


Influence Skills Development and Skill Effectiveness Factors on Youth Unemployment Mediated by Improved Work Readiness Competencies

Hartono¹, Adinda Jennifer Pardede², Donny Melianto³, Yoni Evan Pratama⁴

University of August 17, 1945 Surabaya

Article Info	ABSTRACT
<p>Keywords: Development skills, effectiveness skills, Improved competency, Work readiness and reduced youth unemployment</p>	<p>This type of research uses explanatory research, the research approach uses a quantitative approach. The research sample was 150 respondents. Objective of this study: 1) to analyze the influence of development skills to attract unemployment on youth. 2) to analyze the influence of effectiveness skills to attract unemployment on youth. 3) to analyze role mediation improvement competence readiness Work in connection between development skills and subtraction unemployment on youth. 4) to analyze role mediation improvement competence readiness Work in connection between effectiveness skills and subtraction unemployment on youth. The results showed that: 1) Development skills influence positively and significantly to subtraction unemployment on youth with mark original sample is 0.635. 2) Effectiveness skills Also had a significant influence on subtraction unemployment with the original sample value was 0.371. 3) Increase competence readiness Work plays a role as variable significant mediation in connection between development skills and subtraction unemployment with the original sample value is 0.441. 4) Increase competence readiness Work plays a role as variable significant mediation in connection between effectiveness skills and subtraction unemployment with the original sample value is 0.256</p>
<p>This is an open access article under the CC BY-NC license</p> 	<p>Corresponding Author: Hartono University of August 17, 1945 Surabaya hartono06@gmail.com</p>

INTRODUCTION

Youth unemployment is a serious challenge in Indonesia, particularly among the 15-24 age group. This high unemployment rate is often linked to low job competency and a mismatch between skills and industry needs (World Bank, 2020). Therefore, skills development and skills effectiveness are a key focus of employment policy. This research explores how developed and effective skills can reduce unemployment, with work-readiness competencies as a bridge.

Unemployment is a major problem facing many developing countries, including Indonesia. According to data from the Central Statistics Agency (BPS), the open unemployment rate (TPT) in Indonesia is dominated by young people, particularly those

aged 15–24. This situation indicates that young people face difficulties entering the job market, even after completing formal education. This phenomenon indicates a gap between the skills possessed by young people and the actual needs of the workforce.

In facing employment challenges, skills development *is* a key strategy. Through technical and vocational training, as well as improving *soft skills*, young people are expected to increase their competitiveness in the job market. However, simply attending training does not always guarantee the effectiveness of the skills acquired. Skill effectiveness, which encompasses an individual's ability to apply skills appropriately and productively, also determines whether those skills are truly relevant and useful in real-world work contexts.

However, there is a crucial intermediary variable between skills development and unemployment reduction: improving job competency. This competency reflects a person's chances of finding employment based on their skills, knowledge, and experience. In other words, skills development and effectiveness will only contribute to unemployment reduction if they significantly improve a person's job competency.

In this context, understanding the relationship between skills development, skills effectiveness, and youth unemployment, with increased competency as a mediator, is crucial. This study aims to examine the direct impact of skills development and skills effectiveness on reducing youth unemployment and how increased competency in employment opportunities can mediate this relationship.

Through this research, it is hoped that a deeper empirical understanding of the importance of investing in skills development that is not only technical, but also functional and applicable, can be obtained to support the creation of a competent and work-ready young workforce.

Formulation of the problem

As for the formulation of the problem established in this research, it refers to the background and research phenomena, including:

1. Does skills development have a significant impact on reducing youth unemployment?
2. Does the effectiveness of skills have a significant impact on reducing unemployment among youth?
3. Does increasing work readiness competencies act as a mediating variable between skills development and reducing unemployment among youth?
4. Does increasing work readiness competencies act as a mediating variable between skills effectiveness and unemployment reduction in youth?

Research purposes

Based on the formulation of the problem that has been put forward, the objectives of this research are:

1. Analyzing the impact of skills development on reducing youth unemployment.
2. Analyzing the influence of skills effectiveness on reducing unemployment among youth.
3. Analyzing the mediating role of increasing work readiness competencies in the relationship between skills development and unemployment reduction in youth.

4. readiness competencies in the relationship between skills effectiveness and unemployment reduction in youth.

Benefits of research

Based on the description that has been explained in the background and problem formulation, the benefits that are to be achieved from this research are formulated, namely:

1. Theoretical benefits (Science Development)

This research is expected to contribute to the development of science, particularly in the fields of human resource management, employment, and skills development. Academically, the results of this study can enrich the literature on the relationship between skills development, skills effectiveness, work-readiness competencies, and unemployment reduction. For the University of 17 August 1945 Surabaya, the results of this research are a contribution to adding to the library's literature collection.

2. Practical benefits

For the Government and Training Institutions, this research can be a reference in designing training and skills development programs that are more targeted and effective in reducing unemployment rates, especially among young people.

For Educational Institutions and the Business World, The results of this study can provide input in the development of competency-based curricula or training, which can improve work skills and prepare graduates to be better prepared to enter the job market.

For Youth or Job Seekers, this research can provide insight into the importance of developing skills that are not only formal, but also functional and effective in improving competency and work readiness. For Further Researchers, This research can be a reference or basis for further research that wants to examine the issue of youth unemployment and human resource development in more depth.

Literature review

Skills Development

Skills development is the process of enhancing a person's abilities through training, education, or work experience to meet the challenges of the workplace. According to Gary Becker's (1964) Human Capital Theory, skills development is a form of investment in human resources that can increase a person's productivity and job opportunities.

Skills development can be achieved through technical (hard skills) and non-technical (soft skills) training, such as communication skills, teamwork, and time management. The higher the quality of the training, the greater the individual's chances of being accepted into the workforce.

Skill Effectiveness

Skill effectiveness refers to an individual's ability to optimally apply acquired skills in the work environment. According to Robbins (2003), a person's effectiveness is determined by the extent to which they can achieve work goals using available resources and skills.

The effectiveness of skills depends heavily on the relevance of the training, the job context, and the individual's readiness to implement what has been learned. High effectiveness will

increase workforce competitiveness and facilitate the transition from training to employment.

Improving Work Readiness Competencies

Employability skills development encompasses technical and non-technical abilities that enable individuals to obtain, maintain, and develop a career. According to Hillage & Pollard (1998), employability is defined as an individual's ability to obtain employment that matches their skills.

Enhanced competencies serve as a bridge between skills development and tangible outcomes in the form of employment. These competencies include technological mastery, work ethic, adaptability, and critical thinking skills.

Work readiness competencies are a set of skills and attributes that enable a person to:

1. Entering the world of work
2. Hang in there
3. Developing in career

According to Hillage and Pollard (1998), *employability* is a combination of qualifications, experience, skills and attitudes that determine whether someone is ready for work. Work readiness indicators include:

1. Communication skills
2. Ability to work in a team
3. Adaptability
4. Problem solving skills
5. Work ethic.

Youth Unemployment

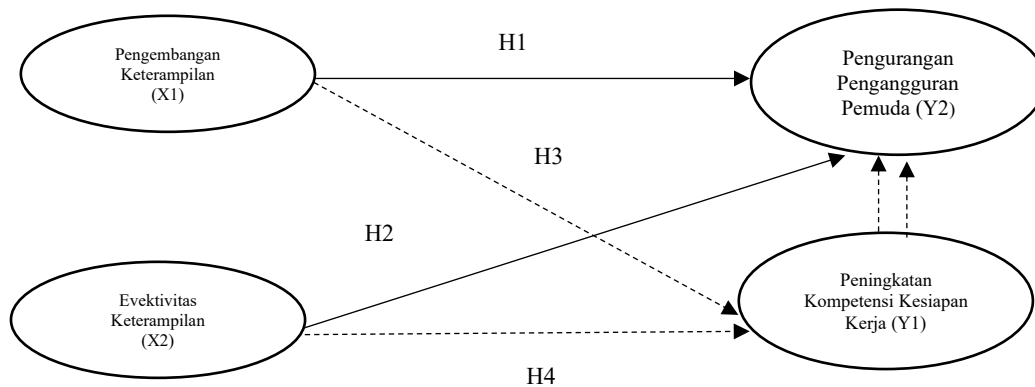
Youth unemployment is a crucial issue in economic development. Young people (aged 15–30) are often the most vulnerable group due to a lack of work experience, skills that don't match industry needs, and limited access to quality training. According to the ILO (2020), improving skills to meet labor market needs is key to reducing unemployment among young people. Unemployment reduction can be achieved if:

1. The skills acquired are relevant to industry needs
2. Work competency increases
3. Access to information and networks is available

Thus, the development and effectiveness of skills will not be optimal in reducing unemployment rates without the support of adequate work readiness competencies.

Conceptual Framework

So that the formulation of the research framework is easy for others to understand, it is then presented in the form of a conceptual framework image to clarify the description of this research, which is shown in the following image:



Hypothesis

The formulation of this research hypothesis is based on previous research and a conceptual framework. The hypotheses addressed in this study include:

- H1: Skills development has a positive effect on reducing youth unemployment.
- H2: The effectiveness of skills has a positive impact on reducing youth unemployment.
- H3: Improving work readiness competencies mediates the effect of skills development on reducing youth unemployment.
- H4: Increasing work readiness competencies mediates the effect of skills effectiveness on reducing youth unemployment.

The research model or framework is intended to further clarify the essence of the discussion of previous research results and the theoretical basis used in the research, including the relationship between influential variables (Dewi, Rina, Zuhro, Diana, et al. 2024:142-160). The research design is a plan to determine the resources and data that will be used to be processed in order to answer the research question. (Asep Iwa Soemantri, 2020:5). Standard of the company demands regarding the results or output produced are intended to develop the company. (Istanti, Enny, 2021:560). Time management skills can facilitate the implementation of the work and plans outlined. (Rina Dewi, et al. 2020:14). When collecting data sources, researchers collect data sources in the form of raw data. The survey method is a method of collecting primary data using written questions (Kumala Dewi, Indri et all, 2022: 29). The Research model or framework is intended to further clarify the essence of the discussion of previous research results and the theoretical basis in the research, including the relationship between influential variables. (Enny Istanti, et al. 2024: 150). This research will be conducted in three phases: measurement model (external model), structural model (internal model), and hypothesis testing. (Pramono Budi, et al., 2023; 970)

RESEARCH METHODS

type of research is explanatory research. According to Sugiyono (2019:287), explanatory research is intended to test hypotheses between hypothesized variables whose validity will be tested. In its implementation, explanatory research uses a survey research method. The survey research method is a type of research that uses questionnaires or surveys as the

main data source. In survey research, respondents are asked to provide short answers written in the questionnaire or survey, and then the answers from all respondents are processed using specific analysis techniques (Martono, 2017:19).

The explanatory research in this study aims to provide an explanation of the causal relationship between the variables studied through hypothesis testing. This approach is used to test the causal relationship between the independent variables (skills development and skill effectiveness), the mediating variable (improved work readiness competencies), and the dependent variable (reduced youth unemployment).

The approach used in this research is a quantitative approach. According to Sugiyono (2017:8), a quantitative research method is a research method based on positive philosophy, used to research a specific population or sample, data collection using research instruments, and quantitative or statistical data analysis, with the aim of testing the established hypothesis. The data will be processed using statistical analysis programs. SEM-PLS (*Partial Least Square*). The population in this study were all young people aged 18–30 years who had participated in skills training programs at job training institutions or human resource development programs during the last two years in the research area. The sample in this study was 150 respondents. Using a *random sampling technique*.

RESEARCH RESULT

Significance Test

Based on the results of the smartPLS analysis, it is known that the results of the significance test are shown in the following table 1:

Table 1. Testing the significance of path coefficients in structural models

Correlation	<i>Original Sample</i>	P Values	Information
Skills development → reducing youth unemployment	0.635	0.000	H1 Accepted
Skill effectiveness → reducing youth unemployment	0.371	0.000	H2 Accepted
Skills development → Improving work readiness competencies → reducing youth unemployment	0.442	0.000	H3 Accepted
Skill effectiveness → Improving work readiness competencies → reducing youth unemployment	0.256	0.000	H3 Accepted

Source: Processed data, *smartPLS*, 2025

Based on table 1, the results of the path significance test show that all variables are significant because the P-value < significance value of 0.05.

Path Coefficients Test

Based on the results of the smartPLS analysis, it is known that the results of the path coefficients test are shown in the following table 2:

Table 2. Path Coefficients Test Results

Correlation	P Values	Information
Skills development → reducing youth unemployment	0.000	Significant
Skill effectiveness → reducing youth unemployment	0.000	Significant
Skills development → Improving work readiness competencies → reducing youth unemployment	0.000	Significant
Skill effectiveness → Improving work readiness competencies → reducing youth unemployment	0.000	Significant

Source: Processed data, *smartPLS*, 2025

Based on table 2, the results of the hypothesis testing research can be seen at a significance level of 0.05. Based on mark *p-values* on table 2 can interpreted influencedirect and indirectly between variables on study This, that is:

1. Test influence skills development towards reducing youth unemployment.
 Results calculation *p-value* can obtained mark significance variables skills development towards reducing youth unemployment s is 0.00 0 using a significance level of $\alpha = 0.05$, this can be interpreted that the development of skills has a significant impact on reduction in youth unemployment due to the significance value of $0.000 < 0.05$, so hypothesis 1 accepted.
2. Test influence skill effectiveness towards reducing youth unemployment.
 Based on the results of the analysis of the direct influence of the effectiveness of skills on reducing youth unemployment, a *P value* of 0.000 was obtained with a significance value of $\alpha = 0.05$ or $0.000 < 0.05$, meaning that the effectiveness of youth skills towards reducing youth unemployment. Hypothesis 2 states the effectiveness of skills has a direct effect on reducing youth unemployment, which is proven to be true and hypothesis 2 is accepted.
3. Test influence Skills development to reducing youth unemployment and increasing work readiness competencies.
 Results calculation *p-value* can obtained mark significance variables Skills development to reduction in youth unemployment mediated by an increase in work readiness competencies of 0.000 using a significance level of $\alpha = 0.05$, This can be interpreted as meaning that skills development has a significant influence on reduction of youth unemployment mediated by Increased work readiness competencies because the significance value is $0.000 < 0.05$, so hypothesis 3 accepted.
4. Test influence effectiveness of skills to reducing youth unemployment and increasing work readiness competencies.
 Results calculation *p-value* can obtained mark significance variables effectiveness of skills to reduction in youth unemployment mediated by an increase in work readiness competencies of 0.000 using a significance level of $\alpha = 0.05$, This can be interpreted as meaning that the effectiveness of skills has a significant influence on reduction of youth unemployment mediated by Increased work readiness competencies because the significance value is $0.000 < 0.05$, so hypothesis 3 accepted.

Direct Effect Test

A structural model is a model of the structure of relationships that form or explain causality between factors, Malhotra, (2012). In this study, the structural model was used to test two (hypotheses) of relationships between variables. The complete results of the test of relationships between the research variables are presented in Table 3, namely the direct influence test, as follows :

Table 3. Direct Effect Testing

Correlation	<i>Original Sample</i>	Information
Skills development → reducing youth unemployment	0.635	Significant Positive Influence
Skill effectiveness → reducing youth unemployment	0.371	Significant Positive Influence

Source: *Smart* PLS 3.0 output results, processed, 2025

Based on the table regarding the results of direct influence, it can be explained as follows:

1. skills development towards Reducing youth unemployment has a direct positive and significant impact, as evidenced by the *Original Sample value* of 0.635.
2. skill effectiveness on reducing youth unemployment has a significant positive direct effect, namely with an *Original Sample value* of 0.371.

Table 4. Indirect Effect Testing

Correlation	<i>Original Sample</i>	Information
Skills development → Improving work readiness competencies → reducing youth unemployment	0.442	Significant Positive Influence
Skill effectiveness → Improving work readiness competencies → reducing youth unemployment	0.256	Significant Positive Influence

Source: *Smart* PLS 3.0 output results, processed, 2025

Based on the table regarding the results of indirect influence, it can be explained as follows:

1. Skills development to Reducing youth unemployment and increasing work readiness competencies have a positive and significant impact, as evidenced by the *Original Sample value* of 0.42.
2. Skill effectiveness to Reducing youth unemployment and increasing work readiness competencies have a positive and significant impact, as evidenced by the *Original Sample value* of 0.256.

Discussion

The SEM PLS equation results described in the previous chapter generally indicate that the constructed model is acceptable as an analytical tool and can be used to predict causal relationships between research variables. The next step will discuss the relationships

between research variables in stages according to the sequence of research hypotheses, as follows.

H1. Skills Development Has a Direct Impact on Reducing Youth Unemployment

Based on the results of the hypothesis testing, it is explained that Skills development has a direct impact on reducing youth unemployment, meaning that skills development able to make changes towards reducing youth unemployment which is increasingly optimal.

the *SmartPLS* analysis of the path coefficient, the *p* value calculation shows the significance value of the skills development variable on reducing youth unemployment of 0.000 (Significance value less than 0.05) all of which strongly reflects skills development because it has a significant influence value on reducing youth unemployment.

H2. The Effectiveness of Skills Has a Direct Influence on Reducing Youth Unemployment

Based on the results of the hypothesis testing, it is explained that the effectiveness of skills has a direct impact on reducing youth unemployment, meaning that the effectiveness of skills able to make changes towards reducing youth unemployment which is increasingly optimal.

SmartPLS analysis of the path coefficient, the *p* value calculation shows the significance value of the skill effectiveness variable on reducing youth unemployment of 0.000 (Significance value less than 0.05) all of which strongly reflects the effectiveness of skills because they have a significant influence value on reducing youth unemployment.

H3. Skills Development Indirectly Influences Reducing Youth Unemployment and Increasing Work Readiness Competencies

Based on the results of the hypothesis testing, it is explained that Skills development has an indirect effect on reducing youth unemployment and increasing work readiness competencies, meaning that skills development able to make changes towards reducing youth unemployment which is increasingly optimal.

the *SmartPLS* analysis of the path coefficient, the *p* value calculation value shows the significance value of the skills development variable on reducing youth unemployment mediated by increasing work readiness competencies of 0.000 (Significance value less than 0.05) all of which strongly reflect skills development because it has a significant influence value on reducing youth unemployment mediated by increasing work readiness competencies.

H4. The Effectiveness of Skills Has an Indirect Influence on Reducing Youth Unemployment and Increasing Work Readiness Competencies

Based on the results of the hypothesis testing, it is explained that the effectiveness of skills has an indirect effect on reducing youth unemployment, meaning that skills development able to make changes towards reducing youth unemployment which is increasingly optimal.

the *SmartPLS* analysis of the path coefficient, the *p* value calculation value shows the significance value of the skill effectiveness variable on reducing youth unemployment mediated by increasing work readiness competencies of 0.000 (Significance value less than 0.05) all of which strongly reflect the effectiveness of skills because they have a significant

influence value on reducing youth unemployment mediated by increasing work readiness competencies.

Through this process, employees are provided with training and development relevant to their job performance, so they are expected to carry out their job responsibilities as well as possible. (Abdul Aziz Sholeh et.al. 2024: 82). Choosing is part of a problem-solving effort as well as part of the decision-making process. Therefore, the right purchasing decision is needed (Kristiawati Indriana et.al. 2019: 28). Collaboration between government, industry, research institutions, and civil society in designing and implementing strong commitment and cooperation from all stakeholders is the key to the success of these efforts. (Gazali Salim et al. 2024: 63). The SERVQUAL model includes calculating the difference between the values given by customers for each pair of statements related to expectations and perceptions (Diana Zuhro et al. 2024: 98). In a competitive business environment, credit marketing strategies play an important role in customer acquisition and retention. (Mahjudin, et. al. 2025: 2659 - 2672). This research approach is the entire thought process of determining broadly the things to be researched to achieve the best possible results. (Sutopo, et. al. 2021: 83 - 92). Promotion is carried out by providing consumer knowledge about the quality of the company's products, thereby attracting consumers' attention to use its rental services. (Firdaus, Fikri, et al. 2021: 76 - 82).

CONCLUSION

Based on the description of the results of the analysis and discussion in the previous chapter, the following conclusions can be drawn: Skills development has a positive and significant impact on reducing youth unemployment. This suggests that the more training or skills development programs young people participate in, the greater their chances of finding employment. Skills effectiveness also has a significant impact on reducing unemployment. Skills that are not only possessed but also effectively applied in the workplace will make it easier for young people to find employment. Improving work-readiness competencies acts as a significant mediating variable in the relationship between skills development and unemployment reduction. This means that training will have a greater impact if it also improves youth work-readiness. Job readiness competencies also mediate the relationship between skill effectiveness and unemployment reduction, indicating that skill effectiveness will have a greater impact on unemployment reduction if accompanied by good job readiness.

REFERENCES

- Amir Hamzah. (2024). *Maximizing Microsoft Excel Application Skills to Boost Youth Workforce Productivity*. Journal of Community Service. Vol. 2. No. 2.
- Ariyanto. (2023). *The Effect of Basic Competency Learning, Basic Skills Competency, Field Work Practice, and Self-Efficacy on Students' Work Readiness at Takalar State Vocational School in 2023*. UNM Journal of Technology and Vocational. Vol. 7. No. 2.

- Arga Sihotang. (2020). *The Influence of College Graduates and Skilled Workers on the Unemployment Rate in Palembang City*. Journal of Scientific Management Magazine. Vol. 9. No. 2.
- Aziz Sholeh, Abdul et. Al. 2024. Compensation on Employee Work Motivation at PT. Insolent Raya in Surabaya, Journal of Management and Creative Business Vol. 2 No. 1 January 2024, Pages: 82 - 96
- Central Bureau of Statistics. (2024). *Indonesian Employment Situation, February 2024*. Jakarta: BPSRI. <https://www.bps.go.id>
- Becker, G.S. (1964). *Human Capital: A Theoretical and Empirical Analysis, with Special Reference to Education*. University of Chicago Press.
- Dede Rusmana. (2019). *The Influence of 21st Century Digital Skills on Entrepreneurship Education to Improve Entrepreneurial Competence of Vocational High School Students*. Journal of Economics of Education and Entrepreneurship. Vol. 7. No. 1.
- Deni Susana. (2022). *The Influence of Principal Managerial Skills and Teacher Work Discipline on the Professional Competence of Junior High School Teachers in Sub-District 02, Demak Regency*. Orbith. Vol. 18. No. 3.
- Dewi, Rina, Zuhro, Diana, et. al (2024). Service Design Performance Based on Consumer Preferences. International Journal of Economics and Management Sciences Vol. 1 No. 3 August 2024, Pages 142-160, DOI : <https://doi.org/10.61132/ijems.v1i3.131>.
- Elkis Alle. (2024). *The Effectiveness of Education and Skills Training for Job Seekers in Reducing Unemployment Rates in South Central Timor Regency, East Nusa Tenggara Province*. Institute of Domestic Governance.
- Enny Istanti1), Bramastyo Kusumo2), IN (2020). IMPLEMENTATION OF PRICE, SERVICE QUALITY, AND REPEAT PURCHASES IN SALES OF AFIFATHIN GAMIS PRODUCTS. *Ekonomika* 45, 8(1), 1–10
- Firdaus, Fikri, et al. 2021. Product Quality and Promotion in Influencing Consumer Decisions to Use Heavy Equipment Rental Services. Journal of Accounting, Economics and Business Management Vol. 1 No. 3 November 2021, Pages: 76-82.
- Hillage, J., & Pollard, E. (1998). *Employability: Developing a Framework for Policy Analysis*. Institute for Employment Studies.
- I Ketut Gandi. (2020). *The Influence of Education Level and Skills on Unemployment Rate in North Luwu Regency*.
- International Labor Organization. (2020). *Global Employment Trends for Youth 2020: Technology and the Future of Jobs*. Geneva: ILO.
- Istanti Enny et al. 2024. Service Design Performance Based on Consumer Preferences, International Journal of Economics and Management Sciences Vol 1 No. 3 August 2024, Pages 142 - 160
- Iwa Soemantri, Asep et al. 2020. Entrepreneurship Orientation Strategy, Market Orientation, and Its Effect on Business Performance in MSMEs. *Jurnal EKSPEKTRA Unitomo* Vol. IV No. 1, pp. 1-10.

- Kadek Dita Lestari. (2017) *The Effect of Open-Ended Learning Model Based on Explanation Skills on Science Knowledge Competence*. Journal of Education Technology. Vol. 1. No. 3.
- Kristiawati, et al. 2019. Brand Image, Price Perception, and Customer Value on Purchasing Decisions at Indomaret Lontar Mini Market, Surabaya. Journal of Economics and Management (JMM 17) Vol. 6 No. 2, September 2019, pp. 27-36.
- Kumala Dewi, Indri et al, 2022 Improving MSME Performance Through Financial Management, Journal of Accounting Economics, UNTAG Surabaya, Pages 23-36
- M. Zainal. Mustamiin. (2023). *Entrepreneurship Skills Training for Youth in Pijot Village to Support a Sustainable Local Economy*. Dedication Journal of Community Service. Vol.3 No. 2.
- Mahjudin, et. al. 2025. Analysis of Credit Marketing Strategy, Lending Procedures, and Service Quality on Customer Satisfaction of Rural Banks. Jurnal Ilmiah Manajemen Kesatuan, Vol. 13 No. 4 2025, Pages: 2659 - 2672, DOI: 10.37641/jimkes.v13i4.3296.
- Listari. (2024) *The Impact of Information and Communication Technology (ICT) Development on Youth Unemployment in Indonesia*. Journal of Economics and Development Policy. Vol. 13. No. 2.
- Loviga Denny Pratama. *The Influence of Training on the Pedagogical Competence of Mathematics Teachers*. Jurnal Cendekia: Journal of Mathematics Education. Vol. 4. No. 1.
- Ni Luh Saras Priyanti. (2017). *The Effect of Basic Literacy Skills Assisted by Graphic Media on the Mastery of Social Studies Knowledge Competencies of Fourth Grade Elementary School Students*. Journal of Education Technology. Vol. 1. No. 2.
- P ramono Budi, Istanti Enny, Daengs GS, Achmad, Syafi'i, Bramastyo KN, RM, 2023, Impact of Social Media Marketing and Brand Awareness on Purchase Intention in coffee shop culinary in Surabaya, International Journal of Entrepreneurship and Business Decelopment, Volume. 5 Number 6 November 2022, Page. 968 - 977
- Putri Kemala Dewi Lubis. (2018). *The Influence of Entrepreneurship Education and Entrepreneurial Skills of Economics Education Students at Medan State University*. Niagawan. Vol. 7. No. 2.
- Rina Dewi, et al. 2020. Internal Factor Effects In Forming The Success Of Small Businesses. Sinergi Unitomo Journal, Vol. 10 No. 1, pp. 13-21
- Robbins, S. P., & Judge, T. A. (2003). *Organizational Behavior* (12th ed.). Pearson Education.
- Salim Gazali et al. 2024. Nomei Fish, Independent Learning, Independent Campus, Pages: 1 - 98
- Sari, N., & Nugroho, T. (2023). The Role of Work Readiness Competencies in Reducing Unemployment among Vocational High School Graduates. *Journal of Human Resource Management*, 9(1), 45–59.
- Setiawan, D. (2022). The Effect of Skills Effectiveness on Reducing Unemployment Among Youth. *Journal of Economics and Development*, 13(2), 101–115.

- Sriwahyuni. (2024). *The Influence of Vocational Competence, Internship Experience, and Self-Efficacy on Work Readiness Mediated by Employability Skills (A Study of Class XII AKI, State Vocational High Schools in Bengkalis Regency)*. Indonesian University of Education, Bandung. Thesis.
- Sutopo, et al. 2021. The Role of Consistency Principle in Revenue Recognition Methods on Income Statements at PT. INDO ZINC DIECASTING in Gresik. *Journal of Accounting, Economics and Business Management* Vol. 1 No. 3 November 2021, Pages: 83-92.
- Yuliana, M. (2021). *Skills Training and Employability in the Young Workforce. Journal of Vocational Education and Training*, 5(1), 33–40.
- Law of the Republic of Indonesia Number 13 of 2003 concerning Manpower.
- Viren Juliani. (2024). *The Influence of Entrepreneurial Orientation and Entrepreneurial Competence on Business Performance Mediated by Human Resource Readiness*. *Journal of Economics and Business Sciences*. Vol. 8. No. 1.
- Zuhro Diana et al. 2024. Impact Of Measurement Of Service Quality Using The Servqual Method, *Digital Innovation : International Journal of Management* Vol. 1 No. 3 July 2024, Pages 94-114.