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THE INFLUENCE OF SUPERVISOR SUPPORT AND INTERNSHIP SATISFACTION ON CAREER READINESS (A SURVEY ON INTERNSHIP STUDENTS AT THE RUMAH BUMN TASIKMALAYA)

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Abstract. This study aims to examine the influence of supervisor support and internship satisfaction on career readiness among students at Rumah BUMN Tasikmalaya. Internships are often seen as a bridge between academic learning and professional practice, making them a crucial step in preparing for future careers. A quantitative design was employed, with data collected through an online survey using instruments adapted from previous studies and measured on a Likert scale. The analysis was conducted with multiple regression to test both partial and simultaneous effects. The findings show that internship satisfaction has a significant and dominant impact on career readiness, while supervisor support does not show a significant partial effect. When considered together, however, both variables significantly shape career readiness. These results highlight that meaningful assignments, opportunities to work independently, and constructive feedback during internships are crucial in building students confidence and readiness for the workforce, with supervisor support serving more as a complementary factor. This study contributes theoretically by enriching the literature on external factors shaping career readiness, and practically by guiding universities and organizations in designing effective internship programs.

Keywords: Supervisor Support; Internship Satisfaction; Career Readiness.

1. Introduction

Internship programs are a crucial component of higher education, as emphasized in Permendikbudristek No. 63 of 2024, which establishes national standards for implementation, including students rights, supervisor responsibilities, and program evaluation to ensure enhanced career readiness. Data from BPS reported 7.46 million unemployed individuals with an open unemployment rate of 4.85% in August 2025 (BPS, 2025; CNBC INDONESIA, 2025), indicating that many graduates remain unprepared to enter the workforce despite completing formal education. This highlights the need to analyze factors supporting professional integration during internships.

Rumah BUMN Tasikmalaya is a collaborative institution focusing on MSME empowerment through training and mentoring, and it regularly hosts students interns. Initial observations reveal differences in students' perception of their internship experiences, raising questions about the factors influencing career readiness. When supervisor support is suboptimal and internship satisfaction is low, students may feel unprepared to enter the workforce.

Previous studies have reported varied findings. Adhikaputri and Martdianty (2022) found that individual factors and university support did not significantly affect internship satisfaction or career intention, while organizational environment and job characteristics positively influenced career intention through internship satisfaction. Teresia et al. (2024) reported that perceived supervisor support significantly affected job

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satisfaction and intention to stay among manufacturing employees, with job satisfaction serving as a mediating variable. These findings highlight the relevance of supervisor support, but the context is employee-focused rather than student internships. Therefore, there is a research gap because there has not been any research that simultaneously tests the influence of supervisor support and internship satisfaction on the career readiness of student interns.

Supervisor support refers to active assistance from supervisors that helps individuals develop career prospects while enhancing confidence in their work abilities. This form of supervisory career support fosters personal growth and psychological well-being through two key dimensions: career prospect support, which focuses on career direction and opportunities, and career confidence support, which emphasizes strengthening self-confidence in facing career challenges (He et al., 2024). In line with this, Heyns et al. (2021) found that supervisor support contributes to work engagement by fostering psychological safety. A supportive work environment enables individuals to be more active and engaged, ultimately reflecting career readiness in terms of motivation and commitment.

Internship satisfaction is the level of student satisfaction with the internship satisfaction, which includes the quality of assignments, organizational support, and the internships contribution to career development (Adhikaputri & Martdianty, 2022). This satisfaction is shaped by five core job characteristics: skill variety, task identity, task significance, autonomy, and feedback. Bukth and Fatima (2024) emphasized that autonomy and feedback have the most significant influence on work meaning and satisfaction, so even though it was studied in the context of mid-career professionals, the findings remain relevant to understanding the dynamics of internship satisfaction as an initial form of professional experience.

Career readiness is defined as an individuals preparedness to enter the workforce effectively, encompassing the ability to plan career directions, build work competencies, and enhance confidence in decision-making (Husna et al., 2025). Sagita et al. (2020) highlight four main components of career readiness: personal characteristics, organizational acumen, work competence, and social intelligence. Considering the importance of external factors and early work experiences, this study focuses on examining how supervisor support and internship satisfaction influence the career readiness of student interns at Rumah BUMN Tasikmalaya.

Building on the discussion above, this study aims to address the research gap examining the influence of supervisor support and internship satisfaction on the career readiness of student interns at Rumah BUMN Tasikmalaya. The study is expected to provide theoretical contributions by enriching the literature on external factors shaping students' career readiness, as well as practical contributions to improving internship program quality and higher education strategies for preparing graduates to enter the workforce.

2. Research Method

This study employed a quantitative design to examine the causal relationship between supervisor support and internship satisfaction on career readiness. Data were collected through an online survey using Google Forms, with items adapted from previous studies and measured on a 1-5 Likert scale. The research population consisted of 50 students participating in internship at Rumah BUMN Tasikmalaya from July to October

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2025, all included as samples using a total sampling technique due to the relatively small population size.

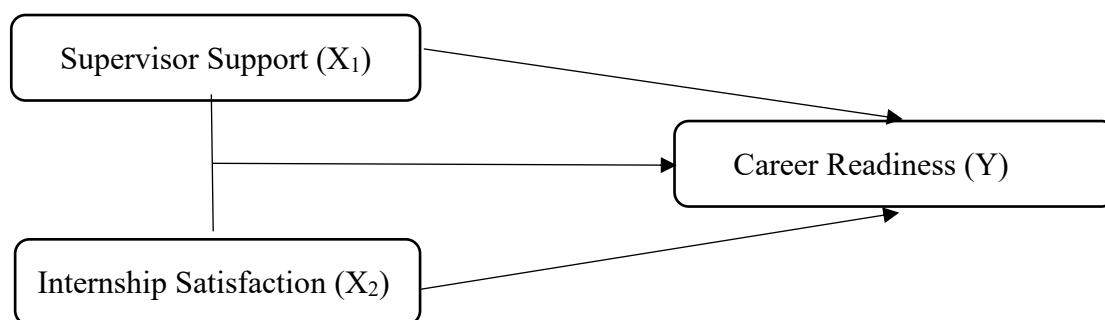


Fig. 1. Research Model

The research indicators were adapted from previous studies and adjusted to the context of student internships. The supervisor support (X_1) variable was measured through two indicators, namely career prospect support and career confidence support (He et al., 2024), with a total of 8 items. The internship satisfaction (X_2) variable was assessed based on five indicators: skill variety, task identity, task significance, autonomy, and feedback (Bukth & Fatima, 2024), with a total of 10 items. Meanwhile, the career readiness (Y) variable was measured through four indicators: personal characteristics, organizational acumen, work competence, and social intelligence (Sagita et al., 2020), with a total of 8 items.

The data were analyzed using SPSS version 26, including validity and reliability testing, classical assumption checks, and multiple regression analysis. The regression model was examined with t-tests to assess partial effects, F-tests to evaluate simultaneous effects, and the coefficient of determination (R^2) to measure how well the independent variables explained career readiness.

3. Results and Discussion

A total of 50 questionnaires were distributed, all of which were returned and analyzed. The respondent characteristics are presented in the following table

Table 1. Respondent Characteristics

Respondent Characteristics	Frequency	Percentage (%)
Gender:		
Male	11	22%
Female	39	78%
Age:		
18-20 years	13	26%
21-23 years	33	66%
24-26 years	4	8%
Internship Duration:		
1 month	37	74%
2 months	13	26%
Internship Division:		
Data and Documentation	13	26%
Design and Content	18	36%
Events and Training	19	38%

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Most of the respondents were female (78%) and aged between 21-23 years (66%). The majority joined in the internship for one month (74%), with the highest proportion placed in the Events and Training division (38%), followed by Design and Content (36%), and Data and Documentation (26%). These findings suggest that the program was primarily attended by young women in their early twenties, with a preference for divisions focused on event and training.

Table 2. Validity Test Results

Variable	Item	Correlation Coefficient	r-table	Description
Supervisor Support (X ₁)	X1.1	0.501	0.279	Valid
	X1.2	0.460	0.279	Valid
	X1.3	0.451	0.279	Valid
	X1.4	0.513	0.279	Valid
	X1.5	0.441	0.279	Valid
	X1.6	0.489	0.279	Valid
	X1.7	0.521	0.279	Valid
	X1.8	0.575	0.279	Valid
Internship Satisfaction (X ₂)	X2.1	0.553	0.279	Valid
	X2.2	0.497	0.279	Valid
	X2.3	0.460	0.279	Valid
	X2.4	0.477	0.279	Valid
	X2.5	0.705	0.279	Valid
	X2.6	0.505	0.279	Valid
	X2.7	0.649	0.279	Valid
	X2.8	0.566	0.279	Valid
	X2.9	0.666	0.279	Valid
	X2.10	0.575	0.279	Valid
Career Readiness (Y)	Y1	0.409	0.279	Valid
	Y2	0.539	0.279	Valid
	Y3	0.503	0.279	Valid
	Y4	0.555	0.279	Valid
	Y5	0.461	0.279	Valid
	Y6	0.434	0.279	Valid
	Y7	0.481	0.279	Valid
	Y8	0.431	0.279	Valid

The validity test results show that all items under Supervisor Support (X₁), Internship Satisfaction (X₂), and Career Readiness (Y) obtained correlation values greater than the r-table (0.279). Therefore, all items are considered valid and suitable for analysis. Supervisor support items ranged from 0.441 to 0.575, internship satisfaction items ranged 0.460 to 0.705, and career readiness items from 0.409 to 0.555. These findings confirm that all research instruments meets the validity requirements.

Table 3. Reliability Test Result

Variable	Cronbach's Alpha	N of Items	Description
Supervisor Support	0.778	8	Reliable
Internship Satisfaction	0.826	10	Reliable
Career Readiness	0.804	8	Reliable

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The reliability test result show that all variables achieved Cronbach's Alpha >70, indicating that they are reliable. Supervisor support (0.778), internship satisfaction (0.826), and career readiness (0.804) are consistent and trustworthy measures of the research construct.

Table 4. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		50
Normal Parameters	Mean	.0000000
	Std. Deviation	2.38615252
Most Extreme Differences	Absolute	.098
	Positive	.071
	Negative	-.098
Test Statistic		.098
Asymp. Sig. (2-tailed)		.200

The Kolmogorov-Smirnov normality test produced a significance value of 0.200 (> 0.05), indicating that the normality assumption is met and regression analysis can proceed.

Table 5. Multicollinearity Test Results

		Coefficients	
		Collinearity Statistics	
Model		Tolerance	VIF
1	X ₁	.633	1.580
	X ₂	.633	1.580

The multicollinearity test result show that supervisor support (X₁) and internship satisfaction (X₂) have tolerance = 0.633 and VIF = 1.580. Since Tolerance > 0.10 and VIF < 10, it can be concluded that no multicollinearity exists. Therefore, both independent variables are appropriate for inclusion in the regression model.

Table 6. Heteroskedasticity Test Result

		Coefficients				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	T	Sig.
1	(Constant)	6,635	2,555		2,597	,013
	X1	-,052	,074	-,124	-,700	,487
	X2	-,063	,068	-,164	-,927	,358

The heteroskedasticity test results show significance values of supervisor support (X₁) = 0.487 and internship satisfaction (X₂) = 0.358. Since > 0.05, it can be concluded that no heteroskedasticity occurs.

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Table 7. Table of T-Test (Partial Test Results)

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	15.932	4.860		3.278	.002
	X ₁	-.078	.140	-.085	-.554	.582
	X ₂	.504	.129	.598	3.911	.000

The t-test results show that supervisor support (X₁) has a significance value of 0.582 and a t-value of -0.554. Since the significance value is greater than 0.05, supervisor support does not significantly affect career readiness. Meanwhile, internship satisfaction has a significance value of 0.000 with a t-value of 3.911. Since the significance value is less than 0.05, internship satisfaction has a significant effect on career readiness. Therefore, only internship satisfaction is proven to have a significant influence, while supervisor support does not show a significant effect.

Table 8. ANOVA Results (F-Test)

ANOVA						
	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	121.728	2	60.864	10.253	.000 ^b
	Residual	278.992	47	5.936		
	Total	400.720	49			

The F-test result show that the F-value of 10.253 with a significance value of 0.000. Because the significance value is less than 0.05, it can be concluded that the independent variables, supervisor support (X₁) and internship satisfaction (X₂), simultaneously have a significant effect on the dependent variable career readiness. In other words, the regression model is appropriate and can explain the relationship between the independent and dependent variables.

Table 9. Result of the Coefficient of Determination (R-Square)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.551 ^a	.304	.274	2.436

The coefficient of determination (R-Square) of 0.304 indicates that supervisor support and internship satisfaction explain 30.4% of the variation in career readiness. This means that the contribution of the two independent variables to career readiness is moderate, while the remaining 69.6% is explained by other factors outside the model. The Adjusted R-Square of 0.274 confirms that, after accounting for the number of predictors and sample size, the explanatory power of the model remains moderate.

4. Discussion

This study found that supervisor support does not have a significant partial effect on career readiness (sig. 0.582 > 0.05). According to He et al. (2024), supervisor support

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consists of career prospect support and career confidence support, which are expected to help students build career direction and strengthen confidence. However, at Rumah BUMN Tasikmalaya, supervisor support appears to be more task-oriented and administrative, which limits its direct impact on students readiness. This differs from Teresia et al. (2024), who reported that supervisor support significantly affects employee job satisfaction. The difference can be explained by the fact that interns tend to prioritize short-term learning experiences and personal satisfaction rather than longterm supervisory relationships. Therefore, supervisor support cannot yet be considered a dominant factor in shaping students career readiness.

In contrast, internship satisfaction has a significant effect on career readiness (sig. $0.000 < 0.05$). Bukth and Fatima (2024) emphasize the job characteristics model, which highlights five core dimensions: skill variety, task identity, task significance, autonomy, and feedback. The results of this study reinforce the model, as student who are satisfied with their internship experience through meaningful tasks, opportunities for autonomy, and constructive feedback are more likely to develop work competencies, strengthen self-confidence, and plan their career paths more effectively. Adhikaputri and Martdianty (2022) also highlight that internship satisfaction plays an important role in shaping career intentions. Internship satisfaction is therefore established as the main contributor to career readiness.

Simultaneously, the F-test results show that supervisor support and internship satisfaction together significantly influence career readiness ($F = 10.253$; sig. 0.000). This indicates that although supervisor support is not significant on its own, it plays a complementary role when combined with internship satisfaction. Supervisor support can enhance students satisfaction by providing career guidance, motivation, and psychological safety (Heyns et al., 2021), which validates the regression model.

The coefficient of determination of 0.304 indicates that supervisor support and internship satisfaction explain 30.4% of the variation in career readiness, while the remaining 69.6% is influenced by other factors such as intrinsic motivation, family support, curriculum quality, and organizational involvement (Sagita et al., 2020). Therefore, this study contributes theoretically by strengthening the literature on the dominant role of internship satisfaction, while also opening opportunities for future research to explore additional variables that shape students career readiness.

5. Conclusion And Recommendations

This study confirms that internship satisfaction has a significant and dominant influence on career readiness, while supervisor support does not show a significant partial effect. However, when tested simultaneously, both variables together significantly affect career readiness. These findings demonstrate that internship satisfaction, reflected in meaningful tasks, autonomy, and constructive feedback, is the key factor in preparing students for the workforce, while supervisor support contributes indirectly by complementing the overall internship experience.

Internship providers such as Rumah BUMN Tasikmalaya are encouraged to design programs with meaningful assignments, opportunities to work independently, and clear feedback. Universities should collaborate closely with organizations to ensure that internship experiences are aligned with students career development needs, while students are advised to actively seek learning opportunities and constructive feedback to strengthen their readiness. From a theoritecal perspective, this study enriches the

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literature by confirming the dominant role of internship satisfaction and positioning supervisor support as a complementary factor in shaping career readiness. Future research is advised to examine factors such as career adaptability, student engagement, and soft skills, and to test mediating variables such as self-efficacy or work engagement, along with moderating variables such as internship duration or organizational culture, to provide a more comprehensive understanding of career readiness.

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