



AFFECT STUDENT CAREER DECISIONS INTERNSHIP AND ENTREPRENEURSHIP COURSES

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ABSTRACT

The main purpose of this study was to analyze the impact of an entrepreneurial course and internship on management students at the State Islamic University of Sunan Gunung Djati's career decisions. This information was gathered from surveys given to former participants and current participants in the 2022 cohort of the State Islamic University of Sunan Gunung Djati Bandung's Management Study Program. A total of 109 respondents were included in the sample using a straightforward random sampling procedure. The results of this data analysis, which used partial least squares analysis, showed that the internship variable had a positive and significant effect on the career decision variable, but that the entrepreneurship course variable and the organizational experience variable did not.

Keywords: Internship, Entrepreneurship Course, Organizational Experience, and Career Decision.

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1. INTRODUCTION

Career decisions are an interesting matter to study, especially if the study is intended for students who will enter the work force. A student is certainly always given the freedom to decide on his career. However, even though students already have this freedom, Students still have to make certain considerations in deciding which career to choose. On the other hand, doing consideration, students also have the duty to prepare themselves regarding the development of competencies and abilities so that they can support career decisions that are in accordance with their interests and talents. In addition, students as candidates for the workforce must also be faced with an imbalance between job providers and job seekers. This condition is reflected in data from the Central Statistics Agency (2021) which shows the number of unemployed in February 2021 in Indonesia, namely 8.75 million people, of which 6.97% are undergraduates or university graduates. Fathina and Sudarno (2017) stated that students often still find it difficult when deciding which career to pursue after graduating from college later. This can be caused by a lack of information regarding the world of work, career

choices, and work experience.

There are several things that can influence student career decisions, one of which is self-efficacy. Self-efficacy according to Bandura can be interpreted as a person's or individual's belief related to the ability possessed in carrying out tasks or actions needed to achieve certain goals (Alwisol, 2011). Research conducted by Dewi (2017) shows that self-efficacy can positively and significantly influence the career decision-making of UMBY psychology faculty final students. One of the factors that can shape self-efficacy is the existence of experience in the form of a learning process that is passed when a student is involved in an organization or a company. Therefore, we need a program that can specifically facilitate students in knowing the practices carried out in the world of work directly. Gatot and Rahayu (2019) suggest that there is a strong relationship between apprenticeship programs and career development. In this case, many universities in Indonesia have implemented and required the implementation of field work courses or internships (Field Work Practices/PKL) in companies or other agencies. The Management Study Program of the Faculty of Islamic Economics and Business, UIN Sunan Gunung Djati Bandung is an example of a tertiary institution in Indonesia that implements an internship program for sixth semester students. Internship activities carried out by students can be in the form of deepening student knowledge by getting to know and studying the application of management knowledge in certain companies or agencies so that it can be used as a comparison material for material that has been received in lectures. In the end, through internship activities students can develop their knowledge, attitudes, skills and abilities through observation, application of knowledge, or work training carried out during the internship.

Implementation of internships is emphasized for students who want to focus on career choices as an employee, be it a company or other agency. Because actually, the internship program can be said as one of the efforts made by universities to prepare students to become human resources who are ready to work. However, given the intense competition in finding work, apart from implementing internships, knowledge is also needed that is able to prepare students to open new jobs or become entrepreneurs. The participation of higher education institutions in Indonesia in providing entrepreneurship knowledge and fostering entrepreneurial motivation is reflected in the provision of entrepreneurship courses for students. Ningrum (2008) states that entrepreneurship courses can be the main capital in an effort to become a successful entrepreneur. Entrepreneurship courses provide broad insights and knowledge related to the world of entrepreneurship, it is hoped that this will provide provisions for students to consider what business to choose according to their expertise. Giving entrepreneurship courses is also expected to foster an entrepreneurial mentality so that in the end students can go directly into the field of entrepreneurship. In this case, apart



from implementing internships, the Management Study Program of the Faculty of Islamic Economics and Business, UIN Sunan Gunung Djati Bandung also provides entrepreneurship courses for students. In the entrepreneurship course given, students are not only given theoretical insights related to the concept of entrepreneurship, but are also required to practice directly by going into the business sector so that students are able to market their products to the wider community. This is done with the aim of forming attitudes, behaviors, and entrepreneurial mindsets for students. The integration of knowledge, skills, and experience gained from entrepreneurial practice in entrepreneurship courses can be an important provision in considering student career choices. Even though the provision of provision in the form of theory and practice through Entrepreneurship courses for students has been carried out by the Higher Education, however, in the end the decision to engage in entrepreneurship or become an employee remains in the hands of the student. Nurjannah's research (2020) provides a final conclusion that the entrepreneurship course has a relatively low influence on interest in entrepreneurship among students of the PAI (Islamic Religious Education) Department, Faculty of Tarbiyah and Teacher Training, IAIN Metro.

In addition to apprenticeships and entrepreneurship courses, in consideration that students can reach career decisions they also need student experience in organizations. Nurjaya (2013) states that organizational experience has the possibility to influence one's career maturity. Career maturity referred to in this case is self-readiness related to planning, gathering information, or making career decisions. Organizational experience is said to be able to influence career decisions because in general in an organization a person is accustomed to dealing with problems that require resolution with certain decision-making methods. In dealing with these problems, of course students are also accustomed to making various considerations, finding the necessary information, and knowing what risks must be faced in every decision to be taken. Student participation in organizations also has several main benefits which can be in the form of broadening scientific insights, establishing friendships between people, developing soft skills, character building, and the process of training emotional control (Cahyani, 2019). According to Dwika, Zulherman, & Hamidy (2014), several studies have stated that students who participate in organizations can be students who are brave and fast in making decisions, can implement these decisions, have a low level of communication anxiety but have a high level of self-regulation. and have better social interactions. Therefore, someone who has more organizational experience tends to be more adaptable and more accustomed to gathering the information needed so that it will make it easier for students to make career decisions. Several studies have stated that students who participate in organizations can be students who are brave and fast in making decisions, can

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2. LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

Apprenticeship

According to Jhonson, an internship is a model of direct workplace training in the form of technical skill training that focuses on increasing productivity to meet targets (Martanto, 2013, p. 21). According to Daryanto (2009, p. 109) apprenticeship is a combination of educational programs in schools and expertise programs through an activity that goes directly into the world of work or works directly in a company or agency in a directed manner to achieve professional expertise at a certain level. . According to Rusidi in Sumardiono's book (2014, p. 119) states that apprenticeship is one of the course programs that must be completed by students to prepare themselves as human resources who are ready to work upon graduating from university.

Entrepreneurship Course

Entrepreneurship courses are one of the educational programs in various tertiary institutions in Indonesia which students will take in education level strata 1 or S1. Entrepreneurship courses provide insight, understanding and guidance on entrepreneurship and matters related to entrepreneurship starting from how to start up to how to maintain the business so that it survives regardless of the conditions and circumstances (Suherman, 2010, p. 27). In entrepreneurship courses, the process of student learning activities starts from formal and informal education programs, workshops, training, seminars, workshops and many other types of educational activities about entrepreneurship. So that students are not only required to know and understand entrepreneurship in theory, but also to be able to apply it in real life.

Organizational experience

Organization is a process of unification of work in which individuals or groups must



perform with the necessary skills in carrying out tasks, in such a way, providing the best relationship, to be implemented efficiently, systematically, positively, and in harmony with existing efforts (Sutarto, 1978, p. 22). The meaning of experience is having experienced, felt, lived, and endured something or event (Big Indonesian Dictionary). Meanwhile, according to Schmitt (1999, p. 60) experiences are personal events that occur because of a certain stimulus. Then Kotler (2005, p. 217) defines experience as a form of learning that affects changes in one's behavior.

Career Decisions

Decision (decision) is a choice in the form of the results of solving problems that have been faced (Davis, 1979, p. 5). Decisions are also referred to as the result of a decision-making process. GR Terry revealed that decision making is the selection of two or more alternatives, where the selection is made based on certain criteria (Syamsi, 2000, p. 5). This definition is in line with the notion of decision making according to Sukardi and Sumiati (1993, p. 63) which states that decision making is a process in which a person selects two or more possibilities. Therefore,

Effect of apprenticeship on career decisions

Cable and Judge's (1996) study uses person-organization fit and job attributes as independent variables and job choice intention (career selection goals) and work attitude (work attitude) as dependent variables. The results of Cable and Judge's research show that there is an influence of person-organization fit on career selection decisions at the organizational entry stage. Meanwhile, person-organization fit has an influence on work attitudes through job attributes. Turban, Forret, and Hendrikson (1998) conducted research on the factors that attract job applicants to work in companies. This study shows that job and organizational attributes are factors that attract job applicants to work in a company. Besides that, company reputation has a negative influence on the interest of job applicants to the company. Lauer and Kristof-Brown (2001) developed the research conducted by Cable and Judge (1996) by comparing the effect of person-organization fit and person-job fit on career selection.

H1: Internships have a positive and significant effect on student career decisions

The influence of entrepreneurship courses on career decisions

Fitri Nurjannah's research (2020) shows that there is an influence of entrepreneurship courses on students' interest in entrepreneurship, when students gain knowledge for entrepreneurship they will have the intention to become entrepreneurs rather than working in an office. This is in line with Erliana Sari Novita's research (2020) from this study that: the

implementation of the entrepreneurship course which is explained through the understanding and application variables has proven to have a significant effect on the variable of student interest in entrepreneurship. This is because understanding of entrepreneurship courses triggers students to apply them so as to foster an interest in entrepreneurship among students.

H2: Entrepreneurship courses have a positive and significant effect on student career decisions

Effect of organizational experience on apprenticeship relationships on career decisions

Cornelia Agnes (2022) Students are an important component to support the progress of the country. Therefore, students are expected to be able to apply all kinds of knowledge for the benefit of the nation and state. However, the difficulty in getting a job at this time makes a student have to study even harder, because only students who have good grades/achievements can make it easier for them to get a decent job in the future. According to research by Santoso Sigit (2020), organizational experience has a significant effect on student readiness to work

H3: Organizational experience strengthens the influence of internships on student career decisions

Influence Experience organization to connection eye studying entrepreneurship on student career decisions

Krumboltz's theory views that personal and environmental are important things to note as factors that influence career decisions. According to Lo Choi Tung stated that, "Entrepreneurship education is the process of transmitting entrepreneurial knowledge and skills to students to help them take advantage of business opportunities. The research results of Syarifuddin Didin, et al (2022, 40) show that the support of the family environment, friends, community and social media, support students to become entrepreneurs. While the interest that grows in students is seen from interest, attention, desire, to the willingness to do entrepreneurship in a good category.

H4: Organizational experience strengthens the influence of entrepreneurship courses on student career decisions

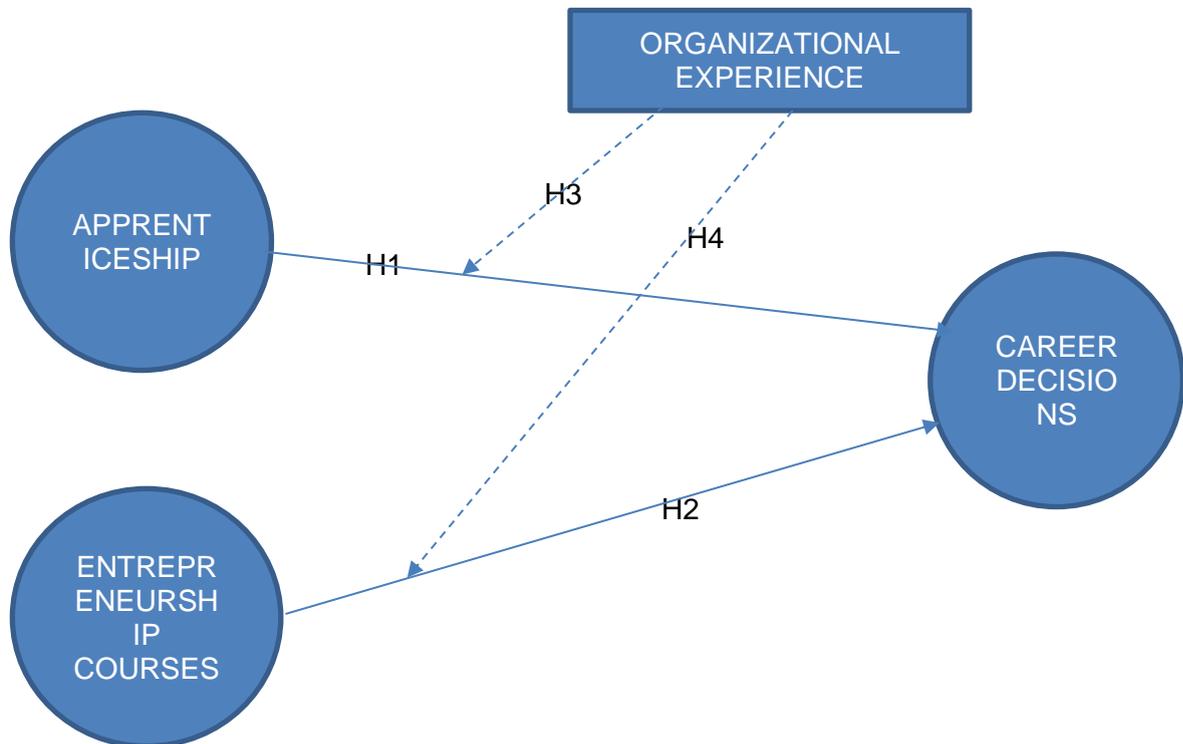


Figure 1. FRAMEWORK FOR THINKING

3. RESEARCH METHODS

This research is a quantitative research carried out by filling out questionnaire data conducted by alumni and students of the Management Study Program at the State Islamic University Sunan Gunung Djati Bandung in class 2022. Therefore, the object of the research is located at the Faculty of Islamic Economics and Business, UIN Sunan Gunung Djati Bandung which is located at Jl. . Ahmad Yani No. 117, Jemur Wonosari, Kec. Wonocolo, Bandung City, East Java 60237. This research was conducted from August 2021 to October 2021. The population to be taken in this study were all alumni of Management Study Program students at UIN Sunan Gunung Djati Bandung and Management Study Program students at UIN Sunan Gunung Djati Bandung class of 2022 as many as 370 people.

4. RESULT AND DISCUSSION

The outer model test aims to describe the relationship between latent variables and their indicators. There are two kinds of tests in the outer model, namely convergent validity

and discriminant validity.

Convergent Validity

Convergent validity is the degree to which the measurement results of a concept show a positive correlation with the measurement results of other concepts which theoretically should be positively correlated. Here are the details:

a. Outer Loading

Outer loadings is a table that contains the value of the loading factor to show the correlation between indicators and latent variables. The output of outer loadings is obtained from the SmartPLS PLS Algorithm test.

Table 1.

OUTPUT LOADING FACTOR VALUES

INDICATOR	H3	H4	KB	MG	KWU	PO
KB11			0.772			
KB12			0.805			
KB2			0.759			
KB5			0.774			
KB8			0.729			
KWU1					0.818	
KWU2					0.832	
KWU4					0.782	
KWU6					0.791	
KWU8					0.725	
MG*PO	1,192					
KWU*PO		0.961				
MG1				0.815		
MG2				0.761		
MG6				0.743		
PO1						0.718
PO3						0.763
PO4						0.799
PO5						0.830
PO7						0.764

Based on the results of data processing using the Smart PLS software shown in Table 1. are indicators that meet the convergent validity requirements with a value above 0.7 so that they can be said to be valid and able to measure latent variables precisely.

b. Internal Consistency Reliability

Internal consistency reliability is a construct reliability test that can be seen from the composite reliability value. The construct is declared reliable and acceptable if the value is >



0.7.

Table 2.

OUTPUT COMPOSITE RELIABILITY

Variable	Composite Reliability
Career Decisions	0.878
Apprenticeship	0.817
Entrepreneurship Course	0.892
Organizational experience	0.883

In Table 2. above, it can be seen that the output composite value for each variable is more than 0.8 which indicates that all variables can be declared reliable.

c. Average Variance Extracted (AVE)

The final test of convergent validity is reliability, namely the ability of indicators to generate deep values repeatedly (consistently) in each research activity. Measuring reliability through the PLS Algorithm with the construct validity & reliability menu, then looking at the AVE value. The AVE value indicates the level of variance of a construct component that is collected from its indicators by adjusting the error rate. The minimum AVE value of each variable must be above 0.5.

Table 3.

OUTPUT AVERAGE VARIANCE EXTRACTED

VARIABLE	Average Variance Extracted (AVE)
Career Decisions	0.590
Apprenticeship	0.598
Entrepreneurship Course	0.625
Organizational experience	0.601

From Table 3 above it can be seen that the AVE value obtained by each latent variable is greater than 0.5, so each latent variable can be said to be valid.

Discriminant Validity

Discriminant validity conducted to see the correlation of variables with other variables and the variable itself. Good discriminant validity is if the AVE value of each variable is greater than the correlation between variables. The output of discriminant validity is obtained through the Fornell-Larcker Criterion menu.

Table 4.

FORNELL-LARCKER CREATION OUTPUT

VARIABLE	KB	MG	KWU	PO
Career Decisions	0.768*			
Apprenticeship	0.491	0.774*		
Entrepreneurship Course	0.297	0.482	0.790*	
Organizational experience	0.463	0.415	0.255	0.776*

* is \sqrt{AVE}

The reading of the Fornell-Larcker Creation results in Table 4. is row based. It can be seen that the \sqrt{AVE} value of the career decision variable is 0.768, while the correlation value of other variables is below 0.768, so the AVE value of the career decision variable is greater than the correlation with other variables. Likewise for other variables that show a higher AVE value than the correlation between variables, so that they meet the requirements of discriminant validity.

Structural model testing aims to test whether or not there is influence between constructs. Structural models are evaluated using R-Square, T-Statistics, and P-Value to determine the magnitude of the influence and significance of the structural path parameter coefficients. Here are the details:

a. R-Square

R-Square serves to determine the magnitude of the influence of exogenous variables on endogenous variables.

Table 5.

R-SQUARE OUTPUT

VARIABLE	R-Square
Career Decisions	0.325

Based on Table 5. it can be seen that the output R-Square value is 0.325 or 33%, which means that the career decision variable is influenced by endogenous variables and moderating variables and the remaining 67% is the influence of other variables not examined.



b. Path Coefficients

Table 6.

OUTPUT PATH COEFFICIENTS

VARIABLE	CAREER DECISIONS
Apprenticeship	0.323
Entrepreneurship Course	0.055
Intern*Organizational Experience -> Career Decisions	-0.034
Entrepreneurship Course * Experience	0.044
Organization -> Career Decisions	

In Table 6, it can be seen that the output path coefficients of each variable are > 0, so the three endogenous variables have a positive influence on exogenous variables. Based on table 4.6 it can be stated that the career decision variable is 33% influenced by endogenous variables and moderating variables.

Bootstrapping

Table 7.

BOOTSTRAPPING OUTPUT

VARIABLE	T Statistics	P Values
Internship -> Career Decisions	2,797	0.005
Entrepreneurship Subject -> Career Decisions	0.534	0.594
Intern*Organizational Experience -> Career Decisions	0.297	0.767
Course Entrepreneurship * Organizational Experience -> Career Decisions	0.269	0.788

Based on Table 7. it can be concluded that only one hypothesis is accepted, namely the effect of apprenticeship on career decisions where the T-Statistics is 2.797 and P-Values is 0.005 which means it has a significant effect.

4. DISCUSSION

The Effect of Internship on Career Decisions

In the analysis that has been carried out, it was found that internships had an effect on career decisions as evidenced from the results of hypothesis testing which can be seen in Table 7. that the T-Statistics values were obtained <1.96 of 0.297 , and P-Values <0.05 of 0.005 , it can be stated that the internship variable has a positive and significant effect on student career decision variables. Thus, the hypothesis is accepted.

Research results from Gatot & Rahayu (2019) state that there is a strong relationship between apprenticeship programs and career development motivation. Then the research conducted by Azizah, Santoso, and Sumaryati (2019) found that internships in the business world/industrial world have a positive and significant influence on student work readiness. Gohae's research (2020) also gives the result that apprenticeship experience influences student work readiness. From some of these previous studies, it can be seen that the research conducted by researchers showed the same results. So, it can be proven that the apprenticeship program has an effect on career decisions where in addition to aiming to implement the knowledge gained by students during lecture activities and hone skills and abilities,

The Effect of Entrepreneurship Courses on Career Decisions

Based on the test results listed in Table 7, it can be seen that the Entrepreneurship Course has no influence on Career Decisions. This is evidenced by the P Value which has a value of 0.594 , which is greater than 0.05 ($0.594 > 0.05$). In addition, the table also shows that the effect of the Entrepreneurship Course is also proven to be insignificant. This can be seen from the T statistics value which shows a value of 0.534 which is smaller than 1.96 ($0.534 < 1.96$). Therefore, it can be concluded that the Entrepreneurship Course variable (X2) has no positive and insignificant influence on the Career Decision variable (Y1).

The results of this study are in line with the results of Adi Saputra's research (2017), which stated that 9 out of 13 informants stated that the Entrepreneurship Course was still not effective in fostering an entrepreneurial spirit in among students. Research conducted by Jayadi, Triastuti, & Prasilowati (2020) also states that STIE IPWIJA students' interest in entrepreneurship does not have a significant difference after doing entrepreneurship learning.

Organizational Experience Moderates the Effect of Internship on Career Decisions

Based on the results of the analysis that has been carried out by researchers, it is



found that organizational experience has no effect as a moderator of the relationship between apprenticeship and career decisions. It is known from the data from the tests carried out using the Smart PLS application using the bootstrapping method, it is known that the T-statistic is $0.297 < 1.96$ and the P-value is $0.767 > 0.05$ (Table 7.), this means that the experience of the organization is not able to moderate the influence of internships on career decisions. So it can be concluded that the organizational experience variable is not able to significantly and has a negative effect on the influence of internships on career decisions of management students.

When juxtaposed with related theories, organizational experience is said to be able to foster career decisions, but the results of this study show that organizational experience cannot moderate the effect of apprenticeship on career decisions for Management Study Program students. The results of this study are also not in line with existing theories because organizational experience is not able to significantly and has a negative effect on the influence of internships on career decisions of students of the management study program at UIN Sunan Gunung Djati Bandung. This research is also not in line with the research conducted by Azizah et al., (2019) because the research stated that organizational experience and internships have a positive influence on student work readiness.

Organizational Experience Moderates the Effect of Entrepreneurship Courses on Career Decisions

Based on the results of the analysis carried out by researchers, organizational experience has a positive but not significant effect as a moderator of the relationship between entrepreneurship courses and career decisions. This is known from the results of data analysis carried out using the Smart PLS application using the bootstrapping method with a T-statistic value of $0.269 < 1.96$ and a P-Value of $0.788 > 0.05$ (Table 7.). This means that organizational experience is able to strengthen the influence of entrepreneurship courses on career decisions. So it can be concluded that organizational experience has a positive but not significant effect as a moderating relationship between Entrepreneurship courses on career decisions. These results may be due to the not yet optimal role of the organization or UKM (Student Activity Unit) in providing entrepreneurship learning so that they have not been able to support Entrepreneurship Courses. These results are in line with research conducted by Apiatun & Prajanti (2019) that entrepreneurship has a positive but insignificant influence.

5. CONCLUSION

Based on the results of data tests conducted by researchers with the SmartPLS

application tools related to the influence of Internships and Entrepreneurship Courses on Career Decisions with Organizational Experience as a moderating variable, the conclusions of this study are:

1. The Internship Variable (X1) has a positive and significant effect on the Career Decision variable (Y1) for Management Study Program students, UIN Sunan Gunung Djati Bandung.
2. The Entrepreneurship Subject Variable (X2) has no effect on the Career Decision Variable (Y1) of Management Study Program students, UIN Sunan Gunung Djati Bandung.
3. The Organizational Experience variable (Z) is not able to moderate the effect of the Internship variable (X1) on the Career Decision variable (Y1).

The Organizational Experience variable (Z) is not able to moderate the effect of the Entrepreneurship Course variable (X2) on the Career Decision variable (Y1).

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