatang Sontani.

Therefore, this study seeks to address this gap by concentrating on university students, who possess distinct characteristics, demands, and challenges related to work readiness compared to secondary school students.

Derived from the background description above, this study tends to scrutinize and establish the extent to which internship experience, career guidance, and self-efficacy affect the students' work readiness in the Management Study Program, Faculty of Economics, Class of 2021, Sarjanawiyata Tamansiswa University, Yogyakarta. The research framework is illustrated in the following figure:

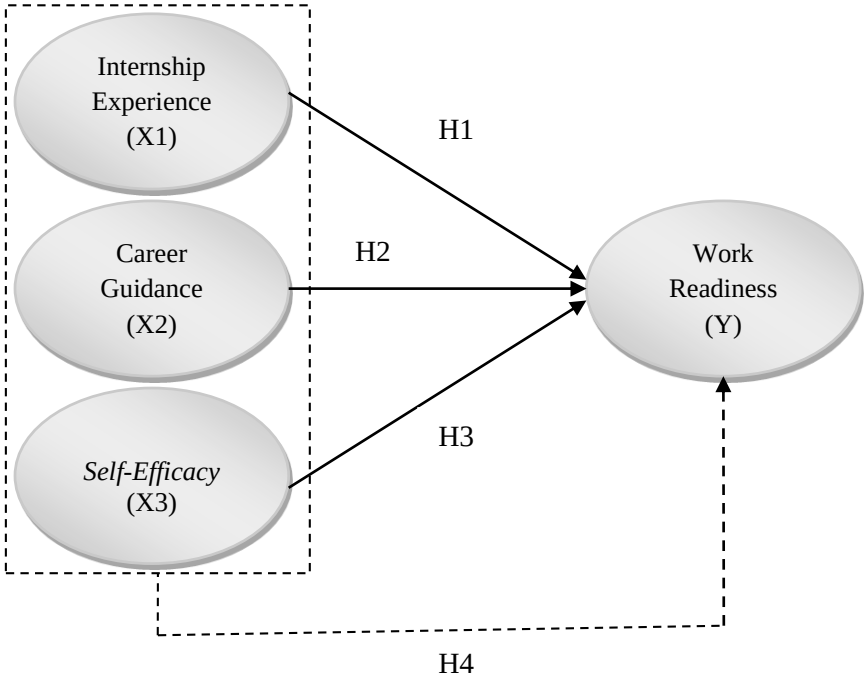


Figure 1. Framework of Thougt.

RESEARCH METHODS

The method employed in this research was quantitative, where sampling was conducted using nonprobability sampling with accidental sampling. Data collection was conducted using questionnaires. The research data sources were obtained from 72 Management Study Program students of Sarjanawiyata Tamansiswa University, specifically 2021 class. This study included variables consisting of internship experience[26], career guidance[27], Self-efficacy[28] and work readiness[29]. This research

[26] Pantaruk and others.

[27] Zainuddin and Rijal.

[28] Kholifah and others.

[29] Suhailah Sahul Ahmid, Tiew Chia Chun, and Melissa Ng Lee Yen Abdullah, 'The Influence of Innovative Characteristics, Work Readiness, and Vocational Self-Concept on Employability of

employed multiple regression data analysis methods. The study included reliability and validity tests, and descriptive analysis. Classical assumption assesses were also conducted, including normality tests, correlation test, heteroscedasticity test, and multicollinearity test. The entire process was held using SPSS version 26 application.

RESULT AND DISCUSSION

Respondent Characteristics

Table 1. Respondent Characteristics

Respondent	Percentage
Gender	
Man	40.3
Woman	59.7
Totally	100
Age	
21	16.7
22	43.1
23	34.7
24	2.8
25	2.8
Totally	100.0

Sources: Primary data processed, 2025

Derived from Table 1, the respondents' characteristics show that most of respondents were female (59.7%) and the respondents' majority were 22 years old.

Validity Test

Table 2. Validity Test

Variabel	Validity
Internship Experience	0.2319 (Valid)
Career Guidance	0.2319 (Valid)
Self-Efficacy	0.2319 (Valid)
Work Readiness	0.2319 (Valid)

Sources: Primary data processed, 2025

Significance testing was conducted by comparing the accumulated r value with the table r value at the degree of freedom (df = n - 2), where the respondents' amount was 72, resulting in a df of 70. Based on this value, a table r value of 0.2319 was obtained, with a significance level of α of 5%. All items were stated valid, the reason is the r value > table r value (r > 0.2319).

Vocational College Students', *International Journal for Research in Vocational Education and Training*, 10.3 (2023), 288–317 <https://doi.org/10.13152/IJRVET.10.3.1>.

Reliability Test

Table 3. Reliability Test

Variabel	Validity
Internship Experience	0.841 (Reliable)
Career Guidance	0.740 (Reliable)
Self-Efficacy	0.772 (Reliable)
Work Readiness	0.767 (Reliable)

Sources: Primary data processed, 2025

Derived from the reliability test outcomes, all items used in this study were proven to have a good level of consistency. This is presented by the Cronbach's Alpha coefficient value for every variable, which is all > 0.60.

Classical Assumption Test

Normality Test

Table 4. Normality Test

Unstandardized Residual		
N		72
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	1.01114132
Most Extreme Differences	Absolute	.091
	Positive	.070
	Negative	-.091
Test Statistic		.091
Asymp. Sig. (2-tailed)		.200[c,d]

Sources: Primary data processed, 2025

Table 4 shows that internship experience, career guidance, and self-efficacy in work readiness have an asymp sig. value of 0.200 > 0.05. With these results, it able to be stated that the data is distributed normally.

Multicollinearity Test

Table 5. Multicollinearity Test

Model	Tolerance	VIF
Internship Experience	0.250	4.000
Career Guidance	0.187	5.337
Self-Efficacy	0.177	5.650

Sources: Primary data processed, 2025

Table 5 presents the tolerance value > 0.1 and the VIF value < 10, then it able to be stated that between the independent variables, there is no multicollinearity.

Heteroscedasticity Test

Table 6. Heteroscedasticity Test

Coefficients[a]					
	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	t	Sig.
(Constant)	1.219	.740		1.646	.104
Total_X1	.038	.039	.228	.955	.343
Total_X2	.015	.079	.051	.184	.855
Total_X3	-.075	.062	-.343	-1.206	.232

Sources: Primary data processed, 2025

Table 6 shows that the Park heteroscedasticity test has a significant value > 0.05. This presents that in the regression model, there is no heteroscedasticity was found.

Multiple Linear Regression Analysis

Table 7. Result of Multiple Linear Regression Analysis

Coefficients[a]					
	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	t	Sig.
(Constant)	2.008	1.357		1.480	.143
Internship Experience	.240	.072	.323	3.327	.001
Career Guidance	.441	.145	.340	3.039	.003
Self-Efficacy	.298	.114	.301	2.610	.011

Sources: Primary data processed, 2025

Derived from table 7. the regression equation acquired by this researchis:

Y = 2.008+ 0. 240X1+ 0. 441X2 + 0. 298X3 + e

The regression coefficient for the internship experience variable (X1) is 0.240 indicates that every one-unit growth in internship experience will increase students' work readiness. Then career guidance variable's (X2) regression coefficient is 0.441, indicating that every unit increase in career guidance will growth students' work readiness. The self-efficacy variable's regression coefficient is 0.298, presents that each unit growth in self-efficacy will increase students' work readiness.

HYPOTHESIS TEST

T Test

Table 8. Result of T Test

Model	B	Std. Error	Beta	t	Sig.
(Constant)	2.008	1.357		1.480	.143
Total_X1	.240	.072	.33323	3.327	.001
Total_X2	.441	.145	.340	3.039	.003
Total_X3	.298	.114	.301	2.610	.011

Sources: Primary data processed, 2025

Derived from the outcomes in Table 8, it able to be explained as follows:

The T-test on the internship experience variable (X1) has a t-count > t-table (3.327 > 1.995) and a sig. value of 0.001 < 0.05, then it able to be stated that the hypothesis stating that internship experience has a significant positive influence on work readiness able to be accepted. The career guidance variable (X2) also presents a significant and positive influence on employee performance. This able to be discovered from the t-count value > t-table (3.039 > 1.995), as well as a sig. value of 0.003 < 0.05. Then, the hypothesis declaring that career guidance has a significant positive influence on work readiness is proven to be accepted. The self-efficacy variable (X3) shows a significant and positive influence on employee performance. The test outcomes present that the t-count value is > t-table (2.610 > 1.995), with a sig. value of 0.011 < 0.05. Therefore, it able to be stated that the hypothesis stating that self-efficacy has a positive significant influence on work readiness is accepted.

F Test

Table 9. Result of F Test

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	381.395	3	127.132	119.092	.000[b]
Residual	72.591	68	1.068		
Total	453.986	71			

Sources: Primary data processed, 2025

Derived from the ANOVA table, Sig. is 0.000 < 0.05, which means that internship experience, career guidance, and self-efficacy simultaneously have an influence on the work readiness.

Coefficient of Determination (R^2)

Table 10. Result of Determination Coefficient (R^2)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.917[a]	.840	.833	1.033

Sources: Primary data processed, 2025

The results in Table 4.17 show that the R^2 is 0.840 or 84%. Based from the data, it able to be stated that the independent variables influence the dependent variable by 84%, while the other 16% is affected by another variables not involved in this study.

DISCUSSION

The Effect of Internship Experience on Work Readiness

The results of multiple linear regression analysis show that internship experience has a significant positive effect on students' work readiness. The t-value for internship experience is 3.327 with a sig. level of 0.001. These outcomes show that t-value > t-table (3.327 > 1.995) and significance < 0.05, therefore the H1 in this study is accepted. This indicates that internship experience has a significant positive effect on the students' work readiness in the Management Study Program class of 2021 at Sarjanawiyata Tamansiswa University in Yogyakarta. This research outcomes are in accord with two previous studies carried out by students in Yogyakarta [30] [31], where the results of the study also show that internship experience has a significant and positive influence on work readiness.

The Effect of Career Guidance On Work Readiness

The regression analysis outcomes present that career guidance has a significant and positive effect on students' work readiness. The t-value for career guidance is 3.039 with a significance value of 0.003. Because the t-value > t-table (3.039 > 1.995) and the sig. value < 0.05, the H3 is accepted. This indicates that career guidance has a significant influence on students' work readiness. This research outcomes are in accord with previous studies carried out by students in Palebon, Semarang, [32] and students in Selong[33], which the research outcomes also show that career guidance has a significant and positive influence on work readiness.

The Effect of Self-efficacy On Work Readiness

The regression analysis outcomes presentthat self-efficacy has a significant and positive influence on students' work readiness. The t-value for self-efficacy is 2.610 with a sig. value of 0.011. Because the t-value > t-table value (2.610 > 1.995) and the significance < 0.05, the H3 is accepted. This presents that self-efficacy has a significant influence on students' work readiness. This research outcomes are consistent with previous studies carried out by students in Selong[34] and Semarang[35], where the research outcomes also show that self-efficacy has a significant and positive influence on work readiness.

The Influence of Internship Experience, Career Guidance, and Self-efficacy

Of the three variables, it is known that internship experience, career guidance, and self-efficacy simultaneously have a significant and positive influence on students' work readiness. This is revealed by the F-test outcomes, which present an F-count value of 119.092 > 2.740 and a sig. value of 0.000 < 0.05, presenting that the regression model as

[30] Supriyanto and others.

[31] Fauzan and others.

[32] Purnama and Suryani.

[33] Zainuddin and Rijal.

[34] Zainuddin and Rijal.

[35] Amalia and Murniawaty.

a whole is significant. Thus, it able to be stated that internship experience, career guidance, and self-efficacy take a fundamental part on improving students' readiness to enter the workforce.

CONCLUSION

Derived from the analysis and research's outcomes carried out by students of the 2021 Management Study Program at Universitas Sarjanawiyata Tamansiswa in Yogyakarta, it able to be statedthat internship experience has a significant and positive influence on students' work readiness. This presents that the more internship experience students have, the higher their work readiness level in facing the real work field. Career guidance has been proven to have a significant and positive influence on students' work readiness. This indicates that the more effective and focused the career guidance students receive, the higher their work readiness in determining and planning their future careers. Self-efficacy has been showed to have a significant and positive influence on students' work readiness. This means that the higher students' self-efficacy in their capabilities, the greater their work readiness to face challenges and responsibilities in the professional world. Internship experience, career guidance, and self-efficacy simultaneously (based on the F test) have been howed to have a significant and positive influence on students' work readiness. This indicates that the combination of these three factors takes a fundamental part in increasing students' readiness to enter the work field.

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