



The Role of Motivation in Mediating the Influence of Organizational Culture, Self-Efficacy, and Fieldwork Practices on College Student Work Readiness

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Article Info	Abstract
<p>Article History :</p> <p>Received June 2022</p> <p>Accepted October 2022</p> <p>Published December 2022</p> <p>Keywords:</p> <p><i>Work Readiness</i></p> <p><i>Organizational Culture</i></p> <p><i>Self Efficacy</i></p> <p><i>Field Work Practice</i></p> <p><i>Motivation</i></p>	<p>Work readiness is needed to produce qualified workforce candidates who can compete with global demands. This study aims to determine the effect of organizational culture, self-efficacy, and fieldwork practices on job readiness through the motivation of college students in the Accounting Study Program at the Economics College in Semarang City. The research population was all college students in the Accounting Study Program at the School of Economics in Semarang City, totaling 597 college students with a sample of 240 college students taken by proportional random sampling technique. Data collection was carried out using a questionnaire that had been tested for validity and reliability. The data analysis technique used descriptive analysis, path analysis, and the Sobel test. The results show that there is an influence of organizational culture on motivation (22.4%), there is an influence of self-efficacy on motivation (36.9%), there is an influence of fieldwork practice on motivation (24.7%), there is an influence of self-efficacy on work readiness through the motivation of (14,5%), there is an effect of fieldwork practice on job readiness through the motivation of (12,5%), and there is an influence of motivation on work readiness of (36.3%). Meanwhile, organizational culture does not affect work readiness through motivation. This study concludes that motivation successfully mediates self-efficacy and fieldwork practices on college student work readiness. However, motivation did not succeed in mediating organizational culture on the work readiness of college students in the Accounting Study Program at the Economics College in Semarang City.</p>

INTRODUCTION

Developments lead to competition in the labor market which is not only getting tighter but also increasingly competitive. Job seekers who have a bachelor's degree or do not have to be able to compete for jobs in limited job opportunities. The factor that causes college graduates not to be absorbed in the world of work is that college and institute graduates tend to choose too many jobs because they are considered to have higher competencies. Another factor that causes many graduates to be unabsorbed in the world of work is because they miss a match or the knowledge they learn is always different from the needs of the world of work and also some under-qualifications or abilities do not show a bachelor's degree.

College of consists of only one faculty which is divided into various majors. The city of Semarang has universities in various fields, one of which is the College of Economics. The purpose of various

colleges of economics is the same, that is to produce professional and skilled workers with qualifications in human resources who can meet the demands of national development. The College of Economics provides provisions for students to enter the world of work through knowledge and skills in their respective fields.

Accounting majors in various colleges are quite attractive to prospective college students, so there is great hope for this department to be able to produce professional graduates who can improve the quality and quality of a person. Seeing the reality that is happening, graduates from the Accounting Study Program at the College of Economics in Semarang City are designed to produce graduates who can adapt to a dynamic work environment both in the private sector and the public sector. Tracer studies are needed to measure the success of the College of Economics in Semarang City in producing graduates of the Accounting Study Program. The results of the tracer study data are known as follows:

Table 1. Data Tracer Study of Accounting Study Program at STIE in Semarang City

2018	Job Field	Total	%	2019	Bidang Pekerjaan	Total	%
1	Government Institutions	101	21,5%	1	Government Institutions	74	15,8%
2	Private Company	148	31,5%	2	Private Company	118	25,2%
3	Entrepreneur	158	33,5%	3	Entrepreneur	167	35,5%
4	Educational Institute	54	11,5%	4	Educational Institute	110	23,5%
Total		461	100%	Total		469	100%

Source: Data processed, 2022

Based on tracer data, it shows that the most occupations of Accounting students at the Economics College in Semarang City are entrepreneurs. A college student must be ready to face everything. One of them is the readiness needed to face the world of work. Work readiness is an important character that must be possessed by college students (Hanani, 2016). Work readiness is needed by college students to meet the requirements for work and face future jobs (Ridho & Siswanti, 2020). Therefore, college students need a high level of work ready to be able to enter the real world of work.

Work readiness will be influenced by two factors, that is internal factors and external factors. Internal factors are factors that come from within a person which includes physical and mental maturity, creativity, interests, talents, intelligence,

independence, self-efficacy, mastery of knowledge, and motivation. External factors are factors that come from outside a person which includes, organizational culture, the world of work information, and work experience (Kardimin, 2004).

The success of college students in preparing to enter the world of work can be influenced by organizational culture as an external factor. Organizational culture is a very important thing to have in building organizational culture. Organizational culture consists of several combinations of forms, values, beliefs, and basic assumptions that are held by organizational members (Marampa et al., 2019). Organizational culture defines the core values, assumptions, interpretations, and approaches that characterize the organization (Acar, 2012). Organizational culture has a fairly high

contribution to organizational success. The effectiveness of success will be obtained through an organizational culture that is by the needs of the external environment and the orientation of the organization (Cameron & Quinn, 1999). Organizational culture will create readiness of college students mentally and physically so that the achievement of the goals that have been set.

Preparing to achieve the desired work readiness is certainly not easy. College students will encounter various obstacles that require individual effort and belief. The level of effort and confidence made by college students to overcome obstacles will be greatly influenced by self-efficacy. Bandura, (1997) defines self-efficacy as an individual's belief in his or her ability to shape behavior in a given situation.

Self-efficacy can affect a person's internal condition in work readiness because high self-efficacy can increase self-confidence to face competition in the world of work (Noviana, 2014). In addition, high self-efficacy can also improve one's abilities and foster a desire to progress and be successful (Zulkosky, 2009).

Work readiness is a combination of knowledge, skills, and attitudes that must be possessed by individuals so that they can help contribute to the achievement of goals (Agustin, 2018). Training of knowledge and skills can be done by college students through fieldwork practices. Menurut Kusnaeni & Martono, (2016) fieldwork practice is an exercise program that is held outside of the classroom, in a series of learning activities as an integral part of the training process.

The purpose of implementing fieldwork practice is to provide experience, skills, and an overview of the real world of work so that college students can find out what is needed in the world of work. (Wahyuni & Oktarina, 2018). Indirectly, field work practice will provide knowledge and experience and prepare college students to be able to enter the world of work.

In acting, a person must be driven by a certain motive. Motivation will arise because of needs that have not been met, goals to be achieved, and hopes (Ayundasari et al., 2017). Motivation can come from within or from outside a person. Motivation affects college students as individuals to excel and innovate (Badubi, 2017).

Motivation will determine the extent to which someone is driven to enter the world of work (Pujianto

& Arief, 2017). A person needs the motivation to initiate goal-directed behavior and maintain persistence in achieving goals. Motivation will build enthusiasm and create positive energy that can make individuals achieve in their jobs (Rayat & Gupta, 2021). Motivation is related to emotion, physical condition, and the logistics of an individual. A motivated college student is a person who is driven by himself and does not need external power to achieve his goals and give the best results.

Based on the description above, the problems that will be raised in this study are the influence of organizational culture, self-efficacy, fieldwork practices, and motivation on the work readiness of students of the Accounting Study Program at the College of Economics in Semarang City. The purpose of this study is to see how far the influence is obtained and to analyze the influence of organizational culture, self-efficacy, and fieldwork practices on motivational variables. Analyzing the influence of organizational culture variables, self-efficacy, and fieldwork practices on job readiness through motivation. And analyze the influence of motivational variables on the work readiness of college students in the Accounting Study Program at the Economics College in Semarang City.

RESEARCH METHODS

This research uses a quantitative approach with the ex post facto method. The population in this study were all students of the Accounting Study Program at the College of Economics in Semarang City batch 2018, totaling 597 college students from 7 Colleges of Economics. The sample used in this study was 240 college students with a sampling technique that is proportional random sampling with the determination of sample size using the Slovin formula.

This research uses data analysis techniques in the form of descriptive analysis, classical assumption test, path analysis, hypothesis testing, coefficient of determination, and Sobel test. Calculation of data in this study using the help of IBM SPSS Statistics.

RESULTS AND DISCUSSION

The results of descriptive analysis on the variables of work readiness, organizational culture, self-efficacy, fieldwork practices, and motivation for 240 respondents are explained as follows: (1) College student work readiness is in the ready-to-work category. (2) College student organizational culture is in a good category. (3) College student self-efficacy is included in the high criteria, which means that college students have good self-efficacy. (4) The college students' fieldwork practices are in a good category. (5) College student motivation is in the high category, meaning that college students have good motivation.

Prerequisite tests were carried out before testing the hypothesis, which included normality, linearity, multicollinearity, and heteroscedasticity tests. The normality test was obtained using the Kolmogorov-Smirnov test. The Kolmogorov-Smirnov value of motivation as the dependent variable gets a significance value of 0.961 while the Kolmogorov-Smirnov value of Work Readiness as the dependent variable gets a significance value of 0.989. So it can be concluded that the two data are normally distributed because the significance value is above 0.05.

The linearity test was carried out on the independent variable and was said to have a linear relationship with the dependent variable if the deviation from the linearity value had a significance value > 0.05 . The results of the linearity test with the help of the SPSS program are known that the significance value of the organizational culture variable is 0.134. The significance value of the self-efficacy variable is 0.766. The significance value of the

fieldwork practice variable is 0.596 and the significance value of the motivation variable is 0.358. The significance value of all variables is greater than 0.05, so it can be said that all variables have a linear relationship with the work readiness variable.

The multicollinearity test was carried out by observing the Variance Inflation Factor (VIF) and Tolerance values. The test results of all independent variables with motivation as the dependent variable showed a VIF value < 10 and a tolerance value > 0.10 . The test results of all independent variables with work readiness as the dependent variable showed a VIF value < 10 and a tolerance value > 0.10 . So it can be concluded that there is no multicollinearity between the independent variables.

Furthermore, the heteroscedasticity test was carried out by looking at the coefficient table from the glejser test with the help of the SPSS program. If the significance > 0.05 then there is no heteroscedasticity. The results of the glejser test show that all variables have a significant value above 0.05, which means that there is no heteroscedasticity in the regression model used.

This research uses path analysis, which is an analysis that uses correlation and regression so that it can be seen that to arrive at the last dependent variable, you must go through the direct path or the intervening variable. (Sugiyono, 2017). Path analysis using the SPSS program with two regression equations. The first is regression analysis with motivation as the dependent variable. The result of the first equation is as follows:

Table 2. Results of Multiple Linear Regression Test with Motivation as Dependent Variable

Model	Beta	Std. Error	t	Sig.	Square
(Constant)	10.903	1.927	2.323	.000	.496
Organizational culture	.225	.159	2.231	.029	
Self Efficacy	.305	.081	3.466	.001	
Fieldwork Practice	.263	.058	2.229	.029	

a. Dependent Variable: Motivation

Source: Data processed, 2022.

Based on Table 2, it is known that the path analysis test results with motivation as the dependent variable obtained the following equation:

$$Y_1 = \alpha + \beta x_1 + \beta x_2 + \beta x_3 + e_1$$

$$\text{Nilai } e_1 = \sqrt{1-R^2} = \sqrt{1-0,496} = \sqrt{0,504}$$

$$= 0,710$$

So that the regression equation obtained is:
 $Y_1 = 10,903 + 0,225 + 0,305 + 0,263 + 0,710$

The results of the regression analysis show the regression coefficient of organizational culture is 0.225, which means that every increase in organizational culture by one unit will increase college student motivation assuming other independent variables remain. The self-efficacy

regression coefficient is 0.305, which means that each increase in self-efficacy by one unit will increase student motivation with the assumption that other variables are constant.

The fieldwork practice regression coefficient is 0.263, which means that each addition of one unit of fieldwork practice will increase motivation with the assumption that the other independent variables are constant. The value of 0.710 is the variance of the motivational variable that cannot be explained by the independent variable. The second equation is regression analysis with work readiness as the dependent variable. As for the results of the second equation:

Table 3. Results of Multiple Linear Regression Test with Work Readiness as Dependent Variable

Model	Beta	Std. Error	t	Sig.	Square
(Constant)	16.815	2.149	7.825	.000	.424
Organizational culture	.133	.068	1.983	.042	
Self Efficacy	.278	.078	1.999	.020	
Fieldwork Practice	.182	.044	1.977	.040	
Motivation	.477	.080	1.961	.038	

a. Dependent Variable: Work Readiness

Source: Data processed, 2022

Based on Table 3, it is known that the path analysis test results with work readiness as the dependent variable obtained the following equation:

$$Y_2 = \alpha + \beta x_1 + \beta x_2 + \beta x_3 + \beta x_4 + e_2$$

$$\text{Nilai } e_2 = \sqrt{1-R^2} = \sqrt{1-0,424} = \sqrt{0,576}$$

$$= 0,759$$

So that the regression equation obtained is:
 $Y_2 = 16,815 + 0,133 + 0,278 + 0,182 + 0,477$

+ 0,759

The results of the regression analysis show the organizational culture regression coefficient is 0.133, which means that every increase in organizational culture by one unit will increase work readiness with the assumption that the other independent variables are constant. The self-efficacy regression coefficient is 0.278, which means that each increase in self-efficacy by one unit will increase work readiness with the assumption that other variables are constant.

The fieldwork practice regression coefficient is 0.182, which means that each addition of one unit of fieldwork practice will

increase work readiness with the assumption that the other independent variables are constant. The motivational regression coefficient of 0.477 means that every increase in motivation will increase work readiness with the assumption that the other independent variables are constant. The value of 0.759 is the variance of the work readiness variable that cannot be explained by the independent variable.

The Influence of Organizational Culture on Motivation

Based on the results of the regression analysis, the t-count value of organizational culture is 2.231. At the t table with a significance level (α) = 5%, df = n-k or 235, it is known that the t table is 1.960. So t count 2.231 > t table 1.960 with sig 0.029 < 0.05. Thus, organizational culture has a positive and significant effect on the motivation of college students in the Accounting Study Program at STIE in Semarang City.

High motivation will affect college students in carrying out their duties optimally. This is in line

with the theory of Weerasinghe, (2017) that the formation of a good culture will be in line with the level of motivation of its members. In addition, the organizational culture applied by colleges will be used as a behavioral guide for college students. These guidelines will create motivation for college students to overcome various adaptation problems externally and internally.

Aside from being a guide to behavior carried out by college students, organizational culture is also used as a basis for making decisions that will direct college students' actions to achieve the expected goals. When the culture formed in a college is good, it will be in line with the level of motivation of college students and workers in the colleges.

A college of economics with a strong organizational culture will have a big impact because it will directly or indirectly affect the image of the college. The results in this research are in line with research by Firanti et al., (2021) which states that organizational culture has a positive and significant influence on work motivation. In line with Pranitasari et al., (2018) there is a significant influence of organizational culture on work motivation, where organizational culture is more dominant in influencing motivation.

The Influence of Self-Efficacy on Motivation

Based on the results of the regression analysis, the self-efficacy t-count value is 3.466. At the t table with a significance level (α) = 5%, $df = n-k$ or 235, it is known that the t table is 1.960. Then $t \text{ count } 3.466 > t \text{ table } 1.960$ with $\text{sig } 0.001 < 0.05$. So it can be concluded that self-efficacy has a positive and significant effect on the motivation of the Accounting Study Program college students at STIE in Semarang City.

This research implies that self-efficacy with all aspects contained in it will contribute to the emergence of college student motivation. This condition illustrates the conformity with the theory according to Pervin & John (Bandura, 1997) that someone who has high self-efficacy will have higher motivation. Good self-efficacy in college students will motivate college students to achieve the goals that have been set optimally.

Self-efficacy possessed by college students can minimize anxiety about the lack of encouragement in college students, and the beliefs and abilities of each college student to explore the abilities and actions needed. This can be reflected in the amount of effort made and persistence in overcoming the various obstacles faced. College students with high self-efficacy will continue to do all the tasks they get without giving up and will survive when experiencing difficulties, even college students who have high self-efficacy will try harder in solving the problems at hand.

The results of this research are by the research of Suciarno et al., (2020) who state that there is a significant influence of self-efficacy on motivation, self-efficacy contributes effectively to motivation by 20%. The ability of a college student's self-efficacy plays an important role in increasing self-motivation because confidence in one's abilities will motivate college students to be actively involved in all aspects of life, especially in activities carried out in colleges of economics. College students with high self-efficacy will easily have strong beliefs in themselves so they are not easily influenced by threatening situations.

The Influence of Fieldwork Practice on Motivation

Based on the results of the regression analysis, the t-count value of fieldwork practice was 2.229. At the t table with a significance level (α) = 5%, $df = n-k$ or 235, it is known that the t table is 1.960. So $t \text{ count } 2.229 > t \text{ table } 1.960$ with $\text{sig } 0.029 < 0.05$. This means that the practice of fieldwork has a positive and significant effect on the motivation of college students in the Accounting Study Program at STIE in Semarang City.

Good fieldwork practice will motivate college students through experience. The practice of fieldwork will form empirical or real experience in the field. In other words, the practical experience of fieldwork gained by college students will lead to self-motivation, especially motivation in entering the world of work.

This result is by the desired theory, where the practice of fieldwork is the formation of the college student experience. The experience is in the form

of knowledge or skills that have been known and mastered. Hamalik, (2013) states that one of the objectives of implementing fieldwork practices is to provide recognition and appreciation for work experience as part of the educational process. This goal will create encouragement in college students to try better to get recognition and appreciation.

The results of this research are supported by Hidayatulloh et al., (2021) and Mastur & Pramusinto, (2020) who state that fieldwork practices have a positive and significant effect on work motivation. Fieldwork practice as a form of organizing educational and training activities by working directly will help the college students bring out internal impulses that can be utilized in life. The college Students will apply fieldwork practices systematically by adjusting the educational program at a colleges of economics with the mastery of skills acquired through work activities directly in the world of work.

In addition, the practice of fieldwork can be used as a measuring tool or prediction about the abilities of each college student. Through these predictions, college students can assess the extent of their abilities, so that college students with relatively low abilities can motivate themselves to better prepare their abilities.

The Influence of Organizational Culture on Work Readiness Through Motivation

Based on the calculation results, the t-count value is 1.365, and based on the calculations in the Sobel Test Calculator for the Significance of Mediation application, the t-count value is 1.345. Both are smaller than the t table, namely 1.960 with a significance level of 0.089. This indicates that motivation does not succeed in mediating the influence of organizational culture on job readiness. Thus, there is no influence of organizational culture on work readiness through the motivation of students in the Accounting Study Program at STIE in Semarang City.

The direct influence of organizational culture on work readiness is greater than the indirect effect of organizational culture on work readiness through motivation with a significance of 0.089, which is greater than 0.05, which means that

it is not significant. This shows that the low influence of organizational culture through motivation as an intervening variable is unable to mediate the work readiness variable. Descriptively, college student organizational culture is in a good category. This shows that the students of the Accounting Study Program at STIE in Semarang City consider that the values, norms, and behaviors that have been set have been carried out properly and properly.

The results of the descriptive analysis of college student motivation are in the high category. This shows that each college student has a pretty good inner drive. Nevertheless, high motivation does not necessarily affect college student work readiness. This can be understood because the organizational culture that has been set by a college of economics is not implemented properly by college students. In addition, a good organizational culture does not guarantee the motivation and readiness to enter the workforce of each college student.

The results of this research contradict the research conducted by Saputro et al., (2018) regarding organizational culture that affects college student work readiness. Organizational culture is closely related to all social aspects of each college of economics. College students who have a high social personality have the provisions to compete in the world of work. Therefore, organizational culture has a positive effect on work readiness.

The higher the value of organizational culture followed by college students, the higher the level of work readiness will be. A good organizational culture will always be brought and applied everywhere so that a college student as an agent of change is required to continuously improve his or her readiness to enter various conditions of the world of work.

The Influence of Self-Efficacy on Work Readiness Through Motivation

Based on the calculation results, the t-count value is 3.0787, and based on the calculation in the Sobel Test Calculator for the Significance of Mediation application, the t-count value is 3.2149. Both are greater than the t table, which is 1.960

with a significance level of 0.00065. This shows that motivation successfully mediates the effect of self-efficacy on job readiness. Thus, it shows that there is a positive and significant effect of self-efficacy on job readiness through the motivation of college students in the Accounting Study Program at STIE in Semarang City.

College students' motivation descriptively is in the high category. This shows that college students in Accounting Study Program at STIE in Semarang City have been able to encourage themselves well. In line with this, the results of descriptive analysis on the self-efficacy variable also state that college students have high self-efficacy. This shows that college students have good self-confidence and confidence in dealing with various problems. Because of the high motivation of college students, they can influence self-efficacy on readiness to enter the world of work that college students will pass.

This research condition is in line with the theory according to Yorke & Knight, (2004) where one of the factors that influence work readiness is self-confidence. Confidence in self-ability is part of self-efficacy. College students who have doubts or insecurity in their abilities will cause college students to be unprepared for work. In this regard, college students who are unsure of their abilities will tend to avoid or give up when facing a problem. In addition, the feeling of fear of failure can cause college students to blame their incompetence. Therefore, self-efficacy as a belief is needed in college students to ensure that college students are ready to work.

The results of this study support research by Wiharja et al., (2020) which states that 35.4% self-efficacy with three dimensions simultaneously influences the level of college student work readiness. Thus, the higher the self-efficacy in college students, the more college students' work readiness will increase and vice versa.

The Influence of Fieldwork Practices on Work Readiness Through Motivation

Based on the calculation results, the t-count value is 3.7553, and based on the calculations in the Sobel Test Calculator for the Mediation

Significance application, the t-count value is 3.1052. Both are greater than the t table, namely 1.960 with a significance level of 0.00095. This shows that motivation successfully mediates the effect of fieldwork practices on job readiness. Thus, there is a positive and significant effect of fieldwork practices on job readiness through the motivation of college students in the Accounting Study Program STIE in Semarang City.

Fieldwork practice activities aim to provide college students with real experience. This situation is to the theory put forward by Dalyono, (2009) experience will affect the physiological development of the individual which is one of the principles of the development of readiness in college students in preparing themselves before entering the world of work.

College students experience of knowledge and competence can be seen through work or actions that have previously been carried out. In addition, the period also determines the work experience of college students. Experienced college students will be seen how much the level of mastery of skills is in their field of expertise.

The results of this study are in line with Mutoharoh & Rahmanningtyas, (2019) that there is a positive and significant influence on industrial work practices through motivation on work readiness. Fieldwork practice activities will provide college students with the experience to prepare themselves to enter the world of work. This proves that fieldwork practice is a form of training to apply various knowledge, attitudes, and skills in the context of forming college student work readiness.

The better the practice of fieldwork carried out by college students, the readiness to enter the world of work of college students will also be higher. This is because the experience gained through the fieldwork practice program makes college students more confident to be able to enter the world of work according to their field of expertise.

The Influence of Motivation on Work Readiness

Based on the results of the t-test, it is known that the motivation variable has a t-count value of 1.961. Multiple regression value is known that the

motivation variable has an influence on work readiness of 36.3% with sig 0.038 < 0.05. Thus, it is known that motivation has a positive and significant effect on the work readiness of the Accounting Study Program college students at STIE in Semarang City.

The results of this study are in line with research conducted by Jamilah et al., (2019) which shows that motivation has a positive and significant effect on college student work readiness by 80.4%. In addition, research by Suryani et al., (2018) that motivation has a positive and significant effect on work readiness. This shows that the higher the motivation, the higher the work readiness.

Motivation will give college students a tendency to feel connected continuously so that they will be more selective about their abilities to prepare themselves to enter the world of work. Motivation plays a very important role in improving college students' work readiness. The higher the influence of motivation, will further increase the readiness to enter the world of work owned by college students. On the other hand, if the college student's motivation is low, the lower the college student's work readiness.

Motivation is a driving force from within a person to make changes in behavior or certain activities that are better than the previous state. This encouragement will result in college student readiness to enter the world of work.

CONCLUSION

Based on the analysis and testing of the research data, the conclusions are: (1) There is a positive and significant influence of organizational culture on college student motivation of 22.4%. (2) There is a positive and significant influence of self-efficacy on college student motivation of 36.9%. (3) There is a positive and significant influence of fieldwork practices on college student motivation of 24.7%. (4) The indirect influence of organizational culture on work readiness through motivation has a negative and insignificant relationship. This means that motivation is not successful in mediating between organizational

culture and college student work readiness. (5) The indirect influence of self-efficacy on work readiness through motivation has a positive and significant relationship. (6) The indirect influence of fieldwork practices on work readiness through motivation has a positive and significant relationship. (7) There is a positive and significant influence of motivation on college students' work readiness of 36.3%.

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