

Work Readiness Model Mechanism in Higher Education Based on Work Integrated Learning in Indonesia

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Abstract— This study aims to find out how the mechanism for implementing Work-Integrated Learning (WIL) is in preparing graduate work readiness in tertiary institutions. This research tries to explain the effectiveness of the apprenticeship program and the role of self-efficacy, on the quality of graduate work readiness. Respondents in this study were final semester students who had implemented internship programs in Indonesia. This study uses the SEM-PLS analysis technique. Research results on direct relationships show that the WIL program in the form of apprenticeships has a role in increasing the work readiness of college graduates. Meanwhile, in the indirect relationship, self-efficacy has a role as a mediator in the relationship between WIL and work readiness. For this reason, universities need to pay more attention to managing the WIL program, to prepare graduates who are better prepared to enter the world of work. Universities also need to increase collaboration with several stakeholders, this is because student WIL experiences are influenced by three main stakeholders, namely students: university and industry.

Index Terms—work readiness, higher education, work integrated learning.

I. INTRODUCTION

Knowledge production is no longer an activity exclusively dominated by universities, but a collaborative development alongside workplaces [1]. Limited resources, global competitive pressures, and rapid technological changes have prompted the industry to seek various forms of cooperation between organizations to enable the continuous advancement of new knowledge and technologies [2], [3]. This form of cooperation is also carried out between universities and industry. Especially in terms of preparing students with adequate knowledge to enter the world of work. Therefore, one form of cooperation is the work-integrated learning (WIL) program. The work-integrated learning (WIL) program has attracted much attention as an instrument to improve professional practice and develop employability in recent graduates [4].

WIL represents a collaboration of theoretical and practical learning [5]. WIL is often referred to as experiential, work-based learning, and cooperation which can take the form of internships, fieldwork, and practicum programs [6], [7]. The focal point of WIL is the improvement of job readiness and employability through the development of non-technical competencies (e.g. soft skills), psychological attributes (e.g. confidence, self-efficacy, and self-esteem), and learning outcomes [8], [9].

WIL is a critical and strategic program because the ability of graduates in work is an indication of the success of educational programs at universities. Therefore, the university's commitment to effective work-based learning is essential given the benefits of professionalism and graduate

employment [10]. WIL is an umbrella term for various approaches and strategies that integrate theory with work practice in the designed curriculum. WIL is placed as a type of work-integrated learning that requires students to be placed in the workplace.

WIL has been widely regarded as a tool in providing skills for freshmen to discover employability and function effectively in the workplace [11]. The WIL program provides many benefits, but it is also very vulnerable to failure. Such problems arise when WIL programs are not managed and evaluated effectively, thus posing a risk of poor quality of student practice standards [12]. The reason it is difficult to organize and supervise the program effectively is because the person in charge of the WIL program is the university, but the university environment and industry itself are separate. That is, the processes that enable student participation and achievement of learning outcomes occur within the 'workplace' or 'industry'. However, the provision of students' own skills and knowledge before entering the WIL program is only based on theory from the campus [13], [14]. For this reason, the role of individual students in preparing themselves is also very important, because the guarantee that they have achieved the necessary learning outcomes depends on the process they go through [15].

The committed collaboration between universities, students, and industry in the WIL program is very beneficial but not easy. The results of the study in Vietnam show that industry professionals face more challenges than support when engaging in WIL [3]. These factors point to the influence of the government's top-down control over the public sector of higher education and industry, as well as the inactivity of state universities in cooperating with industry

and facilitating professional participation in WIL. There needs to be a strategy from universities and companies in creating favorable conditions for professionals (practitioners) to participate in WIL activities. Professional (practitioner) contributions to WIL no longer depend on their willingness if other stakeholders share responsibility in improving student employability [3].

Research conducted by [16] shows that the role of industry (supervisors) is very important in ensuring that internship programs carried out by students provide good results. In addition, students also need to have a goal orientation to prove good performance. This shows that in the success of the internship program to be in accordance with its functions and goals, all parties involved need to have the same commitment and vision. This is in line with describing a framework, where the outcome of the WIL program can only be successful when students can use and elaborate the skills and knowledge gained from the University (pre) and from the internship (post). Therefore, both universities and industry must have strong cooperation in order to provide adequate skills for students [17].

Therefore, collaborative governance is an important part of an effective and reciprocally productive WIL program. The governance structure needs to be realized through HR agents and goodwill by all three parties, namely universities, industry, students involved. In the absence of collaborative governance and a shared understanding of learning activities and outcomes, the WIL experience can pose risks to all involved. Reputation, time, safety are just a few examples of the risks of a bad WIL experience. Collaborative governance develops when supported by commitment, mutual understanding, and building trust among all parties involved. The benefit of successful collaborative governance is the creation of a more targeted WIL program. So that it can encourage students' abilities and improve their employability, both important outcomes for universities, industry, and students [15].

Collaboration is increasingly important because there is currently competitive pressure to incorporate WIL activities into university study programs, so institutions are unlikely to reduce their involvement in WIL. However, given the many factors that must be regulated in the WIL program for all parties (universities, students and industry) it is important for institutions to conduct their own evaluation of the impact of WIL. In such a situation, the need for universities, students, and industry to understand the benefits of WIL and how to optimize WIL scores for graduate outcomes will be critical [18].

Such successful WIL programs have a positive impact on the psychological attributes of students, as they allow them to be more adaptable in work and social environments. Thus, WIL encourages psychological development, giving students a more positive outlook that gives them a confident attitude in getting a job in the future [9]. The results of research conducted by [11] shows that work integrated learning is

important in building self-efficacy, confidence, and self-esteem. Likewise, [19] found that student experience in implementing WIL plays a role in encouraging skills and lifelong learning. The results also show that with the WIL program, students can observe and engage with professional workers so as to lead students to improve critical thinking competencies. This will increase their self-efficacy and further increase their motivation to learn [9].

Based on various previous explanations, the WIL program in conclusion plays a role in building student employability. The main focus in the Employability concept is how far the employability of students is [18]. Effective WIL programs have the opportunity to add value to employability, enjoyment, and passion for roles, strengthen career decisions, and mentoring supervisors' workplaces [4]. Research that examines the topic of work-integrated learning still needs to be developed. In addition to the high level of WIL programs being ineffective, also for several other reasons. First, there are still many variables that can be explored in relation to the WIL program [11]. This is also in line with [4] which suggests that further research needs to explore factors that can strengthen the WIL success program from an industrial aspect. Second, it is still necessary to examine the WIL program and its relationship with antecedent or consequence factors in various contexts (samples). For example, [19] suggests that future research needs to be reviewed in the context of other countries. Likewise, [9] suggest taking samples outside Malaysia to get generalized results. Therefore, this study took samples of universities in other ASEAN countries, namely Indonesia. Third, there is still a gap in research results between the WIL program and its outcomes. The results of research conducted by [19] show that student learning outcomes after engaging in WIL activities are not affected.

Based on various research needs on the topic of work-integrated learning, this study aims to examine the factors that can encourage the effectiveness of WIL, and how effective WIL can provide positive outcomes in State Universities in Indonesia. Based on this background, the purpose of this study, is to find out how the mechanism for implementing Work-Integrated Learning (WIL) is in preparing graduate work readiness in tertiary institutions.

II. HYPOTHESIS DEVELOPMENT

Relationship between Internship Experience and Job Readiness

According to [20] entering the workforce requires physical and mental readiness. In addition to the knowledge, skills and experience that students already have, mental readiness is also very necessary and must be considered. Students who are ready to work in addition to having extensive knowledge, must also be followed by the experience they have. The experience that students get is not only gained while in college. One of the experiences gained by students is by carrying out the implementation of internship practice

programs. The results of this study also show that the internship practice program partially has a positive effect on student job readiness.

The existence of Internships according to [21] will give students experience related to the world of work. Student experience in the world of work is very necessary when students start working after graduation because the knowledge and experience gained during the internship will facilitate and accelerate the transition to the world of work. The results of his research also show that internship experience is significant for job readiness.

Relationship of Internship Experience with Self-Efficacy

[22] explained that the higher or better the internship experience, the higher or better the self-efficacy. Conversely, if the lower or worse the internship experience, the worse the self-efficacy in students. In the implementation of internships, students should look for objects in the industrial world that are right and in accordance with their fields so that students can learn a lot at the internship. This is useful for increasing self-confidence in accordance with their competence to support the success to be achieved.

On research [23] What is done states that the good experience received by students in running an internship will affect students because from the experience that students have gained, they can know how to manage a business. This is what makes students have high self-efficacy.

The Relationship between Self-Efficacy and Work Readiness

One of the internal factors that can affect student job readiness is self-efficacy. To be ready to enter the world of work, good self-efficacy is needed in students. Students who have high self-efficacy, will know how much they are able to face the world of work. Someone who has low self-efficacy will not know how much he is able to face the world of work [24].

According to [23] Lack of self-efficacy will make someone more pessimistic about the life that will be passed, so that student work readiness will be difficult to achieve. Some students who do not have confidence and confidence in themselves with the abilities they have will become an obstacle for themselves to their desire to achieve their goals. Therefore, self-efficacy is an important factor for students because it can affect job readiness in addition to knowledge and skills in their fields.

The Relationship of Internship Experience with Work Readiness Through Self-Efficacy as a Mediation Variable

The internship experience that students have gained during the internship can be a provision used by students to improve their abilities in accordance with their expertise competencies. Having a good internship experience will tend to increase students' confidence in the abilities that have been obtained from these activities. Students will be confident in their abilities, able to overcome the difficulties that will be faced in

the world of work later, besides that students never give up when facing a problem. Therefore, when students have a good internship experience followed by high confidence in their abilities, they will be able to increase student readiness for work [25].

[26] said that self-efficacy, commonly referred to as confidence in one's own abilities, greatly affects readiness for work. If students have confidence in themselves that being able to carry out tasks, liking new things to explore, being able to work with a team, being able to work effectively are the determining factors for individuals ready to face the world of work. This statement is supported by research results that show that the higher the relationship between internship experience and self-efficacy, the higher student work readiness will be and self-efficacy strengthens the influence of internship experience on job readiness.

Based on the development of the hypothesis, the following research hypothesis can be compiled:

H1: WIL in the form of internship experience is able to improve the job readiness of graduates

H2: WIL in the form of internship experience is able to increase the self-efficacy of graduates

H3: Self-efficacy can increase graduate job readiness

H4: WIL in the form of internship experience is able to improve graduate job readiness through the role of graduate self-efficacy

III. METHOD

This research is based on problems and suggestions from previous literature. These various development needs are used as the basis for formulating the goals and benefits expected from this research. The purpose of this study is to explore information related to the important influence of work integrated learning. In addition, this study is intended to provide an overview of the important factors that drive the success of work integrated learning. It is hoped that this research concept can generalize the previous literature. To achieve this goal, a series of research processes are carried out. Starting from conducting literature reviews, collecting data, analyzing data, to interpreting results.

This series of processes is expected to be able to answer research questions at an early stage. The location of this study is in the Semarang city area, because the population to be studied is the entire community at Semarang State University (Students) with a sample of 195. The sampling technique itself uses purposive sampling, where the sample is determined based on certain considerations. The consideration of the sample to be taken is students who have carried out an internship program.

This consideration is based on the fact that one form of work-integrated is an internship. Thus, they are more able to consider work-integrated learning situations in real time. As for exploring qualitative data, interviews were also conducted with practitioners/ professional workers/ supervisors who had accompanied the interns. While

secondary data is obtained from data and information from documents/ publications/ research reports from agencies/ agencies and other supporting data sources. The instrument to be used in this study is in the form of a questionnaire with closed and open questions. The analytical method to be used in this study uses quantitative analysis methods with Structural Equation Modeling (SEM) analysis tools through the WARP PLS application.

This study looked at several main issues, namely: WIL experience, Employability, and self-efficacy. While the analysis technique in this study uses SEM PLS. WIL experience here is defined as internship activities carried out by students specifically in companies or institutions that provide work experience for students [27]. This variable is measured using four indicators developed by [28] i.e., improve professional skills and knowledge, consolidate professional knowledge, shape career paths, change approaches to learning. This variable was measured by 13 questions. An example would be "Internships helped develop my professional skills, which were not taught in college". While self-efficacy in this study is interpreted as knowledge about oneself or self-knowledge is the most influential in everyday human life [29]. This variable is measured by 3 indicators developed by [30] that is, the level of difficulty, the range of field breadth and the level of strength. This variable is measured by 6 question items. The example is "I am able to do a task, even though I have never done it". Work readiness in this research is defined as student attributes that need to be achieved in the workplace to achieve success [27]. This variable is measured by six indicators developed by [18] namely the ability to collaborate, the ability to make informed decisions, the ability to learn throughout life, the ability to practice & professional standards, the integration of theory & practice, and initial readiness. This variable was measured using 11 questions, an example of which was "I was able to identify performance standards or expected practices at the internship".

IV. RESULT AND DISCUSSION

Instrument Test (validity test and reliability test)

Convergent validity and discriminant validity was used in this study. The following is an explanation of convergent validity and discriminant validity. Convergent validity is measured by factor loading for the reflective indicator model. If the factor loading is ≥ 0.30 or the factor loading and component loading of indicator is significant, then, the related indicators meet the validity convergent. Based on the calculation using WarpPLS 6.0, it shows that all those statements are claimed meeting the convergent validity (Table 1). It is because that the factor loading is ≥ 0.30 , so the question items are used in this research.

Table 1. factor loading for the reflective indicator model

	Exper	SelfEf	Work Read	SE	P value
AE1	(0.811)	-0.020	0.044	0.061	<0.001
AE2	(0.861)	-0.071	0.140	0.061	<0.001
AE3	(0.829)	-0.119	0.058	0.061	<0.001
AE4	(0.834)	-0.004	0.054	0.061	<0.001
AE5	(0.792)	-0.121	-0.004	0.061	<0.001
AE6	(0.811)	-0.157	0.200	0.061	<0.001
AE7	(0.834)	-0.102	0.083	0.061	<0.001
AE8	(0.690)	0.085	-0.051	0.063	<0.001
AE9	(0.771)	-0.113	-0.053	0.062	<0.001
AE10	(0.787)	0.011	-0.069	0.061	<0.001
AE11	(0.766)	0.341	-0.245	0.062	<0.001
AE12	(0.726)	0.275	-0.190	0.062	<0.001
AE13	(0.735)	0.064	-0.031	0.062	<0.001
SE1	0.026	(0.850)	0.104	0.061	<0.001
SE2	0.087	(0.801)	0.174	0.061	<0.001
SE3	-0.116	(0.872)	-0.048	0.060	<0.001
SE4	0.019	(0.847)	-0.104	0.061	<0.001
SE5	0.034	(0.805)	-0.160	0.061	<0.001
SE6	-0.042	(0.827)	0.037	0.061	<0.001
WR1	-0.041	0.036	(0.778)	0.062	<0.001
WR2	-0.061	-0.011	(0.824)	0.061	<0.001
WR3	0.006	-0.054	(0.801)	0.061	<0.001
WR4	0.067	-0.026	(0.772)	0.062	<0.001
WR5	-0.013	0.112	(0.780)	0.062	<0.001
WR6	0.017	0.033	(0.832)	0.061	<0.001
WR7	0.009	-0.040	(0.795)	0.061	<0.001
WR8	0.050	-0.169	(0.848)	0.061	<0.001
WR9	0.051	0.074	(0.843)	0.061	<0.001
WR10	-0.024	0.042	(0.863)	0.061	<0.001
WR11	0.007	-0.060	(0.819)	0.061	<0.001

The discriminant validity of the questionnaire can be seen from the comparison of square root of AVE (Average Variance Extracted) with the correlation coefficient, if the root of AVE is bigger than correlation coefficient with other variables, then the questionnaire is claimed to be discriminant valid.

Table 2. The root of AVE and Correlation Coefficient

	Exper	SelfEf	WorkRead
susperf	(0,790)	0.571	0.595
w.envir	0.571	(0.834)	0.706
w.motiv	0.595	0.706	(0.810)

Source: Processed Primary Data (2023)

Based on table 2, the result of AVE and Correlation Coefficient root testing, it shows that all question items are bigger than the related correlation variables, so it meets the discriminant validity. It means that all statements are able to represent the problems in this study and it is as the real condition of the object of the study.

Result of Reliability Test

The following table is the result of instrument reliability testing.

Table 3. Composite Reliability dan Cronbach's Alpha

No.	Variable	Composite Reliability Coefficient	Cronbach's Alpha Coefficient
1	Exper	0.955	0.949
2	SelfEf	0.932	0.912
3	WorkRead	0.958	0.958

Source: Processed Primary Data (2023)

Based on table 3, the result of reliability testing on variables in this study illustrates that all variables meet the composite reliability because the composite reliability coefficient > 0.70. All variables also meet the consistency internal reliability because the cronbach's alpha coefficients

> 0.60, so all variables have met composite reliability and consistency internal. It means that all questions are able to constantly measure the problems, in other words, it can be said that the questionnaire is reliable.

Fit Model and Quality Indices

The Model of path analysis results could be seen in figure 1. The criteria mentioned in goodness of fit model Table 4 is like a rule of thumb, so the result, righteously, does not act as rigid as absolute. If there are one or two indicators of fit model and quality indices, it is certain that the model can still be used. Here is the result testing of Table 4.

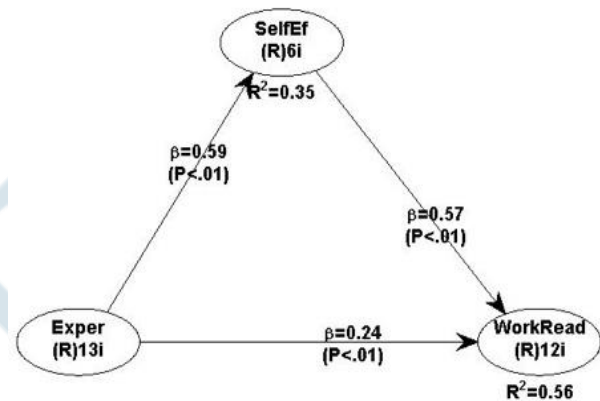


Figure 1. Model of path analysis results using WarpPLS

Table 4. Fit Model and Quality Indices

No.	Fit Model and Quality Indices	Criteria of Fit	The result of analysis	Note
1.	Average path coefficient (APC)	p < 0.05	0.465(P<0.001)	Good
2.	Average R-squared (ARS)	p < 0.05	0.453(P<0.001)	Good
3.	Average adjusted R-squared (AARS)	p < 0.05	0.449(P<0.001)	Good
4.	Average block VIF (AVIF)	Accepted if <=5, Ideally <=3.2	1.802	Ideal
5.	Average full collinearity VIF (AFVIF)	Accepted if <= 5, Ideally <=3.2	2.016	Ideal
6.	Tenenhaus GoF (GoF)	Small>=0.1, medium>=0.25, large > = 0.36	0.546	Ideal
7.	Sympson's paradox ratio (SPR)	Accepted if>=0.7, Ideally 1	1.000	Ideal
8.	R-squared contribution ratio (RSCR)	Accepted if > = 0.9, Ideally 1	1.000	Ideal
9.	Statistical suppression ratio (SSR)	Accepted if > = 0.7	1.000	Ideal
10.	Nonlinear bivariate causality direction ratio (NLBCDR)	Accepted if > = 0.7	1.000	Ideal

Source: Processed Primary Data (2019)

It can be seen from table 4, that is the goodness of fit model has good result to explain the relationship among latent variables and its assumption.

The result of direct hypotheses

The hypothesis testing uses resampling method and t-test. The rules of decision for testing the hypotheses are as follows.

When p-value obtained is ≤ 0.10 (alpha 10%), it is said to be significantly weak. If the p-value is ≤ 0.05 (alpha 5%), it is said to be significant. Lastly, if p-value is ≤ 0.01 (alpha 1%), it is said to be significantly high, mentioned in table 4 and table 5.

Table 4. The Hypotheses Result of Direct Influence

No.	Relationship among variables		Path Coefficient	P-Value	Note
H1	Exper	WorkRead	0.574***	<0.001	High significance
H2	Exper	SelfEf	0.588***	<0.001	High significance
H3	SelfEf	WorkRead	0.565***	<0.001	High significance

Source: Processed Primary Data (2022)

Based on table 4, the results of testing the direct influence hypothesis show a direct influence of internship experience on the job readiness of college graduates with path coefficients of 0.574*** and $p < 0.001$. Given that $p < 0.01$, it is said to be significantly high, so H1 is supported. A positive path coefficient (0.574) indicates that the better the quality of a student's internship experience, the better prepared they will be for the world of work. Meanwhile, the relationship between internship experience variables and self-efficacy shows a direct influence shown by the value of the path coefficient of 0.588*** and $p < 0.001$. Thus H2 is acceptable

because the p value < 0.01 . The path coefficient with a positive sign (0.588***) indicates that the better the quality of the student internship experience, the better the quality of self-efficacy of prospective graduates. Furthermore, the relationship between self-efficacy variables on job readiness also shows a direct influence as shown by the positive path coefficient value of 0.565*** with < 0.001 . Thus H3 is also acceptable because the p value < 0.01 . This shows that the higher the self-efficacy of students, the job readiness of prospective graduates also incr

The Result of mediation hypotheses testing

Table 5. The Result of Mediation Hypotheses Testing

	Explanatory Variable	Mediation Variable	Response Variable	Path Coefficient of Indirect Influence	P-Value	Note
H4	Exper	SelfEf	WorkRead	0.332	<0.001	mediated

Source: Processed Primary Data (2022)

Based on table 5 of the results of the indirect influence hypothesis, it shows that there is an influence of WIL in the form of internship experience of prospective graduates on graduate job readiness through self-effect with a path coefficient of 0.332 and $p < 0.001$. Given that $p < 0.01$, it is said to be significantly high, so H4 is supported. This means that the self-efficacy of internship students is a mediating variable because it is able to mediate the relationship between student internship experience and graduate job readiness.

Internship experience for students who have been involved in WIL (internship) is able to improve various basic student abilities that support graduate job readiness [28]. For example, such as the ability to collaborate with fellow colleagues. Through internships, students will adapt to people from different cultures and points of view. As a result, students will inevitably learn to work with people with different cultural backgrounds. The next ability is the ability to utilize and evaluate various information to make decisions, Students who carry out internship programs will be exposed to various data and information about their work. They will consider risks, evaluate alternatives, make predictions from data, and apply evaluation criteria to existing options during the internship program (WIL). During the internship, students will also be motivated to identify what knowledge and skills need to be improved to be effective in the internship place. Interns also learn to identify performance standards as well as ethical values in organizational behavior at the internship site. Thus, the existence of WIL in the form of internship experience is able to improve the quality of job readiness for college graduates.

Table 5. R-Squared

	Exper	SelfEf	WorkRead
R-Squared		0.346	0.560

Source: Processed Primary Data (2022)

Discussion

Based on the results of the study, it shows that internship experience is an important factor determining the readiness of higher education services. This is evidenced by a fairly high R-Square value reaching 56% (Table 5). Internship experience gives students experience related to the world of work. This is because the knowledge and experience gained during the internship will improve and accelerate the transition to the world of work. The results of this research are in accordance with the results of research conducted by [21] and [20]. The results of his research also show that internship experience is significant for job readiness.

The results of further research showed that self-efficacy was able to increase the job readiness of college graduates. The results of this research support the results of the research [22] and [23] who found that the higher or better the internship experience, the higher or better the self-efficacy. Conversely, if the lower or worse the internship experience,

the worse the self-efficacy in students. In the implementation of internships, students should look for objects in the industrial world that are right and in accordance with their fields so that students can learn a lot at the internship. This is useful for increasing self-confidence in accordance with their competence to support the success to be achieved. The good experience received by students in carrying out internships will affect students because from the experience that students have gained, they can know how to deal with various difficulties in adapting to the work environment. This is what makes students have high self-efficacy

Based on the results of the research, it was also found that self-efficacy is also one of the determining factors for graduate job readiness. This research is in accordance with the findings [24] and [23] which states that one of the internal factors that can affect student job readiness is self-efficacy. To be ready to enter the world of work, good self-efficacy is needed in students. Students who have high self-efficacy, will know how much they are able to face the world of work. Someone who has low self-efficacy will not know how much he is able to face the world of work. Lack of self-efficacy will make someone more pessimistic about the life that will be passed, so that student work readiness will be difficult to achieve. Some students who do not have confidence and confidence in themselves with the abilities they have will be an obstacle for themselves to their desire to achieve their goals. Therefore, self-efficacy is an important factor for students because it can affect job readiness in addition to knowledge and skills in their fields.

The results of this research also found that self-efficacy also has a mediating role in the relationship between student internship experiences and the quality of graduate job readiness. The results of this research support the findings [25] and [26]. The internship experience that students have gained during the internship can be a provision used by students to improve their abilities in accordance with their expertise competencies. Having a good internship experience will tend to increase students' confidence in the abilities that have been obtained from these activities. Students will be confident in their abilities, able to overcome the difficulties that will be faced in the world of work later, besides that students never give up when facing a problem. Therefore, when students have a good internship experience followed by high confidence in their abilities, they will be able to increase student readiness for work. Self-efficacy, commonly referred to as confidence in one's own abilities, greatly affects readiness for work. If students have confidence in themselves that being able to carry out tasks, liking new things to explore, being able to work with a team, being able to work effectively are the determining factors for individuals ready to face the world of work. This statement is supported by research results that show that the higher the relationship between internship experience and self-efficacy, the higher student work readiness will be and self-efficacy strengthens the influence of internship experience on job readiness.

V. CONCLUSION

The results of this study show that the WIL program in the form of internships has a role in improving the job readiness of college graduates. While in indirect relationships, self-efficacy acts as a mediator in the relationship between WIL and work readiness. For this reason, universities need to pay more attention to the management of the WIL program, to prepare graduates who are better prepared to enter the world of work. Universities also need to increase cooperation with several stakeholders, this is because the WIL experience of students is influenced by three main stakeholders, namely students: universities and industry.

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