

THE EFFECT OF LEARNING ACHIEVEMENT AND WORK MOTIVATION ON WORK READINESS WITH INTERNSHIP EXPERIENCE AS A MEDIATION FOR FINAL-YEAR STUDENTS OF THE MANAGEMENT STUDY PROGRAM, CLASS 2021 MALIKUSSALEH UNIVERSITY

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Abstract

This study aims to determine the effect of academic achievement and work motivation on job readiness, and to examine the role of internship experience as a mediating variable among final-year students of the Management Study Program, Malikussaleh University, intake of 2021. This study used primary data collected through questionnaires distributed to 118 respondents using a purposive sampling method. The data analysis technique used was SEM-PLS with the assistance of SmartPLS software version 4.0. Data validity was tested using convergent validity, discriminant validity, and average variance extracted (AVE), as well as model reliability, model fit, coefficient of determination (R²), Q-square, and effect size. The results showed that academic achievement significantly influenced job readiness, as did work motivation, which also had a significant influence on job readiness. Internship experience was proven to act as a mediating variable between academic achievement and job readiness, as well as between work motivation and job readiness. This indicates that internship experience can strengthen the relationship between academic achievement and work motivation on student job readiness. Final Year of Management Study Program, Class of 2021, Malikussaleh University.

Keywords : *Job Readiness, Academic Achievement, Work Motivation, Internship Experience*

INTRODUCTION

Indonesia's human resources are inextricably linked to the strategic role of education in improving their quality, including mental, professional, and intellectual abilities. National development cannot proceed as planned if the strategic role of education in Indonesia is ignored. In this context, students who will become prospective workers must prepare themselves to achieve job readiness in accordance with the capabilities required in the workforce. Job readiness is seen as an effort to strengthen an individual's knowledge, skills, attitudes, and values necessary for pursuing a career. Someone who can improve their knowledge will be ready to enter the workforce and perform optimally. Therefore, students need to develop their skills and abilities. Through education, individuals can develop themselves, achieve their potential, and maximize their abilities, thus preparing them for life in society and the workplace (Angraini et al., 2021).

In today's industrial era, economic growth and development are rapid. This can have a significant impact on job seekers, employment, and workforce qualifications. Rapid industrial development encourages Indonesia to prepare superior quality human resources to be competitive. The goal of human resource development is to increase work efficiency and effectiveness in achieving work program goals within the organization. The quality of Human Resources (HR) will determine the success of a nation, influenced by the quality of education as its main asset, considering that the education sector plays a very important role in determining the future of the Indonesian nation. Student job readiness is a condition that must be prepared by students and also universities before the students in question complete their studies. This means that when students graduate, they will be able to work and create their own jobs with a relatively short waiting period. According to (Baitiet al.,(2017) states that student job readiness

THE EFFECT OF LEARNING ACHIEVEMENT AND WORK MOTIVATION ON WORK READINESS WITH INTERNSHIP EXPERIENCE AS A MEDIATION FOR FINAL-YEAR STUDENTS OF THE MANAGEMENT STUDY PROGRAM, CLASS 2021 MALIKUSSALEH UNIVERSITY

Alvia Fitriana et al

involves factors such as the student being able to balance the demands of productivity, quality, and organizational performance. In this regard, universities are obligated to collaborate with the business and industrial worlds to ensure that graduates' competencies align with the needs of the workforce. Work readiness is the effort a person makes to prepare themselves for the workforce, encompassing both mental and physical aspects. Work readiness can create an independent and innovative society, fostering creative development and fostering a more independent generation. This allows students to enhance their knowledge and skills to be ready to enter the workforce and perform their jobs to the best of their ability.

Good readiness is influenced by several factors, one of which is internship experience. Internship experience is considered essential for optimizing job readiness, with internship programs providing students with exposure to the world of work. Field work experience, or internships, are opportunities for undergraduate students to gain knowledge and practical skills, as well as fostering behaviors in dealing with real-world work environments (Praja et al., 2023). Through internship experiences, students are expected to develop specific competencies, namely a level of knowledge, skills, and work ethic that aligns with the demands of the workplace, and provide recognition and appreciation for work experience as part of the educational process. In addition, internship experience is a form of direct learning that provides students *of fresh graduates* The opportunity to apply the knowledge they have gained in class, coupled with meaningful experience. Previous research found that work readiness is not influenced by internship experience, as stated by (Usman & Saputri, 2020), which showed that student work readiness is not affected by internship experience. This occurs because the internship lectures undertaken by students have a shorter duration, approximately one month, so the experience gained is less in-depth. However, in contrast to research conducted by Safitri & Syofyan (2023), their results found that internship experience has a positive effect on work readiness for students at Padang State University. Furthermore, work readiness is also influenced by academic achievement obtained during lectures.

Student achievement is an important indicator often used to assess an individual's academic ability and potential for entering the workforce. This achievement encompasses various aspects, such as academic grades, involvement in extracurricular activities, and the ability to apply knowledge in practical contexts. Student achievement can serve as an early indicator of their readiness to face the challenges of the workforce. Research by Simbolon et al., (2022) showed that students with good academic achievement tend to have higher levels of self-confidence and the ability to adapt to new work environments. They are more likely to have the analytical and problem-solving skills necessary to undertake complex projects and assignments. Overall, student academic achievement has a significant influence on their career readiness. The results of research conducted by Wibowo et al., (2020) found that academic achievement has a positive and significant influence on work readiness. This is also supported by research conducted by Maretha et al., (2022) which stated that academic achievement has a positive and significant influence on work readiness. In addition to academic achievement, the level of work readiness is also seen from good work motivation.

Work motivation refers to anything that can generate drive and enthusiasm to activate, direct, and optimize activities to meet the expected needs for work readiness in entering the workforce (Roy & Sumartik, 2021). High student work motivation will have a positive effect on student work readiness. With high work motivation, students will be motivated to achieve their goals. This motivation results in students actively seeking knowledge and preparing themselves to meet the standards required by the workforce (Riwayati & Santoso, 2022). Work motivation plays a crucial role for students because it can encourage and provide enthusiasm for work. High work motivation can help students equip themselves optimally with various competencies that can enable them to develop their skills, so that individual work readiness enables them to compete in the future workplace. The results of research conducted by (Rahmadani & Mardalis, 2022) stated that work motivation has a positive and significant effect on work readiness. This is also supported by research conducted by (Rusdarti & Ambarwati, 2020) which proves that work motivation has a positive and significant effect on work readiness.

The phenomenon that occurred among final year students of the Management Study Program class of 2021, namely from the results of the pre-survey interviews that the researcher had conducted, that what happened from the answers of final year students of the Management Study Program, Faculty of Economics and Business, Malikussaleh University showed that the majority of final year students felt they were not fully ready to enter the world of work. Some of them felt they did not have good enough practical skills, and did not have a clear understanding of the career direction they would take after graduating from their studies. One of the main causes was a lack of confidence in their own abilities. Many students felt they were not competent enough to compete in the world of work. This happened because of the lack of field experience or internships that provided a real picture of the world of work. Some final year students chose not to take internships because the Management Study Program did not have a mandatory

THE EFFECT OF LEARNING ACHIEVEMENT AND WORK MOTIVATION ON WORK READINESS WITH INTERNSHIP EXPERIENCE AS A MEDIATION FOR FINAL-YEAR STUDENTS OF THE MANAGEMENT STUDY PROGRAM, CLASS 2021 MALIKUSSALEH UNIVERSITY

Alvia Fitriana et al

internship program, so only certain students had the desire to gain new experiences through internship programs such as internship programs. certified independent study (MSIB) and most others try to find internship opportunities outside, this shows that there are still many students who are less motivated to seek practical experience before entering the world of work. Of the total number of Management Study Program students in the Class of 2021, namely 304 students, only 118 students have the motivation to participate in internships. The following is the internship data for Management Study Program students in the Class of 2021. Another factor affecting final-year Management students (2021) is academic achievement, which leads to a decline in learning motivation. This suggests that final-year students with low academic achievement tend to experience a lack of interest in the tasks they undertake, resulting in delays in completing their final assignments or theses. Factors influencing this learning motivation include social support from friends and family. Students who feel they lack support or have low interest in their final assignments often complete their theses late, negatively impacting their academic achievement. Furthermore, a factor influencing work readiness among final-year Management students (2021) is work motivation. Final-year students have not shown enthusiasm and readiness to face the world of work, and some are even still confused about choosing a career after completing their undergraduate degree. This occurs due to a lack of work motivation, where many students do not realize that work readiness is a crucial aspect before entering the workforce.

LITERATURE REVIEW

The Influence of Learning Achievement on Work Readiness

Student academic achievement reflects their potential, which is influenced by the quality of the teaching and learning process. Generally, academic achievement is directly related to students' ability to apply theory to the workplace. Students with significant academic achievement are expected to demonstrate job readiness with a corresponding level of achievement (Puspitarini & Permatasari, 2020). Learning achievement has a positive influence on work readiness. This is proven by previous research conducted by Puspitarini & Permatasari, (2020), Kurniawan, et al., (2020) and Navisha, (2021) which states that learning achievement influences work readiness.

The Influence of Work Motivation on Work Readiness

According to Hamzah (Deswarta et al., 2023), motivation is defined as the drive arising from internal or external stimuli to change a situation to a desired state and to strive to achieve a goal. A student's motivation will influence their success in achieving their goals. Work motivation has a positive influence on work readiness, this statement is proven by previous research conducted by Deswata, et al., (2023), Rochmayanti, et al., (2022) and Deanda, et al., (2024) where the findings in the study stated that work motivation has a positive and significant influence on work readiness.

The Influence of Learning Achievement on Internship Experience

Academic achievement, as defined by Efriza (Fitri et al., 2023), reflects the abilities and skills acquired during the learning process. These abilities serve as the foundation for students entering the workforce. Furthermore, research conducted by Fitri et al. (2023) showed a significant positive correlation between academic achievement and success in internship programs. Students with good academic performance tend to adapt more quickly to the work environment, have a deeper understanding of assigned tasks, and demonstrate better performance. This suggests that academic performance influences students' internship experiences.

The Influence of Work Motivation on Internship Experience

Maslow's theory explains that a person's work motivation is driven by a hierarchy of needs, ranging from the most basic to the most complex. When these needs are met, a person will be motivated to achieve higher levels of needs. (Pandhita, et al., 2022) Strong work motivation encourages students to actively seek work experience through internships. According to Handoko, internship experience is an indicator of how well someone understands and performs job duties (Pandhita et al., 2022). In other words, the higher a student's work motivation, the greater their interest and effort in learning and developing during the internship, so the quality of their internship experience will be better.

The Impact of Internship Experience on Job Readiness

Internship experiences equip students with specific competencies, including knowledge, skills, and work ethics that meet the requirements of the workplace, and ensure that professional experience is recognized and valued as part of the educational process. Through internships, students are expected to develop a certain level of

THE EFFECT OF LEARNING ACHIEVEMENT AND WORK MOTIVATION ON WORK READINESS WITH INTERNSHIP EXPERIENCE AS A MEDIATION FOR FINAL-YEAR STUDENTS OF THE MANAGEMENT STUDY PROGRAM, CLASS 2021 MALIKUSSALEH UNIVERSITY

Alvia Fitriana et al

competency, namely skills, work ethics, and knowledge that meet the demands of the workplace, while also recognizing and valuing work experience as part of the educational process. (Nurjannah et al., 2024) Internship experience has a positive influence on job readiness. This is evidenced by previous research conducted by Nurjannah et al. (2024), Puteri & Rozamuri (2023), Gosali et al. (2024), and Pangaribuan & Tarigan (2024). These studies found that internship experience has a positive and significant influence on job readiness.

The Influence of Learning Achievement on Work Readiness Through Internship Experience as a Mediating Variable

Mulyasa stated that learning achievement is the result of a complex interaction of various factors, including learning materials, the learning environment, supporting factors, and student characteristics. Good learning achievement reflects mastery of relevant knowledge and skills (Gunawan et al., 2019). Hadiwiryo emphasized the importance of fieldwork experience as a bridge between theory and practice. Internships provide students with the opportunity to apply academic knowledge in a real-world context, thus better preparing them for the world of work (Sari & Syofyan, 2021). Labiro & Widjaja further explained that work readiness encompasses physical and mental readiness, as well as the competencies necessary for effective performance. Thus, it can be concluded that good academic performance can improve job readiness through internship experience. Students with solid academic performance tend to have a strong knowledge base, making it easier to adapt to job demands. Internship experience then facilitates the development of practical skills, professional attitudes, and professional networks necessary for career success. Academic performance serves as a foundation, while internship experience serves as a bridge connecting the academic world and the workplace.

The Influence of Work Motivation on Work Readiness Through Internship Experience as a Mediating Variable

Mangkunegara defines work motivation as a condition that influences, stimulates, maintains, and directs behavior related to the work environment. Work motivation demonstrates discipline at work, enabling students to be more careful, diligent, and enthusiastic in carrying out their work, resulting in quality results. (Fitri et al., 2023) Through internships, individuals can gain relevant job knowledge, hone skills needed in the workplace, develop adaptability to new environments, and gain firsthand insight into the dynamics of work within an organization. Adequate internship duration and the development of a professional attitude during the internship will further enhance an individual's readiness to face challenges in the workplace. (Setiari, et al., 2022) Job readiness refers to a person's ability to perform work tasks using technology effectively and efficiently. A person who is job-ready not only possesses technical knowledge but is also physically and mentally prepared to face the challenges of the ever-evolving workplace (Rianto & Rindrayani 2023). Thus, it can be concluded that work motivation fostered through internship experience plays a mediating role in strengthening an individual's readiness to enter the increasingly complex and demanding world of work.

Research Hypothesis

Based on the description of the background, problem formulation, research review and theoretical basis above, the research hypothesis can be formulated as follows:

- H1 : Learning achievement influences work readiness in final year students of the Management Study Program, Class of 2021, Malikussaleh University.
- H2 : Work motivation influences work readiness in final year students of the Management Study Program, Class of 2021, Malikussaleh University.
- H3 : Learning achievement influences internship experience in final year students of the Management Study Program, Class of 2021, Malikussaleh University.
- H4 : It is suspected that work motivation influences the internship experience of final year students of the Management Study Program, Class of 2021, Malikussaleh University.
- H5 : It is suspected that internship experience has an impact on work readiness among final year students of the Management Study Program, Class of 2021, Malikussaleh University.
- H6 : It is suspected that internship experience mediates learning achievement towards work readiness in Final Year Students of the Management Study Program, Class of 2021, Malikussaleh University.

THE EFFECT OF LEARNING ACHIEVEMENT AND WORK MOTIVATION ON WORK READINESS WITH INTERNSHIP EXPERIENCE AS A MEDIATION FOR FINAL-YEAR STUDENTS OF THE MANAGEMENT STUDY PROGRAM, CLASS 2021 MALIKUSSALEH UNIVERSITY

Alvia Fitriana et al

H7 : It is suspected that internship experience mediates work motivation towards work readiness in Final Year Students of the Management Study Program, Class of 2021, Malikussaleh University.

METHOD

The subjects of this study were final-year students of the Management Study Program, Class of 2021, at Malikussaleh University. The reason for choosing these subjects was because final-year students are a group that will soon enter the workforce, making job readiness a primary concern. The research location was Malikussaleh University, specifically on Jl. Bukit Indah Campus, Blang Pulo, Muara Satu District, Lhokseumawe City, Aceh 24355. According to Sekaran & Bougie (2019), a population is anything we wish to study in depth. This could be a group of people, an event, or anything else of interest to us in the research. Meanwhile, Trochim (2020) defines a population as a collection of elements or objects that share certain characteristics according to established criteria in the research. Therefore, it can be concluded that the population in this study is all final year Management students of the 2021 intake at Malikussaleh University who have had internships, both independent internships and Merdeka campus internships, with a total of 118 students. Sekaran & Bougie (2019) explain that a sample is a small part of a larger group we are studying. By studying this small part, we can draw conclusions about the entire group. According to Sukwika (2023), a sample is the participants you select from a target population (the group you are interested in) to make generalizations. Because the entire population tends to be too large to work with, a smaller group of participants must act as a representative sample. In this study, the researchers used non-probability sampling with saturation sampling. The saturated sample, which is the entire population, was used as a sample in this study, totaling 118 respondents, according to data from Management students from the Class of 2021 who had internship experience.

Sekaran and Bougie (2019) explain that sampling techniques are like taking a small portion of a larger group for research. We choose this small portion to understand the characteristics of the entire larger group. In this study, the researchers used a non-probability sampling technique. Sekaran and Bougie (2019) explain that a non-probability sampling technique is a method of selecting a sample in which not all members of the population have an equal chance of being selected. The sample selection method we used is saturated sampling. According to Sukwika (2023), the saturated sampling technique is a sampling method in which all members of the population are used as samples. This method is suitable for use when the population size is relatively small or when researchers want a very low level of generalization error, for example, only 0.001%.

Based on the type of data source required, the data collection technique used in this study was a questionnaire. A questionnaire is a data collection tool consisting of a series of written questions submitted to subjects to obtain written answers regarding "the influence of learning achievement and work motivation on work readiness with internship experience as a mediator in final-year students of the 2021 Management Study Program at Malikussaleh University." The data collection method used was a questionnaire via a Google Form link. The purpose of distributing the questionnaire via Google Form was to allow respondents to complete the questionnaire from anywhere and facilitate data collection. The researcher distributed this Google Form link via WhatsApp, namely through personal chat and also shared the questionnaire link in the 2021 Management Student Group at Malikussaleh University. The data collected from the questionnaire distribution in qualitative form was first compiled into quantitative data. The quantitative value was determined using a Likert scale.

RESULTS AND DISCUSSION

Validity Test

Table 1
Outer Loading LOC Phase 2

Variables	Job Readiness	Work motivation	Internship Experience	Learning achievement	Note:
KK.1	0.569				Valid
KK.2	0.646				Valid
KK.3	0.809				Valid
KK.4	0.816				Valid
KK.5	0.798				Valid
MK.1		0.653			Valid
MK.2		0.784			Valid
MK.3		0.767			Valid
MK.4		0.731			Valid
MK.5		0.749			Valid
PB.1				0.787	Valid
PB.2				0.820	Valid
PB.3				0.771	Valid
PB.5				0.723	Valid
PM.1			0.743		Valid
PM.2			0.820		Valid
PM.3			0.615		Valid
PM.4			0.805		Valid
PM.5			0.806		Valid

Source: Processed data, 2025

Based on the outer loading results after eliminating the PB.4 indicator, it can be concluded that all remaining indicators in each latent variable meet the convergent validity criteria. Indicators in the Work Readiness (KK) variable show loading values ranging from 0.569 to 0.816, where KK.1 and KK.2 are in the fairly valid category (above 0.50) and the rest are very valid (above 0.70). The Work Motivation (MK) variable has five indicators with loading values between 0.653 and 0.784, all of which are valid and indicate construct consistency. The Learning Achievement (PB) variable consists of four indicators after PB.4 is eliminated, with loading values between 0.723 and 0.820, all of which are valid and indicate strong convergent validity. Meanwhile, indicators in the Internship Experience (PM) variable show loading values between 0.615 and 0.820, and all indicators are declared valid. Thus, all indicators used in the re-estimation have met the requirements of convergent validity and can be used to measure the research constructs accurately.

Discriminant Validity

Table 2
Fornell-Larcker Value

Variables	Job Readiness	Work motivation	Internship Experience	Learning achievement	Note:
Job Readiness	0.735				Valid
Work motivation	0.656	0.738			Valid
Internship Experience	0.693	0.561	0.761		Valid
Learning achievement	0.728	0.640	0.643	0.776	Valid

Source: Processed data, 2025

THE EFFECT OF LEARNING ACHIEVEMENT AND WORK MOTIVATION ON WORK READINESS WITH INTERNSHIP EXPERIENCE AS A MEDIATION FOR FINAL-YEAR STUDENTS OF THE MANAGEMENT STUDY PROGRAM, CLASS 2021 MALIKUSSALEH UNIVERSITY

Alvia Fitriana et al

Based on the results of the discriminant validity test of the Fornell-Larcker approach in Table 2 above, it is known that the diagonal value (the value printed in bold) is the squared value of AVE. Based on the table, it can be seen that the square root value of AVE is higher than the correlation value with other latent variables, so the designed instrument/questionnaire has good discriminant validity based on the Fornell-Larcker approach.

Table 3
Cross-Loading Value

Variables	Job Readiness	Work motivation	Internship Experience	Learning achievement	Note:
KK.1	0.569	0.410	0.397	0.466	Valid
KK.2	0.646	0.450	0.369	0.373	Valid
KK.3	0.809	0.562	0.525	0.626	Valid
KK.4	0.816	0.493	0.632	0.585	Valid
KK.5	0.798	0.487	0.572	0.582	Valid
MK.1	0.337	0.653	0.400	0.325	Valid
MK.2	0.539	0.784	0.385	0.488	Valid
MK.3	0.528	0.767	0.416	0.527	Valid
MK.4	0.454	0.731	0.477	0.480	Valid
MK.5	0.536	0.749	0.395	0.517	Valid
PM.1	0.464	0.327	0.743	0.420	Valid
PM.2	0.570	0.514	0.820	0.507	Valid
PM.3	0.327	0.368	0.615	0.417	Valid
PM.4	0.627	0.439	0.805	0.562	Valid
PM.5	0.588	0.464	0.806	0.521	Valid
PB.1	0.569	0.439	0.550	0.787	Valid
PB.2	0.648	0.482	0.564	0.820	Valid
PB.3	0.577	0.563	0.418	0.771	Valid
PB.5	0.446	0.525	0.446	0.723	Valid

Table 4.9 shows that all indicators reflecting cross-loading in this study (bolded values) have the highest outer loading values for the dimensions they reflect, and not for the other dimensions. Therefore, based on the Fornell-Larcker and cross-loading values, it can be concluded that the constructs and indicators in this study are discriminant valid.

Internal Consistency Reliability

Table 3
Reliability Test

Variables	Composite reliability (rho_c)	Cronbach's alpha	Note
Job Readiness	0.852	0.780	Reliable
Work motivation	0.856	0.790	Reliable
Internship Experience	0.872	0.817	Reliable
Learning achievement	0.858	0.781	Reliable

Source: Processed data, 2025

Based on the results of internal reliability testing through Composite Reliability and Cronbach's Alpha values, it can be concluded that all variables in this study have good reliability. According to Hair et al. (2010), if the composite reliability and Cronbach's alpha values are more than 0.70, then the instrument is considered reliable in confirmatory research. Meanwhile, values between 0.60–0.70 are still acceptable in exploratory research. The results in the table show that the Work Readiness variable has a composite reliability value of 0.852 and a Cronbach's alpha

THE EFFECT OF LEARNING ACHIEVEMENT AND WORK MOTIVATION ON WORK READINESS WITH INTERNSHIP EXPERIENCE AS A MEDIATION FOR FINAL-YEAR STUDENTS OF THE MANAGEMENT STUDY PROGRAM, CLASS 2021 MALIKUSSALEH UNIVERSITY

Alvia Fitriana et al

of 0.780, Work Motivation of 0.856 and 0.790, Internship Experience of 0.872 and 0.817, and Learning Achievement of 0.858 and 0.781. All of these values are above the threshold of 0.70, so it can be concluded that all variables show high internal consistency and are suitable for use in measuring constructs in this study. Convergent validity is determined based on the principle that the measures of a variable should be highly correlated (Ghozali & Laten, 2015). The convergent validity of a variable with an indicator is evaluated using the recommended AVE value of > 0.5. If the AVE value is equal to 5 or more, it means the variable is able to explain 50% or more of the variance of its indicator (Wong et al., 2013).

Table 4
Average Variance Extracted (AVE) Value

Variables	Average variance extracted (AVE)	Critical Value	Note
Job Readiness	0.540	0.5	Valid
Work motivation	0.545	0.5	Valid
Internship Experience	0.580	0.5	Valid
Learning achievement	0.602	0.5	Valid

Source: Processed data, 2025

Based on the results displayed in Table 4.10 above, it can be seen that all indicators are valid, with each obtaining an AVE value of >0.5.

Structural Model Analysis (Inner Model)

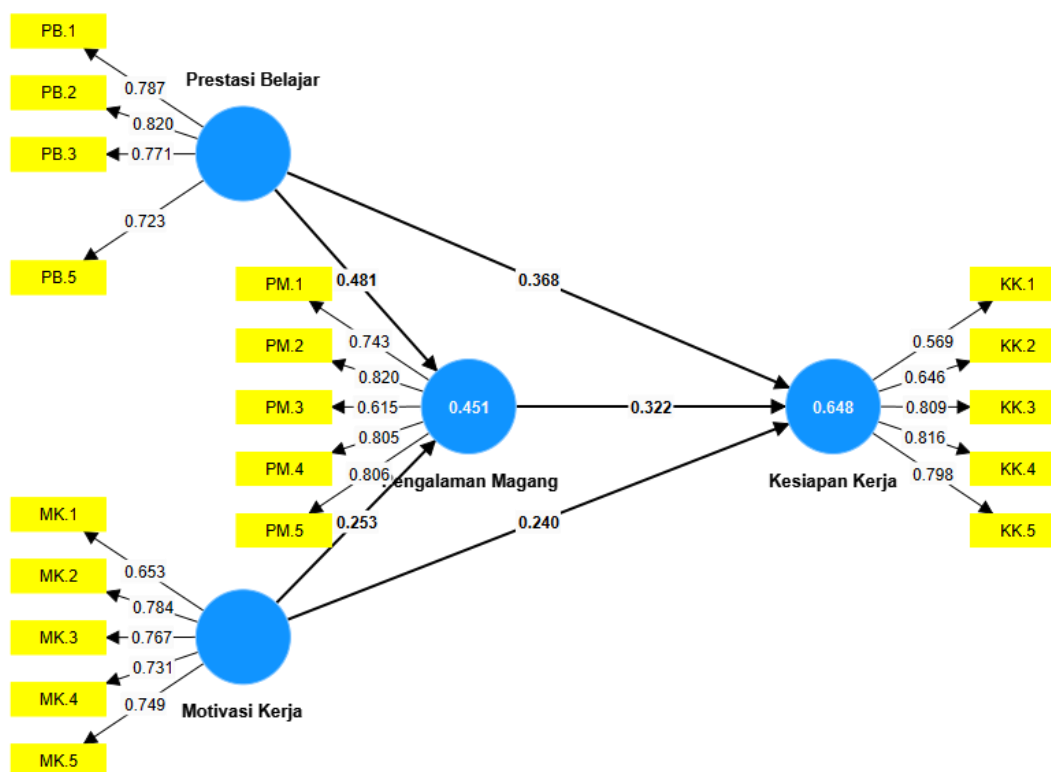


Figure 1
Research Model Results

Coefficient of Determinant (R-square)

The purpose of R-square analysis is to evaluate the predictive accuracy of a model. It evaluates how variations in the value of the dependent variable are affected by variations in the value of the independent variables

THE EFFECT OF LEARNING ACHIEVEMENT AND WORK MOTIVATION ON WORK READINESS WITH INTERNSHIP EXPERIENCE AS A MEDIATION FOR FINAL-YEAR STUDENTS OF THE MANAGEMENT STUDY PROGRAM, CLASS 2021 MALIKUSSALEH UNIVERSITY

Alvia Fitriana et al

in a path model. The higher the R-square value, the better the independent variable is at explaining the dependent variable. An R-square value of 0.75 indicates a strong PLS model, an R-square value of 0.50 indicates a moderate PLS model, and an R-square value of 0.25 indicates a weak LPS model.

Table 5
R-Square

Dependent Variable	R-square	R-square adjusted
Job Readiness	0.648	0.639
Internship Experience	0.451	0.441

Source: Processed data, 2025

Based on the results of the R-square analysis in the table, it can be concluded that the model has a fairly good predictive ability in explaining the work readiness variable. The Work Readiness variable has an R-square value of 0.648, which means that 64.8% of the variation in Work Readiness can be explained by the learning achievement and work motivation variables in the model. Based on the interpretation guidelines, this value is included in the moderate to strong model category (approaching 0.75). Meanwhile, the Internship Experience variable has an R-square value of 0.451, which indicates that 45.1% of the variation in this variable can be explained by the learning achievement and work motivation variables and is included in the moderate model category (around 0.50). Thus, in general, this model has a fairly good predictive ability, especially in explaining the Work Readiness variable.

Partial Influence Test (t-Test)

The t-statistic test is used to determine the extent of the influence of each independent variable in explaining the dependent variable (Ghozali, 2021). The test is carried out with the following conditions: (1) if the calculated t value > t table or the significance value < 0.05, then the independent variable has a significant effect on the dependent variable; (2) if the calculated t < t table or the significance value > 0.05, then there is no significant effect.

Table 6
t-Test Results

Variables	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STD EV)	P values	Note:
Work Motivation -> Work Readiness	0.240	0.248	0.078	3,074	0.001	Accepted
Work Motivation -> Internship Experience	0.253	0.254	0.111	2,283	0.011	Accepted
Internship Experience -> Job Readiness	0.322	0.321	0.097	3,319	0.000	Accepted
Learning Achievement -> Work Readiness	0.368	0.364	0.088	4.202	0.000	Accepted
Learning Achievement -> Internship Experience	0.481	0.487	0.099	4,882	0.000	Accepted

Source: Processed data, 2025

Based on the results of the t-statistic test in the table, it can be concluded that all relationships between the independent and dependent variables in the model have a partial significant effect. This is indicated by the calculated t-value being greater than the t-table (1.658) and a P-value < 0.05, which meets the hypothesis acceptance criteria according to Ghozali (2021).

THE EFFECT OF LEARNING ACHIEVEMENT AND WORK MOTIVATION ON WORK READINESS WITH INTERNSHIP EXPERIENCE AS A MEDIATION FOR FINAL-YEAR STUDENTS OF THE MANAGEMENT STUDY PROGRAM, CLASS 2021 MALIKUSSALEH UNIVERSITY

Alvia Fitriana et al

- Work Motivation on Work Readiness has a t-value of 3.074 and a P-value of 0.001, meaning it has a significant effect.
- Work Motivation towards Internship Experience shows t of 2.283 with a P-value of 0.011, also significant.
- Internship Experience on Job Readiness has a t of 3.319 and a P-value of 0.000, indicating a significant effect.
- Learning Achievement on Work Readiness has the highest t-value, namely 4.202 with a P-value of 0.000, indicating a strong significant influence.
- Learning Achievement towards Internship Experience also significant with a t of 4.882 and a P-value of 0.000.

Thus, all hypotheses in the model are accepted, and it can be concluded that each independent variable individually has a significant influence on the intended dependent variable. This supports the validity of the model and indicates that the relationships between the variables in this study are worthy of further analysis.

Mediation Effect Test (Path Analysis)

The mediation model was first developed by Baron and Kenny (1986). Baron and Kenny explained the procedure for analyzing mediator variables simply through a regression process. Baron and Kenny stipulated that a variable can be said to be a mediator if the results are (1) Path c : significant (2) Path a : significant (3) Path b : significant (4) Path c' : not significant. In stating it as a mediator, the relationship between X and Y in the third equation must be insignificant or zero, or it can also be called full mediation. However, if equations 1-3 are met, but equation 4 is not, then it is called partial mediation. To determine the magnitude of the mediation effect of each path, refer to the theory. Baron and Kenny (1986) namely by entering the regression coefficient value of the exogenous variable against the intervening variable, namely the regression coefficient value and its probability value for paths a and b. While for path c, the values that must be entered are the coefficient and probability of the direct influence between the exogenous variable and the endogenous variable. Path c is a path that shows whether a partial mediation effect occurs (partial mediation), meaning the mediating variable is not the only mediator of the relationship between X (predictor) and Y (output) or fully (full mediation), meaning the mediating variable is the only mediator of the relationship between X (predictor) and Y (output). The relationship between the predictor variable (X), mediator (Z), and Output (Y) is shown in table 4.16:

**Table 7
Path Analysis**

Variables	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values	Note:
Work Motivation -> Internship Experience -> Work Readiness	0.081	0.080	0.042	1,958	0.025	Mediating
Learning Achievement -> Internship Experience -> Job Readiness	0.155	0.158	0.061	2,539	0.006	Mediating

Source: Processed data, 2025

Based on the results of the mediation test in the table, it can be concluded that Internship Experience acts as a mediator variable in two relationships: between Work Motivation and Work Readiness and between Learning Achievement and Work Readiness. Referring to the mediation model of Baron and Kenny (1986), mediation is said to occur if path a (X → M), path b (M → Y), and path c (X → Y) are significant. If path c' (X → Y after passing through M) becomes insignificant, it is called full mediation; if it remains significant, it is called partial mediation. On the path Work Motivation → Internship Experience → Work Readiness, the t-statistic value is 1.958 and the P-value is 0.025, which means significant (p < 0.05). This indicates that Internship Experience significantly mediates the relationship between Work Motivation and Work Readiness. Because the direct path from Work Motivation →

THE EFFECT OF LEARNING ACHIEVEMENT AND WORK MOTIVATION ON WORK READINESS WITH INTERNSHIP EXPERIENCE AS A MEDIATION FOR FINAL-YEAR STUDENTS OF THE MANAGEMENT STUDY PROGRAM, CLASS 2021 MALIKUSSALEH UNIVERSITY

Alvia Fitriana et al

Job Readiness was also significant, this mediation is classified as partial mediation. Similarly, in the path from Learning Achievement → Internship Experience → Job Readiness, the t-statistic obtained was 2.539 and the P-value was 0.006, indicating that the mediation was also significant. Similarly, because the direct path from Learning Achievement → Job Readiness was also significant, this mediation is also classified as partial mediation. Thus, the Internship Experience variable acts as a partial mediator in both relationships, strengthening the indirect role of Work Motivation and Learning Achievement in improving Job Readiness.

The Influence of Learning Achievement on Work Readiness

Based on the results of the data analysis, it was found that academic achievement has a positive and significant influence on the work readiness of final-year students of the Management Study Program, Class of 2021, Malikussaleh University. This is indicated by a t-value of 4.202 with a P-value of 0.000. Because the P-value is below the 0.05 level of significance, it can be concluded that the influence of academic achievement on work readiness is significant. This finding indicates that the higher a student's academic achievement, the higher their level of work readiness. Students with good academic achievement tend to have higher critical thinking skills, cognitive skills, and work ethic. This reflects their readiness to face the demands of an increasingly competitive workforce, both in terms of technical abilities and soft skills such as discipline, responsibility, and cooperation. These results align with several previous studies that also found that academic achievement positively impacts job readiness. Puspitarini & Permatasari (2020), Kurniawan et al., (2020), and Navisha (2021) stated that students with high academic achievement tend to be better prepared to enter the workforce because they have a strong theoretical foundation and a deeper understanding of the material. This supports the view of human capital theory, which states that formal education and academic achievement are important investments in developing the quality of human resources, including job readiness. Therefore, it can be concluded that academic achievement is a crucial factor in shaping student job readiness. Therefore, improving the quality of learning and a fair academic evaluation system that supports student development are matters that higher education institutions need to continue to pay attention to.

The Influence of Work Motivation on Work Readiness

The analysis results show that work motivation has a positive and significant influence on the work readiness of final-year students of the Management Study Program, Class of 2021, at Malikussaleh University. A t-value of 3.074 with a p-value of 0.001 indicates that the effect is statistically significant at a significance level of <0.05. This indicates that the higher the level of work motivation possessed by students, the higher their level of readiness to enter the workforce. Work motivation plays a crucial role in encouraging students to be more active in developing their potential, both academically and non-academically. Students with high work motivation tend to be more proactive, responsible, and demonstrate the professionalism required in the workplace. They are also more motivated to learn, develop themselves, and seek practical experience relevant to the workplace. This finding is consistent with previous research conducted by Deswata et al. (2023), Rochmayanti et al. (2022), and Deanda et al. (2024), which stated that work motivation has a positive and significant effect on work readiness. All three studies explain that work motivation can increase individual readiness to face work challenges because highly motivated students have an internal drive to succeed and contribute optimally in the workplace.

The Influence of Learning Achievement on Internship Experience

The results of the study indicate that academic achievement has a positive and significant effect on students' internship experience. This is indicated by a t-value of 4.882 with a p-value of 0.000, indicating a significant effect at a significance level <0.05. Therefore, the higher the student's academic achievement, the better the internship experience. Students with high academic achievement generally demonstrate better academic performance, discipline, and stronger analytical skills. This contributes to the quality of their internship experience, both in terms of work responsibilities, understanding of assignments, and contributions to the host institution. Partner companies or institutions also tend to assign more responsibility to students with strong academic records, thus maximizing their experience. These findings are reinforced by research conducted by Fitri et al. (2023), which found a positive and significant correlation between academic achievement and success in internship programs. Students with a high GPA tend to have better cognitive readiness, enabling them to adapt more quickly and gain a more meaningful internship experience. These results also support the idea that academic achievement reflects an individual's readiness to face challenges outside the classroom, including in the workplace. Overall, it can be concluded that academic achievement not only directly impacts job readiness but also plays a role in shaping the quality of students' internship experiences.

THE EFFECT OF LEARNING ACHIEVEMENT AND WORK MOTIVATION ON WORK READINESS WITH INTERNSHIP EXPERIENCE AS A MEDIATION FOR FINAL-YEAR STUDENTS OF THE MANAGEMENT STUDY PROGRAM, CLASS 2021 MALIKUSSALEH UNIVERSITY

Alvia Fitriana et al

Therefore, improving the quality of learning and academic achievement is a crucial element in preparing students for the real world of work.

The Influence of Work Motivation on Internship Experience

The analysis results show that work motivation has a positive and significant effect on students' internship experiences. A t-value of 2.283 and a p-value of 0.011 indicate that this effect is statistically significant at a significance level of <0.05 . This means that the higher a student's work motivation, the better the quality of their internship experience. High work motivation encourages students to be more active, enthusiastic, and responsible during the internship process. Motivated students generally adapt more quickly to the work environment, show initiative in completing assignments, and strive to gain as much knowledge and experience as possible from the internship. This makes the internship experience more meaningful, not just fulfilling an academic obligation but also a real learning process that fosters job readiness. Previous research has shown a similar relationship. A study by Handayani and Prasetyo (2021) found that students with high levels of motivation tended to have positive perceptions of internship programs and demonstrated greater engagement in the process. Furthermore, research by Putri et al. (2022) showed that work motivation contributed to achieving internship goals, including skill acquisition and understanding the work environment.

The Impact of Internship Experience on Job Readiness

The analysis shows that internship experience has a positive and significant effect on the work readiness of final-year students in the Management Study Program, Class of 2021, at Malikussaleh University. This is indicated by a t-value of 3.319 with a p-value of 0.000, indicating a significant effect at the 95% confidence level. Therefore, the higher the quality of internship experience a student has, the higher their preparedness for the world of work. Internships provide students with the opportunity to apply the theory they've learned in class to real-world work environments. Through internships, students can develop both technical and soft skills, such as communication, teamwork, and time management. Furthermore, internships help students understand work culture, boost their self-confidence, and build professional networks, which are invaluable for entering the workforce after graduation. These findings align with previous research conducted by Nurjannah et al. (2024), Puteri & Rozamuri (2023), Gosali et al. (2024), and Pangaribuan & Tarigan (2024), which consistently stated that internship experience has a positive and significant influence on job readiness. These studies confirm that internships are an effective medium for improving graduates' job readiness through direct experience and developing competencies relevant to the needs of the industrial world. Theoretically, this supports the concept of experiential learning, which emphasizes the importance of learning through direct experience as an effective means of developing job competencies. Therefore, strengthening internship programs in higher education curricula is necessary to ensure graduates are increasingly prepared to compete in the workforce.

The Influence of Learning Achievement on Work Readiness Through Internship Experience as a Mediating Variable

Based on the analysis results, the mediation path connecting academic achievement to job readiness through internship experience showed a t-statistic value of 2.539 with a P-value of 0.006. These results indicate that internship experience plays a significant mediating variable in the relationship between academic achievement and student job readiness. Considering that the direct path between academic achievement and job readiness is also significant, the mediation that occurred is included in the partial mediation category. This means that academic achievement not only directly influences job readiness but also indirectly through improving the quality of students' internship experiences. In other words, students with good academic achievement tend to have more meaningful and effective internship experiences, thus optimizing their job readiness. Academic achievement is the result of a complex interaction of various factors, such as learning materials, the learning environment, supporting factors, and individual characteristics. Good academic achievement reflects mastery of knowledge and skills relevant to the world of work (Gunawan et al., 2019). Furthermore, internships provide a crucial bridge between the theory learned in college and real-world work practices. Fieldwork experiences provide students with the opportunity to apply academic knowledge in a real-world work context, thereby enhancing their preparedness to face the challenges of the workplace (Sari & Syofyan, 2021). Relevant previous research supports these findings, such as the study by Gunawan et al. (2019), which stated that high academic achievement can improve the quality of students' internship experiences. Furthermore, research by Sari and Syofyan (2021) also strengthens the role of internship experience as an effective

THE EFFECT OF LEARNING ACHIEVEMENT AND WORK MOTIVATION ON WORK READINESS WITH INTERNSHIP EXPERIENCE AS A MEDIATION FOR FINAL-YEAR STUDENTS OF THE MANAGEMENT STUDY PROGRAM, CLASS 2021 MALIKUSSALEH UNIVERSITY

Alvia Fitriana et al

mediator in strengthening the relationship between academic achievement and work readiness. Therefore, it can be concluded that strategies to improve academic achievement supported by quality internship experiences will optimally contribute to shaping students' work readiness. Universities need to encourage close collaboration between academic and practical aspects so that students can effectively integrate knowledge with work experience.

The Influence of Work Motivation on Work Readiness Through Internship Experience as a Mediating Variable

The analysis results on the work motivation → internship experience → work readiness path showed a t-statistic value of 1.958 with a P-value of 0.025, which means this mediation effect is significant at the 5% significance level ($p < 0.05$). This finding indicates that internship experience mediates the relationship between work motivation and work readiness of students. Because the direct path between work motivation and work readiness is also significant, the mediation that occurs is a partial mediation. High work motivation reflects discipline, enthusiasm, and perseverance in completing work. This makes students more careful and focused in carrying out their tasks, resulting in quality output (Fitri et al., 2023). Strong work motivation encourages students to maximize internship opportunities, with a proactive and responsible attitude. Through internship experiences, students gain relevant work knowledge and hone skills needed in the workplace. Internships also provide an opportunity to practice adapting to new work environments and gain firsthand exposure to organizational dynamics. An adequate internship duration and the development of a professional attitude during the internship will further enhance students' readiness to face various challenges in the workplace (Setiarini et al., 2022). Work readiness itself refers to a person's ability to carry out work tasks effectively and efficiently, including the use of technology and mastery of technical knowledge. Furthermore, work readiness also encompasses physical and mental readiness to face changes and demands in the ever-evolving workplace (Rianto & Rindrayani, 2023). Previous research supports these findings, such as that conducted by Fitri et al. (2023), which showed that work motivation plays a crucial role in encouraging students' active involvement during internships, ultimately improving their job readiness. Furthermore, Setiarini et al. (2022) emphasized that a quality internship can strengthen the relationship between work motivation and job readiness. A study by Rianto and Rindrayani (2023) also added that comprehensive job readiness involves technical, physical, and mental aspects, all of which can be influenced by an internship experience supported by strong work motivation.

Conclusion

Based on the results of the analysis that has been carried out in testing the influence of learning achievement and work motivation on work readiness with internship experience as a mediation in final year students of the 2021 intake of the Management Study Program at Malikussaleh University, it can be concluded that:

1. **Learning achievement has a positive and significant influence on work readiness** final-year students in the Management Study Program at Malikussaleh University. This means that the higher a student's academic achievement, the greater their readiness to face the world of work.
2. **Work motivation has a positive and significant effect on work readiness.** Students with high work motivation demonstrate a proactive and responsible attitude that supports their readiness to face a professional work environment.
3. **Learning achievement has a positive and significant effect on internship experience.** Students with high academic achievement tend to get higher quality internship experiences because they are able to apply their knowledge effectively in the field.
4. **Work motivation has a positive and significant effect on internship experience.** Students who have high work motivation are more active and enthusiastic in participating in internship activities, which has an impact on improving the quality of the experience.
5. **Internship experience has a positive and significant impact on job readiness.** Internship experiences help students understand the real world of work, as well as develop the technical and soft skills needed to compete in the workforce.
6. **Learning achievement influences work readiness through internship experience as a mediating variable.** This shows that learning achievement not only has a direct impact, but also indirectly through internship experiences that strengthen students' work readiness.
7. **Work motivation influences work readiness through internship experience as a mediating variable.** Motivated students tend to maximize their internship experience, which ultimately increases their job readiness significantly.

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THE EFFECT OF LEARNING ACHIEVEMENT AND WORK MOTIVATION ON WORK READINESS WITH INTERNSHIP EXPERIENCE AS A MEDIATION FOR FINAL-YEAR STUDENTS OF THE MANAGEMENT STUDY PROGRAM, CLASS 2021 MALIKUSSALEH UNIVERSITY

Alvia Fitriana et al

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