

THE EFFECT OF WORK DISCIPLINE AND WORK ENVIRONMENT ON THE PERFORMANCE OF MBKM STUDENTS' INTERNSHIP WITH WORK MOTIVATION AS AN INTERVENING VARIABLE

Juliana Ariska¹, Khairawati², Ibrahim Qamarius³, Sullaida⁴

^{1,2,3,4} Fakultas Ekonomi dan Bisnis, Universitas Malikussaleh, Indonesia.

Corresponding Author: khairawati@unimal.ac.id

Received : 21 May 2025

Revised : 29 May 2025

Accepted : 16 June 2025

Published : 13 July 2025

DOI : <https://doi.org/10.54443/morfai.v5i6.3422>

Link Publish : <https://radjapublika.com/index.php/MORFAI/article/view/3422>

Abstract

This study aims to analyze the influence of work discipline and work environment on the internship performance of students in the Merdeka Belajar Kampus Merdeka (MBKM) program, with work motivation as a mediating variable. The research was conducted on students participating in the Certified Internship and Independent Study Program (MSIB) at PT Bank BTPN Syariah Tbk. A quantitative approach was applied by distributing questionnaires to 222 respondents who had completed their internship. The data were analyzed using the Partial Least Square (PLS) method. The results indicate that work discipline and work environment positively and significantly influence work motivation, and that work motivation significantly influences internship performance. Additionally, work motivation is proven to mediate the relationship between work discipline and work environment on students' internship performance. This research is expected to contribute to the development of internship programs in both education and industry.

Keywords: *Work Discipline, Work Environment, Work Motivation, Performance*

INTRODUCTION

In the current era of globalization, it is expected that all sectors, including education, can continue to improve their competence with the aim of producing quality human resources (HR) and individuals who are ready to work. Universities are one place where intellectuals can contribute to driving the progress of economic, social, cultural, and technological development. The hope is that universities are able to produce graduates who not only have knowledge, but also have professional skills.(Marlinah, 2019). To successfully fulfill such strategic and important roles, human resources in higher education, namely students, must have the best quality. In the world of education, internship experience has become an integral component in shaping students into individuals who are ready to enter the world of work. One aspect that cannot be ignored in this context is the internship work environment, which can have a significant impact on the motivation and performance of intern students.(Syafitri et al., 2023). With the increasing number of higher education institutions and graduates, career preparation has become a significant concern among students.(Choi & Kim, 2013).A successful internship experience not only increases students' competitive edge in the job market(Aggett & Busby, 2011)but also ease their transition into the workplace(Liu et al., 2011). They can use internships as a screening tool for future jobs.(Narayanan et al., 2010)and receive higher evaluations from college recruiters than those without internship experience.

Internships are part of the curriculum structure in education in Indonesia which is summarized in the Independent Learning-Independent Campus (MBKM) curriculum system. MBKM is divided into 9 sub-programs, one of which is Certified Independent Study and Internship (MSIB). MSIB is a program from MBKM that provides students with the opportunity to gain work experience outside the world of lectures for 1-2 semesters. The MSIB program is a comprehensive career preparation program and provides students with the opportunity to study outside the study program with a guarantee of credit conversion recognized by universities. The presence of the Merdeka MSIB campus program for the past 4 years is considered to have succeeded in bridging the competency of campus graduates with the needs of the job market. Through this program, the MSIB program has sent more than 973,000 students to be able to study theory and field practice in various multinational companies and institutions.A total of 47,984 students from 873 universities have successfully passed the MSIB selection series, accompanied by 917 field supervisors in the 6th batch of the MSIB program.(Ministry of Education and Culture, 2024). All students who

THE EFFECT OF WORK DISCIPLINE AND WORK ENVIRONMENT ON THE PERFORMANCE OF MBKM STUDENTS' INTERNSHIP WITH WORK MOTIVATION AS AN INTERVENING VARIABLE

Juliana Ariska et al

successfully pass will have the opportunity to learn in real terms in the world of work spread across various partners/companies located in various regions/provinces.

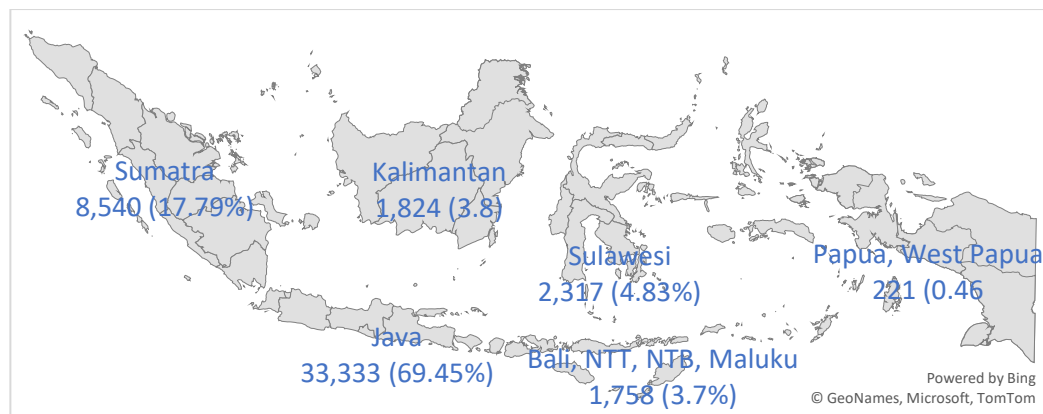


Figure 1 Distribution of MSIB Batch 6 Student Placement Areas

Source: Destian (2024)

Based on the picture above, it can be seen that interns are placed throughout Indonesia, so students must be able to adapt well in the work environment and in the social environment. This is certainly one of the challenges for interns in undergoing the internship period, especially in achieving optimal internship performance. The existence of the MSIB program is in great demand by students, as a comprehensive career preparation program and provides real experience in the professional world. One of the partners of the Certified Independent Study and Internship (MSIB) program is PT Bank BTPN Syariah, which is also one of the partners with the most intern student acceptances (Destian, 2024). PT Bank BTPN Syariah Tbk is one of the financial institutions engaged in Islamic Banking. BTPN Syariah is a bank that focuses on serving productive underprivileged families, based on Islamic principles. (Sharia Stocks, 2023). Bank BTPN Syariah provides opportunities and chances to students who are interested in service, empowerment and entrepreneurial spirit. PT Bank BTPN Syariah Tbk was able to offer 1,833 students in 11 internship positions. 5 positions were placed at the Head Office located at Menara SMBC, 12th floor, CBD Mega Kuningan, Jl. Dr. Ide Anak Agung Gde Agung Kav 5.5–5.6, South Jakarta 12950, and 6 positions were in Remote Areas spread across 340 Regencies/Cities and 682 Sub-districts in Indonesia. Each sub-district area has a representative office called Mobile Marketing Sharia (MMS). There are 1,800 MMS points spread throughout Indonesia, some of which are where intern students are placed.

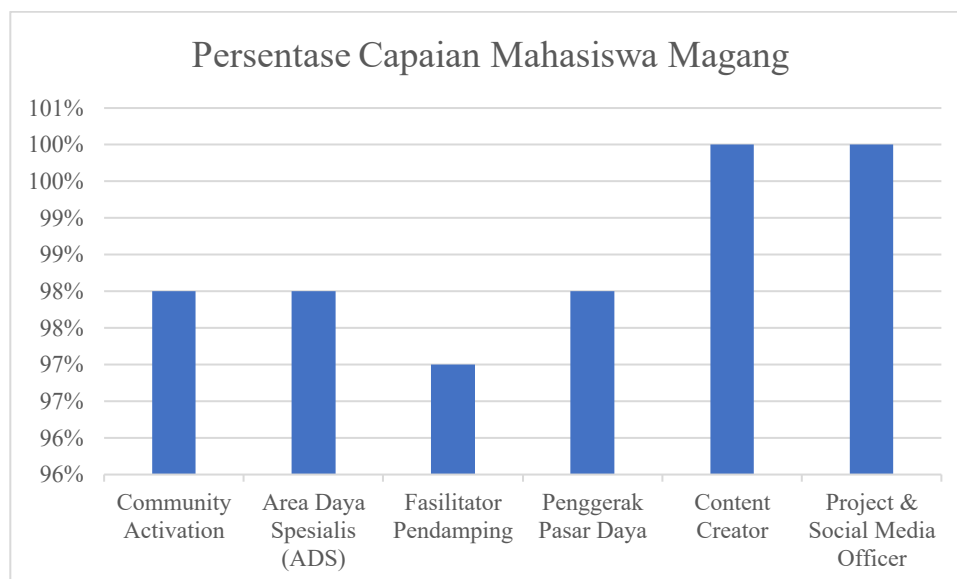
One of the important factors in measuring internships is the issue of student performance. Student internship performance is one of the measures of companies and universities in making a benchmark whether the student has succeeded in completing the internship period or period. Student performance assessment will be the evaluation material for universities and companies in ensuring that students who have completed the internship period have truly had mature career preparation and work readiness. One indicator of internship success is good student performance. Students are said to have good internship performance if they can complete their tasks and responsibilities on time. The success of an internship is greatly influenced by how the performance is achieved by the student during the internship period. Work performance is the ability of an individual to successfully perform tasks using the resources available in the workplace. Performance must be explained from two perspectives, namely behavior and results. From a behavioral perspective, work performance refers to what individuals do or how they behave while they work. From an outcome perspective, performance refers to the results of individual behavior.

In other words, performance can be defined as the evaluation of results. It can be concluded that the behavioral and outcome aspects of performance are interrelated (Campbell, 1993). What is meant by internship performance is the work results that partners or companies expect from interns regarding the student's ability to carry out the job description given and the student's skills in completing each project given, including how the student socializes with the work environment such as with fellow interns or with employees. Researchers have conducted observations during the overall evaluation at the end of the MSIB batch 6 period at PT Bank BTPN Syariah. Researchers found a balance between the minimum target given by the Company through mentors, with the results that can be achieved by interns. The results of observations during the evaluation showed that students were able to achieve and meet the minimum targets that had been set. This is an interesting phenomenon because PT Bank BTPN Syariah Tbk is a partner with the largest quota of interns in batch 6. In addition, the level of student attendance is also

THE EFFECT OF WORK DISCIPLINE AND WORK ENVIRONMENT ON THE PERFORMANCE OF MBKM STUDENTS' INTERNSHIP WITH WORK MOTIVATION AS AN INTERVENING VARIABLE

Juliana Ariska et al

a concern in this study, the existence of good work discipline shown by students during the internship period. Although they still have student status and have not really become workers, students are able to have quite good work discipline like other employees. This is shown by their presence and accuracy in completing the jobdesk given even though they are not directly monitored by mentors or employees.



Picture1 Performance Achievement of MSIB Batch 6 Internship Program Students at PT Bank Syariah Tbk
Source: Processed primary data, 2024

Based on Figure 2, it can be seen that MSIB batch 6 internship students at PT Bank BTPN Syariah were able to achieve significant maximum performance in accordance with the Company's expectations. From the description, there are several factors that can affect internship performance that must be considered, including work motivation, work discipline, and work environment. Work motivation, work discipline, and work environment play an important role in influencing performance. Through motivation, discipline and work environment, performance can be improved to achieve targets and goals. One factor that can affect performance is low motivation. Motivation can be interpreted as the most important driving factor in achieving performance. Employees who have low work motivation tend to have low performance, conversely if employees have a high level of work motivation, the work performance they produce will be good. One of the factors that motivates students to undergo internship periods and do all their work is the incentive or living cost assistance (BBH) provided. However, the obstacle is that incentives are not given every month but are given per term or once every 2 months. With motivation, it is hoped that it can help students be more active and creative in carrying out their job descriptions. With work motivation, of course, it can also increase students' work enthusiasm in working on assignments and projects that have been agreed upon. This is supported by the statement according to Shofwani and Hariyadi (2019) stating that motivation is an internal driver of the individual that gives someone direction to carry out their duties well in their work.

In addition to work motivation, a factor that can affect internship performance is student discipline. The background of students who are still students, tends to bring school culture or class culture into the company. Through observations during the evaluation, researchers found that interns were able to have a good level of discipline as seen from the punctuality and attendance of interns. Increasing discipline, especially work discipline, will play an important role in students in improving performance during their internship period. The creation of work discipline for a company is very important, because with high work discipline, the rules that have been set can be obeyed. If students have a high level of awareness in enforcing discipline, then students can improve work performance which will later have an impact on success in completing the internship period. Increasing the discipline of interns will affect how students can be responsible for the job description and targets given (Stretch & Harp, 1991).

In addition, the work environment is also one of the factors that can affect the performance of interns. The work environment is one of the important things for students because it can affect how students have good internship performance with a supportive work environment. According to Collins (2002), the government as the owner of the internship program policy must work together with partners/companies/agencies to have a decent working environment. This includes the position and responsibilities given to the intern, department rotation, working hours, meals, transportation, uniforms and accommodation, salary, social security insurance and health insurance. This study aims to explore and analyze in depth how work discipline and internship work environment factors, such as

Juliana Ariska et al

LITERATURE REVIEW

Job performance is an important construct that continues to receive serious attention in both organizational psychology and human resource management. Jamal (2007) defines job performance as an individual's ability to successfully perform tasks using the resources available in the workplace.

Discipline comes more from oneself, which is shown in the form of obedience and compliance with applicable rules in carrying out work. Work discipline is an attitude and behavior that intends to comply with all organizational regulations based on self-awareness to adjust to organizational regulations. The Last Supper (2019)

Students see internships as a form of preparation for a full-time work environment in the industry. Coordinators must ensure that students are equipped with better skills and abilities. Students must also protect themselves from unexpected situations.(Collins, 2002).

According to Handoko inMuhaemin et al. (2023), motivation is a state within a person that drives the individual's desire to carry out certain activities in order to achieve goals. FurthermoreWibowo (2014)adding motivation as an encouragement for behavior and as an effort to increase a person's awareness and willingness to comply with all Company regulations.

```

graph LR
    WD([Work Discipline])
    WE([Work Environment])
    WM([Work Motivation])
    IP[Internship Performance]

    WD -- H1 --> IP
    WE -- H2 --> IP
    WD -- H3 --> WM
    WE -- H4 --> WM
    WM -- H5 --> IP

    WD -.->|H| WM_IP_path
    WE -.->|H| WM_IP_path
    subgraph WM_IP_path [ ]
        WM --> IP
    end

```

Hypothesis

H1 : Work Discipline has a positive effect on the performance of internship students at PT BTPN Syariah Tbk.

H3 : Work Discipline has a positive effect on work motivation in internship students at PT Bank BTPN Syariah Tbk.

THE EFFECT OF WORK DISCIPLINE AND WORK ENVIRONMENT ON THE PERFORMANCE OF MBKM STUDENTS' INTERNSHIP WITH WORK MOTIVATION AS AN INTERVENING VARIABLE

Juliana Ariska et al

- H4 : Work Environment has a positive influence on the work motivation of internship students at PT Bank BTPN Syariah Tbk.
- H5 : Work Motivation has a positive effect on the performance of internship students at PT Bank BTPN Syariah Tbk.
- H6 : Work Discipline has a positive effect on the performance of internship students through work motivation as an intervening variable.
- H7 : Work Environment has a positive effect on the performance of internship students through work motivation as an intervening variable.

METHOD

The object in the research plan by the author is students who have completed the Certified Independent Study and Internship (MSIB) program at PT. Bank BTPN Syariah Tbk with each variable namely work discipline, work environment, and work motivation as well as student internship performance. Meanwhile, the location of the research was carried out on student interns who were placed in the remote area or Mobile Marketing Sharia (MMS) of PT Bank BTPN Syariah Tbk in the 6th batch. The population in this study were students who had completed the internship period in the Certified Independent Study and Internship (MSIB) program at PT Bank BTPN Syariah Tbk batch 6 where the number was unknown and did not have a sampling frame. So that the sampling was carried out using non-probability sampling.

JF Hair et al. (2019) states that the sample size should be 100 or larger. So it is suggested that the minimum sample size is 5-10 observations for each parameter estimated times the number of indicators. The indicators in this study number 31, based on the guidelines according to JF Hair et al. (2019), then the number of samples for this study is $31 \times 7 = 217$ respondents. Based on the formula above, the number of samples in this study is 217 students who have completed the internship and certified independent study (MSIB) program at PT Bank BTPN Syariah Tbk batch 6. The sampling technique used in this study is non-probability sampling. According to Now & Now (2019), non-probability sampling is a sampling design where elements in the population do not have any inherent probability of being selected as sample subjects. Respondents (samples) were taken using purposive sampling. Now & Now (2019) states purposive sampling, namely sampling in this case is limited to certain types of people who can provide the desired information, either because they are the only ones who have it, or they meet several criteria determined by the researcher.

RESULT AND DISCUSSION

Direct Effect Between Variables

Based on the bootstrapping output results, the following explanation in Table 4.19 will present the direct influence between each exogenous variable on the endogenous variable

Path Coefficient	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics	P values	Caption
Work Discipline→Internship Performance	0.449	0.449	0.76	5,897	0.000	Accepted
Work Environment→Internship Performance	0.266	0.272	0.081	3.267	0.001	Accepted
Work Discipline→Work Motivation	0.192	0.195	0.969	2,784	0.003	Accepted
Work Environment→Work Motivation	0.578	0.579	0.072	8.002	0.000	Accepted
Work Motivation→Internship Performance	0.199	0.196	0.076	2.611	0.005	Accepted

Source: Processed primary data, 2025

Based on the results of the hypothesis test in Table 2, the direct influence between variables based on the PLS-SEM analysis using the bootstrapping approach is as follows:

- H1: The influence of Work Discipline (X1) on Internship Performance (Y) with a coefficient value (influence) of 0.449, T statistic 5.897 (>1.96) and P value 0.000 (>0.05) indicates that Work Discipline has a positive and very significant influence on Internship Performance so that the hypothesis is accepted.
- H2: The influence of Work Environment (X2) on Internship Performance (Y) with a coefficient value (influence) of 0.266, T statistic 3.267 (>1.96) and P value 0.001 (>0.05) indicates that Work Environment has a positive and significant influence on Internship Performance so that the hypothesis is accepted.
- H3: The influence of Work Discipline (X1) on Work Motivation (Z) with a coefficient value (influence) of 0.192, T statistic 2.784 (>1.96) and P value 0.001 (>0.05) shows that Work Environment has a positive and significant influence on Work Motivation so that the hypothesis is accepted.
- H4: The influence of Work Environment (X2) on Work Motivation (Z) with a coefficient value (influence) of 0.578, T statistic 8.002 (>1.96) and P value 0.000 (>0.05) shows that Work Environment has a positive and very significant influence on Work Motivation so that the hypothesis is accepted.
- H5: The influence of Work Motivation (Z) on Internship Performance (Y) with a coefficient value (influence) of 0.199, T statistic 2.611 (>1.96) and P value 0.001 (>0.05) shows that Work Motivation has a positive and significant influence on Internship Performance so that the hypothesis is accepted.

Indirect Effect

In Table 4.20 below, the results of the indirect influence test between each exogenous variable (Work Discipline and Work Environment) on the endogenous variable (Internship Performance) Work Motivation as an intervening variable will be presented. According to Baron & Kenny (1986), a variable is said to be a mediator if the variable influences the relationship between the predictor variable (independent) and the criterion variables (dependent). Simple mediation occurs if the following assumptions are met: (1) there is no measurement error in variable M, and (2) variable Y does not influence M. (Ghozali, 2014). The results of bootstrapping the indirect effect can be seen in Table 4.20 as follows:

Table 3
Indirect Effect Test (Path Coefficient Bootstrapping Indirect Effect)

Path Coefficient	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics	P values	Caption
Work Discipline → Work Motivation → Internship Performance	0.038	0.037	0.019	2,057	0.020	Accepted
Work Environment → Work Motivation → Internship Performance	0.115	0.114	0.049	2,352	0.009	Accepted

Processed primary data sources, 2025

Based on the results of the hypothesis test in Table 3, the indirect effect based on the PLS-SEM analysis using the bootstrapping approach is as follows:

- H6: The influence of Work Discipline (X1) has a significant indirect influence on Internship Performance (Y) through Work Motivation (Z), with a coefficient value of 0.038, T statistic 2.057 (>1.96), and P value 0.020 (<0.05). Since the direct relationship between Work Discipline and Internship Performance is also significant, Work Motivation acts as a partial mediation so that the hypothesis is accepted.
- H7: The influence of Work Environment (X2) has a significant indirect influence on Internship Performance (Y) through Work Motivation (Z), with a coefficient value of 0.115, T statistic 2.352 (>1.96), and P value 0.020

THE EFFECT OF WORK DISCIPLINE AND WORK ENVIRONMENT ON THE PERFORMANCE OF MBKM STUDENTS' INTERNSHIP WITH WORK MOTIVATION AS AN INTERVENING VARIABLE

Juliana Ariska et al

(<0.05). Because the direct relationship between Work Environment and Internship Performance is also significant, Work Motivation acts as a partial mediation so that the hypothesis is accepted.

Effect Size (F2))

Effect size (f^2) is used to evaluate the specific impact of independent variables on the prediction of dependent variables. This measurement is done by looking at the change in the R^2 value after a particular independent variable is removed from the model. The effect size assessment for F^2 is 0.02 (low), 0.15 (moderate) and 0.35 (high) (Cohen 1988). Researchers can identify which independent variables have the greatest influence on the dependent variable in the model, thus providing deeper insight into the dynamics of the relationship between latent variables.

Table 4 Effect Size (F2)

	Work Discipline (X1)	Work Environment (X2)	Work Motivation (Z)	Internship Performance (Y)
Work Motivation (Z)	0.046	0.417		
Internship Performance (Y)	0.321	0.083	0.053	

Based on Table 4 it can be seen that:

- X1 against Z has an effect value of 0.046 or falls into the small influence category.
- X2 against Z has an effect value of 0.417 or falls into the category of large influence.
- X1 on Y has an effect value of 0.321 or falls into the moderate influence category.
- X2 on Y has an effect value of 0.083 or falls into the small influence category.
- Z against Y has an effect value of 0.053 or falls into the small influence category.

R Square (R2)

Table 1 R-Square (R2)

Dependent Variable	R-square	R-square Adjusted
Internship Performance	0.632	0.626
Work Motivation	0.508	0.504

Source: Processed primary data, 2025

Based on the analysis results obtained R-Square value of 0.632 for the Internship Performance variable indicates that 63.2% of the variation in this variable can be explained by the independent variables in the model, while the remaining 36.8% is influenced by other factors outside the model, so the relationship between the independent variables and Performance can be considered very strong. Meanwhile, the R-Square value of 0.508 for the Work Motivation variable indicates that 50.8% of the variation in this variable can be explained by the independent variables in the model, with 49.2% influenced by external factors. This value shows a fairly moderate relationship, meaning that the model is able to explain most of the factors that influence Work Motivation, although there are still many influences from outside the model. The following is Figure 4.2 PLS SEM Algorithm output to see the R^2 of the research model.

The Influence of Work Discipline on Internship Performance

The first hypothesis in the results of this study states that there is a significant positive effect between work discipline and internship performance, which is proven. This is known from the results of data analysis calculations where work discipline obtains a path coefficient (0.449) with a P-Value (0.000) stated to have a direct effect on internship performance. This means that the higher the level of work discipline possessed by interns, the higher their level of performance will be during the internship program. This reflects that work discipline is one of the important factors that can encourage increased quality and productivity of interns. This finding is in line with the results of research conducted by Sinaga et al. (2024), found that work discipline has a positive and significant direction towards employee performance and performance management theories which state that work discipline is one of the main aspects in forming a good work ethic, increasing time efficiency, and supporting the achievement of work targets

optimally. In the context of internships, participants who have high discipline tend to show greater responsibility, are able to comply with work rules and schedules, and are more proactive in completing assigned tasks.

The Influence of Work Environment on Internship Performance

The second hypothesis in the results of this study states that there is a significant positive effect between the work environment and the performance of interns is proven. This is known from the results of data analysis calculations where the work environment obtains a path coefficient (0.266) with a P-Value (0.001) stated to have a direct effect on intern performance. This means that the better the quality of the work environment felt by interns, the better the performance they show. A conducive work environment includes a comfortable working atmosphere, harmonious working relationships between colleagues and superiors, and the availability of adequate work facilities.

This finding is in line with the results of research conducted Afif et al. (2023) where the work environment has a positive value direction and has a significant effect on the performance of intern students and supports various previous literature and theories which state that a positive work environment can increase motivation, comfort, and job satisfaction, which ultimately has a direct impact on improving performance. In the context of an internship program, a supportive work environment can help participants adapt faster, feel accepted, and be motivated to give their best performance.

The Influence of Work Discipline on Work Motivation

The third hypothesis in this study is that there is a significant positive effect between work discipline and work motivation, as evidenced by the path coefficient (0.192) with P-Value (0.003). This is known from the results of data analysis calculations where work discipline has a direct effect on work motivation, meaning that every increase in work discipline will be followed by an increase in work motivation, although on a relatively moderate scale. In other words, the higher the level of discipline possessed by an individual, the higher the work motivation they feel during the internship. The findings of this study are in line with Afif et al. (2023), where work discipline has a positive value direction and has a significant effect on the work motivation of intern students, and is in line with the theory of work motivation and organizational behavior which states that work discipline is not just compliance with the rules, but also reflects an attitude of responsibility, order, and ability to manage time and tasks. Disciplined individuals tend to be more focused, not easily distracted, and are able to complete tasks on time. This condition provides a sense of self-confidence, achievement, and satisfaction in work, which ultimately encourages increased work motivation.

The Influence of Work Environment on Work Motivation

The fourth hypothesis in this study is that there is a positive direction and significant influence between work environment and work motivation, as proven by the coefficient (0.578) and P-Value (0.000). This is known from the results of data analysis calculations where the work environment directly affects work motivation, meaning that a good work environment will increase a person's work motivation. This finding is in line with Herzberg's two-factor motivation theory, which states that work environment conditions are one of the hygiene factors that can influence job satisfaction and motivation. In addition, various previous studies have also shown that a supportive work environment has a strong positive correlation with increased employee motivation, including in the context of internships and job training. (Afif et al., 2023; Syafitri, Ramadhani, et al., 2023).

The Influence of Work Motivation on Internship Performance

The fifth hypothesis in this study is that there is an influence with a path coefficient of (0.199) and a P-Value of 0.005 between work motivation and internship performance which is proven. This is known from the results of data analysis calculations where work motivation has a direct effect on internship performance, meaning that if work motivation increases, it directly increases student internship performance. Afif et al. (2023) found that work motivation has a positive value direction and has a significant effect on the performance of intern students. This finding is also in line with the motivation theory of McClelland and Vroom, which emphasizes that motivation is the main driver of work behavior and performance achievement. Employees or interns who are intrinsically motivated tend to set higher work standards and show greater commitment to their work.

The Influence of Work Discipline on Internship Performance is Mediated by Work Motivation

The eighth hypothesis in this study is to see the mediation effect between work discipline and internship performance through work motivation. The calculation results in data analysis show the magnitude of the indirect effect path coefficient, namely (0.038) with P-Value (0.020) and effect size (0.321), meaning that there is an indirect

THE EFFECT OF WORK DISCIPLINE AND WORK ENVIRONMENT ON THE PERFORMANCE OF MBKM STUDENTS' INTERNSHIP WITH WORK MOTIVATION AS AN INTERVENING VARIABLE

Juliana Ariska et al

effect that has a positive and significant direction. Based on the results of data analysis in PLS-SEM with a bootstrapping approach, the P-Value obtained is smaller than the specified significance level ($0.020 > 0.05$). then the influence of the mediation variable falls into the category of small influence ($0.038 < 0.15$), so this obtains the same results as previous research. The results of previous research conducted by Afif et al. (2023) found that work motivation has a positive direction and significantly mediates the influence of work discipline on student internship performance.

The Influence of Work Environment on Internship Performance is Mediated by Work Motivation

The eighth hypothesis in this study is to see the mediation effect between work discipline and internship performance through work motivation. The calculation results in data analysis show the magnitude of the indirect effect path coefficient, namely (0.115) with P-Value (0.009) and effect size (0.083), meaning that there is an indirect effect that has a positive and significant direction. Based on the results of data analysis in PLS-SEM with the bootstrapping approach, the P-Value obtained is smaller than the specified significance level ($0.009 > 0.05$). then the influence of the mediating variable falls into the category of small influence ($0.115 < 0.15$), so this obtains the same results as previous studies.

CONCLUSION

Overall, this study confirms that work discipline, work environment, and work motivation are important factors that influence student internship performance. Both direct and indirect influences (through work motivation) all contribute significantly to the quality of internship implementation. Therefore, educational institutions and internship organizers are advised to pay more attention to the formation of discipline, the creation of a conducive work environment, and increasing the work motivation of participants so that the objectives of the internship program can be achieved optimally.

REFERENCES

- Afif, A., Putra, M., & Nugroho, T. (2023). Analisis Pengaruh Disiplin Kerja dan Lingkungan Kerja Terhadap Kinerja Mahasiswa Magang dengan Motivasi Kerja Sebagai Variabel Intervening. Universitas Muhammadiyah Surakarta.
- Agustini, N. K. I., & Dewi, A. S. K. (2019). Pengaruh Kompensasi, Disiplin Kerja Dan Motivasi Terhadap Produktivitas Karyawan. *E-Jurnal Manajemen*, 8(1), 231–258.
- Arifin, A. H., Saputra, J., Puteh, A., & Qamarius, I. (2019). The role of organizational culture in the relationship of personality and organization commitment on employee performance. *International Journal of Innovation, Creativity and Change*, 9(3), 105–129.
- Arifin, A. H., Sullaida, S., & Nurmala, N. (2018). The relationship of job satisfaction, transformational leadership, and work discipline on performance employee with organizational commitment as intervening variable of administration staffs at State Malikussaleh University. *Indonesian Journal of Educational Review*, 5(1), 52–67.
- Banni, M. (2013). Pengaruh Disiplin dan Motivasi terhadap Kinerja Pegawai PT. PLN (PERSERO) Wilayah Kalimantan Timur Area Samarinda. Universitas Mulawarman. Samarinda, Kalimantan Timur.
- Baron, R. M., & Kenny, D. A. (1986). The moderator–mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology*, 51(6), 1173.
- bestee.id. (n.d.). Bestee Ruang Kolaborasi Pemberdayaan UMKM. Bestee.Id. Retrieved December 11, 2024, from <https://www.bestee.id/>
- Borman, W. C. (1993). Expanding the criterion domain to include elements of contextual performance. *Personnel Selection in Organizations/Jossey-Bass*.
- Borman, W. C., & Motowidlo, S. J. (1997). Task performance and contextual performance: The meaning for personnel selection research. *Human Performance*, 10(2), 99–109.
- Campbell, J. P. (1993). A theory of performance. *Personnel Selection in Organizations/Jossey-Bass*.

THE EFFECT OF WORK DISCIPLINE AND WORK ENVIRONMENT ON THE PERFORMANCE OF MBKM STUDENTS' INTERNSHIP WITH WORK MOTIVATION AS AN INTERVENING VARIABLE

Juliana Ariska et al

- Choi, K., & Kim, D.-Y. (2013). A cross cultural study of antecedents on career preparation behavior: Learning motivation, academic achievement, and career decision self-efficacy. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 13, 19–32.
- Collins, A. B. (2002). Gateway to the real world, industrial training: Dilemmas and problems. *Tourism Management*, 23(1), 93–96.
- Destian, D. (2024, February 24). Program MSIB Angkatan 6 Kemendikbudristek Siap Hasilkan 40.000 Lebih Talenta Muda Masa Depan. Kementerian Pendidikan Dan Kebudayaan. <https://www.kemdikbud.go.id/main/blog/2024/02/program-msib-angkatan-6-kemendikbudristek-siap-hasilkan-40000-lebih-talenta-muda-masa-depan>
- Divine, R., Miller, R., & Wilson, J. H. (2006). Analysis of student performance in an internship program in a US university. *International Journal of Quality and Productivity Management*, 6(1), 1–14.
- Fauzan, A., Triyono, M. B., Hardiyanta, R. A. P., Daryono, R. W., & Arifah, S. (2023). The effect of internship and work motivation on students' work readiness in vocational education: PLS-SEM approach. *Journal of Innovation in Educational and Cultural Research*, 4(1), 26–34.
- Fernandes, A. A. R. (2017). Metode statistika multivariat pemodelan persamaan struktural (sem) pendekatan warppls. Universitas Brawijaya Press.
- Semarang: Diponegoro University Publishing Agency.
- Ghozali, I. (2018). Aplikasi Analisis Multivariate Dengan Program IBM SPSS 25 (9th edition). Badan Penerbit Universitas Diponegoro.
- Ghozali, I., & Latan, H. (2015). Partial least squares konsep, teknik dan aplikasi menggunakan program smartpls 3.0 untuk penelitian empiris. Semarang: Badan Penerbit UNDIP, 4(1).
- Gibson, J. L. (1991). Organizations: Behavior, structure, processes.
- Hair, J., & Alamer, A. (2022). Partial Least Squares Structural Equation Modeling (PLS-SEM) in second language and education research: Guidelines using an applied example. *Research Methods in Applied Linguistics*, 1(3).
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2019). Multivariate Data Analysis. Cengage. <https://books.google.co.id/books?id=0R9ZswEACAAJ>
- Hair, J. F., Ringle, C. M., & Sarstedt, M. (2011). PLS-SEM: Indeed a silver bullet. *Journal of Marketing Theory and Practice*, 19(2), 139–152. <https://doi.org/10.2753/MTP1069-6679190202>
- Hair, J. F., Ringle, C. M., & Sarstedt, M. (2013). Partial least squares structural equation modeling: Rigorous applications, better results and higher acceptance. *Long Range Planning*, 46(1–2), 1–12.
- Hair, J. F., Sarstedt, M., Hopkins, L., & Kuppelwieser, V. G. (2014). Partial least squares structural equation modeling (PLS-SEM): An emerging tool in business research. In *European Business Review* (Vol. 26, Issue 2, pp. 106–121). Emerald Group Publishing Ltd. <https://doi.org/10.1108/EBR-10-2013-0128>
- Hair Jr, J. F., Sarstedt, M., Hopkins, L., & Kuppelwieser, V. G. (2014). Partial least squares structural equation modeling (PLS-SEM): An emerging tool in business research. *European Business Review*, 26(2), 106–121.
- Hora, M. T., Lee, C., Chen, Z., & Hernandez, A. (2021). Exploring Online Internships amidst the COVID-19 Pandemic in 2020-2021: Results from a Multi-Site Case Study. WCER Working Paper No. 2021-5. Wisconsin Center for Education Research.
- Inayatullah, A., & Jehangir, P. (2012). Teacher's job performance: The role of motivation. *Abasyn Journal of Social Sciences*, 5(2), 78–99.
- Junaid, R., & Baharuddin, M. R. (2020). Peningkatan kompetensi pedagogik guru melalui PKM lesson study. To Maega: *Jurnal Pengabdian Masyarakat*, 3(2), 122–129.
- Laksmiari, N. P. P. (2019). Pengaruh motivasi kerja terhadap produktivitas kerja karyawan pada perusahaan teh bunga teratai di Desa Patemon Kecamatan Seririt. *Jurnal Pendidikan Ekonomi Undiksha*, 11(1), 54–63.
- Liu, Y., Xu, J., & Weitz, B. A. (2011). The role of emotional expression and mentoring in internship learning. *Academy of Management Learning & Education*, 10(1), 94–110.
- Mangkunegara, M. A. P., & Hasibuan, M. M. S. P. (2000). 2.2 MANAJEMEN SUMBER DAYA MANUSIA.
- Marisa, M. (2021). Inovasi kurikulum “Merdeka Belajar” di era society 5.0. *Santhet (Jurnal Sejarah Pendidikan Dan Humaniora)*, 5(1), 66–78.
- Marlinah, L. (2019). Pentingnya peran perguruan tinggi dalam mencetak SDM yang berjiwa inovator dan technopreneur menyongsong era society 5.0. *Ikraith-Ekonomika*, 2(3), 17–25.
- Muhaemin, A. A., Barlian, B., & Risana, D. (2023). Pengaruh Kompensasi, Motivasi Kerja Dan Disiplin Kerja Terhadap Produktivitas Kerja Karyawan Pada CV Robot Vape Inc. Tasikmalaya. *Jurnal Ilmu Manajemen, Ekonomi Dan Kewirausahaan*, 3(2), 128–152.

THE EFFECT OF WORK DISCIPLINE AND WORK ENVIRONMENT ON THE PERFORMANCE OF MBKM STUDENTS' INTERNSHIP WITH WORK MOTIVATION AS AN INTERVENING VARIABLE

Juliana Ariska et al

- Narayanan, V. K., Olk, P. M., & Fukami, C. V. (2010). Determinants of internship effectiveness: An exploratory model. *Academy of Management Learning & Education*, 9(1), 61–80.
- Nasir, M. (2019). An analysis of work discipline, work environment and employment satisfaction towards performance. *Jurnal Manajemen Bisnis*, 11(1), 65–75.
- Nitisemito, A. S. (1992). *Manajemen dan sumber daya manusia*. Yogyakarta: BPFE UGM.
- Novika Regita. (2024, July 22). Apa Saja Jenis Kegiatan di Program MBKM. Suteki Technology.
- Nugroho, S. (2021). Pengaruh Gaya Kepemimpinan Kerja Laissez-Faire, Pengawasan Dan Disiplin Kerja Terhadap Kinerja Karyawan (Studi Pada Cv. Samyo Makmur AbadiKota Cimahi).
- Rangga, M. K., & Santoso, B. (2021). The Influence of Motivation and Work Environment towards Employee Performance in the Marketing Division PT. United Motors Center Suzuki Surabaya. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*, 4(4), 8727–8736.
- Render, B., & Heizer, J. (2001). *Prinsip-prinsip manajemen operasi*. Jakarta: Salemba Empat.
- Rusni, R. (2020). Pengaruh Motivasi Kerja, Kompensasi Dan Disiplin Terhadap Produktivitas Kerja Karyawan Pada Pt. Cipta Karya Aceh Di Kabupaten Bireuen. *Jurnal Kebangsaan*, 9(17), 42–54.
- Saham, S. (2023, October 17). PT Bank BTPN Syariah Tbk (BTPS) Profil dan Sejarah. Syariah Saham.
- Salami, M. M. (2021). Pengaruh Motivasi Dan Disiplin Kerja Terhadap Produktivitas Kerja Karyawan Pada Pt. Bangkit Maju Bersama, Tangerang. *Scientific Journal Of Reflection: Economic, Accounting, Management and Business*, 4(4), 806–815.
- Sedarmayanti, M., & Pd, M. (2001). *Sumber daya manusia dan produktivitas kerja*. Bandung: CV. Mandar Maju.
- Setiyadi, D. (2022). The Influence of Motivation, Dicipline and Work Environment on Employee Performance CV Nusadaya Sira Indonesia. *Enrichment: Journal of Management*, 12(2), 2419–2425.
- Silvius Battu, A., & Susanto, A. H. (2022a). Pengaruh Sel Efficacy dan Locus of Control Terhadap Kinerja Karyawan Magang. *Bisnis Dan Kewirausahaan*, 2(3), 61–77. <https://journal.sinov.id/index.php/jurimbik>
- Sinaga, M. Y. B., Ningsih, D. S., & Novrianti, D. P. (2024). The Influence of Work Discipline and Work Environment on Employee Performance with Work Motivation as an Intervening Variable at PT Jamkrida Riau. *AURELIA: Jurnal Penelitian Dan Pengabdian Masyarakat Indonesia*, 3(2), 1583–1592.
- Solimun, Fernandes, A. A. R., & Nurjannah. (2017). *Metode Statistika Multivariat Pemodelan Persamaan Struktural (SEM) Pendekatan WarpPLS*. Universitas Brawijaya Press.
- Solimun, M. S. (2002). *Structural Equation Modelling (SEM) Lisrel Dan Amos*. Fakultas MIPA Universitas Brawijaya. .
- Sopiansyah, D., Masrurroh, S., Zaqiah, Q. Y., & Erihadiana, M. (2022). Konsep dan implementasi kurikulum MBKM (merdeka belajar kampus merdeka). *Reslaj: Religion Education Social Laa Roiba Journal*, 4(1), 34–41.
- Stephanie. (2023, December 13). Apresiasi Kampus Merdeka, Para Mitra Sebut Peserta Magang Banyak Berkontribusi pada Perusahaan. Kementerian Pendidikan Dan Kebudayaan. <https://www.kemdikbud.go.id/main/blog/2023/12/apresiasi-kampus-merdeka-para-mitra-sebut-peserta-magang-banyak-berkontribusi-pada-perusahaan>
- Sullaida, S. S., Nurmala, N. N., & Khairawati, K. K. (2022). Pengaruh Kompensasi Dan Fasilitas Kerja Terhadap Kinerja Karyawan Outsourcing Ground Keeping Di Perusahaan PT. PAG Lhokseumawe. *Jurnal Visioner & Strategis*, 11(1).
- Sunyoto, D. (2016). *Metodologi penelitian akuntansi*.
- Syafitri, D., Namira Sitanggang, C., Naurah Maharani, P., Fadila Ramadhani, P., & Yunita Siregar, D. (2023). Volume 1 ; Nomor 6. Desember, 179–182. <https://doi.org/10.59435/gjmi.v1i6.178>
- Taylor, M. S. (1988). Effects of college internships on individual participants. *Journal of Applied Psychology*, 73(3), 393.
- Theorell, T., Hammarström, A., Aronsson, G., Träskman Bendz, L., Grape, T., Hogstedt, C., Marteinsdottir, I., Skoog, I., & Hall, C. (2015). A systematic review including meta-analysis of work environment and depressive symptoms. *BMC Public Health*, 15, 1–14.
- Wibowo. (2014). *Manajemen Kinerja*. RajaGrafindo Persada.