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Socialization on Building Professionalism through Service Excellence: A Provision for Success in the World of Work

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Abstract: This Community Service Activity (PKM) was conducted offline on March 5, 2026, at SMKN 8 Jakarta to enhance students' understanding of the importance of competency development and readiness to enter the workforce. The activity was attended by 37 students who actively participated throughout the session. The implementation methods included material presentation, interactive discussions, and a question-and-answer session between the speakers and participants. The materials covered an introduction to the world of work, the development of soft skills and hard skills, and strategies for early career preparation. During the activity, participants demonstrated high enthusiasm, as reflected in their active involvement in discussions and the questions raised regarding workplace challenges and self-development. The results of the activity indicate an improvement in students' understanding of the importance of career planning, increased self-confidence, and stronger motivation to continuously develop competencies in line with industry demands. In addition, the activity provided a platform for students to express the challenges they face and obtain direct solutions from the speakers. Therefore, this PKM activity is expected to contribute positively to preparing a competent, adaptive, and competitive young generation in the workforce.

Keywords: Education, Service Excellence, Student, Professionalism

INTRODUCTION

The evolving world of work in the digital era demands human resources who possess not only technical competence (Handayani 2023) but also strong interpersonal skills and a professional attitude (ILO 2019). Today's industrial and business worlds place a strong emphasis on service excellence as the key to customer satisfaction and business sustainability (Deloitte 2017). Vocational high school students, as prospective professional workers, need to be equipped with an understanding of the importance of quality service, effective communication, and a strong work ethic from an early age (Dwi Riyanti, Sandroto, and Warmiyati D.W. 2016).

State Vocational High School (SMKN) 8 Jakarta, as a vocational education institution, plays a strategic role in producing work-ready graduates (Agusalim 2022). The key legal basis governing Vocational High Schools (SMK) is the Decree of the Minister of Education and Culture No. 0490/U/1992, issued as a follow-up to Government Regulation No. Law No. 29 of 1990 concerning Secondary Education, which establishes Vocational High Schools (SMK) as a form of secondary education unit that provides specialized skills education programs. The main objective of establishing SMK is to produce middle-level graduates who are competent, productive, and have character, ready to work according to their expertise, have an entrepreneurial spirit, and are able to adapt to the needs of the Business World, the Industrial World, and the World of Work (DUDIKA) and reduce unemployment by providing practical skills. In detail, the objectives of establishing SMKN include: 1) work readiness; equipping students with special skills (hard skills) and soft skills attitudes so they are able to fill job vacancies or work independently; 2) link and match DUDIKA, establishing partnerships with industry for graduate absorption and Field Work Practice (PKL) places; 3) independence and entrepreneurship, forming a creative, tenacious and persistent entrepreneurial mentality; 4) character development, producing graduates with noble morals, faith and environmental culture; 5) technology adaptation, providing education that is relevant to the development of appropriate technology; 6) further education, preparing students who wish to continue their studies to a higher level (vocational). SMKN also functions as a center of excellence to improve the quality of vocational education in the surrounding environment.

The development of professional character and a service mindset needs to be strengthened through educational and applied activities, such as outreach on topics related to the work environment. This development can enable SMKN 8 graduates to gain numerous opportunities in entering the workforce by increasing their competitiveness. This is in line with the Sustainable Development Goals (SDGs), particularly point 4 on quality education, which aims to ensure inclusive, equitable, and high-quality education. (Bappenas 2017) and promote lifelong learning opportunities for all by 2030, the Government of Indonesia ensures free access to primary and secondary education, eliminates gender discrimination, improves literacy and numeracy, and provides safe and relevant learning facilities. (Safitri, Yuniati, and Rostika 2022). Based on this description, this Community Service activity was held as an educational and practical activity, aiming to equip SMKN 8 students with service excellence and real-world industry practices to prepare them for success in entering the workforce.

Service excellence and work professionalism are two interrelated concepts in developing superior human resources. Various studies from 2020–2025 have shown that excellent service significantly contributes to customer loyalty, organizational performance, and institutional image.

Rahman, Abrorry, dan Azizah (2025) confirms that service excellence has a direct influence on consumer loyalty, especially in the digital era, which is characterized by high use of social media and review platforms. This finding is reinforced by Simorangkir et al. (2025) which shows that consistent service quality can increase customer trust and recommendations for a business.

In the context of education and training, Hardiansyah and Tama (2023) demonstrated that service excellence training for vocational high school students improved their job readiness and understanding of industry service standards. Nugroho, Nuriman, and Handayani (2024) and Setiawan, Octarina, and Darsiah (2024) also found that excellent service training had a positive impact on improving service quality and participant self-confidence.

Professionalism, as a supporting variable, is also a crucial factor. Putra (2024) explained that effective communication and work professionalism significantly influence employee performance. Syahraini et al. (2025) added that merit-based work systems and professional values encourage sustainable performance within organizations.

Research by Raya and Baguio (2025) and Guiao and Baguio (2025) highlighted the importance of professionalism and service motivation in increasing work effectiveness, particularly in the education sector. Meanwhile, Prameswari Ghaniynaafi and Swasti (2025) emphasized that HR professionalism is a crucial mediator between competence and organizational performance.

Based on this study, it can be concluded that providing excellent service from the vocational secondary education level is a strategic step in preparing competent, professional, and adaptable graduates to the demands of the modern workplace. Therefore, this Community Service activity has a strong academic foundation and is relevant to the needs of today's industrial world.

Human resource (HR) development is a crucial factor in enhancing national competitiveness amid increasingly dynamic globalization (Febrian et al. 2022). In the context of vocational education, Vocational High Schools (SMK) play a significant role in producing graduates who are not only proficient in technical skills (hard skills) but also equipped with non-technical abilities (soft skills) that align with labor market demands. Rapid technological advancements and evolving industry requirements compel SMK graduates to possess strong job readiness, adaptability, and the capacity to innovate in facing various challenges.

However, empirical conditions indicate that a gap still exists between the competencies of SMK graduates and industry expectations. Many students lack a comprehensive understanding of workplace demands, the importance of career planning, and continuous self-development. In addition, low self-confidence and limited access to information regarding employment opportunities often hinder students in entering the workforce. This situation highlights the need for structured and sustainable efforts to improve students' job readiness from an early stage.

One strategic initiative to address this issue is through Community Service Activities (PKM) that focus on education and student empowerment in preparing for the workforce. PKM serves not only as a medium for knowledge transfer but also as a platform for direct interaction between academics and the community, particularly SMK students, in identifying challenges and providing appropriate solutions. Through an interactive and participatory approach, PKM activities are expected to generate a meaningful positive impact on students' understanding and motivation.

The PKM activity conducted on March 5, 2026, at SMKN 8 Jakarta represents a concrete implementation of this effort. The activity was held offline and involved 37 students as participants. The choice of an offline format aimed to foster more effective communication between speakers and participants, ensuring optimal delivery of the material. Furthermore, the activity was designed in the form of interactive discussions and question-and-answer sessions to encourage active student engagement.

The materials presented in this activity covered several key aspects of career preparation, including an introduction to the work environment, the development of soft skills and hard skills, and strategies for early career planning. The introduction to the workplace aimed to provide students with a realistic overview of industry conditions, including competency requirements, work culture, as well as existing opportunities and challenges. Meanwhile, the development of soft skills such as communication, teamwork, and time management was emphasized, as these competencies are essential in professional settings (Khusna et al. 2022).

On the other hand, mastery of hard skills relevant to each field of expertise is equally important in enhancing graduates' competitiveness. Students are expected to acquire technical skills that align with industry developments, thereby increasing their value in the job market. Therefore, this PKM activity highlights the importance of balancing soft skills and hard skills to build comprehensive competencies.

In addition, early career planning is a primary focus of this activity. Many students still lack clear direction regarding their future careers after graduation. Through this program, students were encouraged to recognize their potential, set career goals, and develop strategic steps to achieve them. With proper planning, students are expected to be better prepared and more confident in entering the workforce (Nurisman 2019).

The implementation method, which emphasized discussion and Q&A sessions, provided students with opportunities to express the challenges they face. This approach is important considering that each student has different backgrounds and experiences. Through two-way communication, speakers were able to offer more relevant and tailored solutions. Moreover, this method increased student engagement in the learning process, making the material easier to understand and internalize.

Students' enthusiasm during the activity served as an indicator of its relevance to their needs. Active participation in discussions and the questions raised reflected a strong interest in the topics presented. This also indicates students' awareness of the importance of self-development and career preparation. Therefore, similar activities should be conducted continuously to ensure broader and more sustainable impacts.

Furthermore, this PKM activity supports efforts to improve the quality of vocational education in Indonesia. The government continues to promote alignment between education and industry to ensure that graduates meet labor market demands. In this context, higher education institutions play a vital role through PKM as a bridge between theory and practice, as well as an agent of change in improving human resource quality.

In conclusion, the PKM activity conducted at SMKN 8 Jakarta is expected to make a tangible contribution to improving students' job readiness. Through enhanced understanding, motivation, and skills gained from the activity, students are expected to become competent, adaptive, and competitive individuals in the workforce. Moreover, this activity can serve as a reference for implementing similar programs in other schools, thereby extending its benefits more broadly. Ultimately, preparing a workforce-ready generation requires collaboration among educational institutions, higher education, industry, and society to create a sustainable and competitive human resource ecosystem.

The implementation of the Community Service Activity (PKM) at SMKN 8 Jakarta holds significant urgency in efforts to enhance the quality of human resources, particularly for vocational high school (SMK) students who are expected to enter the workforce upon graduation. In the era of rapid globalization and digital transformation, industries continue to evolve in terms of technology, work systems, and required competencies. This situation demands that SMK graduates possess not only technical skills but also adaptability, creativity, and strong competitiveness.

The urgency of this activity is also driven by the existing mismatch between SMK graduates' competencies and industry needs. Many students still lack sufficient understanding of workplace standards and expectations, both in terms of technical abilities and non-technical skills such as communication, teamwork, and problem-solving. In addition, limited knowledge of work culture, professional ethics, and workplace dynamics often becomes an obstacle for students when transitioning into the professional environment (Kosasih et al. 2024). If not properly addressed, this condition may contribute to an increase in educated unemployment, particularly among SMK graduates.

Another factor reinforcing the urgency of this PKM activity is the low level of student awareness regarding early career planning. Many students do not yet have a clear vision of their future career paths, resulting in less focused competency development. Limited access to information about job opportunities, industry trends, and strategies for recruitment processes further exacerbates this issue. Therefore, there is a need for initiatives that can provide insights, motivation, and practical guidance to help students develop well-structured career plans.

Moreover, this PKM activity plays an important role in boosting students' self-confidence. Although many students possess adequate technical skills, some still lack confidence in presenting their potential, especially in formal situations such as job interviews or presentations. Through interactive discussions and question-and-answer sessions, students are given the opportunity to practice communication, express their opinions, and engage directly with others. This approach is expected to strengthen interpersonal skills that are essential in the workplace.

The urgency of this activity is also reflected in the strategic role of higher education institutions in bridging the gap between education and industry. Through PKM, academics can provide broader insights into current workplace developments while sharing relevant knowledge and experiences. Direct interaction between speakers and students facilitates more effective learning and helps students find practical solutions to the challenges they face.

In addition, this activity aligns with government initiatives to improve the quality of vocational education through strengthening the link and match between education and industry. PKM serves as a tangible form of support for this effort by providing additional preparation for students to better face the workforce. With this activity, students are expected not only to rely on competencies gained from the curriculum but also to develop mental readiness and broader perspectives.

The high level of participant enthusiasm further highlights the importance of this activity. The active involvement of 37 students throughout the program indicates a strong demand for such initiatives. Their participation in discussions and the number of questions raised reflect a genuine desire to learn and better prepare for the future. This confirms that PKM activities are not only relevant but also highly needed by students.

In conclusion, the PKM activity conducted at SMKN 8 Jakarta carries substantial urgency as an effort to improve students' job readiness, reduce competency gaps, and build confidence and motivation in facing the workforce. This activity is expected to generate long-term impacts in producing competent, adaptive, and competitive graduates, while also contributing to the development of high-quality human resources in Indonesia.

METHOD

This Community Service Activity (PKM) was conducted offline on March 5, 2026, at SMKN 8 Jakarta, involving 37 students as participants. The method applied a participatory and interactive approach aimed at encouraging active student engagement throughout the activity. The implementation began with a preparation stage, which included coordination with the school, development of learning materials, and scheduling of the program.

The implementation phase consisted of three main methods: material presentation, interactive discussion, and a question-and-answer session. The material presentation was delivered by the speaker using engaging and easily understandable presentation media. The topics covered included an introduction to the workplace, the development of soft skills and hard skills, and strategies for career planning. This was followed by interactive discussions, providing students with opportunities to express their opinions, exchange ideas, and discuss various challenges they face.

The question-and-answer session played a crucial role in enabling participants to gain more detailed and in-depth explanations of the material presented. In the final stage, a simple evaluation was conducted through observation of students' participation and responses during the activity. This approach is expected to enhance students' understanding, motivation, and readiness to face the workforce more effectively.

RESULTS AND DISCUSSION

Results

The implementation of the Community Service Activity (PKM), conducted on March 5, 2026, at SMKN 8 Jakarta, was carried out successfully in accordance with the planned objectives. The activity involved 37 students from various study programs, with a high level of participation observed throughout the session. The offline format contributed positively by enabling more direct and intensive interaction between the speaker and participants, making the delivery of materials more effective and easier to understand.

The activity began with a presentation on an introduction to the world of work. This session aimed to provide students with a realistic understanding of industrial conditions, including competency standards, work ethics, and the opportunities and challenges they may face after graduation (Rantesalu, Rahman Mus, and Arifin 2022). Observations during the session indicated that many students initially had limited knowledge about the workplace. However, following the presentation, there was a noticeable improvement in their understanding, as reflected in their active responses during discussions.

Subsequently, material on the development of soft skills and hard skills was delivered as a key component in enhancing students' job readiness. Students were introduced to the importance of communication skills, teamwork, leadership, and time management. In addition, they were encouraged to strengthen their technical competencies according to their respective fields of study. The outcomes of this session showed that students began to recognize that success in the workplace is not solely determined by academic performance, but also by interpersonal abilities and professional attitudes.

The interactive discussion session became one of the most engaging parts of the activity. Students actively participated by asking questions, sharing opinions, and discussing their career plans and the challenges they anticipate. Common topics included strategies for job interviews, how to choose an appropriate career path, and ways to improve self-confidence. This indicates a strong need among students for guidance and information related to career preparation (Susanto and Sawitri 2022).

The question-and-answer session significantly contributed to deepening students' understanding. The speaker provided practical and relevant explanations aligned with real-world conditions, making the information easy to grasp and applicable. The interaction created a supportive learning environment and encouraged students to openly express their concerns.

In addition to improving understanding, the activity also had a positive impact on students' motivation and self-confidence. This was evident from the changes in students' attitudes during the session, as they became more active and confident in participating. Students who were initially passive began to show the courage to speak and express their ideas. This shift indicates that the PKM activity successfully provided a positive stimulus for students' personal development.

Evaluation of the activity was conducted qualitatively through observation of participation levels and student responses. The results indicated that most students found the activity beneficial and relevant to their needs. They also expressed interest in follow-up programs that could provide more in-depth preparation for entering the workforce.

Overall, the PKM activity successfully achieved its objectives of enhancing students' understanding, motivation, and readiness for the workforce. This success was supported by the interactive implementation methods and the relevance of the materials to students' needs. Therefore, the activity contributed positively to the development of high-quality human resources.

Discussion

The results of the PKM activity demonstrate a significant improvement in students' understanding, motivation, and readiness to enter the workforce. These findings support the view that experiential learning combined with active interaction enhances the effectiveness of the learning process, particularly in vocational education. The participatory approach applied in this activity proved effective in encouraging student engagement, making the learning experience more meaningful (Nugraha and Wardhani 2022).

The improvement in students' understanding of the workplace is one of the primary outcomes of this activity. Prior to participation, many students lacked a clear understanding of industrial demands and realities. This highlights an information gap that needs to be addressed through educational initiatives such as PKM. After the activity, students demonstrated better comprehension, as evidenced by their ability to identify required competencies and anticipate potential challenges. This suggests that the material delivery method was effective in providing new insights.

In addition, increased awareness of the importance of soft skills emerged as a key finding. In the modern workplace, skills such as communication, teamwork, and adaptability play a crucial role in determining success. Therefore, integrating soft skills development into PKM activities is highly relevant. The results show that students became more aware of the importance of these skills and were motivated to develop them further.

On the other hand, mastery of hard skills remains essential for enhancing graduates' competitiveness. This activity successfully emphasized the importance of technical skills aligned with students' areas of expertise. The combination of soft skills and hard skills is expected to produce graduates who are better prepared to meet industry demands.

The increase in students' motivation and self-confidence is another important aspect highlighted in this activity. Motivation is an internal factor that influences an individual's readiness to face challenges. Through this program, students were encouraged to build greater confidence in preparing for the workforce. This was evident in their increased participation during discussions and Q&A sessions. Strong self-confidence is essential for adapting to and competing in professional environments.

The use of interactive discussions and Q&A sessions played a significant role in the success of the activity. This approach facilitated two-way communication, allowing students not only to receive information but also to actively engage in the learning process. This aligns with modern educational concepts that emphasize active participation.

Furthermore, the activity underscores the important role of higher education institutions in supporting vocational education. Through PKM, universities can contribute directly to improving graduate quality by providing additional insights and practical knowledge. Collaboration between higher education institutions and schools is essential in producing job-ready graduates.

Nevertheless, several aspects should be considered for future improvements. One important area is the need for more structured evaluation methods to measure the impact of the activity quantitatively. Additionally, follow-up programs such as practical training or job interview simulations should be considered to provide students with more comprehensive experiences.

In conclusion, the PKM activity not only provides short-term benefits in terms of improved understanding and motivation but also has the potential to create long-term impacts on students' job readiness. Therefore, similar programs should be continuously developed and adapted to align with evolving industry needs, ensuring more optimal outcomes in the future.



Figure 1

This photo shows a team of lecturers from ITL Trisakti delivering a presentation during a Community Service Activity (PKM). At this moment, the lecturers are presenting important information related to workforce preparation, competency development, and career planning strategies to the students. The atmosphere appears interactive, with participants paying close attention to the material being delivered. This presentation serves as a key part of the educational activity aimed at enhancing students' knowledge, motivation, and readiness to face future workplace challenges.



Figure 2

This photo shows the ITL Trisakti lecturer team after completing the Community Service Activity (PKM). The moment reflects togetherness as well as the team's success in carrying out a program aimed at providing education and improving students' readiness to enter the workforce. Their expressions indicate satisfaction and enthusiasm following the successful implementation of the activity. This documentation also serves as clear evidence of the lecturers' commitment to fulfilling the tridharma of higher education, particularly in community service, while strengthening collaboration between the university and the school.



Figure 3

This photo shows the ITL Trisakti lecturer team together with all student participants after the completion of the Community Service Activity (PKM). The moment reflects togetherness, collaboration, and the successful implementation of the program. The presence of all participants in one documentation highlights the students' enthusiasm and active participation throughout the activity. In addition, this photo serves as clear evidence of the positive relationship established between the lecturers and students, as well as a shared commitment to enhancing knowledge and readiness for the workforce.

CONCLUSION

The implementation of the Community Service Activity (PKM) conducted on March 5, 2026, at SMKN 8 Jakarta has demonstrated meaningful contributions in enhancing students' readiness to face the workforce. Through a structured approach involving material presentation, interactive discussions, and question-and-answer sessions, the activity successfully addressed key challenges commonly faced by vocational students, particularly in terms of limited understanding of workplace demands, lack of career planning, and low self-confidence.

One of the primary outcomes of this activity is the improvement in students' understanding of the world of work. Before the program, many participants had only a general or limited perception of industry expectations. However, after engaging in the activity, students were able to better comprehend essential aspects such as required competencies, work ethics, and the realities of professional environments. This indicates that the PKM program effectively served as a bridge in reducing the information gap between education and industry.

In addition to cognitive improvements, the activity also contributed significantly to the development of students' soft skills awareness. Students began to recognize the importance

of communication, teamwork, adaptability, and time management as critical components of career success. At the same time, the reinforcement of hard skills aligned with their respective fields further strengthened their overall competence. The integration of these two skill sets is essential in shaping graduates who are not only technically capable but also professionally prepared.

Another important finding is the increase in students' motivation and self-confidence. The interactive nature of the activity created a supportive environment that encouraged students to actively participate, express their ideas, and ask questions. This shift from passive to active engagement reflects a positive change in students' attitudes toward learning and self-development. Increased confidence is particularly crucial as it directly influences students' ability to perform in real-world situations such as job interviews and workplace interactions.

Furthermore, the success of this PKM activity highlights the importance of participatory learning methods in vocational education. The use of discussions and direct interaction proved to be more effective compared to one-way communication, as it allowed students to internalize the material more deeply. This approach also enabled the speaker to provide contextual and practical solutions tailored to students' needs.

The activity also underscores the strategic role of higher education institutions in supporting the development of vocational students. Through PKM, universities can actively contribute to preparing future graduates by sharing knowledge, experience, and practical insights. This collaboration between educational institutions is essential in creating a more aligned and responsive education system that meets labor market demands.

Despite its success, this activity also reveals the need for continuous and sustainable efforts. Future programs should incorporate more structured evaluation methods to measure impact more comprehensively. In addition, follow-up activities such as hands-on training, career mentoring, and job interview simulations would further enhance students' preparedness and provide more practical experience.

In conclusion, the PKM activity at SMKN 8 Jakarta has proven to be an effective initiative in improving students' knowledge, motivation, and readiness for the workforce. The positive outcomes observed among the 37 participating students indicate that such programs are highly relevant and necessary. Therefore, similar initiatives should be continuously developed and expanded to reach a broader audience. By doing so, it is expected that vocational graduates will become more competent, adaptive, and competitive, ultimately contributing to the development of high-quality human resources and supporting sustainable economic growth.

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