JISIP (Jurnal Ilmu Sosial dan Pendidikan)
Vol. 10 No. 3 Juli 2026
e-ISSN : 2656-6753, p-ISSN: 2598-9944
DOI: *10.36312/jisip.v10i3.10978/http://ejournal.mandalanursa.org/index.php/JISIP/index*

Influence *Soft Skill*, *Hard Skill*, and Internship Experience on the Job Readiness of Students of the Faculty of Economics and Business, State University of Jakarta

Nur Shabrina[1], Susi Indriani[2], Sri Widi Lestari[3]
Universitas Negeri Jakarta, Fakultas Ekonomi dan Bisnis

Article Info
Article history:
Received: 24 June 2026
Publish: 3 July 2026

Keywords:
Soft Skill;
Hard Skill;
Internship Experience;
Work Readiness.

Abstract
This study seeks to investigate and evaluate the effects of soft skills, hard skills, and internship experience on the work readiness of students at the Faculty of Economics and Business, State University of Jakarta. A quantitative research approach was employed using primary data gathered through questionnaires. The study population comprised 732 students, from which 259 respondents were selected using a probability sampling method with a proportionate stratified random sampling technique. Data analysis was conducted using SPSS version 31, including descriptive statistics, classical assumption tests, multiple linear regression, t-tests, F-tests, and coefficient of determination (R^2) analysis. The results indicate that: (1) soft skills have a positive and significant effect on work readiness; (2) hard skills positively and significantly affect work readiness; (3) internship experience positively and significantly affects work readiness; and (4) soft skills, hard skills, and internship experience simultaneously exert a positive and significant influence on the work readiness of students at the Faculty of Economics and Business, State University of Jakarta.

Corresponding Author:
Nur Shabrina
Universitas Negeri Jakarta
Email: nurshbrn25@gmail.com

1. INTRODUCTION

In the rapidly developing modern industrial era, the world of work increasingly demands graduates who are adaptable and possess high competencies, both in technical and non-technical aspects. As a developing country, Indonesia needs to prepare human resources (HR) that are competitive both nationally and globally. In this regard, education plays a key role in shaping the quality of human resources through the holistic development of individual potential, encompassing spirituality, personality, intelligence, and skills, to enhance work readiness. (Prakasa & Chusairi, 2023).

Draft *work readiness is* an important concern in the world of education and employment as an indicator of graduates' readiness to enter the world of work. *Work Readiness Scale* submitted by Caballero, Walker and Fuller (2011) explains that work readiness is a multidimensional construct that includes indicators *personal characteristics*, *organizational acumen*, *work competence*, as well as *social intelligence*. The research was motivated by the gap between graduate competencies and employer expectations, particularly in personal and relational aspects that have not been fully developed through formal education. Furthermore, work readiness reflects an individual's level of preparedness, demonstrated through the knowledge, skills, and attitudes necessary to work effectively and adapt in a professional work environment. (Rusdiana & Nasihudin, 2021; Chen et al., 2024).

Although education plays a strategic role in improving individual quality, conditions on the ground show suboptimal results. Central Statistics Agency (2024), Indonesia's working-age population reached 214 million in February 2024, an increase of 2.41 million compared to the previous year, with 142.18 million employed and 7.28 million unemployed. Although the unemployment rate has decreased compared to 2023, the decline is not significant, so the unemployment rate remains relatively high. This indicates that labor force growth has not kept pace with job availability. (Safitri & Rezza, 2025).

The gap between graduate competencies and the needs of the world of work is still a challenge for universities. (Raihan, Abdullah, & Mujayapura, 2025). Based on data from the Central Statistics Agency (2024), the unemployment rate is dominated by high school (30.72%) and vocational school (24.65%) graduates, while university graduates account for 11.28% (based on data on unemployment rates by educational level). Although lower, this figure indicates that the job readiness of university graduates remains a critical issue. This is in line with findings by Choirunnisa and Qintharah (2022), which state that a higher level of education can increase the chances of getting a job.

Skills development is needed to increase the competitiveness of college graduates in the global job market.(Pasaribu et al., 2025)Education plays an important and strategic role in improving the quality of human resources and driving economic growth by improving individual competencies.(Daulay et al., 2024)Therefore, universities are required to not only produce graduates who excel academically, but also possess the ability to adapt, think innovatively, and be relevant to the needs of the workplace.(Ilmi et al., 2025).

Jakarta State University through *Career Center* do it regularly *tracer study* to obtain information regarding the suitability of graduate competencies to jobs and the transition process to the world of work. At the faculty level, the Career *Development Center FEB* UNJ plays a role in managing and providing graduate data as a basis for educational evaluation *tracer study.* The 2023 study program included 546 graduates from 10 study programs, indicating that 45% were employed, while 47% were still looking for work, and others were continuing their studies, starting businesses, or were not yet able to work. This proportion indicates that graduates still in the transition phase are almost equal to those already employed, necessitating an empirical study to identify factors influencing graduates' work readiness.

Human Capital Theory introduced by Gary S. Becker (1966), explains that education, training, and work experience are forms of investment that can increase productivity and individual value. In this view, soft skills, hard skills, and internship experience are seen as part of human capital that plays a role in increasing an individual's readiness to enter the workforce. (Mulyani, 2021; Safitri, Fadliyanti, & Ferdaus, 2026).

Students' work readiness is not only influenced by academic abilities, but also by soft skills as non-technical abilities that include intrapersonal and interpersonal aspects, such as communication, teamwork, emotional intelligence, adaptability, and critical thinking skills, which are important in facing competition in the modern world of work (Yılmaz & Urhan, 2024; Sukmara et al., (2025). Indicator *soft skill,* according to Robles (2012), cover *communication*, *teamwork*, and *adaptability*. In a dynamic global context, *soft skills have proven* to be a major predictor of graduates' job readiness (Abidin, 2021), and have a positive and significant influence on students' work readiness through strengthening professional skills such as communication, work ethics, and emotional management. (Ingusci et al., 2026; Indrawati et al., 2023; Mahdi, 2026).

Student work readiness factors are also influenced by *hard skills, such* as technical skills acquired through education and training, such as mastery of technology, data processing, and the use of software relevant to the scientific field, which forms the basis for carrying out professional tasks in the world of work (Lamri & Lubart, 2023; Arif, 2023).

Indicator *hard skill* which is relevant to *Competency Theory* according to Spencer (1993), covering *features*, *knowledge*, and *skills*. Research shows that mastery of *hard skills* plays an important role in improving work readiness through strengthening technical capabilities, problem-solving, and compliance with industry needs. (Martínez-Gómez & Nicolalde, 2025), and have a positive and significant influence on the adaptability and performance of graduates (Deswarta, Mardianty, & Bowo, 2023; Luthfiani & Wajdi, 2025).

Mastery of *hard skills:* Internships are not only acquired through classroom learning, but also need to be supported by internship experiences. Internships are a form of experiential learning that provide students with the opportunity to apply their knowledge and skills directly in a professional work environment.(Firdaus & Chairunisa, 2021; Wang, 2025)Internship experience plays a role in increasing job readiness through understanding the world of work, problem-solving skills, and developing a professional attitude.(Wilopo et al., 2025), while helping to smooth the transition of graduates into the world of work(Tan et al., 2023; Alharethi, Awan, & Saleem, 2025). Internship experience indicators are adopted from *Experiential Learning Theory* (Kolb, 1984), which covers *concrete experience*, *reflective observation*, *abstract conceptualization*, and *active experimentation*.

Student job readiness remains a complex scientific issue, primarily due to differences in measurement and interpretation of research results, which have yielded mixed findings. Several studies have shown that *soft skill* has a significant influence on work readiness (Ingusci et al., 2026; Indrawati et al., 2023; Zhang, Hussin, & Abd Majid, 2025; Royani, Ningsih, & Dini, 2024; Veronica, 2026), but there are also inconsistent results which state that *soft skill* does not have a significant effect on students' work readiness (Putri, 2024; Siburian et al., 2022).

Influence of *hard skills on* work readiness generally shows positive results, where mastery of relevant technical skills is proven to increase students' work readiness. (Caballero et al., 2026; Martínez-Gómez & Nicolalde, 2025). Several studies have also found that *hard skills* have a positive and significant influence, both partially and together with other variables such as *soft skills* (Luthfiani & Wajdi, 2025; Akbar et al., 2025; Wilopo et al., 2025). However, several studies show inconsistent results, where *hard skills* do not have a significant effect on work readiness (Yanti, Anwar & Asrol, 2025; Pramestie & Prabowo, 2025).

Various studies show that internship experience has a positive effect on students' work readiness because it can bridge the gap between learning in higher education and the demands of the world of work (Alharethi, Awan, & Saleem, 2025; Thuy & Duong, 2026; (Sitorus et al., 2025) However, there are inconsistent findings stating that internships do not always have a significant impact, especially if their implementation is not optimal. (Wahyuni, Suhardi, & Amin, 2026; Salsabilla, Abidin, & Utamidewi, 2025). This shows that there is a *research gap* and the need for further research to examine the role of internship experience in improving students' work readiness more comprehensively.

2. RESEARCH METHODS

This study uses a quantitative approach with a correlational method to analyze the relationship between soft skills, hard skills, and internship experience on students' job readiness. The quantitative approach was chosen because the data used are numerical and analyzed using statistical techniques to test the research hypothesis. (Sugiyono, 2023). The population in this study was 732 final-year students from the 2022 intake of the Faculty of Economics and Business, Jakarta State University, across nine study programs.

Sampling technique using *probability sampling* with the method of *proportionate stratified random sampling so* that each study program group is represented proportionally (Sugiyono, 2023; Rudini & Azmi, 2023). Data were obtained through a questionnaire

administered to students who had completed internships and held competency certifications in their respective fields. The sample size was determined using the Slovin formula with a 5% significance level, resulting in 259 respondents as the research sample. (Ibrahim, 2023).

Table 1. Sampling Process

No.	Study program	Sample Calculation Method	Number of Students
1	Bachelor of Economics Education	(93/732) x 259	33
2	S1 Management	(125/732) x 259	45
3	Bachelor of Accounting	(94/732) x 259	33
4	Bachelor of Business Education	(57/732) x 259	20
5	Bachelor of Office Administration Education	(60/732) x 259	21
6	Bachelor of Digital Business	(103/732) x 259	36
7	D4 Digital Office Administration	(67/732) x 259	24
8	D4 Public Sector Accounting	(62/732) x 259	22
9	D4 Digital Marketing	(71/732) x 259	25
	TOTAL STUDENTS		**259**

Source: Data processed by the author (2026)

The following is the conceptual framework for this research:

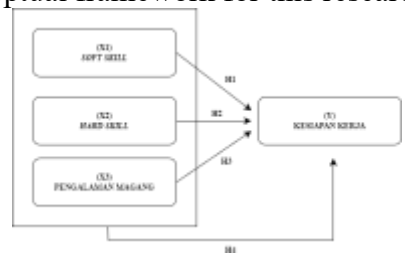

Figure 1. Conceptual Framework

Source: Data processed by the author (2026)

Soft Skill (X1) : Independent Variable
Hard Skill (X2) : Independent Variable
Internship Experience (X3) : Independent Variable
Work Readiness (Y) : Dependent Variable

3. RESULTS AND DISCUSSION

3.1. Research Results

Table 2. Results of Descriptive Statistical Tests

Descriptive Statistics

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Soft Skill	259	22,00	40,00	32,8069	0,19863	3,19662
Hard Skill	259	31,00	48,00	40,5637	0,25201	4,05567
Internship Experience	259	45,00	72,00	61,7143	0,34758	5,59376
Job Readiness	259	40,00	64,00	55,5792	0,35441	5,70364

Valid N (listwise)	259					

Source: Results of SPSS Version 31 data processing

Descriptive statistics are used to present an overview of research data through average, minimum, maximum, and standard deviation values. (Parkhurst et al., 2025). The test results on 259 respondents showed an average *soft skill* amounting to 32.81, *hard skill of 40.56*, internship experience of 61.71, and job readiness of 55.58. All variables had standard deviations smaller than their mean, indicating that the distribution of respondent data tended to be close to the mean. This indicates that respondents' answers were relatively consistent and did not vary significantly between individuals.

Table 3. Validity Test Results

Variables	No. Item	r-Table	Validity Level	Information
Work Readiness (Y)	Y.1	0,1215	0,613	Valid
	Y.2	0,1215	0,576	Valid
	Y.3	0,1215	0,621	Valid
	Y.4	0,1215	0,669	Valid
	Y.5	0,1215	0,613	Valid
	Y.6	0,1215	0,666	Valid
	Y.7	0,1215	0,621	Valid
	Y.8	0,1215	0,639	Valid
	Y.9	0,1215	0,751	Valid
	Y.10	0,1215	0,731	Valid
	Y.11	0,1215	0,623	Valid
	Y.12	0,1215	0,634	Valid
	Y.13	0,1215	0,682	Valid
	Y.14	0,1215	0,633	Valid
	Y.15	0,1215	0,584	Valid
	Y.16	0,1215	0,645	Valid
Soft Skill(X1)	X1.1	0,1215	0,557	Valid
	X1.2	0,1215	0,554	Valid
	X1.3	0,1215	0,506	Valid
	X1.4	0,1215	0,588	Valid
	X1.5	0,1215	0,657	Valid
	X1.6	0,1215	0,324	Valid
	X1.7	0,1215	0,651	Valid
	X1.8	0,1215	0,538	Valid
	X1.9	0,1215	0,544	Valid
	X1.10	0,1215	0,680	Valid
Hard Skill(X2)	X2.1	0,1215	0,54	Valid
	X2.2	0,1215	0,581	Valid
	X2.3	0,1215	0,662	Valid
	X2.4	0,1215	0,589	Valid
	X2.5	0,1215	0,617	Valid
	X2.6	0,1215	0,632	Valid
	X2.7	0,1215	0,626	Valid
	X2.8	0,1215	0,646	Valid
	X2.9	0,1215	0,631	Valid

	X2.10	0,1215	0,687	Valid
	X2.11	0,1215	0,66	Valid
	X2.12	0,1215	0,599	Valid
Internship Experience (X3)	X3.1	0,1215	0,598	Valid
	X3.2	0,1215	0,546	Valid
	X3.3	0,1215	0,608	Valid
	X3.4	0,1215	0,544	Valid
	X3.5	0,1215	0,33	Valid
	X3.6	0,1215	0,391	Valid
	X3.7	0,1215	0,609	Valid
	X3.8	0,1215	0,585	Valid
	X3.9	0,1215	0,668	Valid
	X3.10	0,1215	0,401	Valid
	X3.11	0,1215	0,63	Valid
	X3.12	0,1215	0,622	Valid
	X3.13	0,1215	0,619	Valid
	X3.14	0,1215	0,567	Valid
	X3.15	0,1215	0,559	Valid
	X3.16	0,1215	0,612	Valid
	X3.17	0,1215	0,642	Valid
	X3.18	0,1215	0,258	Valid

Source: Results of SPSS Version 31 data processing

Validity tests are carried out to ensure that the research instrument is able to measure the variables being studied accurately and relevantly and can represent the variables being studied. (Salim, Susilastuti & Novia, 2025). The test results show that all 56 statement items have a correlation coefficient value greater than the r-table, so all items are declared valid and the research instrument is proven to be accurate in representing the measured construct and is suitable for use in data collection and further analysis.

Table 4. Reliability Test Results

Reliability Statistics	
Cronbach's Alpha	N of Items
0,943	56

Source: Results of SPSS Version 31 data processing

Reliability testing aims to assess the level of consistency and stability of a research instrument in generating data when used repeatedly (Salim, Susilastuti & Novia, 2025). The test results showed a Cronbach's Alpha value of 0.943, which is higher than the minimum limit of 0.60, thus declaring the instrument reliable. This value reflects very high consistency, enabling the questionnaire to produce stable, consistent, and reliable data.

Table 5. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		259
	Mean	0,0000000

Normal Parameters[a,b]	Std. Deviation	3,41050772
Most Extreme Differences	Absolute	0,048
	Positive	0,048
	Negative	-0,041
Test Statistic		0,048
Asymp. Sig. (2-tailed)[c]		.200[d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.
e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 299883525.

Source: Results of SPSS Version 31 data processing

The normality test aims to determine whether the research data is normally distributed and meets the basic assumptions in statistical analysis. (Munawaroh & Nuridin, 2025). Based on the results of this test, the Asymp. Sig. (2-tailed) value was 0.200, which is greater than the 0.05 significance level. This indicates that the data for each variable is normally distributed, making the data suitable for further analysis.

Table 6. Multicollinearity Test Results

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Say.	Tolerance	VIF
1	(Constant)	-0,023	2,643		-0,009	0,993		
	Soft Skill	0,342	0,093	0,192	3,687	0,000	0,518	1,931
	Hard Skill	0,575	0,072	0,409	7,951	0,000	0,531	1,883
	Internship Experience	0,341	0,049	0,335	7,004	0,000	0,614	1,629

a. Dependent Variable: Work Readiness

Source: Results of SPSS Version 31 data processing

The multicollinearity test was conducted to determine whether or not there was a high correlation between independent variables in the regression model. (Munawaroh & Nuridin, 2025). The test results show that all Tolerance values are above 0.10 and the VIF values are below 10, namely 1.931 for *soft skill*, 1,883 for *hard skill*, and 1.629 for internship experience. This indicates that there is no multicollinearity between the independent variables, so the regression model meets the classical assumptions and is suitable for further analysis.

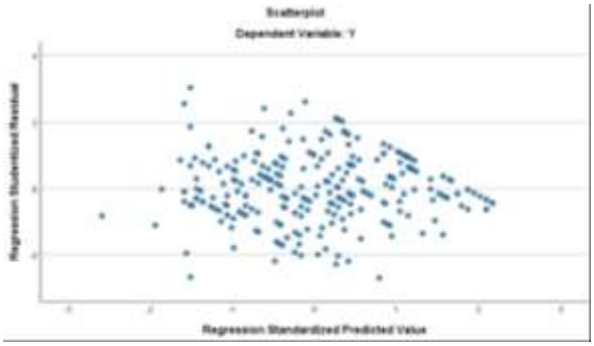

Figure 2. Results of Heteroscedasticity Test

Source: Results of SPSS Version 31 data processing

The heteroscedasticity test is carried out to determine whether there are differences in residual variance between observations in the regression model. (Munawaroh & Nuridin, 2025). Based on the scatterplot results in Figure 2, the residual points are randomly distributed above and below 0 on the Y-axis and do not form a specific pattern. This indicates that heteroscedasticity does not occur; thus, the regression model meets the homoscedasticity assumption and is suitable for further analysis.

Table 7. Results of T-Test and Multiple Linear Regression Analysis

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Say.
		B	Std. Error	Beta		
1	(Constant)	-0,023	2,643		-0,009	0,993
	Soft Skill	0,342	0,093	0,192	3,687	0,000
	Hard Skill	0,575	0,072	0,409	7,951	0,000
	Internship Experience	0,341	0,049	0,335	7,004	0,000

a. Dependent Variable: Work Readiness

Source: Results of SPSS Version 31 data processing

The t-test is used to determine the influence of each independent variable on the dependent variable partially. (Priyatno, 2023). The test results show that the variables *soft skill*, *hard skill*, and internship experience each have a significance value of 0.000, which is less than 0.05. This indicates that these three variables have a positive and significant effect on student work readiness. Thus, H1, H2, and H3 are accepted, meaning that increasing each variable individually can improve student work readiness.

Linear regression analysis is used to form an equation that explains the relationship between one or more independent variables and a dependent variable. (Aditya et al., 2022). The results of the analysis show that *soft skills* (β = 0.342), *hard skills* (β = 0.575), and internship experience (β = 0.341) have positive regression coefficients, meaning that any increase in each variable will be followed by an increase in work readiness, assuming the other variables are held constant. Among the three variables, hard skills have the largest coefficient value, making them the most dominant factor in influencing students' work readiness.

Table 7. F Test Results

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Say.
1	Regression	5392,184	3	1797,395	152,731	<,001[b]
	Residual	3000,943	255	11,768		
	Total	8393,127	258			

a. Dependent Variable: Work Readiness

b. Predictors: (Constant), Internship Experience, Hard Skills, Soft Skills

Source: Results of SPSS Version 31 data processing

The F test is used to test the influence of independent variables simultaneously on the dependent variable with a significance level of 0.05.(Priyatno, 2023). The test results show a calculated F value of 152.731, which is greater than the F table of 2.98 (df1 = 3; df2 = 255), and a significance value of 0.001, which is smaller than 0.05. This indicates that soft skills, hard skills, and internship experience together have a significant effect on student work readiness.

Table 8. Results of the Determination Coefficient Test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.802[a]	0,642	0,638	3,431

a. Predictors: (Constant), Internship Experience, Hard Skills, Soft Skills

Source: Results of SPSS Version 31 data processing

The coefficient of determination analysis is used to determine the overall contribution of the independent variables to the dependent variable. (Priyatno, 2023). The test results in Table 8 show an Adjusted R Square value of 0.638, which means that 63.8% of the variation in student work readiness can be explained by *soft skills*, *hard skills*, and internship experience. Meanwhile, the remaining 36.2% is influenced by other variables outside the research model that were not examined in this study.

3.2.Discussion

Based on the data analysis, a more in-depth discussion of the research findings is provided, linking them to relevant previous research. The following description summarizes the research findings:

a. **Influence of *Soft Skills* on Student Work Readiness**

Based on the research results, the variable *soft skill*(X_1) has a positive and significant influence on work readiness (Y) with a coefficient of 0.342, which shows that every one unit increase in *soft skill* will increase work readiness by 0.342. The t-test results also show t-count 3.687 > t-table 1.969 with a significance value <0.05, so H1 is accepted, and it can be concluded that the higher the *soft skill*, the higher the students' work readiness. This finding is consistent with previous research, which also found that *soft skills* have a positive and significant effect on students' work readiness (Ingusci, 2026; Zhang, Hussin, & Abd Majid, 2025; Deswarta, Mardianty, & Bowo, 2023; Luthfiani & Wajdi, 2025).

b. **Influence of *Hard Skills* on Student Work Readiness**

Based on the research results, the variable *hard skill*(X_2) shows a positive and significant influence on work readiness (Y) with a coefficient of 0.575, which means that every increase in one unit of hard skills will increase work readiness by 0.575. The results of the t-test also show t-count 7.951 > t-table 1.969 with a significance value <0.05, so H2 is accepted, and it can be concluded that the higher *hard skill*, the higher the students' work readiness. This finding is in line with previous research, which stated that *hard skills* have a positive and significant effect on work readiness, where mastery of relevant technical skills can improve graduates' readiness to enter the workforce (Martínez-Gómez & Nicolalde, 2025; Akbar et al., 2025; Wilopo et al., 2025).

c. **The Influence of Internship Experience on Student Work Readiness**

Based on the research results, the internship experience variable (X_3) has a positive and significant influence on work readiness (Y) with a coefficient of 0.341, which indicates that every increase in one unit of internship experience will increase work readiness by 0.341. The t-test results also show t-count 7.004> t-table 1.969 with a significance value <0.05, so H3 is accepted, and it can be concluded that the better the internship experience, the higher the student's work readiness. This finding is consistent with previous studies which state that internship experience has a positive and significant influence on work readiness, because it can bridge the gap between learning in higher education and the world of work and increase students' skills and confidence (Alharethi, Awan, & Saleem, 2025; Thuy & Duong, 2026; Sitorus et al., 2025).

d. **Influence of *Soft Skill, Hard Skill,* and Internship Experience on Student Work Readiness**

Based on the research results, the variables *soft skill* (X_1), *hard skill*(X_2), and internship experience (X_3) simultaneously have a positive and significant effect on work readiness (Y), as indicated by the calculated F value of 152.731 > Ftable 2.64 with a significance of 0.001 < 0.05, so H4 is accepted. This indicates that the three variables together play an important role in improving students' work readiness. This finding is also in line with previous research, which states that the combination of soft skills, hard skills, and practical or internship experience simultaneously has a significant effect on work readiness, because it can strengthen technical competence, interpersonal skills, and students' readiness to face the world of work. (Syafira et al., 2025; Yanti, Anwar & Asrol, 2025; Luthfiani & Wajdi, 2025).

4. CONCLUSION

To analyze the influence *soft skill*, *hard skills*, and internship experience on student job readiness using regression analysis with the aid of statistical software. The conclusions obtained are as follows:

a. *Soft skill has* a positive and significant effect on students' work readiness.
b. *Hard skills have* a positive and significant effect on students' work readiness.
c. Internship experience has a positive and significant impact on students' work readiness.
d. Simultaneously, *soft skills*, *hard skills*, and internship experience have a positive and significant effect on students' work readiness.

5. ACKNOWLEDGMENTS

I would like to express my gratitude to Jakarta State University for the support they provided, which made this research possible. Furthermore, I would like to express my

appreciation to all parties who provided support, prayers, and guidance throughout the research process, from beginning to end.

6. BIBLIOGRAPHY

Abidin, N. S. Z. (2021). SOFT SKILLS AND GRADUATES'EMPLOYABILITY IN THE 21ST CENTURY FROM EMPLOYERS'PERSPECTIVES: A REVIEW OF LITERATURE. *International Journal of Infrastructure Research and Management*, *9*(2), 44–59.

Aditya, A., Kom, S., Kom, M., Kanthi, Y. A., & Aminah, S. (2022). *Metodologi Penelitian Ilmiah dalam Disiplin Ilmu Sistem Informasi*. Penerbit Andi.

Akbar, M., Hendriani, S., Fiona, & Syamsuri, Abd. R. (2025). Pengaruh Soft Skill dan Hard Skill terhadap Kesiapan Kerja dengan Pengalaman Magang sebagai Variabel Moderasi pada Mahasiswa. *Jurnal Bisnis Mahasiswa*, *5*(4), 2199–2212. https://doi.org/10.60036/jbm.734

Alharethi, T., Awan, M. I., & Saleem, M. S. (2025). Investigating the impact of internship experience on work readiness among hospitality program students: the moderating role of student mindfulness. *Frontiers in Education*, *10*. https://doi.org/10.3389/feduc.2025.1497721

Arif, M. (2023). *Teknik Peningkatan Soft Skill Untuk Guru Dan Dosen Menyampaikan Ilmu, Menggugah Perasaan dan Mendorong Prestasi*. Deepublish.

Badan Pusat Statistik. (2024). *Pengangguran terbuka menurut pendidikan tertinggi yang ditamatkan 1986–2024*. Https://Www.Bps.Go.Id/Id/Statistics-Table/1/OTcyIzE=/Pengangguran-Terbuka-Menurut-Pendidikan-Tertinggi-Yang-Ditamatkan-1986---2023.Html. Retrieved December 3, 2025, from Badan Pusat Statistik Indonesia. https://www.bps.go.id/id/statistics-table/1/OTcyIzE=/pengangguran-terbuka-menurut-pendidikan-tertinggi-yang-ditamatkan-1986---2023.html. Retrieved December 3, 2025, from Badan Pusat Statistik Indonesia

Caballero, C. L., Hansen, L., Walker, A., Rosenberg, C., Orr, P., Claringbold, G., Sturre, V. L., & Forsyth, L. (2026). Untangling graduate employability and work readiness to inform evidence-based practice in higher education. *Higher Education Research & Development*, 1–18.

Caballero, C. L., Walker, A., & Fuller-Tyszkiewicz, M. (2011). The Work Readiness Scale (WRS): Developing a measure to assess work readiness in college graduates. *Journal of Teaching and Learning for Graduate Employability*, *2*(1), 41–54.

Chen, L., Lin, Q., Xu, Y., & Wu, L. (2024). Nursing students' work readiness and its influencing factors before participating in a nurse residency program: a multicenter cross-sectional study. *Frontiers in Medicine*, *11*. https://doi.org/10.3389/fmed.2024.1391907

Choirunnisa, N. M., & Qintharah, Y. N. (2022). PENGARUH KESEHATAN, TINGKAT PENDIDIKAN, DAN UPAH MINIMUM TERHADAP KEMISKINAN PADA PROVINSI JAWA BARAT TAHUN 2019-202. *Jurnal PETA*, *7*(1), 147–161.

Daulay, N. K., Rambe, N., Pohan, S. S., Rambe, F. F., Thaiyibah, A., & Mardiana. (2024). Pendidikan sebagai investasi. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, *09*(04), 323–332.

Deswarta, Mardianty, D., & Bowo. (2023). Pengaruh Soft Skill, Hard Skill Dan Motivasi Kerja Terhadap Kesiapan Kerja Mahasiswa Fakultas Ekonomi Dan Bisnis Universitas Islam Riau Dimasa Endemi Covid 19. *Management Studies and Entrepreneurship Journal*, *4*(1), 364–372. http://journal.yrpipku.com/index.php/msej

Firdaus, M., & Chairunisa, F. (2021). *Belajar sambil bekerja dan bekerja sambil belajar*. Deepublish.

Gary S. Becker. (1966). Human capital: A theoretical and empirical analysis, with special reference to education. *University of Chicago Press*.

Ibrahim, A. (2023). *Metodologi penelitian ekonomi dan bisnis Islam*. Bumi Aksara.

Ilmi, I., Muslim, K., & Aziz, N. (2025). Efektivitas Peningkatan Mutu Lulusan Melalui Program Pendidikan STISIP Tasikmalaya. *Benchmarking: Jurnal Manajemen Pendidikan Islam*, *9*(1), 1–15. http://jurnal.uinsu.ac.id/index.php/benchmarking

Indrawati, C. D. S., Subarno, A., Winarno, W., Permansah, S., Wirawan, A. W., & Rusmana, D. (2023). Influence of Work Motivation, Interpersonal Skills, and Knowledge Construction on the Work Readiness of Vocational Students. *Education Research International*. https://doi.org/10.1155/2023/4956337

Ingusci, E., De Carlo, E., Catalano, A. A., Semeraro, C. G., & Signore, F. (2026). Are University Students Ready to Work? The Role of Soft Skills and Psychological Capital in Building Sustainable Employability. *Education Sciences*, *16*(2), 181.

Kolb David A. (1984). Experiential Learning. *New Jersey: Prentice Hall, Inc. Englewood Cliffs.*

Lamri, J., & Lubart, T. (2023). Reconciling Hard Skills and Soft Skills in a Common Framework: The Generic Skills Component Approach. In *Journal of Intelligence* (Vol. 11, Number 6). MDPI. https://doi.org/10.3390/jintelligence11060107

Luthfiani, W. A., & Wajdi, M. F. (2025). Pengaruh Internship Experience, Soft Skill dan Hard Skill Terhadap Kesiapan Kerja. *Al-Kharaj: Jurnal Ekonomi, Keuangan & Bisnis Syariah*, *7*(2), 712–727. https://doi.org/10.47467/alkharaj.v7i2.6954

Mahdi, I. (2026). Pengaruh Hard Skill dan Soft Skill Terhadap Kesiapan Kerja Alumni Perbankan Syariah Pada Bank Syariah Melalui Motivasi Sebagai Variabel Intervening. *Al-Bank: Journal of Islamic Banking and Finance*, *6*(1), 62–75.

Martínez-Gómez, J., & Nicolalde, J. F. (2025). Development of soft and hard skills with a better employability vision for engineering students. *Frontiers in Education*, *10*. https://doi.org/10.3389/feduc.2025.1578287

Mulyani, S. (2021). *Pengantar Manajemen Sumber Daya Manusia*. Cipta Media Nusantara.

Munawaroh, & Nuridin. (2025). *Statistika Bisnis: Pendekatan Olah Data Sederhana*. Deepublish Digital.

Parkhurst, H., Nopiah, R., Harizahayu, H., Harmaini, H., Reba, F., & Judijanto, L. (2025). *Statistika Deskriptif: Konsep & Peluang*. PT. Sonpedia Publishing Indonesia.

Pasaribu, I. H., Dimisyqiyani, E., Amaliyah, Aji, G. G., & Sinulingga, R. A. (2025). STRATEGI MANAJEMEN TALENTA UNTUK MENINGKATKAN EMPLOYABILITY LULUSAN PERGURUAN TINGGI. *Jurnal Inovasi Ekonomi Dan Teknologi Finansial*, *9*, 2–27. https://journal.fexaria.com/j/index.php/jietf

Prakasa, P. R. S., & Chusairi, A. (2023). Sebuah tinjauan literatur: Peran perguruan tinggi untuk meningkatkan kesiapan kerja para lulusan. *Proceeding Series Of Psychology*, *1*(1), 159–169.

Pramestie, N. N., & Prabowo, B. (2025). The Influence of Internship Experience, Soft Skills, and Hard Skills on Work Readiness. *Publik (Jurnal Ilmu Administrasi)*, *14*(1), 270–281.

Priyatno, D. (2023). *Olah data sendiri analisis regresi linier dengan SPSS dan analisis regresi data panel dengan Eviews*. Penerbit Andi.

Putri, A. D. (2024). Hard Skill, Soft Skill dan Efikasi Diri Terhadap Kesiapan Kerja Mahasiswa Tingkat Akhir FEB Perguruan Tinggi di Kota Bandar Lampung. *Jurnal Administrasi Bisnis (JAB)*, *14*(1).

Raihan, M., Abdullah, M. N. A., & Mujayapura, M. R. R. (2025). KETIDAKSESUAIAN PENDIDIKAN DAN LAPANGAN KERJA BAGI LULUSAN PERGURUAN TINGGI. *NUSANTARA: Jurnal Ilmu Pengetahuan Sosial*, *12*(4), 1385–1389. https://doi.org/10.31604/jips.v12i4.2025

Robles, M. M. (2012). Executive perceptions of the top 10 soft skills needed in today's workplace. *Business Communication Quarterly*, *75*(4), 453–465.

Royani, S. S., Ningsih, E. K., & Dini, M. (2024). The Influence Of Soft Skills, Hard Skills, Self-Efficacy, And Motivation Of Accounting Students On Student Work Readiness In The Era Of The Industrial Revolution 4.0. *Jurnal Akuntansi, Manajemen, Dan Bisnis Digital*, *3*(2), 275–284.

Rudini, A., & Kom, S. (2023). *Metodologi penelitian bisnis dan manajemen pendekatan kuantitatif*. AE Publishing.

Rusdiana, M. M., & Nasihudin, M. P. (2021). *KESIAPAN PTKIS: DALAM MENDUKUNG IMPLEMENTASI KEBIJAKAN SURAT KETERANGAN PENDAMPING IJAZAH*. PUSAT PENELITIAN DAN PENERBITAN UIN SGD BANDUNG 2018.

Safitri, I., Fadliyanti, L., & Ferdaus, N. N. (2026). Internship Experience and Grit Shape Gen Z Work Readiness: Pengalaman Magang dan Ketekunan Membentuk Kesiapan Kerja Generasi Z. *Academia Open*, *11*(1), 10–21070.

Safitri, R. D., & Rezza, M. (2025). Membedah Tren Tingginya Angka Pengangguran Terbuka Pada Gen Z Di Indonesia. *Jurnal Intelek Insan Cendikia*, *2*(1), 636–649.

Salim, I. M. N., MM, S. E., Ir Darwati Susilastuti, M. M., & Meita Novia, S. T. (2025). *METODE PENELITIAN KUALITATIF DAN KUANTITATIF: DILENGKAPI LANGKAH ANALISA DENGAN PROGRAM EVIEWS*. Azzia Karya Bersama.

Salsabilla, K., Abidin, Z., & Utamidewi, W. (2025). Pengaruh Program Magang dan Studi Independen Bersertifikat (MSIB) terhadap Kesiapan Kerja Mahasiswa Fakultas Ilmu Sosial dan Ilmu Politik Universitas Singaperbangsa Karawang. *INNOVATIVE: Journal Of Social Science Research*, *5*(4), 1013–1022.

Siburian, B., Afifah, S., Sinaga, P. T., & Marpaung, O. (2022). The Effect Of Soft Skill And Hard Skill On Work Readiness Of The 2018 STIE Jayakarta Students. *International Journal of Informatics, Economics, Management and Science*, *1*(2), 136–151.

Sitorus, C. T. M., Asso, E., Amanda, Y., Kurniaman, O., & Melihayatri, N. (2025). PENGARUH PARTISIPASI MAHASISWA DALAM PROGRAM MERDEKA BELAJAR KAMPUS MERDEKA (MBKM) TERHADAP TINGKAT KESIAPAN KERJA MAHASISWA. *Indonesian Journal of Elementary Education (IJETE)*, *1*(2), 108–116.

Spencer, L. M. (1993). *Models for superior performance*. John Wiley & Sons.

Sugiyono. (2023). Metode penelitian kunatitatif kualitatif dan R&D. *Alfabeta, Bandung*.

Sukmara, A. R., Hariswan, S. E., SH, M. M., Apri Budianto, M. M., Firmanto, C., IP, S., & AP, M. (2025). *Manajemen Strategik dan Perencanaan Bisnis*. Takaza Innovatix Labs.

Syafira, M., Achmadi, T. A., Ihsani, A. N. N., & Nurhayati, I. (2025). The Effect of Hard Skills, Soft Skills, and Fieldwork Practice Experience on Job Readiness of Vocational Students. *Jurnal Profesi Keguruan*, *11*(1), 80–90.

Tan, N., Shien, C., Ong, C., & Billett, S. (2023). Promoting student readiness for work-life through internships: Challenges and support. *Australian Journal of Adult Learning*, *63*(3), 343–367.

Thuy, V. T. T., & Duong, D. P. N. (2026). Can internship experiences bridge the gap between university training and work readiness? Evidence from vietnamese economics students. *Multidisciplinary Science Journal*, *8*(4). https://doi.org/10.31893/multiscience.2026265

Veronica, M. (2026). Peningkatan Kesiapan Kerja Siswa SMK Negeri 07 Palembang melalui Pelatihan Soft Skills Terstruktur. *AKM: Aksi Kepada Masyarakat*, *6*(2), 531–538.

Wahyuni, R., Suhardi, S., & Amin, M. (2026). The effect of internship programmes on soft skills and work motivation on students' work readiness. *Economic: Journal Economic and Business*, *5*(1), 42–50.

Wang, F. (2025). The impact of internship experience on professional identity, motivation, and attitude among aviation service majors: a cross-sectional empirical study. *Frontiers in Psychology*, *16*, 1661068.

Wilopo, C. C., Arianto, A. S., Hartono, P. G., Suade, Y. K. M., & Triany, N. A. (2025). Assessing the Work Readiness of Students: The Role of Internship Experience and Soft Skill Competencies. *International Journal of Digital Entrepreneurship and Business*, *6*(1), 14–30. https://doi.org/10.52238/ideb.v6i1.216

Yanti, E., Anwar, D., & Asrol, S. (2025). PENGARUH PENGALAMAN MAGANG, SOFT SKILL DAN HARD SKILL TERHADAP KESIAPAN KERJA MAHASISWA PERBANKAN SYARIAH UIN RADEN FATAH PALEMBANG. *EKONOMIA*, *15*(1), 1–13. https://ejournal.uniled.ac.id/index.php/Uniled-Ekonomia

Yılmaz, B., & Urhan, B. (2024). The Importance of Soft Skills in Employability: A Two-Way Perspective. *Alanya Akademik Bakış*, *8*(3), 941–955.

Zhang, J., Hussin, M., & Abd Majid, M. Z. (2025). Establishing the relationship between soft skills and work readiness among vocational students in China. *Environment and Social Psychology*, *10*(8). https://doi.org/10.59429/esp.v10i8.3709