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The Effect of Internship and Work Motivation on Students' Work Readiness in Vocational Education: PLS-SEM Approach

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Abstract: Industrial apprenticeship experience has not been realized optimally towards student work readiness. So that the process of factualization and comparing theoretical knowledge with actual situations and conditions in the world of work becomes less than optimal. In addition, students' work motivation to be ready to work is still in the low category. This study aims to reveal the effect of internship experience and work motivation on work readiness. The sampling technique used simple random sampling and obtained research respondents as many as 450 students in 5 vocational education schools in Yogyakarta. The combination of factor analysis and regression analysis was used to analyze the data using second-order PLS-SEM analysis. Convergent and discriminant validity, and internal consistency reliability has met the test requirements. Evaluation of the structural model shows the value of effect size (f^2) with a large effect, the determination coefficient (R^2) of the variable is 65.90%, and the predictive relevance (Q^2) is 51.10%. Hypothesis testing is based on the $\beta_{\text{-coefficient}}$, $\rho_{\text{-value}}$, dan $T_{\text{-statistic}}$ values that have met the cut-off values suggested in the literature. So that all hypotheses Ha is accepted which indicates that there is a positive and significant effect on the internship experience and motivation on student work readiness. Schools are expected to provide encouragement for work motivation and review the apprenticeship process from planning to implementation in the field so as to increase student work readiness.

Keywords: internship, work motivation, work readiness, vocational education, vocational students

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INTRODUCTION

Vocational Education (VE) is an institution that organizes education and training (Hariyanto et al., 2022; Widayanto et al., 2021). It is expected that graduates of vocational education work according to their areas of expertise and the absorption of graduates within a period of two years after graduation (Indana & Soenarto, 2019). In addition, the number of graduates who are able to create jobs. In particular, vocational education aim to equip students with vocational knowledge so that they are able to develop themselves and work according to their areas of expertise (Hoidn & Šťastný, 2021; Hussain et al., 2021). Based on the goals of vocational education, the formal education that students get at school is not enough to fulfill the goals of VE (Hussain et al., 2021; Indana & Soenarto, 2019).

Based on information from the Central Statistics Agency, there is open unemployment from the August 2022 Sakernas results of 5.86%. This means that out of 100 people in the workforce, there are around six unemployed people (Badan Pusat Statistik, 2022). When viewed based on the highest education completed by the workforce, the open unemployment in August 2022 has almost the same pattern as August 2021. In August 2022, the open unemployment of vocational education graduates is still the highest compared to graduates of other educational levels, namely 9.42%. This shows that the assimilation rate of vocational education graduates in the workplace is still low.

Based on observations and interviews, the problems of vocational student graduates were also seen in 5 VEs in Yogyakarta, such as SMKN Yogyakarta 2, SMKN Yogyakarta 3, SMKS Piri 1 Yogyakarta, SMK Muhammadiyah 3 Yogyakarta, and SMK Perindustrian Yogyakarta. Based on the interview results, there are still many graduates who do not have a job. Graduates who are ready to work and ready to become business visionaries are obstacles faced by vocational education. This is clearly seen from the lack of job vacancies compared to job applicants. Thus, starting a business is said to be one of the solutions to overcome the imbalance in supply and demand for labor in Indonesia (Daryono et al., 2022; Manap, 2017). However, it is impossible to produce qualified VE graduates who have an interest in business with a similar teaching and

learning system (Hoidn & Šťastný, 2021; Kusuma et al., 2021).

One of the important elements in vocational education is an apprenticeship system (Liu, 2021). Internship is a form of professional skills training that adapts to the needs of the business sector and an internship place for students that is provided outside of school hours, namely in the industry (Liu, 2021; Oberman et al., 2021; Ocampo et al., 2020). This policy aims to unify and equate education in schools with the world of work. The link and match policy basically applies to all types and levels of education, and specifically for vocational education, this policy is operationalized in the form of implementing a link and match program with industry (Chue et al., 2022; Gunadi et al., 2020; McHugh, 2017). The purpose of implementing an internship is to fulfill competencies according to the demands of the curriculum, fulfill competency implementation by industry and develop a work ethic or work experience (Ocampo et al., 2020).

Job readiness is an ability that indicates coordination between influencing factors that must be possessed by a person to achieve the goal of being able to work immediately after completing the level of education he/she attends without requiring adjustment which requires quite a long time (Chavan & Carter, 2018). Internal factors include intelligence, skills and abilities, talents, abilities and interests, motivation, health, psychological needs, personality, aspirations and goals at work, while internal factors include family environment, the world of work environment, a sense of security at work, opportunities for advancement, co-workers, relationship with superiors, and salary (Lee et al., 2021; Setyadi et al., 2021). Meanwhile, according to (Kaibori et al., 2016; Manap, 2017; Setyadi et al., 2021) suggests that factors that can affect work readiness include: (1) work motivation, (2) internship experience, and (3) vocational learning.

Student work readiness is influenced by one of them, namely experience (Ahern et al., 2017; Michos et al., 2022). The results of research by (Setyadi et al., 2021), broadly speaking experience is divided into two, namely experience obtained directly, namely experience due to direct participation, namely apprenticeship. With the importance of implementing an internship program which is a form of activity to add experience that can introduce students to the world of work as well as work practices that can increase creativity and productivity of students as preparation for facing or entering the real world of work (Gunadi et al., 2020).

Motivation is an internal process that strengthens, guides and maintains behavior over time to lead to success in everyday life that results in learning (Adebanji, 2021). A student will realize that he must be independent and meet his physiological needs after graduating from education (Chowdhury, 2021). In addition, students will also feel proud when they have a job rather than being unemployed. This pride is one example of a student having a need for respect for himself. This desire and interest motivate students to enter the workforce. Demands for meeting both physical and spiritual needs can motivate a person to enter the world of work (Kaibori et al., 2016).

The results of research by (Baker & Fitzpatrick, 2022) and (Rogers et al., 2021) explain that the influence of internships on student work readiness provides real experience for students to get to know the world of work, and put into practice all the knowledge they get at school. Internship guides students to work according to their competencies. Internships provide knowledge for students about the work environment, how to behave as employees and students can also directly practice what they have got at school (Kim et al., 2022; Oberman et al., 2021). Internships can also grow students' self-confidence to work. This can be a provision for students to be better prepared to enter the world of work after graduating from vocational school (Kim et al., 2022; Perusso & Baaken, 2020).

Based on observations made in 5 vocational educations in Yogyakarta on vocational students after carrying out their apprenticeship, they were not ready in terms of work motivation and readiness to work. The importance of work readiness that needs to be owned by vocational students by studying according to their interests to enter the world of work. Vocational students preparing for work can provide easy opportunities in the labor absorption system and can lead students into the world of work according to their interests and the provision of student internship experience. So, the purpose of this research is to test and explore in more detail related to the factors of determination and the influence of work motivation and apprenticeship experience on the work readiness of vocational students.

METHODS

This type of research is quantitative research with an ex-post facto approach to find out how the influence of internship experience and work motivation on work readiness. Sampling using random sampling technique and obtained a sample of 450 students in 5 vocational educations in Yogyakarta. The list of schools and the number of respondents is SMKN Yogyakarta 2 (75), SMKN Yogyakarta 3 (75), SMKS Piri 1 Yogyakarta (75), SMK Muhammadiyah 3 Yogyakarta (75), and SMK Perindustrian Yogyakarta (75). The data collection technique used a questionnaire consisting of 3 variables. The measurement scale used is a Likert scale in the form of a checklist with 4 alternative answers (Daryono et al., 2020; Rosantono et al., 2021; Widayanto et al., 2021), namely strongly agree, agree, fair, and disagree. Research variables and measurement constructs are shown in Table 1.

Table 1. The Research Measurement Constructs

Variables	Indicators	Constructs	Sources
Internship Experiences	Knowledge material	IKM	(Ahern et al., 2017; Baker & Fitzpatrick, 2022; Kim et al., 2022; McHugh, 2017; Michos et al., 2022; Perusso & Baaken, 2020; Rogers et al., 2021)
	Work skills	IWS	
	Work-connected activity	IWC	
	Productive work	IPW	
	Serious apprenticeship	ISA	
	Internship facilities	IIF	
	Apprentice skills	IAS	
	Skill suitability with industry	ISS	
Work Motivation	Personal interest	WMP	(Baker & Fitzpatrick, 2022; Bal et al., 2022; Kaibori et al., 2016; Stansbie & Nash, 2016)
	Encouragement develops	WME	
	Success push	WMS	
	Responsibility	WMR	
	Independence	WMI	
	The role of the school environment	WRS	
	The role of parents	WRP	
Work Readiness	Have logical and objective considerations	WHL	(Chavan & Carter, 2018; Lee et al., 2021; Setyadi et al., 2021)
	Critical Attitude	WCA	
	Environmental adaptation	WEA	
	Have the ambition to move forward	WHA	
	Follow area of expertise	WFF	
	Ability to work together	WAW	

The evaluation of the measurement model will test the validity and estimate the reliability of the data on each latent variable using the Smart-PLS software. The rule of thumb criteria for evaluating the model measurement model based on the convergent validity, discriminant validity, and consistency reliability value (A'mar & Eleyan, 2022; Kurup et al., 2019; Ngah et al., 2022). Evaluation of the structural model is an analysis that describes and predicts causality relationships between latent variables. The causality relationship is seen through bootstrapping and test parameters. The structural model analysis stage is by looking at the effect size value (f^2), *R*-square, and *Q*-square predictive relevance (A'mar & Eleyan, 2022; Kurup et al., 2019; Ngah et al., 2022). In the T-statistics stage, the significance test of the relationships between constructs is used as the basis for testing the hypothesis. T-statistics values for the effect on each or simultaneously between latent variables, namely internship experience, work readiness, and work motivation. (A'mar & Eleyan, 2022; Kurup et al., 2019; Ngah et al., 2022).

In this study, the hypothesis formulated is that there is a relationship between the influence of internship experience and work motivation on work readiness. The research framework and path analysis are shown in Figure 1. The hypotheses formulated in this study are: H1: The internship experience has a positive and significant effect on students' work readiness. H2: Work motivation has a positive and significant effect on students' work readiness.

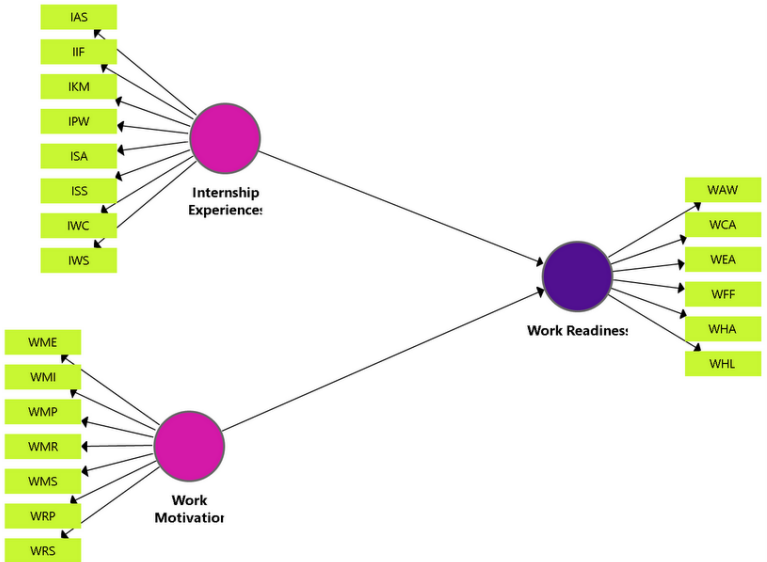

Figure 1. The Research Framework

RESULT AND DISCUSSION

Internship experience, work motivation, and work readiness are some of the latent variables in this study. Structural equation modelling analysis with PLS-SEM was used to determine the relationship between variables and construct indicators. The testing phase consists of the outer model and the inner model. The outer loading value is ≥0.70 means that the indicator has a strong reflective relationship to the latent variable. The hypothesis in this study will be answered through the analysis of the inner model with the bootstrapping tools that exist in Smart PLS.

Evaluation of the Measurement Model

Evaluation of the measurement model was carried out to test the validity and estimate the reliability of the data on each variable, namely internship experience, work motivation, and work readiness using Smart-PLS. In the evaluation of the measurement model, convergent validity was first evaluated which included measurements of the loading factor and the AVE value. The construct can have a good validity value when the loading factor value is ≥0.70 and the AVE value is ≥0.50 (Al-Fraihat et al., 2020; Hariyanto et al., 2022; Saifurrahman et al., 2021). Measurement model path coefficients PLS-SEM results are shown in Figure 2. The results of the convergent validity test and internal consistency reliability are shown in Table 2.

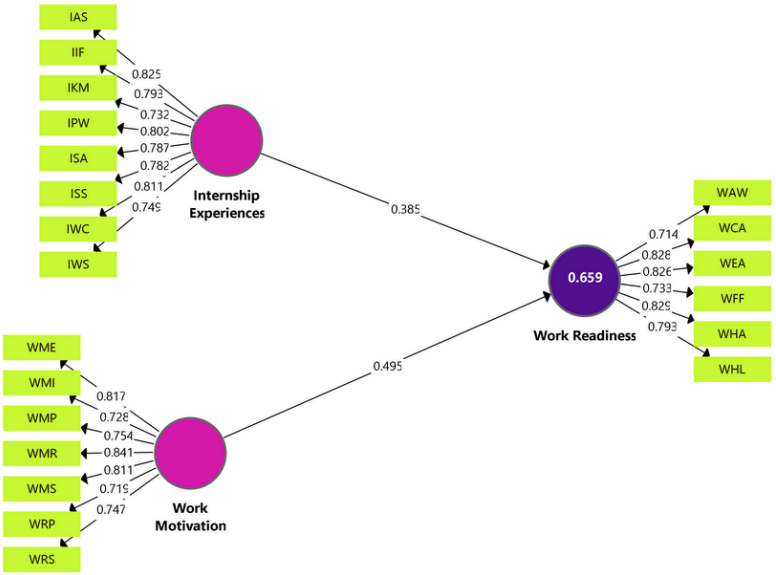

Figure 2. Evaluation of the Measurement Model (Outer Model)

Table 2. The Results of the Evaluation of Measurement Models

Variable	Constructs	OL (>0,70)	CA (>0,70)	Rho_A (>0,70)	CR (>0,70)	AVE (>0,50)	VIF
Internship Experiences	IAS	0.825	0.912	0.915	0.928	0.617	3.328
	IIF	0.793					2.487
	IKM	0.732					2.118
	IPW	0.802					2.478
	ISA	0.787					2.201
	ISS	0.782					2.807
	IWC	0.811					3.138
	IWS	0.749					2.618
Work Readiness	WAW	0.714	0.877	0.879	0.908	0.622	1.774
	WCA	0.828					2.587
	WEA	0.826					2.666
	WFF	0.733					1.850
	WHA	0.829					2.613
	WHL	0.793					2.297
Work Motivation	WME	0.817	0.889	0.892	0.913	0.601	2.913
	WMI	0.728					1.835
	WMP	0.754					2.063
	WMR	0.841					2.661
	WMS	0.811					2.702
	WRP	0.719					2.171
	WRS	0.747					2.580

Outer loadings are tables containing loading factors to show the correlation between indicators and latent variables. The loading factor value must be greater than 0.7 so it is said to be valid. Based on Table 2, the loading factor (FL) value for all constructs is already ≥0.70. Average variance extracted (AVE) is an average value that explains how much a latent or construct variable can explain the variance of its indicators. The higher the AVE, the better a latent or construct variable is in explaining the variance of the indicators. AVE >0.5 means that a latent or construct variable has absorbed more than 50% of the information from its indicators. The AVE value in all aspects has a value >0.50.

Composite reliability (CR), Rho_A, and CA are reliability measures that are more appropriate to take into account the extent to which latent variables explain the block of indicators. The three composite values received are >0.70. Meanwhile, the CR value, Rho_A, and CA in all aspects have a value of more than 0.70. So, that all indicators in measuring aspects and constructs are declared to meet the convergent validity requirements. Another approach to testing discriminant validity is through the Fornell-Larcker and Heterotrait-Monotrait ratio (HTMT). Fornell-Larcker namely comparing the AVE square root value of a latent variable to the correlation value between the latent variable and other latent variables. In this approach, the square root value of a latent variable must be greater than the correlation value between the latent variable and other latent variables. Based on Table 3, the correlation values of all latent variables obtained higher values than other variables. Based on Table 4, the matrix correlation values for all variables at the HTMT output were <0.90. So, it can be explained that the Fornell-Larcker in this study has met the criteria of discriminant validity.

Table 3. The Results of Fornell-Larcker

Variables	Internship Experiences	Work Motivation	Work Readiness
Internship Experiences	0.786		
Work Motivation	0.698	0.775	
Work Readiness	0.731	0.764	0.788

Table 4. The Results ofH eterotrait-Monotrait Ratio (HTMT)

Variables	Internship Experiences	Work Motivation	Work Readiness
Internship Experiences			
Work Motivation	0.766		
Work Readiness	0.809	0.862	

Evaluation of the Structural Model

Structural model evaluation is an analysis that describes and predicts causality relationships between latent variables. A causality relationship is seen through bootstrapping. The initial stage of structural model analysis is to look at the values of f-square, R-square, and Q-square. The magnitude of the influence between variables with f-square. The recommended q-square value is >0.30. Structural model assessment criteria are shown in Table 5.

Table 5. Effect Size (f^2), Coefficient of Determination (R^2), Predictive Relevance (Q^2)

Variables	R-square	f-square	Q²
Work Readiness	0.659	-	0.511
Internship Experiences	-	0.222	0.465
Work Motivation	-	0.368	0.468

In calculating the effect size of all variables, the effect size value (f-square) is obtained, namely the relationship between Internship Experiences → Work Readiness, namely 0.222, and Work Motivation → Work Readiness, namely 0.368, which means that the influence of the two variables is moderate. It is known that the r-square value is 0.659, which means that the Internship Experiences and Work Motivation variables are able to explain the variance of the Work Motivation variable by 65.90%. The next test is to look at the predictive relevance of Q-square (Q^2) which aims to validate the predictive ability of the effect of variables. The results of calculating the prediction of Q2 relevance for all variables obtained values of 0.465, 0.468, and 0.511. These results identify that the observed value generated by the research model is categorized as strong predictive.

Hypothesis Testing

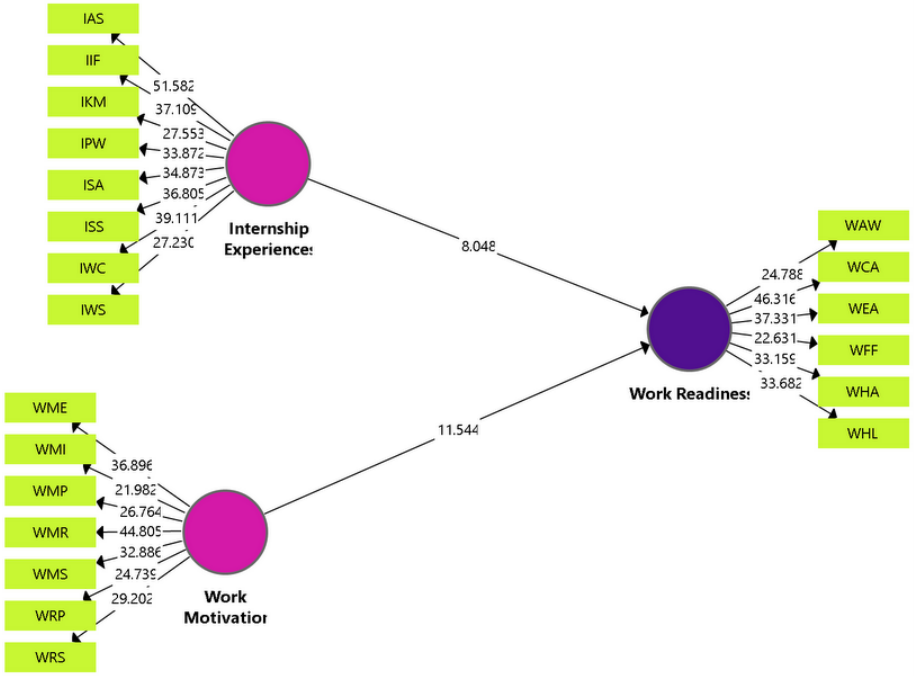

Figure 3. Evaluation of the Structural Model (Inner Model)

Hypothesis testing in this study was indicated by the significance value ($T_{statistics}$) above the T_{table} value with ($\alpha = 0.05$; t_{table} 1.96). The results of the significance values can be seen in Table 6.

Table 6. Results of the direct influence hypothesis test

Path Coefficients	$\beta_{coefficient}$	Sample Mean	SDV	T-statistic	ρ_{value}	Decision
Internship Experiences -> Work Readiness	0.385	0.384	0.048	8.048	0.000	H1 Accepted
Work Motivation -> Work Readiness	0.495	0.497	0.043	11.544	0.000	H2 Accepted

Based on Table 6, the $T_{statistic}$ value explains that the hypothesis can be accepted if it has a value above 1.96 and rejected if it has a value below 1.96 while the coefficient value ($\beta_{coefficient}$) indicates the direction of the positive or negative hypothesis. Hypothesis 1 shows that Internship experiences have a significant and positive effect on the Work Readiness variable. Hypothesis 2 shows that work motivation has a significant positive effect on work readiness. Hypothesis 3 shows that Internship experiences have a significant positive effect on work motivation. Based on the results of testing the first hypothesis, it is known that apprenticeship has a positive and significant effect on vocational student work readiness with a significance value of 0.000 <0.05. This shows that apprenticeship significantly affects student work readiness. This shows that the implementation of apprenticeships has an important role in increasing student work readiness. The higher the influence of the apprenticeship, the higher the student's work readiness.

These results are in line with research conducted by (Michos et al., 2022) and (Rogers et al., 2021), internship is a training model held in the field, aiming to provide the skills needed in certain jobs in accordance with the demands of ability for work. A person is said to have skills if he has a relevant and adequate level of mastery of knowledge and experience according to his respective field of expertise. So, with industrial work practices it is hoped that students will gain experience and skills from the activities that have been carried out by students while participating in industrial work practices (Perusso & Baaken, 2020; Setyadi et al., 2021). The proof of the first hypothesis can provide information that apprenticeship has a significant positive effect on work readiness. This means that the better the apprenticeship program results in the better work readiness students have. Therefore, to improve students' skills, it is necessary to carry out an apprenticeship that is correct and in accordance with the needs of students in facing the real world of work (Chavan & Carter, 2018; Chue et al., 2022; Oberman et al., 2021).

Based on the results of testing the second hypothesis, it is known that motivation has a positive and significant effect on vocational student work readiness with a significance value of 0.000 <0.05. This shows that motivation significantly influences student work readiness. This shows that the implementation of motivation

has an important role in increasing student work readiness. The higher the influence of motivation, the higher the readiness of students to work.

The results of research by (Stansbie & Nash, 2016) and (Pantzos et al., 2022)revealed that work motivation is needed in achieving better work practice results. Where work motivation is the desire of students to learn and gain knowledge in theory and practice that can support students' skills in carrying out industrial work practices in the business world and the industrial world with the provision that has been obtained when carrying out the teaching and learning process at school. In accordance with the results of research by (Bal et al., 2022) and (Adebanji, 2021) revealed that motivation is the driving force or driving force to do a job in order to achieve goals. Therefore, it can be concluded that the presence of work motivation can motivate students to work when carrying out industrial work practices because when students have high work motivation, they will maximize their knowledge and skills to be able to work in the world of business and industry.

The results of this study are consistent with research conducted by Iskandar (Kaibori et al., 2016) with the title the influence of perceptions about careers in the industry and work motivation on the implementation of vocational student apprenticeships. The results showed that the magnitude of the influence of work motivation on industrial work practices. This suggests that there is a positive influence between work motivation on industrial work practices. In accordance with the results of research by (Chowdhury, 2021), motivation is an impulse that arises from internal and external stimuli so that a person wishes to make changes in certain behaviours or activities better than before. With the encouragement within a person who will move to do something that is in accordance with the encouragement within him. In this case the need to have abilities/skills that become the driving force in fostering student motivation.

The results of (Baker & Fitzpatrick, 2022) research describe that motivation is a process where activities are encouraged to have directed and sustainable goals. If students have high motivation, basically learning activities are carried out in earnest, directed and sustainable, especially if students have motivation in preparing themselves for work. Therefore, the existence of high work motivation will be related to the better work readiness of students who have attended the training so that later they will produce graduates who are competent and professional in accordance with their respective fields (Ogbonnaya, 2021; Pantzos et al., 2022). It is proven that the second hypothesis can provide information that the work motivation possessed by students if it continues to be improved will have a significant influence on student work readiness. Growing student work motivation apart from the students themselves is no less important than the motivation given from several parties, including families, schools and the industry itself.

CONCLUSION

This study provides information that work motivation and apprenticeship affect the work readiness of students in vocational education. Work motivation from the results of this study is classified as quite good and has a significant effect on student work readiness. Therefore, it is suggested to the school to provide encouragement and evaluate the learning process. In addition, schools need to invite families to always provide support to their children to achieve what they have aspired to, especially in the readiness of students to work after graduation. The school can review the apprenticeship process from planning to the implementation process in the field whether there are still deficiencies. With this review, it is hoped that it can continue to improve student work readiness. Industry to be able to improve the provision of supplies to students in apprenticeship activities in order to increase the discipline, responsibility, cooperation, willingness and creativity of students. It is also hoped that the industry can provide direction to students who take part in internships.

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