

# The effect of internship experience, motivation, and job interest on job readiness among Muslim university students: Campus atmosphere as an intervening

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## Abstract

This study investigates the effects of internship experience, motivation, and job interest on work readiness, with the campus atmosphere serving as an intervening variable among students at the Islamic University of North Sumatra. The sample consisted of 100 participants, and data were collected through questionnaires – the analysis employed regression techniques to evaluate the relationships among the variables. The findings reveal that internship experience positively influences the campus atmosphere. At the same time, motivation does not show a significant effect. Additionally, job interest positively impacts the campus atmosphere. All three factors – internship experience, motivation, and job interest – positively affect work readiness. However, the campus atmosphere does not significantly influence work readiness. The analysis results show that the campus atmosphere does not influence how internship experience affects work readiness. It also does not affect how motivation and job interest relate to work readiness.

## Public Interest Statements

This research is relevant in supporting human resource development, especially for Muslim students who will enter the workforce. With the increasing competition in the job market, understanding the factors that influence job readiness is important for higher education institutions, employers and the government.

**Keywords:** Internship experience, motivation, job interest, campus atmosphere, job readiness.

**Paper type:** Research paper

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**Abstrak**

Penelitian ini mengkaji pengaruh pengalaman magang, motivasi, dan minat kerja terhadap kesiapan kerja, dengan suasana kampus sebagai variabel intervening pada mahasiswa Universitas Islam Sumatera Utara. Sampel terdiri dari 100 partisipan, dan data dikumpulkan melalui kuesioner. Analisis menggunakan teknik regresi untuk mengevaluasi hubungan antar variabel. Temuan penelitian mengungkapkan bahwa pengalaman magang berpengaruh positif terhadap suasana kampus. Sementara itu, motivasi tidak menunjukkan pengaruh yang signifikan. Selain itu, minat kerja berdampak positif terhadap suasana kampus. Ketiga faktor tersebut—pengalaman magang, motivasi, dan minat kerja—berpengaruh positif terhadap kesiapan kerja. Namun, suasana kampus tidak berpengaruh signifikan terhadap kesiapan kerja. Hasil analisis menunjukkan bahwa suasana kampus tidak memengaruhi pengaruh pengalaman magang terhadap kesiapan kerja. Suasana kampus juga tidak memengaruhi hubungan motivasi dan minat kerja dengan kesiapan kerja.

**Pernyataan Kepentingan Publik**

Penelitian ini memiliki relevansi signifikan dalam mendukung pembangunan sumber daya manusia, khususnya bagi mahasiswa Muslim yang akan memasuki dunia kerja. Dengan semakin ketatnya persaingan di pasar kerja, memahami faktor-faktor yang memengaruhi kesiapan kerja menjadi penting bagi institusi pendidikan tinggi, pengusaha, dan pemerintah.

**Kata kunci:** Pengalaman Magang, Motivasi, Minat Kerja, Suasana Kampus, Kesiapan Kerja

**Introduction**

Rapid economic progress is significantly impacting workforce qualifications, employment levels, and the pool of job seekers in the current era of industrialization. The quality of education plays a crucial role as a key asset in shaping a nation's human capital, which ultimately determines its success. This is particularly relevant for Indonesia, where the future is heavily influenced by the education sector (Prayogo et al., 2022).

The modern workforce demands that the education sector produce educated, disciplined, innovative, skilled, environmentally conscious, and competitive (Y. Sari & Abrian, 2020). However, many graduates remain unemployed despite these educational expectations and low productivity levels persist. In Indonesia, the mismatch between the high number of job seekers and the quality of their qualifications, coupled with challenges in securing employment, contributes to a high unemployment rate. In this context, future labor candidates need to be motivated to pursue careers that align with their expertise and meet the evolving needs of the job market. It is important to acknowledge the high unemployment level among undergraduates in Indonesia. According to Open Unemployment Rate (TPT) data, the Central Bureau of Statistics (BPS) reported 7,194,862 unemployed individuals in Indonesia as of February 2024. Among these, 871,860 were university graduates, while 173,846 held diplomas and were unemployed.

According to data from the Open Unemployment Rate (TPT), the Central Bureau of Statistics (BPS) reported that as of February 2024, there were 7,194,862 unemployed

individuals in Indonesia. Among them, 871,860 were university graduates, and 173,846 held diplomas. This situation highlights a significant concern: a substantial number of college graduates, who should ideally contribute to the experienced workforce, remain unemployed. This raises questions about their ability to acquire new skills and compete effectively in the job market. It is commonly believed that increasing formal employment opportunities for graduates will lead to a decrease in unemployment. Graduates with higher education are expected to secure jobs more efficiently. However, the reality often diverges from this assumption, contributing to ongoing unemployment issues (Setyanti & Finuliyah, 2022).

In light of this situation, it is crucial for students who will soon enter the workforce to prepare themselves by mastering skills that align with the needs of the job market. To enhance their employability, students must develop their skills and potential. Factors that support students' readiness for work include physical and mental maturity, educational experiences, practical communication skills, and a strong sense of responsibility. Additionally, it is vital to stay updated with technological advancements in their respective fields (Pangastuti & Khafid, 2019).

Recognizing the need for enhanced employability, institutions like the State Islamic University of North Sumatra (UINSU) have implemented programs aimed at improving student work readiness. UINSU, a prominent state university in Medan, North Sumatra, is dedicated to producing graduates who integrate religious knowledge with general education. The university's mission is to blend Islamic values with academic instruction across various fields of study. As an Islamic institution, UINSU plays a vital role in preparing students not only to excel in religious studies but also to compete effectively in the job market. To enhance students' skills and work readiness, UINSU has introduced several initiatives, including mandatory participation in internship programs, skills training, and seminars for certain faculties. Work readiness is defined as the ability of students to transition into the workforce after graduation with minimal adaptation time required in a professional environment. This readiness is supported by a balance of mental, physical, and learning skills that align with the demands of the job market (Pangastuti & Khafid, 2019). According to Caballero and Walker (2010), work readiness significantly influences individual success in the workplace. Research indicates that a high level of work readiness positively impacts one's ability to meet challenges in the professional realm, thereby serving as a potential strategy to reduce unemployment rates.

Among the key factors influencing work readiness is students' internship experience during their studies. This practical experience reflects the application of knowledge gained in lectures and the development of relevant skills. Internship experience is crucial for enhancing work readiness; without it, students may struggle to confront the challenges of the professional world. In addition to the internship experience, motivation plays a significant role in preparing students for the workforce. Motivation is the drive and effort to fulfill a need or achieve a goal (Silaen et al., 2023). It is a process that involves the transfer of energy within an individual, often recognized by the emergence of specific feelings and goal-oriented responses (Siregar & Atika, 2021). Hamalik, as cited in Pujianto and Arief (2017), describes motivation as the transformation of energy within an individual, leading to feelings and responses to achieve particular objectives.

Work interest is another critical factor in entering the job market. Interest is a vital

aspect of personality that influences an individual's approach to work, education, and daily activities. It can be defined as a desire or purpose towards an object or activity aligned with personal beliefs and as a source of motivation (Alimah et al., 2023). Consequently, highly interested individuals are more likely to be prepared to engage in tasks, fostering seriousness and commitment to their roles.

In work readiness, the academic atmosphere is a crucial foundational element that each individual must cultivate. As Arif et al. (as cited in Sadewa & Damayanti, 2023) noted, a conducive campus environment significantly influences student learning outcomes. A supportive work environment is essential for teachers and students, as it fosters internal motivation, encouraging them to engage more effectively in their work and learning. Consequently, a positive campus atmosphere can enhance the learning experience, strengthen motivation, and increase students' interest in work, ultimately leading to improved work readiness.

This study builds on previous research that has examined the impact of internship experiences on job readiness. For instance, Wahyuni et al. (2023) found that internship experience positively and significantly impacts job readiness. These findings are consistent with those of Safitri and Syofyan (2023), Kusumaningrum (2023), and Puteri and Rozamuri (2023). However, it is important to note that Dalimunthe (2023) reported that internship experience does not significantly affect the ability to compete in the job market, indicating a need for further exploration of this area.

Furthermore, research by Pambajeng et al. (2024) and Wulan (2023) found that motivation positively and significantly impacts work maturity. In contrast, Fajriyati et al. (2023) reported that motivation does not influence work maturity. These mixed empirical findings highlight a research gap regarding motivation, suggesting that further investigation is needed to clarify its role in work maturity. In addition to internship experience and motivation, interest in work is another critical factor influencing work readiness. Studies conducted by Widyawati (2024), Astuti et al. (2023), and Pratiwi et al. (2022) found that interest in work has a rapid and positive impact on work maturity. Conversely, Seftia (2023) reported that job attraction does not affect work maturity, a finding aligned with the study by Suyanto et al. (2019).

Based on the previous research outlined, both similarities and differences exist between these studies and those conducted by other researchers. The primary similarity lies in using the dependent variable, namely work maturity. However, a significant difference in this study is that it incorporates an intervening variable, precisely the campus atmosphere. This study aims to contribute to the existing literature by investigating how the campus atmosphere affects the relationship between independent variables (such as motivation and interest in work) and work readiness. The goal is to enhance understanding of the role of campus atmosphere in improving students' work readiness. This area has not been extensively explored in prior studies.

## Literature Review

### **Internship experience**

According to Siagian (Widyawati, 2024), experience is the overall lesson a person learns from events experienced in life. Participating in an internship or fieldwork is one way of studying to gain the knowledge, abilities, discipline, and work competencies needed so that graduates are ready to face the world of work. Internship programs can provide valuable insights for students in the workplace, allowing them to engage in a calm and transparent work environment, develop their potential, learn discipline, develop a positive attitude, and much more.

In Islam, working and trying to gain experience is part of worship if done with the right intention. Internships are a form of preparation and training for students to gain knowledge and skills before entering the world of work, which is a recommendation in Islam to continue learning and trying your best. Allah's words in the Qur'an, "*And Say, 'Work and Allah will see your work, and His Messenger and the believers.'*" (QS. At-Taubah: 105), encourages Muslims to work well as a form of devotion. The apprenticeship experience, in this case, not only improves technical *skills (hard skills)* but also forms character (soft skills) that support work readiness, such as honesty, discipline, and responsibility, all highly upheld characteristics in Islam. Rasulullah SAW also exemplified the importance of working hard honestly in every work activity.

According to Oemar Hamalik (Widyawati, 2024), Indicators of Hamalik's industrial work practice experience include The period of apprenticeship practices, Education and growth, Strengthening learning outcomes Skills, Work Skills, and Attitude formation. According to previous researchers (Rosyani & Yushita, 2017), three indicators are used to weigh individual experience internships, one of which is the sharpening of student skills by the field in which they are engaged.

The internship experience has the potential to influence the campus atmosphere through various mechanisms, both directly and indirectly, to increase student Interaction with the Campus Environment. Students with internship experience are more active in sharing their stories, experiences, and learnings with their peers on campus. This can create a more dynamic, collaborative, and inspiring campus atmosphere if the experience succeeds or provides new insights. After an internship, students may be more aware of the importance of campus facilities such as career centers, libraries, or laboratories to enhance their skills. These activities can enhance academic and professional activities in the campus environment. Similar research has shown that internship experience affects the campus atmosphere. Therefore, the following hypothesis can be formulated:

**H1:** Internship experience influences campus atmosphere Case study on UINSU students.

### **Motivation**

Motivation is the drive to accomplish an activity to meet needs and achieve specific goals. (Inayah, 2016). Work motivation refers to everything that can inspire and encourage people to be more active, responsible, and efficient in meeting expectations for their work-related well-being when they enter the world of work. (Roy & Sumartik, 2021). Through high work motivation in students, it has a positive impact on their readiness to enter the world of work. Motivation is a process that reflects the interaction between attitudes, views, needs, and

considerations that occur within the individual. (Harahap, 2016). With strong work motivation, students will be motivated to fulfill their needs. This motivation makes them more eager to learn and improve themselves to meet the standards required in the workplace (Riwayati & Santoso, 20). (Riwayati & Santoso, 2022)..

In Islam, motivation is often associated with intention (niyyah) and the drive to do something good as part of devotion to Allah. In Islam, motivation is holistic, including spiritual, emotional, and mental drives centered on getting closer to Allah. With Islamic motivation, a Muslim will be more motivated to do the best in every aspect of life, both in terms of worship and world affairs, to achieve balance and blessing.

In Islam, the primary motivation of a Muslim is to earn the pleasure of Allah. This gives a strong impetus to work and create, so a Muslim will try to give the best in all his activities, including work preparation. Motivation in Islam lies in the value of sincerity, namely, directing efforts to get rewards from Allah. The Hadith of the Prophet Muhammad SAW states, "*Verily every deed depends on its intention*" (HR. Bukhari and Muslim), which shows the importance of intention as the basis of motivation. According to Islamic teachings, a student motivated to intern, learn, and improve his/her skills for the good of self and contribution to society will be better prepared to face the world of work properly and blessedly. According to Hamzah B. Uno (2017), there are several indicators of work motivation, namely, desire and interest in entering the world of work, encouragement from the environment, hopes and ambitions, self-esteem, and physical needs.

Student motivation shapes the campus atmosphere, impacting academic, social, and environmental experiences. Motivated students are typically more engaged in organizations, seminars, and self-development programs, which contribute to a lively, dynamic, and positive campus environment. Moreover, intrinsic motivation encourages students to utilize campus resources, such as study rooms, laboratories, and guidance from lecturers. As a result, the campus atmosphere becomes more productive, with students demonstrating greater independence in pursuing their goals. Previous studies have shown that motivation affects the campus atmosphere. Therefore, we can formulate the following hypothesis:

**H2:** Motivation influences the campus atmosphere

### **Job Interests**

Work interest is one of the internal factors that affect work performance. Great interest is important to achieving the desired results or goals (Dalyono, 2012). (Suyanto et al., 2019) Various internal and external factors influence high work readiness. Intelligence, skills, talents, tendencies, drives, responses, practices, and abilities are all influenced by internal factors. On the other hand, external factors include the influence of society, friends, school, and the surrounding environment. Pintrich and Schunk's opinion (Y. A. Sari & Rafsanjani, 2020) indicators of work interest are individual awareness, external interest in an activity, interest that arises within, educational background, and excitement about things related to the activity of interest.

Islam strongly supports a person choosing a job that suits his or her interests and talents as long as the job is halal and beneficial. A genuine work interest is aligned with Islamic values, which are about earning an income and contributing positively to society. The Prophet Muhammad said, "*The best of human beings are those who are most beneficial to others*" (HR

Ahmad), indicating that every Muslim should strive to choose a job that benefits others. Work interest in Islam will be more substantial if it is associated with the value of amanah (responsibility) so that a person does not only work because he is personally interested but also feels called to practice his knowledge to provide benefits and carry out his role as a caliph on earth. According to a study conducted by Rianti (2015), there are three indicators that can be used to calculate a person's job satisfaction level: pleasure and interest, attention, and concentration.

Work interest, a student's interest in a particular line of work, can affect the campus atmosphere in various ways. High work interest in students creates a more focused, competitive, and future-oriented campus environment. Students with high work interests tend to be more serious about attending lectures and activities that support careers, which encourages a more professional and goal-oriented campus atmosphere. Similar research has shown that job interest affects the campus atmosphere. Therefore, the following hypothesis can be formulated:

**H3:** Job interest influences the campus atmosphere

#### **The influence of internship experience on work readiness**

Internship experience plays an important role in shaping students' work readiness. Internships provide opportunities for students to put theoretical knowledge into practice, develop technical and non-technical skills, and understand the dynamics of the world of work. Internship experiences allow students to learn to use specific tools, technologies, or procedures relevant to their field of work. The technical skills honed during an internship prepare students to be more competent for professional tasks. Internship experiences help students hone technical skills in their field of study, such as analytical skills, the use of specific software, or other technical procedures. In addition, non-technical skills such as communication, teamwork, and time management can also be developed during the internship process. By completing tasks during the internship, students feel more confident in facing the world of work. This confidence affects their readiness to adapt to a new job. Similar studies have shown that internship experience affects work readiness. Therefore, the following hypothesis can be formulated:

**H4:** Internship experience influences work readiness

#### **The influence of motivation on work readiness**

Intrinsic and extrinsic motivation plays an important role in determining students' work readiness. High-motivation students tend to proactively seek opportunities to improve their skills, such as attending training, additional courses, or certification programs. This makes them more prepared to face the demands of the world of work. Strong motivation influences students to focus on studies and activities relevant to their career goals. They hone their work competencies by using lectures, academic projects, and internship experiences. High motivation helps students face challenges when preparing for work, such as academic pressure, job selection failure, or personal development obstacles. This resilience is important to prepare them to be resilient individuals in the world of work. Similar studies have shown that motivation affects work readiness. Therefore, the following hypothesis can be formulated:

**H5:** Motivation influences work readiness

#### **The influence of work interest on work readiness**

Occupational interest, an individual's interest in a particular type of work or career, plays a significant role in shaping work readiness. Apparent work interests help students set specific career goals. This makes them more focused on developing skills and knowledge relevant to the field of work of interest. Students with high work interests are more proactive in seeking learning opportunities, such as internships, courses, or training relevant to their field. This initiative improves work readiness through the mastery of practical and technical skills. Work interest makes students more selective in choosing activities that support careers, such as joining professional organizations, doing research, or engaging in entrepreneurial activities. These activities provide hands-on experience that is relevant to the world of work. Similar research has shown that work interest affects work readiness. Therefore, the following hypothesis can be formulated:

**H6:** Job interest influences work readiness

#### **The influence of campus atmosphere on work readiness**

A conducive campus atmosphere is important in shaping students' work readiness. A supportive campus atmosphere, such as complete learning facilities and structured academic activities, allows students to develop the skills needed in the world of work. Access to training programs, laboratories, or professional communities increases students' readiness to face job challenges. Campus activities such as student organizations, competitions, or seminars instill work values such as responsibility, discipline, and time management. These experiences prepare students to work in a structured environment. A positive and supportive campus atmosphere is important in preparing students to enter the workforce with confidence, competence, and a professional attitude. Similar research has shown that the campus atmosphere affects work readiness. Therefore, the following hypothesis can be formulated:

**H7:** Campus atmosphere influences work readiness

#### **Internship experience affects work readiness through the campus atmosphere.**

Internship experience has a significant impact on work readiness through the campus atmosphere. Here are some of the positive influences: Internships provide an opportunity to apply theories learned on campus to the real world of work. Students learn to adapt to work culture, organizational systems, and team dynamics. In addition to technical skills, internships hone soft skills such as communication, time management, and problem-solving. Internships help students recognize their interests and talents by exploring various fields of work. An internship experience is an opportunity to learn and an investment in building readiness and enthusiasm for entering the workforce. Similar research has shown that internship experience affects work readiness through the campus atmosphere. Therefore, the following hypothesis can be formulated:

**H8:** Internship experience influences work readiness through the campus atmosphere



### **The influence of motivation on work readiness through campus atmosphere**

Motivation influences students' work readiness, especially regarding the campus atmosphere. A supportive campus environment can catalyze student motivation, contributing to their readiness to enter the workforce. Students' inner drive, such as the desire to succeed, study, or achieve their dream career, makes them more proactive in preparing themselves for work. The availability of supporting facilities, such as laboratories, workspaces, career centers, and soft skills training, can motivate students to improve their competencies. A competitive yet supportive learning environment encourages students to continue developing. Motivated students take advantage of various opportunities provided by the campus, such as seminars, internships, or competitions. With high motivation, students are more active in honing the technical and non-technical skills needed in the world of work. Motivation also helps students be more disciplined in preparing for the world of work challenges. Campuses that actively provide career guidance can increase students' motivation to prepare well. Motivation is a crucial element in students' work readiness, and the campus atmosphere is a supporting factor that can strengthen or even weaken this motivation. A campus that creates a positive atmosphere can maximize students' potential to be better prepared for the world of work. Similar research has shown that motivation affects work readiness through the campus atmosphere. Therefore, the following hypothesis can be formulated:

**H9:** Motivational experience influences work readiness through the campus atmosphere

### **The influence of work Interest on work readiness through the campus atmosphere**

Work interest significantly influences students' work readiness, mainly when supported by a conducive campus atmosphere. Job interest reflects students' interest and desire to enter a particular field of work. Students with high job interests tend to be more active in preparing themselves, such as attending training or seeking relevant work experience. When students have a clear work interest, they focus more on developing relevant skills. High work interest contributes significantly to work readiness, and a conducive campus atmosphere is a bridge to maximize this influence. Campuses that can provide an environment that supports the exploration and development of occupational interests will produce graduates who are more prepared and confident to face the world of work. Similar research has shown that job interest affects job readiness through the campus atmosphere. Therefore, the following hypothesis can be formulated:

**H10:** Work interest experience influences work readiness through the campus atmosphere.

## **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.

### **Population and Sample**

The population of this study consisted of North Sumatra State Islamic University students (Istanbul 2020 and 2021). The sample of this study consisted of 100 respondents of North Sumatra State Islamic University Students (Istanbul 2020 and 2021). The sampling technique used was purposive sampling.

### **Measures**

To measure the effect of internship experience, motivation, and job interest on job readiness with the campus atmosphere as an intervening variable, here are some steps that can be taken:

Internship experience is measured using indicators: Duration of internship implementation, Education and human resource development, Strengthening of learning outcomes during internship implementation, Work skills, and attitude formation (Kusumaningrum, 2023). Motivation is measured using indicators: Desire and Interest in entering the world of work, Environmental pressure and encouragement, Hopes and ideals, self-respect, and Physiological needs (Fajriyati et al., 2023). Work Interest is measured using indicators: Individual awareness, Extrinsic Interest in activities, Interest that arises within, Educational background, and Feeling happy with everything related to the activities he is interested in (Astuti et al., 2023). Work readiness is measured using indicators, namely, a critical attitude, logical and objective considerations, the ability to adapt to the environment, the courage to accept individual responsibility, and the ambition to progress and try to keep up with developments in one's field of expertise (Seftia, 2023). Campus atmosphere is measured using indicators: Facilities and infrastructure, Curriculum and learning, Extracurricular activities and student organizations, Career and alumni support, Social and psychological environment, and Quality of lecturers and teaching (Wulan, 2023).

The reliability test assesses the reliability of the indicators in a questionnaire. Ghozali (2013) states that a variable is considered reliable if its Cronbach's alpha value is greater than 0.70. The calculated results show that each variable examined is reliable because all Cronbach's alpha values obtained are more significant than 0.70.

### **Results and discussion**

The F test is utilized to determine whether all independent variables included in the model collectively impact the dependent variable. Suppose the calculated F value is greater than the F table value and the significance value (p-value) is less than  $\alpha = 0.05$ . In that case, we conclude that the independent variables have a significant collective effect on the dependent variable. Conversely, if these conditions are unmet, the independent variables do not significantly affect

the dependent variable. For Model 1, the regression analysis yielded an F count of 24.653, more significant than the F table value of 2.31. In Regression Model 2, the F count was 44.677, exceeding the table value of 2.31. The significance level (p-value) obtained was 0.000, less than 0.05. This indicates that the variables of internship experience, motivation, job interest, and campus atmosphere collectively significantly impact work maturity.

According to the results displayed in Table 1, the R-squared value of 0.435 indicates that internship experience, motivation, and job interest contribute 43.5% to the campus atmosphere. In comparison, the remaining 56.5% is attributed to other unanalyzed variables. The value of  $\epsilon_1$  can be calculated using the formula:  $\epsilon_1 = \sqrt{1 - 0.435} = 0.751$ . Furthermore, the R-squared value of 0.653 shows that internship experiences, motivation, job interest, and campus atmosphere account for 65.3% of work maturity, leaving 34.7% due to other unexamined variables. The value of  $\epsilon_2$  can be calculated using the formula:  $\epsilon_2 = \sqrt{1 - 0.653} = 0.589$ .

**Table 1.***Regression results*

	Coeff.	SE	B	t	Sig.
Model 1: dependent variable: Campus Atmosphere					
Internship	0.983	0.21	0.497	4.688	0
Motivation	-0.232	0.172	-0.159	-1.345	0.182
Job Interests	0.441	0.159	0.341	2.768	0.007
Adj. R square	0.418				
F-statistics	24.653				
Model 2: dependent variable: Job Readiness					
Internship	0.329	0.136	0.224	2.423	0.017
Motivation	0.229	0.102	0.211	2.251	0.027
Job Interests	0.431	0.097	0.45	4.46	0
Campus Atmosphere	0.017	0.06	0.023	0.283	0.777
Adj. R square	0.653				
F-statistics	44.677				

To test the hypothesis, a t-test was conducted to assess the impact of the independent variable on the dependent variable (Atika, 2018). The test was performed using a significance level of 0.05. The results showed that internship experience had a t-value of 4.688 and a significance level of 0.000. Since the significance value is less than 0.05, this indicates that internship experience has a significant positive impact on the campus atmosphere. In contrast, motivation had a significance level of 0.182, which is greater than 0.05, indicating that motivation does not impact the campus atmosphere. Job interest had a significance level of 0.007, which is less than 0.05, suggesting that job interest positively affects the campus atmosphere. Additionally, internship experience had a significance value of 0.017, impacting work readiness. Similarly, motivation showed a significance level of 0.027, influencing work readiness. Job interest demonstrated a significance value of 0.000, confirming a positive influence on work readiness. However, the campus atmosphere had a significance level of 0.777, indicating that it does not

influence work readiness.

## Discussion

The results of the study emphasize that internship experience has a positive and considerable impact on the campus atmosphere; it can be concluded that there is a significant impact of the internship experience variable on the campus atmosphere, so Ha1 is accepted and Ho1 is rejected. This indicates that the better internship experience students get, the more positive the campus atmosphere is formed. Internship experience significantly impacts social interactions on campus because students who have internships tend to have more mature skills and attitudes. This encourages the creation of a campus atmosphere that is more dynamic, professional and focused on career development. This study's results align with Putri Khairani's research (2019), which states that internship experience affects the campus atmosphere.

Second, the study results explain that motivation has no impact on the campus atmosphere. It is concluded that there is no rapid impact of the motivation variable on the campus atmosphere, so it is stated that Ha2 is rejected and Ho2 is accepted. This explains that students' level of motivation does not directly affect the campus atmosphere. Although motivation is an important factor in individual academic success, the results of this study indicate that motivation is not significant enough to influence the overall campus atmosphere. This study's results align with Angga Pratama's research (2021), which states that motivation affects the campus atmosphere.

Third, the study results explain that work interest positively impacts the campus atmosphere. It is concluded that work interest variables significantly impact the campus atmosphere, so Ha3 is accepted, and Ho3 is rejected. Therefore, it explains that the higher the working interest of students, the more positive the campus atmosphere is. High work interest moves students to be more active in academic and social activities, ultimately creating a more positive and collaborative campus atmosphere. This study's results align with Syukri Habibi's research (2020), which states that work interest affects the campus atmosphere.

Fourth, the study results explain that internship experience has a significant and positive influence on work maturity. Therefore, it is concluded that the internship experience variable impacts work readiness, so it can be stated that Ha4 is accepted and Ho4 is rejected. This is because internship practice is an important element in the learning process for students who want to hone skills in the world of work. This study is in line with previous research conducted by (Safitri & Syofyan, 2023), (Kusumaningrum, 2023), and (Puteri and Rozamuri, 2023). The study's results explained the positive and significant impact of internship experience on work readiness.

Fifth, the study results show that motivation has a positive and significant influence on work readiness. Therefore, the motivation variable significantly impacts work readiness, so Ha5 is accepted, and Ho5 is rejected. Motivation is an important factor because it provides encouragement and enthusiasm for individuals to enter the world of work and achieve specific goals. This is reinforced by previous studies conducted (Pambajeng et al., 2024) and (Wulan, 2023), which found that motivation positively and significantly affects work readiness.

Sixth, the study results show that job interest positively influences job readiness. Thus, it can be concluded that the work interest variable significantly influences work readiness, which means that the Ha6 hypothesis is accepted and Ho6 is rejected. A person's work interest is reflected in the feeling of pleasure and interest in a job, which will encourage individuals to achieve their goals by optimizing their efforts and actions so that they are truly ready to enter the world of work. This is similar to the studies carried out (Widyawati, 2024), (Astuti et al.,

2023), and (Pratiwi et al., 2022) showing that work interest has a positive impact on work readiness.

**Seventh**, the study results explain that the campus atmosphere does not impact work readiness. Therefore, it can be concluded that there is no impact of the campus atmosphere variable on work readiness, so it is stated that Ha7 is rejected and H07 is accepted. This shows that the campus atmosphere does not significantly impact students' work readiness. Although the atmosphere on campus can affect various aspects of student life, the results of this study say that other factors may have a more significant role in optimizing students to enter the world of work. The results of this study are in line with Anggraini's research (2022), which states that the campus atmosphere affects work readiness.

**Eighth**, the study results show that the direct impact of internship experience on work readiness is 0.224. Meanwhile, the indirect impact of internship experience on work readiness through the campus atmosphere is 0.005, which means that the direct effect is greater than the indirect effect. These results indicate that the campus atmosphere does not moderate the relationship between internship experience and work readiness, so Ha8 is rejected, and Ho8 is accepted. While the campus atmosphere does not significantly influence the relationship, improving the internship experience can be more effective in preparing students for the world of work without relying on the campus atmosphere as a moderating factor. This emphasizes the importance of a quality internship program as the primary means of improving work readiness. This study's results align with Dina's research (2021), which states that the campus atmosphere does not moderate the relationship between internship experience and work readiness.

Finally, the study results show that the direct effect of motivation on work readiness is 0.211. Meanwhile, the indirect impact of motivation on work readiness through the campus atmosphere is 0.004, which means that the direct impact is greater than the indirect effect. These results explain that the campus atmosphere does not moderate the relationship between motivation and work readiness, so H9 is rejected. While the campus atmosphere does not strengthen the relationship, the main focus in improving students' work readiness should lie on strategies that can increase motivation directly rather than relying on the campus atmosphere as an additional influence. This indicates the importance of programs that support the development of student motivation and confidence in facing the world of work challenges. This study's results align with Wahidah Indriani's research (2020), which states that the campus atmosphere does not moderate the relationship between motivation and work readiness.

The study results show that it is known that the direct impact of job interest on work readiness is 0.450. Meanwhile, the indirect effect of job interest on work readiness through the campus atmosphere is 0.010, which means that the direct impact is more significant than the indirect effect, so these results indicate that the campus atmosphere does not moderate the relationship between job interest and work readiness, so Ha10 is rejected, and Ho10 is accepted. This shows that job interest directly impacts students' work readiness. At the same time, the campus atmosphere does not contribute to strengthening this relationship. In other words, although the campus atmosphere can influence many aspects of the learning experience, the results of this study explain that the job interest factor is more decisive in preparing students to enter the world of work. This study's results align with Azka Febriani's research (2022), which states that the campus atmosphere does not mediate the relationship between job interest and work readiness.

## Conclusion

The present study indicates that the variable of internship experience positively contributes to the campus atmosphere. At the same time, motivation does not significantly impact it. Additionally, work interest is shown to affect the campus atmosphere positively. Internship experience also plays a role in enhancing work readiness, whereas both motivation and work interest contribute to work maturity. However, the campus atmosphere does not influence work readiness. Path analysis reveals that the campus atmosphere cannot mediate the effect of internship experience on work readiness.

This study focused solely on UINSU students, which may limit the generalizability of the results to students at other universities with different academic cultures or campus atmospheres. Furthermore, the dimension of campus atmosphere as an intervening variable may not encompass all factors affecting work readiness, such as physical facilities, career support, or relationships with lecturers. Suggestions for future research include developing a more comprehensive measurement tool for campus atmosphere variables and incorporating dimensions such as facilities, academic support, and extracurricular activities.

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