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DETERMINANT FACTORS OF STUDENT STAFF WORK READINESS AT SANATA DHARMA UNIVERSITY, YOGYAKARTA

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ABSTRACT

This study aims to analyze self-efficacy, academic achievement, motivation to enter the workforce and internship experience as determinants of work readiness of Sanata Dharma University student staff. *The research sample consisted of 126 respondents, who were part of Sanata Dharma University* student staff *who worked at campus 1, 2, and campus 3. The sample selection used a purposive sampling method. The data analysis technique used Multiple Linear Regression with the help of the IBM SPSS 25 application. The results of the study showed that self-efficacy and internship experience partially had a significant effect on student work readiness, while academic achievement and motivation to enter the workforce partially had no effect on student work readiness. The findings of this study confirmed that student work readiness was determined by internal factors, namely self-efficacy and internship experience. The implications of this study on strengthening student self-efficacy through student participation in organizational activities, participating in soft skill development activities, and internship programs held by the University.*

Keywords: *Self-Efficacy, Academic Achievement, Motivation to Enter the World of Work, Internship Experience, Job Readiness*

1. Introduction

The challenging working conditions in the current industrial revolution era require human resources to be able to compete in various fields of expertise. Reporting from bps.go.id from 2012 to 2035, Indonesia is expected to enter a demographic bonus period with a peak period from 2020 to 2030. This is reflected in the number of working-age population reaching twice the number of non-productive age population. This phenomenon has a negative impact because a high number of working-age population without sufficient employment opportunities will lead to increased unemployment and burden the economy due to reduced income (Kalsum & Fadli, 2024). Data from the Central Statistics Agency (BPS) shows that the unemployment rate in Indonesia reached 4.82% or as many as 7,195,000 people as of February 2024. This indicates that currently there is increasing competition in the job market is getting tighter.

However, the current understanding of the world of work does not align with current reality, as many development sectors require human resources that are not only provided through existing educational services, not only in terms of quantity but also in terms of quality (Gohae, 2020). Dalyono (in Gohae, 2020) argues that the low quality of higher education leads to low outcomes in the labor market, namely students are not ready to enter the workforce.

Education as a forum for individuals to develop professional character that is in accordance with the needs of the job market is required to be increasingly service-oriented that can produce quality education that is relevant to current needs. Law Number 20 of 2003 emphasizes that the national education system must be able to improve the quality, relevance and efficiency of education management to meet the needs and challenges that continue to change in a planned, directed and sustainable manner (Law of the Republic of Indonesia No. 20 of 2003, 2003: 3).

Sanata Dharma University as a formal educational institution plays an important role in supporting students' readiness to enter the world of work, through various programs such as internship and practice programs, study and research centers, career seminars and *workshop,* public lectures, development centers soft skills (student organizations), and other programs that serve as learning platforms for

students. One of the development and practice programs managed by Sanata Dharma University is student staff. This program is designed to provide students with real-world work experience and enhance their professional skills; as well as build professional networks with staff and faculty.

Work readiness is one of the factors that must be considered in order to prepare oneself by honing abilities and skills so that they can be applied in the real world of work (Yusman *et al*., 2019). Work readiness refers to a state where a person is mentally and physically ready to carry out work-related activities (Andina *et al*., 2023). Sukardi 2008 (in Riyanti & Rustiana, 2017) stated that factors that influence work readiness include internal and social factors.

One important internal aspect of work readiness is self-efficacy. Self-efficacy is a person's belief in their ability to complete tasks and overcome certain situations. Bandura (1997) suggests that self-efficacy influences how individuals respond to challenges, including those in the workplace. Students with high self-efficacy are much more proactive in seeking experience and facing new situations, especially dynamic work environments. Students with high self-efficacy often have better academic achievement. Suryabrata (2014) (in Yamsih & Khafid, 2016) stated that academic achievement reflects a combination of academic achievement and non-academic skills acquired through the learning process.

The desire to gain practical experience drives students to be more active in seeking employment opportunities. Maslow (1984) defined motivation as the desire that drives a person to undertake various activities to achieve a specific goal. Motivation to enter the workforce generates enthusiasm and drive, provides direction for one's actions and activities toward achieving goals, and positively impacts students' desire to work (Riyanti & Rustiana, 2017).

Saputra & Jalinus (2020) (in Azky & Mulyana, 2024) explain that internships can be viewed as short-term work experiences that teach students about a specific field of interest *et al.* (2022) argue that work experience in an internship program can enhance students' creativity and productivity as preparation for entering the real world of work. Internship experiences can provide students with valuable skills in preparing for the workforce. Through internship programs, students are encouraged to understand workplace practices and contribute to every dynamic and process within it.

This study was conducted due to the gap in research results to date. Studies by Riyanti & Rustiana (2017), Astuti & Amri (2024), Wiharja *et al.* (2020) showed that self-efficacy has a significant effect on work readiness. However, Sumampouw *et al.* (2024) found that self-efficacy had no effect on work readiness. Gunawan *et al*. (2020), Astuti *et al.* (2023) found in their research that academic achievement significantly influences job readiness. This contrasts with the research of Siahaan & Meilani (2019), which showed that academic achievement had no effect on job readiness. Furthermore, Yustati & Auditya (2019), Riyanti & Rustiana (2017), and Wibowo (2019) found that academic achievement significantly influences job readiness *et al.* (2020) found that motivation to enter the workforce significantly influences job readiness. Meanwhile, a study by Puspitasari & Fadhli (2024) showed that motivation to enter the workforce had no effect on job readiness. Astuti & Amri (2024), Cunha *et al.* (2023), and Gohae (2020) found that internship experience significantly influences job readiness. In contrast, Gozali *et al*., (2024) found that internship experience had no effect on job readiness. The discrepancy in the results of this study proves that the influence of self-efficacy, academic achievement, motivation to enter the workforce, and internship experience on job readiness can produce different results depending on the object and indicators used in the study. This study was conducted because there has been no previous research using student staff as research subjects. Thus, the researcher intends to conduct a study with the aim of analyzing the partial influence of self-efficacy, academic achievement, motivation to enter the workforce, and internship experience on students' work readiness student staff Sanata Dharma University.

2. Literature Review and Hypotheses

2.1. Literature Review

According to Setiadi (2021), job readiness is a state where students are declared ready based on their own abilities and have the will and ability to immediately enter the workforce after graduation.

Caballero et al. 2011 (in Azky & Mulyana, 2024) stated that job readiness is a combination of student attitudes and characteristics for success in their work. Sukardi (2008:44) stated that job readiness is influenced by several aspects, including self-efficacy, academic achievement, motivation to enter the workforce, and internship experience.

Wiharja *et al* (2020) and Bandura 1986 (in Laily & Wahyuni, 2018:26) define self-efficacy as a person's belief that they are capable of performing a task at a certain level, which influences the level of completion of that task. Self-awareness increases self-confidence in facing various challenges in life (Riyanti & Rustiana, 2017). According to Ghozali 2017 (in Astuti *et al*., 2023) and Djamarah 2012 (in Sumampouw *et al*., 2024) learning achievement is an achievement obtained in the form of an impression that is translated into changes in the individual as a result of learning activities. Febrina (2024) states that motivation is a basic force that drives someone to try as hard as possible to achieve a goal. According to Santrock (in Harahap *et al*., 2023) Motivation is a process that brings enthusiasm, direction, and perseverance to an individual. Setiadi (2021) defines motivation to enter the workforce as something that generates enthusiasm and drive, both internally and externally, to enter the workforce. According to Setiarini *et al.* (2022) Internship experience is the knowledge or skills acquired and mastered by students after completing work experience in the workplace for a specific period of time. Azky & Mulyana (2024) define internship experience as a form of training in the workplace that aims to provide skills and expertise relevant to their existing abilities.

2.2. Hypothesis

2.2.1. The Influence of Self-Efficacy on Work Readiness

Self-efficacy refers to an individual's belief in his or her ability to achieve a certain level of performance, which influences events that affect the individual's life (Pangaribuan *et al*., 2024). Having confidence in an individual can increase that individual's confidence in maximizing efforts and skills in facing various challenges, especially in preparing themselves to enter the world of work (Wiharja *et al*., 2020). Individuals with high self-efficacy tend to work harder. Individuals with high self-efficacy are more confident in their abilities to face challenges in the workplace. This is confirmed by research results, Gunawan *et al*. (2020), Putri (2024), Wiharja *et al*. (2020) which shows that self-efficacy influences students' work readiness.Based on this explanation, the following hypothesis can be formulated:
H_{A1}: Self-efficacy influences work readiness

2.2.2. The Influence of Learning Achievement on Work Readiness

Learning achievement reflects the extent to which individuals master knowledge and skills related to the material obtained (Wibowo *et al*., 2020). Individuals with superior understanding of the material are able to implement their skills and knowledge in various situations. Astuti *et al*(2023) stated that a person's academic achievement indicates that the individual has greater mastery of the material being studied. Furthermore, a person's level of work readiness can also be influenced by their education. Yusman's research results *et al*. (2019), Astuti *et al*. (2023), Yamsih & Khafid (2016), and Gunawan *et al*. (2020) proved that there is an influence of learning achievement on work readiness.Based on this explanation, the following hypothesis can be formulated:
H_{A2}: Learning achievement influences work readiness

2.2.3. The Influence of Motivation to Enter the World of Work on Work Readiness

High motivation drives individuals to achieve goals and strive for maximum effort. Setiadi (2021) described motivation to enter the workforce as a factor that fuels enthusiasm or drive to enter the workforce. Motivation will encourage individuals to prepare themselves to develop the competencies needed in the workforce (Azky & Mulyana, 2024). Motivation plays a crucial role because it influences work readiness. This is evidenced by research by Riyanti & Rustiana (2017), Yustati & Auditya (2019), and Wibowo *et al*. (2020), and Setiadi (2021) who found that motivation to enter the world of work influences work readiness.Based on this explanation, the following hypothesis can be formulated:
H_{A3}: Motivation to enter the world of work influences work readiness

2.2.4. The Influence of Internship Experience on Job Readiness

Experience can be understood as knowledge and skills about something acquired through involvement over a period of time. Internship experience will influence students in making rational decisions, developing the ability and desire to collaborate with others, managing themselves and their emotions, developing critical thinking, practicing responsibility, and encouraging adaptive behavior and a desire to grow (Setiarini *et al*., 2022). Thus, students' internship experience can improve their work readiness. This is proven by the research results of Gohae (2020), Muhammad & Mustari (2021), and Setiarini *et al*. (2022), Cunha *et al*. (2023), and Pangaribuan *et al*. (2024) who found that internship experience influences job readiness. Based on this explanation, the following hypothesis can be formulated:
H_{A4}: Internship experience influences job readiness

Based on the literature review and hypothesis formulation, the conceptual framework of this research can be described as follows.

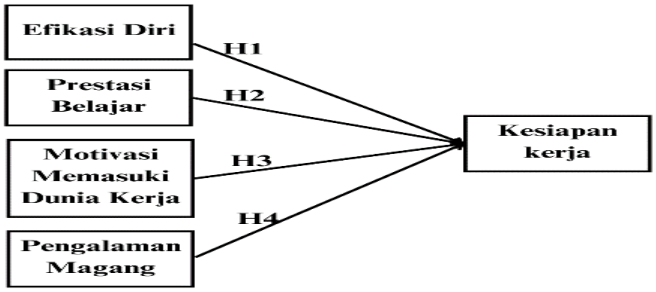

Figure 1. Conceptual Framework of the Research

3. Research methods

3.1. Research Design

This study uses a quantitative approach and a causality study. The research design aims to identify and explain the causal relationship between the independent variables (self-efficacy, academic achievement, motivation to enter the workforce, and internship experience) and the dependent variable (work readiness).

3.2. Population and Sample

The population in this study were all student staff of Sanata Dharma University who were assigned or worked on campuses 1, 2, and 3. The sample of this study was a portion of all student staff of Sanata Dharma University who were assigned or worked on campuses 1, 2, and 3. The research sample was selected using the technique *non-probability sampling* with type *purposive sampling*. The sample criteria for this research are: (1) students who have joined as student stafff or at least three months during the research, and (2) students in semesters 6, 7, and 8.

3.3. Research Data and Data Analysis Techniques

This study uses primary data, which is obtained from filling out a questionnaire in the form of *google form* by respondents. The research instrument was first tested using validity and reliability tests. The next step was to conduct classical assumption tests, including normality, multicollinearity, heteroscedasticity, and linearity tests. The data was then analyzed using Multiple Linear Regression, with the t-test as a hypothesis test.

3.4. Research Instrument Test Results

3.4.1. Validity Test Results

The following are the results of the validity test for 38 statement items from four independent variables (self-efficacy, learning achievement, motivation to enter the world of work, and internship experience) and one dependent variable (work readiness):

Table 1. Results of the Validity Test of Self-Efficacy (X1), Learning Achievement (X2), Motivation to Enter the World of Work (X3), Internship Experience (X4), and Work Readiness (Y)

No	Item	r_{count}	r_{table}	Information
1	X1.ED1	0,603	0,1750	Valid
2	X1.ED2	0,700	0,1750	Valid
3	X1.ED3	0,642	0,1750	Valid
4	X1.ED4	0,646	0,1750	Valid
5	X1.ED5	0,704	0,1750	Valid
6	X2.PB1	0,532	0,1750	Valid
7	X2.PB2	0,713	0,1750	Valid
8	X2.PB3	0,617	0,1750	Valid
9	X2.PB4	0,707	0,1750	Valid
10	X2.PB5	0,679	0,1750	Valid
11	X2.PB6	0,506	0,1750	Valid
12	X3.MMDK1	0,506	0,1750	Valid
13	X3.MMDK2	0,422	0,1750	Valid
14	X3.MMDK3	0,463	0,1750	Valid
15	X3.MMDK4	0,438	0,1750	Valid
16	X3.MMDK5	0,550	0,1750	Valid
17	X3.MMDK6	0,446	0,1750	Valid
18	X3.MMDK7	0,362	0,1750	Valid
19	X3.MMDK8	0,624	0,1750	Valid
20	X3.MMDK9	0,473	0,1750	Valid
21	X3.MMDK10	0,560	0,1750	Valid
22	X4.PM1	0,500	0,1750	Valid
23	X4.PM2	0,544	0,1750	Valid
24	X4.PM3	0,547	0,1750	Valid
25	X4.PM4	0,623	0,1750	Valid
26	X4.PM5	0,642	0,1750	Valid
27	X4.PM6	0,574	0,1750	Valid
28	X4.PM7	0,525	0,1750	Valid
29	Y.KK1	0,308	0,1750	Valid
30	Y.KK2	0,502	0,1750	Valid
31	Y.KK3	0,626	0,1750	Valid
32	Y.KK4	0,573	0,1750	Valid
33	Y.MM6	0,469	0,1750	Valid
34	Y.KK7	0,571	0,1750	Valid
35	Y.KK7	0,360	0,1750	Valid
36	Y.KK8	0,449	0,1750	Valid
37	Y.KK9	0,602	0,1750	Valid
38	Y.KK10	0,537	0,1750	Valid

Source: Processed primary data (2025)

Table 1 shows that all items of self-efficacy statements, learning achievement, motivation to enter the world of work, internship experience, and work readiness are declared valid, because $r_{count} > r_{table}$.

3.4.2. Reliability Test Results

The following are the results of reliability tests for four independent variables (self-efficacy, learning achievement, motivation to enter the workforce, and internship experience) and one dependent variable (work readiness):

Table 2. Reliability Test Results

Variables	N of items	Cronbach's Alpha	r-table	Information
Self-Efficacy (X1)	5	0,673	0,600	Reliable
Learning Achievement (X2)	6	0,681	0,600	Reliable

Motivation to Enter the World of Work (X3)	10	0,621	0,600	Reliable
Internship Experience (X4)	7	0,623	0,600	Reliable
Work Readiness (Y)	10	0,666	0,600	Reliable

Source: Processed primary data (2025)

Based on Table 2, it can be concluded that all statement items in the variables of self-efficacy, learning achievement, motivation to enter the world of work, internship experience, and work readiness have a *Cronbach's Alpha* value greater than 0.60 then all statement items from the questionnaire are declared reliable.

3.5. Results of the Classical Assumption Test

The following are the results of the classical assumption test which consists of the test Monte Carlo, multicollinearity, heteroscedasticity, and linearity test (Fridayani & Kusuma, 2023):

Table 3. Test Results*Monte Carlo*

			Unstandardized Residual
N			126
Normal Parameters[a,b]	Mean		0,0000000
	Std. Deviation		3,36216226
Most Extreme Differences	Absolute		0,094
	Positive		0,084
	Negative		-0,094
Test Statistic			0,094
Asymp. Sig. (2-tailed)			.009[c]
Monte Carlo Sig. (2-tailed)	Say.		.205[d]
	99% Confidence Interval	Lower Bound	0,194
		Upper Bound	0,215

Source: Primary data processed 2025

Based on Table 3 test results *One-Sample* Kolmogorov-Smirnov using the test Monte Carlo show value Monte Carlo (*2-tailed*) 0.205 > 0.05, it can be concluded that the data in this study is normally distributed.

Table 4. Multicollinearity Test Results

Variables Independent	Dependent Variable	*Tolerance*	VIF Value	VIF* Value	Information
Self-Efficacy (X1)	Work Readiness (Y)	0,818	1,222	10	No Multicollinearity Occurs
Learning Achievement (X2)		0,883	1,133	10	No Multicollinearity Occurs

Motivation to Enter the World of Work (X3)	0,833	1,201	10	No Multicollinearity Occurs
Internship Experience (X4)	2,882	1,134	10	No Multicollinearity Occurs

Source: Processed primary data (2025)

Table 4 shows the VIF *value* on the independent variables (self-efficacy = 1.222; learning achievement = 1.133; motivation to enter the world of work = 1.201; and internship experience = 1.134) < 10 (VIF Value*). Tolerance value from the independent variables (self-efficacy of 0.818; learning achievement of 0.883; motivation to enter the world of work of 0.833; and internship experience of 2.882) shows that the tolerance value > 0.10. Therefore, it can be concluded that the data does not experience multicollinearity.

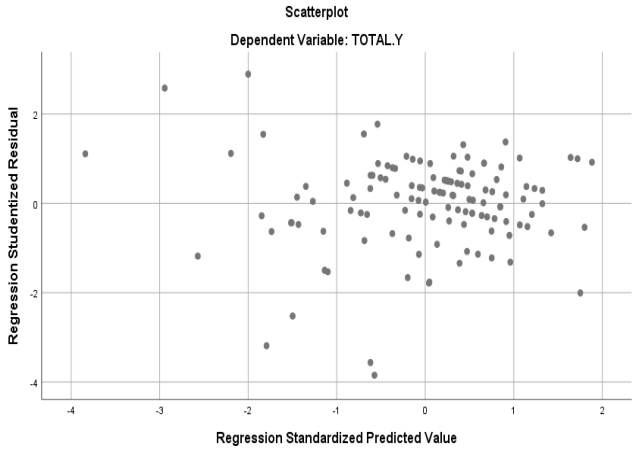

Figure 2 Heteroscedasticity Graph
Source: Data processed with SPSS 25 (2025)

Figure 2 shows that there is no heteroscedasticity because the scatterplot graph shows points spread above and below zero and does not form a particular pattern, such as gathering in the middle, narrowing or enlarging/reducing.

Table 5. Test Results Linearity

Model	***Sig. Linearity***	**Information**
Self-Efficacy	0,000	Linear
Learning achievement	0,013	Linear
Motivation to Enter the World of Work	0,011	Linear
Internship Experience	0,000	Linear

Source: Primary data processed 2025

Table 5 shows the sig. results *linearity* on the variables of self-efficacy of 0.000, learning achievement of 0.013, motivation to enter the world of work of 0.011, and internship experience of 0.000 have a sig value *linearity*< 0.05. This can be concluded that there is a significant linear relationship between the independent variables (self-efficacy, academic achievement, motivation to enter the workforce, and internship experience) and the dependent variable (work readiness).

3.6. Data Analysis

3.6.1. Results of Respondent Description Analysis

Table 6. Description of Respondents Based on Work Location

No	Work Location	Amount	Percentage
1.	Campus 1	36	29%
2.	Campus 2	60	48%
3.	Campus 3	30	24%
	Total	126	100%

Source: Processed primary data (2025)

Table 6 shows the largest number of respondents, namely 60 students staff work located on campus 2 (48%), followed by student staff campus 1 as many as 36 respondents (29%), and student staff there were 30 respondents (24%) who worked on campus 3.

Table 7. Respondent Description Based on Work Unit

No	Work Unit	Amount	Percentage
1.	All USD Secretariats	33	26%
2.	Lab	8	6%
3.	Campus Ministry	2	2%
4.	Public Relations	26	21%
5.	Career Bureau	2	2%
6.	Paingan Library	7	6%
7.	Mrican Library	28	22%
8.	LPPM	7	6%
9.	PGSD, PBI, and BK study programs	12	10%
10.	Finance Bureau (Cashier)	1	1%
	Total	126	100%

Source: Processed primary data (2025)

Based on the work unit, the respondents who filled out the questionnaire the most were respondents in the secretariat work unit with a percentage of 26% (33 respondents).

3.6.2. Results of Multiple Linear Regression Analysis

Table 8. Results of Multiple Linear Regression Analysis

Model		Unstandardized Coefficients		Standardized Coefficients	t	Say.
		B	Std. Error	Beta		
1	(Constant)	21,708	4,377		4,959	0,000
	Self-Efficacy	0,354	0,151	0,213	2,353	0,020
	Learning achievement	0,080	0,097	0,072	0,829	0,409
	Motivation to Enter the World of Work	0,068	0,080	0,076	0,842	0,401
	Internship Experience	0,312	0,108	0,253	2,897	0,004

a. Dependent Variable: Total.Y

Source: Primary data processed with *IBM SPSS 25* (2025)

Based on table 9, the following regression equation is obtained:

$$Y = 21.708 + 0.354\ X_1 + 0{,}080\ X_2 + 0{,}068\ X_3 + 0{,}312\ X_4 \quad (1)$$

3.6.2.1. t-Test Results

Table 8 shows that the self-efficacy variable (X_1) has t_{count} (2,353) > t_{table} (1.9797) with a significance value of 0.020 < 0.05. This can be interpreted that self-efficacy has a significant influence on students' work readiness student staff Sanata Dharma University. Likewise, the internship experience variable (X_4) with t_{count} (2,897) > t_{table} (1.9797) and a significance value of 0.004 < 0.05; so it can be interpreted that internship experience has a significant effect on students' work readiness student staff at Sanata Dharma University.

Then, the learning achievement variable (X_2) has t_{count} (0,829) < t_{table}(1.9797) with a significance value > 0.05. This can be interpreted as meaning that learning achievement does not influence students' work readiness student staff at Sanata Dharma University. Variable of motivation to enter the world of work (X_3) with t_{count} (0,842) < t_{table} (1.9797) and a significance value of 0.401 > 0.05, so it can be interpreted that motivation to enter the world of work does not influence students' work readiness student staff at Sanata Dharma University.

3.6.2.2. Coefficient of Determination

Table 9. Results of the Determination Coefficient (R2) Test

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.432[a]	.187	.160	3.417

a. Predictors: (Constant), Total.X4, Total.X3, Total.X2, Total.X1

b. Dependent Variable: Total.Y

Source: Primary data processed with*IBM SPSS 25* (2025)

Table 9 shows the Adj R Square value of 0.160 (16%), and this can be interpreted that the variables of self-efficacy, learning achievement, motivation to enter the world of work, and internship experience variables are able to explain the variation in changes in the work readiness variable by only 16%, while the remaining 84% can be explained by other variables not used in this study.

4. Results and Discussion

4.1. The Influence of Self-Efficacy on Work Readiness

Based on the results of the t-test analysis, the t_{count} 2,353 > t_{table}1.9797 and a significance value of 0.020 < 0.05 then H_0 rejected and H_A accepted. It can be concluded that self-efficacy has a significant influence on students' work readiness student staff at Sanata Dharma University. Therefore, this can be interpreted as meaning that the higher a student's self-efficacy, the higher their readiness to enter the workforce. The results of this study on the self-efficacy variable align with previous research conducted by Gunawan *et al*. (2020), Putri (2024), Wiharja *et al.* (2020) showed that self-efficacy significantly influences work readiness. These results align with Bandura's (1997) theory that self-efficacy influences how individuals face challenges and manage themselves. Student staff are required to carry out campus administrative tasks quickly and accurately. Students with high self-efficacy are more confident when interacting, dare to take initiative when facing technical obstacles, and can be proactive and adaptive. This helps complete work well but also increases students' readiness to face the demands of a more complex workplace.

4.2. The Influence of Learning Achievement on Work Readiness

Based on the results of the t-test analysis, the t_{count} 0,829 < t_{table}1.9797 and a significance value of 0.409 > 0.05. Then H_0 accepted and H_A rejected so it can be concluded that learning achievement does not

influence students' work readiness student staff at Sanata Dharma University. The results of this study can be interpreted as indicating that better or worse student academic achievement does not result in higher or lower levels of preparedness for entering the workforce. These results align with previous research by Siahaan & Meilani (2019) that found that academic achievement does not influence job readiness. However, this study does not align with the results of previous research by Yusman *et al*. (2019), Astuti *et al*. (2023), Yamsih & Khafid (2016), Gunawan *et al.* (2020) stated that academic achievement significantly influences work readiness. According to Pratiwi & Meilani (2018), academic achievement is the accumulation of learning acquired by an individual in the form of grades. These grades encompass attitudes as well as practical and physical skills. This indicates that student work readiness is influenced not only by academic achievement but also by other factors such as interests, attitudes, and intellectual abilities.

4.3. The Influence of Motivation to Enter the Workforce on Work Readiness

Based on the results of the t-test analysis, the $t_{.count}$ 0,842 < t_{table}1.9797 and a significant value of 0.401 > 0.05. Then H_0 accepted and H_A rejected so it can be concluded that motivation to enter the world of work (X3) does not influence students' work readiness student staff at Sanata Dharma University. This can be interpreted as meaning that higher or lower motivation to enter the workforce does not result in higher or lower readiness for entering the workforce. The results of this study align with previous research conducted by Puspitasari & Fadhli (2024) that motivation to enter the workforce does not affect job readiness. However, this study is inconsistent with previous research conducted by Riyanti & Rustiana (2017), Yustati & Auditya (2019), and Wibowo *et al.* (2020), Setiadi (2021) stated that motivation to enter the workforce influences job readiness. These results indicate that factors other than motivation have a greater influence on job readiness, such as personality, abilities, or social factors like parental advice. Therefore, motivation alone is insufficient if it is not accompanied by skills relevant to the needs of the workforce.

4.4. The Influence of Internship Experience on Work Readiness

Based on the results of the t-test analysis, the $t_{.count}$ 2,897 > t_{table}1.9797 and a significance value of 0.004 < 0.05. Then H_0 rejected and H_A accepted so it can be concluded that internship experience has a significant effect on students' work readiness student staff at Sanata Dharma University. This can be interpreted as the better the internship experience the students have student staff the higher the student's readiness student staff in entering the workforce. The results of this study align with previous research conducted by Gohae (2020), Muhammad & Mustari (2021), and Setiarini *et al.* (2022), Cunha *et al.* (2023), Pangaribuan *et al.* (2024) which shows that internship experience influences job readiness. Internship experience provides an opportunity for students to improve skills, understand work culture, and build professional networks. For example, students staff become more trained in coping deadline, communication, and teamwork. Therefore, internship experience is a crucial factor in improving students' readiness to face the demands of the working world.

5. Conclusions, Limitations and Implications

5.1. Conclusion

Based on the results of the data analysis that has been carried out, the conclusions are:

5.1.1. Self-efficacy and internship experience have a partial influence on students' work readinessstudent staff Sanata Dharma University.

5.1.2. Academic achievement and motivation to enter the world of work do not influence students' work readiness student staff at Sanata Dharma University.

5.2. Limitations

The study results show that the variables of self-efficacy, academic achievement, motivation to enter the workforce, and internship experience only explain 16% of the variation in changes in the work readiness variable, while the remaining 84% is influenced by other variables not used in this study. Therefore, future researchers can expand the scope of the study by considering other internal factors such as knowledge of the world of work, use of free time, and interests; as well as social factors that have not been examined in this study such as peer conditions and parental advice. These factors can provide a clearer picture of the factors that play a role in students' work readiness, thus becoming more

accurate and relevant. This study only involved student staff at Sanata Dharma University, therefore, in order to make this research broader, future researchers are advised to expand the research to various institutions and/or other cities; as well as increase the number of samples and add data collection methods to provide much better results.

5.3. Implications

This study has implications for strengthening student self-efficacy through student participation in organizations, projects, and academic and non-academic challenges; and maximizing internship experiences, as they provide a real-world perspective that cannot be obtained from lectures alone. This also has implications for universities in designing development programs for students more effectively, especially in terms of improving students' preparation to face competition in the world of work, such as creating development activities soft skill, and internship programs, and universities also facilitate them.

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