

Office administration internships, self-efficacy, and work readiness of PAP FKIP UNS students

Nur Indrawati*, Hery Sawiji

Office Administration Education, Sebelas Maret University, Surakarta, Indonesia

Email: nurindrawati552@student.uns.ac.id

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh magang administrasi dan self efficacy terhadap kesiapan kerja mahasiswa program studi pendidikan administrasi perkantoran FKIP UNS Angkatan 2021 baik secara simultan maupun parsial. Penelitian ini menggunakan pendekatan kuantitatif kausalitas. Populasi berjumlah 80 mahasiswa. Sampel penelitian menggunakan teknik sampling jenuh. Teknik pengumpulan data menggunakan angket. Teknik analisis data menggunakan teknik analisis regresi linear berganda dengan bantuan IBM SPSS Statistic 25. Hasil penelitian menunjukkan bahwa: (1) terdapat pengaruh positif dan signifikan magang administrasi terhadap kesiapan kerja mahasiswa dengan nilai t_{hitung} (2.768) > t_{tabel} (1.990) dan nilai signifikansi pada magang administrasi sebesar $0,007 < 0,05$; (2) terdapat pengaruh positif dan signifikan self efficacy terhadap kesiapan kerja mahasiswa dengan nilai t_{hitung} (6.609) > t_{tabel} (1.990) dan nilai signifikansi pada self efficacy sebesar $0,000 < 0,05$; (3) terdapat pengaruh positif dan signifikan magang administrasi dan self efficacy secara bersama-sama terhadap kesiapan kerja mahasiswa dengan nilai F_{hitung} (37.813) > F_{tabel} (3.11) dan nilai signifikansi sebesar $0,000 < 0,05$. Persamaan regresi penelitian adalah $\hat{Y} = 7,995 + 0,329X_1 + 0,803X_2$ dengan nilai R Square sebesar 0,495. Kontribusi magang administrasi dan self efficacy secara bersama-sama dalam penelitian ini sebesar 49,5%.

Kata kunci: kepercayaan diri; kesiapan kerja; kuantitatif; magang administrasi

Abstract

This research aimed to determine the influence of administration internships and self-efficacy on work readiness among students in the Office Administration Education Program, Faculty of Teacher Training and Education, Sebelas Maret University, Class of 2021, both simultaneously and individually. We employed a quantitative causal approach with a population of 80 students. Saturated sampling technique was utilized for sample selection. Data were collected through questionnaires and analyzed using multiple linear regression analysis with IBM SPSS Statistics 25. Results indicated that: (1) administration internships had a positive and significant influence on students' work readiness ($t = 2.768$, $p = .007$); (2) self-efficacy had a positive and

* Corresponding author

significant influence on students' work readiness ($t = 6.609$, $p < .001$); (3) administration internships and self-efficacy together had a positive and significant influence on students' work readiness ($F = 37.813$, $p < .001$). The regression equation was $\hat{Y} = 7.995 + 0.329X_1 + 0.803X_2$ with an R^2 value of 0.495. Administration internships and self-efficacy together contributed 49.5% to work readiness variance, while the remainder was influenced by other variables not included in this study.

Keywords: administration internship; quantitative; self efficacy; work readiness

Received May 18, 2025; Revised June 02, 2025; Accepted June 30, 2025; Published Online July 02, 2025

<https://dx.doi.org/10.20961/jikap.v9i4.102433>

Introduction

Human resources play crucial roles in driving economic growth and development in countries, yet human resource quality in Indonesia remains relatively low (Wahyuni et al., 2023). This is evident from Indonesia's high unemployment rate. According to the Central Java Provincial Statistics Agency (2024), the Open Unemployment Rate for Central Java Province was 5.13% in 2023, decreasing to 4.78% in November 2024. While this percentage indicates decreased unemployment, university graduates constitute one of the largest contributors to national unemployment. The Open Unemployment Rate for university graduates in 2024 was 5.25%.

High unemployment rates result from various factors, including lack of readiness among individuals or students to enter the workforce and limited job opportunities (Azizah et al., 2019). This statement is reinforced by research conducted by Anthony Sedyono and Iriani (2020), which shows that most students remain unprepared to enter the workforce. This stems from absence of intention and dedication among students, including lack of study dedication, feelings of laziness, insufficient critical thinking, and many students failing to develop their potential outside class hours.

Hidayatulloh et al. (2021) define readiness as a state of maturity in which individuals possess abilities to make decisions, adapt to their environments, and solve problems. According to Zunita (2019), work readiness represents psychological and physical conditions in which individuals are prepared to face pressure and challenges after completing their studies and continuing to work.

Students should possess work readiness, especially final-year students who will face working world challenges after graduation. If students lack optimal work readiness levels, they will struggle to face realities that will occur in future working worlds (Devita Putri, 2024). A common phenomenon among final-year students involves not yet possessing optimal work readiness, which can lead to relatively high unemployment rates among university graduates or fresh graduates. Therefore, work readiness constitutes a key asset for individuals in preparing themselves to enter the workforce. Graduates who possess good work readiness and master various workplace-required skills can easily enter the workforce (Pambajeng et al., 2024). According to Azizah et al. (2019), students' work readiness can be developed after they achieve balance between maturity levels, prior experience, and balanced mental or emotional states.

Issues related to students' lack of readiness to enter the workforce have emerged in the Office Administration Education Program at the Faculty of Teacher Training and Education, Sebelas Maret University, Surakarta, Class of 2021. Students' readiness levels to enter the workforce remain relatively low. The following data on job readiness of PAP FKIP UNS students from the 2021 cohort were analyzed based on four aspects: career management skills, knowledge, presentation, and personal circumstances. Students exhibit low job readiness in three aspects: career management skills, with 70% of PAP students lacking clear career plans after graduation; knowledge, with 60% of PAP students lacking confidence that their knowledge and skills are sufficient to enter the workforce; and personal circumstances, with 70% of PAP students unprepared to face workforce challenges and uncertainties. This aspect explains personality traits that shape students' potential.

According to Kirani and Chusairi (2022), three factors can influence students' work readiness: personal (internal) factors, external factors, and educational factors. Internal factors originate from within individuals, such as interests, talents, self-confidence, and motivation. External factors relate to support from others, such as parental support, peer support, and work environments. Educational factors relate to learning processes undertaken by individuals, such as relevant internships or practical experience.

Internships are considered important educational factors in improving students' work readiness because through internships, students can improve both hard skills and soft skills, which serve as foundations for entering future workforces. According to Lestari and Ubaidillah (2022), internships are activities undertaken by individuals, whether students or trainees, to develop their skills both soft and hard through direct work experience at institutions or companies over specified periods. Cunha (2023) states that internship experiences can influence individuals' physiological development, including students' readiness to prepare themselves for workforces. Internship activities aim to enhance creativity, skills, provide workplace knowledge, and shape individuals who are ready to work.

The Office Administration Education Study Program at FKIP UNS has several internship programs, including office administration internships that provide hands-on work experience in both private and government institutions, giving students valuable experience before entering workforces. According to some PAP students who participated in office administration internships, short-term internships provide insight into professional worlds. However, office administration internship implementation still has issues that limit internship experiences gained by students, such as being assigned tasks that are too simple, like photocopying or filing documents without explanations of their administrative value; many students being assigned tasks during internships that are not relevant to their fields of expertise; and lack of student involvement in various tasks or their completion. These factors can result in internship experiences gained by students being less than optimal.

Another factor that can influence students' work readiness is their belief in their own abilities, or self-efficacy. According to Damayantie and Kustini (2022), self-efficacy is individuals' belief in their ability to control situations and achieve favorable results. Self-efficacy is an important personality component related to work readiness because it serves as one of the initial steps or foundational elements in undertaking any task. Individuals with high self-efficacy are better equipped to handle various situations or challenges (Kustini et al., 2021). Self-efficacy prepares students to enter workforces, enabling them to perform tasks effectively and to the best of their ability. Students with high self-efficacy can focus on specific matters, such as their work or aspirations (Damayantie & Kustini, 2022). Individuals with low self-efficacy are more likely to give up on challenges because they lack experience to overcome them (Fatmawati et al., 2023). Therefore, in workplaces, self-efficacy is crucial for addressing issues that arise on jobs.

Students who are unprepared to enter workforces will find it difficult to face various challenges that hinder their career development after graduation. Students will struggle to adapt to work environments. Work readiness indicators used in this study, according to Fitriyanto in Patimah and Sumaryoto (2024), include: (1) having physical and mental maturity; (2) having logical and objective judgment; (3) having workplace understanding; (4) being able to complete tasks; (5) having ability and willingness to collaborate with others; (6) having courage to accept individual responsibility. Work readiness is crucial to help students confidently tackle various workplace challenges with adequate competence gained from their experiences. Therefore, conducting further research on office administration internships' influence and self-efficacy on students' work readiness is important so that appropriate solutions can be found to enhance students' work readiness for entering real working worlds after graduation.

Based on the above description, we hypothesized that: (1) office administration internships have effects on work readiness of students in the Office Administration Education Study Program, FKIP UNS, Class of 2021; (2) self-efficacy has effects on work readiness of students in the Office Administration Education Study Program, Class of 2021; (3) office administration internships and self-efficacy have combined effects on work readiness of students in the Office Administration Education Program, Class of 2021. Therefore, we aimed to examine factors suspected to influence

work readiness, namely internship activities and self-efficacy. As previously explained, work readiness is crucial in helping students confidently face various workplace challenges with adequate competencies gained from their experiences. Thus, we investigated "Office Administration Internships, Self-Efficacy and Work Readiness of PAP FKIP UNS Students."

Research Method

This research was conducted at the Office Administration Education Study Program, FKIP UNS, involving students from Class 2021. We used a quantitative causal approach, chosen to determine influence or causal relationships between independent variables and dependent variables. The dependent variable in this study was work readiness, while independent variables were office administration internships and self-efficacy. The population consisted of 80 students from the Office Administration Education Study Program at FKIP UNS from the 2021 cohort who had completed office administration internships. Data processing and analysis were conducted using SPSS Statistics 25 software. We employed non-probability sampling with saturated sampling method. Non-probability sampling is a technique for selecting samples that does not give equal opportunity to every population member to be selected as a sample. In determining samples, specific criteria set by researchers are required.

Data collection techniques were carried out using closed instruments with answer options ranging from 1 to 4, with alternative answers ranging from strongly agree to strongly disagree. The use of a modified 1-4 Likert scale in this study aimed to minimize neutral answers, so that neutral answer options were not used in this instrument. Two tests were conducted: prerequisite analysis test, which included tests of normality, linearity, and multicollinearity; and hypothesis test, which included t-tests, F-tests, multiple linear regression analysis, determination coefficients, and calculations of effective and relative contributions.

Instrument development in this study was based on variables and then referred to indicators used by researchers. Each indicator was described with operational definition, which could then be derived into statements. Research instruments had to be tested first before being filled out by research samples. Testing was necessary to ensure that research instruments were valid and reliable so that accurate and trustworthy data could be obtained. In this study, validity and reliability tests were conducted through trials involving 20 students from the Office Administration Education Study Program, FKIP UNS, Class of 2020. We selected students from the Office Administration Education Study Program, FKIP UNS, Class of 2020 as research instrument trial group because they were students who had passed the MBKM office administration internship course. From validity tests of the three variables, we obtained the following results: for work readiness variable, 13 statements were valid and 2 were invalid; for office administration internship variable, all 10 statements were valid; for self-efficacy variable, 8 statements were valid. Next, reliability tests were conducted for each variable, yielding the following reliability values: 0.803 for work readiness (> 0.60); 0.695 for office administration internship (> 0.60); and 0.659 for self-efficacy (> 0.60). Based on these results, we concluded that research instruments used were valid and reliable.

Results and Discussion

Research Results

Based on descriptive data analysis, the job readiness variable showed a minimum value of 26, a maximum value of 51, and a mean of 35.80. The total score for job readiness variable based on collected data was 2,864, consisting of 13 statements. Meanwhile, the office administration internship variable had a minimum value of 23, a maximum value of 36, and a mean of 29.71. The total score for office administration internship variable based on collected data was 2,377, and this variable consisted of 10 statements. Furthermore, the self-efficacy variable had a minimum value of 15, a maximum value of 32, and a mean of 22.46. The total score for self-efficacy variable based on collected data was 1,797, and this variable consisted of 8 statements.

Prerequisite tests used in this study included normality, linearity, and multicollinearity tests. Normality test results showed an Asymp. Sig (2-tailed) value of $0.200 > 0.05$, indicating that data

in this study were normally distributed. Linearity test between office administration internship (X_1) and work readiness (Y) showed a Deviation from Linearity value of $0.694 > 0.05$, meaning that office administration internship and work readiness had a linear relationship. Similarly, linearity test between self-efficacy (X_2) and work readiness (Y) showed a Deviation from Linearity value of $0.142 > 0.05$, meaning that self-efficacy and work readiness also had a linear relationship. Multicollinearity test results showed a Tolerance value for independent variables of $0.860 > 0.10$ and a VIF value of $1.163 < 10$. Based on these results, we concluded that there was no multicollinearity issue in independent variables.

The t-test in this study was conducted to determine effects of independent variables on dependent variables individually or partially. Table 1 presents the t-test results:

Table 1
Partial Significance Test Results (t-test)

Model	T test	Sig
(Constant)	2.233	0.028
Internship	2.768	0.007
Self Efficacy	6.609	0.000

(Source: Data processed by researchers, 2025)

The t-test results in Table 1 show that office administration internship variable (X_1) with work readiness (Y) obtained a t-value of $2.768 > t_{table} 1.990$ and a significance value of $0.007 < 0.05$. The t-calculated value was obtained using the formula $\alpha = 0.05$ with df 77 ($n - k - 1 = 80 - 2 - 1$). We concluded that H_0 was rejected and H_1 was accepted, meaning that there was a significant partial effect of office administration internship variable (X_1) on work readiness (Y). Furthermore, t-test results for self-efficacy variable (X_2) on work readiness (Y) showed that self-efficacy variable obtained a t-value of $6.609 > t_{table} 1.990$ and a significance value of $0.000 < 0.05$. The t-calculated value was obtained from the formula $\alpha = 0.05$ with df 77 ($n - k - 1 = 80 - 2 - 1$). We concluded that H_0 was rejected and H_1 was accepted, meaning that there was a significant influence of self-efficacy variable (X_2) on work readiness (Y) partially.

The F-test in this study aimed to determine whether there was simultaneous or concurrent effect of independent variables on dependent variables. Table 2 presents the F-test results:

Table 2
Simultaneous Significance Test Results (F Test)

Model	Sum of Squares	df	Mean Square	F	Sig
Regression	704.004	2	352.002	37.813	0.000
Residual	716.796	77	9.309		
Total	1420.800	79			

(Source: Data processed by researchers, 2025)

Based on Table 2, the significance value was $0.000 < 0.05$ and Fcount was $37.813 > F_{table} 3.11$. The Ftable value was obtained based on $\alpha = 0.05$ with df 78 ($n - k = 80 - 2$). From comparison of significance value and Fhitung value, we concluded that there was significant influence between office administration internship variables (X_1) and self-efficacy (X_2) simultaneously.

Table 3
Multiple Linear Analysis Results

Model	B	Std. Error	Beta
Constant	7.995	3.580	
Internship	.329	.119	.242
Self Efficacy	.803	.121	.577

(Source: Data processed by researchers, 2025)

Based on Table 3, we obtained the following regression equation:

$$\hat{Y} = 7.995 + 0.329X_1 + 0.803X_2$$

The explanation of the regression equation in Table 3 is as follows: (1) The constant value of 7.995 is positive, indicating that if values of office administration internship variable (X_1) and self-efficacy (X_2) equal 0, then the value of \hat{Y} is 7.995; (2) The coefficient value of (X_1) is 0.329, which is positive, indicating that office administration internship variable has positive influence on work readiness of students in the Office Administration Education Program at FKIP UNS, Class of 2021. If there is a 1% increase in office administration internship variable (X_1), it will increase work readiness (Y) by 0.329, assuming other variables remain constant; (3) The coefficient value of self-efficacy (X_2) is 0.803, which is positive, indicating that self-efficacy variable has positive influence on work readiness of students in the Office Administration Education Program at FKIP UNS, Class of 2021. If there is a 1% increase in self-efficacy variable (X_2), it will increase work readiness (Y) by 0.803, assuming other variables remain constant.

Table 4

Results of the Coefficient of Determination Test

R	R Square	Adjusted R Square	Std. Error of the Estimate
.704 ^a	.495	.482	3.051

(Source: Data processed by researchers, 2025)

The analysis of determination coefficient in Table 4 aimed to determine the percentage of influence of office administration internship and self-efficacy variables on work readiness. Based on results obtained in Table 4, the coefficient of determination (R^2) value was 0.495. This indicates that office administration internship and self-efficacy variables had influence on work readiness variable of 49.5%, while the remaining 50.5% was influenced by other factors not investigated in this study.

Discussion

The first hypothesis in this study stated that there was positive and significant effect of office administration internships on work readiness of PAP FKIP UNS students from the 2021 cohort. This hypothesis was accepted and proven by calculation results of $t_{count} > t_{table}$ ($2.768 > 1.990$) and had a significance value of $0.007 < 0.05$. Based on these results, H_0 was rejected, meaning there was significant influence between office administration internship variable and work readiness variable of students in the Office Administration Education Program at FKIP UNS, Class of 2021, in a partial manner. Good internship programs will enhance students' work readiness for entering workforces. Individuals with internship experience are more likely to have higher work readiness compared to those without internship experience. These results align with previous research conducted by Azizah, Santoso, and Sumaryati (2019), which showed that internship experience had positive and significant effects on students' work readiness. Similarly, research by Suyanto et al. (2019) shows that there was positive and significant influence between administrative internship experience and students' work readiness.

Office administration internships can serve as stepping stones for students to enter workforces. Through internship activities, students can develop good work habits, skills, and attitudes, which are essential preparations for entering workforces in their respective fields (Lee et al., 2012). Administration internships are forms of self-preparation undertaken by students to enhance their competence as administrators and to become professionals in working directly in fields. Good internship programs enhance students' readiness for workforces. Individuals with internship experience are more likely to have higher job readiness compared to those without such experience. This indicates that one of the factors driving students' job readiness is internship activity.

The second hypothesis of this study stated that there was positive and significant effect of self-efficacy on work readiness of PAP FKIP UNS 2021 students. This hypothesis was accepted and proven by calculation results of $t_{count} > t_{table}$ ($6.609 > 1.990$) and had a significance value of $0.000 < 0.05$. Based on these results, H_0 was rejected, meaning that there was significant influence between

self-efficacy variable and work readiness variable of students in the Office Administration Education Program at FKIP UNS, Class of 2021, in a partial manner. These results are consistent with previous research conducted by Podungge (2023), who found that self-efficacy variable had positive effects on students' work readiness, and are supported by research conducted by Wiharja MS et al. (2020) on effects of self-efficacy on work readiness of vocational education students.

Self-efficacy is a measure of how much individuals believe in their ability to complete particular tasks or jobs. Damayantie and Kustini (2022) state that self-efficacy is the basis for individuals to do everything and is the most important part of individuals' personality related to work readiness. Individuals' work readiness is influenced by their beliefs about career preparation, as self-efficacy reflects learning processes undertaken by individuals and behavioral changes that enhance work readiness (Haq & Adiwati, 2024). When entering workforces, strong mindsets are essential, and individuals with high self-efficacy are better equipped to compete with others. This aligns with self-efficacy theory, also known as social cognitive theory, which relates to individuals' levels of confidence or belief in performing tasks. The higher individuals' self-efficacy, the more it enhances their self-confidence in their ability to succeed (Wiharja MS et al., 2020). We concluded that self-efficacy influences work readiness.

Furthermore, the third hypothesis of this study stated that there was positive and significant influence of office administration internships and self-efficacy together on work readiness of students in the Office Administration Education Study Program, FKIP UNS, Class of 2021. This hypothesis was accepted and proven by F-test calculation results, which showed that significance value was $0.000 < 0.05$, while comparison between calculated F-value and table F-value yielded a value of $37.813 > 3.11$. Based on comparison of significance value and Fcount, we concluded that H_0 was rejected, meaning there was positive and significant influence between office administration internship and self-efficacy variables together on work readiness of students in the Office Administration Education Program at FKIP UNS 2021. These results are consistent with research conducted by Dwiki and Hesty (2024), which showed that self-efficacy and internship experience played important roles in enhancing students' work readiness.

Several factors can influence students' readiness to enter workforces, including internships and self-efficacy. Internships can help students become more prepared for work, as they provide workplace understanding and practical skills and expertise, rather than just theory learned in lectures. In addition to internships, self-efficacy is also a crucial factor, as high self-efficacy enables students to feel more confident and assured of their ability to compete in workplaces.

Conclusion

Based on research results, we concluded that: (1) there was positive and significant effect of office administration internships on work readiness of students in the Office Administration Education Study Program at FKIP UNS Class of 2021; (2) there was positive and significant effect of self-efficacy on work readiness of students in the Office Administration Education Study Program at FKIP UNS Class of 2021; (3) there was positive and significant influence of office administration internships and self-efficacy together on work readiness of students in the Office Administration Education Program at FKIP UNS, Class of 2021.

The recommendation given to program coordinators is to evaluate internship program implementation, particularly in office administration fields, establish collaborations with more institutions or companies to enhance office administration internship quality, monitor internship programs to ensure students gain maximum experience, and integrate self-efficacy development into curricula, such as conducting training focused on improving self-efficacy through public speaking, problem-solving, and decision-making skills. Recommendations for other students are to enhance their sense of courage, critical thinking, and initiative; improve communication skills; develop positive mindsets by utilizing both on-campus and off-campus programs such as competitions, internships, or organizational activities to hone their abilities; enhance skills; and expand networks to boost their confidence in facing workplace challenges after graduation. Additionally, future researchers are encouraged to expand research populations and sample sizes to obtain more

comprehensive results and consider using different research methods to gain deeper insights into factors influencing students' work readiness.

References

- Anthony, A., Sedyono, E., & Iriani, A. (2020). Analisis kesiapan kerja mahasiswa di era revolusi industri 4.0 menggunakan soft system methodology. *Jurnal Teknologi Informasi dan Ilmu Komputer*, 7(5), 1041-1050. <https://doi.org/10.25126/jtiik.2020752380>
- Azizah, N., Santoso, S., & Sumaryati, S. (2019). Pengaruh persepsi magang dunia usaha/dunia industri dan pengalaman organisasi terhadap kesiapan kerja mahasiswa. *Tata Arta UNS*, 5(1), 95-106.
- Cunha, A. B. D., Erom, K., & Talok, D. (2023). Pengaruh motivasi kerja, pengalaman magang dan soft skill terhadap kesiapan kerja mahasiswa: Literatur review manajemen pendidikan. *Jurnal Ilmu Manajemen Terapan*, 4(6), 846-852.
- Damayantie, A. A., & Kustini, K. (2022). Soft skill dan self efficacy sebagai faktor pembentuk kesiapan kerja mahasiswa tingkat akhir FEB UPNVJT. *Jurnal Riset dan Konseptual*, 7(3), 670. <https://doi.org/10.28926/briliant.v7i3.1028>
- Devita Putri, A. (2024). Pengaruh hard skill, soft skill dan efikasi diri terhadap kesiapan kerja mahasiswa tingkat akhir FEB perguruan tinggi di kota Bandar Lampung. *Jurnal Administrasi Bisnis*, 14(1), 20-32.
- Dwiki, D. O., & Rini, H. P. (2024). Pengaruh self efficacy dan pengalaman magang MSIB terhadap kesiapan kerja mahasiswa Prodi Manajemen UPN "Veteran" Jawa Timur. *Jurnal Ilmiah MEA (Manajemen, Ekonomi & Akuntansi)*, 8(3), 1397-1411.
- Fatmawati, E., Oktarika, D., Santoso, D., Puspitasari, H., Nurcahyo, R. W., & Sari, M. I. (2023). Kesiapan kerja siswa ditinjau dari harga diri (self-esteem) dan efikasi diri (self-efficacy). *Edukasi: Jurnal Pendidikan*, 21(1), 1-14. <https://doi.org/10.31571/edukasi.v21i1.5462>
- Haq, D. A., & Adiwati, M. R. (2024). The influence of field work practices, motivation, and self-efficacy on work readiness. *International Journal of Economics and Commerce*, 3(2), 1047-1054. <https://doi.org/10.55299/ijec.v3i2.1019>
- Hidayatulloh, M. K. Y., Aftoni, A., & Hilmi, M. A. (2021). Pengaruh locus of control dan pengalaman praktik kerja lapangan terhadap kesiapan kerja siswa SMK 8 Sidoarjo. *JOEMS (Journal of Education and Management Studies)*, 4(6), 21-28. <https://doi.org/10.32764/joems.v4i6.574>
- Kirani, F. F., & Chusairi, A. (2022). Tinjauan sistematis: Faktor-faktor yang mempengaruhi kesiapan kerja. *Jurnal Abdi Insani*, 9(3), 821-828. <https://doi.org/10.29303/abdiinsani.v9i3.646>
- Kustini, K., Rahma, D. T., & Iriyanti, E. (2021). Faktor-faktor yang mempengaruhi keberhasilan usaha: Studi pada industri kecil alas kaki di kota Mojokerto. *Jurnal Manajemen dan Bisnis*, 6(2), 76-84. <https://doi.org/10.33005/mebis.v6i2.254>
- Lee, T. H., Wye, C. K., & Lim, Y. M. (2012). Perceived job readiness of business students at the institutes of higher learning in Malaysia. *International Journal of Advances in Management and Economics*, 1(6), 53-65. <http://managementjournal.info/index.php/IJAME/article/view/239>
- Lestari, F. D., & Ubaidillah, H. (2022). The influence of internship experience, motivation, and academic achievement on students' readiness in entering the world of work with self efficacy as a moderating variable: Study on management students at Muhammadiyah University of Sidoarjo. *Journal of Islamic and Muhammadiyah Studies*, 3, 1-20. <https://doi.org/10.21070/jims.v3i0.1565>
- Pambajeng, A. P., Sari, H. M. K., & Sumartik. (2024). The influence of internship experience, work motivation, and soft skills on college student work readiness in entering the world of work. *Costing: Journal of Economic, Business and Accounting*, 7(1), 5-20.

- Patimah, T., & Sumaryoto, S. (2024). Pengaruh praktik kerja industri dan motivasi kerja terhadap kesiapan kerja siswa SMK Negeri di Kabupaten Sumedang. *Herodotus: Jurnal Pendidikan IPS*, 7(2), 230-241. <https://doi.org/10.30998/herodotus.v7i2.20331>
- Podungge, R., Bokingo, A. H., & Hilala, E. (2023). Peran self efficacy, soft skill, dan hard skill terhadap peningkatan kesiapan kerja bagi mahasiswa tingkat akhir Fakultas Ekonomi Universitas Negeri Gorontalo. *Seiko: Journal of Management & Business*, 6(2), 224-232.
- Suyanto, F., Rahmi, E., & Tasman, A. (2019). Pengaruh minat kerja dan pengalaman magang terhadap kesiapan kerja mahasiswa Fakultas Ekonomi Universitas Negeri Padang. *Jurnal Ecogen*, 2(2), 187. <https://doi.org/10.24036/jmpe.v2i2.7311>
- Wahyuni, S., Kumalasari, F., & Titing, A. S. (2023). Pengaruh internship experience dan soft skill terhadap kesiapan kerja: Studi pada mahasiswa manajemen angkatan 2018 & 2019. *Jurnal Manajemen Kreatif dan Inovasi*, 1(4), 257-269.
- Wiharja, H., Rahayu, S., & Rahmiyati, E. (2020). Pengaruh self efficacy terhadap kesiapan kerja mahasiswa pendidikan vokasi. *Vocatech: Vocational Education and Technology Journal*, 2(1), 11-18.
- Zunita, M. (2019). Analisis kesiapan kerja mahasiswa tingkat akhir. *Jurnal Bimbingan Konseling*, 6(3), 1-15.