

The Influence Of Maturity And Work Experience On The Work Readiness Of Students In The Study Abroad Program In Taiwan

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Abstract

The purpose of this study is to examine how maturity and work experience impact students' readiness for work in a study-while-working program in Taiwan. In the context of human resource management (HRM), maturity and work experience are crucial factors influencing an individual's readiness to enter the workforce. The study used a quantitative approach, involving 40 students as respondents. Data was collected through a questionnaire using a Likert scale to measure maturity, work experience, and work readiness. The results indicated that maturity and work experience have a positive and significant influence on students' work readiness. In other words, students with higher levels of maturity and more work experience demonstrate greater readiness to enter the workforce. This finding underscores the importance of self-development and gaining work experience during the study period to better prepare students for future professional challenges. The implications of this study suggest the necessity for a more structured job training and skills development program to enhance students' work readiness. This research is expected to offer valuable insights for education managers and policymakers to improve the work readiness of Indonesian students, particularly those participating in work-study programs. Policymakers to improve Indonesian students' work readiness, especially those participating in work-study programs.

Keywords: Maturity; Work experience; Work readiness.

1. Introduction

Education is considered to play an essential role in producing high-quality human resources. Amid the rapid development of competitive globalization, individuals must be able to move quickly and flexibly in transformation. Unfortunately, competition in the world of work is still one of the most significant inhibiting factors that continue to increase the unemployment rate in Indonesia. Intellectual people who have completed high school, vocational high school, diploma, and bachelor's degree are not guaranteed jobs, Mustari (2021). This is also agreed by Safitri and Syofyan (2023), who claim that even individuals who graduate from college, They may need to have adequate work readiness to enter the field.

Based on data from the Central Statistics Agency (BPS), the unemployment rate in Indonesia reached 7.2 million people in February 2024. This figure shows a decrease compared to last February 2023, reaching 790 thousand people or at least 9.89 percent. This unemployment data is an accumulation of four population groups, namely the labor force that does not have a job or is looking for work, does not have a job and is preparing a business, does not have a job and is not looking for work, and the labor force that has a job but has not started working (Databoks, 2024).

In February 2024, the Number of workers in Indonesia reached 149.38 million people. This figure shows a significant increase from the previous year, reaching 2.76 million people or equivalent to 1.88 percent (yoy). The Open Unemployment Rate (TPT) in Indonesia in February 2024 was allegedly 4.82 percent, which decreased by 0.63 percent from the previous year, reaching 5.45 percent. TPT is the ratio of the Number of unemployed people to the total labor force (people aged 15 years and over who are working, people who have a job but are temporarily unemployed, and the unemployed). This ratio is the leading benchmark for countries to measure the Number of workers not absorbed by the labor market (Databoks, 2024).

One reason for labor absorption failure is the impact of students' lack of work readiness. Work readiness is a condition where individuals show harmony in the level of self-maturity, both physically and mentally, and experience, which allows individuals to do their work, Fitriyanto (2006). Burke (2018) claims that most students still need to understand work readiness attitudes, the skills needed, and strategies to improve job prospects through their studies.

Lack of work readiness indicates a mismatch between demand and supply in the job market, which negatively affects the whole system in the job market itself. This aligns with Griffin's (2014) view that in previous civilizations (before entering the 21st century), the job market generally still opened up great opportunities for people with specific skills and high academic qualifications. Unfortunately, this need has shifted, and qualifications have increased since increasingly sophisticated technological advancements emerged. With demand from homogeneous qualifications, the job market's need for heterogeneous specialized skills is increasingly challenging. This is in line with Clarke (2017) view, which claims that the lack of essential skills in students is a controversial issue in the world of work.

Kuswana (2013) states that individuals who have good work readiness can be reviewed through six main characteristics, namely: 1) knowing and understanding job responsibilities by the position held, 2) having knowledge both conceptually, procedurally, and factually, 3) knowing the attitudes and behavior of competent workers, 4) having interest, motivation, and

a positive perspective on the rules applied in their work environment, 5) having a positive attitude and being able to face job risks, and 6) being able to understand and overcome any problems that arise in their work.

This is in line with the view of Slameto (2015), who claims that at least two main benchmarks can be used as a reference in assessing the level of work readiness in individuals, namely *maturation* and intelligence. Maturity or maturity in work readiness refers to changes in individual behavior as an *output* or result of the growth and development they experience. Suparno (2012) defines *maturity* as mental maturity, where individuals undergo a process towards maturity. In the world of work, this maturity refers to the success of individuals in completing their tasks as a stage of development. In this case, maturity refers to the direction of maturity in thinking and behavior directly related to the process of choosing, following, or the direction of progress that individuals successfully achieve. In short, maturity generally pivots on individual thoughts and behavior in implementing and making decisions at work, Faridah (2014).

Another factor that influences work readiness is work experience. Generally, students are often expected to work part-time (internship) as one of the requirements for fulfilling assignments. Internship experience or work experience for students is often a benchmark for assessing the extent of understanding, knowledge, and skills bought during lectures. The existence of work experience for students is expected to help them move independently and provide space to have specific skills or competencies that can improve their work ethic. This is in line with Supriyatno and Luailik (2022) claim that internship experience gives an opportunity for individuals to be able to adapt to a natural work environment, implement their theory in the world of work, gain experience in real situations, and prepare individuals to enter society.

The existence of this internship system makes many students view studying while working as usual. Cohen (in Ronen, 1981) claims that most students generally do *part-time work*. Not only as a form of course fulfillment, many students also work as a form of economic fulfillment to fill their spare time, Yenni (in Daulay and Rola, 2009). Regarding its impact, studying while working is a form of activity that grows like two sides of a coin. The reason is that its existence is present. It impacts individual negligence in being responsible for their role as students and as workers, Yenni (in Daulay and Rola, 2009). Even so, this activity allows individuals to gain work experience, help meet college costs, and even achieve economic independence, Motte and Schwartz (2009).

One manifestation of this program can be seen through the study-while-working program in Taiwan. This program is a new program that is a manifestation of the *Southbound Policy*. This program is conducted by providing work internships while studying for Indonesian citizens at undergraduate universities that have proven cooperation. Students who are part of it get the opportunity to conduct education with the fulfillment of reasonable access. In addition to learning, students in this program can contribute to training institutions or companies that have partnered with sponsoring institutions. In its implementation, students will study for four days, work for one to two days, and use the rest of the day for rest. The fulfillment of this time is absolute and cannot be exceeded since the nationals in the program must follow their *Foreign Student Visa* status (SMK Negeri 1 Rancaekek, n.a.).

Earlier research by Anskaria Simfrosa Gohae et al. (2020) has shown that internship

experience and job interest significantly affect the work readiness of accounting students. Research by Sudarno et al. (2021) also highlighted the critical role of soft skills and learning achievement in the work readiness of economics education students. This study continues the discussion by examining the effect of maturity and work experience on students' work readiness in the study-while-working program in Taiwan. This research will focus on students who are studying while working in Taiwan. This is based on the needs and situations of students who are required to be able to balance their academic life and career at the same time. Departing from this problem, this research will then raise the title *"The Influence of Maturity and Work Experience on the Work Readiness of Students in The Study Abroad Program in Taiwan."*

2. Literature Review

2.1 Theory

Definition of Work Readiness: According to Sugihartono (in Muspawi & Lestari, 2020), work readiness is the capacity to perform specific tasks or demonstrate certain behaviors related to one's field of work by showing a balance between physical, mental, and educational development. In other words, work readiness requires a person to reach a certain level of physical and mental development and learning experiences aligned with their chosen career. This definition is in line with the views of Caballero, Walker, Fuller Tyszkiewicz (2011), where readiness is interpreted as a benchmark or reference to the extent to which individuals have readiness identified through performance, level of success, and opportunities for promotion and career advancement. Targeting the views of Pool and Sewell (2007), work readiness in individuals can be analyzed through several components, including suitability and expertise in the field, personality, intelligence, and level of insight, as well as understanding and comfort felt by individuals in the world of work.

Factors of Work Readiness According to (Rahayu & Rahmiyati, 2020), the factors of work readiness are described as follows:

1. Maturity Level: After going through several phases of development, one's attitude reaches a certain level of maturity. The psychological condition known as maturity is caused by behavioral changes brought about by growth and development.
2. Previous meeting: Experience is a systematized collection of knowledge or skills that a person acquires through learning, whether consciously or unconsciously. Through Experience, one can gain knowledge, which leads to developing skills and knowledge.
3. Balance of emotional and mental state: In addition to rational, impartial, and harmonious thinking, mental and emotional balance shows a steady, critical, and measured state. Balanced emotions give rise to a drive for progress, the ability to accept and improve oneself, and a willingness to work under any circumstances with new people and environments.

Meanwhile, according to (Hudaniah, 2013), the factors of work readiness consist of the following:

1. High level of maturity;
2. Previous Experience; and
3. Balanced emotional and mental state.

In the case of work readiness indicators, each individual has a different level of work readiness, and success in having work readiness can be observed through indicators that

measure work readiness. According to Brady (in Agustin, 2018), there are six indicators of work readiness, including the following:

1. **Responsibility:** Each individual must be aware of and able to carry out the assigned tasks. Integrity, honesty, and trust are the main pillars of this responsibility.
2. **Flexibility:** Flexibility is an important skill in dealing with work dynamics. Every individual must be able to adjust to constantly evolving changes and work demands. Changes, both expected and unexpected, must be accepted gracefully.
3. **Skills:** Skills are valuable assets for every individual. Knowing your abilities and skills is the first step in utilizing them as a workforce.
4. **Communication:** Good interpersonal communication skills make it easier for a person to interact and adapt to a new environment. Following orders and instructions and asking for help when needed are part of effective communication.
5. **Self-view:** Self-view is related to an individual's intrapersonal processes. Beliefs about oneself and one's work become the basis for realizing one's abilities. Self-acceptance and self-confidence are the main assets in carrying out tasks well.
6. **Health and Safety:** Occupational health and safety are vital aspects that must be maintained. Maintaining physical and mental hygiene and health is the responsibility of every individual. Operating machinery according to procedures, following health and safety policies, and using safety equipment provided are essential steps in creating a safe and healthy work environment.

Definition of Maturity: According to Jin Kuang et al. (2023), adulthood is a period of development between adolescence and adulthood, aged 18-29 years. This period is characterized by several distinctive features, namely the exploration of identity in various aspects such as love, career, and outlook on life, instability in choices and life, focus on oneself because they have fewer restrictions from parents and obligations like adults, feelings of being "in-between" adolescence and adulthood, and feelings of optimism and the existence of many possibilities in life. This is in line with Samuel (2021) opinion that maturity is not merely a natural development process psychologically, biologically, or physiologically but also a personality trait. Maturity can be identified through the actions of an individual in carrying out activities that require rational reasoning. A mature person tends to show actions that are carefully thought out and appropriate to the situation at hand, as well as showing self-control and awareness of his or her circumstances. Maturity is not just a matter of age, as even children can perform actions demonstrating maturity, although adults are generally more likely to behave maturely than children. Thus, maturity is a personality trait characterized by rational thought and action, emotional control, and self-awareness, which both adults and children can possess.

According to Hochberg & Konner (2020), maturity indicators are composed of:

1. Several significant changes in the body characterize physical and physiological maturity. One noticeable change is a slowdown in the rate of growth. Along with that, hormone levels in the blood and body tissues increase. This is followed by decreased overt aggression, suggesting that individuals develop better self-control as they age.
2. Intellectual and emotional maturity also undergo significant development. Learning and maturation are essential in mitigating the hormonal impacts of growth. Individuals begin to master the social skills needed to form healthy relationships and reproduce. Mastery of these

skills is essential in helping individuals navigate more complex social lives.

3. Social maturity: Individuals learn about intimacy and the support of mutual understanding. Pre-existing friendships become more intense, creating more robust and deeper bonds. Socialization is also increasingly family-oriented, indicating a shift in focus from broader social relationships to more intimate and ongoing relationships.
4. Achievement of adult roles, Becoming more economically independent through training and education. In this case, individuals not only learn practical skills needed in the world of work but also develop a sense of responsibility and the ability to support themselves financially.

Definition of Work Experience: According to Kolb and Kolb (2017), experience is a holistic learning and development process involving continuous interaction between individuals and their environment. Experiential learning enables meaningful transformation of knowledge—an essential component in learning and education, particularly in higher education. Experience provides a richer and more meaningful understanding of theoretical concepts and can also enhance memory, shape beliefs about learning and self, and lead to personal insights. Out-of-class experiences such as internships, projects, and other activities are essential factors that distinguish graduates who are successful in their careers from those who "drift." These real-world experiences are considered more important than just having a degree. (Kolb & Kolb, 2017). According to Alwisol (2018), experience has been experienced (lived, felt, borne). *Experience* is also defined as episodic memory, which is memory that receives and stores events that occur or are experienced by individuals at a particular time and place, which serves as an autobiographical reference (Alwisol, 2018). Experience is also something that cannot be separated from everyday human life. Experience is precious for every human being, and experience can also be given to anyone to use and become guidelines for human learning.

Indicators of Work Experience According to Kolb and Kolb (2017), there are several indicators of experience, including the following:

1. Direct involvement in problem-solving and practical activities.
2. The ability to analyze, share, discuss, and reflect on personal reactions to experiences.
3. Storage of information in autobiographical memory.
4. Changes in beliefs about learning and self.
5. Increased awareness of own and others' perspectives

3. Material and Method

This study uses a quantitative research approach to measure the effect of maturity and work experience on work readiness. According to Sugiyono (2018:8), quantitative research is a research method based on phenomena that can be classified as relatively concrete, observable, and measurable, used to research specific populations, data collection using research instruments, and statistical type data analysis with the aim of testing predetermined hypotheses.

This research uses quantitative methods because they allow researchers to describe data characteristics systematically and accurately. Descriptive analysis can clearly and structurally describe the relationship between variables. By using this method, researchers can draw conclusions that have more potential to be applied to a vast population.

This study's population was 40 Indonesian students who participated in the work while

studying in a program at Cheng-Shiu University in Taiwan. The population was chosen because it was relevant to the research topic, namely *The Influence of Maturity and Work Experience on the Work Readiness of Students in The Study Abroad Program in Taiwan*.

3.1 Design Study

3.1.1 Research Variables

According to Sugiyono (2018: 38), research variables are everything in the form of anything the researcher determines to study so that information is obtained and then conclusions are drawn. According to Sugiyono (2018: 39), Research variables consist of dependent variables, which are often referred to as dependent variables, which are variables that are the result of independent variables. The independent variable, called the independent variable, is the variable that affects the cause of the change in the dependent variable. This study's variables include independent variables, maturity (X1) and work experience (X2), and the dependent variable is work readiness (Y).

Variables	Variable Definition	Indicator	Scale
Maturity (X1)	Samuel (2021) states that maturity is not merely a psychological, biological, or physiological process of natural development but also a personality trait.	Maturity, physical, and physiological Intellectual and emotional maturity Social maturity Achievement of adult roles	Likert
Work Experience (X2)	Kolb and Kolb (2017), experience is a holistic learning and development process involving continuous interaction between individuals and their environment. Experiential learning enables meaningful transformation of knowledge.	Direct involvement in problem-solving and practical activities. The ability to analyze, share, discuss, and reflect on personal reactions to experiences. Storage of information in autobiographical memory. Changes in beliefs about learning and self. Increased awareness of own and others' perspectives	Likert
Work Readiness (Y)	Work readiness is the capacity to perform specific tasks or demonstrate certain behaviors related to one's field by balancing physical, mental, and educational development. Certain	Responsibility Flexibility Skills Communication Self-view Health and Safety	Likert

	behaviors are related to one's field of work by showing a balance between physical, mental, and educational development. ¹⁷ (Sugihartono (in (Muspawi & Lestari, 2020))).		
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3.1.2 Data Collection

Data collection methods are procedures used by researchers to collect the information they need from various sources to answer their research questions. According to Sugiyono (2018: 137), data collection methods include observation, interviews, questionnaires, and documentation. In this research, the data collection methods used are interviews and questionnaires.

3.2 Data Analysis

After obtaining data for this study, researchers will conduct data analysis to obtain results and conclusions from the variables tested. Activities in data analysis are grouping data based on variables and types of respondents, presenting data for each variable studied, performing calculations to answer problem formulations, and performing calculations to test hypotheses that have been proposed. In analyzing the data, researchers used multiple linear regression analysis methods using statistical software, namely SPSS (Statistical Package for the Social Sciences). The analysis methods used are validity test, and reliability test. Data analysis uses multiple linear analysis, normality test, linearity test, multicollinearity test, and heteroscedasticity test in hypothesis testing using the t-test and F test.

4. Result

Table 4.1 Validity Test of Maturity Variable

Variable	Indicator	Statement items	Rcalculate	Rtable	Results
Maturity	Maturity, physical, and physiological	1	0.692	0.312	<i>Valid</i>
		2	0.626	0.312	<i>Valid</i>
	Intellectual and emotional maturity	3	0.752	0.312	<i>Valid</i>
		4	0.635	0.312	<i>Valid</i>
		5	0.624	0.312	<i>Valid</i>
	Social maturity	6	0.457	0.312	<i>Valid</i>
		7	0.578	0.312	<i>Valid</i>
	Achievement of adult roles	8	0.594	0.312	<i>Valid</i>
		9	0.590	0.312	<i>Valid</i>

Based on the validity test Maturity variable results, it can be concluded that all statement items used in this study are valid. This is evidenced by the Rcount value being more significant than the Rtable value obtained for each statement item. Therefore, all items in the questionnaire can be considered valid and suitable for further analysis.

Table 4.2 Validity Test of Work Experience Variable

Variable	Indicator	Statement items	Rcalculate	Rtable	Results
Work Experience	Direct involvement in problem-solving and practical activities.	1	0.393	0.312	<i>Valid</i>
		2	0.432	0.312	<i>Valid</i>
	The ability to analyze, share, discuss, and reflect on personal reactions to experiences.	3	0.792	0.312	<i>Valid</i>
		4	0.799	0.312	<i>Valid</i>
	Storage of information in autobiographical memory.	5	0.548	0.312	<i>Valid</i>
		6	0.736	0.312	<i>Valid</i>
	Changes in beliefs about learning and self.	7	0.727	0.312	<i>Valid</i>
		8	0.597	0.312	<i>Valid</i>
	Increased awareness of own and others' perspectives	9	0.709	0.312	<i>Valid</i>
		10	0.717	0.312	<i>Valid</i>

Based on the validity test Work Experience variable results, it can be concluded that all statement items used in this study are valid. This is evidenced by the Rcount value being more significant than the Rtable value obtained for each statement item. Therefore, all items in the questionnaire can be considered valid and suitable for further analysis.

Table 4.3 Validity Test of Work Readiness Variable

Variable	Indicator	Statement items	Rcalculate	Rtable	Results
Work Experience	Responsibility	1	0.774	0.312	<i>Valid</i>
		2	0.714	0.312	<i>Valid</i>
	Flexibility	3	0.683	0.312	<i>Valid</i>
		4	0.683	0.312	<i>Valid</i>
	Skills	5	0.803	0.312	<i>Valid</i>
		6	0.554	0.312	<i>Valid</i>
	Communication	7	0.737	0.312	<i>Valid</i>
		8	0.478	0.312	<i>Valid</i>
	Self-View	9	0.600	0.312	<i>Valid</i>
		10	0.760	0.312	<i>Valid</i>
	Health and Safety	11	0.690	0.312	<i>Valid</i>
		12	0.577	0.312	<i>Valid</i>

Based on the validity test Work Readiness variable results, it can be concluded that all statement items used in this study are valid. This is evidenced by the Rcount value being more significant than the Rtable value obtained for each statement item. Therefore, all items in the questionnaire can be considered valid and suitable for further analysis.

Table 4.4 Reliability Test

Variable	Cronbach's Alpha	Reliability	Results
Maturity	0.880	0.60	<i>Reliable</i>
Work Experience	0.870	0.60	<i>Reliable</i>

Work Readiness	0.938	0.60	<i>Reliable</i>
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Based on the reliability test results using the Cronbach Alpha calculation, the reliability value obtained is greater than the recommended minimum limit of 0.60, which indicates that the instrument items used in this study have good internal consistency to measure the variables studied.

Table 4.5 Normality Test
One-Sample Kolmogorov-Smirnov Test

Model	N	Test Statistic	Asymp. Sig. (2-tailed)	Result
Unstandardized Residual	40	0,119	0,163 ^C	Data is normally distributed

Based on the Kolmogorov-Smirnov normality test results, a significant value of 0.163 was obtained. Since this value is more significant than 0.05, the data in this study are typically distributed. This shows that the data meets the assumption of normality, which is important for the validity of the statistical analysis.

Table 4.6 Multicollinearity Test

Variables	Tolerance	VIF	Results
Maturity	0,209	4,782	No multicollinearity
Work Experience	0,209	4,782	No multicollinearity

Based on the multicollinearity test results, the tolerance value obtained by all variables is 0.209. The tolerance value is greater than 0.1, and the Variance Inflation Factor (VIF) value of 4.782 is smaller than 10.00, indicating no severe multicollinearity problem among the independent variables in this research model. Thus, the variables can be used together in the regression analysis without causing significant distortion.

Table 4.7 Heteroscedasticity

Variables	Sig.	Results
Maturity	0,061	No heteroscedasticity
Work Experience	0,083	No heteroscedasticity

Based on the results of the heteroscedasticity test using the Glejser test, the significant value for the Maturity variable is 0.061, and the work experience variable is 0.083. Because both significant values are greater than 0.05, it can be concluded that there is no heteroscedasticity problem in the regression model used. Thus, the assumption of Heteroscedasticity is fulfilled, which means that the variance of the error term is constant, and the regression analysis can be considered valid.

Table 4.8 Multiple Linear Regression

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-2.438	4.941		-.493	.625
	Kedewasaan	.722	.276	.462	2.620	.013
	Pengalaman Kerja	.602	.245	.434	2.462	.019

a. Dependent Variable: Kesiapan Kerja

1. Based on the results of multiple linear regression tests, the significant value obtained by the maturity variable is $0.013 < 0.05$, and the significant value obtained by the work experience variable is $0.019 < 0.05$. Because this value is much smaller than the significant limit of 0.05 , the regression model used as a whole is significant in explaining the variability of the dependent variable. This means there is a significant influence between the independent and dependent variables in this model, and the model effectively explains the differences in the data.
2. Based on the results of multiple linear regression tests, the regression equation obtained **$Y = -2.438 + 0.722 X_1 + 0.602 X_2$**
 - a. The constant value obtained is -2.438 , indicating the initial value of Y when X_1 and X_2 are 0 .
 - b. The regression coefficient value of variable X_1 is positive (+) of 0.722 ; this means that if variable X increases, variable Y will also increase.
 - c. The regression coefficient value of the X_2 variable is positive (+) of 0.602 ; this means that if the X_2 variable increases, the Y variable will also increase.

Table 4.9 T Test (Partial) X1 on Y

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.767	5.074		.151	.881
	Kedewasaan	1.325	.134	.848	9.881	.000

a. Dependent Variable: Kesiapan Kerja

Based on the regression analysis results, the t-table ($\alpha/2:0.050/2=0.025$) ;($n-k-1:40-2-1=37$) the t table value obtained is **2.026**. The following explains the t-test results for the independent variables X_1 . The calculated t-value for X_1 is **9.881** and a significant value of **0.000**. Because the calculated t-value $9.881 > t$ -table value 2.026 and the significance value $0.000 < 0.05$, the X_1 variable has a significant effect on the dependent variable.

Table 4.10 T-test (Partial) X2 on Y

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.205	5.197		.039	.969
	Pengalaman Kerja	1.172	.120	.845	9.754	.000

a. Dependent Variable: Kesiapan Kerja

Based on the regression analysis results, the t-table ($\alpha/2:0.050/2=0.025$) ;(n-k-1:40-2-1=37) the t table value obtained is **2.026**. The following explains the t-test results for the independent variables X1. The calculated t-value for X1 is **9.754** and a significant value of **0.000**. Because the calculated t-value $9.754 >$ t-table value 2.026 and the significance value $0.000 < 0.05$, the X2 variable significantly affects the dependent variable.

Table 4.11 F Test

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1281.359	2	640.680	58.352	.000 ^b
	Residual	406.241	37	10.979		
	Total	1687.600	39			

a. Dependent Variable: Kesiapan Kerja

b. Predictors: (Constant), Pengalaman Kerja, Kedewasaan

Based on the regression analysis results, F-table ($K = 2$) (n-k; $40-2 = 38$), the F-table value is **3.24** for a significance level of 0.05. The following explains the F test results: The calculated F value is **58.352**, and the significance value is **0.000**. Because the calculated F value $58.352 >$ F-table value 3.24 and the significance value $0.000 < 0.05$, the hypothesis used as a whole is significant Maturity (X1) and work experience (X2) has a positive and significant effect on job readiness (Y) of students in the study while working program in Taiwan.

Table 4.12 R Test

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.871 ^a	.759	.746	3.314

a. Predictors: (Constant), Pengalaman Kerja, Kedewasaan

Based on the R Test 2 results, the Adjusted R Square value obtained is 0.746, or 74.6%. This shows that 74.6% of work readiness can be explained by the independent variables, namely maturity and work experience, while 25.4% is explained by variables outside the independent variables in this study.

5. Discussion

The Influence of Maturity on Work Readiness

The results of the analysis show that maturity has a positive and significant influence on students' work readiness in the work-study program. This means that the higher a student's maturity level, the more prepared they are to face the world of work. Maturity includes emotional maturity, decision-making ability, and responsibility in facing various challenges. This finding aligns with previous research by ¹⁶Sudarno et al. (2021), who found that aspects of soft skills, which are also part of maturity, play an essential role in the work readiness of economic education students.

The Influence of Work Experience on Work Readiness

This study also found that work experience positively and significantly influences students' work readiness. Work experience, such as internships and part-time jobs, provides practical insights that cannot be obtained from formal education alone. It allows students to develop practical skills, increase self-confidence, and better understand the dynamics of the world of work. This finding is supported by ¹⁵Gohae and Dewi's (2020) research, which found that internship experience significantly improves accounting students' work readiness. Work experience allows students to apply the theories learned in class realistically, strengthening their readiness for a career after graduation.

The Influence of Maturity and Work Experience Positively and Significantly on Work Readiness

The third hypothesis has also been proven correct, where maturity and work experience positively and significantly influence student work readiness. Mature and experienced students can better adjust to work demands, interact with other professionals, and make decisions that positively impact the work environment. This supports the results of previous studies, which show that the development of soft skills and the accumulation of practical experience contribute significantly to students' work readiness. In other words, when students have good emotional maturity and are supported by adequate work experience, they are better prepared to enter the workforce and contribute effectively.

6. Conclusion, Implication, and Recommendation

1. Work readiness is an essential factor affecting employment. Students' lack of work readiness skills, such as an understanding of work readiness attitudes, required skills, and strategies to improve job prospects, leads to a mismatch between demand and supply in the job market.
2. Individuals who have good work readiness can be seen from six main characteristics, namely: 1) know and understand job responsibilities, 2) have knowledge both conceptually, procedurally, and factually, 3) have knowledge of the attitudes and behaviors of competent workers, 4) have interest, motivation, and a positive attitude towards work, 5) have good adaptability and social skills, and 6) have critical thinking and problem-solving abilities.
3. Maturity has a positive and significant effect on students' work readiness in Taiwan's study-work program.
4. Work experience has a positive and significant effect on students' work readiness in Taiwan's work-study program.

5. Maturity and work experience simultaneously have a positive and significant effect on students' work readiness in Taiwan's work-study program.
6. Education and workforce policymakers can use the results of this study to formulate policies that encourage the integration of work experience in higher education. These policies could incentivize companies to provide more internships or part-time work opportunities that support students' skills development.
7. This study suggests that future researchers expand the scope of research by involving students from various universities and considering other factors.
8. Thus, future research can significantly contribute to developing programs aimed at improving students' work readiness.

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