The Influence of Msib (Independent Campus) Internships and *Future Time Perspective o*n Student Work Readiness

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Article Info	Abstract
	This study aims to determine the effect of internship variables and future time perspective on the work readiness of students of the Faculty of Economics and Business, National Development University "Veteran" East Java. This type of research is quantitative research using Smart PLS software analysis tools. The population in this study were 114 students and the sampling technique in this study used proportionate random sampling so that a total of 53 respondents were obtained. Data collection was carried out using interview, observation, and questionnaire distribution techniques. Data testing techniques include validity test, reliability test, R-Square, and bootstrapping hypothesis testing. Based on the results of the study, it can be concluded that MSIB internship has a positive and significant effect on the work readiness of students of the Faculty of Economics and Business, National Development University "Veteran" East Java. And future time perspective has a positive and significant effect on the work readiness of students of the Faculty of Economics and Business, National Development University "Veteran" East Java.

Artikel Info	Abstrak
	Penelitian ini bertujuan untuk mengetahui pengaruh variabel magang dan perspektif waktu mendatang terhadap kesiapan kerja mahasiswa Fakultas Ekonomi dan Bisnis Universitas Pembangunan Nasional "Veteran" Jawa Timur. Jenis penelitian ini adalah penelitian kuantitatif dengan menggunakan alat analisis software Smart PLS. Populasi dalam penelitian ini sebanyak 114 mahasiswa dan teknik pengambilan sampel dalam penelitian ini menggunakan proporsional random sampling sehingga diperoleh total 53 responden. Pengumpulan data dilakukan dengan menggunakan teknik wawancara, observasi, dan penyebaran kuesioner. Teknik pengujian data meliputi uji validitas, uji reliabilitas, R-Square, dan uji hipotesis bootstrapping. Berdasarkan hasil penelitian dapat disimpulkan bahwa magang MSIB berpengaruh positif dan signifikan terhadap kesiapan kerja mahasiswa Fakultas Ekonomi dan Bisnis Universitas Pembangunan Nasional "Veteran" Jawa Timur. Dan perspektif waktu mendatang berpengaruh positif dan signifikan terhadap kesiapan kerja mahasiswa Fakultas Ekonomi dan Bisnis Universitas Pembangunan Nasional "Veteran" Jawa Timur.

I. INTRODUCTION

The emergence of intelligence in the world of work and intense competition among Human Resources worldwide, has raised serious concerns about the future of work and the effectiveness of undergraduate academic programs to prepare students comprehensively, in facing the world of work full of challenges and selection. Human Resources are the potential possessed by humans, such as intelligence, energy, skills, emotions, and so on that can be utilized by both individuals and organizations (Luthfiah & Suherman, 2018). Human Resource Management aims to regulate the relationship and role of labor efficiently and effectively in order to achieve the goals of the employee company, and society (Bintoro & Daryanto, 2017).

Reporting from (Central Bureau of Statistics, 2023), the unemployment rate in Indonesia in 2022 is still relatively high, reaching 8,402,153 people. Similarly, unemployment at the university level still touched 884,769 people, even though university graduates are considered a more prepared workforce and have a high chance of getting a job. This raises questions about the work readiness of these graduates and whether they already have the expertise and skills needed in the world of work. From this phenomenon, students must further finalize their work readiness. Graduates and prospective graduates in Indonesia must focus on preparing themselves to face the world of work, by developing the skills acquired during college (Arisah et al., 2021). From this research, it can be concluded that a good level of work readiness

affects the success of individuals in facing the real world of work, so that it can be an important solution in efforts to reduce unemployment.

This phenomenon is also felt by several universities, both public and private universities including the National Development University "Veteran" of East Java. Universitas Pembangunan Nasional "Veteran" East Java has several faculties and one of them is the Faculty of Economics and Business. This faculty is one of the faculties with the most undergraduate graduates because almost all campuses in Indonesia have a Faculty of Economics. So that competition in the world of work that occurs in economics graduates will be increasingly competitive. This is because the number of applicants is much higher than the number of job vacancies available (Wirohikmawan & Kustini, 2023). Therefore, if students do not prepare their competencies and expertise, then these students tend to find it difficult to get a job after graduation.

In addition, researchers conducted a pre-questionnaire to students to measure their work readiness considering that students are prospective students who will graduate, and then will continue their future into the world of work. According to the results of the pre-questionnaire that has been filled in by 100 student respondents, it can be seen that more students doubt that they feel ready to work, namely 54 students. Only 26 students feel ready to work with their current competencies and there are 20 students who feel unprepared to work. From the results of the pre-questionnaire, the reasons given by students for this are due to lack of experience causing them to doubt and even be unprepared in facing the world of work. Then, the lack of jobs even though there are more and more graduates and human resources who are looking for and need work. In addition, other reasons given by students are the need for recognition from the campus such as competency tests or certification of expertise and anxiety about the tight competition in the world of work given the large number of college graduates from both domestic and foreign graduates.

(Michael Fullan, 2007) states that educational progress will not occur without innovation. Therefore, educational innovations are needed, such as new learning methods, learning good basic skills, managing learning resources, and so on (Arisah et al., 2021). Universities as the highest educational institutions have a great responsibility in creating competent human resources, in order to produce graduates who are ready to enter the world of work (Maikaningrum & Kumoro, 2016). To help improve the identity of prospective quality HR graduates, students must have high work readiness.

Work readiness is a person's state that allows him to accept and apply certain work-related behaviors, influenced by psychological maturity and experience gained through education (Fatni & Satrya, 2023). High and low work readiness is influenced by various internal and external factors. These external factors include society, family, school, and environment. Internal individual factors include intelligence, skills, talents, interests, motivation, experience, attitudes, and skills (Budhiman et al., 2019).

In recent years, internships have become very popular among university students, as they are considered an essential component of education. Although there is no standard definition of internships, generally speaking, internships are seen as a short-term practical work experience where students receive training and experience in a specific career field of their interest (Zopiatis, 2007). The decision by some universities to include internships as a graduation requirement is based on the premise that learning should be based not only on knowledge shared in the classroom, but also on hands-on experience gained in a real work environment.

In addition to internships, one thing that can improve student work readiness is future time perspective. Future time perspective (FTP) is a different tendency in each individual regarding thoughts about the future (Grashinta et al., 2018). Future time perspective can serve as a motivational force for individuals to engage in activities that can help achieve future results (McInerney, 2004). Individuals who have a high future time perspective will assume that they have great opportunities in the future and strive to achieve their goals by developing and improving current skills (Grashinta et al., 2018). Students should already be in the process of career exploration that is synchronized with their interests, and have career choices that will be pursued in the future. An individual's view of everything in his future is also called the future time perspective (Agustina & Dwanoko, 2021).

Based on the understanding and phenomena that occur, the authors are interested in conducting research on final year students of the Faculty of Economics and Business, namely the 2020 batch with the title "The Effect of Internship (MSIB) Independent Campus and *Future Time Perspective* on Student Job Readiness".

II. RESEARCH METHODS

This study uses quantitative methods and techniques for sampling using *proportionate random sampling* techniques used when the population has heterogeneous and proportionally stratified members or elements (Sugiyono, 2011: 82). This technique takes samples from each sub-population whose number is adjusted to the number of members of each sub-population randomly.

The proportional random sampling technique was used with the aim of obtaining a representative sample by looking at the stratified population of students of the Faculty of Economics and Business, National Development University "Veteran" East Java, namely management, accounting, and development economics majors. Furthermore, the number of total sample members was determined through the Slovin formula.

With a population of 114 students who were sampled by 53 students and techniques for data collection using primary data obtained through observations, interviews and questionnaires distributed to respondents. As well as secondary data obtained from researchers where the data is collected by other related parties. The technique for analysis used in this study uses the PLS or *Partial Least Square* application and through validity tests, reliability tests, and hypothesis testing.

III. RESULTS AND DISCUSSION

A. Results

1. Validity and Reliability Analysis Convergent Validity

    In this study, the validity of indicators is measured by looking at the *factor loading* value on *outer loading*. *Factor loading* shows the correlation between indicators and variables, it is said that the validity is sufficient if it is greater than 0.5. Based on table 1, all constructs have a value> 0.5, it can be concluded that the measurement can be fulfilled for the criteria of convergent validity.

Table 1. Outer Loading

	Internship (X1)	Future Time Perspective (X2)	Student Job Readiness (Y)
X1.1	0.708		
X1.2	0.744		
X1.3	0.851		
X1.4	0.777		
X1.5	0.848		
X2.1		0.792	
X2.2		0.846	
X2.3		0.742	
X2.4		0.821	
Y1			0.750
Y2			0.784
Y3			0.847
Y4			0.753
Y5			0.750

The analysis results in the table above show that all indicators on the research variables, namely internship, *future time perspective*, and student work readiness, have a *loading* factor> 0.5, so the indicator meets convergent validity.

2. Discriminant Validity

    The next measurement model is the *Avarage Variance Extracted* (AVE) value, which is a value that shows the amount of indicator variance contained by the latent variable. Converging AVE values > 0.5 indicate good validity adequacy for latent variables. The following are the results of the AVE measurement model:

Table 2. Avarage Variance Extracted (AVE)

	AVE
Internship (X1)	0.620
Future Time Perspective (X2)	0.642
Student Job Readiness (Y)	0.605

Based on the table above, it is known that the AVE test results for the internship variable are 0.620, *the future time perspective is* 0.642, and work readiness is 0.605, the three variables show a value greater than 0.5. So overall the variables in this study can be said to have good validity.

3. Composite Reliability

    Construct reliability in a model is measured using the *composite reliability* value. A construct is considered to have good reliability if *its composite* reliability value is> 0.70. This means that the indicators used to measure the latent variable are considered consistent and stable in making measurements.

Table 3. Composite Reliability

	Composite Reliability
Internship (X1)	0.853
Future Time Perspective (X2)	0.839
Student Job Readiness (Y)	0.842

The results of *composite reliability* testing show that the internship variable is 0.853, the *future time perspective is 0.*839, and student work readiness is 0.842, the three variables show a *composite reliability* value greater than 0.70. So it can be said that all variables in this study are reliable.

4. R^2 (R-Square)

The R^2 value explains how much the exogenous (independent / free) variables in the model are able to explain the endogenous (dependent / dependent) variables. The coefficient of determination is between zero and one ($0 < R^2 < 1$). The smaller the R^2 value, the ability of the independent variables to explain the variation in the dependent variable is very limited.

Table 4. R-Square

	R-Square
Internship (X1)	
Future Time Perspective (X2)	
Student Job Readiness (Y)	0.559

Based on the table above, it is known that the value of $R^2 = 0.559$. It can be interpreted that the model is able to explain the phenomenon of work readiness influenced by independent variables including internship and *future time perspective* by 55.9%. While the remaining 44.1% is explained by other variables outside this study.

5. PLS Model Analysis
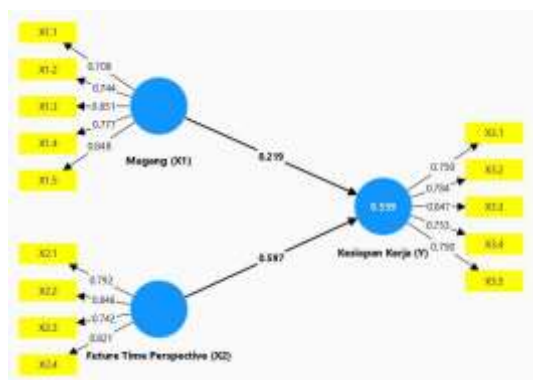
Figure 1. Conceptual Model with Factor Loading, Path Coefficient, and R-Square

The test results of the PLS analysis can be seen from the table above that the resulting *P-Values* show results below 0.05

and conclusions are obtained with the following hypothesis:
a) Internship has a positive effect on student work readiness can be accepted, has a *P-Values* value of 0.032 smaller than the value of α = 0.05 (5%), a *Path Coefficients value of* 0.219, and a *T Statistic* value of 2.148> 1.96 which shows a positive value or relationship. So that the hypothesis is accepted or significant (positive).
b) *Future Time Perspective* has a positive effect on student work readiness can be accepted, has a *P-Values* value of 0.000 less than the value of α = 0.05 (5%), a *Path Coefficients value of* 0.597, and a *T Statistic* value of 6.085> 1.96 which shows a positive value or relationship. So that the hypothesis is accepted or significant (positive).

B. Discussion

1. The Effect of Internships on Student Job Readiness

The research shows that internships have a significant positive influence on students' work readiness. This hypothesis is accepted. Students with high internship experience tend to have knowledge and skills, and try to improve performance, which in turn increases students' work readiness. With students carrying out internships, it can increase student experience to prepare themselves for the world of work.

The most positively perceived leading indicator of internship is Productive Work, which is an important measure of an individual's efficiency and effectiveness in utilizing time and effort to achieve his or her goals. Work productivity measures how efficiently work is done. So it can be said that, in order for students to have mature work readiness, students must be able to be productive on what is the goal or work target. If students cannot be productive, then it will be difficult for them to enter the world of work.

The results of this study are in accordance with the results of research conducted by (Gohae, 2020) found that internship has a positive and significant relationship. It is proven that internship implies that the better a person is in participating in an internship program, the stronger the person's personality will be in

facing challenges in the world of work and life challenges. Experience can affect the physiological development of individuals, namely one of the principles of student readiness when preparing for work. The desired experience is an internship at a certain time. The implementation of internships aims to improve student work skills in order to become work-ready graduates.

2. The Effect of *Future Time Perspective* on Student Work Readiness

The research shows that *Future Time Perspective* has a significant positive influence on students' Job Readiness. This hypothesis is accepted. *Future time perspective* has a role so that students can increase their confidence in themselves to be able to enter the world of work and prepare themselves to work after graduation. This also indicates that if students of the Faculty of Economics and Business UPN "Veteran" East Java have a high *future time perspective*, then their work readiness will also increase.

The main indicator of *future time perspective that* is most positively perceived is connectedness, namely the relationship between current activity instruments and future goals. This study proves that there is a contribution of future time perspective to work readiness. In addition, this study also found a significant relationship between connectedness and aspects of work readiness. Thus it can be concluded that connectedness has an important role in developing students' work readiness. The aspect of connectedness explains the extent to which an individual can create current activity instruments that are connected to his or her future goals and ideals. Through a strong connection between the future and the present, students can organize themselves and can understand the importance of thinking about and carrying out good current activities and being committed to their activities.

The results of this study are in accordance with the results of research conducted by (Ridho & Siswanti, 2020) which found that *future time perspective* has a strong relationship with work readiness. *Future time perspective* can be a good influence for work readiness.

Therefore, it can be concluded that the future time perspective supports students' work readiness. This shows that students dare to choose meaningful activities in the present, so as to create a strong relationship between the activities carried out and the desired career.

IV. CONCLUSION AND SUGGESTION

A. Conclusions

Based on the results of the study, it can be concluded that internships for students can contribute to the work readiness of students of the Faculty of Economics & Business, National Development University of East Java Class of 2020. *Future Time Perspective* in students can contribute to the work readiness of students of the Faculty of Economics & Business, National Development University of East Java Class of 2020 . These results indicate the importance of strengthening internships and *future time perspective* in improving work readiness which can provide significant benefits for students who will enter the workforce.

B. Suggestion

Based on these conclusions, here are some suggestions that the author can give: first, from the explanation above regarding internships and *future time perspective*, students must have a high productive nature towards themselves and towards what will and has been done in order to achieve future goals and work targets. If students cannot be productive, it will be difficult for them to enter the world of work. By adding experience, students can increase productivity, if students can add a lot of experience, then their work readiness will increase along with their confidence and experience. Second, having a high *future time perspective* will be able to make students more ready to work. Students must be able to have a connection between current and future activities to be able to fulfill goals. Especially to be able to prepare in the future, students must be able to control present activities to get goals in the future. Third, for future researchers, it is recommended to develop this research by adding other variables to be used as indicators in further research. Future researchers can examine factors related to Learning Achievement, Motivation, etc. This is because there are related relationships that are related to Learning Achievement, Motivation, etc. This

is because there is a related relationship that can affect student work readiness.

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