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# The Relationship between Work Motivation and Psychological Well-Being for Internship Students

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## ABSTRACT

This study examines the relationship between work motivation and psychological well-being (PWB) in internship students in Jabodetabek. The Kampus Merdeka policy program provides opportunities for students to develop their skills and work experience. This study aims to identify how work motivation, both intrinsic and extrinsic, affects the psychological well-being of student interns. Using a predictive correlational approach, data were collected through questionnaires measuring the dimensions of work motivation and PWB. The results showed that intrinsic motivation has a significant positive impact on psychological well-being, while excessive extrinsic motivation can have a negative impact. The research emphasizes the importance of creating a supportive work environment to motivate student interns, improve their performance, and prepare them for the transition from academia to the world of work. The researcher obtained 103 respondents from various students in Jabodetabek. universities with 25.2% male and 74.8% female gender. This research data was processed using convenience sampling techniques, using the Multidimensional Work Motivation Scale (MWMS) questionnaire and Psychological Well Being (PWB) distribution of this questionnaire through social media by using google form. The analysis of the data is known through the Kolmogorov Smirnov test obtained a figure of  $0.200 > 0.05$  for both variables, it is concluded that the residual data is normally distributed.

Keywords: work motivation, psychological well-being, internal students, Merdeka Campus

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## INTRODUCTION

MBKM internship is a form of learning activity provided to students which is aimed at introducing, improving and developing abilities in a company or industrial environment that is in line with the study program being taught. This internship is very important to implement because its implementation will grow the seeds of superior humans in the work environment. MBKM Internship or what can be called Field Work Practice is one of the mandatory courses that must be taught by Tarumanagara University Psychology Study Program students. Internship is a process to apply knowledge or competencies gained during education, in the world of work directly. Internships allow you to understand professional work systems in the real industry (Galbraith & Mondal, 2020).

Intern students are in a transition period from the academic world to the world of work, facing various challenges and pressures that affect their performance and well-being. An internship program is a practical learning experience and activity outside of higher education which is an opportunity for students to deepen their skills, knowledge and attitudes in the world of work directly. In this program, the university and the company where the internship works together so that students can carry out practical learning activities within an agreed time period. What students get during the internship is that students are able to put into

practice the knowledge they have gained during their studies from the start of the semester and then during their internship (Tuasikal et al., 2021). This is practiced directly by actively participating in the internal institution where the internship is taking place, gaining new relevant knowledge, every task and responsibility given is assisted by the internship supervisor as the person who provides knowledge, teaches and supervises students in carrying out their work.

If students have satisfactory assessment performance during this internship period, there may be an opportunity to become permanent employees. With the internship program for students, it becomes an opportunity to experience and practice their knowledge directly in real life fields. Because the world of work prefers prospective employees who already have work experience, this internship program can help students to be accepted by industrial companies. Universities strive for this by including internship programs as courses that students must take (Karunaratne & Perera, 2019). A well-designed internship program, which includes adequate training, guidance from experienced mentors, and opportunities to develop new skills, can significantly increase work motivation. Work motivation is an important factor in helping interns overcome these challenges and achieve optimal performance with intrinsic and extrinsic motivation to be able to encourage individuals to achieve their goals (Hou et al., 2023). Intrinsic motivation, which comes from an individual's satisfaction and interest in work, has a significant positive impact on the performance and psychological well-being of intern students (Anshari et al., 2022).

Self-motivation in a person requires individual psychological well-being. According to Martela (2019), psychological well-being is a positive impact of intrinsic motivation, there are important dimensions that can influence an individual's quality of life, psychological well-being consists of six dimensions, namely: (a) self-acceptance; (b) positive relationships with others; (c) autonomy; (d) environmental control; (e) life goals; and (f) personal development. For internship students, psychological well-being is influenced by various factors such as: the environment between colleagues and superiors, individual performance in being responsible by completing each task. And culture in a company.

High psychological well-being correlates with increased performance, creativity, and the ability to adapt to change (Schwenke et al., 2021). The relationship between work motivation and psychological well-being in internship students is becoming increasingly relevant in the context of a dynamic and stressful world of work. Then research by Tang (2020) states that intrinsic motivation is positively correlated with psychological well-being, while excessive extrinsic motivation can potentially reduce an individual's well-being. An inclusive and supportive work environment can increase work motivation and psychological well-being of intern students (Zhang et al., 2021).

Therefore, it is important for companies and educational institutions to work together to create effective and supportive internship programs. In recent years, a focus on improving the psychological well-being and work motivation of interns has become a priority for many companies and educational institutions. This is in line with research findings showing that high psychological well-being and strong work motivation not only improve individual performance but also have a positive impact on overall organizational productivity and efficiency (Yu et al., 2021). The results of this research can be concluded about the importance of creating a work environment that is supportive and motivating, as well as providing opportunities for self-development and balance between personal and professional life.

From previous research conducted by Laksmi and Budiani (2015), there is a significant relationship between *psychological well-being* and the work motivation of class III employees at the City X Education Department and there is a significant positive relationship between work motivation and *psychological well-being*. This means that the higher the work motivation, the higher *the psychological well-being*.

Previous research only focused on employees who were already working, so more research was needed focusing on students who had internship experience. So our research focuses on research aimed at internship students because when students have completed their study period at university, they will then enter the world of work, which requires work motivation and *psychological well-being*, which is good for preparing yourself to move from studying at university to the world of work.

## RESEARCH METHODS

This research focuses on the relationship between work motivation and *psychological well-being* (PWB), the research strategy used is *correlational* by observing two variables that have occurred in the individuals studied (*non-experimental*). According to Lemboye (2019) correlational research has two types, namely *descriptive correlational* and *predictive correlational*. This research is included in the *predictive correlational research strategy* which tries to explain the relationship between variables by predicting variations *in* a variable (*dependent variable*) based on changes (variations) in the variable. others (*independent variables*). From the statement according to this expert, work motivation can be positioned as an influencing variable (*independent*) and psychological well-being is a variable (*dependent*) which is influenced by work motivation. The sampling technique used was the *convenience sampling method*, which is a sampling method that provides freedom or is easy to reach and is representative (Gravetter & Forzano, 2018). This research involved 103 active students who were undergoing an internship program as research subjects to explore these variables. This technique is used for convenience and efficiency in collecting data from many respondents around the researcher who meet the research criteria. The large size of the research population makes this technique the most appropriate choice with data that is easy for researchers to obtain.

This research uses a quantitative *correlational approach* with a survey method by filling out a questionnaire to collect data and then process it into data. This research uses a work motivation scale based on theory. This research uses a work motivation and *psychological well being* (PWB) scale, according to Gagne, et al (2015) *Multidimensional Work Motivation Scale* (MWMS) which has been compiled from five dimensions of work motivation, namely external regulation approach, *introjection regulation* approach, identified motivation, intrinsic motivation *and* deficiencies. Motivation (*A motivation*). The scale model chosen for use in the research scale measurement of work motivation and psychological well-being was designed using a *Likert scale model* which has seven points for answers to work motivation questions, namely for a score of 1 which means = Not at all for this reason; score 2 = Very Slight; score 3= Slight score; 4= Fair; score 5= Strong; score 6= Very Strong; score 7= Correct for this reason. Meanwhile, for the psychological well being scale, researchers used the Awan (2021) *psychological wellbeing* scale which has six dimensions, namely self - *acceptance*, positive relationships with other people (self-acceptance), autonomy, environmental *mastery*, purpose *in life*, and personal *growth*.

The Multidimensional Work Motivation Scale (MWMS) consists of 19 items, with the Cronbach's Alpha value obtained being 0.849, which indicates that the questions on this work motivation scale are quite reliable. Meanwhile, the psychological well being (PWB) scale which consists of 42 items reached 0.781 because there were several dimensions that were not reliable. So the Cronbach's Alpha obtained has a value of > 0.6 so it can be concluded that the two variables are reliable. The data analysis method used in this research is parametric analysis techniques. The method for distributing questionnaires is in the form of a *Google Form link* to be filled in by research participants. This questionnaire is in digital form via the *Google Form supporting platform*, then spread via social media in the form of *WhatsApp, Instagram, Line, Telegram* and *Word of Mouth (WOM)*. The next stage is to determine the research objective, namely to determine the relationship between work motivation and *psychological well-being* for internship students in Jabodetabek. The data collection technique used is by processing the data obtained from the work motivation and *psychological well being questionnaires*. Next, the dimensions are processed to obtain a hypothetical mean and an empirical mean.

The results of the analysis calculation of the hypothetical and empirical mean item scores from each dimension of Work Motivation are presented in the following table:

**Table 1. Hypothetical and Empirical Mean Results from Each Dimension Work motivation**

Variable	Dimensions	Hypothetical Mean	Empirical Mean
Work Motivation (X)	<i>External Regulations</i>	24	28.06
	<i>Introjection Regulation</i>	16	22.55
	<i>Identified Motivation</i>	12	16.88
	<i>Intrinsic Motivation</i>	12	16.66
	<i>Amotivation</i>	12	15.46

Source: Quantitative Research Results, 2024

The table shows a comparison between the hypothetical mean and the empirical mean for the dimensions of the two variables, namely work motivation (X) and *psychological well-being* (Y). Meanwhile, the analysis of the hypothetical and empirical mean item scores from each dimension of Psychological Well-Being (PWB) is presented in the following table:

**Table 2. Hypothetical and Empirical Mean Results for Each Dimension Psychological Wellbeing (PWB)**

Variable	Dimensions	Hypothetical Mean	Empirical Mean
<i>Psychological Well-being</i> (Y)	<i>Autonomy</i>	24.5	26.86
	<i>Environmental Mastery</i>	24.5	27.02
	<i>Personal Growth</i>	24.5	29.97
	<i>Positive Relations</i>	24.5	30.17
	<i>Purpose in Life</i>	24.5	29.51

*Self Acceptance*

24.5

28.07

Source: Quantitative Research Results, 2024

**RESEARCH RESULT**

**Table 3. Work Motivation Blue Print**

No	Dimensions	Item Number		Total
		Fav	UnFav	
1	External Regulations	1,2,3, 4,5,6,	3	6
2	Introjection Regulations	7,8,9,10		4
3	Identified Motivation	11,12,13		3
4	Intrinsic Motivation	14,15,16		3
5	Amotivation	17,18,19		3
			TOTAL	19

Source: SPSS Data Analysis, 2024

**Table 4. Blue Print Psychological Wellbeing (PWB)**

No	Dimensions	Item Number		Total
		Fav	UnFav	
1	Autonomy	20,26,44,56	32,38,50	7
2	Environmental Mastery	21,39,57	27,33,43,51	7
3	Personal Growth	28,40,52	22,34,46,68	7
4	Positive Relations	23,35,41,47,59	29,53	7
5	Purpose in Life	30,48,54,60	24,36,42	7
6	Self - Acceptance	25,31,43,55,61	37, 49	7
			<b>Total</b>	42

Source: SPSS Data Analysis, 2024

**Table 5. Description of Respondent Data**

Characteristics	Information	Frequency	Percentage
Gender	Man	26	25.2
	Woman	77	74.8
Age	20	16	15.5
	21	37	35.9
	22	25	24.3
	23	13	12.6
	24	7	6.8

	25	5	4.9
Internship Status	Apprenticeship	103	100.0
	No Internship	0	0.0
Length of Internship	< 1 Month	2	1.9
	12 months	31	30.1
	3 - 4 Months	39	37.9
	5 - 6 Months	20	19.4
	> 6 Months	11	10.7

Source: SPSS Data Analysis, 2024

Table 5 above shows the frequency distribution of respondent characteristics. It can be seen that from 103 respondents, 26 people were male (25.2%) and 77 people were female (74.8%). Based on age, it is known that there were 16 respondents aged 20 years (15.5%), respondents aged 21 years were 37 people (35.9%), respondents aged 22 years were 25 people (24.3%), respondents aged 23 years were 13 people (12.6%), respondents aged 24 years were 7 people (6.8%) and respondents aged 25 years were 5 people (4.9%). Apart from that, it is known that all respondents have internship status with varying lengths of internship. It is known that there were 2 respondents with an internship period of less than 1 month (1.9%), 31 respondents with an internship period of 1 - 2 months (30.1%), 39 respondents with an internship period of 3 - 4 months (37.9%), There were 20 respondents with an internship duration of 5 - 6 months (19.4%), and 11 respondents with an internship period of more than 6 months (10.7%).

**Table 6. Reliability Test Results for Each Variable**

Dimensions	<i>Cronbach's Alpha</i>	
	Beginning	End
Work motivation	0.752	0.849
<i>Psychological Well-being</i>	0.619	0.781

Source: SPSS Data Analysis, 2024

Based on table 6, the results of the reliability test using the Cronbach's alpha coefficient resulted in Cronbach's alpha data on the work motivation and psychological well-being variables being 0.849 and 0.781 respectively. The Cronbach's alpha obtained has a value of > 0.6, it can be concluded that the two variables are reliable.

**Table 7. Normality Test Results on *Unstandardized Residuals***

Unstandardized Residuals	
N	103
Mean	0,000

Normal Parameters	Std. Deviation	4,447
Most Extreme Differences	Absolute	0.071
	Positive	0.071
	Negative	-0.040
Statistical Tests		0.071
Asymp. Sig. (2-tailed)		0.20

Source: SPSS Data Analysis, 2024

In table 7 above it is known that *Asymp. Sig. (2-tailed) the Kolmogorov-Smirnov* test of the unstandardized residual variable produced through regression of the independent variable on the dependent variable produces a figure of 0.200. The significance obtained has a value greater than the value  $\alpha(5\%)$ . Therefore, it can be concluded that the residual data is normally distributed. The results of the researcher's hypothesis test show that  $\text{sig} = 0.000 < 0.05$ , indicating that research can influence and have a positive correlation between work motivation and *psychological well-being*, meaning that if the psychological well-being of intern students increases, it will be accompanied by an increase in work motivation.

## Discussion

This research examines the relationship between work motivation and psychological well-being (PWB) in internship students in Jabodetabek using technical analysis techniques used in this research, namely using linear regression analysis, the choice of statistical methods used as a tool to see the relationship between two variables. namely, work motivation can be positioned as an influencing variable (independent) and psychological well-being is a (dependent) variable which is influenced by work motivation. The aim is to find out the relationship between work motivation and psychological well-being for intern students to get an idea of the relationship between these two variables.

The results of data analysis show that employee work motivation is above the expected average, especially in the dimensions of external regulation (empirical mean 28.06 vs hypothetical mean 24) and introjected regulation (22.55 vs 16). This indicates that external factors and internal pressure play a significant role in increasing employee work motivation. In addition, employees' psychological well-being also showed positive results, with the dimensions of personal growth (29.97 vs. 24.5) and positive relationships (30.17 vs. 24.5) being the most prominent.

Simple linear regression analysis reveals that work motivation has a significant influence on employee psychological well-being  $S = 0.000 < 0.05$ . Validity and reliability tests show that most of the dimensions of the work motivation and psychological well-being variables are valid and reliable, with Cronbach's alpha values above 0.7.

Work motivation is motivation that comes from the word motive which refers to the reason a person performs an action (Diefendorff et al., 2022). Motive is the basic impulse that moves individuals to act. When individuals do something that provides personal satisfaction, this can create a sense of fulfillment and meaning so that individuals are able to produce positive feelings. This feeling of pleasure encourages individuals to continue doing these activities. However, there are times when individuals will do something they don't want because there is pressure or a situation that forces them to do so. Motivation can also be



interpreted as an internal force that influences a person's direction, behavior, intensity and persistence voluntarily (Ryan & Deci, 2020). Although in some situations, individuals may be faced with the option to do the undesirable, motivation remains an important factor that determines how strongly individuals act in various contexts.

Based on the theory of Gagne, et al. (2015), work motivation is a psychological process that encourages individuals to do certain work with the aim of achieving desired results. Internship students who have a high level of psychological well-being tend to say that they have a subjective assessment of the individual in themselves so that they can feel comfortable, peaceful, in life so that they will be indoctrinated in themselves to survive in life so that they try to develop their own potential and When interns when they are in a work environment in the dimension of environmental mastery have confidence in managing competence in their work environment then these aspects can be linked.

According to Ryff, mental health (PWB) refers to a person's feelings about daily life activities. These feelings can originate from positive mental conditions, such as self-actualization or realization of potential, to negative mental conditions, such as anxiety and life dissatisfaction (Kazanjan, 2022). Individuals who can regulate/control the feelings they experience every day throughout their lives tend to have a positive mental condition or good psychological well-being. According to Tang (2021), psychological well-being is a positive impact of intrinsic motivation, there are important dimensions that can influence an individual's quality of life, psychological well-being consists of six dimensions, namely: (a) self-acceptance; (b) positive relationships with others; (c) autonomy; (d) environmental control; (e) life goals; and (f) personal development. For internship students, psychological well-being is influenced by various factors such as: the environment between colleagues and superiors, individual performance in being responsible by completing each task. And culture in a company. High psychological well-being correlates with increased performance, creativity, and the ability to adapt to change (Chen et al., 2024).

The experience that interns have will be an advantage in the future when they decide on their life goals and direction to enter the real world of work after completing their education at university. The existence of an internship program which is an experience for them, can give students an idea of what the world of work and its environment looks like, so that when they start entering the world of work they can prepare everything such as: self-preparation and the ability/skills to be able to adapt to a new environment and carry out every responsibility for his work. Because someone who has good psychological well-being can accept themselves and have a positive attitude. This is also related to how individuals can build positive relationships with other people and have a sense of sympathy and empathy in the workplace environment. Thus, individuals with good psychological well-being have a positive attitude, are able to adapt to the environment with colleagues to work together in carrying out each task satisfactorily, resulting in good performance.

## **CONCLUSION**

Based on the results of research conducted on internship students, the results showed that there was a relationship between work motivation and psychological well-being for students in Jabodetabek. It can be concluded that the higher the motivation for students in carrying out work, the greater the student's satisfaction in completing the work. The research results showed that of the 103 research respondents who were tested using a simple linear regression analysis test, it was revealed that work motivation had a significant

influence on the psychological well-being of intern students  $\Sigma = 0.000 < 0.05$ . Based on the results of research on internship students who have filled out questionnaires via Google Form, it can be concluded that the influence of external factors and internal pressure has a big influence on their psychological well-being. At the internship site, it is necessary to maintain and improve factors that support work motivation and facilitate self-development and positive relationships between other co-workers. A comprehensive strategy in managing the motivation and well-being of intern students has a positive impact on overall organizational performance. The results of this research show that there is a positive and significant relationship between work motivation and psychological well-being for internship students in Jabodetabek. This means that the more a student has the motivation to carry out enthusiasm in undergoing this internship program, and it can also be concluded that this research is important for evaluating and measuring the impact of various initiatives and programs implemented to increase work motivation and psychological well-being of internship students. It is also important to consider that the needs and expectations of student interns may vary depending on the individual's background and their own field of study. Therefore, a supportive and inclusive work environment allows intern students to feel more valued, which will trigger their individual intrinsic motivation to the maximum.

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