




Coping Strategy Psychoeducation to Enhance Work Adaptation Among Internship Participants at PT Laksana Bus Manufaktur

Muthiara Pristita Maharani Putrian¹, Lisna Jelita², Ramadhani Arya Laksana³, Tiara Salsabilla⁴, Gampang Satriyo Raharjo⁵, Talitha Lintang Pertiwi^{6*}

^{1,2,3,4,5,6}Faculty of Education and Psychology, Universitas Negeri Semarang, Indonesia

Corresponding e-mail : talithalintangpertiwi@mail.unnes.ac.id

ARTICLE INFO	ABSTRACT
<p>Keywords:</p> <p>Coping strategies Internship participants Psychoeducation Work adaptation Work From Home (WFH)</p>	<p><i>Global changes and the implementation of Work From Home (WFH) policies require individuals to adapt effectively to evolving workplace dynamics. Internship and fieldwork students transitioning from academic to professional environments often face adaptation challenges. This community service program aimed to enhance participants' understanding of the psychological impacts of changing work systems and adaptive coping strategies through psychoeducation. A one-group pre-test–post-test design was employed involving 23 participants at PT Laksana Bus Manufaktur selected through purposive sampling. Data were collected through observation, supervisor feedback, and pre-test and post-test assessments. Results showed an increase in average scores from 7,74 to 9,35, a 20.8% improvement. However, the absence of a control group limits the extent to which this gain can be attributed solely to the intervention. These findings suggest a preliminary improvement in participants' understanding and may serve as a basis for future studies with more rigorous designs.</i></p>
<p>Article History</p> <p>Received: May 30, 2026 Revised : June 02, 2026 Accepted : June 07, 2026</p>	
<p style="text-align: center;"><i>This is an open access article under the CC BY-SA license</i></p> <div style="text-align: center;"></div>	
<p>To cite this article : Putrian, M. P. M., Jelita, L., Laksana, R. A., Salsabilla, T., Raharjo, G. S., & Pertiwi, T. L. (2026). Coping Strategy Psychoeducation to Enhance Work Adaptation Among Internship Participants at PT Laksana Bus Manufaktur. <i>Vokatek : Jurnal Pengabdian Masyarakat</i>, 4(1), 85–93. https://doi.org/10.61255/vokatekjp.v4i1.1258</p>	

INTRODUCTION

Global geopolitical changes have had a significant impact on various economic sectors worldwide, including Indonesia. Tensions in oil-producing regions constitute non-fundamental factors that directly affect price stability in international markets, alongside fundamental factors such as supply and demand mechanisms (Soesanto et al., 2025). As a country that has been a net oil importer since 2004, Indonesia faces considerable pressure on its national budget, inflation rate, and industrial production costs due to these circumstances (Soesanto et al., 2025). Furthermore, fluctuations in global oil prices introduce uncertainty and increase production costs, negatively affecting manufacturing output across Indonesian provinces (Kartiwa & Masudi, 2024). Consequently, organizations are required to implement various operational adjustments to maintain efficiency and sustain productivity.

This situation prompted the Indonesian government to implement a Work From Home (WFH) policy through Circular Letter of the Minister of Manpower of the Republic of Indonesia No. M/6.HK.04/III/2026 as an effort to improve energy efficiency and adjust work systems across various industrial sectors. The implementation of WFH, which is generally based on virtual work arrangements, encouraged organizations to adjust their work systems and practices, including working hours, coordination mechanisms, workplace communication, and daily operational activities. These changes require both individuals and organizations to adapt in order to maintain productivity (Saputra et al., 2021). Furthermore, changes in work patterns also affect time management, workspace arrangements, and social interactions, all of which contribute to individual productivity dynamics (Pasaribu & Anshori, 2021). Therefore, changes in work systems resulting

from the WFH policy require all organizational members to adapt to new workplace demands and dynamics to ensure effective and productive performance.

As a manufacturing company, PT Laksana Bus Manufaktur also adjusted its work system as a response to government policies. Changes in work systems have considerable implications because the company's operational activities are closely related to production processes, work coordination, and operational efficiency. These changes affect not only permanent employees but also vocational internship participants and university interns who are undergoing workplace learning experiences within the company. Internship programs serve as a means of preparing individuals before entering professional careers; therefore, interns are expected to adapt to existing workplace dynamics and demands (Santosa et al., 2024). Vocational internship participants and university interns are in a transitional phase from the educational environment to the professional workplace, which means they generally have limited work experience. This condition makes them more vulnerable to adaptation difficulties when facing changes in work systems and unfamiliar work environments (Lubis & Komalasari, 2024). In addition, interns encounter adaptation pressures arising from differences in organizational culture, supervisory expectations, and workplace demands that differ from their previous academic experiences (Yosi et al., 2024). Based on observations conducted during the internship program at PT Laksana Bus Manufaktur, several participants experienced confusion in responding to work system changes resulting from the WFH policy. This was reflected in verbal responses indicating feelings of confusion, anxiety, and uncertainty regarding how to respond when work patterns changed unexpectedly. If not properly addressed, these conditions may negatively affect work readiness, workplace well-being, and individuals' ability to adapt to the organizational environment.

In the context of workplace policy changes such as WFH, it is important to recognize that interns generally comply with policies established by the organization as a legitimate authority. Through a series of obedience-to-authority experiments, Milgram (1965) demonstrated that individuals have a strong tendency to comply with instructions from authority figures, even when such instructions generate psychological pressure or discomfort. His findings indicated that obedience is strongly influenced by the perceived legitimacy and presence of authority figures; the greater the legitimacy of the authority, the higher the likelihood of compliance. Within organizational settings, companies function as legitimate authority figures. Consequently, interns, who typically occupy the most subordinate positions within the organizational hierarchy, are likely to comply with organizational policies, including work system changes resulting from the WFH policy.

However, Milgram (1965) also noted that obedience to authority is often accompanied by considerable psychological tension. Participants in his experiments exhibited signs of anxiety, confusion, and emotional distress while carrying out instructions. Similar experiences may occur among interns who comply with WFH policies but lack adequate psychological preparedness to cope with the consequences of such changes. Although compliance with organizational policies is necessary for maintaining effective organizational functioning, compliance alone does not guarantee psychological readiness to face the challenges associated with workplace changes. Therefore, interns require not only compliance but also sufficient psychological resources to manage the pressures arising from organizational adjustments.

One of these psychological resources is coping, which refers to individuals' cognitive and behavioral efforts to manage internal and external demands that are perceived as taxing or exceeding their available resources (Lazarus & Folkman, 1984 as cited in Folkman, 2013). According to the Transactional Model of Stress and Coping proposed, stress arises not solely from external events but from the interaction between individuals and their environment, in which cognitive appraisal determines whether a situation is perceived as threatening or challenging. Within this framework, coping strategies are classified into two major categories: problem-focused coping, which aims to address the source of stress directly, and emotion-focused coping, which seeks to regulate emotional responses to stressful situations (Folkman, 2013).

Psychoeducational interventions on workplace stress management have been shown to increase knowledge, provide new insights, and reduce work-related stress among employees (Djasari et al., 2024; Mahka et al., 2025). However, such interventions are generally designed for experienced employees and focus on workplace stress management in a broad sense. In contrast,

vocational internship participants and university interns are in a transitional stage from academia to professional employment, making them more vulnerable to workplace demands and organizational changes. Furthermore, global developments that influence organizational policies, such as the implementation of WFH, introduce new adaptation challenges that are rarely addressed in internship preparation programs. This situation highlights a gap between interns' needs and their understanding of how global changes affect the workplace, as well as their ability to apply effective coping strategies. Therefore, psychoeducation focusing on problem-focused coping and emotion-focused coping was selected as an intervention to help participants develop more constructive adaptation strategies and strengthen their psychological preparedness for workplace challenges.

Accordingly, the psychoeducational program entitled "From Global Issues to the Workplace: Impacts on Thoughts and Performance" was implemented in response to practical needs identified in the field. The program was designed to help vocational internship participants and university interns at PT Laksana Bus Manufaktur understand the relationship between global changes, WFH policies, and their psychological consequences in the workplace. Work demands often generate psychological pressure that may lead to work-related stress, which in turn can reduce productivity. Therefore, psychoeducational interventions aimed at increasing knowledge regarding stress management represent a relevant and strategic approach. Through this program, participants were expected to develop a better understanding of adaptive coping strategies, enhance self-awareness regarding potential psychological pressures in the workplace, and acquire valuable psychological resources for their future professional careers.

METHOD

This community service activity employed a simple quantitative approach using a one-group pre-test and post-test design to examine changes in internship participants' understanding of coping strategies in response to the Work From Home (WFH) policy at PT Laksana Bus Manufaktur. This design was selected because the activity focused on comparing participants' understanding before and after the intervention within the same group (Sugiyono, 2022).

The subjects consisted of 23 internship participants, comprising vocational high school (SMK) students on field work practice (PKL) and university internship students, selected through purposive sampling based on criteria relevant to the activity's objectives (Sugiyono, 2022). The relatively small sample size represents one of the activity's limitations, as the findings cannot be broadly generalized.

Data were collected through three methods: observation of participants' adaptation conditions, supervisor input regarding participants' psychological readiness, and pre-test and post-test assessments each consisting of 10 multiple-choice questions. The items covered understanding of the impacts of work system changes, psychological responses to pressure and uncertainty, and adaptation strategies for navigating workplace dynamics. It should be noted that the pre-test and post-test instruments had not undergone formal validity and reliability testing; therefore, the instruments' capacity to measure the intended constructs cannot be confirmed. This constitutes a limitation that should be considered when interpreting the results.

The activity was conducted in three sequential stages: administration of the pre-test, delivery of psychoeducation material through presentation and interactive discussion covering the concept of obedience to authority, psychological impacts of work system changes, and problem-focused and emotion-focused coping strategies, followed by the post-test.

Data were analyzed using descriptive quantitative analysis by comparing each participant's pre-test and post-test scores (Sugiyono, 2022). This analytical approach is limited to describing score changes descriptively and does not include inferential statistical testing. Consequently, the results cannot be used to draw causal conclusions regarding the intervention's effectiveness. The absence of a control group also represents a fundamental limitation, as changes in scores cannot be attributed solely to the intervention, and may have been influenced by other uncontrolled factors.

RESULTS AND DISCUSSION

This psychoeducational program was attended by 23 participants, consisting of vocational high school students undertaking industrial work practice and university students completing internships

at PT Laksana Bus Manufaktur. The implementation of the program was divided into three stages: a pre-test, material presentation, and a post-test. These stages were designed sequentially to enable participants to engage in a structured learning process, beginning with the assessment of their initial understanding, followed by the delivery of the educational content, and concluding with a final evaluation. The pre-test was administered prior to the presentation of the material to assess participants' baseline understanding of the impact of global issues on the world of work, the psychological conditions experienced by workers, and the adaptive strategies that can be employed to address these challenges.

Table 1. Comparison of Pre-Test and Post-Test Scores Among Participants in the Psychoeducational Program

No	Participant ID	Pre-Test Score	Post-Test Score	Score Increase
1	DR	8	10	2
2	DT	7	10	3
3	YD	8	9	1
4	AM	8	9	1
5	HY	8	9	1
6	MY	8	10	2
7	MI	8	9	1
8	IS	8	10	2
9	AF	8	9	1
10	AH	8	9	1
11	FS	8	9	1
12	HA	8	10	2
13	AY	8	10	2
14	AYA	7	9	2
15	RA	8	10	2
16	RD	7	9	2
17	MS	5	8	3
18	AP	8	9	1
19	APP	8	9	1
20	ASP	8	9	1
21	SAL	8	9	1
22	KP	8	10	2
23	TZ	8	10	2
Minimum Score		5	8	1
Maximum Score		8	10	3
Mean Score		7,74	9,35	1,61

Participants' understanding was evaluated through a pre-test and post-test, each consisting of 10 multiple-choice questions with a maximum score of 10. The questions assessed participants' knowledge of the impact of changes in work systems, psychological responses to pressure and uncertainty, and adaptive strategies for coping with the dynamic nature of the workplace. As presented in Table 1, the pre-test results indicated that, out of 23 participants, 19 participants (82.6%) were categorized as having a good level of understanding, achieving scores of ≥ 8 , while 4 participants (17.4%) scored below this category, obtaining scores of 5 and 7. The mean pre-test score was 7.74, suggesting that participants already possessed a basic understanding of workplace-related issues. However, their understanding had not yet fully encompassed the relationship between global issues, psychological conditions, and their impact on work performance, particularly within the context they were directly experiencing during their industrial work practice and internship programs at the company.

Following the psychoeducational intervention conducted on May 8, 2026, all participants completed the post-test using the same instrument. The post-test results demonstrated a substantial

improvement compared to the pre-test scores. All 23 participants showed score increases, with post-test scores ranging from 8 to 10. The mean post-test score reached 9.35, representing an increase of 1.61 points, or 20.8%, compared to the mean pre-test score. In terms of categorization, all participants achieved a good level of understanding in the post-test, with scores of ≥ 8 , compared to 82.6% in the pre-test. The most notable improvement was observed in the participant with the initials MS, whose score increased from the lowest pre-test score of 5 to 8 in the post-test. In addition, several participants, namely DR, DT, MY, IS, HA, AY, RA, KP, and TZ, achieved perfect scores of 10 in the post-test. A detailed comparison of each participant's pre-test and post-test scores, along with summary statistics, is presented in Table 1. The consistent pattern of score improvement across all participants can be visually observed in Figure 1.

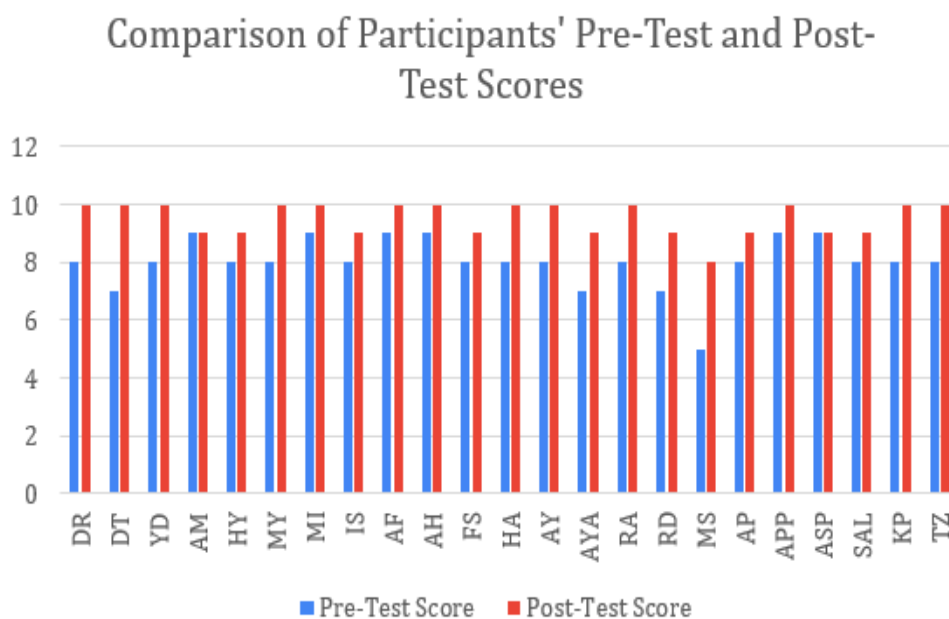


Figure 1. Comparison of Participants' Pre-Test and Post-Test Scores

The consistent improvement in scores across all participants indicates that the psychoeducational program entitled *“From Global Issues to the Workplace: Impacts on Thoughts and Performance”* was effective in enhancing participants' understanding. This improvement may be attributed to the direct relevance of the material to the participants' current experiences during their industrial work practice and internship programs amid ongoing changes in work systems. The connection between the educational content and participants' real-life experiences facilitated a more meaningful learning process, as participants were able to relate the information presented to the situations they encountered in their daily activities. Furthermore, the presentation of material concerning the psychological impacts of changes in work systems, as well as problem-focused coping and emotion-focused coping strategies, provided participants with a more concrete understanding of how to manage pressure and uncertainty in the workplace. The use of interactive discussions during the program also enabled participants to reflect on their personal experiences, allowing the knowledge gained to be not only theoretical but also practically applicable in addressing workplace challenges and adapting to the dynamic nature of the work environment.



Figure 2. Implementation of the Psychoeducational Program

The implementation of this psychoeducational program emphasized that the modern workplace is characterized by rapid systemic changes and unpredictable uncertainty, conditions that have the potential to generate significant psychological pressure on individuals. Work-related stress has become an increasingly critical issue in the modern work environment, where an imbalance between job demands and employees' mental well-being may reduce individuals' quality of life while simultaneously hindering organizational performance (Kasaga & Athoillah, 2025). This finding demonstrates that global issues, such as changes in work policies, organizational efficiency measures, and evolving work systems, as discussed in the psychoeducational program, are not merely theoretical concerns but have tangible psychological consequences that have been documented in previous studies. Moreover, pressure arising from high workloads and changes in the work environment has been shown to negatively affect both employee productivity and well-being, particularly among individuals who are newly entering the workforce (Mukti & Septiani, 2025). Therefore, understanding these sources of stress constitutes an important foundation that should be developed early among industrial work practice and internship participants.

In response to these challenges, the ability to regulate psychological responses through appropriate coping strategies becomes essential. Accordingly, the psychoeducational material incorporated two major approaches that are highly relevant to workplace settings, namely problem-focused coping and emotion-focused coping (Folkman, 2013). Among the topics presented, coping strategies were presumed to be the component that contributed most substantially to the improvement in participants' understanding, as they not only helped participants identify the sources of workplace stress but also provided practical strategies that could be directly applied when dealing with changes in work systems. These findings are consistent with previous research indicating that effective coping strategies, such as social support and adaptability, can help individuals manage stress while maintaining work performance (Mukti & Septiani, 2025). Therefore, the psychoeducational program not only enhanced participants' cognitive understanding of workplace dynamics but also equipped them with adaptive strategies that can be utilized to cope with pressure and uncertainty in professional environments.

Internship and vocational fieldwork participants are individuals who are in a transitional phase from the educational environment to the workplace, making them more vulnerable to adjustment pressures arising from job demands, organizational changes, and new work environments. Internship participants generally have limited work experience; therefore, the process of adapting to organizational rules, performance targets, and workplace dynamics may lead to stress and psychological pressure (Lubis & Komalasari, 2024). In addition, internship participants often face adjustment challenges related to differences in workplace culture, supervisory pressure, and organizational expectations, making coping skills essential for facilitating successful adaptation to the work environment (Yosi et al., 2024). The findings of this activity support previous studies, as

indicated by the increased understanding of coping strategies and readiness to face changes in work systems among participants after attending the psychoeducation program. Furthermore, these findings extend previous research by demonstrating that understanding of coping and work adaptation can be enhanced through a brief psychoeducational intervention delivered during internship and fieldwork programs. Therefore, psychoeducation on coping strategies can serve as a relevant preparatory approach to help participants prepare for the demands and dynamics of the workplace.

In addition to helping participants understand the importance of adaptive abilities in dealing with work-related pressures, the psychoeducation program also contributed to cognitive development by increasing participants' understanding of workplace dynamics and realities. Through the materials provided, participants gained a deeper understanding that the workplace requires not only technical competence but also mental readiness, adaptability, and awareness of potential changes in work systems. Such understanding is essential for internship and vocational fieldwork participants as an initial preparation before entering the professional workforce. This finding is consistent with previous studies indicating that workplace-related learning experiences help students understand the realities of work that were previously learned only through theoretical instruction, while also enhancing their work readiness (Dika Rahayuningsih et al., 2026).

Beyond cognitive benefits, the psychoeducation program also provided psychological benefits for participants in dealing with workplace dynamics. Through the materials delivered, participants became more aware of their emotional conditions, understood the importance of stress management, and developed greater mental readiness to cope with pressure and changes in work systems. The ability to manage emotional responses adaptively is particularly important because workplaces are not always stable or predictable. This finding is consistent with previous research showing that emotional regulation is positively associated with career adaptability, suggesting that individuals with stronger emotional regulation skills tend to be better prepared to face workplace challenges and future career transitions (Putra & Widyastuti, 2024). These findings further support the importance of emotional regulation and coping strategies in facilitating individual adaptation to dynamic workplace demands, indicating that psychoeducation may serve as an effective approach for strengthening participants' psychological readiness before entering the workforce on a full-time basis.

The psychoeducation program also helped participants understand the importance of personal preparedness in facing workplace demands. Through discussions on coping strategies and work adaptation, participants gained insights into ways of managing pressure and adapting to changes that may occur in the workplace. These findings are consistent with previous research indicating that learning experiences during internships contribute to students' readiness to enter the workforce (Dika Rahayuningsih et al., 2026). Such understanding may serve as an initial foundation for vocational fieldwork and internship participants in preparing themselves to enter professional work environments.

Considering the benefits gained by participants in terms of cognitive understanding, psychological readiness, and work adaptation preparedness, psychoeducational programs such as this should be implemented continuously as a form of support for vocational fieldwork and internship participants before they fully enter the workforce. Companies and educational institutions may utilize coping strategy psychoeducation as a supporting program to help participants understand how to manage psychological pressures and adapt to workplace dynamics. Nevertheless, the findings of this activity should be interpreted with caution, as the program involved a limited number of participants and the evaluation was conducted only in the short term through knowledge-based assessments. Therefore, future studies or similar programs should involve a larger number of participants and employ long-term evaluations to provide a more comprehensive understanding of the impact of psychoeducation on participants' work adaptation readiness.

CONCLUSIONS

Changes in work systems resulting from the implementation of the Work From Home (WFH) policy require vocational fieldwork and internship participants to adapt to the evolving dynamics

and pressures of the workplace. The psychoeducation program conducted in this study demonstrated an increase in participants' understanding of the psychological impacts of changes in work systems, the importance of coping strategies, and readiness to enter the workforce. The post-test results indicated improved understanding regarding stress management, adaptive abilities, and preparedness for changes in the work environment. In addition to providing cognitive benefits, the program also contributed to strengthening participants' psychological and professional readiness as preparation for the demands of the modern workplace. Through this activity, participants not only gained knowledge of problem-focused coping and emotion-focused coping strategies but also developed greater awareness of the importance of maintaining mental health when facing workplace pressures and organizational changes. These findings suggest that psychoeducation may serve as a practical preparatory approach for vocational fieldwork and internship participants in preparing themselves to cope with the demands and dynamics of the contemporary workplace.

Psychoeducation on coping strategies and workplace mental health may be utilized as a preventive preparatory program for vocational fieldwork and internship participants before entering the workforce on a full-time basis. However, this activity was limited by the relatively small number of participants and the short-term nature of the evaluation, which did not allow for an in-depth assessment of behavioral changes among participants. Therefore, future studies or similar programs are recommended to involve larger participant groups and employ long-term evaluation methods in order to provide a more comprehensive understanding of the contribution of psychoeducation to work adaptation readiness.

AUTHOR CONTRIBUTION STATEMENT

MP and LJ contributed to the conceptualization and writing of the introduction section. RL and TS contributed to the writing and development of the results and discussion section. GR contributed to the methodology section. All authors were involved in manuscript preparation, participated in discussions, reviewed the manuscript, and approved the final version for publication.

AI DISCLOSURE STATEMENT

The author used ChatGPT, an artificial intelligence (AI) tool, to improve the language and grammar of this manuscript. After using the AI tool, the author carefully reviewed, revised, and edited the content as necessary and takes full responsibility for the accuracy, integrity, and originality of the publication.

REFERENCES

- Dika Rahayuningsih, Lusiana Herawati, Anisa Putri Anggraini, & Unna Ria Safitri. (2026). Pengaruh Program Magang Mandiri terhadap Kesiapan Kerja Mahasiswa Fakultas Ekonomika dan Bisnis Angkatan 2022 Universitas Boyolali (UBY). *MASMAN Master Manajemen*, 4(1), 12–19. <https://doi.org/10.59603/masman.v4i1.1201>
- Djasari, A. E. H., Gibran, R. M., Basri, N. A. N., & Anwar, H. (2024). Efektivitas Psikoedukasi Manajemen Stress Kerja Karyawan Pt Baruga Asrinusa Development Makassar. *Jurnal Kebajikan: Pengabdian Kepada Masyarakat*.
- Folkman, S. (2013). Stress: Appraisal and Coping. Dalam *Encyclopedia of Behavioral Medicine* (hlm. 1913–1915). Springer, New York, NY. https://doi.org/10.1007/978-1-4419-1005-9_215
- Kartiwa, D., & Masudi, A. A. (2024). Dampak Fluktuasi Harga Minyak Terhadap Output Sektor Industri Manufaktur di Indonesia. *Parahyangan Economic Development Review*, 3(2), 90–107. <https://doi.org/10.26593/8npcr588>
- Kasaga, M., & Athoillah, A. (2025). Stres Kerja: Perspektif Baru dalam Dunia Kerja Modern. *Bookchapter Manajemen SDM*, 1, 190–207.
- Lubis, R., & Komalasari, S. (2024). Coping Stress Pada Mahasiswa Generasi Z yang Sedang Magang. *Character Jurnal Penelitian Psikologi*, 11(2), 1224–1234.

- Mahka, T. Y. J., H, S. N. K., Abbas, D. Y., Fakhri, N., & Alwi, M. A. (2025). Psikoedukasi via Poster: Strategi Preventif Meningkatkan Pemahaman Stres Kerja pada Karyawan. *Jurnal Kebajikan: Pengabdian Kepada Masyarakat*.
- Milgram, S. (1965). Some Conditions of Obedience and Disobedience to Authority. *Human Relations*, 18(1), 57–76. <https://doi.org/10.1177/001872676501800105>
- Mukti, C. L., & Septiani, M. (2025). Pengaruh Pengelolaan Perubahan dan Stres Terhadap Kinerja Karyawan Generasi Z di Bandar Lampung (Studi Pada Emersia Hotel & Resort). *Jambura Economic Education Journal*, 7(4), 1187–1212. <https://doi.org/10.37479/jeej.v7i4.30720>
- Pasaribu, J., & Anshori, M. I. (2021). Penerapan Work From Home Terhadap Produktivitas Kerja (Studi Karyawan PT Berlian Jasa Terminal Indonesia). *INOBIS: Jurnal Inovasi Bisnis Dan Manajemen Indonesia*, 4(3), 409–423. <https://doi.org/10.31842/jurnalinobis.v4i3.193>
- Putra, J. A. M., & Widyastuti, W. (2024). Regulasi Emosi dan Kemampuan Adaptasi Karier pada Mahasiswa Tingkat Akhir Muhammadiyah. *Journal of Islamic Psychology*, 1(2), 13. <https://doi.org/10.47134/islamicpsychology.v1i2.79>
- Santosa, D. F., Adil, A. S., Wikansari, R., & Oktariani, E. (2024). Improving the Internships Quality in Supporting Vocational College Students' Job Search Success. *Jurnal Aplikasi Manajemen*, 22(1), 161–174. <https://doi.org/10.21776/ub.jam.2024.022.01.13>
- Saputra, N., Hayat, H., Ardyansyah, F., Palupiningtyas, D., Khusna, K., & Karneli, O. (2021). Work-From-Home Productivity In Indonesia: First Time Experience Of Virtual Working During Covid-19 Time. *Jurnal Masyarakat Dan Budaya*, 23(1), 13–26. <https://doi.org/10.14203/jmb.v23i1.1122>
- Soesanto, E., Utami, P. D., Salsabillah, A., & Refangga, B. H. (2025). Dampak Fluktuasi Harga Minyak Dunia Terhadap Ekonomi Di Indonesia. *Sinergi: Jurnal Riset Ilmiah*, 2(1), 231–242. <https://doi.org/10.62335/tc5j2w26>
- Sugiyono. (2022). *Metode Penelitian Kuantitatif dan Kualitatif & RND (Edisi ke-2)*. Alfabeta. Bandung: Alfabeta.
- Yosi, F. E., Amril, O., Irma, & Izmayanti, D. K. (2024). Coping Strategies Of West Sumatera Internship Students In Japan Towards 5s Work Culture (Seiri, Seiton, Seiso, Seiketsu, Shitsuke). *Hikari: Jurnal Bahasa Dan Kebudayaan*, 4(1), 276–291. <https://doi.org/10.37301/hikari.v4i1.54>