

Effects of Internship Experience and Organizational Activity on Job Readiness Mediated by Self-Efficacy: Examining 2021 FEB UNDIP Students

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Abstract

This study examines the effects of internship experience and organizational activity on job readiness, with self-efficacy serving as a mediating variable among undergraduate students of the 2021 cohort at the Faculty of Economics and Business, Diponegoro University. Using quantitative design, data were collected from 200 respondents through a validated questionnaire and analyzed using Structural Equation Modeling (SEM) with AMOS. The results show that both internship experience and organizational activity have significant positive effects on job readiness. In addition, self-efficacy is found to significantly mediate the influence of internship experience and organizational activity on job readiness. These findings indicate that practical exposure and active organizational engagement contribute not only to the development of skills and attitudes but also to the strengthening of students' belief in their own capabilities, which in turn enhances their readiness to enter the workforce. The study provides theoretical contributions to employability research and practical insights for higher education institutions in improving student job readiness.

Keywords: internship experience, organizational activity, self-efficacy, work readiness

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INTRODUCTION

Higher education institutions have a fundamental duty to provide learning facilities that can support students' readiness to work professionally without requiring a long adaptation period (Puteri & Rozamuri, 2023). This educational direction is in line with the mandate of the National Education System Law Number 20 of 2003, which aims to develop the potential of students to become individuals who are faithful, knowledgeable, skilled, creative, independent, and responsible. In this case, higher education institutions are not only required to produce intellectually intelligent individuals, but also to be able to transform students' attitudes and behaviors to meet the needs of the world of work, such as having commendable ethics, discipline, responsibility, creativity, teamwork skills, and technical skills. These abilities are crucial because today's workplace is characterized by intense competition that requires companies to recruit superior human resources (HR). Innovative, experienced, and adaptive quality human resources are essential to support the achievement of

maximum company performance, thus emphasizing the strategic role of higher education institutions in preparing graduates who are truly ready to compete in the professional world.

However, the reality on the ground shows a significant gap between the competencies of college graduates and the needs of the world of work. Based on data from the Ministry of Manpower in 2019, as many as 63% of college graduates in Indonesia are unable to meet the standards required by the labor market. This condition contributes to an increase in unemployment among college graduates. Data from the Central Statistics Agency (BPS, 2024) shows that the Open Unemployment Rate (TPT) for university graduates continues to increase. The number of university graduates who have not been absorbed by the world of work and are still unemployed has reached 842,378 people, or equivalent to 11.28% of the total national unemployment rate. This phenomenon is exacerbated by the high number of young people who are not involved in employment, education, or training, or Not in Employment, Education and Training (NEET). In August 2023, the number of Indonesian youth (aged 15-24 years) classified as NEET reached 9.9 million people, of which 452,713 were young people. To improve this situation, students, as future professional workers, are expected to prepare themselves to achieve optimal job readiness.

Work readiness is an individual's capacity to immediately enter the workforce without requiring a long adaptation period, supported by physical and mental maturity, as well as relevant learning experiences (Setiarini et al., 2022). In general, work readiness encompasses the attitudes, skills, and knowledge acquired during higher education to achieve success in a professional environment (Ristiani & Setianingrum, 2022). There are various factors that can influence the level of work readiness, including internship experience and organizational activity.

Internship experience is one form of experience that plays a significant role in shaping work readiness. Internships provide students with the opportunity to apply the knowledge they have acquired during their studies in a real work situation (Zehr & Korte, 2020). Internships are a means for to gain initial work experience that not only introduces students to the work environment but also trains their creativity and productivity as preparation for the world of work (Huynh & Buswell, 2019). In addition, active participation in organizations is also an important factor that can influence work readiness. Student activity in organizational activities plays a role in increasing work readiness because through these activities, students gain various new experiences (Mabruroh & Nurhidayati, 2024). Organizational activity reflects student involvement that contributes to the progress of the organisation, while also shaping behavioural changes in a more positive direction (Romadani et al, 2024). Students who are active in organizations indicate a greater readiness to face challenges in the professional world because they are accustomed to managing tasks, working in teams, and solving problems effectively.

Although internship experience and organizational activity are theoretically considered important, findings from previous studies show mixed and inconsistent results. These differences reflect a research gap that highlights the importance of further research to gain a deeper understanding. Several studies, such as those conducted by Erlangga (2022) at Satya Wacana Christian University and Puteri & Rozamuri (2023) on interns at PT Pelabuhan Indonesia, consistently found that internship experience and organizational activity had a significant positive effect on work readiness. However, these findings contradict the study by Usman & Saputri (2020) at Jakarta State University, which concluded that internship experience in industry has no significant effect on students' work readiness. Similarly, research by Irmayanti et al. (2020) at PGRI University Madiun also found that organizational activity does not directly affect work readiness.

The inconsistency of previous research results indicates that the addition of mediating variables, such as self-efficacy, soft skills, work interest, and others, can play an important role in bridging the relationship between internship experience and organizational activity on work readiness. Therefore, this study proposes self-efficacy as a mediating variable. Self-efficacy is a person's belief in their capacity to perform and complete certain tasks, so that they have the ability to face challenges and achieve their goals (Nursyirwan et al., 2022). A strong level of self-efficacy gives students confidence in carrying out tasks during their internship program and organizational activities

(Romadani et al, 2024). In this case, self- efficacy can also increase students' confidence in completing tasks well, which in turn will affect their readiness to face the world of work. Thus, self-efficacy acts as a mediator between the influence of internship experience and organizational activity on work readiness. This is in line with previous research by Erlangga (2020), which shows that self- efficacy acts as an intermediary in the relationship between internship experience, organizational activity, and work readiness.

This study took place at the Faculty of Economics and Business (FEB) at Diponegoro University, an institution committed to producing high-quality graduates who are immediately ready to work through the application of COMPLETE values (Communicator, Professional, Leader, Entrepreneur, Thinker, Educator). To support this, FEB Undip has implemented various strategic policies, such as supporting and facilitating students to participate in internship programs in various industries. Additionally, FEB Undip strongly supports student organization activities, with 24 student organizations fully supported by the faculty. However, despite these efforts, academic data from FEB Undip shows a gap, with a decline in the percentage of graduates who are immediately employed from 86.0% in 2022 to 74.2% in 2023. This decline occurred across all study programs, indicating a potential problem in terms of graduate employability.

Table 1. Data on FEB Undip Graduates who are Immediately Employed

Study Program	Year of Graduation	Number of Graduates	Number of Graduates Who Immediately Worked	Percentage of Alumni Who Immediately Started Working
S-1 Management	2022	345	285	82,6%
	2023	353	251	71,1%
S-1 Accounting	2022	214	201	93,9%
	2023	282	238	84,4%
S-1 Economics	2022	182	148	81,3%
	2023	200	130	65,0%
S-1 Islamic Economics	2022	76	69	90,8%
	2023	160	119	74,4%
TOTAL (FEB)	2022	817	703	86,0%
	2023	995	738	74,2%

Source: Academic Section FEB Undip, 2025

Based on Table 1 above, it can be seen that there was a decrease in the number of FEB Undip graduates who immediately worked by almost 12% from 2022 to 2023. This indicates a decline in the work readiness of FEB Undip students. This phenomenon highlights the importance of research on factors that influence work readiness, particularly internship experience, organizational activity, and self-efficacy as mediating variables. Therefore, this study aims to analyze the influence of internship experience and organizational activity on the work readiness of FEB Undip students, with self-efficacy as a mediating variable. This study focuses on how internship experience and organizational activity can strengthen work readiness, as well as the role of self-efficacy in supporting this process.

The results of this study are expected to contribute theoretically to the development of work readiness literature and practically to universities in designing more adaptive policies to improve the quality of human resources and reduce the mismatch between graduate qualifications and labor market needs.

LITERATURE REVIEW AND HYPOTHESES

Human Capital Theory (HCT)

Human Capital Theory (HCT), introduced by Schultz (1961) and further developed by Becker (1964), explains that humans are a form of capital that can be improved through investment in education, training, skills, and work experience. Fitz-enz (2000) asserts that individual knowledge, skills, and capabilities are assets that determine competitive advantage. Internship experience can be understood as a form of human capital investment that provides students with the opportunity to gain real work experience, develop technical skills, and adapt to professional work culture (Huynh & Buswell, 2019). Through these activities, the theory learned in the lecture process can be integrated with practical experience, thereby increasing the adaptive capacity needed in the world of work. In this context, Human Capital Theory also emphasizes that experiential learning contributes not only to the accumulation of skills, but also to the development of behavioral maturity and professional identity, both of which are crucial elements of employability. This theoretical strengthening shows that internship experience serves as a multidimensional investment bridging cognitive understanding, technical capability, and work-relevant behavioral competencies.

Organizational activities are also a form of human capital investment that serves to develop leadership, communication, time management, and teamwork skills (Amanta & Marsofiyati, 2024). Organizational activities train individuals to manage conflict, make decisions, and adapt to dynamic environments. These factors are closely related to the formation of self-efficacy, which is an individual's belief in their ability to complete tasks and face challenges (Romadani et al, 2024). Self-efficacy then acts as a psychological mechanism that strengthens the relationship between human capital investment and work readiness, which is understood as the cognitive, affective, and psychomotor readiness to enter the world of work (Bandura, 1997). Furthermore, HCT highlights that investments in social and interpersonal experiences such as those obtained through organizational involvement that can enhance an individual's capacity to convert accumulated skills into real workplace performance. Therefore, organizational activity not only builds human capital but also reinforces the psychological readiness needed for effective workforce entry.

The Influence of Internship Experience on Work Readiness

Internship experience is a learning tool that provides practical skills and knowledge through the direct involvement of students in the world of work (Mustari, 2020). Internships also allow students to apply the theory they have learned during their studies in real practice, while understanding professional work culture (Erlangga, 2022).

Work readiness is defined as the ability of students to enter the workforce equipped with relevant knowledge, skills, and attitudes so that they are able to adapt to professional demands (Setiarini et al., 2022). Purnama & Suryani (2019) add that work readiness reflects the mental readiness, skills, and knowledge acquired during education to face the challenges of the workplace.

Research shows that internship experience has a significant effect on students' work readiness because it provides opportunities to apply theory in real practice and build the skills needed by industry. Research by Suyanto et al. (2019) shows that students who participate in internships are better prepared to face work challenges, while Huynh and Buswell (2019) emphasize that direct guidance from industry mentors during internships strengthens understanding of work expectations. In addition, research by Mabruroh & Nurhidayati (2024) found that internships increase students' confidence, discipline, and adaptability, which are important indicators of work readiness. Thus,

internships not only introduce students to the world of work but also increase their readiness to contribute effectively after graduation.

H1: Internship experience has a positive effect on work readiness.

The Effect of Organizational Activity on Work Readiness

Organizational activity refers to student involvement in student organizations that provide opportunities to develop leadership, communication, responsibility, and teamwork skills (Saputro et al., 2018). Participation in organizations also shapes critical thinking, discipline, and positive behavior needed in the workplace (Romadani et al, 2024).

Previous studies have stated that organizational activity has a significant effect on student work readiness because it provides experiences that strengthen leadership skills, teamwork, and adaptability. Research by Adriansyah et al. (2024) shows that students who are active in organizations have a higher level of work readiness, while Febrianur and Rahmah (2024) emphasize that involvement in organizations contributes significantly to increased work readiness. The skills in completing tasks, the ability to face challenges, and participation in various real activities gained through active organizational involvement make students more confident and ready to enter the professional world.

H2 : Organizational activity has a positive effect on work readiness.

The Role of Self-Efficacy in Mediating the Influence of Internship Experience on Work Readiness

Self-efficacy is defined as an individual's belief in their ability to complete tasks and face challenges (Nursyirwan et al., 2022). Students with high self-efficacy will be more confident, more resilient in facing pressure, and more adaptable to the work environment (Wiharja et al., 2020).

Self-efficacy plays an important role as a mediator in the relationship between internship experience and work readiness. Research by Syandianingrum & Wahjudi (2021) and Firmansyah et al. (2024) shows that internships not only have a direct impact on work readiness but also increase students' confidence through the practical experience gained. This is in line with the findings of Cipta & Wahyuni (2024), which confirm that an optimal internship program can strengthen self-efficacy, thereby encouraging students' readiness to face the world of work.

H3 : Self-efficacy mediates the positive influence of internship experience on work readiness.

The Role of Self-Efficacy in Mediating the Influence of Organizational Activity on Work Readiness

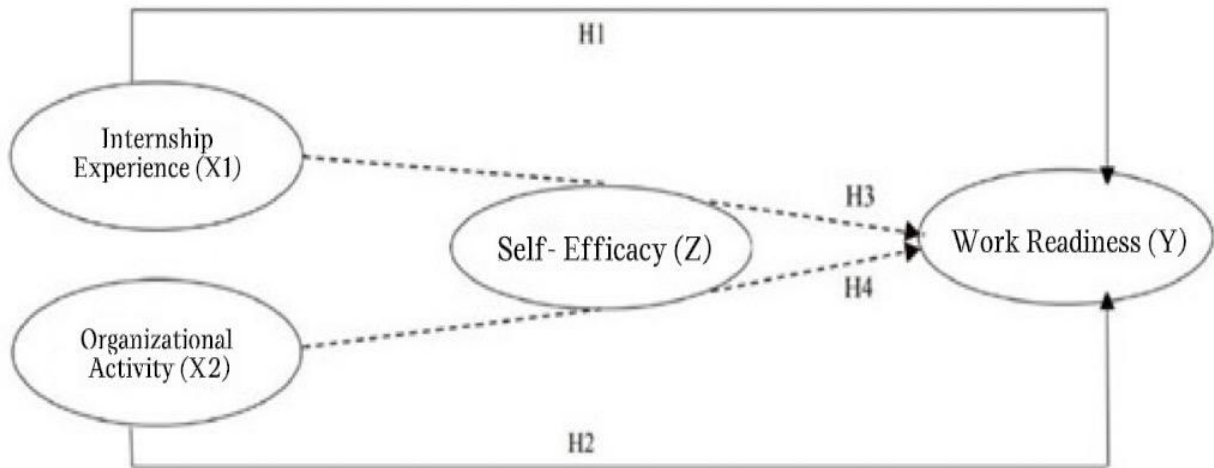
Self-efficacy plays a significant role in mediating the influence of organizational activity on work readiness. Research by Adriansyah et al. (2024) shows that 's activity in organizations not only has a direct impact on work readiness but also increases students' self-efficacy, which in turn strengthens their readiness to enter the workforce. This finding is in line with Erlangga (2022), who states that self-efficacy is an important mediator between active participation in organizations and work readiness. In addition, Saputro et al. (2018) emphasize that practical experience gained through organizations helps students develop skills and confidence, thereby contributing to their readiness to face professional demands.

H4 : Self-efficacy mediates the positive influence of organizational activity on work readiness.

Theoretical Framework

Based on the explanation of the theoretical basis of the research that has been described, the theoretical framework that will be used in this study is as follows:

Figure 1. Theoretical Framework



Source: Erlangga (2022)

METHODS

This study uses a quantitative approach that aims to examine the effect of internship experience and organizational activity on work readiness with self-efficacy as a mediating variable. The study was conducted at the Faculty of Economics and Business, Diponegoro University (FEB Undip) with the 2021 batch of students as the research subjects.

The population in this study consisted of all 1,012 students enrolled in the Faculty of Economics and Business at Diponegoro University in 2021, comprising students from the Management, Accounting, Economics, and Islamic Economics study programs. The sampling method used was probability sampling using the proportionate stratified random sampling technique. According to Hair et al. (2020), this technique is used so that each member in each study program can be represented proportionally. Based on the sample requirement calculation in Structural Equation Modeling (SEM) analysis, this study involved 200 respondents. This is in accordance with the guidelines of Hair et al. (2020), which recommend using a larger sample of between 100 and 200 respondents, depending on the complexity of the model in SEM analysis.

The variables studied consisted of internship experience and organizational activity as independent variables, work readiness as a dependent variable, and self-efficacy as a mediating variable. All variables were operationalized into 15 dimensions and 35 indicators compiled based on previous theories and research. The research instrument was a questionnaire with a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The data in this study were obtained from two sources, namely primary data from questionnaires distributed to students and secondary data from books, scientific journals, and official documents that supported the theoretical basis of the study.

Data analysis techniques used Structural Equation Modeling (SEM) with the help of AMOS software version 24. SEM was chosen because it is capable of testing causal relationships between variables simultaneously, including testing the role of mediating variables. Model testing was conducted through goodness of fit tests using several criteria such as Chi-square, RMSEA, GFI, AGFI, TLI, and CFI. Instrument validity and reliability tests were conducted through convergent validity (loading factor), composite reliability (CR), and average variance extracted (AVE) values.

RESULT AND DISCUSSION

Overview of Respondents

This study collected respondents by distributing questionnaires to FEB Undip students from the class of 2021. The number and distribution of respondents collected are shown based on their study programs as presented in the table below.

Table 2. Overview of Respondents

No	Study Program	Frequency	Percentage
1	Management	63	31,5%
2	Accounting	63	31,5%
3	Economics	44	22%
4	Islamic Economics	30	15%
Total		200	100%

Source: Processed primary data, 2025

The table above shows the distribution of respondents in each study program, where the percentages have been adjusted proportionally to ensure that each study program is represented in the study. This distribution was done proportionally to ensure that each study program is represented in the study. The total number of respondents in this study was 200, which met the minimum sample size required for analysis using the AMOS method.

Confirmatory Factor Analysis (CFA) Test

According to Hair et al. (2020), CFA testing is an analysis method used to test the validity of constructs in a research model, namely to ensure that each dimension and indicator used is truly capable of representing the latent variable's in the study. In this study, CFA testing was conducted for each latent variable summarized in the following table.

Table 3. Model Fit Test Results for Each Latent Variable

Goodness of Fit Index	Cut-off Value	Internship Experience	Organizational Activity	Self-Efficacy	Work Readiness	Model Evaluation
<i>Chi-square</i>	-	5,179	46,604	17,373	25,312	Good Fit
Probability	$\geq 0,05$	0,971	0,253	0,565	0,389	Good Fit
CMIN/DF	$\leq 2,00$	0,398	1,137	0,914	1,055	Good Fit
RMSEA	$\leq 0,08$	0,000	0,026	0,000	0,017	Good Fit
GFI	$\geq 0,90$	0,993	0,960	0,979	0,973	Good Fit
AGFI	$\geq 0,86$	0,984	0,936	0,960	0,950	Good Fit
TLI	$\geq 0,90$	1,019	0,994	1,003	0,998	Good Fit
CFI	$\geq 0,90$	1,000	0,996	1,000	0,999	Good Fit

Source: Primary data processed by AMOS, 2025

Based on the values shown in the table, it can be seen that all goodness of fit indices, namely chi-square, probability, CMIN/DF, RMSEA, GFI, AGFI, TLI, and CFI of each latent variable in this study show good fit results. Thus, the CFA results for each variable indicate that the tested model is in the good fit category and is suitable for use, requiring no further modification.

Construct Validity Test

Construct validity testing was conducted to determine whether each dimension and indicator was able to reflect the variables being measured (Hair et al., 2020). Construct validity testing was measured through convergent validity (loading factor value must be above 0.50), construct reliability (CR value must be above 0.70), and average variance extracted (AVE value must be above 0.50). Details of the results of the tests conducted can be seen in this table:

Table 4. Construct Validity Test Result

Dimension	Indicator	Loading Factor	Standard Loading ²	Measurement error (1-Std Loading ²)	Σ (Std Loading ²)	CR	AVE	Criteria
Internship Experience								
Attitude		0,983	0,966	0,034	8,863	0,995	0,985	Valid and Reliable
Knowledge		0,997	0,994	0,006				
Skills		0,997	0,994	0,006				
Amount		2,977	2,954	0,046				
Attitude	PM1	0,734	0,539	0,461	2,238	0,718	0,560	Valid and Reliable
	PM2	0,762	0,581	0,419				
	Amount	1,496	1,119	0,881				
Knowledge	PM3	0,793	0,629	0,371	2,304	0,732	0,577	Valid and Reliable
	PM4	0,725	0,526	0,474				
	Amount	1,518	1,154	0,846				
Knowledge	PM5	0,741	0,549	0,451	5,130	0,799	0,571	Valid and Reliable
	PM6	0,796	0,634	0,366				
	PM7	0,728	0,530	0,470				
	Amount	2,265	1,713	1,287				
Organizational Activity								
Responsiveness		0,996	0,992	0,008	24,275	0,994	0,971	Valid and Reliable
Accountabilities		0,988	0,976	0,024				
Accommodation		0,996	0,992	0,008				
Empathy		0,955	0,912	0,088				
Transparency		0,992	0,984	0,016				
Amount		4,927	4,856	0,144				
Responsiveness	KB1	0,772	0,596	0,404	2,126	0,795	0,726	Valid and Reliable
	KB2	0,686	0,856	0,144				
	Amount	1,458	1,452	0,548				

Accountabilities	KB3	0,786	0,618	0,382	2,608	0,790	0,653	Valid and Reliable
	KB4	0,829	0,687	0,313				
	Amount	1,615	1,305	0,695				
Accommodation	KB5	0,767	0,588	0,412	2,310	0,732	0,578	Valid and Reliable
	KB6	0,753	0,567	0,433				
	Amount	1,520	1,155	0,845				
Empathy	KB7	0,759	0,576	0,424	2,202	0,710	0,551	Valid and Reliable
	KB8	0,725	0,526	0,474				
	Amount	1,484	1,102	0,898				
Transparency	KB9	0,786	0,618	0,382	5,162	0,802	0,574	Valid and Reliable
	KB10	0,741	0,549	0,451				
	KB11	0,745	0,555	0,445				
	Amount	2,272	1,722	1,278				
Self-Efficacy								
Magnitude		0,997	0,994	0,006	8,649	0,987	0,962	Valid and Reliable
Strength		0,948	0,899	0,101				
Generality		0,996	0,992	0,008				
Jumlah		2,941	2,885	0,115				
Magnitude	ED1	0,823	0,677	0,323	5,198	0,806	0,582	Valid and Reliable
	ED2	0,792	0,627	0,373				
	ED3	0,665	0,442	0,558				
	Jumlah	2,280	1,747	1,253				
Strength	ED4	0,708	0,501	0,499	4,575	0,757	0,510	Valid and Reliable
	ED5	0,757	0,573	0,427				
	ED6	0,674	0,454	0,546				
	Jumlah	2,139	1,529	1,471				
Generality	ED7	0,774	0,599	0,401	2,560	0,781	0,641	Valid and Reliable
	ED8	0,826	0,682	0,318				
	Jumlah	1,600	1,281	0,719				
Work Readiness								
Consideration		0,998	0,996	0,004	15,777	0,996	0,986	Valid and Reliable
Ambition		0,997	0,994	0,006				
Adaptation		0,982	0,964	0,036				
Responsibility		0,995	0,990	0,010				
Amount		3,972	3,944	0,056				
Consideration	KK1	0,716	0,513	0,487	2,226	0,715	0,557	Valid and Reliable
	KK2	0,776	0,602	0,398				
	Amount	1,492	1,115	0,885				
Ambition	KK3	0,730	0,533	0,467	2,199	0,710	0,550	Valid and Reliable
	KK4	0,753	0,567	0,433				
	Jumlah	1,483	1,100	0,900				

Adaptation	KK5	0,840	0,706	0,294	2,676	0,802	0,670	Valid and Reliable
	KK6	0,796	0,634	0,366				
	Jumlah	1,636	1,339	0,661				
Responsibility	KK7	0,698	0,487	0,513	5,013	0,791	0,559	Valid and Reliable
	KK8	0,728	0,530	0,470				
	KK9	0,813	0,661	0,339				
	Jumlah	2,239	1,678	1,322				

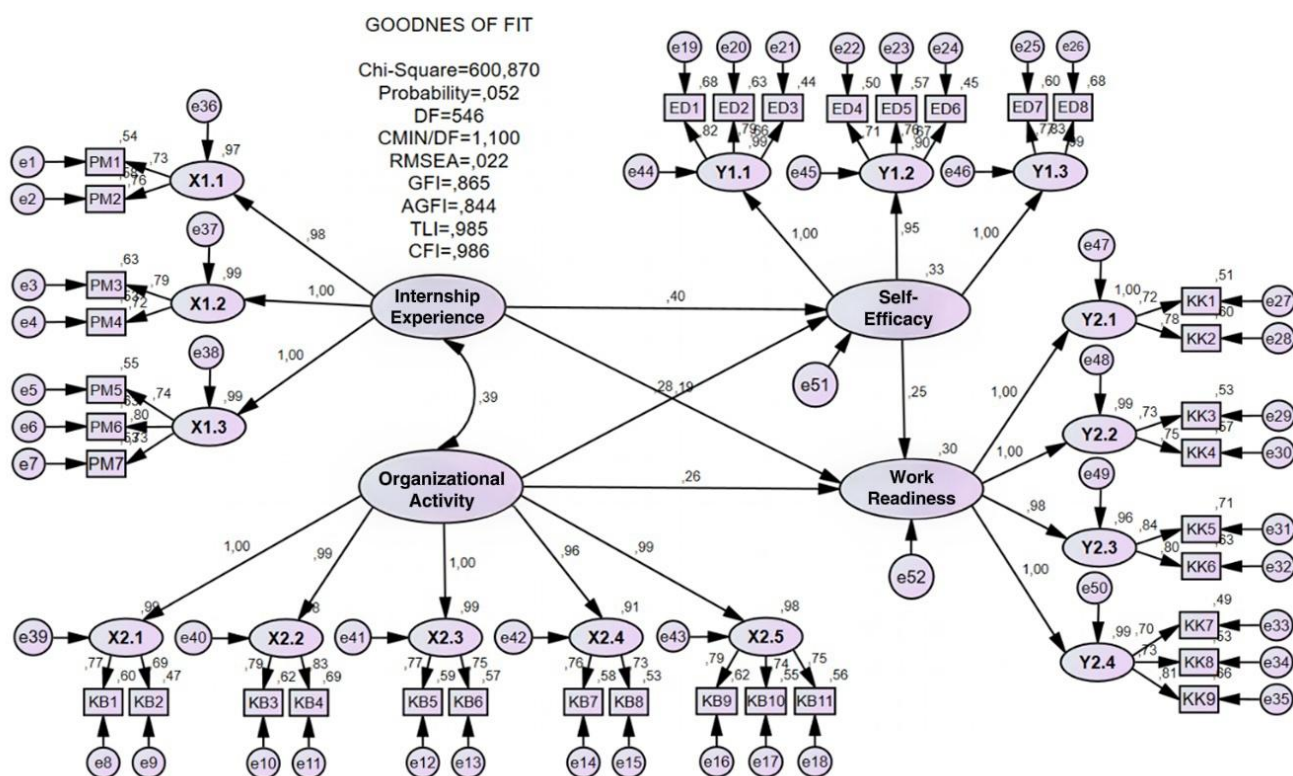
Source: Primary data processed by AMOS, 2025

As shown in the table above, all dimensions and indicators of each latent variable construct have met the minimum threshold in the testing. The factor loading values are recorded above 0.50, the CR values are recorded above 0.70, and the AVE values are recorded above 0.50. These results indicate that all dimensions and indicators in each latent variable construct show valid and reliable convergence in the proposed research model.

Full Model Test

There are four variables used in this study to conduct a full model analysis using the SEM approach, namely two independent variables, one mediating variable, and one dependent variable. Overall, this model consists of 15 dimensions and 35 indicators used to represent the four variables. The full model test in this study is presented in the figure below.

Figure 2. Full Model Test



Source: Data processed by AMOS, 2025

Figure 2 above shows the results of the full model test from this study. Testing of model suitability (goodness of fit) was still carried out in this full model analysis by referring to the chi-square value, probability value, RMSEA, GFI, AGFI, CFI, TLI, and CFI generated from the full model test in the figure above. Table 5 below presents the results of this test:

Table 5. Full Model Feasibility Test Results

<i>Goodness of Fit Index</i>	<i>Cut-off Value</i>	Result	Model Evaluation
<i>Chi-square</i>	$\leq 601,468$ (df:546, $\alpha:0,05$)	600,870	<i>Good Fit</i>
<i>Probability</i>	$\geq 0,05$	0,052	<i>Good Fit</i>
CMIN/DF	$\leq 2,00$	1,100	<i>Good Fit</i>
RMSEA	$\leq 0,08$	0,022	<i>Good Fit</i>
GFI	$\geq 0,90$	0,865	<i>Marginal Fit</i>
AGFI	$\geq 0,90$	0,844	<i>Marginal Fit</i>
TLI	$\geq 0,90$	0,985	<i>Good Fit</i>
CFI	$\geq 0,90$	0,986	<i>Good Fit</i>

Source: Primary data processed by AMOS, 2025

Based on the values shown in the table, it can be seen that all goodness of fit indices, namely chi-square, probability, CMIN/DF, RMSEA, GFI, AGFI, TLI, and CFI in this full model analysis show good fit results. Thus, these results indicate that the full model tested is in the good fit category and is suitable for use, requiring no further modification.

Hypothesis Testing

Hypothesis testing in this study aims to provide answers to each research question that arises, as well as to determine the significance of the influence between related variables. This test also aims to draw conclusions as to whether the proposed hypothesis is accepted or rejected. A relationship is considered significant if the C.R value is greater than 1.96 (< 1.96) and the P value must be less than 0.05 (< 0.05). The following table summarizes the results of the hypothesis testing in this study.

Table 6. Hypothesis Test Results (Regression Weights)

		Estimate	S.E.	C.R.	P	Label
Work Readiness <---	Internship Experience	0,175	0,078	2,234	0,025	ACCEPTED
Work Readiness <---	Organizational Activity	0,273	0,087	3,142	0,002	ACCEPTED

Source: Data processed by AMOS, 2025

Based on Table 6 above, the results of the hypothesis testing conducted in this study are explained as follows:

1. The Effect of Internship Experience on Work Readiness (H1)

The results of the analysis of the relationship between the Internship Experience variable and the Work Readiness variable obtained a critical ratio (C.R) value of 2.234, which is greater than 1.96,

and a probability value of 0.025, which is less than 0.05. These findings indicate that Internship Experience has a positive and significant effect on Work Readiness. This means that the more internship experience students have, the higher their level of readiness to enter the workforce. Therefore, hypothesis 1 in this study can be accepted.

The results of the study confirm the hypothesis that internship experiences have a positive and significant effect on the work readiness of FEB Undip students from the class of 2021. Conceptually, this is in line with Human Capital Theory (HCT), which emphasizes that good and relevant internship experiences serve as an investment in developing students' knowledge, skills, and attitudes, thereby increasing their readiness to face the demands of the world of work. In the context of FEB Undip students, internship experiences cover various aspects such as the development of skills, knowledge, and professional attitudes. If internship programs can provide opportunities for students to complete real work, face challenges, and solve problems in the work environment, this can trigger a higher increase in work readiness. Students who feel accustomed to facing challenges and work demands during their internship tend to be better prepared to adapt to the world of work after graduation.

The results of this study are in line with research conducted by Mustari (2020), which found that internship experience has a positive and significant effect on work readiness. Internship experience promotes a better understanding of and skills regarding job demands and dynamics, so that students are better prepared to contribute effectively to the world of work after graduation. In addition, the results of this study also reinforce the results of research conducted by Firmansyah et al. (2024). The results obtained state that internship experience has a positive and significant effect on work readiness.

From a theoretical standpoint, internship experience functions as a channel through which human capital is actualized in real work settings. Human Capital Theory asserts that an individual's productivity improves not merely through formal education but through repeated exposure to task-related challenges that enhance skill consolidation. Internships serve this exact function by creating a structured environment where academic knowledge is tested, refined, and transformed into applied competence. This process explains why students who undergo meaningful internships tend to internalize problem-solving abilities, workplace discipline, and adaptability, traits that strongly contribute to improved job readiness. Internship participation can also be interpreted through the lens of experiential learning theory, which states that learning occurs most effectively when individuals actively engage with real-world problems. This theoretical perspective complements Human Capital Theory by emphasizing that work readiness is shaped not solely by cognitive understanding but also by reflective learning, feedback cycles, and contextual adaptation. Thus, internship programs that involve authentic responsibilities and performance evaluation accelerate the maturation of students' professional identity, reinforcing their readiness to enter the labor market with confidence and competence.

2. The Effect of Organizational Activity on Work Readiness (H2)

The results of the analysis of the relationship between the variables of Organizational Activity and Work Readiness show a critical ratio (C.R) value of 3.142, which is also greater than 1.96, and a P value of 0.002, which is less than 0.05. These findings indicate that Organizational Activity has a positive and significant effect on Work Readiness. In other words, the higher the level of student activity in organizations, the higher their level of readiness to enter the workforce. Therefore, hypothesis 2 in this study can be accepted.

The results of the study prove that organizational activity has a positive and significant effect on the work readiness of FEB Undip students from the class of 2021. Conceptually, this is in line with the Human Capital Theory (HCT) perspective, which emphasizes that active participation in organizations strengthens individuals' motivation to collaborate and share knowledge, thereby serving as an investment in developing students' interpersonal, managerial, and social competencies that can improve their readiness to face the demands of the world of work. In the context of FEB Undip students, organizational activity encompasses various aspects such as responsiveness, accountability,

accommodation, empathy, and transparency. If students are able to play an active role in organizations, make appropriate decisions, adapt to new environments, show empathy, and be transparent in their interactions, this can significantly improve their work readiness. The importance of organizational activity for work readiness is also reflected in literature that emphasizes that social and leadership skills acquired through organizations are important factors in preparing students to enter the workforce. Students who are accustomed to interacting, adapting, and taking responsibility in organizations tend to be better prepared to face the workforce after graduation.

The results of this study are in line with the research by Adriansyah et al. (2024), which shows that organizational activity has a direct, positive, and significant effect on work readiness. Organizations provide a variety of new knowledge and experiences outside of lecture activities, so that through participation in organizations, students can develop important abilities and skills that support work readiness. Furthermore, the results of this study are also reinforced by research conducted by Puteri & Rozamuri (2023), which states that organizational activity has a significant positive effect on work readiness.

The theoretical linkage between organizational activity and work readiness is also supported by Social Capital Theory, which explains that participation in collective environments builds interpersonal resources that are critical for employability. Through organizational involvement, students expand their network, improve communication routines, and negotiate diverse social interactions, experiences that mirror workplace dynamics. These accumulated social assets strengthen their ability to collaborate, coordinate, and contribute effectively in professional settings, thereby reinforcing their job readiness as predicted by Human Capital Theory. Moreover, organizational activity enhances behavioral competencies that complement academic learning. Theoretical perspectives on employability emphasize that readiness for work is multidimensional, integrating cognitive ability, emotional stability, and social intelligence. Active involvement in student organizations fosters these attributes by exposing individuals to leadership roles, conflict management situations, and collective decision-making processes. These experiences sharpen students' behavioral adaptability and resilience, factors that play an essential role in bridging the gap between academic preparation and workplace expectations.

Next, a mediation test needs to be conducted to determine the extent of the role of Self-Efficacy as a mediating variable in the relationship between Internship Experience and Work Readiness and the relationship between Organizational Activity and Work Readiness. In this study, the mediation test was conducted using bootstrapping analysis in AMOS. The mediation test was conducted using the bootstrap method with 500 samples (minimum recommendation by Hair et al., 2020) at a bias-corrected confidence interval of 90%. The mediation effect was declared significant if the two-tailed significance value was less than 0.05 (< 0.05). The results of the mediation test in this study are presented in Table 4.31 below:

Table 7. Results of the Mediation Test (Two-Tailed Significance)

Variable	Internship Experience	Organizational Activity	Self- Efficacy	Work Readiness
Self-Efficacy
Work Readiness	0,007	0,004

Source: Primary data processed by AMOS, 2025

Based on Table 7 above, the results of the mediation test conducted in this study are explained as follows:

3. The Role of Self-Efficacy in Mediating the Influence of Internship Experience on Work

Readiness (H3)

Based on the mediation test results in Table 7, a two-tailed significance value of 0.007 was obtained for the path from Internship Experience to Work Readiness through Self-Efficacy. This value is less than 0.05, so it can be concluded that self-efficacy plays a significant role in mediating the relationship between Internship Experience and Work Readiness. In the previous hypothesis test, it was explained that the direct path between the influence of Internship Experience on Work Readiness is also significant, so the type of mediation that occurs is partial mediation. Thus, hypothesis 3 in this study can be accepted.

This study found that self-efficacy acts as a partial mediator in the positive relationship between internship experience and work readiness. This shows that internship experience not only has a direct impact, but also indirectly increases work readiness by strengthening students' self-confidence. When students successfully complete tasks and challenges during their internship, their belief in their abilities (self-efficacy) increases. This increase in self-efficacy then becomes the main driver for the formation of more mature work readiness, in line with HCT, which emphasizes the importance of self-confidence as a component of human capital.

These findings have significant practical implications for FEB Undip. To maximize the impact of internship programs, faculties need to not only ensure the relevance of tasks, but also design experiences that can systematically build students' self-efficacy. Thus, the presence of internship experiences can effectively improve practical skills and self-efficacy, which ultimately strengthens individual work readiness. These results are supported by previous research conducted by Cipta & Wahyuni (2024) and Firmansyah et al. (2024), which states that self-efficacy has been proven to play a role in mediating the relationship between internship experience and work readiness.

Theoretically, the mediating role of self-efficacy in this relationship aligns with Social Cognitive Theory, which posits that mastery experiences are the most influential source of efficacy beliefs. Internships provide repeated exposure to tasks that challenge students' existing abilities, successful task completion enhances perceived capability, while constructive failure promotes adaptive coping strategies. This mechanism explains why internship experiences often lead to strengthened self-efficacy, which then elevates job readiness by influencing motivation, persistence, and performance expectations in future work environments. Additionally, Human Capital Theory suggests that psychological attributes such as confidence and self-belief are integral components of employability. When internship environments offer support, clear feedback, and opportunities for independent responsibility, they reinforce students' belief in their competence. This enhanced self-efficacy subsequently accelerates the translation of human capital investments into practical work readiness. Thus, the mediating effect found in this study reflects a broader theoretical understanding that psychological capital operates as a bridge between skill acquisition and real-world workforce preparation.

4. The Role of Self-Efficacy in Mediating the Influence of Organizational Activity on Work Readiness (H4)

Furthermore, the mediation test results in Table 7 show a two-tailed significance value of 0.004 on the path of Organizational Activity to Work Readiness through Self-Efficacy. This value is less than 0.05, so it can be concluded that self-efficacy has a significant role in mediating the relationship between Organizational Activity and Work Readiness. In the previous hypothesis test, it was explained that the direct path between the influence of Organizational Activity on Work Readiness was also significant, so the type of mediation that occurred was partial mediation. Thus, the hypothesis stating that Self-Efficacy mediates the positive influence of Organizational Activity on Work Readiness, or Hypothesis 4 in this study, can be accepted.

The results of the study indicate that self-efficacy partially mediates the positive effect of organizational activity on work readiness. This means that organizational activity has a direct effect on work readiness, as well as an indirect effect that is brought about through increased self-efficacy.

Active involvement in organizational activities, such as decision-making and project management, provides experiences of success that build students' confidence in their abilities. This increase in self-efficacy then becomes the foundation that strengthens their work readiness.

The practical implication of these findings is that FEB Undip needs to not only encourage student participation in organizations, but also create an ecosystem that can increase self-efficacy. The faculty can design strategic initiatives such as intensive mentoring programs, leadership workshops, and giving greater responsibility in managing organizational activities. By consciously targeting increased self-efficacy, the benefits of organizational activity can be optimized to produce graduates who are not only competent but also have strong self-efficacy to enter the workforce, which in turn increases their work readiness.

From a theoretical perspective, organizational involvement provides individuals with repeated social mastery experiences, such as leading meetings, handling group tasks, and resolving conflict, which contribute significantly to self-efficacy development. According to Bandura (1997), these social mastery experiences are powerful predictors of efficacy beliefs because they expose individuals to complex interpersonal challenges that require strategic thinking and emotional regulation. As students build confidence through organizational engagements, they become better equipped to handle similar challenges in the workplace, thereby enhancing their overall job readiness. Furthermore, theories of employability emphasize that self-efficacy influences not only one's perceived ability but also the quality of decisions, effort levels, and persistence in challenging work situations. Organizational activity shapes these psychological attributes by encouraging responsibility-taking, peer collaboration, and initiative-driven behavior. As these experiences accumulate, students develop stronger self-efficacy beliefs, which subsequently act as a mediating force that enables organizational activity to exert a more substantial influence on job readiness. This theoretical alignment reinforces the importance of leadership and teamwork experiences as foundational components in workforce preparation.

CONCLUSION AND SUGGESTION

Conclusion

1. Internship experience has a positive and significant effect on work readiness. These findings indicate that the more internship experience students gain, the higher their work readiness. This is in line with Human Capital Theory (HCT), which states that internship experience is an investment in developing knowledge and skills relevant to the world of work, thereby strengthening students' work readiness.
2. Organizational activity has a positive and significant effect on work readiness. The higher the level of involvement in the organization, the stronger their readiness to enter the world of work. This is consistent with the HCT perspective, which views organizational activities as a means of self-investment in developing interpersonal, leadership, and social skills that are crucial in the professional world, thereby strengthening individual work readiness.
3. Self-efficacy plays a role in mediating the relationship between internship experience and work readiness. Experience in completing real tasks and challenges during an internship can increase students' self-confidence (self-efficacy), which in turn contributes positively to improving their work readiness.
4. Self-efficacy plays a role in mediating the relationship between organizational activity and work readiness. Active involvement in organizational activities, such as decision making, sharing information and knowledge, and adaptability, can strengthen students' self-efficacy, which in turn increases their readiness to enter the workforce.
5. This study offers both theoretical and empirical contributions. Theoretically, it enriches the literature by integrating internship experience, organizational activity, and self-efficacy within a unified human capital framework, providing a more holistic explanation of job readiness formation. Empirically, the study presents originality by focusing on a single university cohort

(FEB Undip class of 2021) using a comprehensive SEM model with 15 dimensions and 35 indicators, offering a level of measurement depth that is rarely employed in prior studies. These contributions position the study as a distinctive addition to the current body of research on employability and higher education outcomes.

Managerial Implications

Based on the research findings, strategic managerial implications for higher education institutions, particularly FEB Undip, are formulated as follows:

1. Students will be better prepared to enter the workforce if FEB Undip expands its partnerships with companies through structured internship programs that meet industry needs. This will improve students' skills, knowledge, and attitudes, as well as strengthen FEB Undip's reputation as a producer of high-quality graduates.
2. Support for student organization activities through facilities and formal recognition will develop leadership, communication, adaptation, and teamwork skills. Active participation in organizations fosters relevant soft skills so that graduates excel not only academically but also professionally.
3. FEB Undip needs to build a learning environment that strengthens self-efficacy through mentoring, academic guidance, workshops, and project-based training. High self-efficacy makes students more confident, independent, and adaptive in facing work challenges.
4. Good job readiness can reduce graduate unemployment and speed up the time it takes for graduates to find work. FEB Undip needs to prepare curricula, training, and practical experience in line with industry needs so that students can adapt more easily and be absorbed into the job market.

Managerial Recommendations

Based on the managerial implications discussed earlier, here are some managerial suggestions that can be used by the Faculty of Economics and Business at Diponegoro University to improve student readiness for work:

1. Expand partnerships with companies for structured internship programs, make these programs mandatory with an assessment system integrated into the curriculum, and develop a joint evaluation mechanism between the campus and companies to ensure the relevance of the skills taught.
2. Providing tangible support for student organizations in the form of funding, adequate facilities, and formal recognition through experience certification. In addition, guidance from lecturers or alumni is needed to ensure that organizational experience results in relevant soft skills.
3. Developing project-based mentoring and coaching programs involving faculty members and industry practitioners. Conducting regular self-efficacy workshops and problem-solving training to build students' confidence in facing work challenges.
4. Integrate practice-based courses and project-based learning that meet industry needs. In addition, strengthen the role of the career center to provide interview training, CV writing, and recruitment process simulation services.

Research Limitations

1. The research did not conduct a pilot test of the questionnaire before data collection, so the validity and reliability of the new instrument were only tested after the data was collected.
2. The literature review and studies used were still limited to the national scale and did not include relevant international references regarding the research variables.

Research Recommendations

1. Further research should conduct a pilot test of the questionnaire to ensure the validity and reliability of the instrument from the outset in order to minimize potential measurement errors.
2. Future research is expected to expand the literature review with international references to obtain more in-depth and comprehensive literary insights.

Future research may consider other relevant variables, such as academic achievement, workplace information, and family support, to broaden the understanding of factors that influence students' work readiness

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