

The effect of administrative internship, soft skills, and self-efficacy on student work readiness qualitative study

Risa Facla Nanadhita*, Subroto Rapih

Office Administration Education, Sebelas Maret University, Surakarta, Indonesia

Email: risanandhita33@gmail.com

Abstrak

Kesiapan memasuki dunia kerja merupakan aspek vital yang perlu dimiliki mahasiswa untuk menjawab tantangan dunia kerja yang kian kompetitif. Penelitian ini bertujuan menganalisis kontribusi pengalaman magang administrasi, soft skill, dan self-efficacy terhadap kesiapan kerja mahasiswa Pendidikan Administrasi Perkantoran FKIP Universitas Sebelas Maret, baik secara parsial maupun simultan. Penelitian ini menerapkan pendekatan kuantitatif berbasis survei dengan 95 mahasiswa sebagai sampel yang ditetapkan melalui teknik total sampling. Data dihimpun melalui kuesioner dan dianalisis menggunakan regresi linear berganda. Temuan penelitian menunjukkan bahwa pengalaman magang administrasi dan soft skill berpengaruh positif serta signifikan terhadap kesiapan kerja mahasiswa, sedangkan self-efficacy berpengaruh signifikan pada taraf 10%. Secara simultan, ketiga variabel tersebut berpengaruh signifikan terhadap kesiapan kerja dengan koefisien determinasi sebesar 0,623, yang menunjukkan bahwa 62,3% variasi kesiapan kerja dapat dijelaskan oleh kombinasi ketiga variabel tersebut. Implikasi temuan ini menggarisbawahi pentingnya penguatan pengalaman magang, stimulasi soft skill, dan optimalisasi self-efficacy dalam mempersiapkan mahasiswa memasuki dunia kerja.

Kata kunci: employability; kesiapan karir; kompetensi kerja; kuantitatif; survey

Abstract

Work readiness is a vital attribute that students must possess to meet the increasingly competitive demands of the labor market. This study analyzed the contribution of administrative internship experience, soft skills, and self-efficacy to the work readiness of Office Administration Education students at FKIP, Universitas Sebelas Maret, both partially and simultaneously. A quantitative survey approach was applied, with 95 students selected as the sample through a total sampling technique. Data were collected via questionnaires and analyzed using multiple linear regression. The findings indicate that administrative internship experience and soft skills had a positive and significant effect on students' work readiness, whereas self-efficacy was significant at the 10% level. Simultaneously, the three variables significantly affected work readiness, with a coefficient of determination (R^2) of .623, indicating that 62.3%

* Corresponding author

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of the variance in work readiness was explained by their combined contribution. These findings underscore the importance of strengthening internship experience, stimulating soft skills, and optimizing self-efficacy in preparing students for the workforce.

Keywords: career readiness; employability; job competence; quantitative; survey

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Introduction

Higher education plays a vital role in producing a high-quality workforce with qualifications relevant to industry needs. The advance of the Fourth Industrial Revolution has shifted the qualifications demanded by the world of work, requiring graduates not only to excel academically but also to equip themselves with practical skills, high adaptability, and readiness to face a changing work environment (Mustari & Armanu, 2021). Work readiness has become one of the crucial indicators reflecting a graduate's capability to enter and adjust to the world of work. Nevertheless, a high level of education does not fully guarantee graduates' readiness to obtain employment. According to Statistics Indonesia (BPS) as of February 2024, the open unemployment rate among higher education graduates was considerable, reaching 5.25% for bachelor's graduates and 4.87% for diploma graduates. This phenomenon indicates a mismatch between the profile of higher education graduates and the real needs of the labor market.

Work readiness is a condition in which an individual possesses the ability, willingness, and self-confidence to enter the world of work based on their knowledge, competence, and experience (Stevani & Yulhendri, 2014; Liana et al., 2025). Work readiness does not depend solely on the mastery of academic competence; it is also driven by various internal and external factors, such as practical work experience, soft-skill mastery, and an individual's belief in their own capability, or self-efficacy (Azky & Mulyana, 2024). These three factors help students adapt to work demands so that they possess greater competitiveness upon entering the world of work.

The phenomenon of low work readiness was also identified among students of the Office Administration Education Study Program at FKIP, Universitas Sebelas Maret. Based on a preliminary study of 21 students from the 2022 cohort, 76.2% of respondents reported feeling unprepared to face the world of work. In addition, 57.1% of respondents considered that the administrative internship they had undertaken had not provided an optimal understanding of the world of work, 81% assessed their soft skills as still low, and 76.2% admitted that they did not yet possess an adequate level of self-efficacy. These findings indicate that students' work readiness still requires optimization through the strengthening of various factors that support the formation of work competence.

Administrative internship experience is strongly presumed to influence work readiness. Internship programs facilitate students in attaining direct work engagement, understanding the dynamics of organizational culture, and developing professional competencies relevant to the administrative field (Liana et al., 2025). According to Ebner et al. (2021), high-quality internship experience can enhance employability perceptions while reducing students' anxiety when entering the world of work. The Office Administration Education Study Program at FKIP, Universitas Sebelas Maret, also requires students to undertake a professional internship as an effort to connect academic education with industry needs.

Beyond administrative internship experience, the mastery of soft skills plays a crucial role in shaping students' work readiness. The soft-skills dimensions in this study encompass communication, teamwork, leadership, adaptability, and problem-solving capacity required in the work environment (Qizi, 2020). According to Wulandari and Putri (2024), soft-skill mastery influences an individual's ability to interact, collaborate, and resolve problems optimally. A survey

by the National Association of Colleges and Employers (2020) likewise showed that communication, teamwork, adaptability, and problem-solving skills are the competencies most sought by employers.

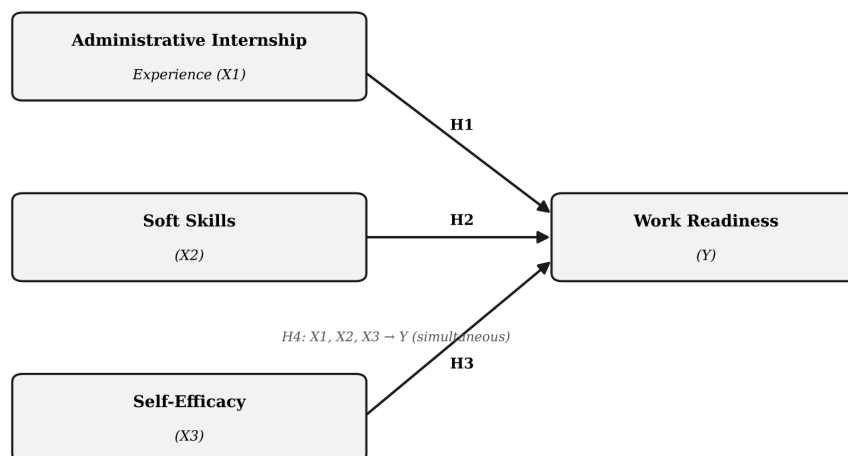
Self-efficacy constitutes another determinant factor influencing work readiness, namely an individual's belief in their own capacity to complete tasks and manage various work challenges (Liana et al., 2025). Students with high self-efficacy generally display a greater level of self-confidence, are able to overcome obstacles, and possess stronger motivation to achieve success at work (Lestari & Ubaidillah, 2022). Conversely, low self-efficacy may cause individuals to doubt their own abilities, thereby hindering their readiness to enter the world of work.

Various previous studies indicate that internship experience, soft skills, and self-efficacy each exhibit a positive relationship with students' work readiness. Nevertheless, most of the literature has tended to test these three variables partially, so that it has not yet presented a comprehensive picture of each variable's contribution to work readiness. Moreover, prior research examining the simultaneous impact of these three variables remains scarce, particularly among students of Office Administration Education at FKIP, Universitas Sebelas Maret. Accordingly, this study offers novelty by analyzing the effect of administrative internship experience, soft skills, and self-efficacy simultaneously on the work readiness of these students.

Based on this discussion, the research problem is whether administrative internship experience, soft skills, and self-efficacy affect students' work readiness, both partially and simultaneously. Drawing on the literature review and the research framework, the study proposes the following hypotheses: H1, administrative internship experience has a positive and significant effect on work readiness; H2, soft skills have a positive and significant effect on work readiness; H3, self-efficacy has a positive and significant effect on work readiness; and H4, administrative internship experience, soft skills, and self-efficacy simultaneously have a significant effect on the work readiness of Office Administration Education students at FKIP, Universitas Sebelas Maret. The conceptual framework linking the three independent variables to work readiness is presented in Figure 1.

Figure 1.

Conceptual framework of the effects of administrative internship experience, soft skills, and self-efficacy on work readiness.



As illustrated in Figure 1, the framework depicts three partial paths of influence, namely from administrative internship experience (X1), soft skills (X2), and self-efficacy (X3) toward work readiness (Y), represented by hypotheses H1, H2, and H3, together with one simultaneous path in which the three independent variables jointly influence work readiness, represented by hypothesis H4. Thus, the principal focus of this study is to analyze the partial and simultaneous contributions of administrative internship experience, soft skills, and self-efficacy to students' work readiness. The findings are expected to provide empirical contributions that enrich the literature on the drivers of students' work readiness, while also serving as input for academic institutions in developing academic programs relevant to industry needs.

Research Methods

This study was conducted in the Office Administration Education Study Program, Faculty of Teacher Training and Education, Universitas Sebelas Maret. The research targeted students of the 2022 cohort who had completed the administrative internship program, with data collection carried out in the 2025/2026 academic year. This quantitative survey-based research was applied to measure and analyze the relationships among administrative internship experience, soft skills, and self-efficacy and the level of students' work readiness, based on data obtained through questionnaire distribution.

The research population comprised all students of the Office Administration Education Study Program at FKIP, Universitas Sebelas Maret, from the 2022 cohort. The sample consisted of 95 students determined through a total sampling technique, namely students who had participated in the administrative internship program. The entire population was used as the sample because it met the established criterion, that is, having completed the administrative internship. Primary data were collected using a four-point Likert-scale questionnaire that had satisfied the validity and reliability requirements before being employed as the research instrument.

The data analysis technique applied was multiple linear regression analysis using IBM SPSS version 27 software. The analysis began with testing the analytical prerequisites, comprising tests of normality, linearity, multicollinearity, and heteroscedasticity, before proceeding to hypothesis testing. Hypothesis testing employed the partial test (t-test), the simultaneous test (F-test), and the coefficient of determination (R^2) to identify the degree of contribution of administrative internship experience, soft skills, and self-efficacy to students' work readiness.

Results and Discussion

Research Results

This study examined the associative relationships among three independent variables, namely administrative internship experience (X1), soft skills (X2), and self-efficacy (X3), and the dependent variable of work readiness (Y), involving 95 Office Administration Education students of the 2022 cohort at FKIP, Universitas Sebelas Maret. Based on descriptive analysis, the work readiness variable (Y) obtained a mean score of 40.00, with the highest frequency distribution falling within the 37–39 class interval (27.4%). The administrative internship experience variable (X1) recorded a mean of 54.71, with the most dominant frequency distribution in the 48–51 interval (23.2%). The soft-skills variable (X2) had a mean of 45.39, with data most frequently appearing in the 40–42 interval (25.3%). Meanwhile, the self-efficacy variable (X3) recorded a mean of 17.27, with the highest frequency concentration in the 15–16 interval (36.8%).

Prior to further analysis, the research instrument, consisting of 47 statement items, was confirmed to be valid and reliable. The validity test based on product-moment correlation confirmed that all statement items possessed significant correlation coefficients, with calculated values exceeding the critical table values, so that each indicator was valid for measuring the research variables. The reliability test based on Cronbach's Alpha confirmed that the instruments for administrative internship experience (X1) and work readiness (Y) exceeded the minimum threshold of 0.60, confirming the reliability and suitability of all instrument items for subsequent analysis,

with a Cronbach's Alpha of 0.871 for administrative internship experience (X1) and 0.705 for work readiness (Y).

The prerequisite testing began with tests of normality, multicollinearity, heteroscedasticity, and linearity to ensure the suitability and reliability of the regression model. The normality test using the One-Sample Kolmogorov-Smirnov technique produced a significance value of 0.200 ($p > 0.05$), confirming that the distribution of residuals in the regression model was normal. Based on the multicollinearity test, the VIF values for each independent variable—X1 (1.937), X2 (2.288), and X3 (1.852)—were all below 10.00 and had Tolerance values above 0.10, so that no strong correlation among the independent variables was present, indicating freedom from multicollinearity. The heteroscedasticity test using a scatterplot showed data points scattered randomly without forming any particular pattern around zero on the Y-axis, confirming that the homoscedasticity assumption was satisfied. In addition, the linearity test revealed a linear relationship between all independent variables and work readiness, indicated by Deviation from Linearity values above 0.05, namely 0.395 for X1, 0.112 for X2, and 0.912 for X3. A summary of the prerequisite test results is presented in Table 1.

Table 1

Summary of the Prerequisite Test Results

Test	Criterion	Result	Conclusion
Normality	Sig. > 0.05	0.200	Normal
Linearity Y–X ₁	Sig. Dev. from Linearity > 0.05	0.395	Satisfied
Linearity Y–X ₂	Sig. Dev. from Linearity > 0.05	0.112	Satisfied
Linearity Y–X ₃	Sig. Dev. from Linearity > 0.05	0.912	Satisfied
Multicollinearity	VIF < 10	X1 1.937; X2 2.288; X3 1.852	No multicollinearity
Heteroscedasticity	No discernible pattern	No pattern	No heteroscedasticity

Note. Dependent variable: work readiness (Y). Independent variables: administrative internship experience (X1), soft skills (X2), and self-efficacy (X3).

As shown in Table 1, all prerequisite tests—normality, linearity, multicollinearity, and heteroscedasticity—met the criteria for their respective tests, so the regression model was deemed suitable for hypothesis testing. Hypothesis testing was conducted through multiple linear regression analysis, yielding the equation $Y = 4.335 + 0.260X_1 + 0.337X_2 + 0.355X_3$. The partial test (t-test) results are presented in Table 2.

Table 2

Partial (t-Test) Results

Model	B	Std. Error	Beta	t	Sig.
(Constant)	4.335	2.970	–	1.460	0.148
Internship Experience (X ₁)	0.260	0.068	0.345	3.845	0.000
Soft Skills (X ₂)	0.337	0.084	0.391	4.017	0.000
Self-Efficacy (X ₃)	0.355	0.195	0.159	1.827	0.071

Note. Dependent variable: work readiness (Y). The critical t-table value was 1.986.

As shown in Table 2, the partial test confirmed a positive and significant effect of administrative internship experience on students' work readiness, with $t = 3.845 > t\text{-table } 1.986$ and a significance of $0.000 < 0.05$, so H1 was accepted. Soft skills also had a positive and significant effect on work readiness, with $t = 4.017 > 1.986$ and a significance of $0.000 < 0.05$, so H2 was accepted. Self-efficacy was shown to have a significant effect on work readiness at the 10% significance level, with $t = 1.827$ and a significance of $0.071 < 0.10$, so H3 was accepted at the more lenient threshold. The simultaneous (F-test) results are presented in Table 3.

Table 3*Simultaneous (F-Test) Results*

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1157.858	3	385.953	50.021	0.000
Residual	702.142	91	7.716		
Total	1860.000	94			

Note. Dependent variable: work readiness (Y). Predictors: administrative internship experience (X1), soft skills (X2), and self-efficacy (X3). The critical F-table value was 2.70.

As shown in Table 3, the F-test produced a significance value of $0.000 < 0.05$ and a calculated F value of $50.021 > F\text{-table } 2.70$, indicating that administrative internship experience, soft skills, and self-efficacy simultaneously had a significant effect on students' work readiness, so H4 was accepted. The explanatory power of the model is presented in Table 4.

Table 4*Coefficient of Determination*

Model	R	R Square	Adjusted R Square
1	0.789	0.623	0.610

Note. Predictors: administrative internship experience (X1), soft skills (X2), and self-efficacy (X3). Std. error of the estimate = 2.778.

As shown in Table 4, the R Square value of 0.623 indicates that administrative internship experience, soft skills, and self-efficacy jointly contributed 62.3% to work readiness, while the remaining 37.7% was influenced by other factors not included in this research model. Furthermore, the analysis of effective contribution (EC) and relative contribution (RC) showed that, among the three independent variables, soft skills made the largest contribution to work readiness (EC 28.46%; RC 45.7%), followed by administrative internship experience (EC 24.12%; RC 38.7%) and self-efficacy (EC 9.68%; RC 15.5%).

The autocorrelation test was not conducted in this study because the data were cross-sectional, collected from 95 respondents within a single research period; consequently, the autocorrelation test—generally used to identify correlations among residuals across time—was not part of the prerequisite analysis.

Discussion**The Effect of Administrative Internship Experience on Work Readiness**

This study confirms that administrative internship experience makes a positive and significant contribution to enhancing the work readiness of Office Administration Education students at Universitas Sebelas Maret. This indicates a unidirectional relationship, in which

increasingly optimal internship experience significantly improves students' work readiness. Internship experience serves as an important means of contextual learning that bridges the gap between the theoretical knowledge acquired in the classroom and the practical demands of the real world of work (Deschaine & Jankens, 2017). Through professional internship programs, students can develop professional competencies, understand organizational culture, and cultivate responsibility and work ethics (Islahuddin et al., 2020). This finding aligns with Kolb's (1984) Experiential Learning Theory, which holds that learning effectiveness is achieved through an individual's active engagement in reflecting on direct field experience. Empirically, the result also supports Najmi and Luturlean (2025), who confirmed the positive contribution of internship experience in strengthening work-readiness factors—including work competence, practical experience, and social adaptation—as formulated by Pool and Sewell (2010; cited in Baiti et al., 2017).

The Effect of Soft Skills on Work Readiness

Consistent with the preceding finding, the second result indicates a positive and significant effect of soft-skill mastery on students' work readiness, even emerging as the most dominant contributing variable, with an effective contribution of 28.46% and a relative contribution of 45.7%. This affirms that the work readiness of office administration students is strongly influenced by interpersonal and behavioral competencies rather than merely technical ability (hard skills). In today's dynamic era, industry requires not only academic qualifications but also effective communication, teamwork, adaptability, and problem-solving skills (National Association of Colleges and Employers, 2020). In the field of office administration, work roles frequently involve intensive interaction with various internal and external parties of the organization, so that soft-skill mastery becomes key to the smooth execution of tasks (Qizi, 2020). This finding reinforces the prior study by Lestari and Ubaidillah (2022), which positioned interpersonal skills as students' principal asset in aligning themselves with a competitive professional work ecosystem.

The Effect of Self-Efficacy on Work Readiness

The third finding confirms a significant effect of self-efficacy on students' work readiness at the 10% significance level. Although its effect is not as strong as those of soft skills and administrative internship experience, students' belief in their own capacity remains an important driver in optimizing their readiness during the transition to the world of work. Drawing on Bandura's (1993) social cognitive theory, high self-efficacy serves as a psychological foundation that encourages individuals to display greater persistence when facing obstacles, to be bolder in seizing career opportunities, and to be more active in preparing themselves through various recruitment-oriented training. Conversely, low self-confidence triggers doubt that hinders career-preparation initiative. The effect of self-efficacy at the 10% level suggests that students' mental conviction needs to be balanced with tangible practical skills in the field—soft skills and internship experience—to yield optimal work readiness. This result is consistent with Azizah et al. (2019), who noted that students with strong self-belief tend to possess more mature mental readiness and work motivation.

The Simultaneous Effect of the Three Variables on Work Readiness

The fourth finding explains that, simultaneously, administrative internship experience, soft skills, and self-efficacy had a significant effect on students' work readiness, with $F = 50.021 > F_{\text{table } 2.70}$ and a significance of $0.000 < 0.05$. Together, the three independent variables accounted for 62.3% of the variance in students' work readiness, while the remaining 37.7% was influenced by other factors beyond the focus of this model. This finding demonstrates that work readiness is a multidimensional construct that cannot be formed by a single factor alone but requires a synergistic integration of practical field experience (internship), behavioral skills (soft skills), and belief in one's own capacity (self-efficacy). Internship experience provides a realistic picture of the world of work, soft skills serve as the instrument for interacting and solving problems, and self-efficacy sustains students' mental resilience and self-confidence. This result reinforces Herawati and Turangan (2025) and the multiple-predictor concept of Syawitri et al. (2024), which conclude that graduates' work readiness is far more optimal when prepared through a comprehensive intervention encompassing experiential, skill-based, and psychological aspects simultaneously.

Conclusion

This study concludes that administrative internship experience, soft skills, and self-efficacy had a significant effect, both partially and simultaneously, on the work readiness of Office Administration Education students of the 2022 cohort at FKIP, Universitas Sebelas Maret, with a combined contribution of 62.3%. Among the three factors, soft skills proved to be the most influential variable, with a relative contribution of 45.7%, followed by administrative internship experience (38.7%) and self-efficacy (15.5%), the last being significant at the more lenient 10% threshold. Notwithstanding these findings, the study is limited by the restricted scope of its subjects—covering only one study program at a single university—and by its reliance on self-perception data collected through questionnaires, so that the results cannot yet be generalized broadly to other study programs or institutions.

Theoretically, the findings reinforce the view that work readiness is bound up with practical experience, non-technical skills, and belief in one's own abilities. Practically, the results can serve as a consideration for higher education institutions in strengthening students' internship experience, soft-skill development, and self-efficacy. Future research is encouraged to broaden the scope of subjects across multiple study programs and institutions and to incorporate additional variables, so as to provide a more comprehensive picture of the factors shaping students' work readiness.

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