



## **The Influence of Organizational Involvement and Work Motivation on the Job Readiness of Students at the Faculty of Economics, Wahid Hasyim University, Semarang.**

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### **Abstract**

Job readiness refers to the condition of an individual who is prepared to work both physically and mentally. Active participation in organizations offers numerous benefits for the personal and professional development of students. Through involvement in organizations, students can enhance their soft skills, such as leadership, communication, teamwork, and time management, which are essential in the workplace. Meanwhile, work interest reflects the motivation and interest of students in the profession or field of work they wish to pursue. This study aims to examine how the influence of organizational involvement and students' work interest can affect their readiness to enter the job market. This topic is interesting to research as both factors play a crucial role in shaping the quality of graduates who are ready to compete in the workforce. Active participation in organizations provides practical experience outside the classroom, helping students develop social skills, leadership abilities, and conflict management. On the other hand, work motivation reflects the aspirations and career goals of students, encouraging them to focus more on preparing for challenges in the job market. This research employs a quantitative method. The sample consists of students from the Faculty of Economics and Business at Wahid Hasyim University Semarang, specifically the 2021 cohort who are involved in organizations. Data for this study were randomly collected using random sampling with a total of 30 respondents. The results indicate that organizational involvement has a significant impact on job readiness, while work motivation does not have a significant effect.

**Keywords: Job readiness, Organization, Job interests, Employment, Students**

## INTRODUCTION

In the context of increasingly intense global competition, job readiness has become one of the crucial aspects that college graduates must possess. This readiness encompasses not only academic knowledge but also practical skills and soft skills necessary in the workplace. Students are expected to have a solid academic foundation, as well as additional skills that are relevant to the demands of the professional world. Active participation in organizational activities on campus has proven to be an effective method for honing these skills (Yukl, 2013). Data from the Central Statistics Agency (BPS) indicate that the open unemployment rate in Indonesia for higher education graduates reached 5.65% in 2023. This figure reflects a serious challenge faced by college graduates in preparing themselves to enter the job market. Several factors contribute to students' job readiness, including organizational involvement and work motivation. Active participation in organizations can help students develop social skills, managerial abilities, and practical experience that are valuable in the workplace. According to Robbins and Judge (2017), involvement in organizations can enhance communication skills, decision-making abilities, and conflict management, which are essential competencies in the work environment (Robbins, S. P., 2017). Work motivation also plays a significant role in students' readiness to face the job market. According to Herzberg's motivation theory (1966), both intrinsic and extrinsic motivations influence the extent of an individual's effort in achieving specific goals, including job readiness. Students with strong work motivation tend to be more proactive in seeking opportunities, broadening their horizons, and honing the skills required by the industry (Alia Yashak et al., 2020).

Higher education institutions in Indonesia, particularly at Wahid Hasyim University Semarang, face significant challenges in producing graduates with adequate skills to compete in the global market. Job readiness is the capacity of an individual to perform tasks or jobs according to established standards without encountering significant difficulties or obstacles. This readiness encompasses the technical, mental, and emotional skills necessary to complete work effectively. Furthermore, an individual who is job-ready is capable of achieving predetermined targets with optimal results, demonstrating competence and adaptability in the workplace (Andika et al., 2018). In the research (Kayla Anugerah Christianty Labiro & William Widjaja, 2024) In this study, the research demonstrates a significant influence between organizational involvement and job readiness. By employing multiple linear

regression methods and data collected through questionnaires, the results indicate that the more active students are in organizational activities, the greater their readiness to face the job market. Other studies also reveal a significant impact of work motivation on individuals' readiness to enter the workforce (Muhazir, 2019).

However, despite both factors being identified as important, there is limited research examining how organizational involvement and work motivation simultaneously affect students' job readiness, particularly within the Faculty of Economics and Business at Wahid Hasyim University (UNWAHAS). The Faculty of Economics and Business at UNWAHAS emphasizes the importance of soft skills in its curriculum; however, there is still a lack of empirical data demonstrating a direct relationship between organizational involvement, work motivation, and job readiness. At Wahid Hasyim University Semarang, participating in organizational activities is one effective way to hone these skills. By actively engaging in organizations, students are expected to gain valuable experiences and enhance their confidence in facing various challenges in the workplace. Furthermore, work motivation plays a role in helping students prepare before entering the job market. Strong work motivation is likely to encourage students to be more proactive in improving their skills, exploring opportunities, and understanding the dynamics of the professional world.

This study aims to analyze the influence of organizational involvement and work motivation on the job readiness of students in the Faculty of Economics and Business at Wahid Hasyim University Semarang. Using a quantitative approach, this research is expected to provide new insights for higher education administrators in designing programs for developing soft skills and work motivation to enhance students' job readiness. Additionally, this research contributes to existing literature by testing motivation theories such as Herzberg's and organizational theory, as well as providing empirical evidence on the importance of organizational involvement and work motivation in preparing graduates to compete in the job market.

Based on the explanation above, the author is interested in conducting research entitled "The Influence of Organizational Involvement and Work Motivation on Job Readiness of Management Students at Wahid Hasyim University Semarang."

#### A. RESEARCH PROBLEMS

Based on the background above, the research problems in this study are as follows:

1. How does organizational involvement affect the job readiness of students in the Faculty of Economics and Business at Wahid Hasyim University?
2. How does work motivation influence the job readiness of students in the Faculty of Economics and Business at Wahid Hasyim University?
3. How do organizational involvement and work motivation simultaneously affect the job readiness of students in the Faculty of Economics and Business at Wahid Hasyim University?

#### **B. RESEARCH OBJECTIVES**

Based on the background and research problems above, the objectives of this study are as follows:

1. To analyze and prove whether organizational involvement influences the job readiness of students in the Faculty of Economics and Business at Wahid Hasyim University.
2. To analyze and prove whether work motivation affects the job readiness of students in the Faculty of Economics and Business at Wahid Hasyim University.
3. To analyze and prove whether organizational involvement and work motivation simultaneously influence the job readiness of students in the Faculty of Economics and Business at Wahid Hasyim University

#### **LITERATURE REVIEW**

This study examines the influence of organizational involvement and work motivation on the job readiness of students in the Faculty of Economics and Business (FEB) at Wahid Hasyim University. To support the analysis, concepts and theories relevant to each variable will be explained through a literature review. This explanation includes findings from previous research that contribute to the understanding of organizational involvement, work motivation, and job readiness, as well as how these three aspects are interconnected.

##### **1. Organizational Involvement**

Organizational involvement refers to students' participation in various organizational activities outside of formal academic activities. Student organizations, such as the Student Representative Council (DPM), the Student Executive Board (BEM), student associations, and other student activity units (UKM), provide an environment that allows students to

develop soft skills such as leadership, communication, decision-making, and teamwork. Active involvement in these organizations offers valuable opportunities for students to enhance skills that are highly needed in the job market. One of the key skills acquired is effective communication. Through interactions with organization members, faculty, and external parties, students learn to convey ideas clearly, listen attentively, and respond appropriately to situations. Strong communication skills serve as a vital foundation for building effective collaboration in the workplace, where interaction with various stakeholders is essential. Furthermore, organizations teach students how to work together in teams to achieve common goals. They not only learn to divide tasks fairly but also develop a sense of responsibility for their respective roles and support one another (Kayla Anugerah Christianty Labiro & William Widjaja, 2024).

In Organizational Behavior Theory, involvement in organizations provides students with experiences that resemble actual work conditions, allowing them to learn how to navigate interpersonal dynamics, manage time, and make decisions. Mupitasari (2019) states that organizational involvement can be defined as the level of engagement, participation, commitment, and contribution of an individual within an organization. This definition encompasses various aspects that reflect the extent to which an individual participates in organizational activities and the seriousness with which they fulfill their assigned roles. Individual involvement in an organization is not only measured by physical presence but also by active participation in various activities and programs organized. This includes contributions during meetings, discussions, and other activities aimed at advancing the organization. The higher the level of participation demonstrated by a member, the greater their contribution to achieving common goals. Furthermore, commitment is a key factor that indicates an individual's dedication to the organization. This commitment reflects the loyalty and sense of responsibility individuals have in carrying out their assigned tasks. A committed member will not only strive to meet their obligations but will also be motivated to contribute their best to the advancement of the organization (Pasamba et al., 2024). Penelitian oleh (Andika et al., 2018) juga mendukung temuan bahwa ada pengaruh positif dan signifikan antara keterlibatan mahasiswa dalam organisasi dengan kesiapan kerja. Ini berarti bahwa semakin aktif mahasiswa dalam kegiatan organisasi, semakin tinggi kesiapan mereka untuk menghadapi dunia kerja. Partisipasi dalam organisasi memberikan pengalaman praktis yang berharga, seperti

pengembangan keterampilan komunikasi, kerja sama tim, dan manajemen waktu, yang semuanya sangat dibutuhkan dalam lingkungan profesional.

## 2. Work Motivation

According to Siagian (2015), employee work motivation is defined as the driving force that compels an individual within an organization to willingly and committedly direct their expertise, skills, effort, and time towards carrying out various assigned tasks and responsibilities. The aim is to achieve the targets and objectives set by the organization. This aligns with Abraham's perspective as outlined by Mangkunegara (2017), which states that motivation is the tendency to engage in activities, beginning with internal drives and culminating in self-adjustment. This self-adjustment is undertaken to fulfill the needs of that motivation (Manihuruk & Tirtayasa, 2020). Herzberg's Motivation Theory (1966) explains that intrinsic motivation, such as satisfaction from achievement, responsibility, and recognition, significantly influences an individual's readiness to work. Herzberg categorizes the factors affecting motivation into two types: motivators (intrinsic) and hygiene factors (extrinsic). Students with high motivation toward their careers tend to be more proactive in preparing themselves to enter the job market, including through training, skill development, and seeking information related to their careers (Alia Yashak et al., 2020).

According to research conducted by (Deswarta et al., 2023) Based on the results of the research conducted through the distribution of questionnaires, it was found that motivation has a positive and significant effect on job readiness, as supported by the results of the partial test. In other words, the higher the level of motivation possessed by students, the better their readiness to face the job market. Motivation in this context can encompass various aspects, such as internal drives to achieve accomplishments, a desire for personal development, and a clear career orientation. Motivated students tend to be more active in preparing themselves, whether through skill enhancement, knowledge acquisition, or practical experience.

## 3. Job Readiness

Job readiness, according to Fitriyanto (2006), is simply described as a condition in which there is an alignment between physical maturity, mental readiness, and experience, enabling an individual to perform specific tasks related to work or other activities (Syaila, 2017). Job readiness refers to a state in which an individual is physically and mentally

mature enough to enter the workforce and capable of meeting various demands. This includes readiness in terms of technical skills, critical thinking abilities, and adaptability to the work environment. An individual who possesses job readiness is also expected to face challenges, collaborate effectively in teams, and fulfill their responsibilities professionally. Human Capital Theory emphasizes the importance of investing in education and skill development as preparation for employment. This theory is relevant in the context of job readiness, where students who actively engage in non-academic activities and possess strong work motivation are considered to have invested in the skills and competencies needed in the labor market (Becker, 1993).

In previous research conducted by (Baiti et al., 2017) Job readiness is also linked to career self-efficacy, which refers to an individual's belief in their ability to successfully perform tasks related to their career. For final-year students, career self-efficacy plays a crucial role in job readiness, as this belief helps them feel more confident in facing the challenges of the job market. Students with a high level of career self-efficacy tend to be more mentally and emotionally prepared to start their careers, make informed decisions, and adapt to new work environments.

#### 4. The Relationship Between Organizational Involvement, Work Motivation, and Job Readiness

Previous research has identified a positive relationship between organizational involvement and job readiness. In a study conducted by (Irmayanti et al., 2020) Student involvement in organizations affects their job readiness, with soft skills serving as a mediating variable at PGRI University Madiun. The more actively students engage in organizational activities and the greater their contributions to these activities, along with the development of strong soft skills, the higher their job readiness will be, making them more prepared to enter the workforce. On the other hand, work motivation has been shown to play a significant role in job readiness. According to research conducted by (Hariyanto, 2011) The results of the study indicate that students' work motivation in vocational schools is relatively high. This is due to the majority of students' desire to secure employment soon after graduation. These students recognize the importance of vocational education in preparing them for the workforce and tend to possess a strong drive to achieve this goal. This strong motivation encourages them to actively learn and

develop the skills necessary to be better prepared and competitive when entering the job market.

However, some studies suggest that although organizational involvement and work motivation influence job readiness, the impact of work motivation is not always significant. This was revealed in the study (Pasamba et al., 2024) The results of the multiple linear regression analysis indicate that organizational involvement has a positive and significant effect on students' job readiness. This means that the more actively students engage in organizations, the higher their level of readiness to enter the workforce. Additionally, the variables of self-efficacy, work interest, and organizational involvement collectively exert a significant positive influence on job readiness. However, when examined separately, organizational involvement contributes more significantly than work motivation to enhancing students' job readiness. This suggests that involvement in organizations may be more effective in preparing students for the challenges of the workplace compared to the motivation factor alone.

#### 5. Research Hypotheses

H1: There is a positive influence of organizational involvement on job readiness. The more active an individual is in organizations, the more prepared they are to enter the workforce.

H2: There is a positive influence of work motivation on job readiness. The higher an individual's work motivation, the more prepared they are for employment.

H3: There is a positive influence of organizational involvement and work motivation on job readiness. The combination of these two variables enhances readiness to face the challenges of the workplace.

## **RESEARCH METHODOLOGY**

This study employs a quantitative approach. According to Sugiyono (2019), quantitative research is a method based on the philosophy of positivism and is considered a scientific method because it systematically, objectively, measurably, rationally, and concretely meets scientific standards. Sugiyono (2019) states that the population refers to the entirety or collection of objects that share similar characteristics. The scope of the population, on the other hand, refers to the general area comprising subjects or objects with



specific numbers and characteristics determined by the researcher for the study, from which conclusions are drawn. Furthermore, Sugiyono (2019) explains that a sample is a portion of a population with particular traits. In this study, the sample consists of students from the Faculty of Economics and Business at Wahid Hasyim University Semarang, class of 2021, who are involved in organizations. Data for this research were collected randomly using random sampling, with a total of 30 respondents. Random sampling is a method of selecting samples from a population where each member of the population has an equal chance of being chosen. The primary objective of random sampling is to obtain a representative sample so that the research results can be generalized to the entire population. The data collection method involves distributing questionnaires to the respondents.

## **RESULT AND DISCUSSION**

### **1. Validity Test**

The validity test is used to assess the validity level of each instrument related to the variables of organizational involvement, work motivation, and work readiness. To measure the validity of the research instruments, the researcher utilized the SPSS statistical program with a significance level of 5% and a sample size of 30 respondents. The results of the testing indicate that all instruments have a calculated r-value greater than the table r-value, leading to the conclusion that all data in the research instruments used are valid.

### **2. Reliability Test**

In this study, the reliability test is measured using Cronbach's alpha, with the criterion that an instrument is considered reliable if Cronbach's alpha  $> 0.6$ . The organizational involvement variable has a Cronbach's alpha value of  $0.824 > 0.6$ , indicating that organizational involvement is reliable. The work motivation variable has a Cronbach's alpha value of  $0.754 > 0.6$ , thus work motivation is also considered reliable. The work readiness variable has a Cronbach's alpha value of  $0.756 > 0.6$ , confirming that work readiness is reliable. Therefore, it can be concluded that all variables are considered reliable.

3. Normality Test

Table 1. Normality Test Table

**One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		30
Normal Parameters <sup>a,b</sup>		
	Mean	.0000000
	Std. Deviation	1.47449981
Most Extreme Differences	Absolute	.122
	Positive	.122
	Negative	-.058
Kolmogorov-Smirnov Z		.671
Asymp. Sig. (2-tailed)		.759

a. Test distribution is Normal.

b. Calculated from data.

c. The Asymp. Sig value of 0.759 indicates that the data is normally distributed. In conclusion, the data in this study is normally distributed, and the regression model can be used.

4. Classical Assumption Test

Multicollinearity Test

Table 2. Multicollinearity Table

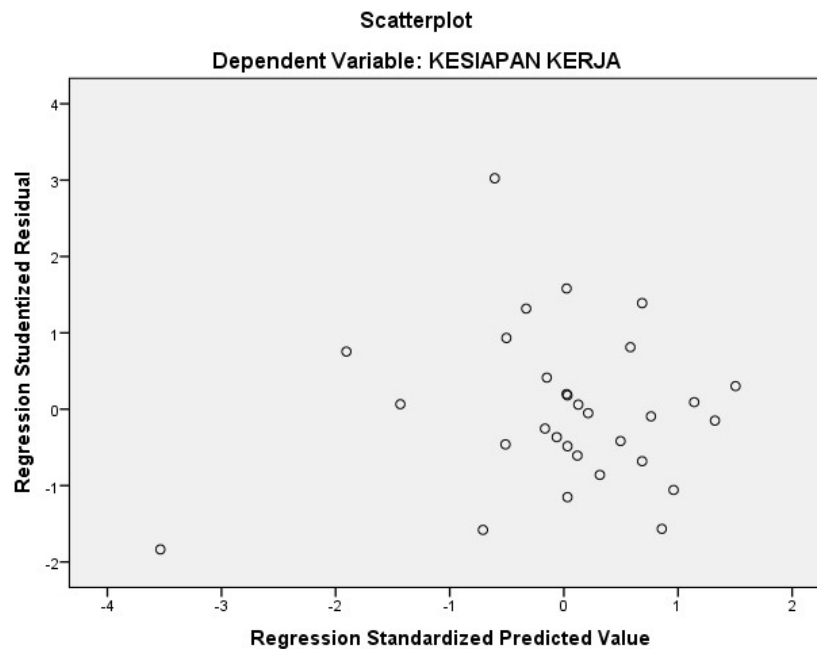
Coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	3.016	3.501		.862	.397		
1 Organizational Involvement	.349	.114	.547	3.058	.005	.428	2.335
Work Motivation	.182	.110	.296	1.654	.110	.428	2.335

- a. Dependent Variable: Work Readiness
- b. The Organizational Involvement and Work Motivation variables each have a VIF value of 2.335 and a Tolerance of 0.428. These values indicate that there is no issue of multicollinearity.

5. Heteroskedasticity Test

Table 3. Heteroskedasticity Test Table



The points on the scatterplot are evenly distributed above and below the zero mark on the Y-axis. This indicates that the regression model exhibits equal variance (homoscedasticity) of the residuals across observations.

6. T-Test

Based on the significance (Sig.) value:

- If the significance (Sig.) value < 0.05 probability, then there is an effect of the independent variable (X) on the dependent variable (Y), and the hypothesis is accepted.
- If the significance (Sig.) value > 0.05 probability, then there is no effect of the independent variable (X) on the dependent variable (Y), and the hypothesis is rejected.

Table 4: T-Test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.016	3.501		.862	.397
1 Organizational Involvement	.349	.114	.547	3.058	.005
Work motivation	.182	.110	.296	1.654	.110

- a. Dependent Variable: Job Readiness
- b. Organizational involvement has a significant effect on job readiness, with a t-value of 3.058 (p = 0.005).
- c. Work motivation does not have a significant effect, with a t-value of 1.654 (p = 0.110).

6. F-Test

Based on the significance (Sig.) value from the ANOVA output:

- a. If the Sig. value < 0.05, then the hypothesis is accepted, indicating that (X1) and (X2), etc., have a simultaneous effect on (Y).
- b. If the Sig. value > 0.05, then the hypothesis is rejected, indicating that (X1) and (X2), etc., do not have a simultaneous effect on (Y).

Table 5. F-Test Results

**ANOVA<sup>a</sup>**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	107.616	2	53.808	23.042	.000 <sup>b</sup>
Residual	63.050	27	2.335		
Total	170.667	29			

- a. Dependent Variable: Job Readiness

- b. Predictors: (Constant), Work Motivation, Organizational Involvement  
 The F-value is 23.042 with a significance level of 0.000, indicating that the regression model is significant overall.

7. Determinasi test

Table 6. determinasi test

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted Square	RStd. Error of the Estimate
1	.794 <sup>a</sup>	.631	.603	1.528

- a. Predictors: (Constant), Work Motivation, Organizational Involvement  
 b. Dependent Variable: Job Readiness  
 c. The R-Squared value is 0.631, indicating that 63.1% of the variability in job readiness can be explained by organizational involvement and work motivation. The remaining 36.9% is attributed to other variables outside the model.

**CONCLUSION**

Based on the research results regarding the influence of organizational involvement and work motivation on the job readiness of students from the Faculty of Economics and Business at Wahid Hasyim University Semarang, the following conclusions can be drawn:

1. Organizational Involvement significantly influences job readiness, with a t-value of 3.058 (p = 0.005). H1 is accepted.
2. Work Motivation does not significantly influence job readiness, with a t-value of 1.654 (p = 0.110). H2 is rejected.
3. The F-value of 23.042 with a significance level of 0.000 indicates that the regression model is overall significant. H3 is accepted.

4. The R-Squared value of 0.631 indicates that 63.1% of the variability in job readiness can be explained by organizational involvement and work motivation, while the remaining 36.9% is explained by other variables outside the model.

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