

THE EFFECT OF VOCATIONAL MATURITY AND INTERPERSONAL SKILLS ON THE WORK READINESS OF GENERATION Z STUDENTS OF OFFICE ADMINISTRATION EDUCATION STUDY PROGRAM

Deva Kaila Ardianti¹, Rotua Sahat Pardamean Simanulang²

¹Fakultas Ekonomi Dan Bisnis Universitas Negeri Medan, Indonesia

²Fakultas Ekonomi Dan Bisnis Universitas Negeri Medan, Indonesia

Corresponden E-mail: devakaila.ardianti@gmail.com

ARTICLE INFO	ABSTRACT
Diterima: 05 September 2025 Direvisi: 10 September 2025 Disetujui: 18 September 2025 Tersedia Daring: 30 October 2025 Keywords: <i>Vocational Maturity, Interpersonal Skills, Work Readiness, Students, Office Administration Education</i>	This research aims to find out the influence of vocational maturity and interpersonal skills on the work readiness of students of the Office Administration Education Study Program at Medan State University stambuk 2022. This research uses a quantitative research method. The population in this study is a student of the Office Administration Education Study Program of Medan State University in 2022 with a sample of 64 respondents. The research results show that vocational maturity has a significant effect on the work readiness of students with a significance value of $0.000 < 0.05$. Interpersonal skills also have a significant effect on the readiness of students' work with a significance value of $0.003 < 0.05$. Simultaneously, vocational maturity and interpersonal skills have a significant effect on the readiness of students' work with a significance value of $0.000 < 0,05$. The results of the determination coefficient test showed an R Square value of 0.802 which means that vocational maturity and interpersonal skills contributed 80.2% to the student's work readiness.
	ABSTRAK

Kata Kunci:
 Kematangan Vokasional, Keterampilan Interpersonal, Kesiapan Kerja, Mahasiswa, Pendidikan Administrasi Perkantoran

Penelitian ini bertujuan untuk mengetahui pengaruh kematangan vokasional dan keterampilan interpersonal terhadap kesiapan kerja mahasiswa Program Studi Pendidikan Administrasi Perkantoran Universitas Negeri Medan stambuk 2022. Penelitian ini menggunakan metode penelitian kuantitatif. Populasi dalam penelitian ini adalah mahasiswa Program Studi Pendidikan Administrasi Perkantoran Universitas Negeri Medan stambuk 2022 dengan jumlah sampel sebanyak 64 responden. Hasil penelitian menunjukkan bahwa kematangan vokasional berpengaruh signifikan terhadap kesiapan kerja mahasiswa dengan nilai signifikansi sebesar $0,000 < 0,05$. Keterampilan interpersonal juga berpengaruh signifikan terhadap kesiapan kerja mahasiswa dengan nilai signifikansi sebesar $0,003 < 0,05$. Secara simultan, kematangan vokasional dan keterampilan interpersonal berpengaruh signifikan terhadap kesiapan kerja mahasiswa dengan nilai signifikansi sebesar $0,000 < 0,05$. Hasil uji koefisien determinasi menunjukkan nilai R Square sebesar 0,802 yang berarti bahwa kematangan vokasional dan keterampilan interpersonal memberikan kontribusi sebesar 80,2% terhadap kesiapan kerja mahasiswa.

1. INTRODUCTION

The evolving world of work in the era of globalization and the Fourth Industrial Revolution (Industry 4.0) demands that college graduates possess not only academic competence but also comprehensive work readiness. This situation is becoming increasingly challenging for Generation Z, the generation born between 1995 and 2010, who grew up in a digital environment with rapidly changing dynamics (Astuti et al., 2023).

Gen Z is known as a generation that is familiar with technology and tends to prefer flexible, collaborative, and technology-based work environments. They are more comfortable working with the support of digital systems, dynamic work systems, and open communication. Furthermore, Generation Z also shows a tendency to prefer jobs that offer clear career paths and opportunities for self-development. For Generation Z, work is not only oriented towards results, but also on work processes that allow them to learn, innovate, and collaborate with others (Caballero et al., 2011). These characteristics require mature work readiness, especially in terms of career planning, work decision-making, and the ability to interact and collaborate effectively with diverse colleagues. This is supported by research by Sunaryanto & Idrus (2025) which shows that the unique characteristics of Generation Z influence work productivity and readiness to enter the workforce.

Although Generation Z is known for its adaptability to technology, not all students are optimally prepared for the transition from academia to the workplace. Differences in expectations about the workplace, a lack of thorough career planning, and underdeveloped interpersonal skills can potentially pose obstacles to entering the professional workforce. This situation suggests that Generation Z's characteristics need to be balanced with vocational maturity and

Interpersonal skills are essential for students to truly be prepared to face the demands of the workplace. This is reinforced by research findings by Julianti *et al.* (2023), which showed that only 48.9% of final-year students felt highly prepared for work. This low level of preparedness may be due to a lack of vocational maturity and a lack of mastery of the non-technical skills needed as essential capital for entering the modern workforce (Cahyaningtyas, 2021).

Vocational maturity refers to an individual's readiness to make career choices, understand job needs and demands, and adapt to the transition from education to work. Kamisa and Mirza (2021) outlined several characteristics of individuals with vocational maturity, including responsibility, realistic self-assessment, accurate use of educational and job information, understanding the various factors that need to be considered in career choice, and a desire to make informed decisions. These characteristics are expected to equip graduates, thereby minimizing any concerns that arise regarding readiness to face the world of work. Research by Soetjipto (2018) also found that vocational maturity plays a crucial role in improving students' work readiness, with an effective contribution of 38.4%. Therefore, for Office Administration Education students who will enter the workforce in administrative and office fields, vocational maturity is an essential aspect. In addition to vocational maturity, interpersonal skills also play a crucial

role in enhancing work readiness. Interpersonal skills encompass an individual's ability to communicate, resolve conflicts, collaborate, and build effective relationships with others in the workplace (Dwiratnasari et al., 2025). In facing competition in the workplace, companies not only assess technical skills (hard skills) but also emphasize the importance of non-technical skills (soft skills), especially interpersonal skills. Telaumbanua and Telaumbanua (Chillakuri, 2020) state that compared to hard skills, soft skills such as interpersonal skills,

Communication and self-management skills have been shown to play a greater role in improving students' work readiness. This aligns with the findings of Astuti *et al.* (2023), who stated that interpersonal skills are a crucial criterion in the employee recruitment process because they are closely related to the ability to communicate and collaborate in the workplace (Fuada et al., 2025). Another study by Cahyaningtyas (2021) found a positive and significant relationship between interpersonal skills and students' work readiness, with a significant contribution of 15.84%. Therefore, students, as prospective workers, are required to develop interpersonal skills early on to prepare them for the increasingly complex demands of the workforce (Dwyer, 2019).

Facing the transition into the workforce, Generation Z's unique characteristics are reflected in their preferences for professional fields. Based on industry data studies, Generation Z's career tendencies center on the use of technology, spatial flexibility, and meaningful work (Ghozali, 2021). These characteristics can be clustered into several professional work environment orientations, as follows:

Table 1. Career Characteristics Clusters and Work Preferences of Generation Z

No.	Characteristic Cluster	Characteristics of the Work Environment	Field Examples Professions in Demand
1.	Digital and Technology Driven (Schroth, 2019)	Prioritize automation, data-based work systems, cloud technology, digital platforms.	Data Analyst, Social Media Specialist, IT Support, Visual Administrative Assistant
2.	Flexible and Dynamic Workspace (Chillakuri, 2020)	Like hybrid work system, flexibility time, and structure organizations that do not too rigidly hierarchical.	Freelancer, Digital Marketer, Project Management Officer (PMO).
3.	People and Purpose Oriented (Dwyer, 2019)	Oriented towards interpersonal communication, public service, team collaboration, and corporate social values	Human Resource Development (HRD), Public Relations, Corporate Secretary, Customer Relations.
4.	Creative and Innovation Focus	Make space big for	Content Creator, UI/UX Designer, Creative Planner.

(Kerrane et al., expressing creative ideas,
2020) governance innovation, and
problem solving
dynamic problems

Through the clustering of work preferences above, there is a very strong relevance to the Graduate Profile of the Office Administration Education Study Program at Medan State University, which is specifically directed to fill three main professional pillars (Goleman, 1998):

1. Educators/Teachers in the Field of Expertise in Office Management and Business Services: The characteristics of Gen Z who like a people-oriented work environment *greatly* support their role as prospective modern educators who are interactive, adaptive, and able to manage interpersonal communication optimally in the school environment.
2. Professional Office Practitioner/Administrator: The characteristics of Gen Z which are driven by the use of technology (*Digital & Technology Driven*) are very much in line with the needs of the modern workplace for administrative workers who are skilled at operating digital office ecosystems, office automation, and electronic archive management.
3. Entrepreneurs in the Business Services Sector: The inherent flexibility and creativity (*Flexible & Creative Focus*) inherent in Gen Z's characteristics trigger their potential to create independent jobs (entrepreneurship) by utilizing digital-based business opportunities (*e-commerce* or virtual administration service providers). The three graduate profiles above clearly demand thorough preparation from students before completing their studies. If students have high Vocational Maturity (X1), they will have a clear career direction and understanding of their duties, whether they decide to become teachers, office practitioners, or entrepreneurs. In line with that, Interpersonal Skills (X2) will be the main driving force so that they are able to communicate, negotiate, and collaborate professionally in any professional field they choose after graduation.

This situation is becoming increasingly relevant considering that students in the Office Administration Education Study Program's class of 2022 are currently in their final years and completing their theses, and will soon enter the professional workforce. At this stage, students should have a more mature career plan and adequate work readiness to prepare them for the demands of the working world (Hapsari & Aulia, 2024).

However, previous research is still relatively limited in discussing the work readiness of Generation Z students specifically. Most previous studies tend to examine vocational maturity and interpersonal skills separately, and have not comprehensively examined the influence of both variables simultaneously on student work readiness. In addition, studies on Generation Z work readiness in study programs such as Office Administration Education are still very limited (Hargie, 2022). Therefore, there is a research gap that needs to be filled through empirical studies that integrate vocational maturity and interpersonal skills in explaining the work readiness of Generation Z

students. This research is important in an academic context and has important practical implications to ensure that students not only complete their education but are also ready to face the professional world of work. Based on the background and phenomena described above, the researcher is interested in conducting a study entitled "The Effect of Vocational Maturity and Interpersonal Skills on the Work Readiness of Generation Z Students in the Office Administration Education Study Program, Stambuk 2022, State University of Medan.

2. METHOD

This research was conducted at the Faculty of Economics and Business, State University of Medan, located at Jalan Williem Iskandar Pasar V Medan Estate, Percut Sei Tuan, Medan City, North Sumatra. The research was conducted in the even semester of the 2025/2026 academic year. This research used a quantitative approach with an associative research type. Quantitative research was used because the data collected were in the form of numbers and were analyzed using statistical techniques. Associative research aims to determine the relationship and influence between independent variables on the dependent variable. In this study, researchers analyzed the influence of vocational maturity and interpersonal skills on the work readiness of Generation Z students of the Office Administration Education Study Program, Stambuk 2022, State University of Medan. The results of the study will be presented in the form of numbers or figures which are then processed and analyzed using the SPSS version 26 program to test the established hypotheses (Ismail & Nur, 2022).

Population is the entire element that will be used as a generalization area consisting of objects or subjects that have certain quantities and characteristics that are determined to be studied and conclusions drawn (Julianti et al., 2023). In this study, the population was all 64 students of the Office Administration Education Study Program, Class of 2022, at Medan State University.

According to Sugiyono (2023), a sample is a subset of the population's size and characteristics. If the population is large, and researchers cannot study everything in the population, for example due to limited funds, manpower, or time, then researchers can use a sample drawn from that population (Mitra & Attiq, 2024). The conclusions learned from the sample can then be applied to the population. Therefore, samples drawn from the population must be truly representative.

This study employed a total sampling technique, which utilizes all members of the population as the sample. Total sampling was chosen because the population size was relatively limited and all members shared similar characteristics and met the research needs. The use of total sampling also aimed to obtain more accurate results because no population elements were excluded from the sampling process (Kurniawan et al., 2024). Therefore, the sample in this study comprised all 64 students of the Office Administration Education Study Program, graduating class of 2022, at Medan State University.

This study used a quantitative research design with a correlational approach. This design was used to determine the relationship and influence between the independent variables, namely vocational maturity (X_1) and interpersonal skills (X_2), on the dependent variable, namely work readiness (Y).

The correlational approach was chosen because this study aims to analyze the direction and strength of the relationship between variables, while also testing whether the independent variables significantly influence the dependent variable through multiple linear regression analysis. This research hypothesis testing was carried out by finding the correlation coefficient between variables X_1 and Y , X_2 and Y , and X_1 and X_2 and variable Y (Putri, 2024).

The first stage of data collection in this study was observation. Observation techniques were used to obtain initial data regarding the general condition of the research subjects before measurements were taken using instruments. According to Ghozali (2021), observation is a data collection method by systematically observing research objects to obtain factual information according to real-world conditions. Observations in this study serve as supporting data to ensure that the respondents' conditions align with the research context before the instruments are administered (Sabrina et al., 2024). Observations were conducted indirectly through observation of documents, the lecture environment, and the academic activities of students in the Office Administration Education Study Program, Stambuk 2022, State University of Medan.

RESULTS AND DISCUSSION

Description of Research Results

This study was conducted in April 2026 on 64 students of the Office Administration Education Study Program, Medan State University, Class of 2022. Data were obtained through the distribution of questionnaires to respondents who met the specified sample criteria. The questionnaires were used to obtain data on the variables of vocational maturity, interpersonal skills, and student work readiness (Savero & Turangan, 2025).

The description of the research results aims to provide information regarding the condition of each research variable, including the minimum, maximum, mean, and standard deviation values for each research variable. This allows for the condition of each variable studied to be known before further hypothesis testing is conducted. A description of the research data can be seen in Table 1.

Table 1. Description of Research Results

N			Minimum	Maximum	Mean	Standard Deviation
Total_X1	64		49	75	64.00	6.414
Total_X2	64		45	75	64.52	7.198
Total_Y	64		36	55	47.73	4.825
Valid (listwise)	N	64				

Based on the description table of the research variables above, it is known that the vocational maturity variable (X1) has a minimum value of 49 and a maximum value of 75. This variable obtained an average value (mean) of 64.00 with a standard deviation of 6.414. This average value shows that most respondents tend to have a high level of vocational maturity. Good vocational maturity. This demonstrates that students have the ability to understand their potential, plan their careers, and determine career choices to prepare them for entering the workforce.

The interpersonal skills variable (X2) has a minimum value of 45 and a maximum value of 75 with an average value (mean) of 64.52 and a standard deviation of 7.198. These results indicate that most respondents tend to have good interpersonal skills. Students are considered to be able to communicate, cooperate, adapt, and establish good relationships with others both in the lecture environment and social environment.

Meanwhile, the work readiness variable (Y) has a minimum value of 36 and a maximum value of 55. This variable obtained an average value (mean) of 47.73 with a standard deviation of 4,825. These results indicate that most respondents tend to have good work readiness. This indicates that students are ready to face the world of work both in terms of knowledge, skills, and mental readiness to enter the work environment (Sholihah & Listiadi, 2021).

Based on the description of the research variables, it can be seen that respondents tend to have good levels of vocational maturity, interpersonal skills, and work readiness. However, several respondents still scored low on several indicators, making these variables still relevant for further research.

Classical Assumption Test

Normality Test

A normality test was conducted to determine whether the research data was normally distributed. The test was conducted using the Kolmogorov-Smirnov method with the help of SPSS (Soetjipto, 2018). The results of the normality test can be seen in Table

Table 3. Normality Test Results

Statistics	df	Sig.
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A linearity test was conducted to determine whether the relationship between the independent and dependent variables was linear. The test was conducted using SPSS version 26. The results of the linearity test in this study can be seen in Table 1.

Multiple Linear Regression Analysis

Multiple linear regression analysis was used to determine the effect of vocational maturity and interpersonal skills variables on the work readiness of students of the Office Administration Education Study Program, Medan State University, batch 2022 (Spencer & Spencer, 1993).

This analysis was conducted using the SPSS program. Through multiple linear regression analysis, this study aims to examine the influence of each independent variable, both partially and simultaneously, on the dependent variable. The independent

variables in this study consist of vocational maturity (X1) and interpersonal skills (X2), while the dependent variable is work readiness (Y). The results of the multiple linear regression analysis can be seen in Table 4.6.

Table 4. Results of Multiple Linear Regression Analysis

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.896 ^a	.802	.795	2,182

The results of the multiple linear regression analysis indicate that both independent variables have a significant influence on student work readiness. This is evident from the results of the hypothesis test, which showed a significance value of each variable less than 0.05.

Hypothesis Testing

Partial Hypothesis Test (t-Test)

A t-test was conducted to determine the partial effect of each independent variable on the dependent variable. In this study, the t-test was used to determine the effect of vocational maturity and interpersonal skills on students' work readiness (Suhartono & Machmuddah, 2020).

The basis for decision-making in the t-test is based on the significance value. If the significance value is <0.05 , the hypothesis is accepted, meaning the independent variable has a significant effect on the dependent variable. Conversely, if the significance value is >0.05 , the hypothesis is rejected. The results of the t-test in this study can be seen in Table 4.7.

Table 5. Partial Hypothesis Test Results

Unstandardized Coefficients				Standardized Coefficients	t	Sig.
Model	B	Std. Error		Beta		
1	(Constant)	5,318	2,757		1,929	.058
	TOTAL_X1	.404	.095	.537	4,265	.000
	TOTAL_X2	.257	.084	.383	3,040	.003

Based on the results of the t-test, the vocational maturity variable has a significance value of $0.000 < 0.05$, so it can be concluded that vocational maturity has a significant effect on students' work readiness. In addition, the interpersonal skills variable has a significance value of $0.003 < 0.05$, so it can be concluded that interpersonal skills also have a significant influence on students' work readiness.

Discussion of Research Results

The Influence of Vocational Maturity on Work Readiness

The results of the study indicate that vocational maturity significantly influences students' work readiness. This is evidenced by the t-test results, which obtained a significance value of $0.000 < 0.05$. Thus, the hypothesis that vocational maturity influences students' work readiness is accepted (Violinda et al., 2023).

Vocational maturity is an individual's ability to understand their potential, plan their career, make career decisions, and choose careers based on their interests and abilities. Students with good vocational maturity tend to be better prepared to face the demands of the workforce because they have clear career goals and an understanding of the work objectives they want to achieve (Sunaryanto & Idrus, 2025). In more depth, the significant influence of Vocational Maturity (X1) of Office Administration Education students of the 2022 intake on Work Readiness (Y) is supported by optimal achievement in each indicator dimension.

1. Career Planning : Based on research data, the majority of respondents have actively considered future steps after graduation, such as planning to participate in competency tests or administrative professional certification. This provides a clear foundation for action.
2. Career Exploration : Students demonstrate proactive behavior in seeking information about the modern world of work through digital media, recruitment website, as well as actively discussing with alumni and office practitioners.
3. Career Decision Making : Students' ability to weigh risks and opportunities independently without being pressured by external expectations makes their career choice decisions more realistic.
4. World of Work Information : Students have a deep understanding of current competency standards, including the industry's essential need for digital data management skills and professional communication ethics.
5. Knowledge of Preferred Occupational Group: Students' awareness of the specific job description details of the administrative profession they are interested in allows them to know exactly what competency preparation they need to fulfill before graduating.

The integration of the five indicators above proves that the more mature the vocational orientation of students, the higher their physical, mental, and knowledge readiness in entering the professional world of work.

This demonstrates that vocational maturity plays a crucial role in improving students' work readiness. Students with strong vocational maturity are better able to determine career choices, understand their own capabilities, and prepare themselves for the demands of the working world.

According to Donald Super, vocational maturity relates to an individual's readiness to make career choices and navigate the world of work. Individuals with good vocational maturity tend to be able to make appropriate career decisions aligned with their abilities and interests (Wardani et al., 2021).

The results of this study are also supported by research by Sholihah and Listiadi (2021), which showed that vocational maturity positively influences students' work readiness. The study explained that students with good vocational maturity tend to be better prepared for the world of work because they have a clear career plan and an understanding of their abilities.

Students in the Office Administration Education Study Program, Class of 2022, currently in their final year, demonstrate that strong vocational maturity is not merely a theoretical concept but an urgent need. Research data shows that students' understanding of their potential and the demands of the modern workplace helps them reduce career anxiety. Generation Z's preference for a clear career path and opportunities for self-development is proven to be consistent with their high vocational maturity. When students actively explore career information through digital platforms and develop plans for competency tests or professional certifications, they psychologically build a strong foundation of commitment for a smooth transition from academia to a professional work environment (Wiharja MS et al., 2020).

Based on the results of previous research, theories and studies, it can be concluded that vocational maturity is an important factor that influences students' work readiness.

The Influence of Interpersonal Skills on Job Readiness

The results of the study indicate that interpersonal skills significantly influence students' work readiness. This is evidenced by the t-test results, which obtained a significance value of $0.003 < 0.05$. Thus, the hypothesis that interpersonal skills influence students' work readiness is accepted.

Interpersonal skills are an individual's ability to communicate, collaborate, adapt, and build positive relationships with others. In the workplace, interpersonal skills are essential because they relate to the ability to work in a team and interact with the work environment.

This demonstrates that interpersonal skills play a crucial role in improving students' job readiness. Students will adapt more easily to the work environment if they are able to communicate, collaborate, and build good relationships with others.

According to Spencer & Spencer (1993:136), interpersonal skills are included in the competencies related to an individual's ability to accurately understand others, or interpersonal understanding, namely the ability to understand and respond to the feelings, needs, and concerns of others. In addition, interpersonal skills also include

relationship building, namely the ability to establish and maintain positive relationships with others to achieve organizational goals in the work environment.

The results of this study are also supported by research by Savero & Turangan (2025), which showed that interpersonal skills positively influence students' job readiness. This study explains that students with good communication, collaboration, and adaptability skills tend to be better prepared for the professional workplace.

Prospective graduates of modern office administration are not only required to master standard operating procedures (SOPs) for document management, but also to possess social intelligence. The ability to understand teammates' perspectives, capture implicit meaning, and manage virtual communication are key differentiators in the digital age. This explains why interpersonal skills are so influential, as individuals who are adaptable and able to build positive relationships *will* be more confident and perceived as more employable by industry and companies (Telaumbanua & Telaumbanua, 2024).

Based on the research results, theories and previous research, it can be concluded that interpersonal skills are one of the important abilities that can influence students' work readiness.

The Influence of Vocational Maturity and Interpersonal Skills on Job Readiness

The results of the study indicate that vocational maturity and interpersonal skills simultaneously have a significant effect on students' work readiness. This is evidenced by the results of the F test which obtained a significance value of $0.000 < 0.05$, so the hypothesis stating that vocational maturity and interpersonal skills influence students' work readiness is accepted.

These results show that students' work readiness is not only influenced by their ability to understand their potential and plan their careers, but also by their ability to communicate, collaborate, and adapt to the work environment.

Students with good vocational maturity tend to be better able to define career goals and prepare for the world of work. Furthermore, students with strong interpersonal skills are more likely to establish positive working relationships, work collaboratively in teams, and adapt to the work environment.

Based on the results of the coefficient of determination, the R Square value was obtained at 0.802 or 80.2%. This indicates that vocational maturity and interpersonal skills are able to influence student work readiness by 80.2%, while the remaining 19.8% is influenced by other factors outside the study.

The results of this study are supported by research by Suhartono & Machmuddah (2020), which showed that intrapersonal and interpersonal skills jointly influence students' work readiness. The study explained that communication, collaboration, and self-awareness are crucial factors in preparing students for the world of work (Kamisa & Mirza, 2021).

The integration of vocational maturity and interpersonal skills, which contributed a dominant 80.2%, confirms that Generation Z students' work readiness is a holistic whole. Vocational maturity acts as a compass or professional guide, while interpersonal

skills act as a driving force for their social work in the field. Students who know exactly what their dream *job description* is (vocational maturity) but are unable to communicate assertively (poor interpersonal skills) will face significant obstacles during the professional recruitment process. Conversely, the integration of these two aspects ensures that students are not only ready to compete in terms of technical competence, but also mentally, socially, and managerially prepared to face the dynamic modern work ecosystem (Schroth, 2019).

Thus, the better the vocational maturity and interpersonal skills of students, the greater their work readiness will be. With good career planning and good interpersonal skills, students will be better prepared to face the demands of the working world. Therefore, it can be concluded that vocational maturity and interpersonal skills together have an important role in improving students' work readiness.

4. CONCLUSION

Based on results research and discussion about influence maturity vocational and interpersonal skills towards readiness Work student Administrative Education Study Program Medan State University Office building stambuk 2022, then can concluded as following :

- a. Maturity vocational proven give influence positive and significant to readiness Work student Generation Z Study Program in Administrative Education Medan State University Office Class of 2022 which is proven through t-test results show mark significance of $0.000 < 0.05$. This is show that the more ripe planning career, exploration of the world of work, and understanding potential self - possessed student Generation Z, then will the more optimal the readiness student entering the professional world of work.
- b. Interpersonal skills are influential positive and significant to readiness Work student Generation Z Study Program in Administrative Education Medan State University Office Class of 2022. This is proven through t-test results show mark significance of $0.003 < 0.05$. Findings This indicates that capacity student in communicate in a way effective, empathetic (interpersonal understanding), building networking, as well as Work The same in team become crucial non- technical capital (soft skills) in increase trust self they are in the world of work.
- c. In a way simultaneous, maturity vocational and interpersonal skills have significant contribution in determine readiness Work Gen Z students of the Administrative Education Study Program Medan State University Office Class of 2022. This is proven through F test results with mark significance of $0.000 < 0.05$. This is indicates readiness optimal work is formed from integration direction clear career path as well as intelligence adaptive social.

Suggestion

Based on results research that has been done, then writer give some suggestions as following :

- a. For students, it is recommended For more active follow activity organizations, career seminars, public speaking training, and activities Work groups so that their abilities communication, work same, and interpersonal skills can develop so that readiness Work student become more Good.
- b. Administrative Education Study Program Medan State University Office, suggested For conduct training programs readiness Work such as career seminars, training CV preparation and simulation interview work, and expand Work The same apprenticeship with agency or company use help increase readiness Work student.
- c. For researchers Next, it is recommended For add other variables such as experience internship, self-efficacy, motivation work, or environment family for research about readiness Work can develop more wide

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