

Organizational Activity and Work Motivation toward Work Readiness among Islamic Economics Students in 2025

Moh. Taufik Ridha¹, Syaifullah MS², Muhammad Syafaat³, Abdul Jalil⁴, Abdul Saifullah Maulana⁵, Agustina Agustina⁶

^{1,2,3,4,5,6}Faculty of Islamic Economics and Business, State Islamic University Datokarama Palu, Indonesia

Corresponding Author: Moh. Taufik Ridha, E-mail: abduljaliil@iainpalu.ac.id

ARTICLE INFO

Volume: 4

ISSN: 2963-5489

KEYWORDS

Organization, Work Motivation

ABSTRACT

This study aims to determine and analyze the effect of organizational activity on student work readiness, with work motivation as an intervening variable. A quantitative approach with an explanatory research design was employed. The population consisted of active students of the Faculty of Islamic Economics and Business, UIN Datokarama Palu, who participated in student organizations. A total of 82 respondents were selected using probability sampling techniques. Data were analyzed using path analysis with the aid of SPSS software to examine both direct and indirect relationships among variables. The results show that, first, organizational activity significantly influences work motivation, with a regression coefficient (B) of 0.563 and a significance value of $0.000 < 0.05$. Second, organizational activity significantly affects work readiness, with a regression coefficient (B) of 0.641 and a significance value of $0.000 < 0.05$. Third, work motivation has a significant positive effect on work readiness, with a regression coefficient (B) of 0.173 and a significance value of $0.028 < 0.05$. The Sobel test results indicate that work motivation mediates the relationship between organizational activity and work readiness, evidenced by a calculated M value of 2.20 and an adjusted R-square of 67.2%. These findings imply that student involvement in organizations plays an important role in enhancing work readiness, both directly and through increased motivation. Strengthening organizational and leadership development programs can therefore help prepare competent graduates ready to compete in the job market.

1. Introduction

The era of globalization continues to develop, currently posing a major challenge to economic development that will impact the competitiveness of labor absorption and the criteria for labor that can achieve the goals of companies, companies, and even government agencies. The rapid development of globalization requires countries to be able to produce superior human resources through generations that are able to compete in the international arena.

Human resources (HR) are an important asset required in a company and also a measure of a company's success in achieving its economic goals. Superior human resources will be able to produce a level of competence that is able to compete in the world of labor. Conversely, low-quality resources will actually result in higher unemployment rates. High unemployment rates are caused by a lack of efforts to improve human resources (M. Lestari, M. Daeli, 2024). Rapidly developing industries require

¹Moh. Taufik Ridha is an undergraduate student majoring in Sharia Banking, Faculty of Islamic Economics and Business, State Islamic University Datokarama Palu, Indonesia. This paper was presented as a keynote speech at the 4th International Conference on Islamic and Interdisciplinary Studies (ICIIS) 2025, organized by the Postgraduate School of State Islamic University Datokarama Palu, Indonesia.

The Effect of Organizational Activity on Work Readiness with Work Motivation as an Intervening Variable in the Student Organization of the Faculty of Economics and Islamic Business in 2025

knowledgeable and qualified human resources. Human resources are required to be more creative, innovative, and able to find jobs that match their personal skills and expertise. Workforce skills and expertise can be obtained through educational institutions or skills training institutions (Nurdin, 2023).

However, in reality, low human productivity continues to this day. As is the case in Indonesia, the high labor force and the lack of job seekers, as well as the difficulty of finding employment, have led to high unemployment in Indonesia. In this situation, prospective workers still need to be motivated to work according to the skills required in the world of work. At present, it cannot be denied that there are still many unemployed graduates in Indonesia. According to data from the Central Statistics Agency (BPS), the number of workers in Indonesia in February 2021 reached 136,452,110, with open unemployment according to highest education level at 8402.15, and the number of open unemployment among university graduates in Indonesia has increased in recent years. In August 2022, the number of unemployed university graduates reached around 673,000 people. The latest data shows that in 2023, the open unemployment rate (TPT) of university graduates increased from 4.8% in 2022 to 5.18%. If this is allowed to continue, the number of unemployed people with the highest level of education will certainly continue to grow.

Education is a provision that can produce quality human resources. Higher education institutions are educational institutions that accommodate human resources in achieving educational goals. Higher education institutions are required to be able to produce graduates who are intellectual and have skills that can be used as capital in preparing for work. Work readiness is an important aspect that students must have, especially when transitioning to an increasingly competitive world of work (Sudjana, 2020).

In this context, students who will become prospective workers must prepare themselves to have job readiness in line with the skills needed in the world of work. Job readiness is the ability of students to immediately enter the world of work after graduation without requiring a long adjustment period in the work environment, supported by physical maturity, mental maturity, and learning experiences that are in line with the needs of the world of work (Sutrisno, 2016).

According to Setyaningrum et al., work readiness is influenced by several factors, one of which is organizational activity. Their research shows that organizational activity has a positive effect on work readiness. In addition to organizational activity, *soft skills* are also a supporting factor for students in preparing themselves for the world of work (D.F. Setyaningrum, H. Sawiji, 2018). *Soft skills* are an important factor considered by many organizations in the future career development of graduates, in addition to the technical skills that must be possessed. Companies do not only need prospective applicants based on their majors and grade point averages, but the interests and *skills* of applicants are more important (Robles, 2012). Thus, student activity in organizations and *soft skills* have a very strong relationship in shaping work readiness and fostering student interests and *skills*.

Student involvement in organizations is often seen as a means to develop *soft skills*, such as leadership, communication, and time management. Student organizations in the Faculty of Economics and Islamic Business provide a forum for students to engage in various activities that can improve their competencies. However, even though many students are active in organizations, not all of them demonstrate optimal work readiness. This indicates that there are other factors that influence the relationship between organizational activity and work readiness. One important factor that can mediate this relationship is work motivation.

Work motivation is an important element in preparing individuals to face an increasingly dynamic and competitive world of work. Work motivation, whether it comes from within (intrinsic motivation) or from outside (extrinsic motivation), is the main driver for a person to strive and achieve certain goals, including readiness to enter the world of work. In the context of students, especially those who are active in Student Organizations (OKM), work motivation plays a significant role in transforming organizational experiences into concrete steps for self-development and improvement of work skills. Work motivation encourages individuals to prepare themselves as best as possible for the world of work, both through improving their skills and developing a professional work attitude (Ghozali, 2022).

Students who are members of the Student Organization Management Team () of the Faculty of Economics and Islamic Business at the University of Muhammadiyah Yogyakarta () are often faced with various challenges that require the development of managerial, leadership, communication, and problem-solving skills. These experiences should be valuable assets for work readiness, but their effectiveness greatly depends on the work motivation of the students. Without strong motivation, organizational experience will only become an additional activity without having a significant impact on students' work readiness.

This study focuses on students who are members of the Islamic Economics and Business Faculty Student Organization in 2024. This group was chosen because they represent students who are active in organizations and are also prospective graduates who will soon enter the workforce. This study aims to analyze the extent to which organizational activity affects work readiness, both directly and through work motivation as an intervening variable. This study places work motivation as an intervening variable that mediates the relationship between student activity in organizations and their work readiness. This is important to study because activity in organizations does not always directly increase work readiness. Many active students are unable to connect their experiences with the needs of the world of work due to a lack of motivation that encourages them to benefit from their involvement.

2. Theoretical Study

After conducting the path analysis regression and Sobel test, the results of the hypothesis testing in this study can be summarized in the following table:

Table
Summary of Hypothesis Testing Results

No.	Hypothesis	Path	Beta (β)	Sig. (p)	M Sobel	Result
1	Organizational Activeness (X) affects Work Motivation (M)	$X \rightarrow M$	0.602	0.000	–	Accepted
2	Organizational Activeness (X) affects Work Readiness (Y)	$X \rightarrow Y$	0.705	0.000	–	Accepted
3	Work Motivation (M) affects Work Readiness (Y)	$M \rightarrow Y$	0.178	0.028	–	Accepted
4	Organizational Activeness (X) affects Work Readiness (Y) through Work Motivation (M)	$X \rightarrow M \rightarrow Y$	–	–	2.20	Accepted

Source: Research Data, 2025

Based on the results of hypothesis testing summarized in Table 4.22, it can be concluded that all causal paths in this research model are significant. Organizational Activeness (X) has been proven to have a positive and significant effect on both Work Motivation (M) and Work Readiness (Y). This finding indicates that the more active students are in organizational activities, the higher their work motivation and readiness will be.

Furthermore, the variable Work Motivation (M) also has a direct and significant effect on Work Readiness (Y), implying that students' internal motivation plays an important role in shaping their preparedness to enter the workforce.

In addition, the results of the Sobel test show that Work Motivation functions as a significant mediating variable in the relationship between Organizational Activeness and Work Readiness. This is evidenced by the calculated Sobel value ($M = 2.186$), which is greater than the critical value (1.96) at the 5% significance level.

2.1 The Influence of Organizational Activity on Work Motivation Among Students in the Student Organization of the Faculty of Economics and Islamic Business UIN Datokarama Palu

The results of this study indicate that the variable of organizational activity (X) has a positive and significant effect on student work motivation () in the Student Organization of the Faculty of Economics and Islamic Business. Based on *the path analysis* test results, the regression coefficient (B) value for the variable of organizational activity (X) was 0.563 with a significance value (*Sig.*) of 0.000, which is less than 0.05 ($0.000 < 0.05$). Therefore, the first hypothesis, which states that organizational activity affects work motivation, is accepted.

The positive coefficient value indicates that the higher the level of student activity in organizational activities, the higher the work motivation of these students. This means that every increase in active participation in student organizations contributes to a real increase in work motivation. This confirms that activity provides space for students to develop skills of responsibility, initiative, and commitment to tasks, which psychologically builds work enthusiasm.

This finding is in line with the *Self-Determination* Theory proposed by Deci and Ryan, which states that a person's motivation will increase when they are involved in activities that provide a sense of autonomy, competence, and social connectedness.

The Effect of Organizational Activity on Work Readiness with Work Motivation as an Intervening Variable in the Student Organization of the Faculty of Economics and Islamic Business in 2025

Organizational activity provides space for self-actualization and interpersonal experiences that psychologically encourage students' intrinsic motivation to work optimally (Ryan, 1985).

Support for these findings can also be found in the research by Mulyana et al., which states that involvement in student organizations can shape discipline, confidence, and responsibility. These values are an important foundation in the formation of work motivation. Through organizational experiences, students practice problem solving and working in teams, which will later become useful when entering the world of work (Mulyana, 2024).

Similar results were also obtained by Lubis in his research at the State Islamic University of North Sumatra. He found that students who are active in organizations have better *soft skills* than those who are not active. These *soft skills* include communication, leadership, and time management, all of which support increased work motivation (Lubis, 2024).

Statistically, the regression coefficient value of 0.563 shows that the influence of organizational activity is relatively strong. This means that the variable of organizational activity contributes 56.3% to the increase in student work motivation.

The implication of these research results is the importance of institutional support for student organizational activities. Faculties and universities need to encourage active student participation in student activities, as well as provide leadership training, activity facilitation, and organizational assistance. All forms of support are believed to strengthen the positive impact of organizational activity on work motivation.

Thus, it can be concluded that organizational activity is an important factor that shapes student work motivation. In addition to increasing social insight and experience, this activity also fosters a positive work attitude. Therefore, student organizations are not only a complement to academic activities but also a strategic means of shaping individuals who are ready to work and be professional.

2.2 The Influence of Organizational Activity on Student Work Readiness in the Student Organization of the Faculty of Economics and Islamic Business UIN Datokarama Palu

Based on the results of this study, it shows that the variable of organizational activity has a positive and significant effect on student work readiness in the Student Organization of the Faculty of Economics and Islamic Business UIN Datokarama Palu. This is proven through *path analysis*, which shows that the regression coefficient (B) value is 0.641 with a significance value of 0.000, which is smaller than 0.05 ($0.000 < 0.05$). Thus, the second hypothesis, which states that organizational activity influences work readiness, can be accepted.

The coefficient value of 0.641 indicates that the influence of organizational activity on work readiness is relatively strong. This figure shows that every increase in organizational activity will be followed by an increase in student work readiness of 64.1%. This positive relationship reinforces the importance of the role of student organizations in shaping students' skills and work readiness in an era of global competition.

Active participation in organizations provides students with opportunities to hone *soft skills* such as leadership, interpersonal communication, and problem solving. According to Robbins, *soft skills* are non-technical competencies that are important in supporting an individual's performance in the workplace (Judge, 2017). Student organizations serve as a real vehicle for shaping these skills through dynamic activities, teamwork, and interactions across generations and majors.

This study is also in line with previous findings by Safitri, who stated that students who are active in organizations have a higher level of work readiness than those who are not active (Safitri, 2022). Organizational activities train students to deal with pressure, make plans, resolve conflicts, and make responsible decisions. All of these are part of the indicators of work readiness required in the professional world. In addition, research by Nuraini suggests that student organizations are able to bridge the gap between academic knowledge and field practice (Nuraini, 2023). Through organizational activities, students not only gain technical experience but also character building and work ethic, both of which are important in preparing them for the world of work after graduation.

The implication of these findings is the need for full support from faculties and universities to develop a healthy, productive, and focused organizational ecosystem. Facilitating leadership training, organizational management, and alumni involvement as organizational mentors can further strengthen the contribution of organizational activity to student work readiness. Thus, it can be concluded that active participation in organizations not only provides social and academic benefits but also significantly improves students' work readiness. Through active involvement in organizations, students are shaped into adaptive, resilient individuals who are ready to face the professional world.

2.3 The Influence of Work Motivation on Student Work Readiness in Student Organizations at the Faculty of Economics and Islamic Business, UIN Datokarama Palu

The results of this study indicate that the work motivation variable has a positive and significant effect on student work readiness in the Student Organization of the Faculty of Economics and Islamic Business, UIN Datokarama Palu. Based on the results of *path analysis* (), the regression coefficient value of the work motivation variable (M) is 0.173 with a significance value of 0.028, which is less than 0.05 ($0.028 < 0.05$). This means that the higher the level of work motivation possessed by students, the higher their level of work readiness. In other words, work motivation is an important factor that can encourage individuals to be ready to face the world of work. Thus, the third hypothesis, which states that work motivation affects work readiness, can be accepted.

Theoretically, these results are in line with the theory proposed by Uno, which states that work motivation can encourage individuals to work more optimally and prepare themselves for the demands of the world of work (Uno, 2011). In the context of students, work motivation can arise from internal or external drives that shape cognitive, affective, and psychomotor readiness in adjusting to the realities of the world of work. Students with high work motivation tend to be more proactive in seeking information, participating in training, and developing skills relevant to their future careers.

This study also reinforces the results of a previous study by Wahyuni, which found that work motivation significantly contributes to students' work readiness, both in terms of self-confidence, time management skills, and the technical competencies required in the world of work (Wahyuni, 2023). This shows that work readiness is not only influenced by practical experiences such as internships, but also by psychological factors such as individual motivation and determination.

The role of work motivation in shaping work readiness can also be seen from the perspective of *the Human Capital Theory* approach, which states that investment in the development of individual abilities, both through education and increased internal motivation, will increase individual productivity and readiness in the world of work (Becker, 1993). Thus, student organizations have a strategic contribution in shaping the character and motivation of students through structured organizational experiences.

Based on these findings, it can be concluded that work motivation is one of the important determinants in shaping students' work readiness. Therefore, the development of work motivation in student organizations needs to be improved through various training programs, career mentoring, and rewards for students' achievements and contributions to the organization. This will create an environment that supports the continuous improvement of work readiness.

2.4 The Effect of Organizational Activity on Student Work Readiness in the Student Organization of the Faculty of Economics and Islamic Business with Work Motivation as an Intervening Variable

The results of this study show that the work motivation variable can mediate the influence of organizational activity on student work readiness in the Student Organization of the Faculty of Economics and Islamic Business at UIN Datokarama Palu, as evidenced by the regression test results (*path analysis*). Work Motivation (M) obtained a regression coefficient value of 0.173 with a significance value of 0.028, which is smaller than 0.05 ($0.028 < 0.05$). Thus, it is known that organizational activity influences work motivation with a path coefficient of 0.602, which in turn influences work readiness with a coefficient of 0.178.

The results of the Sobel *test* analysis also reinforce the mediating effect of the intervening variable in this study. Work motivation obtained a calculated M value of 2.20, which is greater than the table M (1.96) at a significance level of 5%, meaning that $2.20 > 1.96$. Therefore, it can be concluded that work motivation significantly mediates the effect of organizational activity on work readiness. The indirect effect of organizational activity on work readiness through work motivation is significant, meaning that the work motivation variable (M) can be categorized as a partial mediator. Thus, the fourth hypothesis, which states that organizational activity affects the work readiness of students in the Student Organization of the Faculty of Economics and Islamic Business at UIN Datokarama Palu with work motivation as an intervening variable, is accepted.

Organizational activity plays an important role in shaping student work readiness, especially in the student organization environment at the Faculty of Economics and Islamic Business, UIN Datokarama Palu. This study found that organizational activity has a significant effect on students' work readiness through the variable of work motivation as a mediator. This is in

line with Robbins' opinion that motivation serves as a driver of individual work behavior in achieving effective and efficient work goals (Judge, 2017).

The findings of this study indicate that when students have high work motivation, their readiness to face the world of work also increases. This means that the more active a student is in organizational activities, the higher their work motivation. This is in line with Maslow's theory of the hierarchy of needs, which states that individuals who are socially active and involved in group activities will be more motivated to achieve work performance (Maslow, 1987).

Increased work motivation then has a positive impact on work readiness, reinforcing the understanding that work motivation is a crucial component in bridging organizational experience with readiness to face the world of work. Therefore, work motivation can function as an intervening variable that strengthens the relationship between organizational activity and work readiness. This study provides practical contributions to the development of student curricula and human resource development policies in organization-based higher education institutions.

These findings provide empirical evidence that student activity in organizations not only strengthens social networks and managerial skills but also encourages the formation of work motivation that has a positive impact on their readiness to enter the workforce. Therefore, it is important for higher education institutions to encourage student participation in organizations as part of a strategy to strengthen *soft skills* and career readiness.

3. Theoretical and Practical Implications

3.1 Theoretical Implications

Theoretically, this study contributes to the development of human resource and organizational behavior theories within the higher education context. First, the findings strengthen the assumptions of the Self-Determination Theory (Deci & Ryan, 1985), which emphasizes that intrinsic motivation serves as a mediating factor connecting external participation with internal readiness for performance. The confirmed mediating effect of work motivation in this study provides empirical evidence that autonomy, competence, and social engagement fostered through organizational involvement are essential elements in building work preparedness.

Second, this research extends the scope of Human Capital Theory (Becker, 1993) by demonstrating that student organizational experience acts as an informal investment that enhances both cognitive and behavioral competencies. Participation in organizations thus functions as more than a co-curricular activity; it represents a formative process that supports employability and self-development through motivation strengthening.

Third, the results bridge the conceptual gap between organizational engagement, motivation, and work readiness, suggesting an integrated framework for analyzing student development. This framework connects motivational psychology with employability studies, revealing how internal motivation mediates the transformation of soft skills into work-related competencies. Consequently, the study enriches theoretical models that explain how organizational dynamics and motivation jointly influence students' readiness to enter the workforce.

3.2 Practical Implications

Practically, the findings of this study offer several implications for universities, faculty administrators, and education policymakers. First, higher education institutions should strengthen student organizations as structured platforms for personal and professional growth. Providing leadership training, project-based programs, and systematic mentoring can optimize the motivational and preparatory effects of organizational participation.

Second, it is important to incorporate motivation-centered approaches into both organizational and academic activities. Faculties may design workshops or guidance programs that emphasize goal setting, self-efficacy, and career orientation to sustain students' intrinsic motivation. Integrating these initiatives within the academic curriculum will create a more holistic system to prepare graduates for the labor market.

Third, collaboration between student affairs offices, career development centers, and alumni networks should be expanded to give students practical exposure to professional environments. Through internships and organization-industry partnerships, students can translate motivation and organizational experience into applicable work readiness.

Lastly, institutional recognition of organizational involvement should be formalized within student achievement assessment systems. Rewarding active and productive organizational participation will encourage meaningful engagement and

demonstrate the institution's commitment to preparing competent, motivated, and adaptive graduates ready to face professional challenges.

4. Conclusion

Based on the results of the research conducted, it can be concluded that active participation in organizations plays an important role in increasing the motivation and work readiness of students in the Student Organization of the Faculty of Economics and Islamic Business at UIN Datokarama Palu. The analysis results show that the more active students are in organizational activities, the higher their work motivation, because through organizational experiences, students learn responsibility, cooperation, and leadership. In addition, organizational activity also has a direct effect on work readiness, because organizational activities help students develop communication skills, time management, and problem-solving abilities needed in the world of work. Work motivation was found to act as an intervening variable that strengthens the relationship between organizational activity and work readiness, meaning that students who are active in organizations and have high motivation tend to be better prepared to face the challenges of the workplace. Thus, the results of this study confirm that organizational experience is not only a platform for self-development but also an important factor in optimally shaping students' work readiness.

References

- Becker, G. S. (1993). *Human Capital: A Theoretical and Empirical Analysis with Special Reference to Education*. University of Chicago Press.
- D.F. Setyaningrum, H. Sawiji, & P. N. (2018). Pengaruh Keaktifan Berorganisasi dan Prestasi Belajar Terhadap Kesiapan Kerja Mahasiswa Program Studi Pendidikan Administrasi Perkantoran. *Jurnal Informasi Komunikasi Administrasi Perkantoran*, 2(2).
- Ghozali, I. (2022). Motivasi Kerja dan Kinerja Mahasiswa Aktif Organisasi. *Jurnal Ekonomi Dan Pendidikan*, 14(1).
- Judge, S. P. R. dan T. A. (2017). *Organizational Behavior*. Pearson Education.
- Lubis, A. (2024). The Effect of Student Participation in Student Organizations on Soft Skills Development: A Case Study at UIN Sumatera Utara. *Jurnal Pendidikan Sosial Dan Humaniora*, 5(2).
- M. Lestari, M. Daeli, & A. S. D. (2024). Peran Strategis Sumber Daya Manusia dalam Meningkatkan Kompetensi dan Motivasi Karyawan terhadap Kinerja di Sektor Toko dan UMKM. *Jurnal Intelek Insan Cendikia*, 1(9).
- Maslow, A. (1987). *Motivation and Personality*. Harper and Row.
- Mulyana, D. (2024). Pengaruh Keaktifan Organisasi terhadap Kesiapan Kerja Mahasiswa. *Jurnal Manajemen Dan Bisnis Indonesia*, 10(1).
- Nuraini, S. (2023). Peran Organisasi Mahasiswa dalam Meningkatkan Kesiapan Kerja. *Jurnal Ilmu Sosial Dan Humaniora*, 3(1).
- Nurdin, A. (2023). Fungsi Peranan Pendidikan dan Pelatihan Terhadap Peningkatan Keterampilan Kinerja Karyawan di Perusahaan. *Transformasi: Journal of Economics and Business Management*, 2(2).
- Robles, M. M. (2012). Executive Perceptions of the Top 10 Soft Skills Needed in Today's Workplace. *Business Communication Quarterly*, 74(4).
- Ryan, E. L. D. & R. M. (1985). *Intrinsic Motivation and Self-Determination in Human Behavior*. Plenum Press.
- Safitri, A. (2022). Pengaruh Keaktifan Organisasi Mahasiswa terhadap Kesiapan Kerja. *Jurnal Psikologi Pendidikan Dan Konseling*, 6(2).
- Sudjana, D. (2020). *Pendidikan Tinggi dan Pengembangan Kualitas Sumber Daya Manusia*. Alfabeta.
- Sutrisno, E. (2016). *Manajemen Sumber Daya Manusia*. Kencana.
- Uno, H. B. (2011). *Teori Motivasi dan Pengukurannya: Analisis di Bidang Pendidikan*. Bumi Aksara.
- Wahyuni, R. (2023). The Influence of Financial Literacy, Financial Planning, and Motivation on Interest in Islamic Microfinance. *International Journal of Islamic Studies*, 6(1).