

Work Readiness Of University Of Riau Management S1 Students Based On Internship Experience, Self-Efficacy And Work Motivation

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Abstract

The purpose of this study was to examine the effects of internship experience, self-efficacy, and job motivation on preparedness for the workforce among undergraduate management students at the University of Riau. The sampling strategy employed in this quantitative descriptive study is proportionate stratified random sampling based on the Slovin formula. 194 pupils made up the study's sample. methods for gathering data via surveys and observation. Multiple linear regression using SPSS is the analysis approach. The analytical test's findings demonstrate that: 1) Internship experience, self-efficacy and work motivation simultaneously have a positive and significant effect on the work readiness of undergraduate management students at Riau University. 2) Internship experience has a positive and significant effect on the work readiness of undergraduate management students at Riau University. 3) Self-efficacy has a positive and significant effect on the work readiness of undergraduate management students at Riau University. 4) Work motivation has a positive and significant effect on the work readiness of undergraduate management students at Riau University. The amount of contribution of its influence is 51% or 0.51.

Keywords: Internship Experience, Self-Efficacy, Work Motivation, Work Readiness

INTRODUCTION

In this situation, students are expected to be able to improve their individual competence and provide wider opportunities. In addition to deepening their academic knowledge, they are expected to develop relevant practical skills and give students the chance to explore their interests, talents, and potential in order to create more opportunities for success in the workplace. Higher education is the highest educational institution and plays a significant role in shaping students' work readiness. Students' readiness to enter the workforce is greatly impacted by their participation in real-world activities that involve real-world obstacles, which enhances individual competency.

At the very least, a graduate must equip himself with sufficient work skills and acquire work experience that can support his potential in order to overcome the increasingly competitive job market and lower unemployment in Indonesia. This will help students find jobs that align with their interests and skills, (Syofyan and Safitri, 2023). In addition to creating possibilities for themselves, students who are genuinely prepared for the workforce also support long-term economic growth. Universities and other educational institutions must thus make sure that the curriculum and the student experience meet the demands of the labor market and offer solid preparation for future professional success.

**Table 1. Recapitulation of Internship Students of Management Department
Batch 2021- 2023**

No	Year	Number of Internship Students	Percentage of Active Students
1	2021	63	17 %
2	2022	46	12 %
3	2023	268	71 %
Total		377	100 %

Table 1 explains that this batch of students has progressed to the point where they must choose their concentration in order for each of them to complete an internship program. After feeling prepared and possessing the information, attitudes, and abilities necessary to navigate the workplace, students go through a continual stage of growth known as work readiness (Wiharja et al., 2020). To put it another way, a person who is well-prepared for the workplace is not only capable of handling their current responsibilities but also adapts to changes and is driven to keep learning new skills. The results of 20 student respondents who were asked to judge their preparation for the workforce following their internship are shown in table 2 below.

Table 2. Results of the Pre-Survey of Job Readiness for Management Majors, Faculty of Economics and Business at Riau University

No	Indicator	Answers		Number of Respondents
		Yes	No	
1	I have calmness and careful consideration in doing my Internship assignments.	45 %	55 %	20
2	I actively contributed to various team and organization activities during my Internship.	32 %	68 %	20
3	I am consistently oriented to progress during my Internship by looking for opportunities to learn.	40 %	60 %	20

Source: Data Prasurvey, 2024

According to table 2 of the results of a pre-work readiness survey given to 20 respondents at the management department of the Faculty of Economics and Business, University of Riau, people who are less able to actively participate in internship activities tend to exhibit traits such as a tendency to be solitary and a poor ability to respond to others. They are also less able to keep up with the latest information and the learning process at the internship workplace, which will affect students' readiness for the workforce. This demonstrates that a large number of pupils lack the mental and emotional readiness to deal with circumstances that call for prompt and wise decisions.

Among other things, internships have an impact on students' preparation for the workforce. In this instance, an internship experience can be characterized as a type of education that encompasses knowledge and skill mastery as well as entities that develop in tandem with the accomplishment of student objectives. Students' development is greatly influenced by this experience, which aids in their better achievement and acceptance of academic objectives (Cunha et al., 2023). In the meantime, the experience acquired during the internship improves one's preparation for the workforce, claim Setiarini et al. (2022). An intern's level of work preparedness increases with the amount of work experience they obtain during their internship.

PT. Bank Riau Kepri, PT. Semunai Sawit Perkasa, PT. Anugerah Amal Citra Bogatama, PT. Pegadaian Pekanbaru, PT. Bahtera Bumi Melayu, PT. Bank BSI KCP, PT. LG Electronics Indonesia, Faculty of Economics, University of Riau, PT. First Resources Pekanbaru, PT. Telkom, and other establishments offer internships to students each year. However, Riau University also has a stringent policy that prohibits students from participating in internships. One internship spot is missing from the list of approved internships. In line with the university's vision and objective to prepare students for the difficulties of the workplace, this policy is designed to guarantee that students have a valuable internship experience.

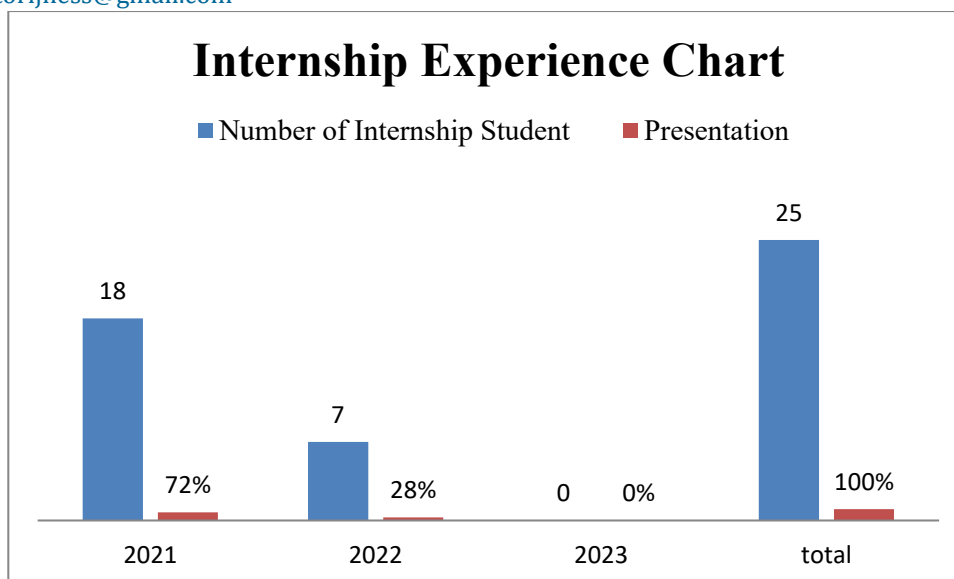


Figure 1. Diagram of Internship Experience of Management Department Students Batch 2021-2023 Riau University

Source: Data of Management Department of Faculty of Economics and Business 2024

According to the pre-survey results diagram in Figure 1, there were much fewer students interning at BPJS Ketenagakerjaan in 2023 than there were in 2021. There were 18 students (72%), 7 students (28%), and no students (0%), interning in 2021, 2022, and 2023, respectively. This decrease suggests challenges in BPJS Ketenagakerjaan internship program's implementation, particularly in 2023.

Self-efficacy has an impact on students' preparation for the workforce in addition to internship experience. A person's confidence in their capacity to control a situation and produce positive outcomes is known as self-efficacy. Here, self-efficacy entails having faith in one's own capacity to control current circumstances and produce positive outcomes (Damayantie and Kustini, 2022). Data from 20 student responders supports this, demonstrating that students' work preparation is significantly influenced by their degree of self-confidence. It was found that self-efficacy significantly and favorably influences students' work preparation, which is consistent with the findings of (Violinda et al., 2023). demonstrating that a major influence on students' preparation for the workforce is their level of self-efficacy, which is defined as their confidence in their capacity to finish particular activities and reach objectives. These findings support the idea that students' ability to handle obstacles in the workplace can be impacted by low self-efficacy.

Table 3 Pre-survey of Self-Efficacy of Students of Management Department, Riau University, Batch 2021-2023

No	Indicator	Answers		Number of Respondents
		Yes	No	
1.	I have the willingness to try new things during my Internship and am not afraid to face situations that have never been experienced before.	38 %	62 %	20
2.	I have a clear career plan through Internship Experience	25 %	75%	20
3.	I always look for additional learning resources to improve my knowledge at the Internship site.	47 %	53 %	20

Source : Data Prasurvey, 2024

According to Table 3's results from the self-efficacy pre-survey, students lack a clear career plan, a structured career vision, or a belief that internship experience is crucial to reaching

their career goals. They also lack the motivation to try new things and deal with situations they have never encountered before because they still feel insecure or scared to take on new challenges. Students still lack the confidence or fear to take on new difficulties, which prevents them from using their time to find more learning materials for their jobs. As a result, they lack the drive to do new things and deal with problems they have never encountered before.

Previous studies have shown that a person's drive or desire to perform their job well is one of the additional aspects that affect work motivation. or a person's motivation to perform their job well. A person's excitement for finishing the work will be poor if they lack the incentive to fulfill their obligations, (Febriantina et al., 2023). It is evident from table 4 below, which presents the responses of 20 students about work motivation, that work motivation significantly affects job preparedness. According to Cunha et al. (2023), students' work motivation plays a significant part in determining their job readiness since motivated students are more likely to accomplish their goals with zeal and commitment, which builds a solid basis for work ready, with tenacity and zeal, laying a solid basis for preparedness for the workforce.

Table 4. Results of the Pre-Survey of Work Motivation of Students of the Department of Management, Riau University, Batch 2021-2023

No	Indicator	Answers		Number of Respondents
		Yes	No	
1.	I have a desire to work at the Internship site	34 %	64 %	20
2.	I developed a long-term plan to achieve my goals through my Internship Experience.	45 %	55 %	20
3.	I received adequate facilities that helped me complete my Internship tasks effectively.	50 %	50 %	20
4.	I was rewarded and recognized for my efforts and contributions during my Internship.	15 %	85 %	20

Sumber : Data Prasurvey 2024

Table 4 summarizes the findings of the pre-survey on work motivation, which indicates that students believe their efforts and contributions are worthwhile but do not receive the recognition or appreciation they are due. This can have a detrimental effect, lowering work enthusiasm and making students feel undervalued in the internship setting. Students also reported that they had no desire to continue working at the internship after the program ended because their personal interests did not align with the current field of work. Furthermore, students reported that the facilities they were given during their internship were insufficient and that they lacked long-term career planning. These elements have a major impact on interns' motivation, productivity, and educational experience, which ultimately impairs their preparedness for the workforce.

RESEARCH METHODS

This study combines a descriptive analysis method with a quantitative approach. The focus of the research is conducted at the University of Riau in 2024. The population of this study consists of undergraduate management students who have completed their internship period in the 2021-2023 cohorts, with a total of 377 individuals. Specifically, there are 63 students from the 2021 cohort, 46 from the 2022 cohort, and 268 from the 2023 cohort. According to Riyanti and Rustiana (2017), the population is the entire set of subjects under study, while according to Pradana and Munawaroh (2020), a sample is a portion of the population used to reduce complexity and generalize research findings.

Probability sampling combined with a basic random sample methodology was the sampling strategy employed in this investigation. To determine the sample size, the Slovin

formula was used, which resulted in 194 respondents as the sample. In order to guarantee that every strata in the population is fairly represented in the sample, the proportionate stratified random sampling approach is also used. According to Adnyana (2021), this technique is used when the population consists of heterogeneous members that are proportionally stratified. Based on this, the sample consists of 32 respondents from the 2021 cohort, 24 from the 2022 cohort, and 138 from the 2023 cohort.

Both primary and secondary data from pertinent papers and journals were used in this investigation. Primary data was collected directly from the research location. Validity and reliability tests were used to test the instruments prior to data analysis. Using SPSS, the data analysis methods used in this study include multiple linear regression analysis, t-tests, f-tests, coefficient of determination tests, and classical assumption tests

RESULT AND DISCUSSION

A. Validity and Reliability Test

A validity test was carried out by assessing the research data prior to the real study. This validity test's objective is to evaluate the reliability of the research questionnaire's indicators. The loading factor value was used in this study's validity assessment. According to Ghazali (2018), the loading factor value must be greater than 0.50. If the loading factor value is greater than 0.50, it can be considered valid. According to Syamsuri (2022), validity testing is the process of measuring a research instrument to assess the indicators of variables, ensuring that these indicators are relevant and can accurately represent the intended construct. This validity test is conducted by testing the instrument on a number of respondents who represent the study population and ensuring that each indicator or item in the questionnaire provides an accurate representation of the variable being studied. The validity test conducted on 30 respondents (outside the study participants) can be found in the following table:

Table 5. Validity Test Results

Variables	Item Statement	Loading Factor	Critical Value	Description
Internship Experience (X1)	Actively involved in work according to field of expertise	0.901	0.50	Valid
	Able to apply theoretical knowledge	0.820	0.50	Valid
	Able to solve problems	0.831	0.50	Valid
	Understand the situation in the work environment	0.902	0.50	Valid
	Able to explain the values that apply in the work environment	0.671	0.50	Valid
	Demonstrate confidence in completing tasks	0.864	0.50	Valid
Self-efficacy (X2)	Have the ability to complete tasks	0.632	0.50	Valid
	Consistent to complete the task	0.892	0.50	Valid
	Able to face difficulties	0.902	0.50	Valid
	Willingness to try new things	0.564	0.50	Valid

Variables	Item Statement	Loading Factor	Critical Value	Description
	Having a clear career plan	0.898	0.50	Valid
	Allocating time to study	0.544	0.50	Valid
	Seeking additional learning resources	0.787	0.50	Valid
Work Motivation (X3)	Have high expectations for growth	0.639	0.50	Valid
	High initiative in completing tasks	0.929	0.50	Valid
	Desire to work	0.917	0.50	Valid
	Developing long-term plans	0.721	0.50	Valid
	Inspired by a supportive work environment	0.765	0.50	Valid
	Receive adequate facilities	0.913	0.50	Valid
	Rewards and recognition for effort	0.937	0.50	Valid
Work Readiness (Y)	Ability to cooperate with teammates	0.874	0.50	Valid
	Ability to make decisions	0.645	0.50	Valid
	Have careful consideration in taking risks	0.730	0.50	Valid
	Actively contributing to activities	0.939	0.50	Valid
	Adaptability	0.648	0.50	Valid
	Follow work procedures precisely	0.956	0.50	Valid
	Forward-oriented	0.866	0.50	Valid

Source: Output SPSS, 2024

Table 5 indicates that all statement items in each of the following variables are deemed valid: internship experience, self-efficacy, work motivation, and job preparedness. These variables have loading factors greater than 0.50.

Reliability testing is a technique for evaluating a questionnaire's quality that represents indicators of particular variables or constructs, claim Riyanti & Rustiana (2017). The indicators in the questionnaire are considered reliable (adequate) if the Cronbach's Alpha value is greater than 0.6; if it is less than 0.6, the indicators are considered unreliable. With a threshold of 0.6, the Cronbach's Alpha technique was used for this study's reliability test; the result is shown in the table's Cronbach's Alpha column.

Table 6. Reliability Test Results

Variables	CA	Critical Value	Description
Internship Experience (X ₁)	0.910	0.60	Reliabel
Self-efficacy (X ₂)	0.858	0.60	Reliabel
Work Motivation (X ₃)	0.922	0.60	Reliabel

Work Readiness (Y)	0.915	0.60	Reliabel
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Source: Output SPSS, 2024

The reliability and appropriateness of the questionnaire for use in research are demonstrated by the Cronbach alpha values of more than 0.60 for the self-efficacy, work motivation, internship experience, and job preparedness variables in Table 6.

B. Data Normality Test

The data normality test was conducted using the one-sample Kolmogorov-Smirnov (K-S) test. Normalcy is determined using the Kolmogorov-Smirnov test because of its simplicity and lack of variance. According to Ghazali (2016), if the Asymp. Sig. (2-tailed) value is higher than 0.05, the data is said to be normally distributed. However, if the Asymp. Sig. (2-tailed) value is less than 0.05, the data is not normally distributed.

Tabel 7. K-S Normality Test Results

		Unstandardized Residual
N		194
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	4.18178691
Most Extreme Differences	Absolute	.055
	Positive	.029
	Negative	-.055
Test Statistic		.055
Asymp. Sig. (2-tailed)		.200 ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		

Source: Output SPSS, 2024

The findings of the Asymp sig value of $0.200 > 0.05$ are displayed in Table 7. Thus, the data can be considered regularly distributed. Consequently, the regression model's assumption of normalcy requirements have been satisfied.

C. Multicollinearity Test

Tabel 8. Multicollinearity Test Results

Coefficients ^a					
Model		Unstandardized Coefficients		Collinearity Statistics	
		B	Std. Error	Tolerance	VIF
1	(Constant)	3.467	1.564		
	Internship Experience (X ₁)	.361	.077	.588	1.700
	Self-efficacy (X ₂)	.338	.076	.566	1.766
	Work Motivation (X ₃)	.253	.065	.629	1.591
a. Dependent Variable: Work Readiness (Y)					

Source: Output SPSS, 2024

The VIF values for the self-efficacy, internship experience, and work motivation variables are as follows: $1.766 < 10$ with a tolerance value of $0.566 > 0.10$, $1.700 < 10$ with a tolerance value of $0.588 > 0.10$, and $1.591 < 10$ with a tolerance value of $0.629 > 0.10$, respectively, as indicated in Table 8. Consequently, multicollinearity is not present in the regression modeling used in this investigation.

D. Heteroscedasticity Test

The Glejser test is used in this study to assess heteroscedasticity. According to (Romadoni et al., 2023), it can be presumed that the data does not exhibit heteroscedasticity if the Sig. value

is higher than 0.05. On the other hand, it can be said that the data exhibits heteroscedasticity if the significance value is less than 0.05.

Table 9. Glejser Test Results

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.419	.953		3.587	.000
	Internship Experience (X ₁)	.121	.047	.240	2.579	.110
	Self-efficacy (X ₂)	.041	.046	.084	.887	.376
	Work Motivation (X ₃)	.055	.040	.124	1.381	.169
a. Dependent Variable: Abs_Res						

Source: Output SPSS, 2024

The internship experience (X₁), self-efficacy (X₂), and work motivation (X₃) variables all had significance values of > 0.05, as shown in table 9's sig column. Accordingly, it can be said that the Glejser test results show no signs of heteroscedasticity.

E. Multiple Linear Regression Testing

Table 10. Multiple Linear Regression Test Results

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.467	1.564		2.217	.028
	Internship Experience (X ₁)	.361	.077	.309	4.697	.000
	Self-efficacy (X ₂)	.338	.076	.298	4.447	.000
	Work Motivation (X ₃)	.253	.065	.248	3.898	.000
a. Dependent Variable: Work Readiness (Y)						

Source: Output SPSS, 2024

A statistical technique for creating a model and evaluating the influence of a single response variable (dependent variable) on one or more independent variables is linear regression analysis, according to Nihayah (2019), numerous linear regression, which links numerous independent variables with a dependent variable, is one of the most widely used types of regression analysis. The general formula for the multiple linear regression model, for instance, is as follows: $Y = a + b_1X_1 + b_2X_2 + b_3X_3 + e$. Three independent variables internship experience (X₁), self-efficacy (X₂), and work motivation (X₃) have an impact on the dependent variable in this instance, which is work preparedness. The multiple linear regression formula above allows for the following important deductions to be made:

1. The constant value (a) of 3.467 means that students' job readiness will be 3.467 if internship experience (X₁), self-efficacy (X₂), and work motivation (X₃) are all taken to be zero (0). This is the initial level of work preparedness before the three independent factors had an impact.
2. Assuming self-efficacy (X₂) and work motivation (X₃) stay equal, the regression coefficient for internship experience (X₁) is 0.361, meaning that for every point increase in internship experience, work readiness will improve by 0.361. This indicates that internship experience

and work readiness are positively correlated, indicating that students who have more internship experience are more prepared for the workforce.

3. Assuming internship experience (X1) and work motivation (X3) stay the same, the regression coefficient for self-efficacy (X2) is 0.338, meaning that for every point increase in self-efficacy, work readiness will rise by 0.338. Increased self-efficacy has a favorable impact on work preparedness, thus students who are more self-assured are more equipped for the workforce.
4. Assuming internship experience (X1) and self-efficacy (X2) are constant, the regression coefficient for work motivation (X3) is 0.253, meaning that for every point increase in work motivation, work readiness will rise by 0.253. This suggests that there is a favorable correlation between students' work motivation and their readiness for the workforce.

Overall, the multiple linear regression analysis's findings show that students' work readiness is influenced by a combination of self-efficacy, work motivation, and internship experience, with internship experience having the biggest impact.

F. Test t

Table 11. Test t Results

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.467	1.564		2.217	.028
	Internship Experience (X ₁)	.361	.077	.309	4.697	.000
	Self-efficacy (X ₂)	.338	.076	.298	4.447	.000
	Work Motivation (X ₃)	.253	.065	.248	3.898	.000

a. Dependent Variable: Work Readiness (Y)

Source: Output SPSS, 2024

The t table at a 95% confidence level (significance 5% or 0.05) is 4.697 between the internship experience variable (X1) and degrees of freedom (df) = n-k-1 = 1943-1 = 190, where n is the number of samples and k is the number of independent variables. The significance level is 0.000 (sig <0.05), and T count = 4.697 > T table = 1.972. This hypothesis is experimentally evaluated since the aforementioned study concludes that internship work experience significantly affects the job preparedness of S1 Management students at Riau University, rejecting the null hypothesis (Ho) and accepting the hypothesis (Ha).

The self-efficacy variable (X2) has a computed t value of 4.447 and a t table of 1.972, while T count = 4.447 > T table = 1.972, with a significance value of 0.000 (sig <0.05). The study cited above indicates that self-efficacy significantly affects how well S1 management students at Riau University prepare for the workforce. Thus, when the hypothesis (Ha) is accepted and the null hypothesis (Ho) is refuted, the hypothesis is established.

With a t-value of 3.898 and a t table of 1.972, the work motivation variable (X3) has a significance value of 0.000 (sig <0.000). T table = 1.972 > T count = 3.898. The aforementioned study shows that work motivation significantly affects undergraduate management students at Riau University's work preparation, rejecting the null hypothesis (Ho) and accepting the hypothesis (Ha).

G. Test F

Table 12. Test F Results

ANOVA ^a					
Model	SS	Df	MS	F	Sig.

1	Regression	3622.263	3	1207.421	67.972	.000 ^b
	Residual	3375.057	190	17.763		
	Total	6997.320	193			
a. Predictors: (Constant), Internship Experience (X1), Self-Efficacy (X2), Work Motivation (X3)						
b. Dependent Variable: Work Readiness (Y)						

Source: Output SPSS, 2024

The computed F value for the simultaneous significance test (F-statistic test) was 67.972. When n is the sample size and k is the number of independent variables, the degrees of freedom 1 (df1) are determined by subtracting 1 from the sample size, or $194 - 1 = 193$, and the degrees of freedom 2 (df2) are determined by subtracting k from the sample size, or $193 - 3 = 190$. The F table value is 2.65 at a significance level of 0.05. The calculated F value (67.972) is greater than the F table value (2.65), and the significant probability is less than 0.05 ($\text{sig} < 0.05$), indicating that the regression model can predict the job preparedness of University of Riau management students. Additionally, it may be inferred that internship experience (X1), self-efficacy (X2), and work motivation (X3) all significantly impact the job preparedness of Riau University management students at the same time because the significance probability is so low ($\text{sig} = 0.000$).

H. Coefficient of Determination Test

Table 13. Coefficient of Determination Test

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.719 ^a	.518	.510	4.21467
a. Predictors: (Constant), Internship Experience (X1), Self-Efficacy (X2), Work Motivation (X3)				
b. Dependent Variable: Work Readiness (Y)				

Source: Output SPSS, 2024

The adjusted R square value, as determined by table 13, is 0.510, or 51%. This indicates that self-efficacy (X2), work motivation (X3), and internship experience characteristics (X1) account for 51% of the variation in Work Readiness (Y).

CONCLUSION

Work readiness is positively and significantly impacted by internship experience, self-efficacy, and work motivation all at the same time. This implies that students' preparation for the workforce increases with their level of internship experience, self-efficacy, and work motivation. Given its clear correlation with the practical skills needed for a job, this suggests that internship experience is crucial in preparing students for the workforce. Work readiness is positively impacted by students' self-efficacy, or belief in their own skills. Students who have higher levels of self-efficacy are more confident in their ability to handle work-related obstacles, which eventually improves their preparedness for entering the workforce. It has also been demonstrated that work motivation has a major impact on work readiness. Students who are more motivated to work will be more motivated to prepare for the workforce, which will improve their work readiness.

The results of this study indicate that all three factors—self-efficacy, work motivation, and internship experience—all contribute to improving students' work preparation. To

adequately prepare students for the workforce, these three areas must be developed and enhanced. To gain a more comprehensive understanding of the elements that influence students' work preparation, it is recommended that future research expand its scope and include more variables that may also have an impact.

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