

READINESS FOR GENERATIONAL TRANSFORMATION: THE INFLUENCE OF MOTIVATION AND INTERNSHIP EXPERIENCE ON JOB READINESS WITH SELF-EFFICACY AS A MEDIATING VARIABLE (A CASE STUDY OF FINAL-YEAR GEN Z STUDENTS IN JABODETABEK)

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Abstract

Rapid developments in technology, social, and cultural aspects affect the job readiness of young generations, especially Generation Z. The high unemployment rate among Generation Z indicates the need to improve job readiness and skills for new graduates. This study examines the influence of Motivation (X1) and Internship Experience (X2) on Job Readiness (Y), both directly and indirectly through Self-Efficacy (Z) as a mediating variable. The research object consists of final-year Generation Z students in the Jabodetabek area, with a sample of 100 respondents selected using the Lemeshow formula. A quantitative method was applied using SmartPLS for analysis. The results show that Motivation and Internship Experience significantly affect both Job Readiness and Self-Efficacy. Self-Efficacy also has a significant positive effect on Job Readiness and mediates the relationship between Motivation and Internship Experience with Job Readiness. These findings confirm that Motivation, Internship Experience, and Self-Efficacy are important factors in enhancing the job readiness of final-year Generation Z students in Jabodetabek.

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

INTRODUCTION

In the midst of ongoing developments in the modern era, we can observe how changes in technology, society, and culture affect various aspects of life, including the way we think, interact, and work. Intergenerational transformation has become an inevitable phenomenon in the course of human history. Each generation possesses unique characteristics, values, and challenges, all of which play a crucial role in shaping the future. Today's younger generation is faced with the challenge of innovating, adapting, and creating a better future, including in one of the key sectors for national advancement—business. Human resource management is a crucial factor for companies striving to achieve success in the era of globalization (Yuliani & Ekhsan, 2024). Generational transformation is not merely a transition from one time period to another; it also reflects the way we adapt and evolve in response to changing times. Employees who can adapt, trust their organizations, and proactively manage their responsibilities become essential assets in creating competitive advantage. In this context, the role of employees is vital in supporting effective management and ensuring the company's long-term success (Yuliani & Ekhsan, 2024). Naturally, companies need employees who are not only productive in their work but also within their productive age.

According to Liputan6.com, the productive-age population in Indonesia is currently dominated by Generation Z and millennials. Generation Z is now beginning to dominate various sectors, including business. As the youngest generation in the workforce, they face unique challenges due to major shifts in the industry brought about by the industrial revolution. Modern industries have undergone significant transformations compared to previous eras, making it essential for the

workforce or graduates to possess up-to-date skills aligned with current industry demands (R. Y. Putri & Supriansyah, 2021). However, many members of Generation Z within the productive age bracket are recorded as unemployed due to a lack of preparedness for entering the workforce and coping with generational transformation.

This lack of readiness among new graduates to enter the workforce contributes to the rising unemployment rate in Indonesia. High levels of unemployment can lead to various issues, such as poverty, social instability, and a decline in quality of life. Unemployment is a critical economic issue and often a central concern for both the government and the public.

According to Indoprogress.com, data from Indonesia's Central Statistics Agency (BPS) in August 2023 showed that the number of unemployed reached 7.86 million people. However, the most recent data from Tempo.co revealed that as of February 2024, BPS reported the number of unemployed had decreased to 7.2 million. This marks a reduction of 0.79 million people compared to the same period in 2023, which had reported 7.99 million unemployed.

More specifically, the Open Unemployment Rate (TPT) for males in February 2024 was 4.96 percent, higher than that for females at 4.6 percent. When viewed by location, the urban unemployment rate was significantly higher at 5.89 percent compared to the rural rate of 3.37 percent. In terms of age, the highest unemployment rate was found among the younger age group (15–24 years), reaching 16.42 percent. Conversely, the lowest unemployment rate was among the elderly population (60 years and above), at only 1.14 percent.

Table 1.1

Education Level	Open Unemployment Rate by Education Level		
	2021	2022	2023
No Schooling/Not Yet Completed or Completed Primary School	3,61	3,59	2,56
Junior High School	6,45	5,95	4,78
General Senior High School	9,09	8,57	8,15
Vocational Senior High School	11,13	9,42	9,31
Diploma I/II/III	5,87	4,59	4,79
University	5,98	4,80	5,18

Source: National Labor Force Survey (2024)

According to Table 1.1, as of 2023, 12 percent of the total unemployed population—or approximately 943,200 individuals—were university or diploma graduates classified as fresh graduates. Fresh graduates often face numerous challenges immediately after completing their studies. With high hopes for a better life after years of navigating the exhausting dynamics of university life, they are instead confronted with the harsh realities of the job market. Unemployment, difficulty entering the formal employment sector, parental expectations stemming from the belief that the primary purpose of higher education is to secure a stable job, the pressure of meeting basic living needs, and increasingly unrealistic lifestyle demands are among the many actual and common problems they face. According to Indonesia's Minister of Manpower (2019–2024), Ida Fauziyah, this situation arises from a mismatch between the competencies of fresh graduates and the needs of the job market or industry—a problem often referred to as the "link and match" issue. Even more pessimistically, some attribute the problem to individual shortcomings, such as unrealistic salary expectations, lack of experience, or the absence of soft skills.

To meet industry demands, Generation Z—as part of the current workforce—must prepare themselves by acquiring the skills and knowledge relevant to today’s job market. Job readiness is a crucial asset for prospective workers to compete effectively in an increasingly competitive industrial landscape (R. Y. Putri & Supriansyah, 2021). In this regard, there needs to be a driving factor behind the development of job readiness among Generation Z, especially those in their final semesters and preparing to enter the workforce. One such factor is motivation. The motivation to enter the workforce can serve as a source of energy or a driving force that guides an individual’s behavior and actions toward specific goals, including preparing for employment. High work motivation has a positive effect on students’ job readiness (Khusnul & Nanik, 2020). Motivation must go hand in hand with real-life experience in fostering job readiness among fresh graduates. This real-life experience refers to internships. S. K. Putri (2023), argues that internships or fieldwork practice are forms of learning designed to develop the skills, expertise, discipline, and career competencies necessary for graduates to be ready to enter the workforce. To face the real-world competition of the labor market, final-year students must undertake significant preparation efforts, accompanied by a strong sense of self-efficacy—the belief in their ability to manage situations and achieve positive outcomes (Rachmawati, 2012).

Motivation, internship experience, and self-efficacy must also be supported by an environment that offers ample opportunities in the job market. In pursuing and building a career, many job seekers look for better opportunities in various cities. They actively seek out cities that offer attractive career potential and promising work environments. In Indonesia, several cities are known as top choices for people seeking promising employment prospects (Elma, 2023). The Greater Jakarta area (Jabodetabek), in particular, is considered a central hub for major and prestigious companies. Many of these companies operate not only on a national but also on a multinational scale. Students attending universities in Jabodetabek have greater opportunities to intern at these major companies.

Table 1.2

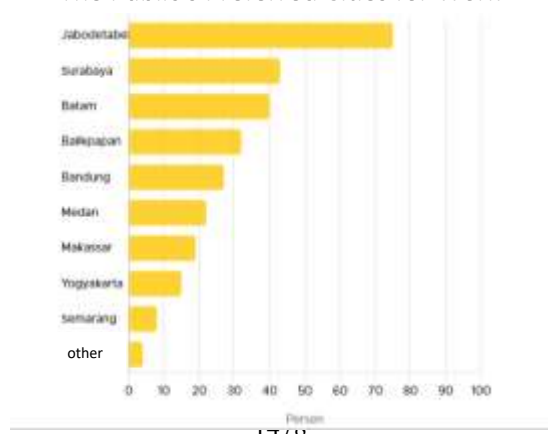
HIGHER EDUCATION DATA	
CITY	TOTAL
JAKARTA	538
BOGOR	4
DEPOK	22
TANGGERANG	53
BEKASI	35

Source: Kementerian Pendidikan Tinggi, Sains dan Teknologi

As shown in Table 1.2, there are a total of 652 higher education institutions in the Greater Jakarta area (JABODETABEK). It is no secret that many prestigious universities have established special partnerships with major companies. These companies often allocate exclusive internship quotas for students from those universities.

Table 1.3

The Public's Preferred Cities for Work



Source: GoodsStat (2023)

Based on Table 1.3, a survey conducted by the Goodstats team found that the best city cluster for job-seeking migration is JABODETABEK (Jakarta, Bogor, Depok, Tangerang, and Bekasi), chosen by 75% of respondents. This is further supported by the fact that JABODETABEK is home to numerous major companies.

RESEARCH

OBJECTIVES

In accordance with the problem formulation above, the objectives of this study are:

1. To identify and analyze the effect of Motivation on the Self-Efficacy of Gen Z final-year students in JABODETABEK.
2. To identify and analyze the effect of Internship Experience on the Self-Efficacy of Gen Z final-year students in JABODETABEK.
3. To identify and analyze the effect of Motivation on the Job Readiness of Gen Z final-year students in JABODETABEK.
4. To identify and analyze the effect of Internship Experience on the Job Readiness of Gen Z final-year students in JABODETABEK.
5. To identify and analyze the effect of Self-Efficacy on the Job Readiness of Gen Z final-year students in JABODETABEK.

LITERATURE REVIEW AND HYPOTHESIS FORMULATION

JOB

READINESS

Job readiness is a crucial asset for prospective workers to be able to compete in an increasingly competitive industrial world (R. Y. Putri & Supriansyah, 2021). According to Rosara et al., (2018), job readiness is defined as a condition in which a person possesses the ability to perform tasks in accordance with predetermined objectives. Job readiness can also be understood as an initial condition in which a person is prepared to carry out an activity optimally or solve a problem effectively (Rohman, 2020).

MOTIVATION

Motivation plays an important role for students, as it provides them with the drive to engage in activities and achieve their desired goals (Handican et al., 2023). Work motivation encompasses all aspects that stimulate and encourage enthusiasm to direct, manage, and maximize activities in fulfilling needs that support an individual's readiness to enter the workforce (Akbar Abbas, 2023).

INTERNSHIP

EXPERIENCE

The internship program is a form of work-based learning that offers participants the opportunity to develop competencies within a specific timeframe through real work experience, guided by an expert in the field being studied (Chairunissa & Rahmayanti, 2023). Through internships, students can enhance their practical skills, deepen their understanding of the industry, and build valuable professional networks (Maliki, 2024). As stipulated in Law No. 13 of 2003 concerning Manpower, internships are part of a structured job training system combining training at educational institutions with direct work practice under guidance and supervision.

SELF-EFFICACY

Self-efficacy is defined as an individual's internal belief in their ability to successfully perform a task (Nugroho et al., 2020). According to Puspitasari & Fadhli (2024), also explains that self-efficacy is the belief in one's own capability to face various life situations. He emphasizes that self-efficacy is not solely determined by one's level of competence but also by their belief in their own potential, regardless of how large that potential may be.

HYPOTHESES

H1: Motivation has a significant effect on Self-Efficacy among Gen Z final-year students.

This hypothesis is supported by research conducted by Kurnia Dewi (2019) in the article "The Mediating Role of Self-Efficacy in the Effect of Learning Motivation on Students' Entrepreneurial Interest" published in Journal of Management and Business, Volume VIII, No. 01, September 2019, which found that learning motivation has a significant positive effect on students' self-efficacy.

H2: Internship Experience has a significant effect on Self-Efficacy among Gen Z final-year students.

This hypothesis is supported by a study by Putri Astri Rangkut et al. (2023), "From Industry to Career: An Assessment of Internship Benefits for Future Career Readiness in the Hospitality Industry" published in JPP (Journal of Education and Hospitality) Volume 3, No. 1, May 2023. The study showed that internship experience affects career readiness and self-efficacy in the hospitality industry.

H3: Motivation has a significant effect on Job Readiness among Gen Z final-year students.

This is supported by research from Ema Budiarti, Hasan Ubaidillah, and Vera Firdaus (2024) in the article "The Influence of Digital Literacy, Self-Efficacy and Motivation to Enter the World of Work on the Job Readiness of Management Study Program Students at Muhammadiyah University of Sidoarjo Class of 2020/2021," published in Management Studies and Entrepreneurship Journal, Vol 5(2) 2024. The results indicate that motivation to enter the workforce has a significant partial effect on job readiness.

H4: Internship Experience has a significant effect on Job Readiness among Gen Z final-year students.

This hypothesis is backed by research by Zahra Saputri Nuraeni, Amroni, and Muthia Fariza (2024), in the article "The Influence of Internship Experience on Job Readiness of Fresh Graduates at Catur Insan Cendekia University" published in Journal of Economics, Business, and Industry (EBI), Vol. 06, No. 02, 2024. The findings show that internship experience significantly influences job readiness among fresh graduates.

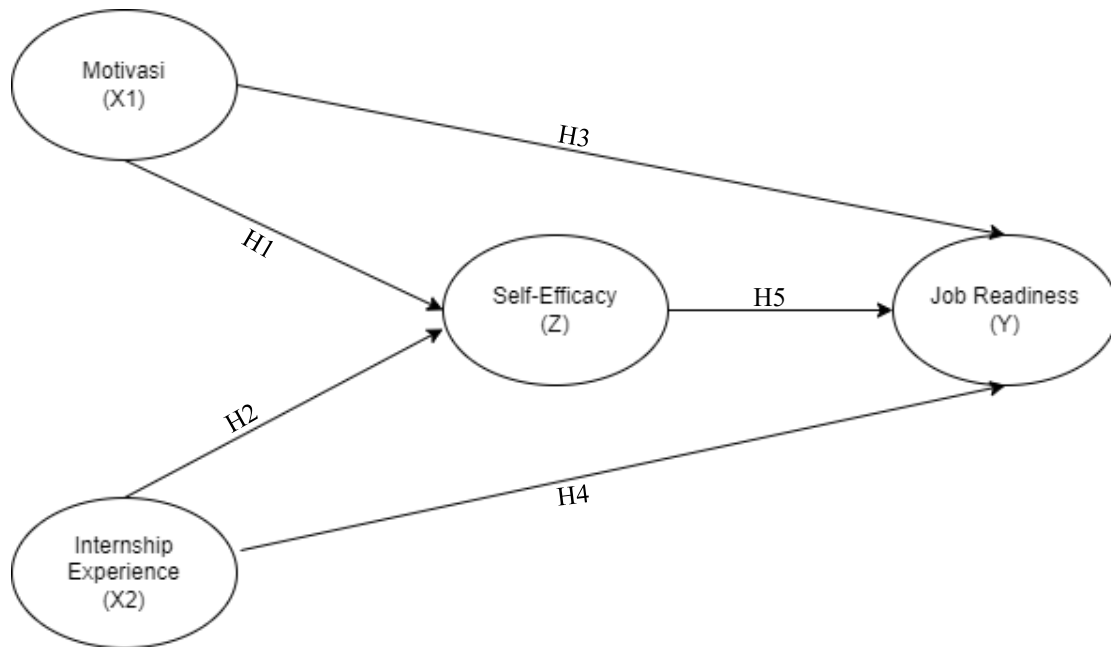
H5: Self-Efficacy has a significant effect on Job Readiness among Gen Z final-year students.

This hypothesis is supported by research conducted by Mega D. Astuti, Olivia S. Nelwan, and Genita G. Lumintang (2023), in the article "The Effect of Work Interest, Self-Efficacy, And Learning Achievement on The Work Readiness of Management Students Batch 2019 At FEB Unsrat Manado" published in Jurnal EMBA, Vol. 11, No. 4, October 2023. The results indicate that self-efficacy has a significant positive effect on job readiness.

RESEARCH METHODS

The method used in this study is a quantitative approach. According to Sari Anita et al., (2023), defines the quantitative method as a scientific approach that views reality as something concrete, classifiable, observable, and measurable. The relationships between variables in this method are causal, with data collected in the form of numbers and analyzed mathematically or statistically.

Research Design



RESEARCH POPULATION AND SAMPLE

Population

The population is a general group consisting of objects or subjects that possess specific characteristics and traits, which are determined by the researcher to be studied and analyzed to draw conclusions (Sari Anita et al., 2023). The population used in this research consists of final-year students in the JABODETABEK area, with an unknown total population size.

Sample

A sample is a subset of the population that possesses specific characteristics and is selected to represent the entire population (Amin & Garancang, 2023). In this study, the sampling method used is probability sampling with a simple random sampling technique. According to Guntara & Yazid (2023), explains that simple random sampling is a technique where samples are taken randomly from the population without considering any strata within that population. The sample size in this study was determined using the Lemeshow formula. According to Sari Anita et al. (2023), the Lemeshow formula is used to calculate sample size when the total population is unknown.

The Lemeshow formula is as follows:

$$n = \frac{Z^2 \cdot p \cdot q}{d^2}$$

$$n = \frac{Z^2 \times P(1 - P)}{d^2}$$

Explanation:

n=	sample size
Z=	standard normal value (1.960)
P=	estimated proportion of the population (0.5)
D=	margin of error or deviation (10%) = 0.1
q = 1 - p	
$n = \frac{1,96^2 \times 0,5(0,5)}{0,1^2}$	
$n = \frac{3,8416 \times 0,25}{0,1^2}$	

n = 96.04 or 96 respondents
 The researcher required an additional 4 backup respondents to simplify the calculation, bringing the total number of required respondents for this study to 100 individuals. Therefore, 100 respondents are considered sufficiently representative for this study, which focuses on final-year university students in the JABODETABEK area.

Data Collection Method
 The data collection method used by the researcher to obtain information for this study was derived from the sample or respondents. In this study, the researcher used a questionnaire method. The questionnaire responses were measured using a Likert scale, as shown in the table below:

Table 3.2 Questionnaire Measurement Tool – Likert Scale

Response Option	Score Weight
Strongly Agree (SA)	5
Agree (A)	4
Neutral (N)	3
Disagree (D)	2
Strongly Disagree (SD)	1

Data Analysis Method
 In this study, the researcher selected the Structural Equation Model (SEM) method to analyze the influence and relationships among the involved dimensions. Data processing will be carried out using the SmartPLS 3.0 software as an analytical tool.

RESULTS AND DISCUSSION

Respondent Characteristics

Table 1. Respondent Characteristics

Gender	Total	Proportion
Male	29	29%
Female	71	71%
Total	100	100%

Age	Total	Proportion
13-16 years old	0	0%
17-20 years old	17	17%
21-23 years old	76	76%
24-28 years old	7	7%
Total	100	100%

Domicile	Total	Proportion
Jakarta	20	20%
Bogor	19	19%
Depok	18	18%
Tangerang	18	18%
Bekasi	25	25%
Total	100	100%

source : Google form kuesioner (2025)

Inner Model

Table 2. Inner Model

	Inner Model	Description
Motivation → Self Efficacy	1,000	VALID
Internship Experience → Self-Efficacy	1,000	VALID
Motivation → Job Readiness	1,000	VALID
Internship Experience → Job Readiness	1,000	VALID
Self-Efficacy → Job Readiness	1,000	VALID

Source : SmartPLS 3.0 (2025)

Outer Model

Table 3. Outer Model

Variable	Statement	Outer Model	Description
X1	X1.1	-1,000	VALID
	X1.2	-1,000	VALID
	X1.4	-1,000	VALID
	X1.5	-1,000	VALID
	X1.6	-1,000	VALID
	X1.10	-1,000	VALID
	X1.11	-1,000	VALID
	X1.12	-1,000	VALID
X2	X2.1	-1,000	VALID
	X2.2	-1,000	VALID
	X2.3	-1,000	VALID
	X2.4	-1,000	VALID
	X2.5	-1,000	VALID
	X2.6	-1,000	VALID
Y	Y.1	-1,000	VALID
	Y.2	-1,000	VALID
	Y.3	-1,000	VALID
	Y.4	-1,000	VALID
	Y.5	-1,000	VALID

	Y.6	-1,000	VALID
	Y.7	-1,000	VALID
	Y.8	-1,000	VALID
	Y.9	-1,000	VALID
	Y.10	-1,000	VALID
	Y.11	-1,000	VALID
	Y.12	-1,000	VALID
Z	Z.1	-1,000	VALID
	Z.2	-1,000	VALID
	Z.3	-1,000	VALID
	Z.4	-1,000	VALID
	Z.5	-1,000	VALID
	Z.6	-1,000	VALID

Source : SmartPLS 3.0 (2025)

Validity Test

Table 4. Validity Test Results

Variable	Statement	Outer Loading	Description
X1	X1.1	0,712	VALID
	X1.2	0,712	VALID
	X1.4	0,720	VALID
	X1.5	0,771	VALID
	X1.6	0,759	VALID
	X1.10	0,763	VALID
	X1.11	0,727	VALID
	X1.12	0,827	VALID
X2	X2.1	0,710	VALID
	X2.2	0,710	VALID
	X2.3	0,766	VALID
	X2.4	0,793	VALID
	X2.5	0,725	VALID
	X2.6	0,777	VALID
Y	Y.1	0,807	VALID
	Y.2	0,829	VALID
	Y.3	0,871	VALID
	Y.4	0,747	VALID
	Y.5	0,809	VALID

	Y.6	0,833	VALID
	Y.7	0,805	VALID
	Y.8	0,735	VALID
	Y.9	0,822	VALID
	Y.10	0,790	VALID
	Y.11	0,797	VALID
	Y.12	0,837	VALID
Z	Z.1	0,819	VALID
	Z.2	0,810	VALID
	Z.3	0,819	VALID
	Z.4	0,843	VALID
	Z.5	0,846	VALID
	Z.6	0,854	VALID

Source : SmartPLS 3.0 (2025)

Reliability Test

The reliability test involves measuring the questionnaire items that represent the indicators of a variable or construct. A survey is considered reliable if the respondents' reactions to the statements are consistent or stable over time. A variable is considered reliable if it has a Cronbach's Alpha value greater than 0.60. Conversely, if the Cronbach's Alpha value is less than 0.60, the variable is considered unreliable.

Table 5. Reliability Test Result

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Motivation (X1)	0,895	0,897	0,916	0,576
Internship Experience (X2)	0,844	0,846	0,884	0,559
Job Readiness (Y)	0,951	0,952	0,957	0,652
Self Effacacy (Z)	0,911	0,913	0,931	0,692

Source : SmartPLS 3.0 (2025)

Based on the research above and as shown in Table 3, it can be seen that the reliability testing was conducted on each variable as a whole, not per individual statement item. A variable is considered reliable if it has a Cronbach's Alpha value of no less than 0.6. Therefore, this study meets the reliability requirements, with Cronbach's Alpha values of 0.895 for X1, 0.844 for X2, 0.951 for Y, and 0.911 for Z. Thus, all four variables fulfill the criteria for reliability.

Hypothesis Test

Table 6. Hypothesis Test Result

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Motivation (X1)-> Job Readiness (Y)	0,300	0,282	0,084	3,570	0,005
Intetrnship Experience (X2) -> Job Readiness (Y)	0,197	0,202	0,070	2,810	0,000
Motivation (X1) -> Self Efficacy (Z)	0,557	0,544	0,080	6,946	0,000
Internship Experience (X2) -> Self Efficacy (Z)	0,344	0,356	0,083	4,146	0,000
Self Efficacy (Z) -> Job Readiness (Y)	0,508	0,519	0,115	4,430	0,000
Motivasi (X1)^Self Efficacy (Z) -> Job Readiness (Y)	0,283	0,283	0,076	3,700	0,000
Intership Experience (X2)^Self Efficacy (Z) -> Job Readiness (Y)	0,175	0,187	0,069	2,534	0,012

Source : SmartPLS 3.0 (2025)

Based on the data analysis that has been conducted, the results can be used to test the research hypotheses. Hypothesis testing involves the values of the original sample, T-statistics, and P-values. A hypothesis is considered accepted if the P-value is less than 0.05; conversely, if the P-value is greater than 0.05, the hypothesis is rejected.

R Square Test

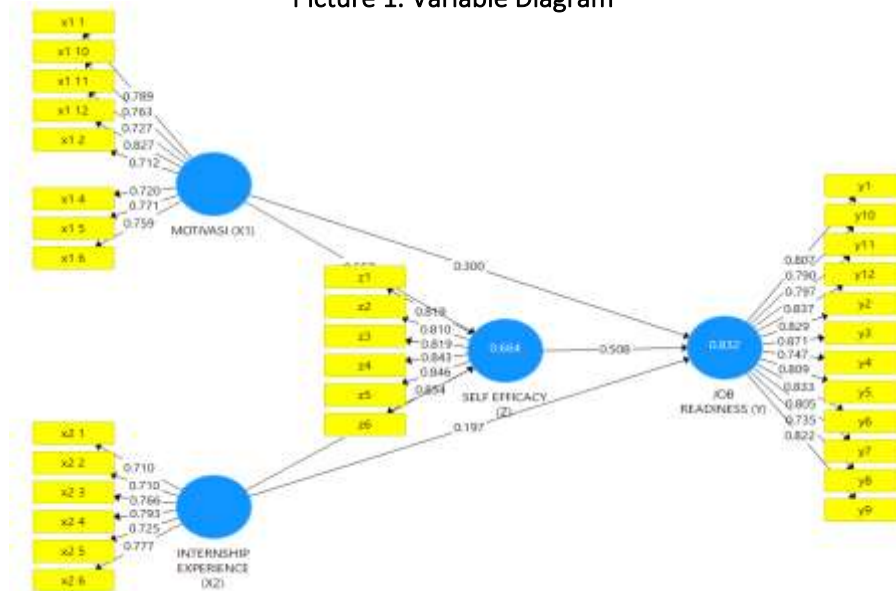
Table 7. R Square Test Result

	R ²	Adjusted R ²
Job Readiness	0,832	0,826
Self-Efficacy	0,664	0,657

Source : SmartPLS 3.0 (2025)

Based on Table 7, the variable Job Readiness has an R-squared value of 0.832, and the variable Self-Efficacy has an R-squared value of 0.664. This indicates that the variables Motivation and Internship Experience account for 83.2% of the variability in Self-Efficacy, and 66.4% of the variability in Job Readiness. In other words, the variation in the data explained by this research model is quite significant.

Picture 1. Variable Diagram



Source : SmartPLS 3.0 (2025)

CONCLUSION

Based on the hypothesis testing results, it shows that Motivation (X1) and Internship Experience (X2) have a significant influence on Job Readiness (Y), with t-statistic values of 3.570 and 2.810, and p-values of 0.005 and 0.000, respectively. Similar results were also found for the effect of Motivation (X1) and Internship Experience (X2) on Self-Efficacy (Z), with t-statistics of 6.946 and 4.146, and p-values of 0.000 and 0.000, respectively. The variable Self-Efficacy (Z) also showed a positive effect on Job Readiness (Y) with a t-statistic of 4.430 and a p-value of 0.000. The combined hypothesis between Motivation (X1) and Job Readiness (Y) with Self-Efficacy (Z) as a mediator showed a positive and significant effect, with a t-statistic of 3.700 and a p-value of 0.000. Similarly, the combined hypothesis of Internship Experience (X2) on Job Readiness (Y) mediated by Self-Efficacy (Z) also showed a significant positive effect, with a t-statistic of 2.534 and a p-value of 0.012. Based on the above conclusions, it can be stated that all hypotheses in this study are supported positively.

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