THE INFLUENCE OF INTERNSHIP EXPERIENCE AND CAREER GUIDANCE ON STUDENT WORK READINESS: A QUANTITATIVE DESCRIPTIVE RESEARCH STUDY

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Abstract

This study aims to investigate the impact of internship experience and career guidance on job readiness of Vocational High School (SMK) students in Information and Communication Technology (ICT) in Muara Bungo. The research method used is descriptive quantitative research with a comparative causal approach (Expost Facto). Data collection was done through indirect communication techniques, direct communication techniques, and documentary studies, using instruments in the form of questionnaires and documentation. The population of this study were all XII grade students at SMK 1 Negeri Muara Bungo. The sampling technique used was Propotional Random Sampling. Data analysis was carried out with the following steps: (1) descriptive analysis; (2) prerequisite test analysis includes normality test, linearity test, and multicollinearity test; (3) hypothesis testing through simple regression analysis and multiple regression analysis. The results showed that internship experience has an influence of 45.5% on the work readiness of vocational students in the field of ICT in Muara Bungo. Furthermore, career guidance has an influence of 35.5% on the work readiness of the same students. Furthermore, the results show that pre-service learning experience and career guidance together have an influence of 54.9% on the work readiness of vocational students in the field of ICT in Muara Bungo.

Keywords: Internship Experience; Career Guidance; Job Readiness; ICT; Quantitative Descriptive

INTRODUCTION

In the rapidly evolving landscape of education and workforce demands, the preparation of students for successful entry into the professional realm has garnered substantial attention. As educational institutions strive to equip students with the necessary skills and competencies, factors such as internship experience and career guidance have emerged as critical

influencers of students' readiness for the job market. This study delves into the intricate interplay between internship experiences, career guidance, and the resulting work readiness of students, employing a quantitative descriptive research approach (Kifta, D. A., Lapisa, R., & Zagoto, M. M. 2023).

Internship experiences serve as pivotal bridges that connect theoretical classroom learning with real-world application. They offer students the opportunity to translate academic knowledge into practical skills, fostering a deeper understanding of industry dynamics and professional expectations. Moreover, internships facilitate the development of essential soft skills like communication, teamwork, and adaptability, which are often highly valued by employers (Fauzan, A., Triyono, M. B., Hardiyanta, R. A. P., Daryono, R. W., & Arifah, S. 2023).

Complementing the significance of internship experiences, career guidance plays an instrumental role in steering students towards well-informed career decisions. Adequate guidance empowers students to align their strengths, interests, and aspirations with suitable career paths, enhancing their sense of purpose and direction. It also equips them with insights into the requisite skills and qualifications for their desired roles, enabling them to proactively cultivate relevant proficiencies (Lewis, P. 2023).

Despite the acknowledged importance of both internship experiences and career guidance, the extent to which they collectively contribute to students' work readiness remains an area that warrants comprehensive exploration. The dynamics of how these factors interact and synergize to shape students' preparedness for professional roles are complex and multifaceted (Wahungu, D. K., Wawire, V., & Kirimi, F. 2023).

To address this gap, our study employs a quantitative descriptive research design, which enables the systematic collection and analysis of data to uncover patterns, trends, and relationships. By surveying a diverse sample of students who have undergone internship experiences and engaged with career guidance services, this research aims to quantitatively assess the influence of these factors on students' work readiness (Astiti, A. D., Murti, R. C., & Hakiki, M. 2023). Additionally, the study seeks to provide insights into the specific dimensions of work readiness that are most impacted by internship experiences and career guidance.

In conclusion, the exploration of how internship experiences and career guidance jointly contribute to student work readiness holds significance for educational institutions, policymakers, and industry professionals alike. By shedding light on the interplay between these factors, this study contributes to the broader conversation on optimizing educational practices to align with the demands of the modern workforce.

LITERATURE REVIEW

Internship experiences have evolved from being optional components of

education to becoming integral pathways for students to bridge the gap between academic knowledge and practical application. These experiential learning opportunities have been recognized as essential contributors to enhancing students' work readiness. Research by (Zhang, S., Sunindijo, R. Y., & Loosemore, M. 2023). found that students who engage in internships are more likely to develop relevant industry skills, build professional networks, and gain exposure to workplace expectations. The immersive nature of internships allows students to cultivate not only technical competencies but also critical soft skills such as problem-solving, communication, and adaptability (Hajdu, Z., Tar, I. É., Lázár, T., Farkas, J., & Czellér, M. 2023).

Furthermore, the impact of internships on students' career trajectories has been well-documented. De Dijn, M. et al. (2023) observed that students who successfully transition internship experiences into job offers demonstrate a higher level of confidence, clarity in career goals, and a deeper understanding of industry demands. This speaks to the transformative potential of internships in shaping students' attitudes, motivations, and perceptions of their own employability.

Career guidance services play a pivotal role in assisting students in making informed decisions about their academic and professional paths. Effective career guidance not only aids students in identifying suitable career options but also helps them align their personal strengths and interests with career goals. Research by Kanewischer, B., et al.

(2023) underscores the significance of comprehensive career guidance in enhancing students' self-awareness and facilitating a sense of purpose, both of which are vital components of work readiness.

Moreover, the role of career guidance in fostering the development of employability skills cannot be understated. The study conducted by Sefriani, R., et al. (2023) indicates that career interventions that provide students with information about the specific skills demanded by industries can significantly enhance their perceived work readiness. Career guidance equips students with a roadmap for skill acquisition, enabling them to proactively seek opportunities for skill development and align their efforts with the requirements of their desired career paths.

While both internship experiences and career guidance independently contribute to students' work readiness, understanding the interplay between these factors offers a more nuanced perspective. Internship experiences, when guided by effective career counseling, can be strategically aligned with students' career goals and skill development needs. This integration fosters a seamless transition from academic endeavors to professional roles.

Recent studies, such as the work by Arpan, M., et al (2020), highlight the mutual reinforcement between internship experiences and career guidance. Their findings suggest that students who engage in internships with guidance tailored to their individual aspirations are more likely to

perceive their internship as a coherent steppingstone toward their desired careers. This synergy enhances students' confidence in their preparedness for the workforce.

In summary, the literature demonstrates the substantial impact of internship experiences and career guidance on student work readiness. While prior research has investigated each of these factors independently, there is a growing recognition of the need to comprehensively explore their joint influence. This study seeks to build upon this foundation by conducting a quantitative descriptive research study to quantitatively analyze the combined effects of internship experiences and career guidance on various dimensions of student work readiness. Through this examination, the study aims to provide empirical insights that contribute to a more holistic understanding of how these factors collaboratively shape students' readiness for the job market.

METHODOLOGY

A. Type of Research

In essence, research methods serve as the scientific means to acquire data for specific purposes and applications, as highlighted by Subagyo, A. (2020). Research methods, in their core, provide a systematic and scientific approach for procuring data that serves well-defined objectives. Considering this elucidation, educational research methods can be construed as a systematic scientific approach aimed at acquiring accurate and valid data to elucidate, advance, and underpin distinct knowledge domains. This acquired knowledge subsequently finds utility in comprehending, addressing, and proactively tackling issues within the realm of education. Consequently, the overarching goal of research endeavors is to attain a lucid comprehension of a given quandary.

The present study employs a quantitative descriptive methodology, which strives to procure a comprehensive and precise portrayal of a particular scenario. As expounded by Subagyo, A. (2020), the descriptive methodology encapsulates research that depicts, characterizes, or delineates the state of the subject of investigation in its existing form, aligned with the contextual circumstances during research. This approach predominantly centers on scrutinizing and analyzing relationships among multiple variables, with emphasis on the independent variable, which in this case, pertains to the Prakerin Experience (X1) and Career Guidance (X2). Meanwhile, the dependent variable (Y) pertains to the Work Readiness of students specializing in Information and Communication Technology (ICT) at SMK Negeri 1 Muara Bungo.

Subsequently, the researcher endeavors to expound upon the influence through the following schematic representation:
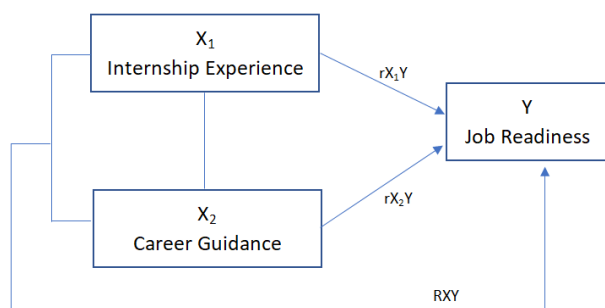
Figure 1. Quantitative descriptive research design

In this design there are two independent variables and one dependent variable.

Description:

X_1 = Internship experience (independent variable)

X_2 = Career guidance (independent variable)

Y = Job readiness (dependent variable)

Rx_1y = the effect of internship experience on student work readiness

Rx_2y = the effect of career guidance on student work readiness

Rxy = Effect of internship experience and career guidance together on student work readiness.

B. Population and Sample

The population in this research is students of SMK Negeri 1 Muara Bungo, totaling 70 students. In this study, the sampling technique used was the Propotional Random Sampling Technique. Propotional aims so that each class can be represented in proportion, and is carried out randomly, namely random sample collection where a sample size of 58 students is obtained.

RESULT AND DISCUSSION

A. Result

The research data consists of two independent variables, namely practical experience, and career guidance and one dependent variable, namely work readiness. To describe and test the effect of the independent variable and the dependent variable in this study, this section will present data from each variable based on data obtained in the field. With the results of the data description as follows:

1. Description of internship experience

The following are the results of the internship experience obtained from 58 respondents:

Table 1. Prakerin experience questionnaire score distribution

Answer Options	Number of Answers	Percentage (%)
Strongly Agree	339	35%
Agree	630	56%
Disagree	60	6%
Strongly Disagree	15	1%
Total	1.044	100%

Based on the questionnaire score distribution table, it is known that the answers "Strongly Agree" amounted to 339 with a percentage of 35%. The number of "Agree" answers amounted to 630 with a percentage of 56%. The number of "Disagree" answers amounted to 60 with a percentage of 6%. And the number of answers "Strongly Disagree" amounted to 15 with a percentage of 1%.

2. Career guidance description

The following are the results of career guidance obtained from 58 respondents:

Tabel 2. Career guidance questionnaire score distribution

Answer Options	Number of Answers	Percentage (%)
Strongly Agree	275	34%
Agree	410	52%
Disagree	90	9%
Strongly Disagree	37	3%
Total	812	100%

Based on the Career Guidance score distribution table, it is known that the answers "Strongly Agree" amounted to 275 with a percentage of 34%. The number of "Agree" answers amounted to 410 with a percentage of 52%. The number of "Disagree" answers amounted to 90 with a percentage of 9%. And the number of "Strongly Disagree" answers amounted to 37 with a percentage of 3%.

3. Description of Work Readiness

The description for work readiness data can be seen in table 3 below.

Table 3. Statistical Distribution of Work Readiness

N	Validity	58
	Missing	0
Mean	89.8621	
Median	92.0000	
Mode	92.00a	
Std. Deviation	4.86465	
Range	21.00	
Minimum	77.00	
Maximum	98.00	
Sum	5212.00	

Based on the results of calculations using SPSS 22, for the results of work readiness, the results of 58 respondents were obtained which were described through SPSS version 22, for the minimum value or the lowest value obtained of 77.00, the maximum value or the largest value obtained of 98.00, the mean value which is the average value obtained from the results of work readiness is 89.8621, the median value which is the middle value obtained from the results of work readiness is 92.0000, the mode value is 92.00, Std deviation or standard deviation for work readiness results obtained 4.86465.

B. Data Analysis

1. Normality Test

The normality test aims to test whether the data is normally distributed or not. If the significance value is more than a = 0.05 then the data is normally distributed, whereas if the significance value is less than = 0.05 then the data is not normally distributed. In this data analysis to test the normality of the data, it was tested using the Kolmogrov-Smirnov formula using the SPSS version 22 application.

Table 4. Normality test results

Variable	Asymp.Sig	Description
Internship Experience	0,183	Normally
Career Guidance	0,062	Normally
Work readiness	0,059	Normally

Based on the normality test with the Kolmogorov-smirnov test, the Asymptotic significance value for practical experience is (0.183) for career guidance of (0.062) and for work readiness of (0.059) So it can be

concluded that all data are normally distributed.

2. Linearity test

This test uses a significance level of 0.05 or 5% if the probability>0.05, then there is a linear relationship between the independent variable and the dependent variable. The test results show that all variables in this study have a linear relationship.

Table 5. Linearity test table

Variable	Asymp.Sig	Description
Internship experience	0,318	Linear
Career guidance	0,132	Linear

Based on the output issued by the SPSS 22 statistical data processing application, it is known that the significance value of the practical experience variable is 0.318 greater than 0.05 so that X1 and Y are linear. The career guidance variable is known that the significance of 0.132 is greater than 0.05 so that X2 and Y are linear.

3. Multicollinearity Test

Aims to determine whether there is a relationship between independent variables. Using correlation analysis, the intercorrelation price between independent variables will be obtained. With a Variance Inflation Factor (VIF) smaller than 10.00 and a tolerance value greater than 0.10. Then there is no multicollinearity between the independent variables, so the multiple correlation test can be continued. And if the variance inflation factor (VIF) criterion is

greater than 10.00 and the tolerance value is less than 0.10, there is multicollinearity between the independent variables, so the multiple regression test cannot be continued.

Table 6. Multicollinearity test results

Variable	Tolerance	VIF	Description
Internship experience	0,332	3.008	Not occurring multicollinearity
Career guidance	0,332	3.008	Not occurring multicollinearity

The analysis results presented above show that the tolerance value between the practical internship variables is 0.332> 0.10 and the VIF (variance inflation factor) value is 3.008 0.10 and the VIF (variance inflation factor) value is 3.008.

C. Discussion

From the results of data analysis, the effect of Prakerin Experience and Career Guidance on Job Readiness of Students of SMK Negeri 1 Muara Bungo in the field of ICT with the data analysis used is descriptive can be described as follows:

1. Description

Based on the research findings, it is evident that the variable of practical experience yielded a mean value of 59.7241, with a median value of 59.5000. The Standard Deviation for this variable was calculated to be 6.27944, while the mode value emerged at 57.00. Furthermore, the practical experience variable exhibited a range between its highest score of 72.00 and its lowest score of 45.00.

Moving on to the outcomes concerning the career guidance variable, the study unveiled a mean value of 44.3448, accompanied by a median of 43.0000. The corresponding Standard Deviation for this variable was 5.08369, with the mode value registering at 42.00. Like the prior variable, the career guidance scores exhibited a range spanning from the highest score of 56.00 to the lowest score of 33.00.

Shifting focus to the work readiness results, the data indicates a minimum value of 77.00, while the maximum value attained was 98.00. The calculated mean value for the work readiness results stood at 89.8621, with a median value of 92.0000 and a mode value of 92.00. The Standard Deviation computed for the work readiness outcomes amounted to 4.86465.

2. Internship experience on job readiness

Based on the results of research related to the impact of work practice experience on work readiness, the distribution findings are as follows: 11 students (18.96%) are classified in the very high work readiness category, 19 students (32.75%) are in the high category, 20 students (34.48%) are in the low category, and as many as 8 students (13.79%) are in the very low category. This distribution pattern shows a clear correlation, where students with lower levels of practical experience tend to show lower work readiness.

Upon conducting a simple regression analysis, a positive regression coefficient (r)

value of 0.675 was obtained, coupled with a determination coefficient (r2) of 0.455. These figures denote that practical experience holds an influence of 45.5% on work readiness. Conversely, the remaining 54.5% is attributable to unexplored variables that were not considered in this study.

Delving into the results of the analysis through simple regression, the F statistic yielded a value of 46.769, alongside a significance level of 0.000. In simpler terms, the significance value of 0.000 is markedly lower than the significance threshold of 0.05. This outcome, as evident from the ANOVA table, affirms that the null hypothesis (H0) can be confidently dismissed in favor of the alternative hypothesis (Ha). In essence, this underscores the statistically significant relationship between practical experience and work readiness.

3. Career guidance on job readiness

Based on the findings of the research regarding career guidance and its impact on work readiness, the distribution across different readiness categories is as follows: there were 10 students (17.24%) categorized as having a very high level of work readiness, 11 students (18.96%) were classified as having a high level, 29 students (50%) demonstrated a low level, and 8 students (13.79%) fell into the very low category. This pattern signifies a trend wherein lower levels of career guidance correspond to diminished work readiness among students. This trend becomes

especially pronounced as the career guidance levels decline.

The subsequent simple regression analysis revealed a positive regression coefficient (r) value of 0.595, accompanied by a coefficient of determination (r2) of 0.354. This indicates that career guidance accounts for 35.4% of the influence on work readiness, while the remaining 64.6% is attributable to unexamined variables.

Referring to the results of the analysis through simple regression, the F statistic yielded a count of 30.638 with a significance level of 0.000. In simpler terms, the significance value of 0.000 is considerably lower than the threshold of 0.05. This outcome, as presented in the ANOVA table, confirms that the null hypothesis (H_0) can be rejected in favor of the alternative hypothesis (Ha). In essence, this reaffirms that there exists a statistically significant relationship between career guidance and work readiness.

4. Internship experience and career guidance on work readiness

After conducting multiple regression analysis on the variables of practical experience and career guidance, a regression coefficient value of 0.741 was obtained, indicating a notable influence on work readiness. Furthermore, the coefficient of determination was calculated at 0.549, signifying a joint positive impact on work readiness. This coefficient of determination, which reflects the collective effect of variables X1 and X2 on work readiness, indicates a substantial contribution of

54.9%. This implies that 45.1% of the variation in work readiness can be attributed to other influencing factors.

The analysis of the F statistic yielded a count of 33.511, accompanied by a significance level of 0.000. This outcome signifies that the obtained significance value of 0.000 is less than the significance threshold of 0.05. Consequently, referring to the ANOVA table, it is evident that the null hypothesis (H_0) is rejected in favor of the alternative hypothesis (Ha). In simpler terms, the variables under consideration indeed exhibit a significant influence on work readiness.

The multiple regression coefficients were computed as follows: the constant value (a) was determined as 28.069, the coefficient (b1) for practical experience was found to be -0.212 with a significance level (Sig) of 0.020, and the coefficient (b2) for career guidance was calculated as 0.753 with a significance level (Sig) of 0.000. When integrated into a linear regression equation, the outcomes can be represented as follows: Y = 28.069 - 0.212X1 + 0.753X2.

CONCLUSION

Based on the results of the research data processing, it can be concluded that internship experience and career guidance have a significant impact on students' work readiness at Information and Communication Technology (ICT) vocational schools in Southeast Pontianak. This conclusion applies both in partial and

simultaneous contexts, in accordance with the research focus and the formulation of the research sub-problems that have been formulated. The results of the formulation of the research sub-problems can be summarized as follows:

1. The analysis shows that there is a tendency of relatively low practical experience and career guidance among ICT vocational students in Muara Bungo, however, students' work readiness remains in the special category.
2. Internship experience has a significant influence on the work readiness of ICT vocational students in Muara Bungo, with an influence value of 45.5%.
3. Career guidance also has a significant influence on the work readiness of ICT vocational students in Muara Bungo, with an influence value of 35.5%.
4. Internship experience and career guidance together have the strongest influence on the work readiness of ICT vocational students in Muara Bungo, with an influence value of 54.9%.

Thus, the results of this study provide a deeper understanding of how practical experience and career guidance collectively contribute to students' work readiness at SMK in the field of ICT in Muara Bungo.

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