

Work readiness dynamics of extended open-face sandwich generation college students in Malang

Dinamika kesiapan kerja mahasiswa generasi sandwich extended open-face di Kota Malang

Nanda Alifia Kuswandari, Nur Eva

Faculty of Psychology, Universitas Negeri Malang, Jalan Semarang 5, Malang, Indonesia

ARTICLE INFO:

Received: 2025-09-26
Revised: 2025-11-26
Accepted: 2025-12-18

Keywords:

work readiness,
sandwich
generation, extended
open-face sandwich
generation

Kata Kunci:

kesiapan kerja,
generasi sandwich,
extended open-face
sandwich generation

ABSTRACT

The extended open-face sandwich generation is a type of sandwich generation that grows at a massive rate. This phenomenon could affect one's physical, mental, and financial condition, which leads to their work readiness. Work readiness refers to the extent to which an individual is ready to implement their attributes, competencies, and knowledge in their chosen career path. This research aims to analyze the dynamics and the cultural impact of Malang's environment on the extended open-face sandwich generation college student's work readiness building. This is qualitative research with a case study approach, using semi-structured interviews and analyzed through thematic analysis. The research results consist of six themes, such as the individual's background and experiences, the cultural impacts of Malang's environment, and four other themes regarding their work readiness, such as personal characteristics, organizational acumen, work competencies, and social intelligence. There are unique dynamics from each participant that are relevant to each other, with three of four participants having acquired the work readiness characteristics, while one participant needs to develop some characteristics.

ABSTRAK

Extended open-face sandwich generation merupakan salah satu jenis generasi sandwich yang pertumbuhannya makin masif. Menjadi bagian dari generasi sandwich membawa berbagai dampak terhadap kondisi fisik, mental, dan finansial individu, yang dapat berpengaruh terhadap kesiapan kerjanya. Kesiapan kerja sendiri merujuk pada sejauh mana individu siap mengaplikasikan atribusi, kemampuan, dan pengetahuannya pada jenjang karir yang dipilih. Penelitian ini bertujuan untuk mengetahui dinamika serta pengaruh budaya Kota Malang dalam pembentukan kesiapan kerja pada mahasiswa dengan latar belakang extended open-face sandwich generation. Penelitian ini menggunakan metode kualitatif dengan pendekatan studi kasus. Data diperoleh melalui wawancara semi terstruktur, lalu dianalisis menggunakan teknik analisis tematik. Hasil penelitian terdiri atas enam tema, meliputi pengalaman individu sebagai mahasiswa extended open-face sandwich generation, pengaruh budaya Kota Malang, serta empat tema kesiapan kerja meliputi karakteristik personal, kemahiran dalam kemampuan organisasional, kompetensi kerja, dan intelegensi sosial. Terdapat gambaran dinamika yang unik dari masing-masing partisipan namun tetap relevan dan sejalan satu sama lain, dengan tiga partisipan telah memenuhi karakteristik kesiapan kerja, sedangkan satu partisipan lain masih perlu mengembangkan beberapa karakteristik.

©2025 Jurnal Psikologi Tabularasa

This is an open access article distributed under the CC BY-SA 4.0 license
(<https://creativecommons.org/licenses/by-sa/4.0/>)

How to cite: Kuswandari, N. A. & Eva, N. (2025). Work readiness dynamics of extended open-face sandwich generation college students in Malang. *Jurnal Psikologi Tabularasa*, 20(2), 370-398.
doi: <http://doi.org/10.26905/jpt.v20.i2.16218>

1. INTRODUCTION

The sandwich generation is a social phenomenon that is currently being widely discussed. "Sandwich generation" refers to popular terms that are given to individuals with two roles, duties, and responsibilities of their parents or in-laws, as well as their child or their own offspring, while maintaining a career in progress (Irawaty & Gayatri, 2023; Betancourt, 2019). This phenomenon occurred due to insufficient income from those responsible to cover the entire basic living cost, heighten by the absence or lack of a family's provider in these duties; therefore, these duties must be carried out by the other family members (Salsabilla et al., 2024; Betancourt, 2019).

This phenomenon has various impacts, such as physical, mental, financial, and social problems for the individuals and the families (Sudarji et al., 2022). The role shifts, in addition to cultural expectations that press on the sense of devotion towards parents and family, add up to the expectations for children in the family to be able to support and take care of the older generation in their family (Rabi & Mansor, 2024). The children who have not started their own family yet and do not have their own child but are involved in caretaking and supporting their families are named as the extended open-face sandwich generation (Abramson, 2005; Nasith, 2023). The financial conditions faced by the extended open-face sandwich generations generally force them to work in order to meet their own and their family's needs, as well as pursue higher education (Gill, 2023). This experience could contribute to the formation of positive perceptions about their readiness to transition to the workforce.

Work readiness is a term that is used to describe to what extent an individual is ready to obtain and develop proficient attitudes, attributes, competencies, and knowledge to be able to apply them in the chosen career path (Campbell, 2019; Caballero et al., 2011). However, a study from Devy and Linando (2025), revealed that even though the extended open-face sandwich generation individuals are 'ready' and 'willing' to work, they tend to work just merely to ensure the fulfillment of their family's needs, without proper career progression plan. In addition to that, their career progression plans are also inhibited by the lack of required education, since they have to give up their school to work for their family. The lack of career development indicates low career adaptability, which would affect one's work readiness (Ayuni & Nio, 2025).

Based on the preliminary study done in this research, there are remarks from several individuals interviewed that aligned with the previous research results. The preliminary study was done by interviewing two of the participants, exploring on how is their family conditions and how said conditions affect their career progression plan.

The first participant stated that since they are being projected to be the backbone and caregiver for their family, they feel reluctant and burdened because they need to alter their career progression plan to accommodate their family demands to work in their hometown only. They find that their hometown offers lesser decent job opportunities and wages than their desired city to work.

The second participant expressed that they did not have any career progression plan since they feel that they are being forced to work to fulfill their family needs. Thus, they work on several jobs just to make money for their family while being in college at the same time. They also explained that they did not have any career progression plan and willing to work various job as long as they gain money.

From the preliminary study results, it can be concluded that the participant's family condition affecting the participants on how they shape their future career. Their family conditions create other demands for them to carry out, which could lead to their lack of career development. The participants are working just to either grant their family demands or make money to fulfill their family needs. They aware of the situation and how it affects their career in the future, but they are also uncertain about how is the future ahead.

They also stated that they do this out of devotion for their parents and accept that this may be part of their responsibilities as a child. This finding is in line with the research result from Devy & Linando (2025), which stated that the sandwich generation individual's career development is either burdening themselves due to the high financial pressure in fulfilling their own needs as well as their family needs, or getting delayed due to not prioritizing the said career progression and putting their family first instead. This condition could exacerbate their career insecurity, a condition where one is concerned about the possibility of their future career moving in an unwanted path (Anisa et al., 2025).

The arise of the career insecurity on the sandwich generation individuals could affect their career adaptability in a negative way (Spurk et al., 2025). The low career adaptability could also contribute to the emerge of the career insecurity and affecting other career-related aspects, such as long-term career progression, employability, and professional growth. Moreover, career adaptability itself is essentials to one's work readiness. Career adaptability could assess the extent to which someone at managing career development tasks, anticipate changes in the workforce, and adapt to the work environment, to ensure whether someone is ready to enter the workforce professionally (Ayuni & Nio, 2025). Career adaptability prepared someone to transitioning to the workforce, pay more attention to their own future, take on full control of their own future, increase curiosity of the future and exploring different possible scenarios of the future, as well as strengthening their self-confidence in achieving their dream job (Anggriana et al., 2022). Career adaptability strongly predicts someone's work readiness, since if someone has high level of career adaptability, they would have able to proactively plan their future career and find suitable career path for themselves.

There are several factors that contribute to building an individual's work readiness. These factors are divided into two sorts, internal and external factors. Based on the research results from Aufa et al. (2024) and Fataron (2019), the internal factors consist of self-efficacy, work motivation, work competency, and adaptability. The internal factors help to ensure that the individuals are able to face the challenges in the workplace, improve their work performance, improve their expertise in certain work field, and facing the shift into the workforce.

Meanwhile, the external factors itself consist of social support, organizational activities, and internships or work experiences. Social support is acquired by an individual from the social environment around them; one of them is their family. Not only do they accompany an individual along their journey, but there are also more forms of support from the family to support the building of one's work readiness. Rosa & Sumartik (2024) explain that the forms of support that a family could give are a functional family where the role assigned in the family is run normally to ensure that an individual will be able to face various life challenges, the extent to which attitudes and roles in the family support an individual to achieve their goals, parents' attitudes, and the family's economic status. Organizational activities, internship, and/or work experiences also help someone to develop a set of skills and enforce their work readiness.

There are several relevant qualitative researches to this study. The research with the closest population to this study was accomplished by Yeyeng & Izzah (2023), which shows that a group of sandwich generation college students experienced physical and mental fatigue due to the pressure of their family's condition, while the other group found that they develop stronger bond to their family. The participants also stated that they feel like they are obliged to carry out the role as a backbone and caregiver to their family because of their religious belief.

The other relevant research was done by Devy & Linando (2025), which was aimed to explore the impacts of sandwich generation to the career development of open-face sandwich individuals and analyze the possible inhibiting or enforcing factors to it. The result shows that they usually face difficulties in realizing their career development due to their additional responsibilities within the family. The main inhibiting factors found is their own burdening responsibilities and challenges. While, the enforcing factors found is social supports from colleagues with the same background.

A number of research related to work readiness is emphasizing the supporting factors in building one's work readiness more, such as participating in self-development activities such as internships and developing several soft skills needed in the workplace (Nugroho et al., 2024; Raftopoulos et al., 2009). The other study regarding work readiness was carried out by Rosa & Sumartik (2024), who stated that a good environment within the family, the availability of information, and organizational activities convey a positive impact on one's work readiness. Solely in Malang, the existing research focuses more on the dynamics of an individual's experiences as a worker from the sandwich generation (Harun, 2024). Meanwhile, the work readiness of college students in Malang is specified in the moderate category (Indah, 2019; Abidin, 2021).

Regarding the work readiness of the sandwich generation individuals themselves, the closest research was done by Salsabilla et al. (2024). This research was conducted on a group of college students in Jakarta, with the variables measured being work psychological, time management, and work commitment, using a quantitative approach. The other research explains the correlation among several factors, such as self-efficacy, soft skills, internship experience, work interest, and adversity quotient, to the work readiness of the college students (Indah, 2019; Diana et al., 2025; Abidin, 2021; Widyawati, 2024).

However, the research regarding the work readiness of the sandwich generation college students, especially the extended open-face sandwich generation in Indonesia is limited, let alone in Malang. Both of the existing studies mentioned beforehand are not focusing on the dynamics of work readiness building in the extended open-face sandwich generation population. Furthermore, both of the existing studies are also not considering the possible cultural impacts of their environment to the participants' work readiness. Therefore, this research offers a comprehension of the dynamics in the building of extended open-face sandwich generation college students' work readiness, with considering the possible cultural impacts of Malang's custom and environment.

Based on the background that has been provided, this study aims to obtain a wider comprehension of work readiness dynamics of extended open-face sandwich generation college student in Malang.

2. METHOD

Study Design

This is qualitative research with a case-study approach. A case study is chosen because of its characteristic of exploring a phenomenon in a real-life context, not spreading and delving into an individual's life history but still exploring their detailed experiences related to the complex phenomenon that is currently studied (Priya, 2020; Hecker & Kalpokas, 2025). This approach is chosen based on the aim of this study, which is to uncover the dynamics of an individual's experience in constructing their work readiness as an extended open-face sandwich generation and to give an overview of their current work readiness. This research is based on the work readiness theoretical framework by Caballero et al. (2011) and Peersia et al. (2024). These theories explain that work readiness consists of multiple dimensions, such as personal characteristics, organizational acumen, work competency, and social intelligence. This research is located in Malang, East Java. The location was selected by the aim of the study, which is to explore the work readiness of extended open-face sandwich generation college students in Malang.

Participants

There are four individuals participated in this research, selected through purposive sampling technique to ensure that the participants are familiar individuals to the phenomenon studied (Palinkas et al. 2015). The participants are recruited by distributing consent forms to become an interviewee. Next, the willing participants will be contacted to arrange the interview schedules. The participants' qualifications for this study are; (1) an active college student in Malang; (2) currently entering or approaching the end of college years; (3) currently working or having worked during college; and 4) involved in supporting and/or directly caretaking their family, including other family members such as siblings or other relatives.

Data Collections

The data was compiled through semi-structured interviews to get detailed qualitative data about the experiences of the extended open-face sandwich generation college students. Data was collected in two sessions of interviews for each participant. The entire first session is done online through Google Meet. The second session are conducted in the locations agreed upon by both parties. The interview guide is contained in the appendix.

Data Analysis

Data obtained was then analyzed with the thematic analysis technique. Thematic analysis is a qualitative analysis technique that is used to identify, analyze, and reveal patterns in the obtained data (Braun & Clarke, 2006). Data analysis is done in several steps, beginning with rereading and learning the data again to familiarize the researcher with the data and giving codes to the data, putting the codes into prominent themes to be re-examined later. The next steps are defining the themes and concluding with the writing of the research report. Validity checking is aimed at ensuring that the research results are valid and reliable. The validity checking in this research is done by member checking, negative case analysis, and theory triangulation techniques. Member checking and negative case analysis are used to check the data's credibility (Sugiyono, 2013; Tobin & Begley, 2004; Johnson et al., 2020).

In this research, the member checking is done by showing the verbatim transcripts and the interpretation results to the participants and then asking for feedback and approval from the participants of the research results. The member checking method is chosen to avoid any misinterpretations of the research results (McKim, 2023). Negative case analysis is used to bring up prominent, unique findings that are out of the researcher's expectations, hypothesis, or working theories (Given, 2008). It is used to strengthen the findings and put the 'outliers' to work as it is a part of the data, not just merely irrelevant or disturbance to the findings, given that the said 'outliers' could provide new findings and fortify the validity of the research. While the theory triangulation is selected to ensure that the researcher is still based on the research results and not forcing the ideal conditions from the theory to actual conditions in a real-life setting (Vivek et al. 2023).

3. RESULTS

This participants for this study are four college students from several campuses in Malang with extended open-face sandwich generation background. The characteristics of the participants are displayed in Table 1.

Based on the thematic analysis results, there are six main themes with 27 subthemes. The themes and the subthemes are contained in the Table 2.

Table 1 Participants' Characteristics

Name	Sex/Age	Participant's background as an extended open-face sandwich generation college student	The continuance as an extended open-face sandwich generation college student	Status and length of stay in Malang
Z	Female/22 years old	Family's economic downturn because of the pandemic	Being projected	Migrating for college (4 years)
D	Female/22 years old	The absence of the family's provider after the passing of her dad	Being projected but already carrying out the role for <3 months	Migrating for college (4 years)
A	Male/23 years old	The absence of the family's provider after the passing of his dad	5 years	Has settled in Malang for 12 years
H	Female/21 years old	The lack of provider role in the family	<1 year	Migrating for college (<3 years)

Table 2 The themes and the subthemes of the research result

Themes	Subthemes
The experience of being an extended open-face sandwich generation college student	Family's economic downturn Work to help supporting the family Additional role in the family Family's demands Family support Personal views and feelings
Cultural impacts of Malang's environment	(Did not contain subthemes)
Personal characteristics	Adaptability Clear career plan Able to receive criticism Tolerance for diversity Developmental insight Self-efficacy
Organizational acumen	Strong work motivation Professionalism Understanding the bureaucracy Self-developmental activity experiences Behave maturely
Work competencies	Recognizing one's own competencies Task management Aware of the surroundings and able to analyze the problem Decision-making Substantial task management Creative and innovative
Social intelligence	Conflict-solving Teamwork Interaction building Social confidence

The experience of being an extended open-face sandwich generation college student

Based on the interview results, four of the participants elaborate on their background and experiences as extended open-face sandwich generation college students. All of the participants explained that they became an extended open-face sandwich generation after experiencing financial downturn in their family.

"It all started when my dad passed away" (Participant A)

Because of their family condition, two of the participants, A and H, started to actively carry out the role as a backbone to their family. Participant A himself not only is he fulfilling his family's needs, but also doing the household chores in his family.

"Since my dad's passing, we lost a backbone in our family, who make money for us and fulfilling our needs at home. When he is gone, there is no one in our family to carry out those tasks. Love it or not, me as the firstborn stepped up to continue to carry out the task. Now, all of the family needs are met by me" (Participant A)

Z and D themselves are not currently active as a family's backbone, but they are projected to be one in the future and start giving partial funds to their family by helping to fulfill basic family needs.

"In the future, I will be the backbone for my family as well as nurturing and fulfilling my children needs. For now, I have not carried out that role, but eventually I will." (Participant D)

All of the participants also elaborated that they are working to fulfill their personal needs and college tuition at the same time due to the feelings of not wanting to be a burden to their family. This condition pushes the participants to work while being in college to help their family's economic condition.

"However, if I have to depend on my parents with this condition, I feel like I am being a burden to them" (Participant Z)

While carrying out the new role and responsibilities, participants have shared that they are receiving more demands from their family. The demands vary from working as soon as the college end, work only in their hometown, pursue next college degree, and as simple as work a halal and comfortable job.

"There are several remarks from my mom about my plan to work after college... She said that maybe I can do some freelance work or such. That is basically the only demand from my family, but unfortunately, they expressed it through sarcastic remarks." (Participant Z)

Despite the demands, the participants elaborated that they are also receiving support from their family. D and H shared that the support they usually receive from their family is

emotional support, such as encouragement, motivation, and positive affirmation. While A expressed that his family give him material support, such as personal facilities to support his daily activities. Meanwhile, Z stated that she received both emotional and material support from her family.

“My family always support my activities as long as it is positive. On top of that, sometimes I could get pocket money from it. So, my family usually give me positive affirmation, alhamdulillah our communication also goes smoothly. So, every time I did a new activity, they will be the first I look up to and they always give me positive reaction and appreciate everything I did.” (Participant D)

All of the participants agree that they feel burdened and tired with their family conditions. Z, D, and A felt that their family condition limits them from participating in developmental activities and pursuing their career progression plans. H herself also feels limited to enroll in various developmental activities, but she does not make an issue out of it since she finds that her role and responsibilities have helped her to develop herself.

“For example, if I got a job offering but the workplace is far from home, I would reject it, I cannot leave (my responsibilities) at home.” (Participant A)

However, Z and D try to accept the fate and be sincere (*ikhlas*) in carrying out their role. A and H also expressed that the roles and responsibilities are meant to be carried out by them, and all of these are still within their capacity to carry out. Along with the negative outcome from this condition, participants such as A and H have shown that there are several positive impacts from this situation. A feel that his family condition makes him more mature than his peers and gives him more time to spend with his family. On the other hand, H explains that she views her new role as a sign that she is a strong and independent child.

“If being said that I am not affected by this, no, I am actually affected. I know that not everyone can bear it. Not everyone experiences this thing and understand out condition. If being said that I am tired, yes I am. But I believe that it all still within my capacity (to carry out)... however, I hope that we do not take advantage of this situation and turned against our parents, being rude towards them just because we are not as fortunate as the others” (Participant H)

Cultural impacts of Malang’s environment

Based on the interview results, three of four participants have shared that Malang’s culture and customs are impacting their work readiness. The culture of Malang’s environment is revealed to help the participants in building or developing several characteristics that contribute to their work readiness, such as self-control, growth mindset, flexibility, emotional regulation, personal branding, and mature behavior. On the other hand, only A who did not show any significant impacts of Malang’s culture in the building of his work readiness.

“So far, I can adapt pretty well with Malang’s culture. I feel like I am being more flexible here. So, I think that the culture gives positive impacts to me. I get more experiences and I can learn more about the culture difference of this city.” (Participant D)

Personal characteristics

Personal characteristics is one of the themes that emerges from the interview results. Starting from the adaptability, all of the participants have shared their adaptability in adapting to a new environment. The participants have shared their experiences in dealing with the culture shock.

“I feel like every need and facility here are available for 24 hours. I also find that we could come out at night freely here without being judged as a ‘bad girl’. Moreover, I think that it is more individualistic here than in my hometown. I responded to the shocks by just accept the fact that that’s the culture here, so I just follow everything that is applicable here.” (Participant D).

A and H also shared their experiences in adapting to their new role as a backbone to their family. The participants stated that they tried to shift their mindset, communicating more with their family, and regulate their emotions.

“I feel like it is getting worse if I stayed (thinking) like this. So, I start to take the initiative. Eventually, I realize that ‘Oh! I need to do all of this for our future’, so like it or not, I have to always be better.” (Participant A)

The next subtheme is having a clear career plan. Three of the participants have shared their career plan.

“About my career plan, I want to work in human resource field, especially in the recruitment function.” (Participant Z)

However, from all of the participants, only H does not have a clear career plan. She explained that she is willing to work in any field that she could, but specifically, she wants to work in the industry or hospitality sectors, but she still has not decided which job she aims for in the future.

“I don’t have any clear picture of it. It is more likely that I will work in any field that I could, so I feel flexible (for the career plan)... there is a likelihood that I want and able to work in the industry or hospitality sectors (later in the future)” (Participant H)

The ability to receive criticism also emerged in this theme. The participants have shown that they are able to receive criticism, even though sometimes they felt hurt or shocked. Furthermore, every participant has their own way to accept criticisms, such as managing the criticisms based on the content and the interlocutors.

"I actually always receive all the criticisms I got. But I filter it first. If I find that it is a constructive criticism, I will respond to it, I even will ask for advice. However, if the criticism was given to me just to belittle me, I would not accept it." (Participant A)

Three of four participants also show their ability to accept and tolerate the diversity in the workplace. They have experienced working with diverse people and did not have any specific preference about their colleagues.

"Speaking of that, no, I don't have any specific preferences (of colleagues). Eventually, when we met someone with different culture or religion, we can just always adapt to it." (Participant D)

Contrary to the majority of the participants, Participant H stated that she has a preference to not working with colleagues from a certain ethnicity due to her past unacceptable experiences with people from said ethnicity.

"I have multiple unpleasant experiences with people from X. I don't want to meet them again. It is more like I don't want to have too much interactions with them." (Participant H)

The next subtheme that emerged in this theme is having developmental insight. In this research, developmental insight is defined as one's ability to recognize their weakness and their will to change for the better, as well as their ability to identify their possible long-term obstacles in the future. Four of the participants have identified their weakness, and they shared that they are currently working on it.

"The bad habit I want to change is my time management, sometimes I do everything last minute, being a deadliner. I realized that being a deadliner only burdening me in the end, so I try to do my tasks earlier or do it in stages days before." (Participant D)

This developmental insight is also shown as the participants' ability to make their personal future plans and anticipate possible obstacles in realizing their plans.

"In the future, I plan to have my own business. Once the business stands firmly, all the needs are met, I can finally start to reap the reward from my hard work. I want to go on vacations, living my lost life, but not doing it too much, just enough as needed, the most important thing is fulfilling all the needs. That's it. However, I find that the biggest obstacle may come from myself, my laziness and inconsistency." (Participant A)

Self-efficacy is the last subtheme from this theme. Self-efficacy is shown by the participants from their ability to recognize and be confident in their aspects that differ from the others. They have identified what their elected qualities are and believe that the said qualities not only differentiate them from their peers but also help them to go through their daily activities and responsibilities.

"From me, I see myself as a person with well-structured plan for my future. I also have good personality and spirit." (Participant Z)

Organizational acumen

The next theme from this research result is organizational acumen. The first subtheme is strong work motivation. The participants have shared their own motivation to work. All the participants stated that their parents are their biggest work motivation.

"My biggest motivation now is my mom. I have to finish my study on time and work afterwards because I want to make her happy." (Participant D)

The participants also showed their professionalism in the workplace through their experiences and agreed upon the importance of professionalism in the workplace.

"I show professionalism at my workplace through always smiling, that's the basic. We should not have to pour own emotions to work, whether if we are sad or mad, we must always give our smile. I find it very important because it will affect our surroundings. So, for me, professionalism is not just applied to myself, but also to my colleagues. The more we met and exchange negative emotions, it will affect our surroundings too." (Participant H)

The participants also explained their understanding of the bureaucracy and its importance in the workplace. The participants are also experienced in various self-developmental activities, such as internships, training, national programs, and organizational activities.

"...if the bureaucracy run smoothly, the organization will able to run the program smoothly too." (Participant D)

"I have internship experience in a correctional institution in Malang. All this time, for approximately four years, I enrolled in art community specializing in traditional dance and karawitan." (Participant D)

There is one negative case, or subtheme, which is behaving maturely, that is only shown by A. A showcased several behaviors throughout his journey as an extended open-face sandwich generation for approximately 5 years. The behaviors shown by him are responsible feelings, self-awareness, emotional maturity, self-sacrifice, and future planning.

"Generally, in the age of 23, it is such a rare case from that (being a sandwich generation). Like the life is full of learning, playing around, exploring, and hanging out with friends. Sometimes, I also want to experience those things, but I have my own plan. It is better for me to lose my youth than lose my future. And that's what keeps me going." (Participant A)

Work competencies

The first subtheme from this theme is recognizing one's own competencies. This subtheme is different from the self-efficacy subtheme mentioned beforehand. This subtheme emphasizes more participants' specific technical knowledge and abilities.

"I have a set of skills like problem solving, communication, adaptability, teamwork, and Microsoft Office. I also able to understand different characteristics of people. The other competencies are relevant to my major such as marketing, digital media, it will help me later in the workforce."
(Participant H)

Next, three of the participants have shown their task management ability. This task management ability is depicted as participants' ability to keep all of their roles, activities, and responsibilities in balance. The only participant that did not show any task management ability is Z, who said that she did not perform any task management of her daily activities because she is currently not working and only working on her undergraduate thesis when the interviews are conducted.

"I woke up at five (in the morning), pray, shower, and have my breakfast. From that time until nine, I do all the house chores and take my sister to school if I don't have morning class. If I have morning class, I will leave the house chores first and resume it after class. After all of that, I will go to warung to help my mom. I am in the warung for five hours. After that, I will go to the parking lot. I will go home at 2-3 in the morning and finally rest. That's my full daily cycle. For my study time, I study when there is a spare time. I try to always studying even it is just a little."
(Participant A)

The awareness of one's surroundings and the ability to analyze the problem that occurred is the next subtheme from the research result. In this result, the awareness of one's surroundings refers to how well the participants react and respond to the problem happening in their surroundings. While the ability to analyze the problem refers to participants' cognitive ability when facing a problem. The exhibited problem from the interviews is a family problem. Participants have shared that they are aware that a problem is happening in their family, yet they analyze the problem first before deciding what the next step they need to take regarding the occurred problem is. Another exhibit is a problem that occurred around them, but it is getting out of their capacity to help.

"If a problem broke out, the main solution and also a custom in my family is to communicate it. We try to avoid any miscommunication or suppress everything on our own to avoid the problem to become worse, it will cause vengeance, my family strongly try to minimize all of that." (Participant D)

"At first, I will try to explain that I am not expertized in this case but I will try to help just in case it will work out in the end. I give disclaimer first but I will try to help." (Participant Z)

The next subtheme is decision-making ability. Participants have shown their ability to make decisions swiftly and prudently, especially in an emergency situation. All of the participants agreed that even if they have to make a decision in a rush, they still prioritize safety above all.

“I will think about it first and determine what are the strength and weakness, then choose the option with lesser risks or negative outcomes.” (Participant H)

Substantial task management ability in the next subtheme is depicted by the participants' ability to manage big projects or tasks, which also portrayed their leadership, creativity, resilience, and communication.

“The substantial task I have done is enrolling in an international conference for my urban psychology course. Alhamdulillah I also got the reward.” (Participant Z)

The last subtheme of this theme is creativity and innovation. Z and D are two of the participants that have shown that they have experience in bringing out new and unique ideas to a forum.

“I have brought some unique alternative, for example during the art production process. I usually propose new themes and concepts.” (Participant D)

Moreover, all of the participants have the ability to spark new ideas through brainstorming. The participants are usually brainstorming through discussing with their peers and referencing various sources such as their own or their surroundings' past experiences, the internet, program evaluations, and Artificial Intelligence (AI).

“I look for references from any source possible. It can come from others or social media. We can also brainstorm from last year evaluation and feedback, we try to learn from it to find any new ideas. We also brainstorm using AI, given that in this year of 2025 the technologies are advanced.” (Participant H)

Social intelligence

The last theme from this research result is social intelligence. This theme contains the participants' interpersonal skills, teamwork, and communication skills. Starting from the first subtheme, conflict-solving ability. Three of four participants have shared that they have encountered several conflicts with their colleagues. However, they are able to solve the conflicts by doing a self-introspection, compromising to solve the problem, and more importantly, communicating. On the other hand, Z shared that she has not been in any conflicts with her colleagues.

“All we need to do is to introspect, what are the wrongs and communicate about it. The problem can not be solved by offending our personal life or demanding us to do this or that.” (Participant A)

The participants also showcased their teamwork ability by actively taking roles in their teams. They have also shown that they are able to work in both individual and team settings. In a team, D, A, and H usually take the role as a team leader. On the other hand, Z usually takes the role as a team motivator to help raise the morale of her teams in achieving their goals.

“For that matter, I feel like there is a feeling to step up and take the role. Like it or not, there should be a leader in a group to direct the team.” (Participant H)

The next subtheme is interaction-building. All of the participants are able to start a new interaction with others, showcasing their interpersonal skills.

“Usually, I would ask about their daily activities, their interests, and hobby. I also find that it will be easier to build an interaction with someone who share something in common with me, for example the dialect.” (Participant Z)

The last subtheme is confidence in social interaction. The confidence in this subtheme is defined as one’s ability to recognize self-qualities that make them liked by their surroundings and their ability to recognize the barrier in their social interaction.

“I think I can adapt easily to different group of people. So, when I met someone new, it is easy for me to get acquainted. I am also treating everyone from any background equally. I basically befriend with everybody.” (Participant D)

The participants also shared the barriers in communicating with others. This characteristic shows that the participants are able to anticipate possible trouble in their usual communication with others.

“Sometimes I feel like I need extra effort to make others understand about everything I said. Sometimes when I communicate in a group discussion, I feel like my words are convoluted so it is hard for the interlocutor to understand what I am saying. In the end, my friends usually help me to ‘translate’ my true meaning.” (Participant H)

4. DISCUSSION

This research aims to obtain a deeper comprehension of work readiness dynamics of extended open-face sandwich generation college student in Malang. Based on the six themes from the research results, there are unique yet harmonious dynamics from four of the participants in this research. Even though most of them characteristics of work readiness are met by the participants in this study, there are several gaps of characteristics within the participants.

This also applies on the differences in each participant experience as an extended open-face sandwich generation college students in Malang. The differences can be seen through the

contrast of the status and continuance of their role in the family. Participant A, the participant who fit the most to the criteria, has carried out the backbone role for more than 5 years. Based on the interview results, not only he met all of the characteristics, but also shows a unique characteristic that is not shown by other participants, namely the behave maturely characteristic. This characteristic is displayed through his responsible feelings to his family, self-awareness, and emotional maturity. Participant H, who is new to this role have some characteristics that are not meant. Even though this was caused by not only her continuance in this role, but also her personal experience. Meanwhile, Z who were projected met almost all the characteristics. The characteristic that she has not met is time management since when the interviews are conducted, she was not actively working to support herself and her family. D, who were initially projected but start to carry out the role for few months also met all of the characteristics. She also expressed that she is preparing to carry out the role as best as she can to cut the devil cycle of sandwich generation in her family.

Based on the research results, it is revealed that the participants came from the same extended open-face sandwich generation background, which rooted from the downturn in their family economical condition. This finding is in line with Cravey and Mitra (2011), which stated that this condition is caused by the shift of role from child to provider as a result of the absence of the family's provider in fulfilling the family's needs. The instability in a family's economic condition is one of the culprits of the sandwich generation (Noviani et al., 2025). The decline in the family's financial condition makes the participants start to work while being in college. Working to meet the family's needs as well as to fulfill one's personal needs can be described as a financial pressure on the participants. This statement is supported by the research results from Pratama & Kalbarini (2023), which stated that a family's economic conditions are described as a pressure to fulfill the family's financial needs and a feeling of not wanting to be a burden to the family considering the amount of funds needed to go to college, which is incomparable to the current family's economic conditions.

The absence or lack of the provider role in the family, which was experienced by A and H, caused them to carry out the additional role as a backbone of their family. HS & Karyono (2024) also stated that in a sandwich generation, a child is usually faced with additional roles as a backbone of the family to seek resources in fulfilling the family's needs. The other participants, Z and D, are not currently active to carry out additional roles, they are projected to be a backbone and caregiver for their family in the future. Even though they are not currently active as a backbone, but they have started giving partial financial help to fulfill their family needs, starting from household basic needs.

Being projected to be a backbone and caregiver to the family could give the individuals a clear picture about their expectancy of the challenges and the condition they faced so that they could make a plan and strategy to cut off the sandwich generation chain and live old age health abundantly (Pashazade et al. 2023). Even though two of the participants are basically not active yet to carry out their additional role as neither a backbone nor a caregiver, they are

still classified as extended open-face sandwich generation college students. Being a part of the sandwich generation journey is usually started at a young age, and they have not started their family yet, and the dynamic continues and evolves as the family's dependents get older and weaker (Nasith, 2023; Brozina, 2024).

Because of their family condition, the participants explained that they feel pressured, confused, stressed, and hopeless. These findings align with Wu et al. (2023), which stated that additional roles that come with a set of new responsibilities potentially caused new problems for the individuals, such as high-stress levels that eventually lead to impacting their welfare. The number of activities, responsibilities, and demands someone receives could cause high stress levels, anxiety, sadness, pressure, and other mental problems that lead to physical health problems and the decline in life quality (Amalianita & Putri, 2023; Rita et al., 2024; Dewi et al., 2024).

However, participants like A and H have shown that this condition helps them to be more resilient. This resilience is developed from the number of obstacles and responsibilities that have been carried out the whole time (Chung et al. 2017). Despite the financial burden they are experiencing as extended open-face sandwich generation college students, the participants tend to not be a burden to their family and make their family happy. Rachmawati et al. (2024) also describe that the increasing financial burden as experienced by the participants is a result of the intergenerational financial support that occurs from the emotional bonding with the aging parents.

Participants also noticed the lack of opportunity to participate in several self-developmental activities due to the number of activities and responsibilities they carry out daily that limit them from participating in such activities. The increase in an individual's role and responsibilities surely takes their time and opportunity to participate in self-developmental activities and practical activities that are relevant to their major and eventually would lead to the unreadiness to work due to the lack of experiences and proper competencies (Wong & Hoskins, 2022).

Three of four participants are also experiencing changes due to the cultural impact of Malang's environment on them. Participants are developing new characteristics within themselves and changing their habits. These three participants are migrants who move to Malang for college, while the other participant, who did not show any significant changes, is Malang's local resident. This is proved by the research results by Chan (2014), which stated that migrants are usually experiencing more significant changes in themselves due to cultural immersion, a condition where someone is mentally involved deeply in a culture, they are in.

Following the participants' conditions, which are that they already have work experiences, this research result shows a unique dynamic, noting their work readiness that has been built. In this research result, participants show some characteristics, such as adaptability, career planning, the ability to accept and manage criticism, tolerance, and developmental insight. Four of the participants explain that all of their characteristics are obtained and

developed from life experiences and various activities, for example, going to college, working, doing internships, participating in organizations, and other self-development activities.

The first characteristic is adaptability. Participants have presented their adaptability in a new environment and coping with the culture shock. This adaptability is necessary to ensure that an individual already has the capacity to pass the task and environment transition in order to cope with the challenges and demands of the workplace (Diva & Satwika, 2023). The next characteristic that emerged is career planning ability. Three of four participants have built their career planning, considering their interests, educational background, knowledge, and competencies. Career planning has a significant impact on the building of one's work readiness.

Individuals who have a career plan will be more prepared in facing the workforce due to having recognized their potential and knowledge that could be utilized in the workforce later (Olivia & Hakim, 2024). The next characteristic is the ability to accept and manage criticism, which is shown by all of the participants. They are not only accepting and managing the criticisms, but they are also utilizing them for their self-development. The ability to accept criticism and feedback is crucial in determining one's communication skills, which is a crucial element in work readiness (Siburian et al. 2022). Moreover, the ability to accept feedback from others and then utilize it in their self-development also showed their maturity, which also contributes to building one's work readiness (Sultoni et al. 2023).

Three of the participants also showed the ability to accept and tolerate the diversity in the workplace. They explained that they did not have any colleague preferences and they are able to work with anybody from different ethnicities, religions, cultures, or genders. Correspondingly, the ability to tolerate and accept diversity in the workplace is also a staple in work readiness. The workplace consists of diverse people across skin color, gender, marital status, age, culture, ethnicity, sexual orientation, and religion (Meena & Vanka, 2017). Diversity tolerance is also an indicator of one's interpersonal skills (Siburian et al. 2022).

Participants have also shown that they are able to recognize and believe in their own competencies, which can be described as self-efficacy. Self-efficacy is the individuals' ability and belief in determining their own abilities and competencies in solving a task, achieving a goal, or solving a problem (Bandura, 1977; Baron & Byrne, 1987). Self-efficacy delivers significant impacts to work readiness, as shown by research results from Tentama et al. (2019), which says that an individual with high self-efficacy tends to be more confident with their abilities, able to independently make decisions, have a positive view of themselves, and be courageous enough to deliver their opinions.

The next characteristic is developmental insight. This characteristic also encompasses the previous characteristic, the individual's ability to accept and manage criticism. Based on the research results, four of the participants had shown their developmental insight through their ability to identify their weakness and the will to work on it. In this subtheme, it is also shown that the participants are able to make future plans and identify possible challenges

to prepare themselves to face and cope with the possible limitations in their future plans. This ability is in line with research results from Bratchenko and Mironova (Timasheva, 2018), which stated that the basis of the self-development concept is when there is a condition that needs to be changed by an individual, and then they realize their self-development process, which eventually shifts their self-maturation direction.

The next theme from the research result is organizational acumen, with the characteristics listed such as strong work motivation, professionalism, understanding the bureaucracy, organizational experiences, and mature behavior. Starting from the work motivation, Z, D, and H explain that their biggest motivation to work is their wish to make their parents happy. Meanwhile, A's biggest work motivation is to have a better life quality. Motivation itself is necessary to ensure that an individual has a strong will to achieve better work accomplishments and to learn and obtain knowledge and practices that will help them to prepare themselves before hopping in the workforce (Fauzan et al., 2023; Ayeni et al., 2021). The participants also have shared their experiences in various organizational activities. However, only Z, D, and H have internship experiences. The participants explain that their organizational experiences give them a lot of both soft and hard skills, expand their connections, and develop their interpersonal skills. Not only motivation, organizational experiences also take a role in optimizing one's quality as a work candidate, giving them opportunities in teamwork, promoting responsibility, and boosting their confidence to prepare them in facing the challenges of the workforce (Auliya & Umam, 2023).

Participants also showed professionalism and an understanding of the bureaucracy, which were developed from their work and internship experiences. All of the participants agreed that both of these characteristics are essential in the workplace. Participants' professionalism shows that the participants have acquired the essential characteristic in their own work readiness. Professionalism is essential in the building of one's work readiness due to the need to implement a set of abilities, such as the ability to maintain a professional attitude, communication skills, and self-awareness (Walker et al. 2013). Furthermore, the understanding of the bureaucracy is also important to be acquired before someone joins the workforce. Company knowledge and the awareness of work protocol ensure that an individual is prepared enough before joining the work environment (Sagita et al. 2020).

Based on the research results, there is a characteristic that is only shown by A, which is the ability to behave maturely. This mature behavior is presented by his ability to be aware of his surroundings, be aware of himself, not avoid his problems, and be responsible for his roles. These findings are in line with Neesya & Hadi (2025), which stated that someone who behaves maturely will exhibit several attributes, such as thinking carefully before acting, behaving appropriately to the situation, having decent self-control, and having self-awareness. Moreover, one's level of maturity also acts as a work readiness factor, presented by the attitudes that develop at a certain level of maturity after going through several stages of development caused by behavioral changes in line with growth and development (Wiharja et al. 2020).

Not only do they acquire personal characteristics and organizational acumen, but the participants also acquire a set of work competencies. Participants in this research have shown several characteristics, such as the ability to recognize their expertise, task management, awareness of their surroundings, the ability to analyze problems, decision-making, substantial task management, and creativity. All of the participants have their own unique knowledge and competencies related to their educational background and interests. Knowledge and competency are relevant to career planning, which has a strong relationship with work readiness by ensuring that an individual has an understanding of work requirements and workforce trends and is able to show their best work performance (Peiró et al. 2020).

Task management ability in this research result presents participants' abilities in managing their time and setting their priorities across the activities and responsibilities they have. Task management ability is necessary for sandwich generation individuals, given that they have to balance their responsibilities and roles to ensure that they are able to run their daily routines effectively (Ismanto & Hurriyati, 2025). Participants have their own ways to manage their daily tasks, showcasing that they have the ability to perform time and task management in their daily life, which will assure the participants that they are able to manage a lot of tasks and duties efficiently. This statement is based on the research results by Aprilita & Pritasari (2024), which find that good time management skills will ensure that an individual is ready to face the workforce, able to work effectively and efficiently, and have a good work performance, thus possibly lowering the work stress, ensuring the work-life balance, and increasing work satisfaction.

Substantial task management ability is also able to build one's work readiness. Participants have shared their ability to manage big tasks, which encompasses their communication, management, and creativity. Substantial tasks usually can be found in active learning activities, such as projects or simulative learning (Shore & Dinning, 2023). These approaches are proven to build one's entrepreneurship ability and work readiness (Rae, 2010). The next ability that could support one's work readiness is problem solving. Participants have explained that they are able to analyze the problem around them and they are aware of the problem that occurred in their surroundings.

Research results by Aprilita & Pritasari (2024) stated that problem-solving ability has a strong correlation to work readiness. Problem-solving ability brings a set of crucial abilities, such as problem identification ability, analyzing possible solutions, and implementing effective strategy, all of which are essential in the workforce. Creativity, specifically creative thinking ability, is defined as the ability to generate new ideas or solutions, to see every possible solution to a crucial problem, and the ability to improve the old way to be implemented to solve future problems (Redhana, 2014; Munandar in Nisa et al., 2021). All of the participants present their creativity through their ability to generate new ideas or brainstorm; two participants, Z and D, have shared new ideas with their groups

Furthermore, research results by Nisa et al. (2021) show that there is a significant correlation between creativity and work readiness. It means that the higher the creativity is,

the higher one's work readiness is. In general, creativity, problem solving, self-efficacy, and time management have a positive and significant impact on building one's work readiness (Aprilita & Pritasari, 2024; Nisa et al., 2021).

All of the participants also show characteristics about their social intelligence. In this research, social intelligence is presented by participants' communication skills in solving problems with their surroundings, teamwork, the ability to build interaction with others, and social confidence. Social intelligence has a strong correlation in the workplace. As leaders, individuals with high social intelligence will be able to realize the company's goals, while employees with high social intelligence will be able to behave proactively in supporting the company to achieve their goals (Nouri et al., 2015; Muafi et al., 2019).

Communication skills are one of the abilities that support one's work readiness. Someone with good communication skills will be more ready to work since they are more prepared to interact clearly and efficiently with colleagues, clients, and leaders and be more able to work in a team (Aprilita & Pritasari, 2024). Communication skills that emerge in this research are the ability to build interaction with others and the ability to resolve conflicts. One of the negative circumstances that may occur is conflict, which may occur due to one's inability to achieve common goals and trying to control each other (Ahmad & Chowdhury, 2022). Three of the participants have explained their ability to resolve conflicts with their colleagues. Meanwhile, Participant Z stated that she has not been in any conflicts with her colleagues. Even though a conflict is typically seen as something negative, if a conflict is solved properly, there will be positive impacts, such as quality improvement of a decision and improving the company's performance (Ahmad & Chowdhury, 2022; Knippen & Green, 1999).

Social intelligence revolves around one's interpersonal abilities. A few of the examples of social intelligence in the workplace are the will to learn how to interact with others, find ways to face various conditions, and involve everybody across the generations to be mutually active in order to achieve the successes (Saban, 2023). Decent interpersonal skills can support the building of one's adaptability, conflict resolution, and readiness to face challenges of the workforce (Indrawati et al. 2023). Social intelligence and self-confidence cannot be separated from the ability to build a proper relationship with others and self-expression (Özdemir & Adıgüzel, 2021). Self-confidence in social interactions is also contributing to one's work readiness. This self-confidence is shown by the participants through their ability to recognize the aspects of themselves that make them likable in a social interaction and their ability to identify their struggles they usually face in a social interaction. As a professional employee, an individual should have the knowledge and the ability to maximize every opportunity to communicate with every position in the workplace, as well as understand the ways to form a communication mechanism and method to achieve the company goals (Sumaiya et al. 2022).

The next characteristic that is shown from the interview results is teamwork. Teamwork has a significant correlation with work readiness. This statement is derived from research results by Aprilita & Pritasari (2024), which stated that the teamwork ability proved one's

ability to collaborate proficiently and have the ability to solve problems in the workplace. Based on the research results, the participants are actively engaging in the teamwork by taking on a role in the team, with most of the participants taking on the role of a team leader. Teamwork and collaboration abilities are determined to be important skills in the workforce, given that a company's success depends on the employees' teamwork ability (Hoque et al. 2023).

Overall, this research results provides descriptions of the characteristics of the participants regarding their work readiness as extended open-face sandwich generation college students. There are new findings compared to the work readiness framework used as a base in this research, the research results from Caballero et al. (2011) and Peersia et al. (2024). However, there are several new findings from this research that differ from the previous research. This research gives the dynamics of the real-life experiences of the participants, starting from the participants' background and struggles as extended open-face sandwich generation college students in building their work readiness; how the culture of Malang affecting their work readiness building; and their current work readiness showcased by the characteristics shown in the research results. All of the characteristics are obtained and developed by the participants from their struggles as an extended open-face sandwich generation and their own experiences while working during college, which were novel from the previous results due to the dynamic's uniqueness.

The uniqueness is shown through the emergence of new characteristics that are not being explored in the research framework by Caballero et al. (2011) and Peersia et al. (2024), such as the ability to tolerate diversity in the workplace and the cultural impact of one's surroundings. This study considers the possible cultural aspects of the one's environment that could act as a determining factor in building the work readiness. The researchers find that cultural context should not have to be overlooked in the work readiness research, considering that the location chosen take part in shaping the characteristics that build one's work readiness. This study also covers more layers of sandwich generation by exploring the topic on an evolving range of being projected to eventually carrying out the roles. This aspect is also being found important as sandwich generation is not only a rigid 'position' but rather a dynamic. These aspects provide broader comprehension of both work readiness and sandwich generation topic, enriching theory development and contextual relevance, as well as enhancing the research validity.

However, there are several limitations from this research. First, the cultural impact from the location needs to be elaborated more in the research and its impact on the research focus or variables. Second, even though qualitative studies are not meant to be generalized, given that this research is focused on a certain population in a specific location, the findings may not be generalized to other similar groups of people from the other location. Third, the case study approach in this research does not allow for exploring the participants' experiences even broader. Fourth, even though people who are projected to be a sandwich generation is part

of the sandwich generation itself, recruiting projected individuals gives both advantage and disadvantage to the research. It can add more depth to the data and broaden the understanding of dynamics of the evolving layers of sandwich generation. However, it cannot provide more description since the phenomenon experienced by the subject are not perfectly aligned with participants who are already carry out the roles.

For future research, it is suggested to elaborate deeper on the cultural impacts of a location. Even though case study research usually has a smaller number of participants, it is suggested for future research to add the number of participants to get more insights from more different perspectives or subtract the number of participants to focus on the case of the participant. The future research might need to consider the use of different research approaches based on the research aims. The future research also suggested to make more rigid or more flexible criteria of the participants within the layers and type of sandwich generation. This research has several important implications for encouraging decent work readiness building for the extended open-face sandwich college students. This research gives a clear picture of the dynamics and struggle experienced by the extended open-face sandwich generation college students. Thus, it is crucial for the family to keep supporting the children who take the role as a provider in their family to ensure that they are still able to develop decent work readiness before hopping in the actual workforce later. It is also important for the organizations or program organizers to hold decent and qualified programs that are affordable for people across economic conditions. The effort should also be done by the provider in the family to be responsible with their role and responsibilities, to avoid any emergence of the sandwich generation in the family.

5. CONCLUSION

Based on the research results, it can be concluded that there are unique dynamics in the work readiness building of the extended open-face sandwich generation college students. The dynamics started from their background as extended open-face sandwich generation individuals that rooted back to their family's economic downturn, forcing them to work while being in college to fulfill the family needs while fulfilling their own needs and preparing their own future and to cope with the demands from their own family. Followed by the cultural impact of Malang, the participants have shown a set of work readiness characteristics, even though several participants still need to develop some characteristics. In general, it can be concluded that the theme from this research results is in line with the work readiness concept used in this research, with several other additional characteristics that emerge from this specific condition and culture.

ACKNOWLEDGEMENTS

This research is supported by Lembaga Penelitian dan Pengabdian kepada Masyarakat Universitas Negeri Malang (LPPM UM).

REFERENCES

- Abidin, R. M. (2021). *Pengaruh adversity quotient terhadap kesiapan kerja mahasiswa tingkat akhir Fakultas Psikologi UIN Maulana Malik Ibrahim Malang* [Undergraduate thesis, Universitas Islam Negeri Maulana Malik Ibrahim]. ETREES UIN Malang.
- Abramson, T. A. (2015). Older adults: The “panini sandwich” generation. *Clinical Gerontologist*, 38(4), 251–267. <https://doi.org/10.1080/07317115.2015.1032466>
- Ahmad, A., & Chowdhury, D. (2022). A review of effective communication and its impact on interpersonal relationships, conflict resolution, and decision-making. *Review of Applied Socio-Economic Research*, 24(2), 18–23. <https://doi.org/10.54609/reaser.v24i2.281>
- Amalianita, B., & Putri, Y. E. (2023). Permasalahan psikologis pada sandwich generation serta implikasi dalam layanan bimbingan dan konseling. *Jurnal Penelitian Guru Indonesia (JPGI)*, 8(2), 163–171. <http://dx.doi.org/10.29210/023368jpgi0005>
- Anggriana, T. M., Wardani, S. Y., & Pratama, B. D. (2022). Career readiness and career adaptability as a moderator between implementation of merdeka belajar-kampus merdeka program and career engagement. *Jurnal Konseling dan Pendidikan*, 10(4), 676–686. <https://doi.org/10.29210/172900>
- Anisa, L., Ingarianti, T. M., & Elfina, M. (2025). Adaptation of the new multidimensional career insecurity scale (MU-CI-S) into the Indonesian language version. *Research and Development in Education (RaDEn)*, 5(1), 492–504. <https://doi.org/10.22219/raden.v5i1.40475>
- Aprilita, K. P., & Pritasari, A. (2024). The influence of soft skills development on perceived work readiness: Case of recent public university graduates. *Jurnal Ekonomi, Manajemen, Bisnis, dan Sosial (EMBISS)*, 4(4), 291–310. <https://doi.org/10.59889/embiss.v4i4.327>
- Aufa, M. F. I., Muslimah, U., & Iswinarti. (2024). Factors influencing work readiness in students and college students: A systematic review. *International Journal of Research Publication and Reviews*, 5(5), 1023–1027. <https://doi.org/10.55248/gengpi.5.0524.1118>
- Auliya, D., & Umam, M. R. K. (2023). Student work readiness viewed from organizational activity and entrepreneur behavior. *Jurnal Ekonomi, Bisnis & Entrepreneurship (e-Journal)*, 17(1), 119–129. <https://doi.org/10.55208/jebe.v17i1.337>
- Ayeni, A. W., Ogunnaike, O. O., Sajuyigbe, A. S., Blessing, A. E., & Modupe, A. (2021). Understanding the gender preference on the motivation of informal entrepreneurs: The Southwest, Nigeria scenario. *International Journal of Entrepreneurship*, 25(1), 3–9.
- Ayuni, S., & Nio, S. R. (2025). Hubungan career adaptability dengan work readiness mahasiswa tingkat akhir D3 di Universitas Negeri Padang. *TSAQOFAH*, 5(3), 2953–2969. <https://doi.org/10.58578/tsaqofah.v5i3.6050>
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191–215. <https://doi.org/10.1037/0033-295X.84.2.191>
- Baron, R. A., & Byrne, D. (1987). *Social psychology: Understanding human interaction* (5th ed.). Allyn & Bacon.

- Betancourt, S. M. (2019). *How Latino women of the sandwich generation cope with everyday stress* [Doctoral dissertation, Capella University]. ProQuest Dissertations Publishing.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Brozina, C., Johri, A., & Chew, A. (2024). A systematic review of research on nontraditional students reveals inconsistent definitions and a need for clarity: Focus on U.S. based studies. *Frontiers in Education, 9*, Article 1434494. <https://doi.org/10.3389/feduc.2024.1434494>
- Caballero, C. L., Walker, A., & Fuller-Tyszkiewicz, M. (2011). The Work Readiness Scale (WRS): Developing a measure to assess work readiness in college graduates. *Journal of Teaching and Learning for Graduate Employability, 2*(1), 41–54. <https://doi.org/10.21153/jtlge2011vol2no1art552>
- Campbell, M., Cooper, B., Rueckert, C., & Smith, J. (2019). Reimagining student employability: A case study of policy and practice transformation. *Journal of Higher Education Policy and Management, 41*(5), 500–517. <https://doi.org/10.1080/1360080X.2019.1646379>
- Chan, M. M. (2014). *Impacts of expatriates' international experience on self identity* [Doctoral dissertation, Pepperdine University]. Pepperdine Digital Commons.
- Chung, E., Turnbull, D., & Chur-Hansen, A. (2017). Differences in resilience between 'traditional' and 'non-traditional' university students. *Active Learning in Higher Education, 18*(1), 77–87. <https://doi.org/10.1177/1469787417693493>
- Cravey, T., & Mitra, A. (2011). Demographics of the sandwich generation by race and ethnicity in the United States. *The Journal of Socio-Economics, 40*(3), 306–311. <https://doi.org/10.1016/j.socec.2010.12.002>
- Devy, G. S., & Linando, J. A. (2025). Sandwich generation career analysis. *JHSS (Journal of Humanities and Social Studies), 9*(2), 556–570. <https://doi.org/10.33751/jhss.v9i2.10977>
- Dewi, D. P. N., Putra, A. A. G. A. M., & Kusuma, N. P. N. (2024). Dinamika generasi sandwich dalam pengelolaan keuangan: Sebuah studi fenomenologi. *Jurnal Revenue: Jurnal Ilmiah Akuntansi, 5*(1), 859–874. <https://doi.org/10.46306/rev.v5i1.506>
- Diana, U., Hidayatullah, S., Alvianna, S., Nurdin, M., & Khoureh, U. (2025). Peran soft skill dan praktik kerja dalam meningkatkan kesiapan kerja melalui motivasi mahasiswa di Universitas Merdeka Malang. *Jurnal Riset Inspirasi Manajemen dan Kewirausahaan, 9*(1), 20–30.
- Diva, V., & Satwika, P. A. (2024). Work readiness of final year students observed from grit and career adaptability. *Jurnal Kajian Bimbingan dan Konseling, 9*(2), 115–121. <https://doi.org/10.17977/um001v9i22024p115-121>
- Fataron, Z. A., & Sijabat, R. (2019). The pathway of strengthening the working readiness: A study on graduate students of Islamic Economics and Business Faculty of UIN Walisongo Semarang. *Jurnal Pendidikan Vokasi, 9*(3), 258–269. <https://doi.org/10.21831/jpv.v9i3.27555>
- Fauzan, A., Triyono, M. B., Hardiyanta, R. A. P., Daryono, R. W., & Arifah, S. (2023). The effect of internship and work motivation on students' work readiness in vocational

Work readiness dynamics of extended open-face sandwich generation college students in Malang

Nanda Alifia Kuswandari, Nur Eva

- education: PLS-SEM approach. *Journal of Innovation in Educational and Cultural Research*, 4(1), 26–34. <https://doi.org/10.46843/jiecr.v4i1.442>
- Gill, A. J. G. (2023). 'Looking forward': Non-traditional students perceptions of their readiness and preparedness for the transition to work after graduation. *Research in Post-Compulsory Education*, 28(1), 149–172. <https://doi.org/10.1080/13596748.2023.2166697>
- Given, L. M. (2008). Negative case analysis. In L. M. Given (Ed.), *The SAGE encyclopedia of qualitative research methods* (pp. 552–553). SAGE Publications. <https://doi.org/10.4135/9781412963909.n283>
- Harun, I. (2024). *Fenomena sandwich generation dalam perspektif fikih birrul walidain* [Master's thesis, Universitas Islam Negeri Maulana Malik Ibrahim Malang]. ETREES UIN Malang.
- Hecker, J., & Kalpokas, N. (2025). *Thematic analysis: A case study*. Atlas.ti. <https://atlasti.com/guides/thematic-analysis/thematic-analysis-case-study>
- Hoque, N., Uddin, M., Ahmad, A., Mamun, A., Uddin, M. N., Chowdhury, R. A., & Noman Alam, A. H. M. (2023). The desired employability skills and work readiness of graduates: Evidence from the perspective of established and well-known employers of an emerging economy. *Industry and Higher Education*, 37(5), 716–730. <https://doi.org/10.1177/0950422221149850>
- HS, H., & Karyono, O. (2024). Eksistensi anak generasi sandwich menurut pandangan Islam. *AN-NISA: Jurnal Studi Gender dan Anak*, 17(1), 41–50. <https://doi.org/10.30863/an.v17i1.6731>
- Indah, F. (2019). *Hubungan antara efikasi diri dengan kesiapan kerja pada mahasiswa semester akhir Universitas Islam Negeri Maulana Malik Ibrahim Malang* [Undergraduate thesis, Universitas Islam Negeri Maulana Malik Ibrahim]. ETREES UIN Malang.
- Indrawati, Sulistyaningrum, C. D., Subarno, Anton, Winarno, Permansah, Wirawan, S., Wahyu, A., & Rusmana, D. (2023). Influence of work motivation, interpersonal skills, and knowledge construction on the work readiness of vocational students. *Education Research International*, 2023, Article 4956337. <https://doi.org/10.1155/2023/4956337>
- Irawaty, D., & Gayatri, M. (2023). Sensing the squeeze of sandwich generation women in Jakarta, Indonesia. *Journal of Family Sciences*, 8(1), 52–69. <https://doi.org/10.29244/jfs.v8i1.43942>
- Johnson, J. L., Adkins, D., & Chauvin, S. (2020). A review of the quality indicators of rigor in qualitative research. *American Journal of Pharmaceutical Education*, 84(1), Article 7120. <https://doi.org/10.5688/ajpe7120>
- Knippen, T. J., & Green, B. T. (1999). Handling conflicts. *Journal of Workplace Learning*, 11(1), 27–32. <https://doi.org/10.1108/13665629910250915>
- McKim, C. (2023). Meaningful member-checking: A structured approach to member-checking. *American Journal of Qualitative Research*, 7(2), 41–52. <https://doi.org/10.29333/ajqr/13054>
- Meena, K., & Vanka, S. (2017). Developing an empirical typology of diversity oriented human resource management practices. *Journal of Management Development*, 36(7), 915–929. <https://doi.org/10.1108/JMD-02-2016-0031>

- Muafi, Fachrunnisa, O., Siswanti, Y., El Qadri, Z. M., & Harjito, D. A. (2019). Empowering leadership and individual readiness to change: The role of people dimension and work method. *Journal of the Knowledge Economy*, 10(4), 1515–1535. <https://doi.org/10.1007/s13132-019-00618-z>
- Nasith, A. (2023). Sandwich generation: Sociological dynamics in the traditions of Madura society from an Islamic perspective. *FALASIFA: Jurnal Studi Keislaman*, 14(02), 173–185.
- Neesya, M. P., & Hadi, W. (2025). The influence of maturity and work experience on the work readiness of students in the study abroad program in Taiwan. *International Student Conference on Business, Education, Economics, Accounting, and Management (ISC-BEAM)*, 3(1), 1557–1571. <https://doi.org/10.21009/ISC-BEAM.013.119>
- Nisa, A. N., Sugiharto, D. Y. P., & Awalya, A. (2021). The relationship between creative thinking, problem solving skills, and self efficacy with work readiness. *Jurnal Bimbingan Konseling*, 10(1), 8–13. <https://doi.org/10.15294/jubk.v9i1.45230>
- Nouri, M., Pourghaz, A. W., & Jenaabadi, H. (2015). Social intelligence and its relationship with school administrators' knowledge absorption capability. *Mediterranean Journal of Social Sciences*, 6(6), 333–342. <https://doi.org/10.5901/mjss.2015.v6n6s6p333>
- Noviani, I., Herawati, T., & Krisnatuti, D. (2025). Analysis of economic pressure, coping strategies, social support and family resilience in sandwich families in Bogor City. *Journal of Family Sciences*, 10(1), 1–19. <https://doi.org/10.29244/jfs.v10i1.49857>
- Nugroho, N. E., Irianto, J., & Suryanto, S. (2024). A systematic review of Indonesian higher education students' and graduates' work readiness. *Jurnal Ilmiah Ilmu Terapan Universitas Jambi*, 8(1), 162–178. <https://doi.org/10.22437/jiituj.v8i1.33073>
- Olivia, A., & Hakim, L. (2024). The influence of career planning and adversity quotient on job readiness of students (A study on management students of the 2021 cohort Surakarta). *Management Studies and Entrepreneurship Journal (MSEJ)*, 5(2), 6112–6122. <https://doi.org/10.37385/msej.v5i2.6887>
- Özdemir, N., & Adıgüzel, V. (2021). The relationship between social intelligence, self-esteem and resilience in healthcare professionals and the affecting factors. *Journal of Psychiatric Nursing*, 12(1), 18–28. <https://doi.org/10.14744/phd.2020.96658>
- Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. *Administration and Policy in Mental Health and Mental Health Services Research*, 42(5), 533–544. <https://doi.org/10.1007/s10488-013-0528-y>
- Pashazade, H., Maarefvand, M., Abdi, K., & Abolfathi Momtaz, Y. (2023). *Explaining the process of caregiving by sandwich generation* [Preprint]. Preprints.org. <https://doi.org/10.20944/preprints202307.1628.v1>
- Peersia, K., Rappa, N. A., & Perry, L. B. (2024). Work readiness: Definitions and conceptualisations. *Higher Education Research & Development*, 1–16. <https://doi.org/10.1080/07294360.2024.2366322>
- Peiró, J. M., Bayona, J. A., Caballer, A., & Di Fabio, A. (2020). Importance of work characteristics affects job performance: The mediating role of individual dispositions on the work design-performance relationships. *Personality and Individual Differences*, 157, Article 109808. <https://doi.org/10.1016/j.paid.2019.109808>

Work readiness dynamics of extended open-face sandwich generation college students in Malang

Nanda Alifia Kuswandari, Nur Eva

- Pratama, N. Y., & Kalbarini, R. Y. (2023). The phenomenon of students working part time. *Economic and Business Management Journal (EBMJ)*, 2(1), 73–81.
- Priya, A. (2021). Case study methodology of qualitative research: Key attributes and navigating the conundrums in its application. *Sociological Bulletin*, 70(1), 94–110. <https://doi.org/10.1177/0038022920970318> (Original work published 2020)
- Rabi, A., & Mansor, N. (2024). *The sandwich generation: The case for a consumption-based contributory pension*. Social Wellbeing Research Centre (SWRC).
- Rachmawati, L., Cahyono, H., Hanifa, N., Arisetyawan, K., Azhar, N. A. Z. M., Shakil, N. S. M., & Rabbani, M. A. (2024). The influence of social, wellbeing and financial literacy on the financial burdens of the sandwich generation in Indonesia. *International Journal of Emerging Research and Review*, 2(2), Article 000072. <https://doi.org/10.56707/ijerar.v2i2.72>
- Rae, D. (2010). Universities and enterprise education: Responding to the challenges of the new era. *Journal of Small Business and Enterprise Development*, 17(4), 591–606. <https://doi.org/10.1108/14626001011088741>
- Raftopoulos, M., Coetzee, S., & Visser, D. (2009). Work-readiness skills in the Fasset sector. *SA Journal of Human Resource Management*, 7(1), 1–11. <https://doi.org/10.4102/sajhrm.v7i1.196>
- Redhana, I. W. (2015). Pengembangan tes keterampilan berpikir kreatif. *Jurnal Pendidikan dan Pengajaran*, 48(1–3), 1–12. <https://doi.org/10.23887/jppundiksha.v48i1-3.6915>
- Rita, M. R., Nugrahanti, Y. W., & Nastiti, P. K. Y. (2024). The sources and effects of retirement planning: An empirical study of sandwich-generation employees in Indonesia. *Media Ekonomi dan Manajemen*, 39(2), 245–262. <http://dx.doi.org/10.56444/mem.v39i2.4878>
- Rosa, D., & Sumartik. (2024). Influence of family environment, information systems and organizational activeness on the work readiness of Muhammadiyah University Sidoarjo students. *Upscale: Journal of Business and Management*, 1–15. <http://dx.doi.org/10.21070/ups.4203>
- Saban, R. B. S., Ramos, R. I. A., & Nacal, R. C. (2023). Influence of social intelligence and change readiness on quality of work life. *Human Behavior, Development, and Society*, 24(1), 58–69.
- Sagita, M. P., Hami, A. E., & Hinduan, Z. R. (2020). Development of Indonesian Work Readiness Scale on fresh graduate in Indonesia. *Jurnal Psikologi*, 19(3), 297–314. <https://doi.org/10.14710/jp.19.3.297-314>
- Salsabilla, A., Krisnandi, H., & Digdowiseiso, K. (2024). The effect of sandwich generation (work psychological, time management and work commitment). *International Journal of Social Service and Research (IJSSR)*, 4(1), 173–183. <https://doi.org/10.46799/ijssr.v4i01.687>
- Shore, A., & Dinning, T. (2023). Developing student's skills and work readiness: An experiential learning framework. *Journal of Work-Applied Management*, 15(2), 188–199. <https://doi.org/10.1108/JWAM-02-2023-0016>
- Siburian, B., Afifah, S., Tumpal Sinaga, P., & Marpaung, O. (2022). The effect of soft skill and hard skill on work readiness of the 2018 STIE Jayakarta students. *International Journal of Informatics, Economics, Management and Science*, 1(2), 136–151. <https://doi.org/10.52362/ijiems.v1i2.881>

- Spurk, D., Hofer, A., Kauffeld, S., Barthauer, L., & Nixon, N. (2025). Adapt to survive? Attenuating indirect effects of career adaptability on exhaustion via career insecurity. *Scandinavian Journal of Work and Organizational Psychology*, 10(1), 8. <https://doi.org/10.16993/sjwop.281>
- Sudarji, S., Panggabean, H., & Marta, R. F. (2022). Challenges of the sandwich generation: Stress and coping strategy of the multigenerational care. *Indigenous: Jurnal Ilmiah Psikologi*, 7(3), 262-274. <https://doi.org/10.23917/indigenous.v7i1.19433>
- Sugiyono. (2013). *Metode penelitian kuantitatif, kualitatif dan R&D*. Alfabeta.
- Sultoni, S., Gunawan, I., & Mangzila, A. (2023). Exploring factors that can affect students' work readiness. *JDMP (Jurnal Dinamika Manajemen Pendidikan)*, 7(2), 129-142. <https://doi.org/10.26740/jdmp.v7n2.p129-142>
- Tentama, F., Merdiaty, N., & Subardjo. (2019). Self-efficacy and work readiness among vocational high school students. *Journal of Education and Learning (EduLearn)*, 13(2). <http://dx.doi.org/10.11591/edulearn.v13i2.12677>
- Timasheva, L. (2018). Personal growth as a means of self-development in youth. *SHS Web of Conferences*, 50, Article 01181. <https://doi.org/10.1051/shsconf/20185001181>
- Tobin, G. A., & Begley, C. M. (2004). Methodological rigour within a qualitative framework. *Journal of Advanced Nursing*, 48(4), 388-396. <https://doi.org/10.1111/j.1365-2648.2004.03207.x>
- Vivek, R., Nanthagopan, Y., & Piriyaarshan, S. (2023). Beyond methodology: Theoretical foundations of triangulation in qualitative and multi-method research: A literature review. *Scientific Studios on Social and Political Psychology*, 29(2), 53-62. <https://doi.org/10.61727/ssppj/2.2023.53>
- Walker, A., Yong, M., Pang, L., Fullarton, C., Costa, B., & Dunning, A. M. (2013). Work readiness of graduate health professionals. *Nurse Education Today*, 33(2), 116-122. <https://doi.org/10.1016/j.nedt.2012.01.007>
- Widyawati, P. (2024). *Pengaruh soft skill, pengalaman magang, dan minat kerja terhadap kesiapan kerja mahasiswa Perbankan Syariah (Studi komparasi pada mahasiswa Prodi Perbankan Syariah IAIN Ponorogo dan UIN Maulana Malik Ibrahim Malang angkatan 2020)* [Skripsi, Institut Agama Islam Negeri Ponorogo].
- Wiharja, M. S. H., Rahayu, S., & Rahmiyati, E. (2020). Pengaruh self efficacy terhadap kesiapan kerja mahasiswa pendidikan vokasi. *VOCATECH: Vocational Education and Technology Journal*, 2(1), 11-18.
- Wong, B., & Hoskins, K. (2022). Ready, set, work? Career preparations of final year non-traditional university students. *Higher Education Pedagogies*, 7(1), 88-106. <https://doi.org/10.1080/23752696.2022.2100446>
- Wu, J., Tian, B., Gao, Y., & Wang, L. (2023). Extinguishing the fire at both ends: The dual family-caregiving stress of the sandwich generation of China's "4-2-2" families. *Families in Society*, 105(4), 604-620. <https://doi.org/10.1177/10443894231183406> (Karya asli diterbitkan 2024)
- Yeyeng, A. T., & Izzah, N. (2023). Fenomena sandwich generation pada era modern kalangan mahasiswa: Analisis fikih kontemporer. *Shautuna: Jurnal Ilmiah Mahasiswa Perbandingan Mazhab*, 4(2), 302-321. <https://doi.org/10.24252/shautuna.vi.32856>