International Conference on Sustainable Economics, Management, and Accounting (ICSEMA 2025)
Proceedings
Vol. 01 No.01 Year 2025, Page 3311-3325

INTERNSHIPS AND EMPLOYABILITY SKILLS AS PREDICTORS OF GRADUATE READINESS: AN EMPIRICAL STUDY

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Abstract

This study investigates the impact of internships and employability skills on the work readiness of higher education graduates in Subang Regency, Indonesia. Using a quantitative approach with Partial Least Squares Structural Equation Modeling (PLS-SEM), data were collected from 122 graduates who had completed internships and had current or previous work experience. The findings reveal that both internships and employability skills have a significant and positive impact on graduate work readiness. Core employability competencies identified include adaptability, communication, and problem-solving skills. This research contributes by integrating these two key factors into a single conceptual framework, emphasizing their synergy in enhancing graduate preparedness. Additionally, the study addresses a research gap by focusing on a non-metropolitan area, offering insights applicable to similar regional contexts across developing nations. The results suggest that higher education institutions should strengthen practical exposure and soft skills development through targeted curriculum and industry collaboration.

Keywords: Internship, Employability Skills, Work Readiness, PLS-SEM

INTRODUCTION

The Industry 4.0 era has brought about signifant changes in the way various industries operate through the adoption of advanced technologies including Artificial Intelligence (AI), the Internet of Things (IoT), robotics, and automation. This transformation drives higher operational efficiency, reduced production costs, and improved product and service quality. These changes not only impact industrial operations, but also create new demands for specific skills in the workforce, such as data analysis, programming, and adaptating to ever-evolving digital systems. As a result, there is a shift in competency demands that has a broad impact on the global workforce structure.(Pozzi et al., 2023)

In line with these dynamics, the World Economic Forum (WEF) predicts that technological advancements, economic uncertainty, and increasing geo-economic fragmentation will shape the labor market in Southeast Asia from 2025 to 2030. To address these disruptions and meet evolving business needs, companies in the region are emphasizing the importance of upskilling their workforce (WEF, 2025). However, these changes also present significant challenges, especially for graduates who lack the skills required to meet industry demands. (Alam et al., 2022)revealed that in Bangladesh, low competency in technology areas such as digital literacy, Artificial Intelligence (AI), IoT, and automation has contributed to high unemployment rates among graduates.

Table 1. Open Unemployment in Indonesia Based on Education Level 2023 - 2024

Last education	Year	
	2023	2024
College	959,870	1,012,905
Senior High School	4,294,576	4,133,521
Junior high school	1,246,932	1,091,015
Elementary school	1,353,697	1,228,158

Source: Central Statistics Agency (BPS), 2025

Based on Table 1, the open unemployment rate shows a decline at the Elementary School (SD) to High School (SMA) levels. However, at the tertiary level, there is an increase. This condition indicates that college graduates face greater challenges in entering the workforce. This increase is likely caused by a mismatch between the skills possessed by graduates and the needs of the labor market (skill mismatch), as stated in the World Bank report (2020), as well as by the increasing number of graduates that is not comparable to the growth in available jobs.

Table 2. Open Unemployment in Subang Based on Education Level 2023 - 2024

Last education	Year	
	2023	2024
College	1,494	2.398
Senior High School	40,230	41,197
Junior high school	15,476	14,494
Elementary school	12,384	5.171

Source: Central Statistics Agency (BPS), 2025

Based on table 2, it shows that there is a decrease and increase in some graduates of certain levels of education, which can be interpreted as an increase in job opportunities for those with lower education. Overall, despite the decline in unemployment, certain groups still face difficulties in entering the job market.

The current employment situation in Subang Regency is quite unique. The high unemployment rate is not solely caused by the limited number of available jobs, but also by the imbalance between the circulation of money in the monetary sector and capital markets with the real economic sector. In addition, companies are also increasingly selective in recruiting prospective workers, where only individuals who are truly qualified and ready to work will be accepted. The Regional Government also needs to encourage increased capacity and capabilities of the existing workforce. This is important because the high unemployment rate can also be caused by a mismatch between demand and supply of labor, especially related to the skills needed in the field. The biggest challenge is ensuring that workers affected by automation can gain access to retraining (reskilling) and new skills development (upskilling). This requires support from various parties, including the government, companies, and educational institutions, who must work together to provide educational programs that are adaptive to changing industry needs. Therefore, the transition from jobs displaced by technology to jobs of the future requires a holistic strategy and ongoing support to ensure that the workforce not only survives but can also thrive in this new era. (Li, 2022).According to research (Lugiani & Pratami, 2024), every country, including Indonesia, must prepare human resources who have adequate competencies and are able to adapt quickly to changes to compete in the labor market in the region.

Employability in this perspective refers to the characteristics of individuals that enable them to adapt and survive in challenging situations in the workplace. Some literature links employability to the concept of employability , which encompasses more than just technical and soft skills . This

definition emphasizes contextual factors, such as the match between an individual's skills and the needs of the labor market, and the ability to continue learning and developing in an ever-changing environment. Employability also includes a proactive attitude in seeking opportunities, confidence in managing a career, and a strong professional network. (Winterton & Turner, 2019)By testing innovative and contextual training approaches, regions can be more effective in developing a workforce that is ready to face local and global challenges. Along with the importance of access to flexible and innovative training, modern approaches to HR development also emphasize the use of various methods that facilitate individuals from various backgrounds, such as e-learning , hands-on experience, mentorship , and coaching (Kuncorosidi, 2025:303)

In this context, the discourse on graduate employability has become a key focus on the higher education agenda, with governments and employers pushing universities to ensure that graduates have not only academic knowledge, but also practical skills relevant to the world of work. The increased attention to graduate employability reflects changes in labour market dynamics, where demand for specific skills is increasing and graduates are expected to adapt quickly to a changing work environment (Winterton & Turner, 2019). According to (U.S. Department of Education, 2022)Internship programs provide students with the opportunity to apply the knowledge they have gained in the classroom to real-world practice. However, not all students have access to such internships.

Therefore, companies, internship-running organizations, and educational institutions need to take responsibility for overhauling policies that hinder access and exacerbate inequities. In the 2024 Job Outlook Survey from (Gray, 2024), employers gave high marks to internships in their industry or organization and explicitly stated that internships were a deciding factor when choosing between two similarly qualified candidates. These internships can be crucial, especially in an increasingly competitive job market where projected hiring for graduates in 2024 is down 5.8% compared to the previous year.

The results of the study indicate that internships and work skills development play a central role in shaping graduates' work readiness. Educational institutions can increase their focus on internships and skills training that are relevant to market needs to optimize graduates' employability skills . To achieve the goal of developing work skills, universities need to implement a holistic approach in higher education. This approach includes the integration of academic knowledge, practical skills, and character development. Support such as career guidance, practical experience, and project-based learning can help graduates achieve their desired work readiness. Thus, they not only meet industry expectations but also contribute positively to society and the economy.(Winterton & Turner, 2019)

Research that integrates these three variables into one conceptual framework is still limited. In addition, many previous studies used simple statistical analysis methods, such as linear regression, which are less able to capture complex relationships between variables. The Structural Equation Modeling (SEM) approach offers advantages in analyzing direct and indirect relationships between variables, thus providing a deeper understanding.

The unit of analysis in previous studies has often focused on one particular sector or population, such as students at a large university in a metropolitan city. This study fills this gap by using a different unit of analysis, namely students from educational institutions in smaller areas such as Subang. With this approach, the study is expected to provide more diverse insights into the relevance of internships, employability skills , and work readiness in different geographic and demographic contexts. In addition to the important contributions that have been made by previous studies, the aspect of the unit of analysis still opens up opportunities for further exploration.

LITERATURE REVIEW AND HYPOTHESIS FORMULATION

Work-Integrated Learning (WIL)

Work-Integrated Learning (WIL) is an approach that combines academic learning with real work experience.(Cooper et al., 2010) Theoretical and practical areas for educational activities based on collaboration between higher education institutions (HEIs) and the world of work.(Sunnemark et al., 2023) Authentic industry practices into credit-worthy academic studies through structured curriculum integration (Bilsland et al., 2019). (Zegwaard & Pretti, 2023:38)explains several elements of Work-Integrated Learning (WIL) as follows: 1. Integrating theory and practice 2. Intentionally placed in the curriculum 3. Authenticity of the learning context 4. Meaningful practice of work tasks 5. Relating to studies, career direction, and citizenship 6. Involvement of external partners.

Human Capital Theory

According to(Armstrong & Taylor, 2020:9) human capital Human capital theory is concerned with how individuals within an organization contribute their knowledge, skills, and abilities to enhance organizational capabilities, and the importance of those contributions. The theory states that the unique characteristics of human capital resources within a firm have the potential to create sustainable competitive advantage. The combination of knowledge, skills, and experience gained by an individual that can contribute to organizational performance. He also highlighted that human capital development should be a primary focus for human resource management.(Armstrong & Taylor, 2023) The knowledge, skills and competencies possessed by workers are important values for the company in increasing profitability and success.(Dessler, 2020)

(Armstrong & Taylor, 2020:51) Human capital consists of intellectual, social, and organizational capital. Intellectual knowledge possessed by individuals is enhanced through interactions between them (social capital) and produces institutionalized knowledge possessed by an organization (organizational capital). First, Intellectual Capital is the stock and flow of knowledge available to an organization. Second, Social Capital is social capital consisting of knowledge gained from networks of relationships inside and outside the organization. Third, Organizational Capital is institutionalized knowledge held by an organization and stored in databases, manuals, and so on. As observed by McMahan (2013:114) in (Armstrong & Taylor, 2020:52)Human capital has been measured in various ways and linked to a number of individual outcomes. The following are absolute measurements : 1. Single rater: For example, the HR head makes an overall assessment using a scale that includes elements such as education level, training, skills, abilities, and performance. 2. Multiple raters: This approach reduces individual bias but remains largely subjective. 3. Aggregation of individual measurements to a higher level of analysis (team or organization): The challenge is to find an individual level of analysis that can be aggregated.

The (Armstrong & Taylor, 2020:52)selection and use of specific measures or metrics will depend on the context of the organisation. These measures can be drawn from the following groups of human capital data relating to various aspects of Human Resources (HR), as suggested by CIPD (2018): 1. Workforce composition: Demographic data including age, gender and ethnicity. 2. Recruitment and retention: Number of resignations, vacancies, applications and length of service. 3. Skills, qualifications and competencies: Level of training expenditure, type of training provided, time taken to achieve competency levels and training needs data. 4. Performance management: Performance management outcomes, productivity and profitability data, targets set and achieved, customer satisfaction levels and customer loyalty. 5. Employee relations and voice: Findings from employee attitude surveys. 6. Pay and benefits: Overall cost of the pay bill, distribution of individual performance-based rewards and total reward package levels. 7. Regulatory compliance: Includes data on employee compliance with work standards and guidelines set in a particular discipline. 8. Organizational development and design: Includes data on span of control, skill mix and talent development pathways.

Apprenticeship

Internship is a form of selection that is directly related to the real world of work, where prospective employees are tested on their abilities in real conditions in the field. (Zarman & Karollah, 2023). Internship is an important component in preparing graduates for the job market, as it increases *the employability* of graduates and prepares them for career development (To & Lung, 2020). The dimensions of the internship are (Bilsland et al., 2019)as follows:

Employability Skills

Employability skills are the essential skills needed to obtain, maintain, and perform well in a job. These skills are cross-sector and cross-level, applicable to all types of jobs from entry level to top executive. (Dixit & Yadav, 2021). The abilities individuals need to obtain and maintain a job, which include communication skills, collaboration, problem-solving, and technology skills, as well as soft skills and basic skills relevant to the world of work.(Fajaryati et al., 2020)

Work Readiness

Job Readiness is a job skill, which focuses on an individual's potential to obtain a desired job. Both concepts vary based on the context and involvement of decision makers and job seekers. (Chigbu & Nekhwevha, 2022). Preparation for work that emphasizes a person's personal characteristics, such as work attitudes and protective mechanisms needed to obtain and maintain a job. (Nurbaiti & Putri, 2024). According to (Kapareliotis et al., 2019;the dimensions of job readiness as follows:

Research conducted by (Fauzan et al., 2023)shows that internships play an important role in improving students' work readiness. The results of the first hypothesis test revealed that internship experience has a positive and significant effect on vocational students' work readiness, with a significance value of 0.000 ($p < 0.05$). The greater the influence of the internship, the higher the level of students' work readiness. Other studies also support these results. (Supriyanto dkk., 2022),through testing the first hypothesis (H1), indicating that internship experience has a positive and significant effect on students' work readiness, with a significance value ($p < 0.05$).

Similar findings were found by (Septiana & Ikhsan Harahap, 2024), which showed that internship experience has a positive and significant effect on work readiness. The results of the statistical test in the study showed a significance value of 0.017, which is below the threshold of 0.05. Thus, internship experience significantly contributes to increasing individual readiness to enter the workforce. The consistency of these findings underscores the importance of implementing internships as an effective learning method in preparing students to face the demands of the workforce.

H1: Internships have a positive and significant influence on the work readiness of college graduates in Subang Regency.

The results of factor analysis and confirmatory factor analysis indicate that there is a significant positive relationship between 15 soft skills developed in Malaysian and Chinese universities with students' readiness to work (Teng et al., 2019). This study emphasizes the importance of soft skills in supporting students' readiness to work in various educational contexts.

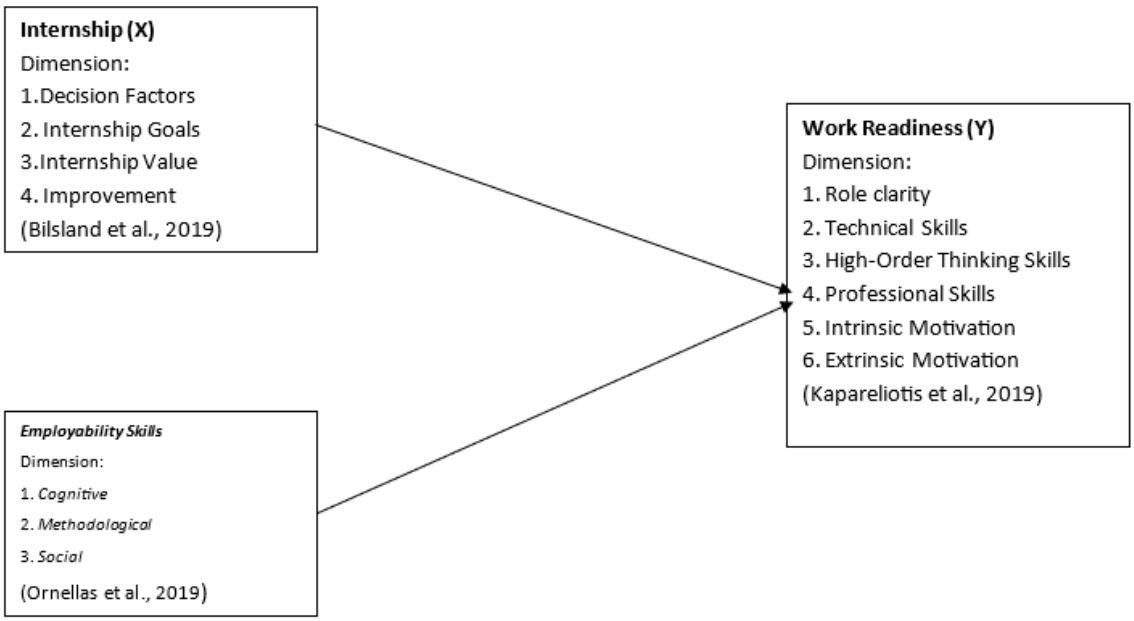
In addition, research by (Januariyansah et al., 2022)found that employability skills have a large influence on work readiness, with an effect size of 0.365, which is included in the large category (greater than 0.25). This shows that increasing employability skills contributes significantly to individual work readiness.

Another study conducted by (Yolanda et al., 2023)revealed that there is a significant positive influence between employability skills (X) on work readiness (Y) in students of the Community Education Study Program, Class of 2020, Faculty of Teacher Training and Education, University of Riau. This study shows that the higher the employability skills possessed by students, the higher their work readiness. To improve work readiness, it is recommended that the development of employability skills be the main focus in educational programs.

Overall, these studies underscore the importance of soft skills and employability skills as key factors in improving students' work readiness. Efforts to integrate the development of these skills into higher education curricula are essential to ensure graduates are able to meet the needs of the evolving job market.

H2: Employability skills have a significant influence on the work readiness of college graduates in Subang Regency.

Figure 1. Hypothesis Framework



RESEARCH METHODS

Methods

This research uses a quantitative method with a survey approach. This approach was chosen to facilitate objective and measurable data collection and to analyze the causal relationship between the variables studied. The analysis technique used is partial least squares structural equation modeling (PLS-SEM), suitable for models with complex relationships and latent constructs. PLS can be implemented as a regression model to predict one or more dependent variables from one or more independent variables, or it can be implemented as a path model, which involves causal paths connecting predictor variables and paths connecting predictor variables to response variables.

Data Collection

The study employed a mixed-mode survey for data collection, involving both online and offline distribution methods to reach the target population effectively. The sampling frame for this research consisted of

Table 3. Respondent Criteria

No	Respondent Criteria
1.	College Graduates in Subang Regency in 2023 and 2024
2.	Have participated in an internship in an industry, company, non-profit organization, or government agency that is not related to formal education during the study period

No	Respondent Criteria
3.	Have worked/ Have worked

Population and Sample

The population of this study consisted of university graduates in Subang Regency who had previously participated in internships during their studies. The sample of this study consisted of 122 graduates from Subang Regency universities in 2023 and 2024 who had interned and were currently employed. The sampling technique used was purposive sampling, with 122 eligible responses obtained from a total of 198 completed questionnaires.

Table 4. Sample Description

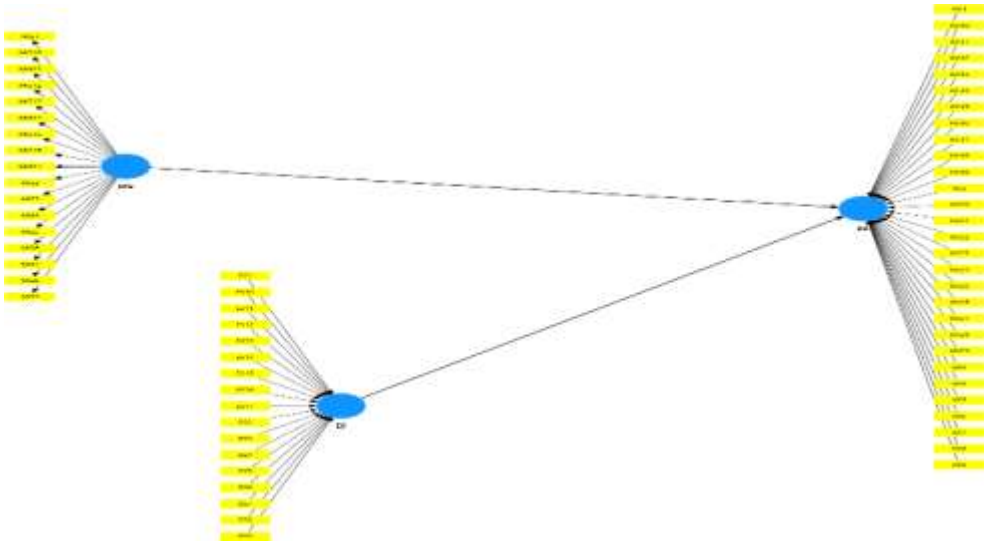
No	Respondent Criteria
Gender	
Female	95
Male	27
Have You Ever Participated in an Internship?	122
Have/Have worked	122
Graduates 2023/ 2024	122
Note n= 122	

Measurement

This study measured three main variables: Internship, Employability Skills, and Work Readiness. All variables were operationalized using indicators adapted from established literature and measured through a structured questionnaire using a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree).

- Internship was measured based on four dimensions proposed by Bilsland et al. (2019), including: Decisive Factors, Internship Goals, Internship Value, and Development Outcomes . Indicators included applying theory to practice, developing contacts, gaining CV-enhancing experience, and improvements in both hard and soft skills.
- Employability Skills were measured using the framework from Ornellas et al. (2019), which consists of three dimensions: Cognitive Skills (eg, analytical thinking, foreign language), Methodological Skills (eg, problem-solving, digital skills, self-management), and Social Skills (eg, communication, teamwork, stress and conflict management).
- Work Readiness was assessed using the model from Kapareliotis et al. (2019), which includes: Role Clarity, Technical Skills, Higher Order Thinking, Professional Skills, Intrinsic Motivation, and Extrinsic Motivation. Indicators reflect the ability to understand responsibilities, communicate effectively, manage tasks under pressure, and maintain motivation in the workplace.

All measurement items were reviewed and adapted to fit the context of recent graduates in Indonesia who have internship experiences and are currently employed



RESULTS AND DISCUSSION

Internship experience, employability skills, and work readiness are some of the latent variables in this study. Structural equation modeling 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 ≥0.60 meaning 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. SEM analysis with the help of the PLS application has three criteria in assessing the outer model, namely convergent validity, discriminant validity, and composite reliability for reflective indicators and for formative indicators, significance of weights reliability tests were carried out multicollinearity .

Reflective Indicator

Convergent Validity

Following general guidelines, convergent validity is considered fulfilled if the outer loading value is more than 0.70 and the Average Variance Extracted (AVE) value exceeds 0.5 (Abdillah & Hartono, 2015). However, according to Hair et al. in Abdillah & Hartono (2015), an outer loading value above 0.50 is still considered to have practical significance. Therefore, this study sets a minimum outer loading limit of 0.5. The following are the outer loading values of each indicator in the research variables after adjustment:

Table 5. Outer Loading Value of Internship

Variable	Construction	OL	CA	CR	AVE
Internship	MG1	0.728	0.926	0.936	0.510
	MG2	0.676	0.926	0.936	0.510
	MG4	0.736	0.926	0.936	0.510
	MG7	0.753	0.926	0.936	0.510
	MG8	0.639	0.926	0.936	0.510
	MG9	0.724	0.926	0.936	0.510
	MG10	0.680	0.926	0.936	0.510

Variable	Construction	OL	CA	CR	AVE
	MG11	0.701	0.926	0.936	0.510
	MG12	0.694	0.926	0.936	0.510
	MG13	0.769	0.926	0.936	0.510
	MG14	0.733	0.926	0.936	0.510
	MG15	0.676	0.926	0.936	0.510
	MG16	0.771	0.926	0.936	0.510
	MG17	0.704	0.926	0.936	0.510

Based on table 5 As a result of the adjustment, table 5 shows that the AVE value for each research variable is more than 0.6, which indicates that the research variable meets the rule of thumb requirements for AVE more than 0.5. Therefore, it can be concluded that the research variable has the ability to become a good research construct. Because according to(Hair dkk., 2019) outer loading 0.6 is still accepted with the condition that AVE > 0.5. In addition, (Abdillah & Hartono, 2015)it says that the outer loading value > 0.50 is considered practically significant. Based on the results in table 4.14, the MG16 (0.771), MG13 (0.769), and MG 7 (0.753) indicators have the largest outer loading values, reflecting that these indicators are the strongest in representing the internship variable in the research model. Cronbach's alpha value is more than 0.6, so it can be concluded that each variable has good reliability and is worthy of use in research. The composite reliability value is more than 0.7, indicating that each research variable is a consistent and reliable construct.

Discriminant Validity

Variables			
	Employability skills	Work Readiness	Apprenticeship
MG1	0.560	0.588	0.728
MG10	0.520	0.602	0.680
MG11	0.517	0.547	0.710
MG12	0.530	0.548	0.694
MG13	0.634	0.650	0.769
MG14	0.608	0.640	0.733
MG15	0.561	0.552	0.678
MG16	0.630	0.630	0.771
MG17	0.529	0.529	0.704
MG2	0.602	0.585	0.676
MG4	0.580	0.644	0.736
MG7	0.651	0.632	0.753
MG8	0.506	0.523	0.639
MG9	0.558	0.582	0.724

Table 6 shows that each indicator still has the highest cross loading on the internship variable, it can be concluded that the model structure is appropriate, and the indicators used are valid in measuring the internship construct. This shows that the metrics used in each research construct are valid and meet the requirements with basic regulations and assumptions about discriminant validity.

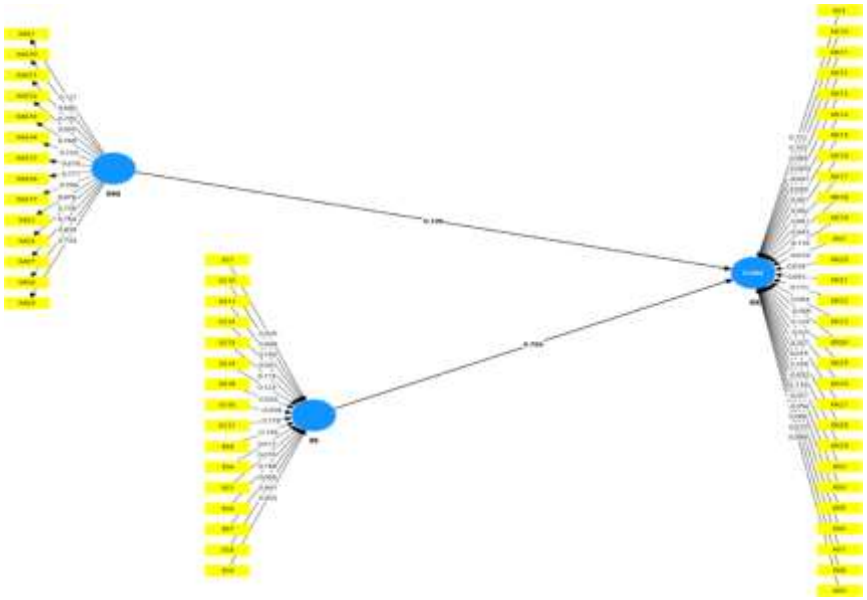


Figure 2
Reflective Outer Model
Formative Indicators
Significance Test of Outer Weight

Overall, this outer weight analysis shows that the majority of indicators do not contribute significantly. Therefore, further evaluation is needed to determine whether the indicators are maintained or adjusted so that the research model is more valid and reliable. The next step that can be taken is to look at the outer loading , if the value is > 0.50 then the indicator can still be maintained in the model.

Table 7. Outer Loading Value of Internship

Variable	Construction	OS	p-values	VIF
Employability Skills	ES1 -> ES	0.676	0.000	2.299
	ES10 -> ES	0.799	0.000	3.349
	ES11 -> ES	0.792	0.000	2,874
	ES12 -> ES	0.641	0.000	2.114
	ES13 -> ES	0.728	0.000	2.183
	ES14 -> ES	0.768	0.000	2.202
	ES15 -> ES	0.700	0.000	3.116
	ES16 -> ES	0.583	0.000	2.254
	ES17 -> ES	0.747	0.000	2.384
	ES2 -> ES	0.684	0.000	1,812
	ES4 -> ES	0.668	0.000	2,057
	ES5 -> ES	0.702	0.000	2,083
	ES6 -> ES	0.809	0.000	2,765
	ES7 -> ES	0.714	0.000	2.453
	ES8 -> ES	0.657	0.000	2,462
	ES9 -> ES	0.740	0.000	2,578
Work Readiness	KK1 -> KK	0.633	0.000	2.443
	KK10 -> KK	0.703	0.000	2.422
	KK11 -> KK	0.632	0.000	2,399

Variable	Construction	OS	p-values	VIF
	KK12 -> KK	0.680	0.000	3.424
	KK13 -> KK	0.712	0.000	3.251
	KK14 -> KK	0.750	0.000	3,590
	KK15 -> KK	0.688	0.000	2,842
	KK16 -> KK	0.748	0.000	3,846
	KK17 -> KK	0.793	0.000	4.149
	KK18 -> KK	0.559	0.000	2.303
	KK19 -> KK	0.645	0.000	3.175
	KK2 -> KK	0.701	0.000	2,919
	KK20 -> KK	0.556	0.000	2,717
	KK21 -> KK	0.776	0.000	3,650
	KK22 -> KK	0.557	0.000	2.923
	KK23 -> KK	0.580	0.000	2.299
	KK24 -> KK	0.627	0.000	2,708
	KK25 -> KK	0.735	0.000	3.323
	KK26 -> KK	0.662	0.000	4.002
	KK27 -> KK	0.765	0.000	3.979
	KK28 -> KK	0.541	0.000	2,685
	KK29 -> KK	0.512	0.000	2.111
	KK3 -> KK	0.612	0.000	2,606
	KK4 -> KK	0.691	0.000	3.297
	KK5 -> KK	0.554	0.001	2.324
	KK6 -> KK	0.613	0.000	2,688
	KK7 -> KK	0.683	0.000	2,984
	KK8 -> KK	0.619	0.000	2,887
	KK9 -> KK	0.674	0.000	3.119

Based on Table 7, after the removal of the ES3 indicator, the outer loading value of all indicators becomes > 0.50, so it can be said that all remaining indicators meet the eligibility and validity criteria in measuring the constructs studied, all indicators have a VIF value < 5 for the Work Readiness (KK) and Employability skills (ES) variables, which indicates that there is no multicollinearity in the model. Thus, there is no excessive linear relationship between variables that can interfere with model estimation. These results indicate that the PLS-SEM analysis can be continued without the need to eliminate variables, so that the model remains stable and valid for further interpretation.

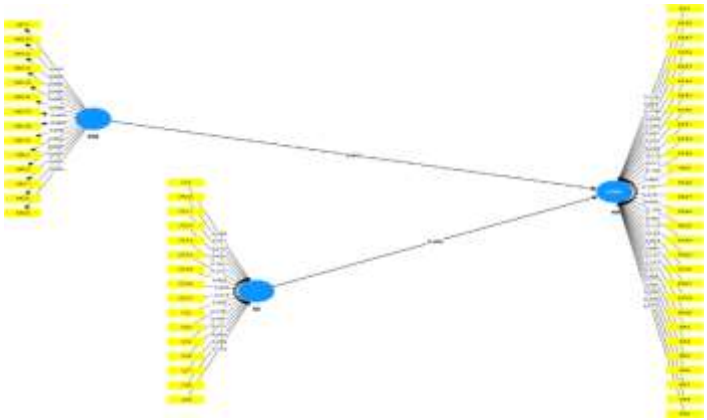


Figure 3
Outer Model Formative

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 ƒ-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 8.

Variables	R-square	F-square	Q^2
Internship	-	0.144	-
Employability Skills	-	2.252	-
Work Readiness	0.904	0.736	0.360

The structural model in PLS is evaluated using the R square value (R^2) for the dependent construct, which measures the extent to which the independent variables can explain the variation in changes in the dependent variable. The higher the value of R^2 , the better the predictive ability of the proposed research model. For example, if the value of R^2 is 0.7, then most of the variation in the dependent variable can be explained by the independent variables in the model, while the rest is influenced by factors outside the model.(Abdillah & Hartono, 2015)

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 0.144, and Work Motivation → Work Readiness, namely 0.2.252, which means that the influence of the two variables is moderate. It is known that the r-square value is 0.736. Based on the calculation results above, it can be seen that the Q value of the work readiness variable is 0.360. This number is > 0 (zero) which means that the work readiness research model has good predictive relevance .

Hypothesis Testing

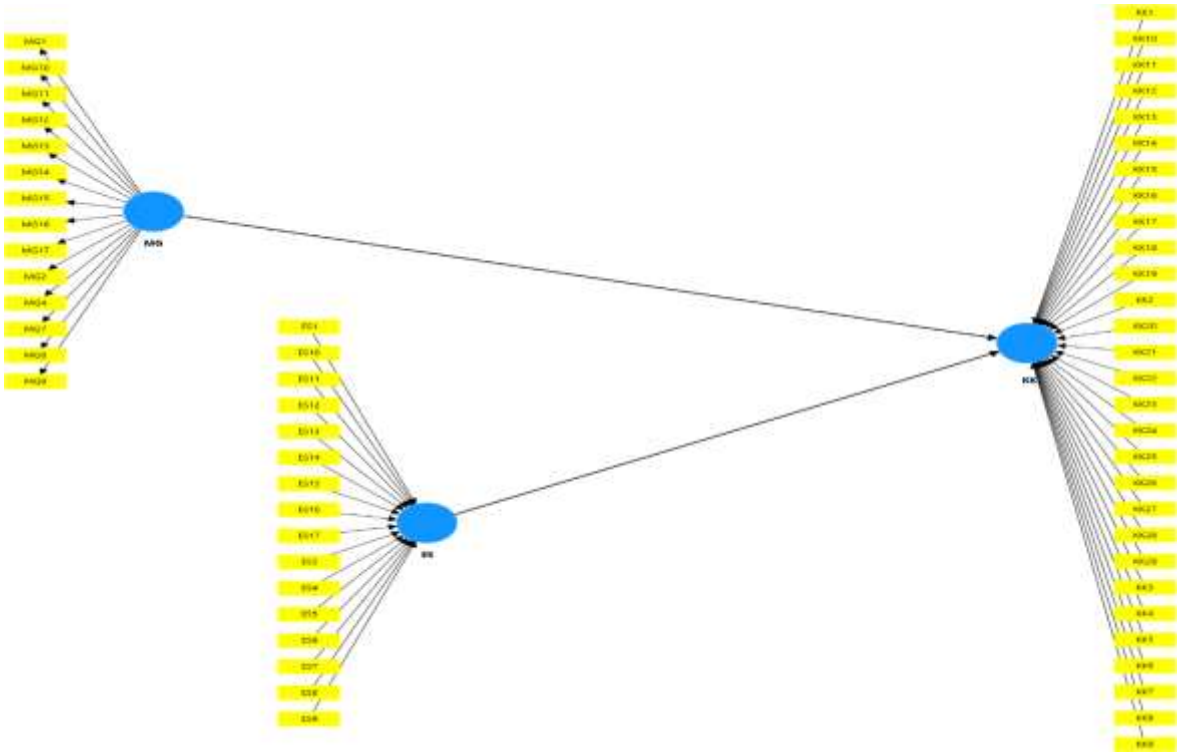


Figure 4 Model After Adjustment

Hypothesis testing in this study was indicated by the significance value (T-statistics) above the T-table value with (α = 0.05; t-table 1.96). The results of the significance values can be seen in Table

CONCLUSION

Research shows that the level of work readiness of college graduates in Subang Regency is generally in the good category. Graduates feel they have strong employability skills, such as analytical and creative thinking, communication, self-management, digital skills, and teamwork. Internship experience has a positive and significant effect on work readiness, because it helps graduates apply academic knowledge to the real world of work. Internships have also been shown to improve graduates' technical and soft skills Likewise, employability skills directly affect graduates' work readiness. The higher the mastery of work skills, the higher their readiness to enter a dynamic and competitive world of work. However, several indicators such as adequate salary , job challenges , and ability to work under pressure do not provide significant contributions to the model, so they need to be strengthened.

Table 9. Results of the direct influence hypothesis test

Path Coefficients	Original Sample (O)	Sample Mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values	Decision
Internship Experiences -> Work Readiness	0.784	0.86	0.081	9,736	0.000	H1 Accepted
Employability Skills -> Work Readiness	0.198	0.135	0.087	2.272	0.012	H2 Accepted

Based on 9, it shows that the p-value is 0.012 <0.05 with a significance level of 5%. The original sample value (estimate) is 0.198, which means that there is a positive influence of internships of 19.8% on work readiness. For employability skills, the p-value is 0.000 <0.05 with a significance level of 5%. The original sample value (estimate) is 0.784, which means that there is a positive and significant influence on work readiness.

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