

The Effectiveness of Internship Programs and Company Reputation on the Work Skills of Ums Students with Internship Duration as a Mediating Variable

Sherlyana Alysia Arzeti¹, Irmawati²

¹Faculty of Economics and Business, Universitas Muhammadiyah Surakarta, Surakarta, Indonesia

²Faculty of Economics and Business, Universitas Muhammadiyah Surakarta, Surakarta, Indonesia

Email address: sherlyanaalsia08@gmail.com, irm254@ums.ac.id

Abstract— This study aims to evaluate the influence of internship programs and corporate reputation on the development of job skills among UMS students, with internship duration serving as a mediating variable. The research employs a quantitative approach. The sample consists of 80 Universitas Muhammadiyah Surakarta students selected through purposive sampling. Data were collected via an online survey using Google Forms. Instrument validity and reliability were tested using outer model analysis in SmartPLS, while hypothesis testing was conducted through the inner model. The findings indicate that internship duration partially mediates the relationship between the effectiveness of internship programs and corporate reputation on the job skills of UMS students.

Keywords— Internship Program Effectiveness, Company Reputation, and UMS Student Job Skills.

I. INTRODUCTION

The increase of fresh graduates every year in Indonesia is one of the problems we face. A complex problem that universities often face is the gap between industry needs and the skills that students have. Due to limited experience and skills, higher education graduates are not yet widely recognized in the industrial sector and require more specialized training, such as additional instruction on specific topics for a certain duration. The end result of university products is to have quality graduates in accordance with the objectives set out in the curriculum [1]. Therefore, in the efforts made by universities to bring students closer to the industrial world, they are able to produce truly talented individuals with the necessary skills and ready to work immediately after graduation.

Effectiveness is a concept that refers to the ability to achieve a goal or desired result in an efficient manner, and effectiveness focuses on the end of an action or process, regardless of whether the goal has been achieved. According to Raviyanto in [2], Effectiveness refers to the extent to which an individual performs their work well and delivers outcomes that meet expectations. In other words, a task is considered effective if it is completed within the set schedule, budget, or quality standards. Effectiveness states the ability of individuals who work to face the pressing challenges around them, is a This dimension illustrates how well the goals and objectives established by the organization can be achieved[3]. On the other hand, efficiency cannot be realized without

effectiveness, and effectiveness cannot be achieved without efficiency. Effectiveness can be influenced by various factors, including clear communication, good time management, solid team support, and adequate technology.

The skills individuals apply in their work are inherently interconnected with other supporting skills. Skills are the ability of humans to use their thoughts and ideas in doing, changing, or creating something more meaningful and valuable so as to produce a value from the work. According to [4], skills include proficiency involves the capability to perform tasks or activities that are technical, cognitive, or action-based. Competence refers to the ability to execute tasks effectively, supported by knowledge, effort, experience, and practice.

Work skills are skills or expertise in doing a job that can only be obtained by practice that can be mastered through learning and with the help of others. In achieving goals, every organization needs resources to achieve them. One of the resources needed by the organization is human resources [5]. Therefore, student work skills are personal, with different levels of competence depending on the abilities and experiences of each individual. These skills need to be continuously developed and trained to improve the ability of students to become individuals who are experts and professionals in certain fields. A person's expertise is reflected in how well the person performs certain activities, such as operating equipment, communicating, and others.

The internship program is an effort made to prepare prospective workers, where students are trained to be skilled in working for a certain period of time under the direct supervision or guidance of an expert worker. Internship is a direct training activity in the world of work carried out by students to develop their skills and gain practical work experience in the industrial world that is relevant to their field of study. The internship program provides students with the opportunity clearup useful looking applying ecosystem studyng in a factual environment [6]. This program is a form of students implementing the theories that have been obtained during the learning process in college, the internship program can also train The skills and expertise of students that can be applied in the professional world. Students will experience

firsthand the current state of the workplace and be able to identify the skills required expertise they have when participating in the internship program.

In addition to internship programs, company reputation also plays an important role in building professional work skills in internship students. Company reputation is the company's image or public perception of the company that reflects the company's credibility, integrity, and business performance. The reputation of a company also has a big impact on internship students. Internship students usually seek internship experience in reputable and well-established companies, as they want to gain valuable work knowledge and skills, as well as build strong work professionals. Company reputation is one of the factors considered by students in finding a job, and it will affect their intention to apply for a job. Career development can also foster commitment or loyalty for employees to the company [7]. Corporate reputation is considered as the overall assessment of the organization by internal and external stakeholders based on the organization's past and future actions [8].

The internship duration refers to the specific time frame in which an individual is involved in a work or study placement, typically as part of a training, apprenticeship, or academic program. During this period, interns are often immersed in practical, hands-on activities that allow them to apply theoretical knowledge gained through their studies in a real-world setting. This experience enables them to develop essential skills, gain valuable insights, and enhance their understanding of the industry or field they are pursuing. The length of an internship can vary significantly depending on several factors, including the policies set by the hosting organization or educational institution, as well as the intern's personal goals, availability, and specific career interests. In some cases, internships may be extended based on the intern's progress, the needs of the employer, or the opportunities for further learning and development.

The longer duration of internships allows interns to participate in more complex projects and tasks so that students will gain more in-depth experience in a field, have more time to learn and practice the skills needed in the industrial world, and also students will face various diverse challenges and gain greater insight. Conversely, the short duration of work and work to do all in a lack of in-depth understanding and does not provide a new knowlegde for the long-term career development of internship students.

II. LITERATUR REVIEW & HYPOTHESIS

A. *Internship Program*

An internship program is a program where a student or students work temporarily in a company or organization to gain practical Previous employment in a field connected to their studies. Through this program, students have the opportunity to learn from experienced practitioners, observe and participate in the decision-making process, and develop skills and competencies needed in the world of work [9]. The most important benefit of the internship program itself is the development of professional networks. The main purpose of internship programs is to help students develop practical

abilities required in the workplace, including communication, problem-solving, and teamwork, leadership, and understanding of specific industries. In addition, internships support the development of soft skills such as adaptability, initiative, creativity, and self-learning ability.

B. *Company Reputation*

According to [10], Corporate reputation is the various perspectives adopted by all parties involved, including internal and external stakeholders, as well as the general public towards the company. Corporate reputation can be influenced by financial performance, service, integrity, and corporate social responsibility. Therefore, if the reputation of an organization or company is positive, they will be more able to attract potential employees to join [11]. Joining a reputable company can also provide significant benefits to the skills development of an apprentice. Interns will have access to quality training and mentorship from experienced professionals, which can help in developing both technical and soft skills.

C. *Work Skills*

Work skills refer to the capabilities an individual possesses to carry out specific tasks effectively and efficiently in a work environment. Skills are the capability to perform physical and cognitive tasks [12]. Work skills have significant key benefits in the professional world, such as increasing productivity and work quality. Soft skills and hard skills are two important aspects in the world of work. Soft skills are skills related to how a person interacts with others. Meanwhile, hard skills are specific, measurable, and teachable skills. To be productive and employable in the industry, an individual must possess knowledge and skills relevant to the workplace, including both technical and soft skills [13].

D. *Internship Duration*

Internship duration is the period of time that a person works in a company or organization to gain practical experience in a particular field. Various factors make the connection between the duration of the internship and the skill acquisition of students complicated [14] is complex due to several factors, one of which is that although internship duration is important, it is how students utilize the opportunity and how actively they engage in internship activities. The length of the internship plays a role in enhancing the employability skills of students; a longer internship period tends to have a greater impact, more in-depth students experience in the world of work, which has a positive impact. Overall, adequate internship duration provides greater opportunities for in-depth skill development and builds significant experience, all of which contribute to one's readiness to enter the workforce more confidently and competently.

Hypothesis 1: The effectiveness of the internship program has a positive and significant effect on the UMS students work skills.

Hypothesis 2: Company reputation has a positive and significant effect on the UMS students work skills.

Hypothesis 3: The effectiveness of the internship program has a positive and significant effect on the internship duration.

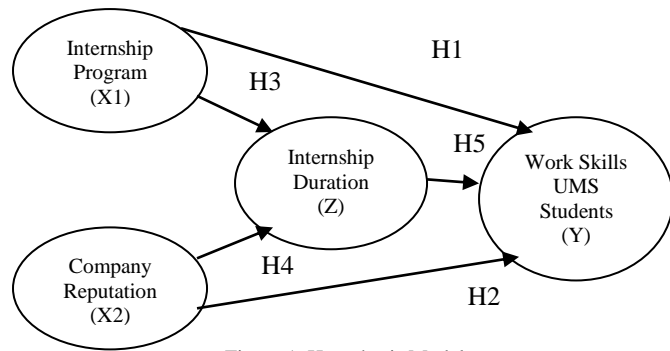


Figure 1. Hypothesis Model

Hypothesis 4: Company reputation has a positive and significant effect on the internship duration.

Hypothesis 5: Internship duration has a positive and significant effect on the UMS students work skills.

Hypothesis 6: Internship duration partially mediates the relationship between internship program effectiveness and UMS students work skills.

Hypothesis 7: Internship duration partially mediates the relationship between company reputation and UMS students work skills.

III. RESEARCH METHOD

The study utilized a quantitative approach, with the population comprising students from Universitas Muhammadiyah Surakarta. The sampling technique in this study was non-probability sampling. The sampling technique used was purposive sampling. The data used for this research is primary data. The data collection method used is by distributing questionnaires. The measurement scale is a Likert scale. Variables utilized by aims are divided into dependent variables, independent variables, and mediating variables in this research, the outcome variable is the work skills of UMS students, the independent variables are the effectiveness of the internship program and company reputation, and the mediating variable is the internship duration.

The data analysis method of this study uses Partial Least Square (PLS) data analysis using SmartPLS 3.0 software. PLS is a method utilized for addressing structural equation modeling (SEM). SEM has a high level of flexibility in research that connects theory and data [15]. The data analysis method is very important to determine how the data will be analyzed and processed. In this study, the researchers conducted an assessment of both the measurement model (often known as the outer model) and the structural model (inner model). The measurement model assessment was conducted using validity and reliability tests, while the structural model evaluation focused on , R-squared tests, F-squared tests, and path correlation tests.

IV. RESULT AND DISCUSSION

1. Evaluation of Measurement Model (Outer Model)

Testing the outer model is conducted to clarify how latent

variables relate to their respective indicators.

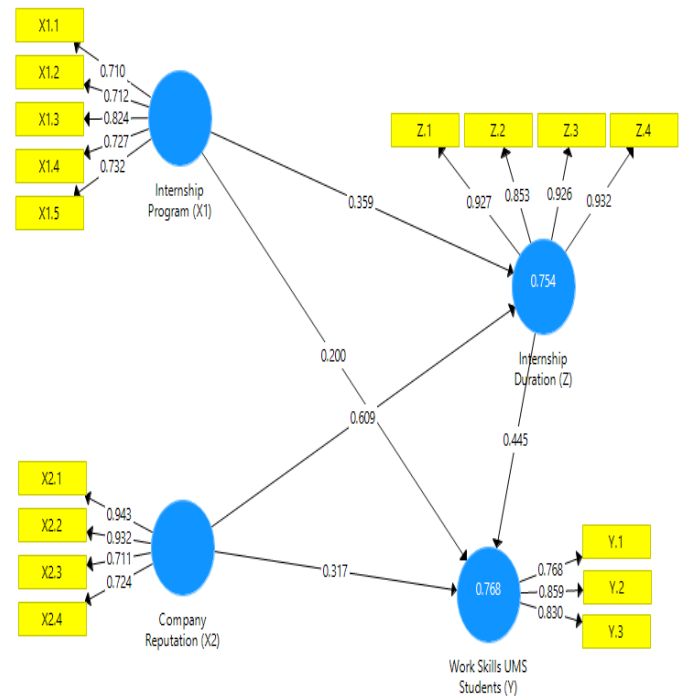


Figure 2. Outer Model

A. Convergent Validity

Table 1, If An indicator demonstrates strong convergent validity when its outer loading value surpasses 0.7. Presented below are the outer loading values for all indicators within the study's variables, as detailed. According to below, it is observed that each indicator used in the research variables has an outer loading greater than 0.7. Indicators are said to be valid if the loading factor is > 0.7. Based on the data presented, none of the variable indicators exhibit an outer loading value below 0.5, signifying that every indicator is recognized as valid and reliable, thus appropriate for implementation in the study and extended evaluations.

TABLE 1. Outer Loadings Result

Variable	Indicator	Outer Loading
Internship Program (X1)	X1.1	0.710
	X1.2	0.712
	X1.3	0.824
	X1.4	0.727
	X1.5	0.732
Company Reputation (X2)	X2.1	0.943
	X2.2	0.932
	X2.3	0.711
	X2.4	0.724
Work Skills UMS Students (Y)	Y.1	0.768
	Y.2	0.859
	Y.3	0.830
Internship Duration (Z)	Z.1	0.927
	Z.2	0.853
	Z.3	0.926
	Z.4	0.932

Table 2, In addition to factor loading to test convergent validity, it can also be seen from the AVE (Average Variance Extracted) value, which if the value is > 0.5, then the item is

declared valid [16]. The results of the Average Variance Extracted (AVE) indicate the validity of each tested variable value > 0.5. Each tested variable study show a respective skor for the effectiveness of the internship program of 0.551, company reputation of 0.697, student work skills of 0.672, and internship duration of 0.828. Study suggests that each test variable in this study is considered valid based on its discriminant validity.

TABLE 2. Result of Average Variance Extracted

Variable	AVE (Average Variance Extracted)	Description
Internship Program (X1)	0.551	Valid
Company Reputation (X2)	0.697	Valid
Work Skills UMS Students (Y)	0.672	Valid
Internship Duration (Z)	0.828	Valid

B. Discriminant Validity

TABLE 3. Result of Cross Loading

	Internship Program (X1)	Company Reputation (X2)	Work Skills UMS Students (Y)	Internship Duration (Z)
X1.1	0.710	0.258	0.471	0.437
X1.2	0.712	0.307	0.529	0.504
X1.3	0.824	0.615	0.617	0.640
X1.4	0.727	0.349	0.464	0.422
X1.5	0.732	0.547	0.494	0.596
X2.1	0.657	0.943	0.823	0.867
X2.2	0.661	0.932	0.795	0.860
X2.3	0.127	0.711	0.302	0.334
X2.4	0.197	0.724	0.531	0.413
Y.1	0.496	0.465	0.768	0.515
Y.2	0.632	0.790	0.859	0.745
Y.3	0.577	0.652	0.830	0.779
Z.1	0.597	0.683	0.731	0.927
Z.2	0.558	0.542	0.747	0.853
Z.3	0.661	0.829	0.792	0.926
Z.4	0.753	0.876	0.806	0.932

The results from Table 3 show the cross loading values for each indicator in this study. Each indicator for its respective variable is compared with the loading values of other variables. To ensure discriminant validity, the cross loading value of an indicator for its relevant variable must be higher than the values for the other variables.

From the third Table, we observed the cross-loading metrics values for indicators of every subject meet the standards for discriminant validity. For instance, indicator X1.3 has a value of 0.824 for the Internship Program (X1) variable, which is higher than the values for other variables, such as 0.615 for Company Reputation (X2) and 0.617 for Work Skills UMS Students (Y). Similarly, indicator X2.1 shows a value of 0.943 for Company Reputation (X2), significantly higher than values for other variables, confirming its validity for the intended variable.

C. Reliability Test

Table 4 presents the results of reliability testing using Cronbach’s Alpha and Composite Reliability. The Cronbach’s Alpha values for each variable indicate good internal

consistency, with Internship Program (X1) at 0.797, Company Reputation (X2) at 0.863, Work Skills UMS Students (Y) at 0.759, and Internship Duration (Z) at 0.931, showing very strong consistency. Meanwhile, the Composite Reliability values for each variable also indicate good reliability, with Company Reputation (X2) and Internship Duration (Z) reaching 0.900 and 0.951, respectively, indicating very high reliability. Overall, all variables in this study can be considered reliable.

TABLE 4. Cronbach’s and Composite Reliability Result

	Cronbach’s Alpha	Composite reliability
Internship Program (X1)	0.797	0.859
Company Reputation (X2)	0.863	0.900
Work Skills UMS Students(Y)	0.759	0.860
Internship Duration (Z)	0.931	0.951

D. Multicollinearity Test

TABLE 5. Collinearity Statistic (VIF)

	Internship Duration	Work Skills UMS Students
Internship Program (X1)	1.502	
Company Reputation (X2)	1.502	
Internship Duration (Z)		4.063
Work Skills UMS Students (Y)		

Table 5 presents the collinearity statistics using the Variance Inflation Factor (VIF) for each variable in this study. The VIF value is used to identify potential multicollinearity among variables, where a VIF value higher than 5 indicates a multicollinearity issue. Based on this table, both Internship Program (X1) and Company Reputation (X2) have VIF values of 1.502, indicating no multicollinearity problems, as the VIF values are low. Meanwhile, Internship Duration (Z) has a VIF of 4.063, which is still within a reasonable range and does not indicate significant multicollinearity. Since no VIF value exceeds 5, it can be concluded that there are no multicollinearity issues in this model.

2. Evaluation of Structural Model (Inner Model)

The structural model is used to test the effects between latent variables. This evaluation can be conducted through three main analyses: measuring the R2 (R-square) value, Goodness of Fit (GoF), and the path coefficient. R2 is used to assess how well the independent variables explain the dependent variables in the model. Goodness of Fit helps evaluate how well the model fits the existing data. At the same time, the path coefficient quantifies the strength and direction of the associations between the latent variables in the model.

A. Goodness of Fit Test

The structural model evaluation aims to illustrate the connections between manifest variables and latent variables, encompassing main predictors, mediators, and outcome variables within a comprehensive model. This assessment of model fit involves two key tests: R-Square (R²) and Q-Square.

TABLE 6. R-Square Result

	R-Square	R-Square Adjusted
Internship Duration (Z)	0.754	0.747
Work Skills UMS Students (Y)	0.768	0.759

Table 6 presents the R-Square results used to assess the extent of the influence of internship program effectiveness and company reputation on internship duration and work skills of UMS students. The R-Square value for internship duration (Z) is 0.754 or 75.4%, indicating a strong relationship between these variables. For the work skills of UMS students (Y), the R-Square value is 0.768 or 76.8%, also reflecting a strong relationship.

Furthermore, the next test is the Q-Square. The Q-Square value in evaluating the structural model is assessed by examining the Q² (predictive relevance) value. According to the research findings, the Q-Square value obtained is 0.942928. This indicates that 94% of the variation in the research data can be accounted for by the model, while the remaining 6% is influenced by other factors beyond the model's scope. Therefore, it can be concluded that the model demonstrates excellent predictive relevance.

B. Hypothesis Testing

TABLE 7. Path Coefficient (Direct Effect)

	Original Sample	t-Statistic	P Values	Description
Internship Program (X1)–>Work Skills UMS Students (Y)	0,200	2,327	0,020	H1 Accepted
Company Reputation (X2)–>Work Skills UMS Students (Y)	0,317	2,398	0,017	H2 Accepted
Internship Program (X1)–>Internship Duration (Z)	0,359	4,937	0,000	H3 Accepted
Company Reputation (X2)–>Internship Duration (Z)	0,609	9,271	0,000	H4 Accepted
Internship Duration (Z)–>Work Skills UMS Students (Y)	0,445	3,381	0,001	H5 Accepted

For hypothesis testing in this study, Table 7 presents the path coefficient results for testing the direct relationships between the variables in this study. The testing was conducted using the bootstrapping process to obtain the t-statistics, p-values, and original sample values. A p-value < 0.05 indicates a significant direct effect between variables. In this study, the significance level used for hypothesis testing is 1.96 for the t-statistic (significance level = 5%). If the t-statistic value is > 1.96, the effect is considered significant. Based on the results in Table 7, the following hypotheses are tested.

H1: Effectiveness of the internship program has a positive and significant effect on the work skills of UMS students.

The first hypothesis evaluates whether the effectiveness of the internship program significantly influences the work skills of UMS students. According to the table, the t-statistic value is 2.327, the effect size is 0.200, and the p-value is 0.020. Since the t-statistic is greater than 1.96 and the p-value is less than

0.05, we can conclude that this hypothesis is supported.

H2: Company reputation has a positive and significant effect on the employability skills of UMS students.

The second hypothesis examines whether company reputation has a significant effect on the employability skills of UMS students. The table shows a t-statistic value of 2.398, an effect size of 0.317, and a p-value of 0.017. Given that the t-statistic exceeds 1.96 and the p-value is below 0.05, it is concluded that this hypothesis is confirmed.

H3: Effectiveness of the internship program has a positive and significant effect on the duration of the internship.

The third hypothesis investigates whether the effectiveness of the internship program has a significant effect on the duration of the internship. The table displays a t-statistic value of 4.937, an effect size of 0.359, and a p-value of 0.000. Since the t-statistic is above 1.96 and the p-value is less than 0.05, we conclude that this hypothesis is validated.

H4: Company reputation has a positive and significant effect on internship duration.

The fourth hypothesis tests if company reputation significantly influences the duration of the internship. The table presented above indicates a t-statistic of 9.271, an effect size of 0.609, and a p-value of 0.000. Given that the t-statistic exceeds the threshold of 1.96 and the p-value is less than 0.05, these results suggest that the fourth hypothesis is statistically supported. This implies that the relationship being tested is significant, and the effect observed is not likely due to random chance. The effect size of 0.609 further supports the robustness of the relationship, as it reflects a moderate to strong effect. Therefore, the evidence strongly supports the acceptance of the fourth hypothesis.

H5: Duration of the internship has a positive and significant effect on the work skills of UMS students.

The fifth hypothesis assesses the length the internship has a significant effect on the work skills of UMS students. Based on the table, the t-statistic value is 3.381, the effect size is 0.445, and the p-value is 0.001. Since the t-statistic exceeds 1.96 and the p-value is below 0.05, we can conclude that this hypothesis is supported.

TABLE 8. Indirect Effect

	Original Sample	t-Statistic	P Values	Description
Internship Program (X1)–>Internship Duration (Z)–>Work Skills UMS Students (Y)	0,160	2,928	0,004	H6 Accepted
Company Reputation (X2)–>Internship Duration (Z)–>Work Skills UMS Students (Y)	0,271	2,948	0,003	H7 Accepted

Aims of the specific indirect effect give when the P-values are below 0.05, the indirect effect is considered significant. The findings for the indirect effects in Hypotheses 6 and 7

demonstrate a positive and significant impact.

H6: Duration of the internship mediates the relationship between the effectiveness of the internship program and the work skills of UMS students.

This hypothesis evaluates whether the length of the internship influences the relationship between the internship program's effectiveness and the work skills of UMS students. As shown in the table, the t-statistic value is 2.928, which is greater than 1.96, and the p-value is 0.004, which is less than 0.05. These results suggest that the duration of the internship partially mediates the effect of the internship program's effectiveness on the work skills of UMS students.

H7: Duration of the internship mediates the relationship between company reputation and UMS student job skills.

This hypothesis examines whether the internship duration influences the relationship between company reputation and UMS students' work skills. As indicated by the table, the t-statistic value is 2.948, which exceeds 1.96, and the p-value is 0.003, which is less than 0.05. These results suggest that the impact of company reputation on UMS students' work skills is partially mediated by the duration of the internship.

(1) There is a significant and positive effect of the internship program's effectiveness on the work skills of UMS students, leading to the acceptance of the first hypothesis. (2) The second hypothesis is confirmed, as there is a significant and positive effect of company reputation on the work skills of UMS students, indicating that a stronger company reputation leads to improved work skills among the students. (3) There is a positive and significant influence on the relationship between the effectiveness internship program and the duration of the internship, and accepted. (4) Relationship between company reputation and internship duration, so the first hypothesis is accepted. (5) Relationship between internship duration and UMS students' work skills, so the fifth hypothesis is accepted. (6) It can be concluded that the effectiveness of the internship program on the work skills of UMS students can be mediated by the duration of the internship partially. (7) It can be concluded that the company's reputation on the work skills of UMS students can be partially mediated by the duration of the internship.

V. CONCLUSIONS AND SUGGESTION

Based on the results of the study, it can be concluded that the effectiveness of the internship program has a positive and significant influence on the work skills of UMS students. Company reputation has a significant positive influence on the work skills of UMS students. The effectiveness of the internship program has a positive and significant influence on the duration of the internship. Company reputation has a significant positive effect on the duration of the internship. Internship duration has a positive and significant influence on the employability skills of UMS students. The effectiveness of the internship program has a positive and significant influence on the work skills of UMS students mediated by the duration of the internship. Company reputation has a positive and significant influence on the work skills of UMS students mediated by the duration of the internship.

One limitation of this study is its exclusive focus on

students from Universitas Muhammadiyah Surakarta. For future research, it would be beneficial to expand the sample by including students from other universities, with a larger sample size and a more comprehensive approach to data collection. This would provide more diverse and reliable data, enhancing the accuracy and generalizability of the findings.

REFERENCES

- [1] D. A. Lestari and A. D. Lestari, "Manajemen Pelaksanaan Merdeka Belajar Kampus Merdeka - Program Magang Atau Praktik Kerja," *Lentera J. Kaji. Bid. Pendidik. dan Pembelajaran*, vol. 3, no. 1, pp. 1–8, 2023, doi: 10.56393/lentera.v2i4.1293.
- [2] V. D. Lestari, J. Manajemen, S. Tinggi, I. Ekonomi, and K. Negara, "Implementasi Efektivitas Pengendalian Intern Pada Sistem Informasi Akuntansi Penggajian," *J. Ris. Mhs. Ekon.*, vol. 5, no. 1, pp. 49–61, 2023.
- [3] A. Abdul and R. Al-Sayed Omar, "Efficiency and effectiveness in management," *J. Surv. Fish. Sci.*, vol. 10, no. 3S, pp. 3382–3392, 2023.
- [4] P. Findlay, "Skills and the social value of work," *Handb. Polit. Labour, Work Employ.*, pp. 317–338, 2020, doi: 10.4337/9781784715694.00024.
- [5] F. W. A. Irmawati, "Analisis Pengaruh Lingkungan Kerja Fisik, Non Fisik, Kompetensi Dan Pengalaman Kerja Terhadap Kinerja Karyawan (Studi Empiris Pada Pt.Konimex Sukoharjo)," *J. Ekon. dan Bisnis, Univ. Muhammadiyah Surakarta*, vol. 1, no. 2, pp. 1–10, 2020.
- [6] S. Anjum, "Impact of internship programs on professional and personal development of business students: a case study from Pakistan," *Futur. Bus. J.*, vol. 6, no. 1, pp. 1–13, 2020, doi: 10.1186/s43093-019-0007-3.
- [7] K. D. A. Irmawati, Nirmala, "Analisis Pengaruh Pengembangan Karir, Kompensasi, dan Stres Kerja Terhadap Loyalitas Karyawan (Studi Kasus pada PT. Solo Murni)," *Univ. Muhammadiyah Surakarta*, pp. 1–12, 2020, [Online]. Available: <http://eprints.ums.ac.id/id/eprint/83883>
- [8] A. C.-C. Tiong, "Corporate Reputation: Building and Maintaining," *J. Digit. Mark. Commun.*, vol. 2, no. 1, pp. 25–29, 2022, doi: 10.53623/jdmc.v2i1.96.
- [9] Hasnawati, Syamsiar, and Besse Herlina, "Analisis Implementasi Program Magang dalam Meningkatkan Keterampilan dan Kompetensi Mahasiswa Jurusan Administrasi Publik Universitas Puangrimanggalatung," *J. Res. Dev. Public Policy*, vol. 3, no. 3, pp. 66–90, 2024, doi: 10.58684/jarvic.v3i3.158.
- [10] B. Nadia and B. Santoso, "Pengaruh Lingkungan Kerja Non Fisik, Reputasi Perusahaan dan Komitmen Afektif terhadap Keterikatan Karyawan pada PT. Wulandari Bangun Laksana Tbk," *Al-Kharaj J. Ekon. Keuang. Bisnis Syariah*, vol. 6, no. 4, pp. 4629–4643, 2024, doi: 10.47467/alkharaj.v6i4.1013.
- [11] F. Erlinda and R. Safitri, "the Relationship Between Employer Branding, Corporate Reputation, and Recruitment Web on Intention To Apply," *J. Ekon. Syariah Teor. dan Terap.*, vol. 7, no. 8, p. 1572, 2020, doi: 10.20473/vol7iss20208pp1572-1583.
- [12] Y. P. Rini and V. Winata, "Pengaruh Lingkungan Kerja, Keterampilan dan Kompetensi terhadap Kepuasan Kerja Karyawan pada Sekolah Ariya Metta Tangerang," *Pros. Ekon. dan Bisnis*, vol. 1, no. 1, pp. 286–296, 2021.
- [13] N. Fajaryati, B. Budiyono, M. Akhyar, and W. Wiranto, "The employability skills needed to face the demands of work in the future: Systematic literature reviews," *Open Eng.*, vol. 10, no. 1, pp. 595–603, 2020, doi: 10.1515/eng-2020-0072.
- [14] M. P. Jerez Gomez, A. Bojica, J. Martínez-del-Río, and R. Karaja, "Designing successful internships: exploring the role of duration, formalization and motivational practices," *Educ. Train.*, vol. 65, no. 3, pp. 433–453, 2023, doi: 10.1108/ET-12-2021-0480.
- [15] Irmawati and Sandy, "Peran Kepuasan Konsumen Dalam Memediasi Pengaruh Green Marketing Dan Corporate Social Responsibility," *Pros. Univ. Res. ...*, pp. 32–44, 2022, [Online]. Available: <http://repository.urecol.org/index.php/proceeding/article/view/2193%0A> <http://repository.urecol.org/index.php/proceeding/article/download/2193/2155>
- [16] G. G. Tandisalla and E. Febriani, "Pengaruh Tarif Pajak dan Pengetahuan Perpajakan terhadap Penggelapan Pajak pada Wajib Pajak Orang Pribadi Pekerja Bebas Khusus Tenaga Ahli," vol. 20, no. 1, pp. 80–87, 2024.