

The Effect of Soft Skills and Internship Experience on Student Work Readiness through Work Motivation as A Mediating Variable: A Study on Students of the Da'wah Management Study Program, Faculty of Da'wah And Communication, UIN Ar-Raniry Banda Aceh

Diana Kusumawati¹, Hafasnuddin^{2*}, Muliati Usman³

¹Master Student in Management, Universitas Syiah Kuala, Indonesia

^{2,3}Management Department, Universitas Syiah Kuala, Indonesia

ABSTRACT: This study aims to examine the effects of soft skills and internship experience on students' work readiness, with work motivation serving as a mediating variable. The study was conducted at the Faculty of Da'wah and Communication, UIN Ar-Raniry. The sample comprises 394 active students who are part of the Da'wah Management Study Program between 2018 and 2022. The sample size is calculated through multiplication of the number of indicators (22 indicators) by seven, thus producing 154 respondents. The data was gathered through the use of questionnaires distributed to the respondents. The results reveal that work readiness is strongly affected by soft skills, internships and motivation to work. Soft skills and internships play a strong role in increasing students' motivation to work. Additionally, the findings from the mediation analysis show that work motivation partially mediates the relationship between soft skills and internship experience and work readiness. The current study makes a valuable contribution to the research on work readiness among students by incorporating soft skills and internship experience as antecedent factors while considering work motivation as the mediator, which is quite a rare phenomenon in the field of Islamic higher education in Indonesia, especially Da'wah Management programs.

KEYWORDS : soft skills, Internship Experience, work motivation, work readiness

INTRODUCTION

In light of the fast pace of development in the current business world, businesses need human resource that is innovative, creative, responsible, committed, and has the ability to lead, discipline, and competence to meet the ever-changing challenges. The development of quality human resources has been thought to be vital in increasing competitiveness in an ever-more challenging professional landscape, because organization success is very much related to the quality of human resources.

There is an obvious need for the educational institutions to develop students that can compete and handle challenges in different professional areas. It is necessary to prepare the students of the universities in order to enable them to participate productively in the labor market. However, the problem of poor job readiness among university students still stands out as a critical issue in the workforce. This is an important matter as more and more employers are beginning to demand that graduates have the ability to apply knowledge and skills learned during their time in university.

Work readiness refers to graduates' ability to function independently and contribute effectively in the workplace. It encompasses not only theoretical knowledge but also the proactive development of behavioral dispositions and the capacity to adapt to dynamic professional demands (Herbert et al., 2020). Fundamentally, work readiness represents a balance between physical and mental preparedness and the experiences acquired throughout the learning process. This concept can be understood through three major dimensions: demand orientation, which reflects the requirements of the labor market; supply orientation, which concerns the skills possessed by job seekers; and the balance between the two. These dimensions can further be examined from organizational, individual developmental, and outcome-oriented perspectives (Peersia et al., 2024).

The factors contributing to work readiness can generally be categorized into internal and external aspects. Previous studies have demonstrated that soft skills and internship experience are among the important factors associated with work readiness (Kholifah et al., 2025); (Nugroho et al., 2024); (Masole & Dyk, 2016); (Robles, 2012). (Pool & Sewell, 2007) emphasized that soft skills

The Effect of Soft Skills and Internship Experience on Student Work Readiness through Work Motivation as A Mediating Variable: A Study on Students of the Da'wah Management Study Program, Faculty of Da'wah And Communication, UIN Ar-Raniry Banda Aceh

constitute a fundamental foundation in developing an individual's work readiness. Similarly, (Bawica, 2021) demonstrated that internship programs provide substantial benefits in preparing students for employment by facilitating the development of professional attitudes and behaviors, practical work skills, and the ability to cope with workplace demands.

In this context, (Maslow, 1943) hierarchy of needs theory provides a relevant theoretical foundation for explaining the development of work motivation as a hierarchical process. The hierarchy begins with basic physiological needs, followed by safety needs, social needs, esteem needs, and ultimately self-actualization. According to this perspective, higher-level needs tend to emerge once lower-level needs have been sufficiently fulfilled. Work motivation may originate from intrinsic sources, such as personal satisfaction and enjoyment, as well as extrinsic sources, such as rewards and recognition from external parties (Fikar et al., 2020), Work motivation therefore plays an important role in encouraging individuals to develop the readiness required to enter and perform effectively in the workplace.

The Da'wah Management Study Program at the Faculty of Da'wah and Communication, UIN Ar-Raniry, has continuously sought to develop students' competencies and character to prepare them for the labor market. One of these efforts is the implementation of internship programs in various governmental and private institutions and organizations located in Aceh Province, North Sumatra, and other regions that have established collaborative relationships with the Da'wah Management Study Program. Despite these efforts, challenges remain in strengthening students' work readiness and competitiveness in the labor market.

A preliminary survey involving 30 students of the Da'wah Management Study Program examined four variables: soft skills, internship experience, work motivation, and work readiness. It should be noted that the mean scores in work readiness, work motivation, soft skills, and internship experience were 3.28, 3.35, 3.33, and 3.26, respectively. Despite this rather favorable situation, a number of measurement indicators were still below the expected level. In particular, the indicator "work with others / team" got a mean score of 2.80. The indicators of "motivation for learning new knowledge and skills," as well as "using one's expertise and abilities," also got a mean score of 2.90. Besides that, the distribution pattern of students' answers showed that there is a significant percentage of students who kept answering relatively unfavorably on several criteria measured. This result indicates that the development of soft skills, internships, motivation for working, and work readiness among students in the Da'wah Management Study Program is still optimal.

Soft skills are defined as personal qualities portrayed by the behavior and attitude of a person that include loyalty, responsibility, and leadership skills, which are thought to be important for determining one's suitability for the job market (Wiguna et al., 2023). Moreover, internship experience, which is practical experience that students gain from participating in some activities in the workplace, helps students become more prepared for the workforce. This is especially the case because graduates from universities usually enter their careers in the early stages with practical experience that they gain from their internships (Li et al., 2022); (Maertz et al., 2014).

Apart from being a factor that directly helps in preparing a person for his/her job, work motivation might be used as a mediator which connects soft skills as well as internship experience to work readiness of students. (Fitriyani et al., 2025) showed that there was a mediating effect of work motivation on work readiness and stated that intrinsic motivation is an internal motivating force which operates without any external influence. Moreover, according to (Azizah & Widodo, 2025) and (Nurjannah et al., 2024), Moreover, according to (Azizah & Widodo, 2025) and (Nurjannah et al., 2024), work motivation acts as a mediator as well as a reinforcing element in the relationship between soft skills and students' work readiness. Consistent with these findings, (Hakim et al., 2026) reported that internship experience has a positive and significant effect on students' work readiness when work motivation is positioned as a mediating variable.

Considering the aforementioned phenomena and preliminary survey findings, together with theoretical perspectives and empirical evidence indicating relationships among these variables, further investigation into the mechanisms underlying students' work readiness is warranted. Accordingly, this study examines the role of soft skills and internship experience in shaping students' work readiness, with work motivation positioned as a mediating variable. The study was conducted among students of the Da'wah Management Study Program, Faculty of Da'wah and Communication, UIN Ar-Raniry Banda Aceh.

LITERATURE REVIEW

Work Readiness

As a concept, work readiness is relatively new in business and industrial studies and has been developed to assess or predict the potential of graduates in their respective fields of study. In general, work readiness refers to a condition in which individuals are physically and mentally prepared to enter the workforce, encompassing their willingness and ability to achieve expected outcomes, supported by the experience they have previously acquired. (Pambajeng et al., 2024) explain that work readiness refers to the extent to which an individual, particularly a student or graduate, is prepared to enter the workforce, including the abilities, knowledge, skills, and attitudes required to perform tasks and assume responsibilities in the workplace.

The Effect of Soft Skills and Internship Experience on Student Work Readiness through Work Motivation as A Mediating Variable: A Study on Students of the Da'wah Management Study Program, Faculty of Da'wah And Communication, UIN Ar-Raniry Banda Aceh

Readiness is defined as an individual's level of maturity or development that supports their ability to perform a particular activity, namely a condition that enables a person to respond appropriately to a given stimulus (Muspawi & Lestari, 2020). Meanwhile, (Anoraga, 2005), as cited in (Agusta, 2014), defines work as an occupation through which an individual earns an income.

Work readiness can be likened to the optimization of a tool consisting of four main components: mental preparedness, physical preparedness, knowledge and skills, and attitudes and maturity. Collectively, these components enable individuals to generate value, both financially and professionally. Based on the foregoing discussion, work readiness can be defined as an individual's level of physical, mental, and emotional preparedness, encompassing the abilities, knowledge, skills, and attitudes required to perform tasks and fulfill responsibilities in the workplace. This readiness is influenced by maturity, experience, and an individual's willingness to achieve the expected outcomes of a profession that provides an income.

Work Motivation

According to (Armstrong & Taylor, 2023), drawing on (McClelland, 1987) perspective, work motivation can be understood in terms of the intensity and direction of behavior, including the various driving forces that cause individuals to behave in particular ways. (McClelland, 1987) further proposed that human beings possess three fundamental needs: (1) the need for achievement, which refers to the desire to attain higher levels of accomplishment than previously achieved; (2) the need for power, which refers to the desire to influence and control others; and (3) the need for affiliation, which refers to the desire to be accepted and to establish and maintain social relationships with others.

Consistent with this perspective, (Maslow, 1943) explains that motivation drives individuals to act in order to fulfill their fundamental needs. (Pambajeng et al., 2024) define work motivation as a condition that influences, stimulates, directs, and sustains individual behavior in the workplace. More broadly, motivation can also be understood as the interaction between attitudes and values that drives individuals to pursue particular goals in accordance with their respective interests, while reflecting their capacity, direction, and persistence in striving to achieve those goals.

Work motivation is closely associated with an individual's attitudes and behavior in pursuing predetermined goals. (Riyanti & Kasyadi, 2021) identify motivation as an internal factor in the form of desires or expectations that influences an individual's readiness to work. (Setiarini et al., 2022), emphasize that, in addition to soft skills and internship experience, which significantly affect students' work readiness, motivation also functions as a key variable, both directly and as an intervening mechanism, in enhancing students' work readiness. Conversely, low motivation may weaken students' drive to achieve their career goals or aspirations when entering the professional world. Given that entering the workforce is one of the primary objectives of students after completing their studies, strong motivation can encourage them to actively prepare themselves to meet the standards required by the workplace. This is consistent with (Fatah, 2019) who states that work motivation and achievement motivation are important elements that encourage individuals to attain their goals while improving their performance.

(Andayani, 2020) explains that work motivation arises from internal forces that stimulate an individual's enthusiasm for work, thereby fostering a willingness to collaborate within teams, work effectively and cohesively, and devote effort toward achieving organizational goals once individuals have entered the workforce.

Soft Skills

Soft skills can be understood as attitudes, abilities, behavioral attributes, and personal characteristics related to personality and emotional intelligence that develop over time and eventually become habitual patterns of behavior (Wahyuni et al., 2023). As a result of this view, (Succi & Canovi, 2020) claim that soft skills are highly related to employability, especially when it comes to young graduates beginning their careers. Such skills normally evolve slowly and ultimately become a part of someone's personality; hence, they can greatly influence success in one's career.

Soft skills play an important role in graduates' academic and professional outcomes; therefore, higher education institutions are expected to design structured programs and learning frameworks that equip students with these competencies (Rohaeni & Wijiharta, 2022). Important soft skills for prospective employees include communication skills, teamwork and collaboration, entrepreneurial capacity, leadership abilities, and ethical and moral values. More specifically, (Pambajeng et al., 2024) emphasize that soft skills encompassing communication, ethics, teamwork, and self-development should be continuously considered and enhanced by management students to meet workplace demands. Similarly, (Andini & Wibowo, 2024) define soft skills as abilities that support effective interaction and cooperation in professional environments, including communication, leadership, teamwork, time management, and emotional intelligence.

Based on the definitions presented above, soft skills can be concluded to refer to abilities associated with an individual's personality and emotional intelligence that support effective interaction, communication, and collaboration in professional environments.

The Effect of Soft Skills and Internship Experience on Student Work Readiness through Work Motivation as A Mediating Variable: A Study on Students of the Da'wah Management Study Program, Faculty of Da'wah And Communication, UIN Ar-Raniry Banda Aceh

Internship Experience

(Mustari, 2021) states that experience refers to something that an individual has undergone, lived through, or felt, regardless of whether the event occurred in the distant past or recently. In the context of higher education, practical work or internships can be understood as organized educational activities and as part of programs aimed at enhancing educators' competencies in carrying out tasks within the framework of the Tri Dharma of Higher Education, with implementation coordinated by the Directorate General of Higher Education (Rahmadani, 2022); (Puteri & Rozamuri, 2023). Internship activities provide students with valuable experience that enables them to become familiar with and directly experience actual workplace conditions, while also developing their potential, strengthening discipline, and cultivating a sense of responsibility. (Lestari & Millenia, 2022) define an internship as work experience undertaken by students as part of their learning process.

Furthermore, (Chen et al., 2011) explain that internship experience refers to a process in which individuals, generally university students or recent graduates, work in an organization or company to gain practical experience in their respective fields. Usually, an internship program involves working for a particular time period of weeks or months, giving the intern chances to practice the knowledge gained in the theoretical process of studying in practice. Apart from gaining practical experience and skills, an internship also offers insight into the culture of work, market relations, etc.

As a result of developing practical skills and soft skills, internship is very important for preparing the students to be work-ready. Internship programs in higher learning institutions provide not only work experience but also teach the students how to communicate effectively, become flexible, solve problems, collaborate and become confident. In addition, internship provides an avenue through which students will develop motivation towards working since they will have firsthand experience of the professional environment and career requirements as well as growth both personally and professionally. Therefore, internship becomes an effective way through which the students will be prepared to be work ready and motivated.

Research Method

This study was conducted at the Faculty of Da'wah and Communication, UIN Ar-Raniry Banda Aceh. The research examined four variables: soft skills, internship experience, work motivation, and work readiness. To establish the basis for drawing conclusions, the researchers defined the population as the generalization domain comprising objects or subjects with specific characteristics and qualities to be examined (Sugiyono, 2022). The population consisted of 394 active students enrolled in the Da'wah Management Study Program from the 2018 to 2022.

The sample was selected using probability sampling with a proportional random sampling technique, whereby each cohort was allocated a sample according to its proportion within the total population. The minimum sample size was determined based on the guideline proposed by (Hair et al., 2022), which recommends a sample size ranging from five to ten times the number of research indicators:

$$N = 7 \times \text{number of indicators}$$

$$N = 7 \times 22 = 154$$

Based on this calculation, a total of 154 students were selected as the sample and subsequently distributed proportionally across the respective cohorts, as presented in Table 1.

Table 1. Distribution of the Student Sample in the Da'wah Management Study Program

Cohort	Population	Proportional Calculation	Sample
2018	86	$86/394 \times 154$	34
2019	80	$80/394 \times 154$	31
2020	73	$73/394 \times 154$	28
2021	89	$89/394 \times 154$	35
2022	66	$66/394 \times 154$	26
Total	394	—	154

Respondents were randomly selected from each cohort based on the predetermined proportional allocation. This was the strategy used in making sure that the cohorts were represented sufficiently in the sample. Data collection was done through distribution of questionnaires among the selected respondents. This is because the research instruments were designed using the indicators of each of the research constructs and distributed to the students meeting the respondent criteria. This instrument was used to collect information regarding the respondents' perceptions about soft skills, internship experiences, motivational factors for work, and readiness for work. Besides the questionnaire, observation method was used as a supplementary approach to collect information regarding the context of the research environment.

The Effect of Soft Skills and Internship Experience on Student Work Readiness through Work Motivation as A Mediating Variable: A Study on Students of the Da'wah Management Study Program, Faculty of Da'wah And Communication, UIN Ar-Raniry Banda Aceh

Data collection involved the administration of questionnaires to all the participants, and research variables were measured using a five point Likert Scale. The Likert scale was used to measure the level of agreement among the respondents for each of the statements in the research tool. Scoring was done systematically, where high scores showed high levels of agreement.

Operationalization of variables was done in order to convert each construct into an empirically measurable indicator. In this case, the constructs that have been studied include soft skills, internships, motivation for work, and work readiness. The measurement indicators have been taken from prior studies on each construct.

Table 2. Operationalization of Research Variables

Variable	Indicators
Soft Skill	(1) Professional ethics; (2) stress tolerance; (3) creativity and innovation; (4) communication; (5) leadership; (6) decision-making.
Internship Experience	(1) Internship benefits/outcomes; (2) work skills; (3) application of theory; (4) social experience; (5) changes in habits; (6) holistic thinking ability; (7) relevant knowledge.
Work Motivation	(1) Need for gaining new knowledge and skills; (2) need for using knowledge and skills; (3) need for getting fair reward; (4) need for advancement in one's career.
Work Readiness	(1) Capacity for relating knowledge, concepts and experience; (2) application of knowledge; (3) choosing a career; (4) capacity for building good relationships; (5) capacity for working with other people; (6) capacity for effective collaboration with other people.

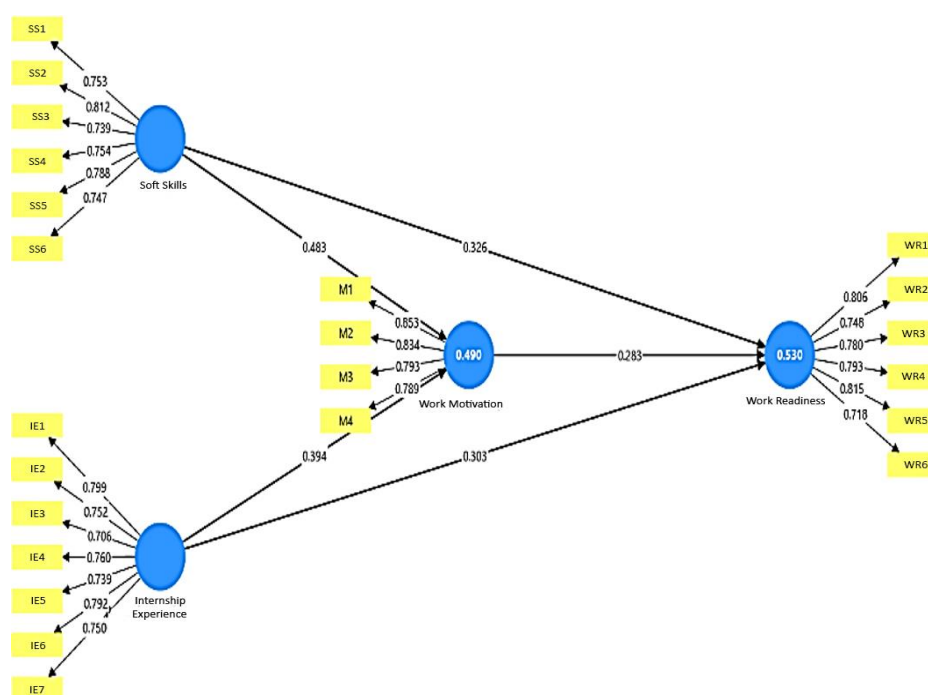
When the data were compiled, Structural Equation Modeling – Partial Least Squares (SEM-PLS) software was used to analyze the data. The analysis technique was chosen because it makes it possible to examine the relationships between variables that were researched, including both direct and indirect relationships via a mediator variable.

RESULTS

Convergent Validity

Results of Convergent Validity Tests are shown in Figure 1

Figure 1. Loading Factor Results



According to the measurement model test, the results for convergent validity are provided in Table 3 below

The Effect of Soft Skills and Internship Experience on Student Work Readiness through Work Motivation as A Mediating Variable: A Study on Students of the Da'wah Management Study Program, Faculty of Da'wah And Communication, UIN Ar-Raniry Banda Aceh

Table 3. Convergent Validity Results

Variable	Indicator	Loading Factor	AVE
Work Readiness	WR1: I am able to integrate the knowledge, ideas, and experience I possess.	0.806	0.604
	WR2: I am able to adapt to changes.	0.748	
	WR3: I possess the skills required for employment.	0.780	
	WR4: I am able to accept criticism.	0.793	
	WR5: I am able to perform tasks effectively using my existing abilities.	0.815	
	WR6: I am able to work collaboratively with others.	0.718	
Work Motivation	M1: I am motivated to work because I can learn new things and acquire new skills.	0.853	0.587
	M2: I am motivated to work because I can utilize my expertise and abilities.	0.834	
	M3: I am motivated to work because of the fair compensation provided.	0.793	
	M4: I am motivated by opportunities for career advancement and promotion.	0.789	
Soft Skills	SK1: I am able to act in accordance with professional ethical principles.	0.753	0.574
	SK2: I am able to cope with complex or high-pressure situations.	0.812	
	SK3: I contribute new ideas for products, services, and work-related activities.	0.739	
	SK4: I am able to communicate ideas, information, and opinions clearly and convincingly, both orally and in writing, while also listening effectively.	0.754	
	SK5: I am able to provide encouragement and guidance to others so that they can contribute effectively.	0.788	
	SK6: I am able to make decisions quickly and proactively to achieve goals.	0.747	
Internship Experience	IE1: The outcomes and benefits I gained from my internship made me feel that the time and effort I invested were worthwhile.	0.799	0.669
	IE2: I believe that internship experience can facilitate my ability to obtain employment.	0.752	
	IE3: My internship experience enabled me to apply the theories I had learned.	0.706	
	IE4: My internship experience enhanced my social experience.	0.760	
	IE5: My internship experience changed some of my previous habits.	0.739	
	IE6: My internship experience encouraged me to think about ways to comprehensively improve quality in the workplace.	0.792	
	IE7: My internship experience motivated me to acquire knowledge relevant to the industry in which I intend to work.	0.750	

From Table 3, it can be seen that all the variables meet the criteria for convergent validity. The loading factor scores for all the variables fall between 0.706 and 0.853, which is higher than the minimum acceptable value of 0.70. Moreover, the AVE scores for all the constructs fall between 0.574 and 0.669, which is higher than 0.50. The above findings suggest that each indicator reflects its corresponding concept and has enough shared variance with the hidden underlying variable. Thus, all indicators show good convergent validity and can be used in the next stage of structural modeling. This study thus provides empirical support for the adequacy of the measurement model in measuring the concepts of work readiness, work motivation, soft skills, and internship experience.

Discriminant Validity

Results of discriminant validity test are shown below

The Effect of Soft Skills and Internship Experience on Student Work Readiness through Work Motivation as A Mediating Variable: A Study on Students of the Da'wah Management Study Program, Faculty of Da'wah And Communication, UIN Ar-Raniry Banda Aceh

Table 4. Discriminant Validity Assessment

Construct Pair	HTMT
Soft Skills ↔ Work Readiness	0.658
Work Motivation ↔ Work Readiness	0.743
Work Motivation ↔ Soft Skills	0.688
Internship Experience ↔ Work Readiness	0.615
Internship Experience ↔ Soft Skills	0.307
Internship Experience ↔ Work Motivation	0.610

From Table 4, it can be noted that all the HTMT ratios between the constructs are less than the cut-off point of 0.90. The maximum ratio between the HTMT values is 0.743 which indicates that the constructs have acceptable discriminant validity. This implies that the constructs are empirically different from each other.

Reliability Assessment

Table 5. Reliability Assessment Results

Variable	Cronbach's Alpha	Composite Reliability (rho_c)
Work Readiness	0.868	0.901
Soft Skills	0.859	0.895
Work Motivation	0.834	0.890
Internship Experience	0.876	0.904

The findings from the reliability analysis show that all constructs analyzed in this study possess a very high degree of reliability. For example, based on the Cronbach's alpha coefficient, work readiness attained a score of 0.868, soft skills 0.859, work motivation 0.834 and internship experience 0.876. The values of all coefficients clearly exceed the minimum acceptable coefficient value of 0.70. This means that the variables in each construct measure very well the underlying latent variable.

These results are also validated through the composite reliability coefficients that exhibit a uniform trend. Work readiness received the composite reliability coefficient of 0.901, then came soft skills with 0.895, work motivation with 0.890, and finally internship experience with 0.904. In light of the fact that all rho_c coefficients are above 0.70, all four constructs satisfy the required standards for reliability. Consequently, the instruments for measuring can be regarded as being adequately consistent and reliable enough.

Inner Model

Table 6. R-Square (R²) Assessment

Endogenous Variable	R-Square	Adjusted R-Square	Category
Work Readiness	0.530	0.520	Moderate
Work Motivation	0.490	0.483	Moderate

In terms of Work Readiness, the R² value is 0.530, meaning that Soft Skills, Internship Experience, and Work Motivation together contribute to 53.0% of the variance in Work Readiness of the students, whereas the rest of 47.0% is accounted for by variables not included in the research model. In turn, this value belongs to the moderate group since it ranges from 0.33 to 0.67. Furthermore, in terms of Work Motivation, the R² value is 0.490, meaning that Soft Skills and Internship Experience together account for 49.0% of the variance in Work Motivation of the students and thus belong to the moderate group. The slight difference between R² and adjusted R² values of 0.530 and 0.520 in relation to Work Readiness and 0.490 and 0.483 in relation to Work Motivation indicates the stability of the regression equation after adjustment for the number of independent variables.

Table 7. Q-Square (Q²) Assessment

Endogenous Variable	Q-Square	Category
Work Readiness	0.760	High Predictive Relevance
Work Motivation	0.760	High Predictive Relevance

According to Table 7 below, the value of Q² is 0.760 in both the endogenous constructs. It is quite clear that the value is very much above zero. This implies that the structural model has high predictive relevance for work motivation and work readiness respectively. Simply put, the model has predictive capability regarding the endogenous constructs.

The Effect of Soft Skills and Internship Experience on Student Work Readiness through Work Motivation as A Mediating Variable: A Study on Students of the Da'wah Management Study Program, Faculty of Da'wah And Communication, UIN Ar-Raniry Banda Aceh

The value of Q^2 at 0.760 also reinforces the strength of predictive ability in the model. This observation is consistent with the R^2 findings, where the model accounts for 49.0% of the variation in Work Motivation and 53.0% of the variation in Work Readiness. Consequently, the entire structural model connecting Soft Skills, Internship Experience, Work Motivation, and Work Readiness shows satisfactory explanatory ability and predictive relevance.

Table 8. Effect Size (f^2) Assessment

Structural Path	f^2	Category
Soft Skills → Work Readiness	0.148	Small–Medium
Soft Skills → Work Motivation	0.425	Large
Work Motivation → Work Readiness	0.087	Small
Internship Experience → Work Readiness	0.141	Small–Medium
Internship Experience → Work Motivation	0.282	Medium–Large

The value of f^2 offers additional insights into the practical importance of each exogenous construct's impact on the endogenous variables. Soft Skills shows the highest impact on Work Motivation ($f^2 = 0.425$) and can be considered to have a large effect on it. The effect of Internship Experience on Work Motivation ($f^2 = 0.282$) is also significant and shows a medium to large effect. Thus, Soft Skills and Internship Experience have a significant impact on Work Motivation of students.

On the other hand, the impact of Soft Skills and Internship Experience on Work Readiness indicates relatively lower effect sizes, with f^2 scores of 0.148 and 0.141, respectively. In the case of Work Motivation and Work Readiness, the effect size is relatively low ($f^2 = 0.087$). Though the size of these effects may not be large, it is essential for their interpretation in light of the subsequent mediation model. The trend in the effects indicates that the variables of Soft Skills and Internship Experience can have a more significant impact on Work Readiness via Work Motivation as the mediator variable.

As such, the empirical evidence supports the suggested mediation model, whereby Work Motivation becomes an important mediator between Soft Skills and Internship Experience, which predict students' Work Readiness. It is important to emphasize that the mediation effect cannot be determined on the basis of f^2 values only, but should rely on the outcomes of the particular indirect effects test and bootstrapping procedure.

Direct Hypothesis Testing

Results of the direct effect analysis are provided below.

Table 9. Direct Effects

Hypothesis	O	M	STDEV	O/STDEV	P	Conclusion
H1: Soft Skills → Work Readiness	0.326	0.329	0.069	4.740	0.000	Accepted
H2: Internship Experience → Work Readiness	0.303	0.305	0.058	5.188	0.000	Accepted
H3: Soft Skills → Work Motivation	0.483	0.483	0.051	9.420	0.000	Accepted
H4: Internship Experience → Work Motivation	0.394	0.397	0.056	7.069	0.000	Accepted
H5: Work Motivation → Work Readiness	0.283	0.279	0.077	3.685	0.000	Accepted

H1: The Effect of Soft Skills on Students' Work Readiness

Testing of Hypothesis 1 provided results with the following values: $O=0.326$, $T=4.740$ (> 1.96), and $P=0.000$ (< 0.05). The above results prove that soft skills affect the work readiness of students enrolled in the Da'wah Management study program directly and significantly. The above finding means that the better the soft skills of students from the Da'wah Management study program, the more developed their work readiness is, which makes them more competitive in the labor market. Therefore, the above results prove that Hypothesis 1 is supported.

The above result shows that preparation for work is not only dependent on academic and professional expertise but also depends on the ability of students to make use of their soft skills at the place of work. The possession of soft skills will help students to communicate well, work in groups, give and take feedback, solve problems, manage differences, and fit into organizational culture. The above result is supported by (Robles, 2012); (Siburian et al., 2022); and (Indrawati et al., 2023), as they stress the significance of good communication, interpersonal, and social skills for professional development and to make the transition from college to work smoother. In particular, for the Islamic Management and Da'wah students, the mentioned competencies are very important because many careers related to the area involve extensive working with communities and organizations.

Soft skills further help the students become adaptable and manage their interpersonal relationships when faced with changing workplace settings. According to (Pambajeng et al., 2024) interpersonal skills help the individuals adapt to the culture of the organization, whereas (Setiarini et al., 2022) highlight the significance of social and emotional competencies for handling stress and

The Effect of Soft Skills and Internship Experience on Student Work Readiness through Work Motivation as A Mediating Variable: A Study on Students of the Da'wah Management Study Program, Faculty of Da'wah And Communication, UIN Ar-Raniry Banda Aceh

interpersonal dynamics. Students with the ability to communicate effectively, manage their emotional reactions, tolerate diversity, and handle conflicts constructively may have more adequate resources to be capable of meeting their job demands. This result also conforms to (Savero & Turangan, 2025), where socio-emotional skills are noted to be a significant part of people's readiness to join the workforce.

There is a great deal that can be taken away from the findings with respect to the Islamic Management and Da'wah program, specifically in terms of integrating soft skills into academics and extracurricular activities. Soft skill development can take place using projects, discussions, presentations, collaboration, student organizations, field work, problem solving, and communication training. These methods will be able to guarantee not only that the students gain academic skills, but they will also be able to develop their communication, collaboration, adaptation, and problem-solving skills. All in all, it is safe to state that these research results prove that soft skills play an important role in making the students ready for work.

H2: The Effect of Internship Experience on Students' Work Readiness

As observed from the findings obtained from hypothesis testing, there is a positive significant relationship between Internship Experience and Work Readiness of students. The regression test generated an original sample value (O) of 0.303, t value of 5.188, and a p-value of <0.001. The above findings confirm H2 since students that get better internship experiences have a high tendency of showing readiness for entering the job market. Through internship experience, students get the chance to apply their classroom learning to the real working environment and understand professional standards and organizational dynamics.

The internship process plays the role of an essential link between the higher education process and the needs of the working environment. In the course of the internship, students acquire skills in managing their own time, achieving work goals, following the processes within the organization, communicating with co-workers and superiors, and taking responsibility for the tasks delegated to them. This result corresponds with the studies conducted by (Nugroho et al., 2024), (Faridah et al., 2024), and (Simanjuntak & Armanu, 2023). They illustrate the ability for direct experiences in the workplace to increase adaptive skills and narrow the difference between academic skills and requirements in the working world. In view of experiential learning theory, internships allow students to learn through direct experiences and turn their class-based theory into practical skills.

Apart from the acquisition of skills, interns get to know the organization's culture, ethics of the profession, communication style, discipline, and other practices in the workplace. According to (Pambajeng et al., 2024) and (Simanjuntak & Armanu, 2023), exposure to workplaces plays an important role in helping students get a better picture of the professional world. (Khwarizmi, 2022) points out that one of the key benefits of internship experience is the cultivation of independence and the ability to handle responsibilities. In this way, interns can have realistic views regarding their jobs and get rid of uncertainties associated with working in professional environments. For students enrolled in the Islamic Management and Da'wah study program, internships can be especially useful.

The results obtained indicate that in order to improve students' preparation for work, the Islamic Management and Da'wah Program should treat internships not as an academic obligation but as a means of developing students' skills through internships. This is to be done by making sure that the internships provided to the students are connected with graduate skills, by giving students interesting assignments and by monitoring the process of internships. Through this approach, it will be possible to help the students to use theory and practice in their work in the most efficient way, and also to increase their independence and ability to understand requirements of the working environment.

H3: The Effect of Soft Skills on Students' Work Motivation

Hypothesis Testing results show that Soft Skills have a positive and statistically significant direct impact on Work Motivation of the students. From the results of the analysis, there is an original sample coefficient (O) of 0.483, t-value of 9.420 (>1.96), and P-value of <0.001. Thus, the results validate H3. With the positive path coefficient, it can be seen that the students having higher soft skills usually possess high levels of work motivation. Also, with the coefficient of 0.483, the path coefficient is the highest amongst all paths considered in the model.

This shows that soft skills, in terms of the competence of students to communicate, work together, be adaptable, and interact with others, may enhance their self-confidence when it comes to handling different challenges in the workplace. The students who can communicate well, work together, solve differences, and adapt will be confident enough to handle workplace challenges. The above situation could lead to enhanced self-confidence and reduced barriers to employability, motivating students to take an active approach towards competence building and career planning. As such, soft skills not only provide supportive skills in carrying out work related tasks but are also a psychological asset that helps enhance preparedness and motivation among students to join the labor market.

This finding supports empirical evidence about the significance of soft skills in determining work motivation, which is noted by (Setiarini et al., 2022); (Indrawati et al., 2023); (Savero & Turangan, 2025) The cited research highlights the importance of

The Effect of Soft Skills and Internship Experience on Student Work Readiness through Work Motivation as A Mediating Variable: A Study on Students of the Da'wah Management Study Program, Faculty of Da'wah And Communication, UIN Ar-Raniry Banda Aceh

interpersonal communication, social skills, and interpersonal relationships in building self-confidence and positive attitude towards work. The capacity to build connections, communicate effectively, resolve conflict, and adjust to changing situations makes it easier for students to deal with different personalities and organizational requirements. The above-listed skills become essential for those students who pursue their career in Islamic Management and Da'wah due to the fact that careers related to such specialization often include communication with the community and other organizations.

This study suggests that student development must go beyond merely gaining knowledge and developing technical skills and must also focus on the development of soft skills. This could be achieved by institutions of higher education through means such as project-based learning, team projects, student groups, experiential learning, problem solving, and communications and leadership training. This way, such programs could help to develop social and adaptation skills among students, as well as increase their confidence and motivation to join the labor market. In general, it can be stated that the results obtained show the direct relationship between higher soft skills and work motivation of students.

H4: The Effect of Internship Experience on Students' Work Motivation

On the other hand, the results from the hypothesis test of H4, whereby Internship Experience effect on Work Motivation is tested, show that $O = 0.394$, $t\text{-stat} = 7.069 (> 1.96)$, $p\text{-value} = < 0.001$. These findings provide evidence for H4 and imply that internship experience positively influences work motivation. Through their participation in work-related activities, students acquire a practical understanding of work processes, duties, and dynamics.

In terms of substance, internship experience does not only make one knowledgeable and skilful but also helps one gain more confidence in himself or herself. Assignments done, following organizational processes, communication, meeting performance objectives, and feedback received become experiences of accomplishment for a person, which help build up self-confidence. Therefore, the place of work will not be considered a completely unknown territory. The above observation is in line with the studies by (Nugroho et al., 2024), (Alex et al., 2024), and (Simanjuntak & Armanu, 2023), all the three studies show that real-world work experience could make one more adaptable, make one realize his/her career orientation and help one relate theoretical knowledge with workplace needs. Under the experiential learning theory, real-world experience is an essential source of learning that pushes students to develop their skills continuously.

Work-based internship experience gives students the chance to get acquainted with organizational culture, professional ethics, communication styles, workplace discipline, and other work-related challenges. (Pambajeng et al., 2024), (Simanjuntak & Armanu, 2023) show that exposure to work environment gives students an understanding of organizational characteristics and how to cope with the differences between educational and professional environments. The above experiences constitute an investment in capacity building as they equip the learner with skills which they can put into practice. To the Islamic Management and Da'wah learners, internships help them see the need for having skills such as managerial, communication, service and organizational management that they get through the learning process.

Such results suggest that the internship process should be considered as the tool used for the stimulation of students' motivational orientation and career development but not only as the way to complete academic tasks. The educational program should guarantee the correlation between the internship and students' skills, assign meaningful tasks, involve the participation in the real processes of work, and improve the supervision process during the internship period. From such partnerships, students get experiences that will make them more confident about themselves and also understand the requirements of the working environment so that they are able to have realistic career goals. In summary, the study has provided evidence that internships are one of the critical factors influencing work motivation of students, implying that the management of quality internship programs could help the students move from academia to employment.

H5: The Effect of Work Motivation on Students' Work Readiness

Regarding hypothesis testing on H5, the original sample coefficient (O), t-statistic, and p-value were found to be 0.283, 3.685, and < 0.001 , respectively. In this case, the obtained hypothesis testing results support H5 in that they indicate that Work Motivation has a positive and significant direct influence on students' Work Readiness. This is because of the fact that the obtained positive path coefficient of 0.283 shows that increased work motivation leads to work readiness. Also, the significance of the relationship between the two constructs is shown by the t-statistic value (3.685), which is greater than the critical value of 1.96, and by the p-value of < 0.001 .

In terms of content, motivation for work gives direction and energy that motivates learners to take part in different activities to prepare themselves for career. These activities include taking part in training sessions, enhancing their skills, building networks professionally, becoming members of different organizations, and benefiting from internships to the maximum extent possible. Therefore, motivation does not only mean the willingness to get employed, but it also acts as a force within the individual. The result conforms to (Faridah et al., 2024), who illustrate the influence of work motivation on encouraging people to get actively

The Effect of Soft Skills and Internship Experience on Student Work Readiness through Work Motivation as A Mediating Variable: A Study on Students of the Da'wah Management Study Program, Faculty of Da'wah And Communication, UIN Ar-Raniry Banda Aceh

engaged in getting ready for meeting the challenges of the workplace. From the motivational point of view, inner drives may lead an individual to acquire competencies and do certain things that help achieve the set goals. When it comes to the students enrolled in the Islamic Management and Da'wah program, work motivation guides the development of managerial, communicative, leadership, teamwork, and adaptation skills.

Moreover, the results suggest that work readiness of the students in the proposed framework is influenced by the overall contribution of soft skills, internship experience, and work motivation. While soft skills and internship experience offer competency-based resources to the students, work motivation helps them utilize these resources for achieving their career objectives. The findings in this study are different from those by (Pambajeng et al., 2024), which indicated that work motivation had a positive but statistically insignificant effect on work readiness. The difference implies that the effects of work motivation can be affected by the characteristics of the respondents, their fields of study, work experience, environment of education, and constructs used in the model. In this study, the statistically significant effect of work motivation indicates that motivational elements significantly affect work readiness of students in Islamic Management and Da'wah program. It follows that the enhancement of work readiness of students involves not only developing competencies and gaining experience, but also the development of motivation and career orientation as well. The curriculum can help in this aspect by means of career guidance, career coaching, professional seminars, job training, meetings with graduates and professionals from different fields, and skills in preparing CVs and conducting interviews. In general, the results indicate that high levels of work motivation of students correlate with their readiness to enter the workforce. It is clear that the development of competencies, practical experience, and work motivation of students should be achieved through an integrated approach.

Indirect Effects

The results of the mediation analysis are presented in Table 10

Table 10. Indirect Effects

Hypothesis	Indirect Path	O	M	STDEV	O/STDEV	p-value	Conclusion
H6	Soft Skills → Work Motivation → Work Readiness	0.137	0.135	0.039	3.487	<0.001	Supported
H7	Internship Experience → Work Motivation → Work Readiness	0.112	0.111	0.036	3.109	0.002	Supported

H6: The Mediating Role of Work Motivation in the Effect of Soft Skills on Work Readiness

The outcome of the test of the hypothesis H6 reveals that Work Motivation has a significant mediating effect between Soft Skills and Work Readiness. The fact that the sample coefficient (O) is 0.137, the t-statistic is 3.487 (>1.96), and the p-value is <0.001 (<0.05) proves this point. Consequently, hypothesis H6 is proved. The findings show that soft skills increase the readiness of students for work both directly and indirectly, in that the skills improve work motivation. The better the communication, team working, adaptation, problem-solving, and interpersonal skills of students, the more motivated they become.

The result is also similar to those of H1, H3, and H5, which reveal that the relationship between Soft Skills and Work Readiness ($\beta = 0.326$), Soft Skills and Work Motivation ($\beta = 0.483$), and Work Motivation and Work Readiness ($\beta = 0.283$). Such a pattern of relationships leads to a sound mechanism of Soft Skills → Work Motivation → Work Readiness. Practically, soft skills will help students improve their self-confidence and interactions with other people. These skills will help to lower the psychological barriers and facilitate participation of the students in training, practical experience, networking, and career development activities. Consequently, work motivation is a psychological tool that will assist the students to utilize their already developed soft skills while getting prepared for professional career.

Since both direct and indirect impacts are significant, Work Motivation is a partial mediator in the connection between Soft Skills and Work Readiness. It implies that while soft skills contribute to work readiness through communication, cooperation, adaptability, and problem-solving skills of students, this impact is amplified if work motivation is present. The above statement is supported by (Succi & Canovi, 2020), (Indrawati et al., 2023), (Savero & Turangan, 2025), and (Setiarini et al., 2022), who highlight the need for social, interpersonal, and emotional skills in enhancing self-confidence, positive interpersonal relations, and ability to react to professional expectations. Therefore, the advantages that can accrue from having good soft skills can be fully realized if the students are motivated to cultivate such skills in view of meeting their career objectives.

This discovery is highly significant as far as the enhancement of the work readiness of the students is concerned. Just focusing on the soft skills is not enough, and there is also a need to improve the motivation and career orientation of the students. For the Islamic Management and Da'wah Study Program, it will be possible to implement project based learning, group activities, practical

The Effect of Soft Skills and Internship Experience on Student Work Readiness through Work Motivation as A Mediating Variable: A Study on Students of the Da'wah Management Study Program, Faculty of Da'wah And Communication, UIN Ar-Raniry Banda Aceh

experience, leadership skills, community interaction and career counseling in order to ensure that students identify their strengths and set professional targets. In general, it has been discovered that work motivation serves as a crucial link between soft skills and work readiness.

H7: The Mediating Role of Work Motivation in the Effect of Internship Experience on Work Readiness

The results from hypothesis testing of H7 reveal the value of 0.112 for the Original sample coefficient (O), a t-statistic of 3.109 (>1.96) and a p-value of 0.002 (<0.05). This suggests that Work Motivation acts as a mediator on the impact of Internship Experience on Work Readiness. Hence, H7 is confirmed. The positive indirect-effect coefficient reveals that Internship experience influences work readiness not only because of the skills and knowledge gained from the internship but also due to increased motivation to work.

The results of this research are similar to those for H2, H4, and H5 which demonstrate that Internship Experience $\rightarrow$ Work Readiness ($\beta = 0.303$), Internship Experience $\rightarrow$ Work Motivation ($\beta = 0.394$), and Work Motivation $\rightarrow$ Work Readiness ($\beta = 0.283$). In total, all these results confirm the existence of a sequence of relations between variables: Internship Experience $\rightarrow$ Work Motivation $\rightarrow$ Work Readiness. While undergoing internship programs, students get practical experience of task performance, responsibility fulfillment, professional interaction, and dealing with organizational needs. Such exposure helps students have a realistic picture about work environment, lowers any uncertainties, and builds their self-confidence. Such factors can later help motivate students to be more proactive regarding building up their skills and preparing for their future careers. This conclusion is in line with the findings reported by (Maharani & Pahlevi, 2025), (Kamal et al., 2025), where the impact of psychological factors has been cited as mechanisms behind learning experience and readiness to enter workforce.

As both of these effects are quite important, Work Motivation acts as a partial mediator in the connection between Internship Experience and Work Readiness. The internship experience still affects the work readiness directly while another part of its impact passes via work motivation. From the point of view of conceptual framework, this result could be interpreted with regard to the concept of experiential learning, when the experience accumulated through internship helps students relate theoretical knowledge to practical situations. The participation in working activities, interaction with other people, getting feedback, and exposure to organizational culture may become a source of effective learning, which at the same time enhances the students' motivation to work. Therefore, effective internships, apart from development of practical skills, provide additional motivation that allows the students to make use of their internships.

Consequently, internships must not only be organized as a way of meeting academic obligations but also as a process for gaining knowledge and experience for fostering career orientation in students. This is especially true in the case of the Islamic Management and Da'wah Study Program where special emphasis must be placed on the relevance of internship placements, task significance, student involvement, supervision, feedback, and reflection. Such initiatives could assist the students in knowing the skills they have learned, recognizing workplace demands, and motivating themselves more towards self-development. Thus, the research results indicate the impact of internship experience on enhancing work readiness through direct and motivational effects. Hence, developing good internship experiences and work motivation of the students should be done simultaneously in order to ensure their transition from higher education to professional life.

CONCLUSION

From the results, the soft skills, internship, motivation, and work readiness of students in the Islamic Management and Da'wah Study Program of the Faculty of Da'wah and Communication, UIN Ar-Raniry Banda Aceh, can be categorized as good but not yet optimal. It is proved from the results of the hypothesis test where soft skills and internship have a positive and significant influence on work readiness and work motivation, and work motivation has a positive and significant influence on work readiness. In addition, work motivation acts as a mediator between soft skills, internship experience, and work readiness. These findings indicate that students' work readiness is shaped not only by interpersonal competencies and practical experience but also by motivational forces that encourage students to optimize these competencies and experiences in preparing for their careers. However, the relatively modest direct effects indicate that other factors beyond the proposed model may also contribute to students' work readiness.

RECOMMENDATIONS

The Islamic Management and Da'wah Study Program is recommended to improve the quality of its internship program through more structured collaboration with partner institutions, the provision of tasks or projects that are relevant to graduate profiles, and stronger supervision and evaluation mechanisms. The development of soft skills should also be integrated into academic learning and student activities through training in communication, leadership, teamwork, public speaking, critical thinking, problem-solving, and decision-making. Students are encouraged to take a more proactive approach to their internship experiences by actively

The Effect of Soft Skills and Internship Experience on Student Work Readiness through Work Motivation as A Mediating Variable: A Study on Students of the Da'wah Management Study Program, Faculty of Da'wah And Communication, UIN Ar-Raniry Banda Aceh

participating in workplace activities, developing professional networks, seeking and responding to feedback, and strengthening competencies that are relevant to labor-market requirements.

The scope of the research for future scholars can be broadened by including additional variables like hard skills, computer skills, self-efficacy, or support from family and environment among others that could affect work readiness. Additionally, the research could be conducted among different study programs or institutions of higher learning. Such extensions are expected to provide a more comprehensive understanding of the factors that shape students' work readiness while enhancing the generalizability of the research findings.

REFERENCES

- 1) Agusta, Y. N. (2014). Hubungan Antara Orientasi Masa Depan dan Daya Juang Terhadap Kesiapan Kerja Pada Mahasiswa Tingkat Akhir Fakultas Ilmu Sosial Dan Ilmu Politik di Universitas Mulawarman. *Psikoborneo: Jurnal Ilmiah Psikologi*, 2(3), 133–140. <https://doi.org/http://dx.doi.org/10.30872/psikoborneo.v2i3.3653>
- 2) Alex, C. P., Fromme, H. B., Greenberg, L., Ryan, M. S., Gustafson, S., Neeley, M. K., Nunez, S., Rideout, M. E., VanNostrand, J., & Orlov, N. M. (2024). Exploring Medical Student Experiences With Direct Observation During the Pediatric Clerkship. *Academic Medicine*, 99(9), 997–1006. <https://doi.org/https://doi.org/10.1097/ACM.00000000000005747>
- 3) Andayani, M. (2020). Pengaruh Kepuasan Kerja, Motivasi Kerja Dan Disiplin Kerja Terhadap Kinerja Karyawan Pada Pt. Prima Indojaya Mandiri Kabupaten Lahat. *Motivasi: Jurnal Manajemen Dan Bisnis*, 5(1), 796–804. <https://doi.org/https://doi.org/10.32502/mti.v5i1.2476>
- 4) Andini, S. T., & Wibowo, N. S. (2024). Pengaruh Soft Skill Terhadap Kesiapan Mahasiswa Universitas Airlangga dalam Menghadapi Dunia Kerja. *Komunika Jurnal Ilmiah Komunikasi*, 2(2), 47–61. <https://doi.org/10.70437/komunika.v2i2.876>
- 5) Anoraga, P. (2005). *Psikologi Kerja*. Rineka Cipta.
- 6) Armstrong, M., & Taylor, S. (2023). *Handbook of Human Resource Management Practice*. Kogan Page Publishers.
- 7) Azizah, L. N., & Widodo. (2025). Motivasi Kerja Sebagai Mediator Dalam Hubungan Soft Skill dan Hard Skill Dengan Kesiapan Kerja Mahasiswa. *ECo-Buss*, 8(2), 1685–1697. <https://doi.org/https://doi.org/10.32877/eb.v8i2.3261>
- 8) Bawica, I. M. (2021). The university internship program and its effects on students' employability readiness. *International Journal of Academe and Industry Research*, 2(3), 86–101. <https://doi.org/https://doi.org/10.53378/348731>
- 9) Chen, C.-T., Hu, J.-L., Wang, C.-C., & Chen, C.-F. (2011). Influence of Internship Experiences on the Behavioral Intentions of College Students in Taiwan. *The Asia-Pacific Education Researcher*, 20(1), 73–92.
- 10) Faridah, Marzuki, F., & Syafrial, H. (2024). Pengaruh Pengalaman Magang Terhadap Kesiapan Kerja Mahasiswa Administrasi Perkantoran Politeknik LP3I Jakarta Kampus Depok. *Jurnal Review Pendidikan Dan Pengajaran*, 7(4), 14883–14889. <https://doi.org/https://doi.org/10.31004/jrpp.v7i4.35982>
- 11) Fatah, T. M. (2019). Motivasi Kerja Dan Motivasi Berhasil. *An-Nidhom: Jurnal Manajemen Pendidikan Islam*, 4(1), 58–66.
- 12) Fikar, R., Mukhlis, & Musnadi, S. (2020). The Effect of Work Environmet and Democratic Leadership on Job satisfaction and Its Implication on Work Discipline of Pidie Jaya District Public Works Office. *International Journal of Business Management and Economic Review*, 4(2), 162–181. <https://doi.org/http://doi.org/10.35409/IJBMER.2021.3249>
- 13) Fitriyani, A., Wahyudi, & Kurniasih, D. (2025). The Effect of Soft Skills and Self Efficacy on Fresh Graduate Job Readiness: Mediation of Work Motivation. *Jurnal Manajemen Kepemimpinan Dan Supervisi Pendidikan*, 10(1), 331–346. <https://doi.org/10.31851/jmksp.v10i1.18159>
- 14) Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2022). *Multivariate Data Analysis* (9th ed.). Cengage Learning.
- 15) Hakim, L., Rifqi, A., & Asrilisyak, S. (2026). Pengaruh pengalaman organisasi dan pengalaman magang terhadap kesiapan kerja pada mahasiswa Jurusan Manajemen Fakultas Ekonomi dan Bisnis Universitas Riau angkatan 2021. *Jurnal Bisnis Mahasiswa*, 6(1), 234–246. <https://doi.org/https://doi.org/10.60036/jbm.983>
- 16) Herbert, I. P., Rothwell, A. T., Glover, J. L., & Lambert, S. A. (2020). Graduate employability, employment prospects and work-readiness in the changing field of professional work. *The International Journal of Management Education*, 18(2), 100378. <https://doi.org/10.1016/j.ijme.2020.100378>
- 17) Indrawati, C. D. S., Subarno, A., Winarno, A., & Permansah, S. (2023). Influence of Work Motivation, Interpersonal Skills, and Knowledge Construction on the Work Readiness of Vocational Students. *Education Research International*, 1, 4956337. <https://doi.org/https://doi.org/10.1155/2023/4956337>
- 18) Kamal, A. S., Syahrul, & Arfandi, A. (2025). Soft Skills and Learning Facilities on Job Readiness Mediated by Learning Motivation of Vocational High School. *Indonesian Journal of Research and Educational Review*, 5(1), 785–800.

The Effect of Soft Skills and Internship Experience on Student Work Readiness through Work Motivation as A Mediating Variable: A Study on Students of the Da'wah Management Study Program, Faculty of Da'wah And Communication, UIN Ar-Raniry Banda Aceh

<https://doi.org/https://doi.org/10.51574/ijrer.v5i1.4473>

- 19) Kholifah, N., Nurtanto, M., Sutrisno, V. L. P., Majid, N. W. A., Subakti, H., Daryono, R. W., & Achmadi, A. (2025). Unlocking workforce readiness through digital employability skills in vocational education Graduates: A PLS-SEM analysis based on human capital Theory. *Social Sciences & Humanities Open*, 11, 101625. <https://doi.org/https://doi.org/10.1016/j.ssaho.2025.101625>
- 20) Khwarizmi, M. (2022). The Effect of Internship Experience on Student Work Readiness at UM. *Journal of Career and Entrepreneurship*, 1(1), 35–47. <https://doi.org/https://doi.org/10.22219/jce.v1i1.20970>
- 21) Lestari, N. S., & Millenia, E. (2022). Minat Berkariir di Industri Perhotelan dipengaruhi oleh Pengalaman Magang. *Jurnal Manajemen Perhotelan Dan Pariwisata*, 5(3), 400–407. <https://doi.org/https://doi.org/10.23887/jmpp.v5i3.51789>
- 22) Li, J., Huang, Y., Fong, D. Y. T., Chen, J., & Song, Y. (2022). Work readiness: Its determinants and association with work-related outcomes among new graduate nurses. *Journal of Nursing Management*, 30(7), 2968–2981. <https://doi.org/https://doi.org/10.1111/jonm.13691>
- 23) Maertz, C. P., Stoeberl, P. A., & Marks, J. (2014). Building successful internships: Lessons from the research for interns, schools, and employers. *Career Development International*, 19(1), 123–142. <https://doi.org/https://doi.org/10.1108/CDI-03-2013-0025>
- 24) Maharani, S. E., & Pahlevi, T. (2025). Pengaruh Pengalaman Magang Terhadap Kesiapan Kerja Melalui Motivasi Kerja Siswa SMK Program Keahlian MPLB di Surabaya. *Journal of Innovative and Creativity*, 5(2), 17681–17691. <https://doi.org/https://doi.org/10.31004/joecy.v5i2.2546>
- 25) Maslow, A. H. (1943). A Theory of Human Motivation. *Psychological Review*, 50, 370–396.
- 26) Masole, L., & Dyk, G. van. (2016). Factors influencing work readiness of graduates: An exploratory study. *Journal of Psychology in Africa*, 26(1), 70–73. <https://doi.org/https://doi.org/10.1080/14330237.2015.1101284>
- 27) McClelland, D. C. (1987). *Human Motivation*. CUP Archive.
- 28) Muspawi, M., & Lestari, A. (2020). Membangun kesiapan kerja calon tenaga kerja. *Jurnal Literasiologi*, 4(1), 111–117. <https://doi.org/https://doi.org/10.47783/literasiologi.v4i1.138>
- 29) Mustari, A. M. I. (2021). Pengaruh Pengalaman Magang Dan Minat Kerja Terhadap Kesiapan Kerja (Studi Pada Mahasiswa Fakultas Ekonomi Dan Bisnis. *Jurnal Ilmiah Mahasiswa FEB*, 9(2), 1–18.
- 30) Nugroho, N. E., Irianto, J., & Suryanto. (2024). A Systematic Review Of Indonesian Higher Education Students'and Graduates'work Readiness. *Jurnal Ilmiah Ilmu Terapan*, 8(1), 350–363. <https://doi.org/https://doi.org/10.22437/jiituj.v8i1.33073>
- 31) Nurjannah, Walian, A., & Lemiyana. (2024). Pengaruh Soft Skill, Praktik Pengalaman Lapangan (Magang) Dan Motivasi Kerja Terhadap Kesiapan Kerja Mahasiswa Di Bank Syariah. *Jurnal Ekonomika Dan Bisnis*, 4(6), 1566–1575. <https://doi.org/10.47233/jeps.v4i6.2193>
- 32) Pambajeng, A. P., Sumartik, & Kumala, H. M. (2024). Pengaruh Pengalaman Magang, Motivasi Kerja, dan Soft Skill Terhadap Kesiapan Kerja Mahasiswa Dalam Memasuki Dunia Kerja. *Journal of Economic, Bussines and Accounting*, 7(2), 2864–2875. <https://doi.org/https://doi.org/10.31539/costing.v7i2.7338>
- 33) Peersia, K., Rappa, N. A., & Perry, L. B. (2024). Work readiness: definitions and conceptualisations. *Higher Education Research & Development*, 43(8), 1830–1845. <https://doi.org/https://doi.org/10.1080/07294360.2024.2366322>
- 34) Pool, L. D., & Sewell, P. (2007). The key to employability: developing a practical model of graduate employability. *Education + Training*, 49(4), 277–289. <https://doi.org/https://doi.org/10.1108/00400910710754435>
- 35) Puteri, S. S., & Rozamuri, A. M. (2023). Pengaruh Pengalaman Organisasi dan Pengalaman Magang terhadap Kesiapan Kerja Peserta Magang PT Pelabuhan Indonesia (Persero). *Prosiding Seminar Nasional Forum Manajemen Indonesia*, 511–526. <https://doi.org/https://doi.org/10.47747/snfmi.v1i1.1525>
- 36) Rahmadani, D. (2022). *Pengaruh Soft Skill, Efikasi Diri, Motivasi Kerja Dan Keaktifan Berorganisasi Kerja Terhadap Kesiapan Kerja*. Universitas Muhammadiyah Surakarta.
- 37) Ratnadinigrum, N. A. A., & Takrim, M. (2023). Motivasi Kerja Menurut Teori Maslow Bagian Staf Manajemen Project Pada PT Putera Instrumenindo. *Jurnal Mahasiswa Bina Insani*, 7(2), 169–178. <https://ejournal-binainsani.ac.id/index.php/jmbi/article/view/3062>
- 38) Riyanti, S., & Kasyadi, S. (2021). Motivasi dan pengalaman praktek kerja industri mempengaruhi kesiapan kerja siswa: Studi pada SMK swasta di Kabupaten Bogor. *Herodotus: Jurnal Pendidikan IPS*, 4(1), 43–57. <https://doi.org/http://dx.doi.org/10.30998/herodotus.v4i1.8815>
- 39) Robles, M. M. (2012). Executive perceptions of the top 10 soft skills needed in today's workplace. *Business and Professional Communication Quarterly*, 75(4), 453–465. <https://doi.org/10.1177/1080569912460400>

The Effect of Soft Skills and Internship Experience on Student Work Readiness through Work Motivation as A Mediating Variable: A Study on Students of the Da'wah Management Study Program, Faculty of Da'wah And Communication, UIN Ar-Raniry Banda Aceh

- 40) Rohaeni, A., & Wijiharta. (2022). Training Soft Skill Bekal Kesuksesan Lulusan Perguruan Tinggi. *Youth & Islamic Economic Journal*, 3(1), 6–13.
- 41) Savero, E., & Turangan, J. A. (2025). Pengaruh Motivasi Kerja dan Keterampilan Interpersonal terhadap Kesiapan Kerja Generasi Z di Jakarta. *Jurnal Manajemen Dan Kewirausahaan*, 7(2), 484 – 491. <https://doi.org/https://doi.org/10.24912/jmk.v7i2.34005>
- 42) Setiari, H., Prabowo, H., Sutrisno, & Gultom, H. C. (2022). Pengaruh soft skill dan pengalaman magang kerja terhadap kesiapan kerja mahasiswa melalui motivasi kerja sebagai variabel intervening (Studi kasus pada mahasiswa FEB Universitas PGRI Semarang). *Ekobis Journal*, 10(2), 195–204. <https://doi.org/https://doi.org/10.36596/ekobis.v10i2.941>
- 43) Siburian, B., Afifah, S., Sinaga, P. T., & Marpaung, O. (2022). The Effect Of Soft Skill And Hard Skill On Work Readiness Of The 2018 STIE Jayakarta Students. *International Journal of Informatics, Economics, Management and Science*, 1(2), 136–151. <https://doi.org/https://doi.org/10.52362/ijiems.v1i2.881>
- 44) Simanjuntak, A. R., & Armanu. (2023). Pengaruh pengalaman magang, soft skill, dan minat kerja terhadap kesiapan kerja. *Jurnal Kewirausahaan Dan Inovasi*, 2(4), 1061–1076. <https://doi.org/10.21776/jki.2023.02.4.11>
- 45) Succi, C., & Canovi, M. (2020). Soft skills to enhance graduate employability: comparing students and employers' perceptions. *Studies in Higher Education*, 45(9), 1834–1847. <https://doi.org/https://doi.org/10.1080/03075079.2019.1585420>
- 46) Sugiyono. (2022). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.
- 47) Wahyuni, S., Kumalasari, F., & Titing, A. S. (2023). Pengaruh Internship Experience Dan Soft Skill Terhadap Kesiapan Kerja (Studi Pada Mahasiswa Manajemen Angkatan 2018 & 2019). *Jurnal Manajemen Kreatif Dan Inovasi*, 1(4), 257–269. <https://doi.org/https://doi.org/10.59581/jmki-widyakarya.v1i4.1301>
- 48) Wiguna, M. A., Irawan, A., Sinambela, V. S. H., Anggara, I. A., & Zamhari, M. (2023). The Influence of Character Education on the Job Readiness of Islamic Higher Education Students. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 9(2), 211–220. <https://doi.org/https://doi.org/10.32678/tarbawi.v9i02.8400>