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THE EFFECT OF PRACTICE WORK, SELF-EFFICACY AND WORK MOTIVATION ON THE WORK READINESS OF GENERATION Z STUDENTS IN THE FACULTY MALIKUSSALEH UNIVERSITY OF ENGINEERING

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Abstract

This study aims to determine the effect of internship, self-efficacy, and work motivation on the work readiness of generation Z students at the Faculty of Engineering, Malikussaleh University. The data used in this study are primary data obtained by distributing questionnaires to 100 respondents. The data analysis technique used is multiple linear regression analysis using the Statistical Program for Product and Service Solution (SPSS) version 29 software. All variables are measured using a Likert scale. The results of the study indicate that there is a positive and significant influence between internship, self-efficacy, and work motivation on the work readiness of generation Z students at the Faculty of Engineering, Malikussaleh University. This study shows that internship, self-efficacy, and work motivation partially affect the work readiness of generation Z students at the Faculty of Engineering, Malikussaleh University.

Keywords: ***Internship, Self-Efficacy, Work Motivation, Work Readiness.***

INTRODUCTION

The era of globalization and rapid technological advancements has resulted in various fundamental developments in the world of work. This change is increasingly felt by the presence of a new generation in the workforce, namely Generation Z, born between 1997 and 2012. This generation, known as the generation that developed in the digital era and has unique characteristics, especially in the way they learn, work, and interact that differ from previous generations, as well as having different expectations and opportunities in the world of work. This condition requires educational institutions to be more responsive to the needs and expectations of students. The increasingly complex and competitive transformation of the workplace requires universities to play a strategic role in comprehensively preparing students to face these challenges. The primary focus is work readiness, which is the ability of students to adapt and contribute holistically in the workplace. The increasing number of engineering graduates has intensified competition in the job market, requiring students to possess not only technical skills but also strong interpersonal skills.

The Faculty of Engineering at Malikussaleh University, as a higher education institution that plays a role in producing work-ready graduates, has a significant responsibility to ensure that its students are adequately prepared to face the challenges of the working world. This job readiness is crucial considering the impact of the Industrial Revolution 4.0 and digitalization that have drastically changed the way work is done worldwide. According to "The Future of Jobs Report 2023," the World Economic Forum estimates that by 2025, as many as 85 million jobs will be lost due to the shift in the division of tasks between humans and machines. Reality shows that many university graduates are still unemployed, indicating a gap between graduates' skills and industry needs. Data from the Indonesian Central Statistics Agency (BPS) shows that the open unemployment rate (TPT) by highest education level graduated in February 2024 was 871,860 people. In 2023, it was 787,973 people. Based on these data, unemployment in 2024 increased compared to the previous year. This condition can be interpreted as meaning that although many university graduates have higher education, they do not yet have competencies that match company needs. Thus, this condition indicates the need for closer collaboration between educational institutions and the industrial world to

ensure the alignment of the curriculum with job market needs. On the other hand, technological change also creates new positions that are more suited to the division of labor involving machines, which has the effect of reducing the need for human labor.(Asari et al., 2023)This condition requires college graduates, especially in the engineering field, to possess a strong combination of technical skills and personal skills. According to Fitrianto (2006), work readiness refers to a state of balance between physical, mental, and experiential maturity. It is important for every individual to develop themselves and prepare themselves comprehensively and thoroughly to be able to compete and contribute optimally in the world of work. Meanwhile, Peersia et al., (2024) explain that work readiness is the level at which graduates are considered to possess the attitudes and characteristics that make them ready to succeed in the workplace. Job readiness depends not only on technical skills, but also on non-technical skills such as problem-solving, communication, and adaptability.(Riyanti & Kasyadi, 2021)In this context, practical work experience is one of the factors that influences students' level of work readiness. Therefore, this research...Kusumasari & Rustiana (2019), shows that students' level of readiness for work is positively influenced by their industrial internship experience. In a world of constant change, students are faced with the challenge of not only mastering theory but also implementing that knowledge in real-world practice. Therefore, internships are a strategic step considered capable of improving students' job readiness.

By participating in internships, students gain hands-on experience in a workplace environment and can apply the theories they've learned on campus, as well as understand the dynamics and real-world demands of the workplace. Their readiness for the workforce will increase as they engage in intensive training using various useful tools and through on-the-job training in the industries they participate in. Internships are collaborations between schools and the industrial business world that involve students in the workplace for a specific period of time. The goal is that through industrial internships, students can gain additional knowledge, skills, and work attitudes that will equip them when they enter the real world of work (Utama, 2022). Meanwhile, according to Nurcahyono & Yanto (2015)Industrial work experience is a form of implementing professional skills education that systematically and integratedly combines skills programs obtained through direct work experience in the industrial world. Internships also provide students with opportunities to improve interpersonal skills, such as communication, teamwork, and time management, which are essential in the workplace. These skills are often not taught in detail in the classroom, yet they are crucial for career success. Therefore, students who actively participate in internships are often better prepared to face the challenges of the professional world.

In addition to providing practical experience, internships also serve as a bridge between theory and practice, as well as a means of building important professional networks for students. The experience gained can improve interpersonal skills such as communication, team collaboration, and time management, which are essential in the workplace. Research by Pratiwi et al. (2024) shows that internships positively contribute to students' job readiness. However, the effectiveness of internships in preparing Generation Z still requires further research, given the unique characteristics of this generation. The psychological aspect of self-efficacy has also been shown to have a strong influence on a person's work ability and plays a crucial role in shaping an individual's work readiness. Agrasadya et al. (2022) argue that self-efficacy is a belief that influences an individual's ability to face challenges in carrying out tasks with the hope of achieving desired goals. Another opinion by Yani & Hanafi (2020) states that self-efficacy can be viewed as a protective mechanism for individuals in facing their actions or abilities in carrying out certain tasks.

*Self-efficacy*High self-efficacy makes individuals more courageous in facing challenges and risks. Individuals with high self-efficacy tend to perform at a higher level (John et al., 2006). Research by Kim & Park (2023) on 1,500 engineering students in Southeast Asia showed that students with high self-efficacy had 60% better adaptability in facing technological changes and industry demands. Therefore, adaptability is needed to be able to compete with the many changes. Another opinion by(Sari et al., 2022)Self-efficacy is defined as an individual's belief based on their perception of their capacity to face challenges, tasks, and the effort required to complete them. Therefore, in general, self-efficacy is considered a factor influencing a person's performance in carrying out certain tasks. Therefore, strengthening self-efficacy not only plays a role in improving individual performance but also provides a solid foundation for the younger generation to face the various challenges of the ever-changing world of work. Therefore, it is very important for educational institutions and organizations to create an atmosphere that supports the development of self-efficacy, so that students and prospective professionals can be better prepared to enter the competitive and dynamic world of work, as can be seen in previous research byAeni & Rahmawati, (2023)explains that there is an influence between self-efficacy and student work readiness at the Faculty of Economics and Management, IPB, and this is also explained by previous research.Puspitasari & Fadhli (2018)shows that self-efficacy and motivation to enter the world of work have a positive influence on work readiness. Another equally important factor is an individual's motivation to enter and begin work. Work motivation is a cr cial factor to consider when

preparing students for the workforce. Strong work motivation can encourage individuals to continuously develop themselves, seek new learning opportunities, and maintain a high level of enthusiasm in facing various challenges. Therefore, Nurwin & Frianto, (2021)states that work motivation is a person's desire to enter the world of work and as a driving force for them to act appropriately and work hard according to the responsibilities and tasks they have. OpinionSari et al., (2022) states that work motivation is the drive to take action to achieve satisfactory results at work, and this plays a crucial role in improving performance and productivity. When someone feels motivated, they tend to be more committed to their work. Therefore, the characteristics of Generation Z, who tend to seek meaning and purpose in their work, make the aspect of work motivation increasingly relevant to research. Research conducted by Rahman et al. (2022) on engineering students in Malaysia revealed that those who participated in internship programs had higher levels of job readiness than those who had not. However, for Generation Z, internship experiences must be tailored to their characteristics, which prioritize visual, interactive, and experiential learning approaches.

Therefore, Generation Z students entering higher education today face significant challenges in preparing themselves for the job market. The high number of unemployed university graduates is due to students' low job readiness, reflected in their inability to bridge the gap between academic competencies and the demands of modern industry. This is caused by a lack of practical experience, limited adaptability to a professional work environment, and a lack of internal drive. The majority of Generation Z students also struggle to compete due to a lack of direct experience in the workforce. They possess adequate theoretical knowledge but lack the practical skills required by industry, and a lack of work motivation is a major factor exacerbating the situation, as students struggle to develop a professional attitude and a passion for development. Adaptation issues are also at the heart of the problem, with Generation Z tending to be slow to adapt to professional work environments. Their inability to adapt is due to limited soft skills, minimal practical work experience, and low self-efficacy. This creates a significant gap between industry expectations and students' actual competencies. The complexity of this problem demands a comprehensive approach from universities to transform curricula, strengthen internship programs, and increase student motivation and confidence in facing modern professional challenges. Understanding how these three factors—practical work, self-efficacy, and work motivation—influence the work readiness of Generation Z students is crucial. The findings of this study can provide valuable insights for developing more effective curriculum and student development programs to prepare graduates for the workforce.

LITERATURE REVIEW

The influence of internship on the work readiness of Generation Z students at the Faculty of Engineering

The impact of internships on the job readiness of Gen Z students in the Faculty of Engineering is significant, as these programs provide hands-on experience that allows students to apply theoretical knowledge gained in the classroom to real-world industrial contexts. Through internships, students not only hone technical skills relevant to their field of study but also develop soft skills such as communication, collaboration, and problem-solving, which are highly sought after in the workplace. Furthermore, this experience helps students build a professional network that can support them in their job search after graduation. Thus, internships play a crucial role in boosting students' confidence and employability, preparing them for industry challenges and enhancing their competitiveness in the job market.

The Influence of Self-efficacy on the Work Readiness of Generation Z Students at the Faculty of Engineering

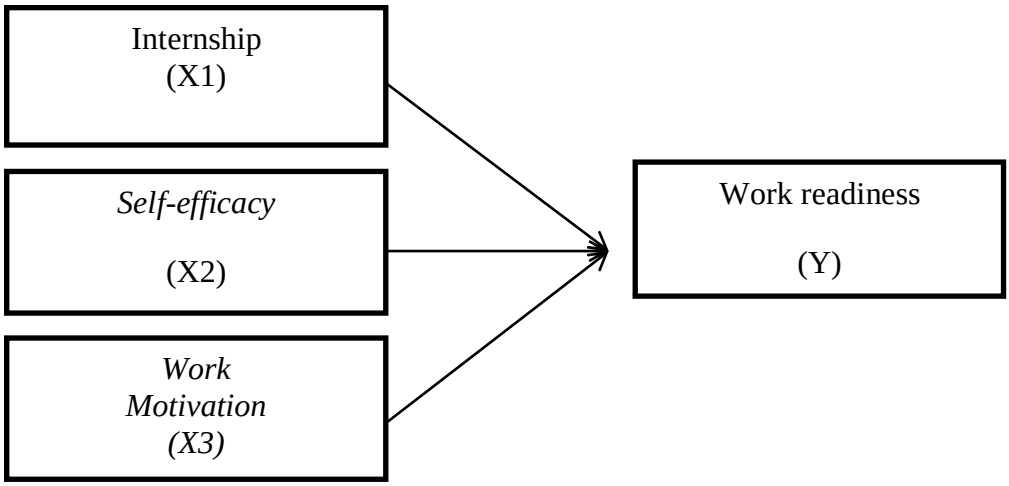
The influence of self-efficacy on the work readiness of Generation Z students in the Faculty of Engineering plays a very significant role, because students' level of confidence in their ability to complete tasks and face various challenges directly influences their readiness to enter the workforce. Students who have a high level of self-efficacy tend to be more confident in applying the knowledge and skills they have learned, and are more active in seeking opportunities and overcoming obstacles that may arise. Furthermore, self-efficacy plays a role in increasing students' motivation and resilience when facing challenging situations, thus better preparing them to adapt to the demands of the industry. Therefore, developing self-efficacy among Faculty of Engineering students not only serves to increase their self-confidence but also to better prepare them to face challenges in the workplace, ultimately contributing to their increased employability.

The Influence of Work Motivation on the Work Readiness of Generation Z Students at the Faculty of Engineering

The influence of work motivation on the job readiness of Generation Z students in the Faculty of Engineering is significant, as high motivation encourages students to be more active in their learning and hone the skills needed in the professional world. Students with strong motivation tend to demonstrate a greater sense of responsibility toward

their education, making them better prepared to face the challenges of the workplace. Furthermore, work motivation also contributes to increased perseverance and discipline, which are essential elements in preparing for the workforce. With strong motivation, students not only focus on academic achievement but also proactively seek practical experience through internships or relevant projects. Therefore, developing work motivation among Faculty of Engineering students is crucial to enhancing their readiness to face the demands and dynamics of the workforce.

Conceptual Framework



Hypothesis

Based on the background, problem formulation, objectives that have been written, the following hypothesis is created:

H1 : Internships influence work readiness among Generation Z students at the Faculty of Engineering, Malikussaleh University.

H2 : *Self-efficacy* influence on work readiness in Generation Z students at the Faculty of Engineering, Malikussaleh University

H3: Work Motivation influences work readiness in Generation Z students at the Faculty of Engineering, Malikussaleh University.

METHOD

The object of the research is Generation Z students at the Faculty of Engineering. With each variable namely Internship, Self-efficacy, and Work Motivation as well as Work Readiness. The location of the research will be carried out at Malikussaleh University, Lhokseumawe. This location was chosen because it provides a population and target that is appropriate and relevant to the focus of the research, making it an ideal place to explore the relationship between the variables studied. Population refers to the entire subject that is the focus of the research, while the sample is a part of the population to be studied. According to Sujarweni (2019) Population refers to the entire subject of attention in a study. This population consists of individuals or objects that have certain characteristics and qualities that have been determined by the researcher. Determining these characteristics is very important because it will guide researchers in conducting research and analyzing the data obtained. After researchers have observed and collected information from the population, they will draw conclusions based on the existing findings. The population to be studied in this study is Generation Z students at the Faculty of Engineering, Malikussaleh University.

According to Sugiono (2019), a sample is a subset of the characteristics of the population used in research. When a population is too large, researchers cannot sample the entire population, for example due to limited time, funding, or human resources. Therefore, researchers can use samples from that population. In other words, only a portion of the population is sampled to determine how representative the sample is, which can be done statistically and based on research estimates. It is important to ensure that the selected sample truly represents the population and is valid, so it can measure the variables it is intended to measure. In this study, the sampling technique used was non-probability sampling, a method that does not provide equal opportunity for each element of the population to be

selected as a sample. Respondents were selected using a purposive sampling method, which focuses on specific individuals who can provide the required information because they have relevant knowledge or meet the criteria set by the researcher (Sugiono 2019). According to Bougie and Sekaran (2019), the ideal sample size ranges from more than 30 to less than 500. In this study, the authors determined the sample using Hair's formula because the population size was not precisely known. Hair et al., (2019) recommends a minimum sample size of 5 to 10 observations for each estimated parameter. The formula used by Hair et al., (2019) to calculate the sample size is as follows:
Sample = number of indicators x 5
= 20 x 5
= 100 respondents

Based on the results of the sample size calculation using the Hair formula above, the results obtained state that the number of respondents who will be used as samples in this study is 100 respondents. The data collection technique in this study uses a survey by distributing questionnaires to students at the Faculty of Engineering, Malikussaleh University. Data were collected using a questionnaire, which is a list of structured statements with available answer choices (Nugroho, 2018). This type of research is quantified qualitative research. Quantified qualitative research can be defined as a research method based on the philosophy of positivism, used to research a specific population or sample, data collection is carried out using research instruments, data analysis is quantitative/statistical, with the aim of testing predetermined hypotheses (Sugiyono, 2019).

RESULTS AND DISCUSSION

Normality Test Results

The results of the normality test using the Kolmogorov-Smirnov statistical approach showed an Asymp. Sig. value of 0.200d, which is greater than the specified significance value (0.05). Thus, it can be concluded that the variables of Practical Work, Self-Efficacy, and Work Motivation, and the Work Readiness variable in this study are normally distributed.

Heteroscedasticity Test Results

The results of the heteroscedasticity test graph shown in Figure 4.6 show that the distribution of the scatterplot points does not form a specific pattern and is randomly distributed above and below the number 0 on the Y axis. This indicates that there is no identifiable systematic pattern. Thus, it can be concluded that the regression model used does not experience heteroscedasticity.

Multicollinearity Test Results

1. The VIF value for the Practical Work variable is 2.366 < 10 and the tolerance value is 0.423 > 0.10 so that the Practical Work variable is declared to have no symptoms of multicollinearity.
2. The VIF value for the Self-Efficacy variable is 2.508 < 10 and the tolerance value is 0.399 > 0.10 so that the Self-Efficacy variable is declared to have no symptoms of multicollinearity.
3. The VIF value for the Work Motivation variable is 1.402 < 10 and the environmental tolerance value is 0.713 > 0.10 so that the Work Motivation variable is declared to have no symptoms of multicollinearity.

Determination Test Results (R Square)

Based on the results of the analysis of the coefficient of determination test of the internship variable, self-efficacy and work motivation have the ability to explain the influence on student work readiness. The adjusted R Square value of 0.845 was obtained, which means that in this study the adjusted R Square value measures how far the model's ability to explain the variation of the independent variable, the remaining 15.5% is influenced by other variables. While the correlation coefficient (R) of 0.922 is the percentage of the diversity of the Work Readiness variable that can be explained by the variables of Internship, Self-Efficacy and Work motivation. The determination test with this value indicates that there is a moderate relationship (correlation) between the variables of Internship, Self-Efficacy and Work Motivation with the Work Readiness variable.

Simultaneous F Test

Based on the results of the regression test in Table 4.16, the results of the simultaneous regression test (f test) were obtained with an F value of 180.486 or greater than the ft table value of 2.70 (180.486 > 2.70) with a significance level of 0.001 or smaller than the predetermined significance level of 0.05 (0.001b <0.05). So it can be concluded

that Practical Work, Self-Efficacy, and Work Motivation simultaneously influence the Work Readiness of Generation Z Students at the Faculty of Engineering, Malikussaleh University.

Table 1
Results of Multiple Linear Regression Analysis

	Unstandardized Coefficient		**Standardized Coefficients**		
	B	**Std. Error**	**Beta**		
				t	***Sig.***
1 (Constantine)	-2,501	1,209		-2,069	.041
Internship	.593	.060	.600	9,856	.001
Self-Efficacy	.282	.069	.257	4,090	.001
Work Motivation	.247	.062	.186	3,973	.001

Source: Processed data (2025)

Y = (-2,501)+0.593(X1)+0.282(X2) + 0.247(X3)

Based on the results of the multiple linear regression equation in Table 4.15, the following results were obtained:

1. The constant value obtained is -2.501, this shows that if Practical Work (X1), Self-Efficacy (X2), Work Motivation (X3) have a value of 0, then the work readiness value (Y) remains at -2.501.
2. Based on the practical work variable, the regression test results show that the practical work variable has a positive regression coefficient with a value of b = 0.593. This means that if there is an increase in the value of the practical work variable, there will be an increase in the work readiness variable as measured by a Likert scale.
3. Based on the self-efficacy variable, the results of the regression test show that the variable*Self-Efficacy*has a positive regression coefficient with a value of b = 0.282. This means that if there is an increase in the value of the variable*Self-Efficacy*then there will be an increase in the work readiness variable as measured by a Likert scale.
4. Based on variables*Work Motivation*regression test results show that the variables*Work Motivation*has a positive regression coefficient with a value of b = 0.247. This means that if there is an increase in the value of the variable*Work Motivation*then there will be an increase in the work readiness variable as measured by a Likert scale.

Hypothesis Testing Results

Hypothesis testing is a statistical method used to make decisions related to a statement or hypothesis proposed in a research context.

Partial Influence Test Results (t-Test)

Hypothesis testing with t-test was conducted to see the effect of internship, self-efficacy, and work motivation on work readiness partially. If tcount > ttable or the significant value α is smaller than 0.05. Then it can be concluded that partially the variables of internship, self-efficacy, and work motivation have a significant effect on work readiness. If tcount < ttable or the significant value α is greater than 0.05 then it can be concluded that the variables of internship, self-efficacy, and work motivation have no effect. (Ghozali, 2018). Based on the results of the test in table 4.15 then the partial test results (t test) can be obtained as follows:

1. The Internship variable obtained a significant value of 0.001 or smaller than the significant level used, namely 0.05 (.001 < 0.05) and had a t-count value of 9.856 or greater than the t-table value of 1.984 (9.856 > 1.984) and obtained a coefficient value of 0.593 so that it can be concluded that the internship variable has a positive and very significant effect on the work readiness of Generation Z Students at the Faculty of Engineering, Malikussaleh University. Therefore, the hypothesis stating that internship has an effect on work readiness. Accepted.
2. The Self-efficacy variable obtained a significant value of 0.001 or smaller than the significant level used, namely 0.05 (.001 < 0.05) and had a t-count value of 4.090 or greater than the t-table value of 1.984 (4.090 > 1.984) and obtained a coefficient value of 0.282 so that it can be concluded that the Self-efficacy variable has a positive and very significant effect on the work readiness of Generation Z Students at the Faculty of Engineering, Malikussaleh

University. Therefore, the hypothesis that states Self-efficacy has an effect on work readiness is accepted.

3. The Work motivation variable obtained a significant value of 0.001 or less than the significant level used, namely 0.05 (.001 < 0.05) and had a t-value of 3.973 or greater than the t-table value of 1.984 (3.973 > 1.984) and obtained a coefficient value of 0.247 so that it can be concluded that the Work motivation variable has a positive and very significant effect on the work readiness of Generation Z students at the Faculty of Engineering, Malikussaleh University. Therefore, the hypothesis that states Work motivation has an effect on work readiness is accepted.

The Influence of Internships on the Job Readiness of Gen Z Students at the Faculty of Engineering, Malikussaleh University

Based on the results of the statistical analysis, it was found that the internship variable had a smaller significance value compared to the significance value used, which was 0.05. This indicates that internship has a positive and significant effect on the work readiness of Gen Z students at the Faculty of Engineering, Malikussaleh University. This finding is in line with previous research by Nisrina et al., (2023) which stated that internship has a positive effect on student work readiness. A positive coefficient value indicates that the better the implementation of the internship program, the higher the level of student work readiness. In other words, the direct experience gained during internship has a significant impact on improving students' abilities and readiness to enter the professional workforce. This finding indicates that internship not only provides technical experience but also develops soft skills that are highly needed in the world of work. The internship program has proven to be an effective bridge between the academic world and the industrial world, allowing students to apply the theories they have learned in real practical contexts. Therefore, it can be concluded that the internship variable has a positive and significant effect on the work readiness of Gen Z students. Therefore, the hypothesis stating that internship has a positive effect on the work readiness of Gen Z students is accepted.

The Influence of Self-Efficacy on the Job Readiness of Gen Z Students at the Faculty of Engineering, Malikussaleh University

Based on the statistical analysis, the self-efficacy variable has a significance value smaller than the significance value used, which is 0.05. This indicates that self-efficacy has a positive and significant effect on the work readiness of Gen Z students at the Faculty of Engineering, Malikussaleh University. These results are consistent with previous research by Wiraharja MS et al., (2020) which stated that self-efficacy has a significant effect on student work readiness with a high level of correlation and a unidirectional influence. A positive coefficient value indicates that the higher the level of confidence of students in their abilities and skills, the higher their readiness to enter the workforce. In other words, confidence in completing assigned tasks well, as well as feeling confident that their skills are sufficient to face challenges in the workplace, has a significant impact on increasing students' work readiness. Students who are able to face various situations that arise in the work environment with confidence, and have confidence in their skills in the field of work, tend to be more ready to adapt and contribute in the professional world. In addition, having high goals in achieving success in a career also plays an important role in shaping motivation and work readiness. Therefore, it can be concluded that the self-efficacy variable has a positive and significant effect on the work readiness of Gen Z students. Therefore, the hypothesis stating that self-efficacy has a positive effect on the work readiness of Gen Z students is accepted (H2 is accepted). This indicates that high self-efficacy can increase individual motivation and readiness in facing real work situations.

The Influence of Work Motivation on the Job Readiness of Gen Z Students at the Faculty of Engineering, Malikussaleh University

Based on the results of the statistical analysis, it was found that the work motivation variable has a significance value smaller than the significance value used, which is 0.05. This indicates that work motivation has a positive and significant effect on the work readiness of Gen Z students at the Faculty of Engineering, Malikussaleh University. This finding is in line with previous research by Khoiroh (2018) which stated that work motivation has a positive and significant effect on work readiness. A positive coefficient value indicates that the higher the work motivation of students, the greater their readiness to face challenges in the professional world. Students who demonstrate a high level of responsibility in completing tasks and work tend to be better prepared to adapt to workplace demands. In addition, a sense of pride in achievements that have been achieved in work also contributes to increased motivation and work readiness. Students who feel supported to take steps forward in their careers, and receive proper recognition for their performance, will be more motivated to continue to develop and contribute optimally. Work that provides challenges also plays an important role in motivating students to improve their skills and knowledge, so they are ready to face various situations in the work environment. So it can be concluded that the work motivation variable

has a positive and significant effect on the work readiness of Gen Z students. Therefore, the hypothesis stating that work motivation has a positive effect on the work readiness of Gen Z students is accepted (H3 is accepted).

CONCLUSION

Based on the results and discussion, researchers can conclude several conclusions as follows:

1. This study successfully proves that internship is an important variable that significantly influences the work readiness of Gen Z students at the Faculty of Engineering, Malikussaleh University, with the research hypothesis being accepted. The main findings show that the aspects of having a good work ethic and being responsible for the tasks carried out, received the highest level of agreement from respondents, meaning that internship is the most effective in shaping the professional character and work ethic of Gen Z students.
2. This study successfully confirmed that self-efficacy is a strong predictor of work readiness of Gen Z students at the Faculty of Engineering, Malikussaleh University, with the hypothesis being accepted. The main findings show that the aspect of having high goals in achieving career success, obtained the highest level of agreement from respondents, indicating that self-efficacy is most effective in shaping the career orientation and ambition of Gen Z students. This confirms that students' self-confidence serves as a psychological foundation in facing the professional world and as a means of forming a career vision.
3. This study successfully validated that work motivation is a driving factor that significantly influences the work readiness of Gen Z students at the Faculty of Engineering, Malikussaleh University, with the hypothesis being accepted. The main findings indicate that the aspect of showing high responsibility in completing tasks and work received the highest level of agreement from respondents, indicating that work motivation is the most effective in shaping the work commitment and dedication of Gen Z students.

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