JIKAP
Jurnal Informasi dan Komunikasi Administrasi Perkantoran
Vol. 9, No.5, Tahun 2025
Hlm. 580

The influence of business/industry internship experience and information technology mastery on work readiness among office administration education students at UNS

Margi Ayu Cahya Ningrum*, Tri Murwaningsih

Office Administration Education, Universitas Sebelas Maret, Surakarta, Indonesia

Email: margiayucn@student.uns.ac.id

Abstrak

Kesiapan kerja penting bagi mahasiswa sebelum memasuki dunia kerja, mengingat persaingan di era globalisasi. Penelitian ini bertujuan untuk mengetahui (1) pengaruh pengalaman magang dunia usaha/dunia industri terhadap kesiapan kerja mahasiswa; (2) pengaruh penguasaan teknologi informasi terhadap kesiapan kerja mahasiswa; (3) pengaruh pengalaman magang dunia usaha/dunia industri dan penguasaan teknologi informasi terhadap kesiapan kerja mahasiswa PAP FKIP UNS angkatan 2021 – 2022. Penelitian ini menggunakan pendekatan kuantitatif dengan metode deskriptif. Populasi berjumlah 180 mahasiswa dengan sampel penelitian berjumlah 124 responden. Sampel penelitian menggunakan teknik *cluster random sampling* dan pengumpulan data menggunakan angket. Teknik analisis data menggunakan teknik analisis regresi linear berganda dengan bantuan *software SPSS 26*. Hasil penelitian menunjukkan (1) terdapat pengaruh positif dan signifikan pengalaman magang dunia usaha/dunia industri terhadap kesiapan kerja Mahasiswa PAP FKIP UNS yang dibuktikan melalui nilai t_{hitung} 4,509 > t_{tabel} 1,980; (2) terdapat pengaruh positif dan signifikan penguasaan teknologi informasi terhadap kesiapan kerja Mahasiswa PAP FKIP UNS, dibuktikan melalui nilai t_{hitung} 2,589 > t_{tabel} 1,980; (3) terdapat pengaruh positif dan signifikan pengalaman magang dunia usaha/dunia industri dan penguasaan teknologi informasi terhadap kesiapan kerja Mahasiswa PAP UNS, dibuktikan melalui nilai F_{hitung} 36,164 > F_{tabel} 3,07.

Kata kunci: sektor bisnis dan industri; keterampilan teknologi informasi; kesiapan profesional; analisis kuantitatif

Abstract

Work readiness constitutes a vital competency for students entering the workforce, particularly given contemporary global competition. This study examined: (1) the effect of business/industry internship experience on student work readiness; (2) the effect of information technology mastery on student work readiness; and (3) the combined effect of internship experience and information technology mastery on work readiness among Office Administration Education students at the Faculty of Teacher Training and Education, Universitas Sebelas Maret, cohorts 2021–2022. The research employed a quantitative descriptive approach with a population of 180

* *Corresponding author*

Citation in APA style: Ningrum, M. A. C., & Murwaningsih, T. (2025). The influence of business/industry internship experience and information technology mastery on work readiness among office administration education students at UNS. *Jurnal Informasi dan Komunikasi Administrasi Perkantoran, 9*(5), 580-588.

students and a sample of 124 respondents selected through cluster random sampling. Data were collected using structured questionnaires and analyzed through multiple linear regression using SPSS Statistics 26. Results demonstrated that: (1) internship experience significantly and positively influenced work readiness ($t = 4.509 > 1.980$, $p < .001$); (2) information technology mastery significantly and positively influenced work readiness ($t = 2.589 > 1.980$, $p = .011$); and (3) internship experience and information technology mastery jointly exhibited significant positive effects on work readiness ($F = 36.164 > 3.07$, $p < .001$). The coefficient of determination (R^2) was .374, indicating that both variables explained 37.4% of work readiness variance.

Keywords: business and industry sector; information technology skills; professional readiness; quantitative analysis

Received June 27, 2025; Revised August 11, 2025; Accepted August 30, 2025; Published Online September 02, 2025

https://dx.doi.org/10.20961/jikap.v9i5.104978

Introduction

Optimal work readiness enables individuals to adapt to work environments, execute responsibilities effectively, and contribute meaningfully to professional contexts. Work readiness represents a state of student maturity when facing and entering the workforce after graduation without requiring extensive additional training (Maulidiyah & Ubaidillah, 2024). This maturity condition demonstrates students' capacity to adapt effectively to job demands. Work readiness is defined as the level of mental preparedness and work experience enabling individuals to perform tasks competently (Chairunissa & Rahmayanti, 2023). Mental, emotional, and practical experience levels, including prior work experience, enable individuals to execute job responsibilities effectively.

Work competency encompasses individual abilities including knowledge, skills, and work attitudes aligned with standards established in Law No. 13 of 2003 concerning Manpower. Knowledge includes theoretical and technical understanding relevant to work fields, while skills refer to practical abilities for applying knowledge in real work situations. Work attitudes encompass professional ethics, discipline, cooperation, and commitment to achieving optimal results. Internal factors include physical and mental maturity, creativity, interests, talents, intelligence, independence, academic achievement, motivation, personality, and aspirations. External factors comprise economic conditions, infrastructure, and global information access. Experience represents a crucial factor in developing expertise for student work readiness.

Observational and interview results conducted with Office Administration Education students at Universitas Sebelas Maret revealed work readiness challenges. Approximately 92% of students lacked work readiness. Contributing factors included insufficient skills, limited experience, career goal confusion, and low self-confidence. While 92% of students possessed internship experience—a relatively high percentage—67% felt unproductive, and 83% had not engaged directly in tasks, hampering soft skill development and teamwork abilities. Additionally, 39% of students felt technology-deficient, though 46% possessed basic technological knowledge. Only 15% of students demonstrated confidence in their knowledge and skills, creating challenges regarding student preparedness for workplace demands.

Student work readiness problems stem from limited practical implementation opportunities and insufficient workplace understanding. Students report knowledge deficiencies due to barriers accessing current workplace information. Students struggle to follow technological developments and master increasingly essential digital skills. Students require more opportunities for direct contribution and guidance regarding workplace changes.

Individuals are considered work-ready when demonstrating logical and objective considerations, collaborative attitudes, critical thinking with emotional control, workplace

adaptation abilities, and future-oriented ambitions (Prasetya et al., 2022). Work readiness requires challenge and pressure management with positive attitudes, demonstrating high integrity and work ethics to execute tasks effectively and contribute significantly to organizational success. According to Muspawi and Lestari (2020), work-ready individuals possess job-relevant knowledge and understanding, knowledge across factual, conceptual, and procedural dimensions, positive perspectives regarding workplace regulations, positive attitudes accepting work risks, and problem-solving capabilities.

Information technology mastery, work skill development, and soft skills influence student work readiness (Apriliana et al., 2022). Work readiness factors according to Muchtar and Rahmidani (2018) comprise internal and external elements. Internship experience proves essential for students by providing opportunities to apply theoretical learning in real workplace contexts (Suyanto et al., 2019). Through internships, students develop workplace-required practical skills including technical, managerial, communication, and collaboration abilities. Internship programs provide insights into workplace culture and dynamics, helping students understand industry expectations and standards.

Internships constitute educational programs for practicing knowledge and skills to solve workplace problems while developing individual capabilities (Anastasya et al., 2024). Internship objectives include expanding perspectives and gaining work experience to develop skills and knowledge unavailable during academic learning (Faridah et al., 2024). Business/industry internship experience provides opportunities for building industry relationships, acquiring work culture understanding, developing self-confidence, problem-solving abilities, social interaction skills, and future career aspirations (Karunaratne & Perera, 2019). Internship programs benefit students, universities, and host organizations (Tanjung et al., 2023). Barriers to obtaining these benefits include limited opportunities for developing creativity, teamwork, and continuous learning enthusiasm.

Information technology mastery represents a hard skill component within technical competencies. Information technology mastery constitutes performance considered effective and efficient for organizations in optimizing technology use to achieve organizational objectives (Aini & Nikmah, 2020). Students must enhance technological capabilities as these drive work readiness for workplace challenges (Lestari & Santoso, 2019). Individuals with strong technological mastery are considered well-prepared for workplace entry (Sihotang & Santosa, 2019). Information technology mastery represents expertise applied in professional work contexts. Information technology use plays crucial roles in enhancing efficiency, service quality, and productivity (Anggraeni & Elan Maulani, 2023). Information technology generates, processes, and distributes information in various forms, supporting effective and efficient workplace operations (Atmojo, 2022). Human resource capabilities in utilizing information technology become important factors for enhancing productivity (Primawanti & Ali, 2022). Information technology facilitates and streamlines daily activities across various life domains, providing increasing convenience as technology advances.

Individual behavior is influenced by three main components based on the Theory of Planned Behavior developed by Ajzen (1991): attitude toward behavior, subjective norms, and perceived behavioral control. Business/industry internship experience shapes positive workplace attitudes while enhancing self-capability for workplace environment adaptation. Similarly, information technology mastery contributes to strengthening self-confidence and improving adaptation abilities to digital era job demands. Business/industry internship experience and technology mastery form behaviors supporting optimal work readiness.

Based on previous work readiness research, inconsistencies and novelty exist in this study through research timing (September 2024–June 2025), absence of prior research examining business/industry internship experience and information technology mastery effects on student work readiness at this location, and research subjects comprising Office Administration Education students at FKIP UNS cohorts 2021–2022. Based on these research gaps, further investigation was needed addressing: (1) Does business/industry internship experience influence work readiness among Office Administration Education students at FKIP UNS cohorts 2021–2022? (2) Does information technology mastery influence work readiness among Office Administration Education students at FKIP UNS cohorts 2021–2022? (3) Do business/industry internship experience and

information technology mastery significantly influence work readiness among Office Administration Education students at FKIP UNS cohorts 2021–2022?

Method

This research was conducted at the Office Administration Education Program, Faculty of Teacher Training and Education, Universitas Sebelas Maret, located in Building B FKIP UNS, Jalan Ir. Sutami 36A, Surakarta. Research implementation spanned September 2024 through June 2025. Location selection was based on observational and interview results revealing student work readiness problems including insufficient workplace knowledge, limited skills and experience, career goal confusion, and low self-confidence.

The study employed a quantitative research approach with descriptive methods to describe and summarize data constructively based on statistical representations facilitating data understanding for hypothesis testing and variable relationships (Sugiyono, 2019).

The population comprised 180 Office Administration Education students from the Faculty of Teacher Training and Education, Universitas Sebelas Maret, cohorts 2021–2022. These cohorts were selected because mandatory internship programs occur in semester 5, making cohorts 2021–2022 the active students who completed internships. Sampling used probability sampling through cluster random sampling, dividing populations into groups called clusters for sampling with predetermined numbers. Cluster random sampling was chosen because student populations existed in naturally formed groups based on cohorts and study programs. This technique was selected for time and resource efficiency, particularly given wide but structured population distribution.

Cluster formation was based on cohorts and characteristic similarities—students who completed internship experiences and had information technology exposure—with Cluster 1 comprising 2021 cohort students and Cluster 2 comprising 2022 cohort students. For research generalizability, the Slovin formula was used with 5% margin of error, indicating 5% tolerance for population representation errors considered adequate for representative population estimates with 95% confidence levels. This margin of error reflects acceptable sampling error tolerance limits. Samples comprised students who completed internship programs: 56 students from cohort 2021 and 68 students from cohort 2022, totaling 124 students according to Slovin formula calculations, with no difference between target and actual sample sizes.

Data collection used questionnaires through Google Forms with research measurement using modified Likert scales by Sugiyono (2019) featuring four response alternatives: "Strongly Disagree," "Disagree," "Agree," and "Strongly Agree." Research instruments were developed based on indicators adapted from previous research and strengthened by relevant theory. Work readiness variables were adapted from indicators used by Slameto (2015) and Oktaviana and Setyorini (2022); business/industry internship experience variables from indicators used by Oktaviana and Setyorini (2022) and Suyanto et al. (2019); and information technology mastery variables based on indicators developed by Oktaviana and Setyorini (2022) and Setiawan and Listiadi (2021).

Instruments were constructed based on expert suitability and theoretical construct considerations with relevant indicators. Instruments were validated by experts and tested through validity and reliability analyses on pilot data before research data collection. Instrument pilot testing involved 30 Office Administration Education students from FKIP UNS cohorts 2021–2022 not included in research samples. Pilot data were processed for validity and reliability testing.

Validity test results showed calculated values > rtable 0.361 with significance values < .05, indicating valid statement items suitable as research instruments. Reliability test results for each variable used Cronbach's alpha values > .60. Validity results for work readiness (Y) showed 14 valid items from 18 proposed statements; business/industry internship experience (X_1) showed 8 valid items from 12 proposed statements; and information technology mastery (X_2) showed 11 valid items from 17 proposed statements. Based on pilot testing, 33 instrument items were used. Research instruments were developed through consultations, theoretical considerations, and expert approval to ensure statement relevance, representativeness, and complete indicator coverage according to theoretical frameworks. Invalid instrument statements were excluded as valid instruments represented all indicators. Valid research instruments were distributed through closed questionnaires

to 124 Office Administration Education students from FKIP UNS cohorts 2021–2022 comprising research samples.

Data were collected using Google Forms and processed through SPSS Statistics 26 for Windows. Reliability test results showed: (1) work readiness variable Cronbach's alpha = .682 > .60, indicating reliability; (2) business/industry internship experience variable Cronbach's alpha = .659 > .60, indicating reliability; (3) information technology mastery variable Cronbach's alpha = .675 > .60, indicating reliability.

Research respondent characteristics were relatively homogeneous regarding academic and demographic backgrounds as all respondents came from similar study programs, faculties, universities, and curricula. Academic achievement or individual performance information was unavailable, preventing certainty regarding uniformity in these aspects. This homogeneity strengthened sample suitability for research populations.

Data analysis techniques used classical assumption tests including normality, linearity, multicollinearity, and heteroscedasticity tests. Hypothesis testing used t-tests, F-tests, multiple linear regression analysis, and coefficient of determination. Data analysis processing used Statistical Package for the Social Sciences (SPSS) Statistics 26 for Windows, supporting diverse statistical analysis techniques and efficient, accurate data management and analysis.

This research had generalization limitations by involving only Office Administration Education students from FKIP UNS, preventing results from representing students from other study programs. Sample use comprising students who completed business/industry internships could create selection bias as findings describe work readiness based on business/industry internship experience backgrounds. This condition could affect external validity by representing students with work experience rather than general active student populations.

Results and Discussion

Results

Research instruments comprising 33 validated and reliable items were distributed through closed questionnaires to 124 research sample respondents. Data were collected, processed, and analyzed using SPSS Statistics 26 for Windows. Research results included descriptive data analysis for independent variables: business/industry internship experience (X_1) and information technology mastery (X_2), and dependent variable work readiness (Y).

Descriptive data results for work readiness (Y) as the dependent variable showed minimum value 27, maximum value 50, mean 41.22, median and mode both 41, total score 5,111, range 23, and standard deviation 3.911, comprising 14 items. Business/industry internship experience (X_1) descriptive data showed minimum respondent value 20, maximum value 32, mean 26.40, median 26, mode 24, total score 3,273, range 12, and standard deviation 2.859, comprising 8 items. Information technology mastery (X_2) descriptive data showed minimum value 25, maximum value 44, mean 35.85, median 36, mode 33, total score 4,446, range 19, and standard deviation 4.228, comprising 11 statement items.

Classical assumption test results from questionnaires distributed to 124 respondents included normality tests to determine normal data distribution using Kolmogorov-Smirnov tests showing significance values > .050, indicating normal data distribution. Normality test results yielded significance value .052 > .050, confirming normal data distribution.

Linearity test results showed Sig. deviation from linearity for business/industry internship experience (X_1) = .666 > .05 and information technology mastery (X_2) = .739 > .05, indicating linear relationships between both independent variables and dependent variables. Multicollinearity test results showed tolerance values for business/industry internship experience and information technology mastery variables = .582 > .10, indicating no multicollinearity, and VIF values = 1.717 < 10.00, confirming no multicollinearity. Heteroscedasticity test results showed significance values for business/industry internship experience (X_1) = .642 > .050 and information technology mastery (X_2) = .783 > .050, indicating no heteroscedasticity symptoms.

Hypothesis testing used t-tests, F-tests, multiple linear regression analysis, coefficient of determination, and effective and relative contributions for independent variables (X) and dependent

variables (Y). t-tests examined relationships between independent variable business/industry internship experience (X_1) and dependent variable work readiness (Y), and independent variable information technology mastery (X_2) and dependent variable work readiness (Y).

Table 1
t-Test Results

Model	*t*	*p*
(Constant)	6.419	< .001
Business/Industry Internship Experience	4.509	< .001
Information Technology Mastery	2.589	0.011

Note. Data processed by researcher using IBM SPSS Statistics 26.0 (2025).

Table 1 presents t-test results for first hypothesis (H_1) testing showing $p < .001$ and $t = 4.509 > 1.980$, confirming H_1 acceptance, meaning business/industry internship experience (X_1) influences work readiness (Y). Second hypothesis (H_2) testing showed $p = .011 < .050$ and $t = 2.589 > 1.980$, confirming H_2 acceptance, meaning information technology mastery (X_2) influences work readiness (Y).

Table 2
F-Test Results

Model	Sum of Squares	*df*	Mean Square	*F*	*p*
Regression	703.77	2	351.885	36.164	< .001
Residual	1177.351	121	9.73		
Total	1881.121	123			

Note. Data processed by researcher using IBM SPSS Statistics 26.0 (2025).

Table 2 presents F-test results for third hypothesis (H_3) testing showing $p < .001$ and $F = 36.164 > 3.07$, confirming H_3 acceptance, meaning business/industry internship experience (X_1) and information technology mastery (X_2) influence work readiness (Y).

Table 3
Multiple Linear Regression Analysis Results

Model	*B*	Std. Error	Beta
(Constant)	17.786	2.771	
Business/Industry Internship Experience	0.581	0.129	0.425
Information Technology Mastery	0.226	0.087	0.244

Note. Data processed by researcher using IBM SPSS Statistics 26.0 (2025).

Multiple linear regression analysis examined simultaneous influences of independent variables business/industry internship experience (X_1) and information technology mastery (X_2) on dependent variable work readiness (Y). Regression coefficient calculations yielded equation: $Y = 17.786 + 0.581X_1 + 0.226X_2$.

Analysis results: (1) $\alpha = 17.786$, indicating that when business/industry internship experience (X_1) and information technology mastery (X_2) equal 0, work readiness (Y) equals 17.786, significant at alpha 5%; (2) $\beta_1 = 0.581$, indicating that with constant information technology mastery (X_2), every business/industry internship experience (X_1) increase of 1 unit increases work readiness by 0.581 units, with t-test significance $p < .001$, confirming significant business/industry internship

experience (X_1) influence on work readiness (Y); (3) $\beta_2 = 0.226$, indicating that with constant business/industry internship experience (X_1), every information technology mastery (X_2) increase of 1 unit increases work readiness by 0.226 units, with t-test significance $p = .011 < .050$, confirming significant information technology mastery (X_2) influence on work readiness (Y).

Table 4
Coefficient of Determination Analysis

R	*R²*	Adjusted *R²*	Std. Error of the Estimate
0.612	0.374	0.364	3.119

Note. Data processed by researcher using IBM SPSS Statistics 26.0 (2025).

Coefficient of determination analysis measured model capability in explaining work readiness (Y) variable variation. Results showed $R^2 = .374$ or 37.4%, indicating that business/industry internship experience (X_1) and information technology mastery (X_2) jointly influence work readiness (Y) by 37.4%. The remaining 62.6% is influenced by other variables outside this research, such as communication, social interaction, personality, achievement, and other factors affecting work readiness.

Discussion

First research findings indicated significant positive influence of business/industry internship experience (X_1) on work readiness (Y) among Office Administration Education students at Universitas Sebelas Maret cohorts 2021–2022. Students with business/industry internship experience possess enhanced work readiness opportunities. Activities positively influencing students include company SOP knowledge, workplace culture and ethics learning through company event participation, assigned task completion during internships, and social activities developing professional work attitudes. Students learn to adapt to team dynamics and communicate effectively, increasing confidence when entering workplaces. Business/industry internship experience provides Office Administration Education students at FKIP UNS cohorts 2021–2022 with work readiness preparation.

These findings align with research by Setiowati and Santoso (2025) demonstrating positive significant internship experience effects on student work readiness. Gohae (2020) stated that higher internship experience correlates with higher student work readiness. Faridah et al. (2024) indicated that internship objectives include expanding perspectives and gaining work experience to develop skills and knowledge unavailable during academic learning. When internship activities are guided by relevant field professionals, students learn new concepts and gain experience for facing business and industry workplace environments.

Second research findings indicated significant positive influence of information technology mastery (X_2) on work readiness (Y) among Office Administration Education students at Universitas Sebelas Maret cohorts 2021–2022. These findings are supported by previous research by Azizah et al. (2019) demonstrating positive significant information technology mastery effects on student work readiness. Sihotang and Santosa (2019) stated that individuals with strong technological mastery are considered well-prepared for workplace entry. Information technology mastery serves as primary capital for enhancing student work readiness, contributing to individual career maturity by supporting effectiveness, efficiency, and work productivity, thereby increasing added value and career opportunities within organizations. Students with information technology competencies tend to demonstrate higher work readiness through efficient, adaptive, and productive performance in digital environments.

Third research findings indicated significant positive influence of business/industry internship experience (X_1) and information technology mastery (X_2) on work readiness (Y) among Office Administration Education students at Universitas Sebelas Maret cohorts 2021–2022. These findings are supported by previous research by Rachmawati et al. (2024) showing that information

technology mastery and business/industry internship experience can significantly enhance student career readiness, better preparing students for workplace challenges.

Karunaratne and Perera (2019) stated that internship programs provide opportunities for applying theory-based learning to practice, particularly creativity-based learning, project and presentation skills, teamwork activities, and managerial skill development. According to Anastasya et al. (2024), internship experience and information technology mastery relate to work readiness by providing students opportunities to learn from relevant practitioners, expanding workplace knowledge, fostering career interests, and enhancing skills for future career success. Student-mastered experience and skills facilitate greater preparedness and confidence when facing workplace challenges.

Conclusion

Based on research results, findings highlight the importance of business and industry internship experience and information technology mastery as two primary factors significantly influencing student work readiness. Business and industry internships provide students opportunities to apply theory to practice through real experiences training soft skills such as communication, teamwork, work ethics, and problem-solving. Internship activities also help students build self-confidence and professional attitudes. Conversely, information technology mastery becomes important capital supporting efficiency, productivity, and adaptability in digital work environments. Technology-competent students tend to be more prepared and competitive for modern workplace challenges.

The relationship between these variables is closely connected: internship experience provides platforms for sharpening technology skills in real contexts, while technology mastery strengthens student performance during internships. Their combination produces comprehensive work readiness improvements. This research has limitations including time, personnel, and financial constraints preventing researchers from exploring all variables, expanding study areas, or conducting more comprehensive follow-up testing.

References

Aini, D. N., & Nikmah, C. (2020). Pengaruh penguasaan teknologi informasi dan prestasi belajar terhadap kesiapan kerja siswa SMK. *Jurnal Pendidikan Manajemen Perkantoran*, *5*(2), 250–266. https://doi.org/10.17509/jpm.v4i2.18008

Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, *50*(2), 179–211. https://doi.org/10.1016/0749-5978(91)90020-T

Anastasya, A., Valentina, F., & Muchsini, B. (2024). Hubungan pengalaman magang du/di dan perencanaan karir dengan kesiapan kerja mahasiswa pendidikan akuntansi. *Jurnal Maneksi*, *13*(3), 628–637. https://doi.org/10.31959/jm.v13i3.2378

Anggraeni, R., & Maulani, I. E. (2023). Pengaruh teknologi informasi terhadap perkembangan bisnis modern. *Jurnal Sosial Teknologi*, *3*(2), 94–98. https://doi.org/10.59188/jurnalsostech.v3i2.635

Apriliana, N., Indriasari, I., & Meiriyanti, R. (2022). Factors influencing university students' readiness toward the working world. *Almana: Jurnal Manajemen Dan Bisnis*, *6*(3), 549–556. https://doi.org/10.36555/almana.v6i3.1960

Atmojo, M. E. (2022). Pemberdayaan UMKM melalui pemanfaatan teknologi informasi. *Dinamisia: Jurnal Pengabdian Kepada Masyarakat*, *6*(2), 378–385. https://doi.org/10.31849/dinamisia.v6i2.8214

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. https://jurnal.uns.ac.id/tata/article/view/39832

Chairunissa, D., & Rahmayanti, H. (2023). Membentuk kesiapan kerja mahasiswa melalui program magang. *Journal of Engineering Education and Pedagogy*, *2*(1), 1–7. https://doi.org/10.56855/jeep.v2i1.683

Faridah, Marzuki, & Syafrial, H. (2024). Pengaruh pengalaman magang terhadap kesiapan kerja mahasiswa administrasi perkantoran Politeknik LP3I Jakarta kampus Depok. *Jurnal Review Pendidikan Dan Pengajaran*, *7*(4), 14883–14889.

Gohae, A. S. (2020). Pengalaman magang, minat kerja dan pengaruhnya terhadap kesiapan kerja mahasiswa akuntansi. *Jurnal Ilmiah MEA*, *4*(3), 1954–1964. https://doi.org/10.31955/mea.v4i3.748

Karunaratne, K., & Perera, N. (2019). Students' perception on the effectiveness of industrial internship programme. *Education Quarterly Reviews*, *2*(4), 822–832. https://doi.org/10.31014/aior.1993.02.04.109

Lestari, S., & Santoso, A. (2019). The roles of digital literacy, technology literacy, and human literacy to encourage work readiness of accounting education students in the fourth industrial revolution era. *KnE Social Sciences*, *3*(11), 513–527. https://doi.org/10.18502/kss.v3i11.4031

Maulidiyah, R., & Ubaidillah, H. (2024). Pengaruh soft skill, hard skill dan motivasi pada kesiapan kerja mahasiswa sebagai generasi z dalam menghadapi era digital. *COSTING: Journal of Economic, Business and Accounting*, *7*(3), 4875–4889.

Muchtar, B., & Rahmidani, R. (2018). Pengaruh motivasi memasuki dunia kerja dan prestasi belajar terhadap kesiapan kerja mahasiswa jurusan Pendidikan Ekonomi Fakultas Ekonomi Universitas Negeri Padang. *Jurnal Ecogen*, *1*(5), 400–407.

Muspawi, M., & Lestari, A. (2020). Membangun kesiapan kerja calon tenaga kerja. *Jurnal Literasiologi*, *4*(1), 111–117. https://doi.org/10.47783/literasiologi.v4i1.138

Oktaviana, F., & Setyorini, D. (2022). Pengaruh pengalaman praktik kerja industri dan penguasaan teknologi informasi terhadap kesiapan kerja siswa. *Jurnal Pendidikan Akuntansi Indonesia*, *11*(3), 1–16.

Prasetya, H. Y., Wijayanto, D. S., & Saputra, T. W. (2022). Studi eksperimental pengaruh jumlah sudu dan penggunaan end plate terhadap cut in speed turbin angin savonius heliks. *NOZEL: Jurnal Pendidikan Teknik Mesin*, *4*(2), 91–98. https://doi.org/10.20961/nozel.v4i2.72230

Primawanti, E. P., & Ali, H. (2022). Pengaruh teknologi informasi, sistem informasi berbasis web dan knowledge management terhadap kinerja karyawan. *Jurnal Ekonomi Manajemen Sistem Informasi*, *3*(3), 267–285. https://doi.org/10.31933/jemsi.v3i3.818

Rachmawati, D., Sahid, S., Mahmud, M. I., & Buang, N. A. (2024). Enhancing student career readiness: A two-decade systematic literature review. *International Journal of Evaluation and Research in Education*, *13*(3), 1301–1310. https://doi.org/10.11591/ijere.v13i3.26485

Setiawan, D., & Listiadi, A. (2021). Pengaruh computer knowledge, computer anxiety, dan kecerdasan emosional terhadap hasil belajar mata pelajaran spreadsheet. *Jurnal Pendidikan Ekonomi*, *15*(1), 29–38. https://doi.org/10.19184/jpe.v15i1.18532

Setiowati, R. D., & Santoso, R. (2025). Pengaruh pengalaman magang, hasil belajar produktif, dan dukungan sosial keluarga terhadap kesiapan kerja mahasiswa. *Jurnal Penelitian Ekonomi Manajemen Dan Bisnis*, *4*(1), 247–258. https://doi.org/10.55606/jekombis.v4i1.4781

Sihotang, F. H., & Santosa, D. S. S. (2019). Pengaruh prestasi belajar, penguasaan teknologi informasi dan pengalaman organisasi terhadap kesiapan kerja. *Jurnal Pendidikan Manajemen Perkantoran*, *4*(2), 148–159.

Slameto. (2015). *Belajar dan faktor-faktor yang mempengaruhinya*. Rineka Cipta.

Sugiyono. (2019). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.

Suyanto, F., Rahmi, E., & Tasman, A. (2019). Pengaruh minat kerja dan pengalaman magang terhadap kesiapan kerja mahasiswa fakultas ekonomi universitas negeri padang. *EcoGen*, *2*(2), 187–196.

Tanjung, M. H. A. A., Harahap, N. B., Siboro, M. E., & Harahap, M. (2023). Program magang keahlian sebagai sarana praktik dan peningkatan kompetensi mahasiswa di bidang penerbitan. *Indonesian Journal of Community Services*, *5*(1), 1–11. https://doi.org/10.30659/ijocs.5.1.1-11