

The Influence of Internship Experience, Self-Efficacy, and Work Motivation on Work Readiness of Bangka Belitung University Students

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ABSTRACT

As communications and technology advance, preparing students for a competitive job market is critical. This research analyzes three key factors influencing students' work readiness: internship experience, self-confidence, and work motivation. The research uses a quantitative approach with descriptive statistics. A sample of 193 participants was selected through cluster sampling from Bangka Belitung University students class of 2020. The independent variables were internship experience, self-ability, and work motivation, while the dependent variable was work readiness. Multiple linear regression analysis was used to test the data. The results show that internship experience and self-efficacy positively and significantly influence students' work readiness. Work motivation shows a positive but not significant influence. These three factors show a positive and significant combined influence on the work readiness of students class of 2020 at Bangka Belitung University.

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

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INTRODUCTION

Along with the rapid evolution of communication and information technology to the era of society 5.0 as it is today, phenomena that arise not only in the field of technology but also in the tightness of individual competence in providing competitive and superior human resources are increasing (Windika et al., 2022). Human resources play an active and dominant role for an organization or company because they act as designers, determinants, and actors in achieving goals (Reniati et al., 2022).

Education is a means to assist in improving the quality of the workforce and helping individuals to develop their potential (Nurul Fitri, 2021). Higher education is one of the educational institutions that formally assign tasks and responsibilities to students to prepare their students to fulfill the objectives of national education and meet the needs of society for the availability of a high-quality workforce with various types and levels of abilities (Reniati, 2014). Therefore, universities need to create an effort to develop their human resources, especially in terms of facing this digital challenge (Reniati et al., 2023).

According to data from the Central Bureau of Statistics (BPS) of Bangka Belitung Islands

Province, the open unemployment rate of Bangka Belitung Islands Province in August 2023 was 4.56 percent, a decrease of 0.21 percent compared to August 2022, with a total workforce of 785,627 people. However, of this number, graduates from higher education are the largest contributor to unemployment in the Bangka Belitung Islands Province, amounting to 21.1 percent. In addition, the level of labor participation from college graduates is very low when compared to workers from elementary school graduates. The following is data on workers based on education in the Bangka Belitung Islands Province.

Table 1 Data on Workers in Bangka Belitung Islands Province by Education Level

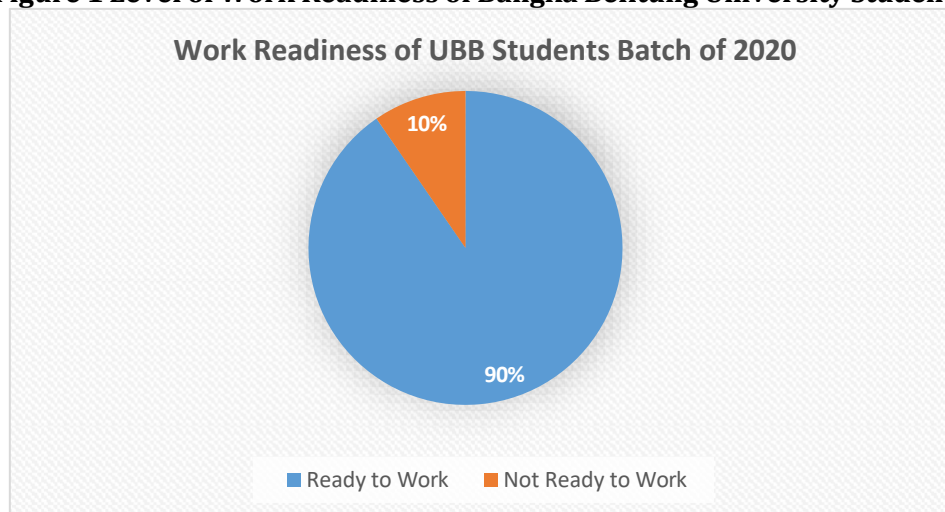
No	Education Level	Percentage
1	SD	40,28%
2	SMA	19,27%
3	SMP	13,97%
4	SMK	12,97%
5	Perguruan Tinggi	10,63%

Source: Kompas.com (2024)

The data shown in Table 1 proves that few university graduates in Bangka Belitung are absorbed in the world of work. The Head of the Bangka Belitung Central Bureau of Statistics (BPS), revealed that this can occur because the number of graduates produced is not proportional to the state of the labor market in the field. In addition, this is due to the small absorption of labor for college graduates which is only 12 percent, while for high school / vocational school graduates and below it is 88 percent so that there are very few jobs available (Nita, 2023).

Researchers conducted a pre-survey on the object of research, namely University of Bangka Belitung students batch of 2020 to obtain information related to student work readiness. After conducting a survey to 21 students, the following results were obtained:

Figure 1 Level of Work Readiness of Bangka Belitung University Students



Source: Pre-survey data (2024)

Figure 1 paints an optimistic picture, with 90% of students expressing work readiness. This high percentage suggests a strong overall preparedness for employment among the 2020 Bangka Belitung University graduates. Contributing factors likely include a keen interest in entering the workforce, relevant work experience aligning with their skillsets, and the desire to work as a means to meet their financial needs. Even so, these results also show that the work readiness of the 2020 class of Bangka Belitung University students is not evenly distributed at the stage of being ready to work. In addition, some respondents also answered that they were not sure they could compete in the world of work. This is due to several factors, including limited

skills mastered and lack of experience in the world of work, intense competition due to differences in abilities and skills possessed, and incompatibility with job placements.

LITERATURE REVIEW

WORK READINESS

Work readiness can be influenced by several factors, including experience, attitude, and motivation (Muspawi & Lestari, 2020). According to Fadillah & Istati (2017), work readiness refers to an individual's ability to perform a job effectively. This ability encompasses knowledge, skills, and positive work attitudes that meet pre-established standards. Meanwhile, according to Wijikapindho & Hadi (2021) work readiness is the knowledge, skills, and attitude that individuals have so that they can help in terms of contributing to the achievement of organizational goals where individuals work.

Brady (2015) emphasizes specific aspects of work readiness like responsibility, flexibility, skills, communication, self-perception, and health and safety, Caballero et al. (2017) take a broader view, focusing on four key dimensions: personal characteristics, organizational awareness (organizational acumen), job skills (work competence), and social intelligence. By synthesizing these perspectives, we can define work readiness as an individual's preparedness for employment. Work readiness signifies an individual's ability to effectively execute their job duties. This stems from a combination of relevant skills and personal qualities, along with a dedication to their work and a willingness to be accountable for their actions.

INTERNSHIP EXPERIENCE

Indonesian law (Law Number 13 of 2003) defines apprenticeships as a structured training program that combines classroom learning with on-the-job experience under the supervision of skilled professionals. This approach integrates theoretical knowledge with practical application to help individuals develop specific skills and expertise. In contrast, Marcel (2023) describes internships as short-term work experiences undertaken by students or recent graduates. These internships provide opportunities to gain practical work experience and gain valuable insights into the professional world.

According to research conducted by Rosyani & Yushita (2017), there are three dimensions of internship experience, namely the skills gained in accordance with the field, practical experience, and problem solving ability. Maertz et al. (2014) suggested that one of the main reasons students participate in internship programs is to gain experience moving from university to the work environment, where interns gain knowledge and skills relevant to their future careers.

SELF-EFFICACY

Andrianus (2020), self-efficacy refers to an individual's confidence in their capability to perform a job. This confidence extends beyond simply possessing the necessary skills and abilities; it encompasses a person's belief in their own potential to succeed. Santrock (2014) reveals self-efficacy as a belief that a person has in his ability to master situations and produce something profitable. From the above understanding, self-efficacy can be interpreted as an individual's belief in the skills or abilities he has to do a job or task, and can face problems or difficulties that are being faced, so that the goals he wants to achieve can be achieved.

Bandura (2014) states that self-efficacy can be passed through four sources, namely the experience of solving problems, the experience of others as models, social persuasion, and the physiological and emotional state of the individual. The dimensions of self-efficacy according to Bandura (2014), namely the dimensions of level, strength, and generality.

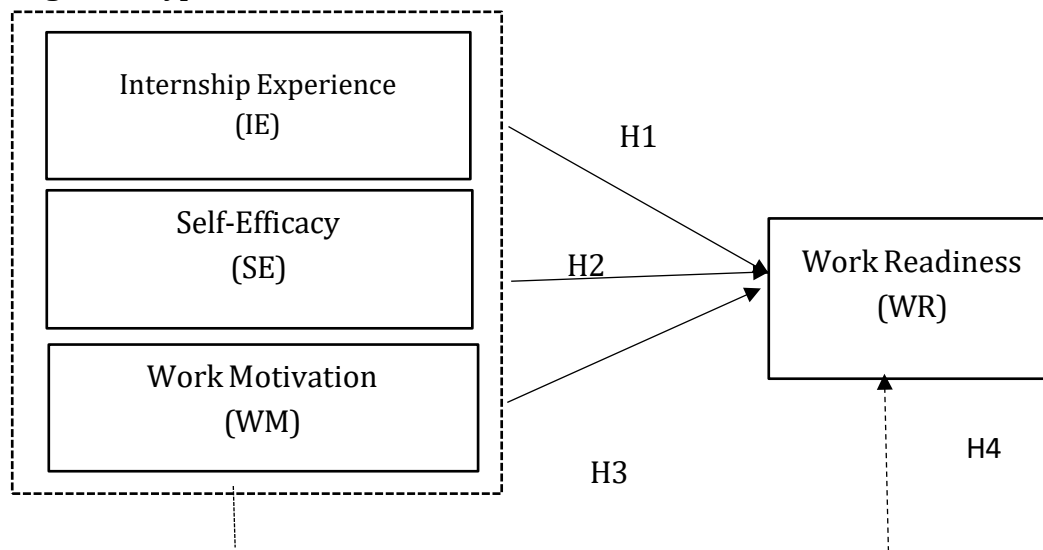
WORK MOTIVATION

Sudaryo et al. (2018) define work motivation as an internal psychological drive that compels individuals to take action and intentionally modify their behavior to achieve their goals. In the context of student work readiness, this motivation translates into enthusiasm for entering the workforce. Sedarmayanti (2016) emphasizes motivation as a willingness to invest high levels of effort towards achieving organizational goals, with the expectation that such effort will contribute to fulfilling personal needs. In essence, work motivation can be understood as an internal (intrinsic) or external (extrinsic) force that fuels an individual's desire to engage in work-related activities in pursuit of personal fulfillment and a brighter future.

Work motivation has an important role for students to continue to increase their motivation in order to achieve high productivity, so that it can have a good impact on student work readiness. Work motivation can increase students' work readiness because the presence of motivation in students encourages them to do something to get what they want, so they will be better prepared when facing the world of work. Uno (2016) suggests that motivation is a drive that is seen from the dimensions of internal drive and the dimensions of external drive.

HYPOTHESIS

Figure 2. Hypothesis



Source: Modified by Researcher (2024)

Hypothesis 1 (H₁): Internship experience plays a positive and significant role in enhancing student work readiness.

Hypothesis 2 (H₂): Strong self-belief (self-efficacy) has a positive and significant influence on student work readiness.

Hypothesis 3 (H₃): High work motivation contributes positively and significantly to student work readiness.

Hypothesis 4 (H₄): When considered together, internship experience, self-efficacy, and work motivation will collectively exert a positive and significant effect on student work readiness.

METHODS

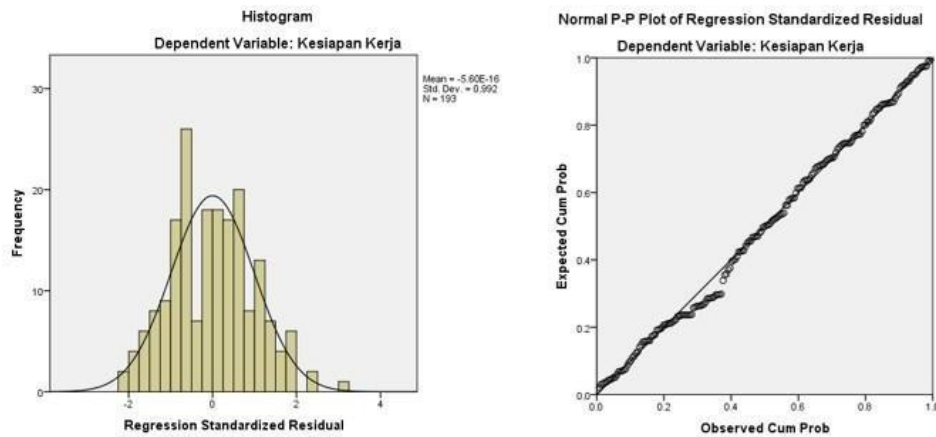
This study employs a quantitative approach, also known as positivism research according to Sugiyono (2020). This methodology is used to test hypotheses about specific populations or samples. In this case, the research aims to examine how internship experience, self-efficacy, and work motivation influence the work readiness of students at Bangka Belitung University. Descriptive statistical analysis will be used to analyze the data collected from the 2020 cohort of

Bangka Belitung University students. Probability sampling with a cluster sampling technique was employed to select the participants. The Slovin formula was utilized to determine the sample size, resulting in 193 respondents. Questionnaires were administered to gather data on internship experience, self-efficacy, work motivation, and work readiness.

RESULTS

1. Normality Test

Figure 3. Normality Test Results



Source: Data processed by researchers (2024)

Figure 2 suggests that the data meets the normality assumption required for the regression model. The histogram appears symmetrical, with no pronounced skew to the right or left. Similarly, the probability plot shows the data points scattered closely around the diagonal line, indicating a good fit for a normal distribution. In essence, both visualizations support the normality assumption and the validity of using the chosen regression model.

2. Multicollinearity Test

Table 2 Multicollinearity Test Results

Variable	Tolerance	VIF	Description
Internship Experience	0,933	1,072	No Multicollinearity
Self-efficacy	0,953	1,049	No Multicollinearity
Work Motivation	0,963	1,038	No Multicollinearity

Source: Data processed by researchers (2024)

Based on the findings presented in Table 2, there is no significant correlation between the independent variables in the regression model. This suggests that the independent variables are not redundant and can be interpreted individually with confidence. This is evident from two aspects: tolerance values exceeding 0.10 for all independent variables and VIF values below 10 for all three variables tested (Sanusi, 2017). In simpler terms, the independent variables are not highly correlated with each other, which avoids problems in interpreting the regression analysis.

3. Heteroscedasticity Test

Table 3 Heteroscedasticity Test Results

Variable	Sig.	Description
Internship Experience	0,384	No Heteroscedasticity
Self-efficacy	0,955	No Heteroscedasticity
Work Motivation	0,140	No Heteroscedasticity

Source: Data processed by researchers (2024)

It is known based on table 3 the results of the heteroscedasticity test on all independent variables show that it has a sig value. > 0,05. So it can be concluded that this study does not show symptoms of heteroscedasticity.

Hypothesis Test

1. Multiple Regression Analysis Test

Table 4 Multiple Regression Analysis Test Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Erro	Beta		
(Constant)	20.524	3.365			
1 Internship Experience	.353	.086	.248	4,118	,000
Self-efficacy	.483	.060	.480	8,063	,000
Work Motivation	.092	.068	.080	1,356	,177

Source: Data processed by researchers (2024)

The analysis in Table 4 reveals a constant value of 20,524. This constant represents the predicted work readiness score if all the independent variables - internship experience, self-efficacy, and work motivation - were zero. In other words, if a student has no prior internship experience, low self-belief, and zero motivation to work, their predicted work readiness score would still be 20,524 based on this model. Moving beyond the constant value, the regression coefficients provide further insights. The coefficient for internship experience (X1) is 0.353. This finding suggests that internship experience directly contributes to a student's preparedness for employment (work readiness score). Specifically, for every one-unit increase in internship experience, a student's work readiness score is expected to rise by 0.353 units. This positive coefficient confirms that internship experience has a beneficial influence on a student's preparedness for employment.

The study found that self-efficacy (X2) has a more substantial impact on work readiness compared to work motivation. The coefficient value of 0.483 indicates that for every one-unit increase in self-efficacy, work readiness increases by 0.483 units. This positive coefficient confirms that a strong belief in one's abilities (self-efficacy) significantly boosts an individual's preparedness for employment (work readiness). While work motivation also has a positive coefficient (0.092), signifying a positive influence on work readiness, its effect is considerably weaker compared to self-efficacy.

2. T Test

Table 5 T-test Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
___ (Constant)	20.524	3.365			

1	Internship Experience	.353	.086	.248	4,118	,000
	Self-efficacy	.483	.060	.480	8,063	,000
	Work Motivation	.092	.068	.080	1,356	,177

Source: Data processed by researchers (2024)

As shown in Table 5, internship experience has a significant impact (sig. value of $0.000 < 0.05$) on student work readiness. This is further supported by the t-value (4.118) exceeding the critical t-value (1.972). This confirms that our initial hypothesis (H_1) is accepted, indicating a positive influence of internship experience on work readiness. Similarly, self-efficacy demonstrates a statistically significant effect (sig. value of $0.000 < 0.05$) on work readiness. The t-value (8.063) is again greater than the critical t-value (1.972), supporting our hypothesis (H_2) and solidifying the positive influence of self-belief on work preparedness. However, work motivation presents a different picture. The sig. value (0.177) is greater than the pre-defined threshold (0.05), and the t-value (1.356) falls below the critical t-value (1.972). This leads us to reject our hypothesis (H_3), suggesting that work motivation, in this context, does not have a statistically significant effect on the work readiness of Bangka Belitung University students.

3. F Test

In addition to analyzing individual variables, researchers also employ the F-test, sometimes referred to as the simultaneous test. This statistical technique helps us understand the overall significance of all independent variables acting together in their influence on the dependent variable. The F-test is typically used with a significance level of 5% (Sanusi, 2017), indicating the threshold for rejecting the null hypothesis and concluding that the combined effect of the independent variables is statistically significant on the dependent variable.

Table 6 Simultaneous Test Results

ANOVA					
Model	Sum of Squares	df	Mean Square	F	Sig
1 Regression	1160,136	3	386,712	35.765	,000
Residual	2043,605	189	10,813		
Total	3203,741	192			

Source: Data processed by researchers (2024)

Examining Table 6, we can see the F statistic (F count) is 35.765, which is significantly greater than the critical value of 2.652. Additionally, the significance value (p-value) is 0.000, which is well below the alpha level of 0.05. The statistical results conclusively reject the null hypothesis (H_0) and support the alternative hypothesis (H_1). In simpler terms, the highly significant F value and extremely low p-value provide compelling evidence that internship experience, self-efficacy, and work motivation, when considered together, have a positive and statistically significant effect on the work readiness of Bangka Belitung University's 2020 graduating class.

4. Test the Coefficient of Determination

As Sanusi (2017) explains, the coefficient of determination (R^2) is a statistical measure used to assess how well the independent variables (X factors) in a regression model collectively explain the variations observed in the dependent variable (Y factor). The R-squared value (R^2) serves as an indicator of how well the independent variables in this study, such as internship experience, self-efficacy, and work motivation, explain the variations observed in the dependent variable, which is work readiness. In simpler terms, a higher R^2 value suggests that the model can account for a larger portion of the differences in work readiness among the students. The following section will present the specific value obtained for the coefficient of determination in this study:

Table 5 Determination Coefficient Test Results

<i>Model Summary</i>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,602	,362	,352	3,28827

Source: Data processed by researchers (2024)

Table 5 reveals an R-squared value of 0.352. This statistic indicates that the combined influence of internship experience, self-efficacy, and work motivation explains 35.2% of the variation observed in student work readiness. The remaining 64.8% can likely be attributed to factors not considered in this study. These external influences could encompass a wide range of aspects, such as individual personality traits, family background, or economic conditions.

DISCUSSION

1. The Influence of Internship Experience, Self-Efficacy, and Work Motivation on Student Work Readiness

Internship experience, self-efficacy, and work motivation simultaneously have a positive and significant effect on the work readiness of 2020 batch students at the University of Bangka Belitung. The results of the F-test, a statistical test for overall significance, provide compelling evidence. The F-statistic (F count) of 35.765 is significantly greater than the critical F-value (F table) of 2.652. Additionally, the significance value (p-value) of 0.000 is much lower than the pre-determined alpha level of 0.05. Based on these findings, we can confidently reject the null hypothesis (H_0), which stated that there's no significant relationship between internship experience, self-efficacy, and work motivation combined, and work readiness. In simpler terms, this confirms our alternative hypothesis (H_4): all three factors, internship experience, self-belief in one's abilities (self-efficacy), and motivation to work, collectively exert a positive and statistically significant influence on the preparedness for employment (work readiness) of students from the 2020 cohort at Bangka Belitung University.

The findings of this study align with prior research. Herlina & Hartono's (2022) investigation titled "The Effect of Internships and Self-Efficacy on the Work Readiness of College Students in Jakarta" demonstrated that internships and self-efficacy have a concurrently positive and significant influence on student work readiness. Similarly, Yustati & Auditya's (2019) study, "The Effect of Outside Experience Practices and Work Motivation on Work Readiness of Islamic Banking Students in Sharia Financial Institutions," revealed that participation in external experiential activities and work motivation jointly exert a positive and significant impact on students' preparedness for employment.

2. The Influence of Internship Experience on Student Work Readiness

This study's findings reveal that internship experience positively impacts the work readiness of students from Bangka Belitung University's 2020 cohort. This means students who participated in internships demonstrated a significant increase in their preparedness for employment, which is indicated by the results of $t_{count} > t_{table}$, namely $4.118 > 1.972$ with a significant level of $0.000 < 0.05$. Then it is known that the regression coefficient of internship experience is 0.353. Then it can be seen that the regression coefficient value of the internship experience is 0.353. The coefficient value produced by the internship experience variable states that if the internship experience is increased by one unit and other variables are considered constant (fixed), the work readiness variable will increase by 0.353. This means that the internship experience is positive, which states that if the student's internship experience increases, work readiness will also increase.

The results of this study are also in line with research conducted by Gohae (2020) entitled "Internship Experience, Job Interests and Their Effect on Accounting Student Job Readiness" which provides research results on the positive and significant effect of internship experience on student job readiness. Other research conducted by Suyanto et al. (2019) entitled "The Effect of Work Interest and Internship Experience on Student Work Readiness at the Faculty of Economics, Padang State University" proves that internship experience has a positive and significant effect on student work readiness.

3. The Influence of Self-Efficacy on Student Work Readiness

The study's findings convincingly demonstrate that self-efficacy plays a critical role in enhancing the work preparedness (work readiness) of Bangka Belitung University's 2020 graduates. This conclusion is supported by the statistical results: the t-value (8.063) is significantly higher than the t-table value (1.972) at a significance level of 0.000, which is well below the benchmark of 0.05. Furthermore, the regression coefficient for self-efficacy is 0.483. This value indicates that for every one-unit increase in self-efficacy, holding all other variables constant, work readiness increases by 0.483 units. In simpler terms, the positive coefficient confirms that a stronger belief in one's abilities (self-efficacy) leads to a corresponding increase in student work readiness.

The findings of this research reinforce previous studies on the significant influence of self-efficacy on work readiness. Our results echo those of Usman & Sulistyowati (2020) in their investigation titled "The Effect of Field Work Practices, Family Environment, Job Information and Self-Efficacy on Work Readiness of Students of the Faculty of Economics, State University of Jakarta," which demonstrated a positive and significant relationship between self-efficacy and work readiness. Similarly, Ratuela et al. (2022) in their study, "The Effect of Hard Skills, Soft Skills, and Self-Efficacy on Work Readiness in Final Students of the Management Department of FEB UNSRAT MANADO," found that self-efficacy plays a crucial role in student work readiness.

4. The Influence of Work Motivation on Student Work Readiness

This study's findings indicate that work motivation has a positive influence on the work readiness of Bangka Belitung University's 2020 cohort, although this effect is not statistically significant. The regression coefficient value of 0.092 suggests a positive relationship between the two variables. However, the significance level of 0.177, which is greater than the standard threshold of 0.05, indicates that this relationship is not statistically significant. In simpler terms, while students with higher work motivation tend to exhibit greater work readiness, this association is not statistically strong enough to definitively conclude that work motivation directly impacts work readiness. Consequently, the hypothesis (H_3) proposing a significant effect of work motivation on student work readiness is rejected.

The rejection of this hypothesis is due to the low encouragement from the family to immediately get a job and the low social comparison with others to immediately get a job. Students are more driven by motivations that come from within themselves, such as a high desire to work immediately after graduating from college, a desire to get wages to meet their needs, and enjoy getting praise. The influence of work motivation on work readiness presents a complex picture. Our study aligns with the findings of Adelia & Mardalis (2024) in their research titled "The Effect of Work Motivation, Soft Skills, Self-Efficacy, and Digital Literacy on Student Work Readiness (Case Study on UMS Management Students Class of 2020)," which revealed no significant impact of work motivation on student work readiness. However, these results differ from those of Usman & Choirunnisa (2020) in their study, "The Effect of Industrial Work Practice Experience, Work Motivation, and Career Guidance on Student Job Readiness," where work

motivation was found to be a contributing factor to student work readiness. Further research may be needed to clarify the specific conditions under which work motivation plays a more prominent role in preparing students for employment.

CONCLUSION

This study unveils two critical factors that empower Bangka Belitung University students for successful careers: internship experience and self-efficacy, or confidence in their abilities. Our findings show a clear and statistically significant benefit of internships, as they demonstrably enhance students' preparedness for employment. Likewise, a strong belief in one's capabilities significantly bolsters work readiness. Interestingly, while work motivation emerged as a positive factor, its influence did not reach statistical significance within the scope of this study.

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