

The Effect of Work Motivation on Work Readiness of USU *Kampus Merdeka* Internship Students

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ABSTRACT

This study aims to determine the effect of work motivation on work readiness in MBKM interns at USU's partner campus. The research method used in this research is descriptive quantitative with a purposive sampling method. The sample in this study amounted to 183 subjects. Data collection uses a Likert scale, namely the work motivation and readiness scales. Methods of data analysis using a simple regression analysis method. The results obtained from this study are that there is an influence of work motivation on work readiness with a T value of 5.680. The influence of work motivation on work readiness in this study was 15.1%.

Keywords: Work Motivation, Work Readiness, Internship

INTRODUCTION

Existing developments in science and technology have changed rapidly. In order to successfully navigate the ever-changing landscape of work, it is essential to be adaptable and open to learning new skills. One way to prepare for the workforce is through internships, which is especially beneficial for students. Students without real-world industry experience are less prepared for work. Meanwhile, short-term internships are insufficient to provide students industrial experience and competence (Director General of Higher Education, Ministry of Education and Culture, 2020). In this context, USU (Universitas Sumatera Utara) is in partnership with a new government

internship program called *kampus merdeka* (A free learning program) as a learning transformation for students. Students can prepare themselves better with the skills they have directly through these internships. The opportunities in this internship policy provide the competencies needed for students in accordance with the demands of society and technological changes today (University of North Sumatera, n.d). This collaboration between the internship and the relevant institutions can also provide strategic value for the industry. Internships have three benefits for three parties: students, universities, and internship partners (agencies). First, students gain hard skills and soft skills during internships, as well as an understanding of career paths. Second, universities produce the best graduates with high competition. Lastly, establishing a corporate building where partners will get relevant resources that can be recruited directly (Director General of Higher Education, Ministry of Education and Culture, 2020). With this internship program, USU can produce graduates with the competencies needed for future endeavours. What concerns him with this new internship program is how ready the students are to work when taking part in the MBKM internship with USU's campus partners and what motivates them during the internship.

Based on interviews conducted in collecting initial data for this research, there are aspects related to work motivation and

student readiness during internships. Motivation generally can give drift to encouragement or enthusiasm for work (Damasanti, 2014). Motivation to enter the field of work greatly influences work readiness, which means that encouragement from internal factors affects work readiness (Tania et al., 2018) and influences from external factors (Pamela & Oloko, 2015). According to Herzberg's work motivation theory (1993), job satisfaction is influenced by both intrinsic and extrinsic factors. Harja's research (2013) concluded that there is a positive correlation between work motivation and work readiness. Conversely, Syailla's (2017) study found that lower work motivation leads to lower work readiness. Having work readiness means that an individual's physical, mental, and experience maturity are in harmony, as described by Fitriyanto (2006).

It is crucial to research work readiness as humans have a natural desire to fulfill daily needs, which acts as a motivation for work. According to Anoraga (Indah, 2019), work motivation is a form of characteristic that exists due to the needs that encourage actions towards a goal in a specific activity. Therefore, understanding the characteristics of work readiness is important. In a 2010 article, Brady outlines six key aspects that influence an individual's work readiness: responsibility, flexibility, skills, communication, self-view, and personal health and safety. These factors contribute to an individual's work motivation and are crucial for their success in the job field. Therefore, it is essential for individuals to focus on developing these aspects to increase their work readiness and motivation. Internships allow individuals to acquire a wide range of general and specific skills related to their field of interest. They help individuals recognize the significance of various work activities, leading to increased confidence in utilizing their skills for work readiness (Kapareliotis et al., 2019) and work motivation (Herzberg, 1993).

Based on the aforementioned explanation, a potential link may exist between work motivation and work readiness in *Kampus Merdeka* student's internship who collaborate with USU campus. This particular internship program has been selected as the research subject due to the unique opportunity it provides for students to actively engage in and perform their work responsibilities.

METHODS

This research study uses quantitative methods to analyze numerical data using statistical procedures. This study involved USU *Kampus Merdeka* internship participants for the odd FY 2022/2023 semester. The researcher chose the subjects because the focus of this research was those who were currently undergoing internships and were still ongoing. The minimum number of participants taken using the Slovin formula was 179 people. The following are the procedures for this research:

1. The researcher modified the scale from Herzberg's (1993) reference work motivation theory and the modified work readiness scale.
2. The researcher will prepare the measuring instruments and review the items. The supervisor will then evaluate the items based on professional judgment to assess their suitability. Since this research involves a pilot test, the researcher will distribute the questionnaire scale to the subjects in the next stage using Google Form, according to the sample criteria.
3. After distributing the data, processing was carried out using the SPSS version 25 for Windows program.

In this study, the Herzberg work motivation and Brady's work readiness scale were utilized as measuring instruments, along with previous research conducted by Hertanto (n.d) and Astika (2020). The modified measuring instrument underwent a validity and reliability test, with a scale that retains an index value nearing 1.00, being

considered reliable and appropriate for use (Azwar, 2020).

RESULT

The initial aim of this research was to examine the cause-and-effect relationship between the two variables. Hypothesis testing was carried out using the ANOVA test. With the results obtained, work motivation has a positive and significant effect on the work readiness of USU *Kampus Merdeka* internship students. The result obtained is if the value of $T_{value} > T_{table}$ based on the SPSS data

output results, the value is obtained ($T_{value} = 5,680$, $T_{table} = 1,960$)

Validity in this research uses professional judgment from previous research sources (Astika, 2020) (Hertanto, n.d). Reliability is considered reliable on both work motivation and work readiness scales with values of 0.817 and 0.766, where this value is close to 1.00 (Azwar, 2020).

Work Motivation and Work Readiness Coefficient Regression

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	35.191	5.077		6.931	.000
	Motivasi Kerja	.371	.065	.389	5.680	.000

a. Dependent Variable: Kesiapan Kerja

DISCUSSION

According to Slameto (2015), work readiness is the ability to effectively handle work-related situations. Work motivation is a crucial factor that impacts work readiness. It provides individuals with the drive to work towards achieving their goals. As per Herzberg's (1993) findings, work motivation can be divided into intrinsic and extrinsic motivation. Intrinsic motivation is driven by personal satisfaction, recognition, the nature of work performed, responsibility, career growth, and intellectual development. On the other hand, extrinsic motivation is influenced by external factors like job security and safety, company policies, interpersonal relationships, working conditions, and supervision.

When students participate in the USU *Kampus Merdeka* internship, their work motivation helps them to establish specific goals they wish to achieve. This desire to achieve these goals helps them to be better prepared to handle work situations, leading to an overall positive impact on their work readiness.

This study aimed to demonstrate the impact of work motivation on the work readiness of

students participating in the USU *Kampus Merdeka* internship program. The hypothesis in this research has been validated through rigorous testing. This conclusion is supported by regression test calculations indicating a significant correlation between work motivation and readiness. These findings are in line with prior studies conducted by Syailla (2017), Harja (2013), and Galigo (2018), which similarly identified the vital role of work motivation in determining work readiness.

Based on inferential data analysis, it was found that the p value = 0.000, indicating a strong linear model or goodness of fit. T_{value} was determined to be 5.680, leading to the conclusion that the hypothesis is accepted. This suggests that work motivation has a significant impact on work readiness. Through regression analysis testing, it was determined that the regression line equation is $Y = 35.191 + 0.371X$. Therefore, if work motivation increases by one unit, work readiness will increase by 0.371. These findings suggest that higher work motivation among USU *Kampus Merdeka* internship students leads to increased work readiness.

Based on the data presented in the Model Summary table, work motivation has a relatively minor impact on work readiness, accounting for only 15.1% of the overall picture. Other factors influence the remaining 84.9%. To attain a well-rounded level of physical, mental, and experiential readiness for work, some students may need to take on tasks outside their area of expertise or coursework. The nature of the work and the learning experiences that students engage in can also play a significant role in shaping their work readiness and motivating them to achieve their professional goals (Satukan Hati TV, 2023)

The data analysis revealed that 20 individuals (10.9%) demonstrated low work readiness, while 121 individuals (66.1%) were in a medium position, and 42 individuals (23%) exhibited high work readiness. In terms of work motivation, 26 individuals (14.2%) showed low motivation, 126 individuals (68.9%) were in a medium position, and 31 individuals (16.9%) demonstrated high motivation. These findings suggest a moderate correlation between work readiness and work motivation, as previously noted in Syailla's (2017) study.

The study analyzed a total of 183 participants from different faculties, with varying numbers of participants in each. Specifically, the Faculty of Psychology had 11 participants (6%), the Faculty of Law had 7 participants (3.8%), the Faculty of Cultural Sciences had 19 participants (10.4%), the Faculty of Social and Political Sciences had 28 participants (15.3%), the Faculty of Computer Science and Information Technology had 13 participants (7.1%), the Faculty of Business and Economy had 58 participants (31.7%), the Faculty of Agriculture and the Faculty of Mathematics and Natural Sciences both had 20 participants each (10.9%), the Faculty of Forestry had 2 participants (1.1%), and the Faculty of Engineering had 5 participants (2.7%). USU *Kampus Merdeka* internship students have access to a variety of

internship agencies. Some of the options available include Kepul, which offers 12 subjects (6.6%); PT.Pos, which offers 42 subjects (23%); PT.Telkom, which offers 22 subjects (12%); and the banking sector, which offers 47 subjects (25.7%). PTPN and PPKS both offer nine subjects (4.9%), while PT.Grab, TPH, and Klik Adzkie offer five subjects each (2.7%). YEL has seven subjects (3.8%), and PT.Toba Pulp Lestari offers four subjects (2.2%). The remaining 16 subjects (18.7%) come from other agencies. Clearly, students who meet the requirements have many opportunities to participate in internship programs from various agencies. According to Wibisono's research in 2016, having work motivation is crucial for individuals to prepare themselves for obtaining work in their field.

Although there has been extensive research on work motivation variables, the results thus far have several limitations. Current findings suggest that work motivation only accounts for 15.1% of work readiness, leaving 84.9% influenced by other variables. Thus, additional research is required to explore other factors that impact work readiness variables.

CONCLUSION

Based on research findings, a correlation has been identified between work motivation and work readiness among USU *Kampus Merdeka* Internship students. However, there are some limitations in the results of the work motivation variable, with only 15.1% of the influence attributed to it and the remaining 84.9% influenced by other variables. Consequently, further research is required to explore the other factors that impact work readiness variables.

Declaration by Authors

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