



**THE EFFECT OF SELF-EFFICACY ON THE WORK READINESS OF STUDENTS
AT THE FACULTY OF ECONOMICS AND BUSINESS, UPN “VETERAN” EAST
JAVA, WITH INTERNSHIP EXPERIENCE AS A MEDIATING VARIABLE**

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Abstract

The decreasing rate of graduate employment among students of the Faculty of Economics and Business at UPN “Veteran” East Java has become an important issue, highlighting the need to strengthen students’ work readiness. This study investigates how self-efficacy influences work readiness, with internship experience serving as a mediating variable. The research focuses on students from the 2022 cohort of the Faculty of Economics and Business, UPN “Veteran” East Java. This research adopted a quantitative design involving 90 respondents selected through purposive sampling. Primary data were gathered using a questionnaire and analyzed through the Structural Equation Modeling–Partial Least Squares (SEM-PLS) approach with the assistance of SmartPLS software. The results demonstrate that self-efficacy positively contributes to students’ work readiness. In addition, internship experience acts as a mediator in the relationship between self-efficacy and work readiness. These findings indicate that students who possess stronger confidence in their capabilities and gain meaningful internship experience tend to be better prepared to enter the workforce.

Keywords: Internship Experience, Self-efficacy, Work Readiness



INTRODUCTION

Amid the ongoing trends of globalization and digitalization, an organization's competitive advantage no longer depends solely on technology and capital, but also on the quality of its human resources those capable to drive productivity (Ambarwati et al., 2024). These conditions are driving organizations to seek employees who demonstrate psychological readiness (Azky & Mulyana, 2024). Thus, work readiness has become a key indicator of human resource quality, particularly for college graduates entering the workforce (Indriati & Djaddang, 2024).

Work readiness is one of the key competencies that students need to possess in order to adapt to the various demands of the workforce after completing their education (Hasani and Alam, 2025). This trend is reflected in the results of the Tracer Study conducted by the Faculty of Economics and Business (FEB) at UPN "Veteran" East Java, which showed a decline in graduate employment rates from 83.77% in 2022 to 23.58% in 2024. This phenomenon indicates that graduates' job readiness remains a serious challenge for higher education institutions in producing human resources capable of meeting the needs of the workforce (Virdiana & Kustini, 2025).

Work readiness is not automatically attained once a person completes their education, but develops through various factors that help individuals prepare to meet the demands of the workforce (Pratama et al., 2021). According to Knight and Yorke's USEM Model of Employability, work readiness is determined by four main components: knowledge, skills, individual beliefs, and metacognitive abilities (Damayantie & Kustini, 2022). Results from a pre-survey of 30 students in the Class of 2022 at the Faculty of Economics and Business (FEB), UPN "Veteran" East Java, indicate that some students have not yet achieved optimal work readiness. One internal factor believed to influence work readiness is self-efficacy an individual's belief in their ability to complete tasks and face various challenges that arise (Robbins & Judge, 2018). In addition, internship experiences provide students with the opportunity to apply the knowledge and skills they have acquired during their studies in a real-world work environment, thereby supporting the enhancement of their work readiness (Mumtaza, 2025). However, based on the results of the pre-survey, there are still students who have not demonstrated optimal work readiness despite having completed an internship program.

Numerous studies have examined students' work readiness, but the results remain inconsistent. Ramadhani et al. (2025) and Pratiwi & Rini (2023)



reported that self-efficacy has a positive effect on students' work readiness. However, Putri et al. (2025) presented different findings, noting that self-efficacy does not have a significant effect on work readiness. Meanwhile, Firmansyah et al., (2024) revealed that internship experience influences work readiness through self-efficacy as a mediating variable. Nevertheless, the model of the relationship between variables used in that study differs from the model applied in this study.

Based on these findings, there remains a research gap regarding the mechanisms underlying the relationship between self-efficacy, internship experience, and students' work readiness. Meanwhile, research examining the role of internship experience as a mediating variable in the relationship between self-efficacy and work readiness remains relatively limited. Therefore, the novelty of this study lies in the use of internship experience as a mediating variable to explain the mechanism through which self-efficacy influences students' work readiness. This study aims to analyze the influence of self-efficacy on work readiness through internship experience as a mediating variable among students in the Class of 2022 at the Faculty of Economics and Business, UPN "Veteran" East Java.

LITERATURE REVIEW

Work readiness refers to an individual's capability to enter and adapt to the workplace by possessing the knowledge, skills, attitudes, and psychological preparedness required for employment (Damayantie & Kustini, 2022). This concept is consistent with the USEM Model of Employability proposed by Knight & Yorke, as cited in (Damayantie & Kustini, 2022), which explains that employability is developed through four key components: Understanding, Skills, Efficacy Beliefs, and Metacognition. The model suggests that work readiness is influenced not only by academic competence but also by individuals' confidence in their abilities and their learning experiences. Therefore, students with strong self-efficacy and meaningful internship experience are expected to demonstrate higher levels of work readiness (Maliki & Rini, 2024).

One of the key determinants of work readiness is self-efficacy, defined as an individual's belief in their ability to accomplish tasks and overcome challenges (Robbins & Judge, 2018). Individuals with high self-efficacy tend to be more confident, persistent, and adaptable when facing difficulties (Oktavia & Iryanti, 2025). According to Bandura's Social Cognitive Theory, self-efficacy develops through four primary sources: mastery experience, vicarious



experience, verbal persuasion, and physiological state (Putri et al., 2025). In higher education, self-efficacy encourages students to seek learning opportunities, make decisions, and prepare themselves for future careers (Wijaya, 2024). Therefore, self-efficacy can contribute to students' work readiness through their confidence and ability to face workplace demands.

Learning through internship experience also plays a crucial role in enhancing work readiness. Internship experience refers to students' practical learning experiences obtained through direct involvement in a real workplace. Based on Kolb's Experiential Learning Theory, knowledge and competence are developed through direct experience and reflective learning. Accordingly, internships provide students with opportunities to apply academic knowledge in real workplace settings (Jannah, 2025). Besides improving technical competencies, internship experience enhances communication, teamwork, problem-solving skills, and professionalism (Firmansyah et al., 2024). The quality of internship experience is influenced by job relevance, supervisor support, the work environment, and students' active participation during the internship (Nabila, 2025). Therefore, internship experience can strengthen students' competencies and work readiness (Dayanti et al., 2025).

The relationship between self-efficacy, internship experience, and work readiness can be understood through the way students' confidence influences their participation in internship activities. Students with higher self-efficacy are more likely to actively participate in internship activities and take advantage of available learning opportunities. Through direct involvement and reflection during the internship, students can develop their knowledge, skills, and competencies, which subsequently contribute to their work readiness. Therefore, internship experience can explain how self-efficacy contributes to work readiness through practical workplace learning..

H1: Self-efficacy positively affects students' work readiness.

H2: Internship experience mediates the relationship between self-efficacy and students' work readiness.

RESEARCH METHOD

This study employed a quantitative explanatory research design to examine the effect of self-efficacy on work readiness through internship experience as a mediating variable. A quantitative approach was adopted to test the relationships among variables using numerical data and statistical analysis Sugiyono (2023). The research variables consisted of self-efficacy as the



independent variable (X), internship experience as the mediating variable (Z), and work readiness as the dependent variable (Y). The study was conducted among 2022 cohort students of the Faculty of Economics and Business, UPN "Veteran" East Java.

The study population consisted of 1,055 students. The sample was selected using a non-probability sampling technique with purposive sampling, involving active students from the 2022 cohort who had completed an internship program and met the research criteria Sugiyono (2023). Based on the Slovin formula, the minimum sample size required was 91 respondents. After data screening, 90 valid questionnaires were retained for analysis, with respondents proportionally distributed across each study program.

Primary data were collected using a structured questionnaire with a five-point Likert scale. Data were analyzed using Partial Least Squares–Structural Equation Modeling (PLS-SEM) with SmartPLS 4 software. PLS-SEM was selected because it is suitable for analyzing complex structural models involving mediating variables, accommodates relatively small sample sizes, and does not require multivariate normality assumptions (Hair et al., 2022). The analysis consisted of evaluating the measurement model (outer model), structural model (inner model), and hypothesis testing based on path coefficients, R^2 , bootstrapping, t-statistics, and p-values (Hair et al., 2022).

RESULTS AND DISCUSSION

This study involved students from the 2022 cohort of the Faculty of Economics and Business, UPN "Veteran" East Java, who had completed an internship program as the research respondents. Data were collected through a questionnaire administered to 90 respondents selected using a purposive sampling technique, with the sample proportionally distributed across each study program. Furthermore, the data were analyzed using Partial Least Squares–Structural Equation Modeling (PLS-SEM) with the assistance of SmartPLS 4 software. The analysis consisted of evaluating the outer model, inner model, and hypothesis testing to examine the effect of self-efficacy on work readiness and the mediating role of internship experience.

Measurement Models and Validity (Outer Model)

Convergent Validity

The measurement model consisted of reflective constructs representing self-efficacy, internship experience, and work readiness. Convergent validity was assessed using outer loading values, with a threshold of 0.70 or higher indicating that the indicators adequately represent their respective constructs.



Table 1.
Outer Loading Values

	<i>Self-efficacy (X)</i>	<i>Work Readiness (Y)</i>	<i>Internship Experience (Z)</i>
X1	0.851		
X2	0.891		
X3	0.752		
Y1		0.828	
Y2		0.802	
Y3		0.782	
Y4		0.859	
Z1			0.807
Z2			0.794
Z3			0.849
Z4			0.825

Source: Research Data Processed (2026)

As presented in Table 1, all indicators of self-efficacy, internship experience, and work readiness obtained outer loading values ranging from 0.752 to 0.891, exceeding the recommended threshold of 0.70. These findings confirm that all indicators demonstrate adequate convergent validity and are appropriate for subsequent analysis.

Discriminant Validity

Discriminant validity was assessed using cross loading, where each indicator is expected to have the highest loading on its corresponding construct compared with other constructs.

Table 2.
Cross Loading

	<i>Self-Efficacy (X)</i>	<i>Work Readiness (Y)</i>	<i>Internship Experience (Z)</i>
X1	0.851	0.709	0.624
X2	0.891	0.720	0.677
X3	0.752	0.625	0.507
Y1	0.650	0.828	0.723
Y2	0.731	0.802	0.702
Y3	0.665	0.782	0.604
Y4	0.641	0.859	0.667
Z1	0.486	0.612	0.807



Z2	0.576	0.603	0.794
Z3	0.614	0.721	0.849
Z4	0.684	0.749	0.825

Source: Research Data Processed (2026)

As presented in Table 2, all indicators of self-efficacy, internship experience, and work readiness exhibited higher cross loading values on their respective constructs than on other constructs. These results confirm that all constructs satisfy the discriminant validity criterion and are empirically distinct from one another.

Average Variance Extracted (AVE)

The Average Variance Extracted (AVE) values were used to assess the convergent validity of each construct.

Table 3.
Average Variance Extracted (AVE)

<i>Average variance extracted (AVE)</i>	
<i>Self-Efficacy</i>	0.670
Work Readiness	0.671
Internship Experience	0.695

Source: Research Data Processed (2026)

As presented in Table 3, all constructs obtained AVE values above 0.50. These findings indicate that self-efficacy, internship experience, and work readiness achieved adequate convergent validity, demonstrating that each construct sufficiently explains the variance of its indicators.

Construct Reliability

Construct reliability was evaluated using Cronbach's Alpha and Composite Reliability to assess the internal consistency of each construct in the research model.

Table 4.
Construct Reliability

	<i>Cronbach's alpha</i>	<i>Composite reliability</i>
<i>Self-Efficacy</i>	0.837	0.891
Work Readiness	0.835	0.890
Internship Experience	0.778	0.872

Source: Research Data Processed (2026)

As presented in Table 4, all variables obtained Cronbach's Alpha and Composite Reliability values above 0.70. These findings indicate that the



indicators of self-efficacy, internship experience, and work readiness demonstrate good internal consistency, confirming that all constructs are reliable.

Structural Model (Inner Model)

The structural model was evaluated using the R-square values to determine the explanatory power of the exogenous variables on the endogenous constructs.

Table 5.
R-square Values

	<i>R-square</i>
Work Readiness (Y)	0.787
Internship Experience (Z)	0.530

Source: Research Data Processed (2026)

Table 5 shows that the R-square value for work readiness is 0.787, indicating that 78.7% of the variance in work readiness is explained by self-efficacy and internship experience, while the remaining 21.3% is explained by factors outside the research model. Meanwhile, the R-square value for internship experience is 0.530, indicating that 53.0% of its variance is explained by self-efficacy, whereas the remaining 47.0% is attributed to other factors outside the model. Accordingly, the structural model for work readiness is classified as substantial, while the model for internship experience is classified as moderate.

Hypothesis Testing

Hypothesis testing was conducted to examine the direct and indirect relationships among the variables in the proposed research model.

Direct Effect

Table 6.
Direct Effect

	Original sample	Sample mean	Standard deviation	T statistics	P values
<i>Self-Efficacy</i>					
-> Work Readiness	0.471	0.465	0.085	5.575	0.000

Source: Research Data Processed (2026)

Table 6 shows that self-efficacy has a positive and significant effect on work readiness, with a path coefficient of 0.471, a t-statistic of 5.575, and a p-



value of 0.000. Therefore, H1 is supported, indicating that higher self-efficacy leads to higher work readiness among students.

Indirect Effect

Table 7.
Indirect Effect

	Original sample	Sample mean	Standard deviation	T statistics	P values
Self-Efficacy -> Internship Experience -> Work Readiness	0.352	0.352	0.084	4.180	0.000

Source: Research Data Processed (2026)

Table 7 indicates that internship experience positively and significantly mediates the relationship between self-efficacy and work readiness, with a path coefficient of 0.352, a t-statistic of 4.180, and a p-value of 0.000. Therefore, H2 is supported, indicating that internship experience serves as a mediating variable in the relationship between self-efficacy and students' work readiness.

Total Effect

Table 8.
Total Effect

	Original sample	Sample mean	Standard deviation	T statistics	P values
Self-Efficacy -> Internship Experience -> Work Readiness	0.823	0.817	0.052	15.839	0.000

Source: Research Data Processed (2026)

Table 7 indicates that self-efficacy has a positive and significant total effect on work readiness, with a path coefficient of 0.823, a t-statistic of 15.839, and a p-value of 0.000. This result indicates that self-efficacy contributes positively to students' work readiness through both direct and indirect effects.

Discussion

The results indicate that the levels of self-efficacy, internship experience, and work readiness among students of the Faculty of Economics and Business, UPN "Veteran" East Java, from the 2022 cohort are classified as high. These findings differ from the pre-survey results, which indicated that some students had not yet achieved an optimal level of work readiness. This difference may be influenced by the characteristics of the respondents in the main study, which



were more diverse than those in the pre-survey. The present study involved 90 respondents from various study programs with different gender characteristics and internship durations, providing a more representative overview of the students' conditions. Nevertheless, several respondents still provided neutral responses to a number of indicators. This suggests that the levels of self-efficacy, internship experience, and work readiness have not yet been evenly distributed among all students.

The Effect of Self-Efficacy on Work Readiness

The hypothesis testing results indicate that self-efficacy has a positive and significant effect on students' work readiness. This relationship is reflected by a path coefficient of 0.471, a t-statistic of 5.575, and a p-value of 0.000, indicating that the first hypothesis is supported. These findings suggest that an increase in students' confidence in their abilities is associated with an increase in their readiness to enter the workforce.

Students with high levels of self-efficacy tend to be more confident in completing tasks, capable of dealing with challenges, and better able to adapt to workplace demands. This finding indicates that confidence in one's own abilities is an important factor in preparing students to enter the labor market.

Based on the descriptive analysis, most respondents demonstrated a high level of self-efficacy. In addition, the outer loading results showed that the strength dimension had the highest loading value (0.891), making it the most dominant indicator representing self-efficacy. This finding indicates that strong confidence in one's abilities plays an important role in fostering students' optimism, perseverance, and motivation when preparing for their future careers.

These findings support the theory proposed by Robbins and Judge (2018), which states that self-efficacy refers to an individual's belief in their ability to perform tasks and overcome various challenges. The results are also consistent with the studies of Ramadhani et al. (2025) and Pratiwi and Rini (2023), which found that self-efficacy has a positive effect on students' work readiness. Therefore, self-efficacy can be regarded as one of the internal factors that contributes to enhancing students' readiness to enter the workforce.

The Effect of Self-Efficacy on Work Readiness Through Internship Experience

The hypothesis testing results indicate that internship experience mediates the effect of self-efficacy on students' work readiness. This finding suggests that students' confidence in their abilities has a greater impact on work readiness when supported by direct learning experiences in the workplace through internship programs.



Students with high levels of self-efficacy tend to be more actively engaged during their internships. They are more willing to take on new tasks, demonstrate greater confidence in completing their work, and are better able to utilize internship experiences to develop their competencies. These experiences help students understand actual workplace conditions while enhancing their readiness to meet job demands after graduation.

The findings of this study are consistent with those of Firmansyah et al. (2024), who found that internship experience strengthens the relationship between self-efficacy and work readiness. In addition, Dayanti et al. (2025) reported that internship experience enhances students' competencies through direct involvement in workplace activities. Therefore, internship experience not only provides practical exposure but also serves as a mechanism that strengthens the influence of self-efficacy on students' work readiness.

CONCLUSION

Based on the research findings, it can be concluded that self-efficacy has a positive influence on the work readiness of students in the Class of 2022 at the Faculty of Economics and Business, UPN "Veteran" East Java. The higher students' confidence in their own abilities, the better their readiness to enter the workforce. This study also shows that internship experience acts as a mediating variable that strengthens the effect of self-efficacy on work readiness. Through internship experiences, students gain the opportunity to develop knowledge, skills, and professional attitudes that support improved work readiness. Therefore, efforts to enhance self-efficacy, balanced with the implementation of high-quality internship programs, need to be continuously encouraged to prepare graduates who are better equipped to enter the workforce.

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