The influence of office administration internship and social environment on work readiness among office administration education students

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Abstrak

Tujuan penelitian ini untuk: 1) mengetahui pengaruh magang administrasi perkantoran terhadap kesiapan bekerja mahasiswa PAP Universitas Sebelas Maret; 2) mengetahui pengaruh lingkungan sosial terhadap kesiapan bekerja mahasiswa PAP Universitas Sebelas Maret; dan 3) mengetahui pengaruh magang administrasi perkantoran dan lingkungan sosial secara bersama-sama terhadap kesiapan bekerja mahasiswa PAP Universitas Sebelas Maret. Penelitian ini menggunakan teknik kuantitatif dengan metode korelasional. Adapun populasi dalam penelitian ini ialah seluruh mahasiswa Prodi Pendidikan Administrasi Perkantoran angkatan 2021 yang berjumlah sebanyak 86 mahasiswa. Adapun analisis data menunjukan bahwa: 1) terdapat pengaruh magang administrasi perkantoran terhadap kesiapan bekerja dibuktikan dengan $t_{hitung}>t_{tabel}$ (1,998)>(1,988); 2) terdapat pengaruh lingkungan sosial terhadap kesiapan bekerja dibuktikan dengan $t_{hitung}>t_{tabel}$ (2,409)>(1,988); dan 3) terdapat pengaruh magang administrasi perkantoran dan lingkungan sosial secara bersama-sama terhadap kesiapan bekerja dibuktikan dengan $F_{hitung}>F_{tabel}$ (21,813)>(3,11). Hasil penelitian juga menunjukan magang administrasi perkantoran dan lingkungan sosial dapat mempengaruhi kesiapan bekerja sebesar 64,2% sedangkan 35,8% lainnya dipengaruhi oleh variabel lain.

Kata kunci: magang administrasi perkantoran; lingkungan sosial; kesiapan bekerja

Abstract

This research aims to: 1) determine the influence of office administration internship on work readiness among Office Administration Education (PAP) students at Universitas Sebelas Maret; 2) examine the influence of social environment on work readiness among PAP students at Universitas Sebelas Maret; and 3) investigate the simultaneous influence of office administration internship and social environment on work readiness among PAP students at Universitas Sebelas Maret. This study employed a quantitative approach with

a correlational method. The population comprised all 86 students from the 2021 cohort of the Office Administration Education study program. Data analysis revealed that: 1) office administration internship has a significant influence on work readiness, as evidenced by t-calculated > t-table (1.998 > 1.988); 2) social environment has a significant influence on work readiness, as evidenced by t-calculated > t-table (2.409 > 1.988); and 3) office administration internship and social environment simultaneously influence work readiness, as evidenced by F-calculated > F-table (21.813 > 3.11). The findings further indicate that office administration internship and social environment account for 64.2% of the variance in work readiness, while the remaining 35.8% is influenced by other variables not examined in this study.

Introduction

The competition for obtaining jobs in this era of globalization is becoming increasingly intense. This is due to the significant disparity between the availability of job opportunities and the number of job seekers. As a result, unemployment has risen, which poses a major challenge for the country. Human resources are one of the contributing factors to the high unemployment rate. According to Nagel (2020), the average workforce in Indonesia possesses low-quality skills. Similarly, Baviga et al. (2023) noted that job seekers in Indonesia still exhibit limited knowledge, skills, and competencies. This issue is undoubtedly a critical concern for the sustainability of the nation, especially as it approaches Indonesia's Golden Vision 2045.

Human resources are the key to a nation's success. Improving the quality of human resources can be an effective strategy to address the growing issue of unemployment, particularly among new graduates. The enhancement of human resource quality can be achieved through various means, with education being one of the primary methods (Tambak & Lubis, 2022). Education serves as a platform to prepare individuals with the knowledge and skills required by the labor market. Sanyal (2024) explains that the higher the quality of human resources, the greater the likelihood of securing employment.

Higher education institutions are expected to produce highly qualified human resources. Given the current state of human resources in Indonesia, which lags behind those of developed nations, universities must produce graduates who possess high value and can compete in the workforce. However, according to Pangestu et al. (2022), the quality of human resources is influenced not only by academic factors but also by non-academic factors. If these two factors are aligned, they will foster work readiness within individuals, enabling them to compete effectively in the job market.

Work readiness serves as a benchmark for the workforce to enter the labor market. It is a crucial foundation for transitioning into employment. Work readiness is shaped within higher education institutions, where both academic and non-academic factors must harmonize to create strong work readiness. Fauzi et al. (2020) emphasize that higher education institutions act as agents of development, tasked with preparing high-quality human resources. Such resources are expected to compete fairly through their acquired abilities and skills (Mardhiyah et al., 2021). Chotimah and Suryani (2020) explain that an individual's work readiness is significantly influenced by their self-belief in preparing themselves for a career, as self-efficacy reflects the implementation of the learning process students undergo, leading to behavioral changes that shape work readiness.

Office administration internships are one of the factors influencing work readiness. Broadly speaking, office administration internships are training programs that allow students, university students, or job seekers to gain practical experience in office administration (Adzhani et

al., 2024). This is supported by Yuniar's (2023) research titled "The Influence of Internship Experience, Work Interest, and Work Motivation on Work Readiness," which states that internships significantly affect students' work readiness, specifically in the context of office administration internships.

In addition, another factor influencing work readiness is the social environment. The social environment refers to all groups, relationships, and social contexts that influence individuals in their daily lives. A supportive social environment fosters work readiness by shaping skills, knowledge, and attitudes, while an unsupportive environment can hinder preparation for the workforce. A poor social environment negatively affects an individual's mindset and behavior (Pakaya et al., 2021).

The Office Administration Education program at Universitas Sebelas Maret is one of the academic programs striving to improve the quality of human resources in Indonesia by producing graduates who are prepared to face the workforce. In addition to equipping students with theoretical knowledge in the classroom, this program helps students transition into the workforce through internships in businesses and industries. These internships provide students with the opportunity to apply the theories learned during their studies, developing practical skills and competencies valuable in the workplace.

However, based on preliminary observations conducted by the researcher among Office Administration Education students who have completed internships in businesses and industries, 70% of students still feel unprepared to face the competitive job market. Many students lack confidence due to the increasingly intense competition in the workforce. A significant number of students remain uncertain about their interests, making it difficult for them to identify jobs that align with their abilities and skills. Additionally, 80% of students express a stronger interest in becoming practitioners rather than educators, which contributes to their lack of readiness to enter the workforce.

Based on the background outlined above, the researcher is interested in further exploring the topic: "The Influence of Office Administration Internships and Social Environment on the Work Readiness of PAP Students at Universitas Sebelas Maret." This study addresses three research questions: (1) Is there an influence of office administration internships on the work readiness of PAP students at Universitas Sebelas Maret?; (2) Is there an influence of the social environment on the work readiness of PAP students at Universitas Sebelas Maret?; (3) Is there a combined influence of office administration internships and the social environment on the work readiness of PAP students at Universitas Sebelas Maret?

Research Methods

To achieve the research objectives, a relevant method aligned with the intended goals is necessary. Based on the research problem, this study employs a quantitative research design with a correlational approach. According to Sugiyono (2013), quantitative research can be defined as a research method based on positivist philosophy, used to investigate specific populations or samples. Data collection utilizes research instruments, and data analysis is quantitative or statistical, aiming to test predefined hypotheses. Furthermore, Sugiyono (2013) defines causal associative research as a type of study aimed at determining the influence or relationship between two or more variables. In this study, the associative method is used to examine the influence of the independent variables—Office Administration Internship (X_1) and Social Environment (X_2) on the dependent variable, Work Readiness (Y), among PAP students of Universitas Sebelas Maret from the 2021 cohort.

This research is planned to commence in August 2024 and conclude in January 2025, divided into two stages. The first stage involves research preparation, which includes drafting the research proposal, developing the questionnaire, analyzing pilot test results, revising the questionnaire, and finalizing and duplicating it. The second stage constitutes the core phase of the research: its implementation. This phase will span three months, starting with data collection in October and concluding with data processing in December.

According to Sugiyono (2013), a population refers to a generalization area consisting of objects or subjects possessing specific qualities and characteristics determined by the researcher

for study and subsequent conclusion drawing. The population in this study comprises 86 PAP students from the 2021 cohort at Universitas Sebelas Maret. As part of the population, the sample provides an accurate representation of it. The sample used in this study encompasses the entire population. According to Arikunto (2013), if the number of subjects in the population is fewer than 100 individuals and the researcher uses a questionnaire for data collection, it is advisable to include the entire population. Hence, this study is a population-based study.

During the data collection phase, questionnaires serve as the medium for conveying variables to respondents. According to Sugiyono (2013:199), a questionnaire is a data collection technique conducted by providing respondents with a set of written questions or statements to answer. The questionnaire is used to uncover data on Office Administration Internships (independent variable) and Social Environment (independent variable) concerning Work Readiness (dependent variable). These variables are measured using an interval scale based on the Likert Scale model.

Results and Discussion

Research Results

In this study, there are two types of variables: independent variables, namely Office Administration Internship (X_1) and Social Environment (X_2), and the dependent variable, Work Readiness (Y). A comprehensive description of the data is presented in Table .

Table 1
Data Description

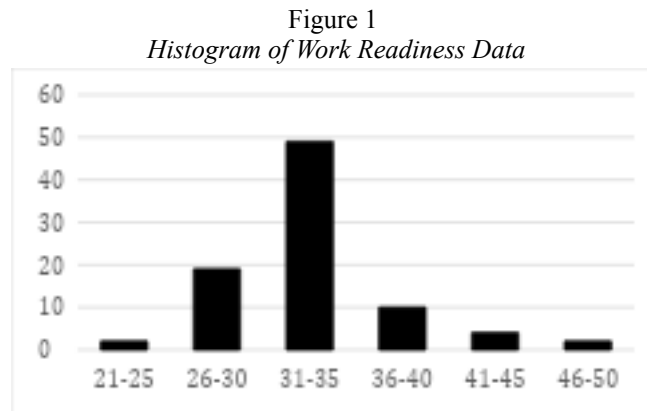|	Office Administration Internship	Social Environment	Readiness to Work
N	86.00	86.00	86.00
Mean	37.10	37.98	33.50
Median	38.00	38.00	33.00
Mode	37.00	43.00	33.00
Std. Deviation	5.58	7.06	4.50
Variance	31.18	49.88	20.23
Range	25.00	31.00	27.00
Minimum	25.00	25.00	23.00
Maximum	50.00	56.00	50.00

The data for the Work Readiness variable (Y) was obtained from a questionnaire consisting of 10 statement items, measured using a 5-point Likert scale with scores ranging from 1 to 5. Based on the collected and processed data, the table above shows that the maximum score is 50, the minimum score is 23, the mean score is 33.50, and the standard deviation is 4.497. The results of the questionnaire data are further elaborated into percentage outcomes for the Work Readiness variable, as presented in Table 2 .

Table 2
Distribution of Work Readiness Variable Data (Y)

Interval Class	Frequency	Percentage
21-25	2	2%
26-30	19	22%
31-35	49	57%
36-40	10	12%
41-45	4	5%
46-50	2	2%

Amount	86	100%

Based on the table above, it can be seen that the variable of work readiness is divided into 6 class intervals with an interval length of 5. The mode is found in the class interval 31-35 with a frequency of 49 or 57%, and the median is 33. Figure 1 shows the histogram of the data distribution for the work readiness variable.

Figure 1
Histogram of Work Readiness Data

The data processing for the office administration internship variable was obtained from a questionnaire containing 12 statement items with 5 answer options using a Likert scale ranging from 1 to 5. Based on the data collected and processed, the table above shows that the highest value is 50, the lowest value is 25, the mean value is 37.10, and the standard deviation is 5.583.

Based on the data obtained from the questionnaire, the percentage results for the office administration internship variable can be elaborated in Table 3 .
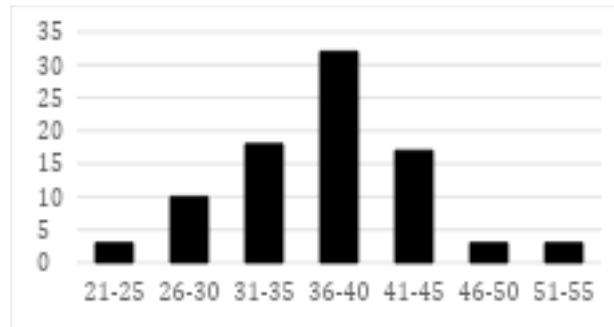
Table 3
Distribution of Data Variables for Office Administration Internships

Interval Class	Frequency	Percentage
21-25	3	3%
26-30	10	12%
31-35	18	21%
36-40	32	37%
41-45	17	20%
46-50	3	3%
51-55	3	3%
Amount	86	100%

Based on the table 3 above, it can be seen that the office administration internship variable is divided into 7 class intervals with an interval length of 5. The mode is found in the class interval 36–40 with a frequency of 32, or 73%, and the median is 38. Figure 2 shows the histogram of the data distribution for the office administration internship variable.

The data for the social environment variable (X_2) consists of 12 statement items measured using 5 answer options scored from 1 to 5. Based on the data collected and processed, the table above shows that the highest value is 56, the lowest value is 25, the mean value is 37.97, and the standard deviation is 4.497.

Figure 2
Histogram Data Internship in Office Administration

Based on the data obtained from the questionnaire, the percentage results for the social environment variable can be elaborated in Table 4..

Table 4
Distribution of Social Environment Variable Data

Interval Class	Frequency	Percentage
21-25	4	5%
26-30	12	14%
31-35	13	15%
36-40	28	33%
41-45	17	20%
46-50	4	5%
51-55	4	5%
56-60	4	5%
Amount	86	100%

Based on the table above, it can be seen that the social environment variable is divided into 8 class intervals with an interval length of 5. The mode is found in the class interval 36-40 with a frequency of 28, or 33%, and the median is 89. Figure 3 shows the histogram of the data distribution for the social environment variable.

Based on the normality test results using the One-Sample Kolmogorov-Smirnov Test above, the significance value of Asymp. Sig. (2-tailed) is 0.080. Therefore, it can be concluded that the data in this study are normally distributed. The results of the linearity test in this study indicate that the office administration internship variable (X_1) has a linear relationship with the work readiness variable (Y). This is evidenced by the significance value obtained (Deviation from Linearity) of $0.099 > 0.05$. The linearity test for the social environment variable (X_2) against work readiness (Y) shows a significance value (Deviation from Linearity) of $0.502 > 0.05$. Based on these results, it can be concluded that the office administration internship variable (X_1) has a linear relationship with the work readiness variable (Y).

Figure 3
Histogram of Social Environment Data
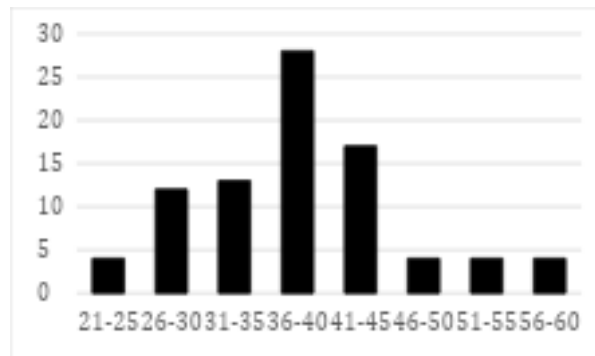
Based on the multicollinearity test results, the Tolerance values for the office administration internship and social environment variables are 0.982 and 0.982, respectively, and the VIF values are 1.018 and 1.018, respectively. The results of the Tolerance and VIF values indicate that there is no multicollinearity issue among the independent variables because the Tolerance value of $0.982 > 0.10$ and the VIF value of $1.018 < 10$. Therefore, it can be concluded that there is no multicollinearity issue among the independent variables in the regression model.

Table 5
Results of Prerequisite Tests and Hypothesis Tests

Model	Unstandardized Coefficients		Standardized Coefficient	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	26.633	3.915		6.802	.000		
X_1	.156	.087	.754	1.998	.077	.982	1.018
X_2	.028	.069	.241	2.409	.683	.982	1.018

The results of the t-test calculation in Table 5 show that the t_{count} for the office administration internship is 1.998, and the t_{count} for the social environment is 2.409. To determine whether there is an influence between variables X and Y, the t_{count} must be greater than the t_{table} value. The t_{table} value for this study at a 5% significance level is 1.988. Since the t_{count} for the office administration internship $(1.998) > t_{table}$ (1.988), H0 is rejected, and H1 is accepted. Therefore, it can be concluded that in this study, the office administration internship has a positive influence on work readiness. Similarly, the t_{count} for the social environment $(2.409) > t_{table}$ (1.988), so H0 is rejected, and H2 is accepted. Thus, it can be concluded that in this study, the social environment has a positive influence on work readiness.

The results of the F-test calculation in the table above show an F_{count} of 21.813. The criterion for determining the F-test is that if the $F_{count} > F_{table}$, then H3 is accepted, indicating a simultaneous influence. The F_{able} value for this study, using a 5% significance level for two independent variables and a total sample size of 86 (n-k = 86-2), is 3.11. Since the F_{count} $(21.813) > F_{table}$ (3.11), H0 is rejected, and H3 is accepted. Therefore, it can be concluded that in this study, the office administration internship and the social environment jointly influence work readiness.

The coefficient of determination or R^2 (R Square) in this study is 0.107, or 10.7%. The resulting R^2 value indicates that the office administration internship and the social environment jointly influence work readiness by 64.2%, while the remaining 35.8% is influenced by other variables not explained in this study

Discussion

Based on the results of the data analysis described above, the following discussion can be presented:

The Influence of Office Administration Internships on Work Readiness

The first hypothesis of this study suggests that there is a significant influence of office administration internships on students' work readiness in the Office Administration Education Study Program at the Faculty of Teacher Training and Education, Universitas Sebelas Maret. This is because office administration internships provide students with opportunities to directly practice technical skills they have learned, such as the use of office software, document management, and business communication. In addition to technical skills, internships also help students develop soft skills that are highly valued in the workplace, such as communication, teamwork, problem-solving, and adaptability to new work environments. Through internships, students can acquire the skills, experience, and confidence needed to succeed in their careers. This clearly demonstrates that office administration internships can enhance the confidence of students in the Office Administration Education (PAP) Study Program at Universitas Sebelas Maret in terms of their work readiness.

These findings reinforce the theory developed by Kirani and Chusairi (2022), which states that there are many factors influencing students' work readiness, one of which is practical experience—in this case, office administration internships. Consistent with this theory, research conducted by Yuniar (2023) found a positive influence between internship experience and work readiness.

The Influence of Professional Teaching Attitudes on Teaching Readiness

The second hypothesis of this study suggests that there is an influence of the learning environment on learning motivation in the Office Administration Education Study Program at the Faculty of Teacher Training and Education, Universitas Sebelas Maret. This hypothesis was tested using a t-test, yielding a t_{count} of 2.409, which is greater than the t_{table} value (1.988), with a significance value of 0.068, which is less than 0.05. Based on these results, H0 is rejected, and H2 is accepted, indicating a significant influence of the social environment on work readiness. This is because strong social support can boost students' confidence in facing challenges in the workplace. The social environment plays a crucial role in shaping an individual's work readiness. Strong social support from family, friends, and the community can enhance an individual's confidence and motivation to enter the workforce. Encouragement and enthusiasm from the surrounding environment can serve as a powerful motivator for individuals to develop skills required in the workplace. The social environment also provides individuals access to extensive social networks. These networks can serve as sources of information about job opportunities, skills required in the labor market, and the latest trends in the business world. Additionally, social networks can help individuals obtain job recommendations and build valuable professional relationships. This clearly indicates that the better the social environment of the students, the higher their work readiness will be, particularly among students in the Office Administration Education Study Program at Universitas Sebelas Maret.

These findings reinforce the theory developed by Kirani and Chusairi (2022), which states that there are many factors influencing students' work readiness, one of which is the social environment. Consistent with this theory, research conducted by Mastur and Pramusinto (2020) found a positive influence of the social environment on work readiness.

The Combined Influence of Interest in Becoming a Teacher and Professional Teaching Attitudes on Teaching Readiness

Office administration internships and the social environment simultaneously influence work readiness. This is evidenced by the results of the ANOVA or F-test, which yielded an F_{count} of 21.813, greater than the F_{table} value (3.11). Based on these results, since $F_{count} > F_{table}$, H0 is rejected, and H3 is accepted, meaning that the regression model can be used to predict work readiness. It can therefore be concluded that the variables of office administration internships and the social environment together (simultaneously) have a positive and significant influence on work readiness.

These findings reinforce the theory developed by Kirani and Chusairi (2022), which states that there are many factors influencing students' work readiness, including internship experience and the social environment. Consistent with this theory, research conducted by Yuniar (2023) found a positive influence between internship experience and work readiness. Similarly, Mastur and Pramusinto (2020) found a positive influence of the social environment on work readiness in their study.

Conclusion

The administrative office internship undertaken by students and the social environment of student life have a positive influence on work readiness. This is evident from the research findings, which demonstrate that internships supporting student abilities, along with the support of their social environment, enhance students' work readiness. These results are supported by the theory developed by Kirani and Chusairi (2022), which explains that factors influencing teaching readiness include personal, external, and educational factors—in this study represented by administrative office internships and the social environment. Based on the data analysis conducted, the following conclusions can be drawn: 1) there is an influence of administrative office internships on work readiness, evidenced by t-calculated > t_{table} (1.998) > (1.988); 2) there is an influence of the social environment on work readiness, evidenced by t-calculated > t_{table} (2.409) > (1.988); and 3) there is a combined influence of administrative office internships and the social environment on work readiness, evidenced by F_{count} > F_{table} (21.813) > (3.11). This study provides information that the variables of administrative office internships and the social environment influence work readiness by 64.2%. This indicates that work readiness is also influenced by other variables not examined in this study. Therefore, future research is encouraged to explore additional factors affecting work readiness, such as interest and talent.

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