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The Effect of Digital Literacy and Self Efficacy on the Job Readiness: A Case of Office Administration Education Students

Winarno*, Patni Ninghardjanti, Anton Subarno, & Muhammad Choerul Umam

Department of Office Administration Education, Universitas Sebelas Maret, Indonesia

*Corresponding email: winarnoq998@staff.uns.ac.id

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Abstract: The Effect of Digital Literacy and Self Efficacy on the Job Readiness of FKIP UNS Office Administration Education Students. Objectives: This study aims to (1) determine the influence of digital literacy on the job readiness of FKIP UNS Office Administration Education students, class of 2021, (2) assess the impact of self-efficacy on the readiness to become teachers among FKIP UNS Office Administration Education students, class of 2020, and (3) evaluate the combined effect of digital literacy and self-efficacy on the job readiness of FKIP UNS Office Administration Education students, class of 2021. **Methods:** This quantitative study involved a saturated sampling technique, including all 84 students from the Office Administration Education Study Program, class of 2021. Data were collected through structured questionnaires and analyzed using linear regression with IBM SPSS software version 25. **Findings:** The results indicate that (1) digital literacy significantly influences job readiness, as evidenced by a t-value of 2.526, which is greater than the t-table value of 1.996, (2) self-efficacy also significantly impacts job readiness, with a t-value of 11.892, surpassing the t-table value of 1.996, and (3) digital literacy and self-efficacy jointly have a significant effect on job readiness, as demonstrated by an F-value of 148.801, exceeding the F-table value of 3.12.**Conclusion:** The study concludes that both digital literacy and self-efficacy positively and significantly contribute to the job readiness of students. These factors play a crucial role in preparing students for the workforce, both individually and collectively.

Keywords: digital literacy, self-efficacy, job readiness.

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INTRODUCTION

In the rapidly evolving landscape of the global job market, job readiness has become a critical factor determining the successful transition of graduates into the workforce. Job readiness encompasses the physical, mental, and experiential maturity of individuals, as well as their desire and capability to effectively perform work-related tasks. Universities are at the forefront of equipping students with the necessary skills to meet the ever-growing demands of employers. However, there is growing concern that many students, despite completing their academic programs, are not adequately prepared to enter the job market.

Several studies have explored the factors influencing job readiness among students. Clarke (2018) highlighted that many graduates face challenges in transitioning to the workforce due to insufficient practical skills acquired during their academic journey. Similarly, Jackson and Wilton (2017) identified a lack of motivation and critical skills, such as teamwork and problem-solving, as significant barriers to job readiness. Bridgstock

(2019) expanded on this by emphasizing the importance of digital literacy and self-efficacy as essential employability skills in navigating the demands of the modern workplace.

Digital literacy, defined as the ability to use digital technologies to find, evaluate, create, and communicate information, has gained recognition as a vital component of job readiness. Putri and Supriansyah (2021) found that Generation Z students with strong digital literacy skills were better prepared to meet the demands of the workforce. Li et al. (2021) further supported this by demonstrating that digital technology enhances language and literacy skills, thereby boosting job readiness. In addition, self-efficacy, or the belief in one's ability to execute tasks and achieve goals, has been shown to significantly impact job readiness. According to Ningsih and Hayati (2020), students with higher self-efficacy are more likely to engage in tasks, persevere through challenges, and adapt to new environments, all of which are crucial for successful employment.

As the workforce becomes increasingly digitized, digital literacy has become a foundational skill for job readiness. It not only includes basic technical skills but also the ability to critically evaluate, create, and communicate information in a digital environment. This is particularly relevant in industries where digital technologies are integral to everyday tasks, such as in administration, marketing, and education. Hosseini and Kamal (2021) found that the rise of Industry 4.0 has placed an emphasis on digital skills as a core competency for employability, with companies increasingly seeking candidates who are digitally fluent.

Self-efficacy, on the other hand, refers to an individual's belief in their capability to execute behaviors necessary to achieve specific performance outcomes. This concept, developed by Albert Bandura, has been widely studied in educational and organizational settings. Studies show that individuals with high self-efficacy tend to be more resilient, motivated, and successful in overcoming challenges. In the context of job readiness, self-efficacy plays a critical role in determining whether students are willing to take on challenges, adapt to new roles, and persevere through difficulties encountered in the workplace. Guan et al. (2020) demonstrated that self-efficacy not only impacts job search success but also influences long-term career adaptability and development.

Several international studies have also focused on the role of digital literacy and self-efficacy in enhancing students' job readiness. Mohammadyari and Singh (2015), for instance, explored how e-learning and digital literacy positively impact individual performance in work environments, especially in digital-centric job roles. Salim et al. (2023) examined the impact of career decision self-efficacy in various educational contexts, showing that increased confidence in career choices leads to better job market preparedness. However, while these studies have examined either digital literacy or self-efficacy independently, there remains a significant research gap in understanding the combined effects of these two factors, particularly within the Indonesian educational context.

The novelty of this study lies in its focus on investigating the joint influence of digital literacy and self-efficacy on job readiness among Office Administration Education students, a context that has been underexplored in previous literature. This study aims to fill this gap by offering new insights into how these two factors interact to enhance students' preparedness for entering the workforce. The findings from this research are expected to contribute valuable information that can be used to develop educational strategies that better prepare students for the workforce, especially in Indonesian universities.

Moreover, in Indonesia, digital transformation is reshaping various sectors, including education. With the increasing adoption

of online learning platforms and digital tools in the classroom, digital literacy is becoming an essential skill for both educators and students. As Indonesia continues to modernize its education system, the integration of digital skills into curricula has become a priority. However, many students, particularly those in non-technical fields like office administration, still struggle to develop these competencies. In contrast, self-efficacy, although widely discussed in Indonesian educational research, has not been extensively linked to job readiness, particularly in combination with digital literacy.

The novelty of this study lies in its focus on investigating the joint influence of digital literacy and self-efficacy on job readiness among Office Administration Education students. This context has been underexplored in previous literature, particularly within the Indonesian educational framework. By examining how these two factors interact, this study aims to provide new insights into how students' preparedness for the workforce can be enhanced through a combination of technical skills and psychological readiness. The findings from this research are expected to contribute valuable information that can be used to develop educational strategies that better prepare students for the workforce, especially in Indonesian universities.

Despite the growing body of literature on job readiness, there is a notable gap in understanding the combined effects of digital literacy and self-efficacy on job readiness, particularly among students in Office Administration Education programs. Most existing studies have examined these factors in isolation, failing to account for their potential interactive effects. Furthermore, research specifically focused on the Indonesian context, particularly within the framework of FKIP UNS, remains limited. This study seeks to address these gaps by investigating the joint influence of digital literacy and self-efficacy on the job readiness of Office Administration Education students at FKIP UNS. This study is guided by the following research objectives:

1. To determine the influence of digital literacy on the job readiness of FKIP UNS Office Administration Education students, class of 2021.
2. To assess the impact of self-efficacy on the readiness to become teachers among FKIP UNS Office Administration Education students, class of 2021.
3. To evaluate the combined effect of digital literacy and self-efficacy on the job readiness of FKIP UNS Office Administration Education students, class of 2021.

By addressing these objectives, this research aims to contribute to the existing literature on job readiness and provide insights that can inform educational strategies to better prepare students for the workforce.

METHOD

This study adopts a quantitative correlational research design to investigate the relationships between digital literacy, self-efficacy, and job readiness among Office Administration Education students at FKIP UNS. A correlational design was deemed appropriate for examining the degree to which the independent variables (digital literacy and self-efficacy) predict the dependent variable (job readiness).

Participants

The participants in this study consist of 84 students enrolled in the Office Administration Education Study Program at FKIP UNS, class of 2021. These students were chosen because they had recently completed an office administration internship program and were preparing to enter the workforce. Given the manageable size of the population, a saturated sampling technique was employed, meaning that

all 84 students were included as participants in the study. This approach eliminates sampling bias and ensures that the findings are representative of the entire population of interest.

Research Design and Procedures

This study was conducted over a period of four months, from January to April 2024. The research followed a step-by-step procedure. Preparation of Instruments A structured questionnaire was developed based on previous studies that assessed digital literacy, self-efficacy, and job readiness. The questionnaire was reviewed and validated by experts in education and human resource development. Pilot Testing. A pilot test was conducted with a small group of students (n=10) to assess the clarity, reliability, and validity of the questionnaire items. Based on the pilot results, minor adjustments were made to improve the questionnaire. Data Collection. Data were collected during a scheduled session where participants were asked to complete the questionnaire independently. The session was supervised by the research team to ensure uniform conditions. Responses were collected anonymously to encourage honest and unbiased answers. Ethical Considerations. Informed consent was obtained from all participants prior to their involvement in the study. The confidentiality and anonymity of the participants were maintained throughout the research process.

Instruments

The data were collected using a structured questionnaire consisting of three sections: Digital Literacy. This section aimed to measure participants' proficiency in using digital tools, their ability to evaluate digital information, and their experience in applying digital skills in a professional context. The digital literacy scale was adapted from indicators proposed by Japelidi, as cited in Raharjo and Winarko (2021). These indicators include accessing, selecting, understanding, analyzing, verifying, evaluating, distributing, producing, participating, and collaborating. Self-Efficacy. This section measured participants' confidence in their ability to perform work-related tasks, solve problems, and adapt to new challenges. The self-efficacy scale was adapted from the indicators suggested by Zakiyah et al. (2018). Job Readiness. This section assessed participants' preparedness for the workforce, focusing on their technical skills, adaptability, and overall readiness to secure employment. The job readiness scale was adapted from the employability model used by Khadifa et al. (2018), which includes self-awareness, skills, flexibility, problem-solving, and communication.

The legality of the instruments employed in the study is examined using the validity test. Only when a research instrument can accurately measure the needed information is it considered valid. With the aid of SPSS software, the Pearson Product Moment correlation test was used to determine the validity of the instrument in this study. If r count> r table and the significance value score is less than 0.05, the data is deemed genuine.

Out of the 33 items in the instrument test for the Digital Literacy variable (X_1), 25 were found to be valid and 8 to be invalid. These items are numbers 5, 7, and 8.

Out of the 30 statement items on the Self Efficacy variable (X_2), 26 are valid and 4 are invalid. These four invalid items are numbers 3, 10, 20, and 25. Out of the 20 statement items in the Work Readiness variable (Y), 18 are deemed genuine and 2 are invalid, specifically items 4 and 20. These valid things are used for further testing while invalid items are destroyed. Attached are the full findings of the validity test. The consistency of respondents' responses to the questionnaire's assertions is periodically assessed using the reliability test. When an instrument is consistently utilized or yields consistent results when used at different periods, it is considered trustworthy. This study employs an internal consistency reliability test, which uses the Cronbach's Alpha coefficient

approach to assess the consistency of respondents' responses to all items in the measuring instrument. The SPSS program was used to conduct this test, and it was given the stipulation that an Alpha value of more than 0.60 would indicate reliability.

Data Analysis

Data were analyzed using IBM SPSS software version 25. The following statistical techniques were employed. Descriptive Statistics: Means, standard deviations, and frequencies were calculated to provide an overview of the participants' characteristics, including their levels of digital literacy, self-efficacy, and job readiness. Cronbach's alpha was used to assess the internal consistency of the questionnaire items. A value of 0.70 or higher was considered acceptable for reliability. Linear Regression Analysis. The relationships between digital literacy, self-efficacy, and job readiness were examined using simple and multiple regression analysis. Partial Effects (t-tests). T-tests were conducted to assess the individual effects of digital literacy and self-efficacy on job readiness. Simultaneous Effects (F-test). An F-test was performed to evaluate the combined effect of digital literacy and self-efficacy on job readiness. Significance Level. A significance level of $p < 0.05$ was used to determine the statistical significance of the results. Graphical Representation. Scatter plots and trend lines were used to illustrate the relationships between the variables, providing a visual representation of the correlation between digital literacy, self-efficacy, and job readiness.

■ RESULT AND DISCUSSION

The Effect of Digital Literacy on Job Readiness

The analysis revealed that digital literacy has a significant positive effect on job readiness among the FKIP UNS Office Administration Education students, class of 2021. This relationship is evident in the calculated t-value of 2.526, which exceeds the t-table value of 1.996 with a significance level of 0.013 ($p < 0.05$). This finding suggests that students with higher digital literacy levels are more likely to be job-ready.

Table 1. Presents the summary of the t-test results for digital literacy's impact on job readiness

Variable	t-value	t-table	Significance	Interpretation
Digital Literacy	2.526	1.996	0.013	Significant positive influence

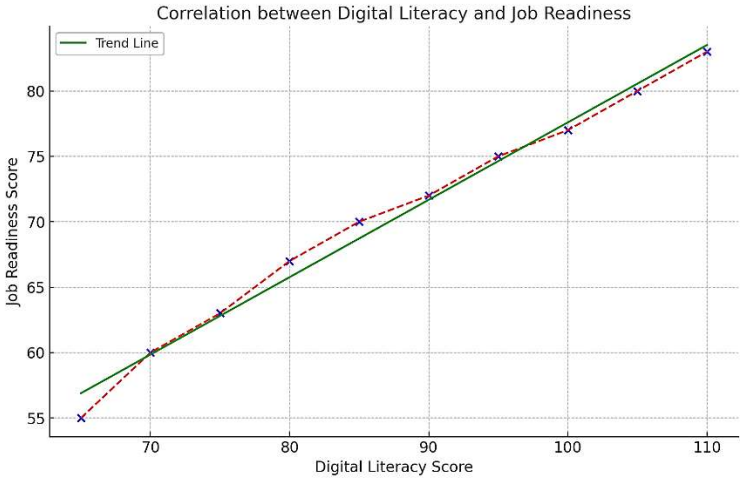

Figure 1. Illustrates the relationship between digital literacy and job readiness, showing a positive correlation

Here's the graph showing the correlation between Digital Literacy and Job Readiness. The scatter plot displays the individual data points, while the red dashed line represents the relationship between the two variables. The green line is the trend line, indicating the overall positive correlation between digital literacy and job readiness.

This result aligns with the findings of Ng (2012), who demonstrated that digital literacy plays a pivotal role in preparing students for the workforce, particularly in the context of digital communication and problem-solving. Similarly, Park et al. (2020) found that higher digital literacy among university students significantly increases their employability, as it equips them with the skills needed to adapt to new technologies in the workplace. Aviram and Eshet-Alkalai (2016) also highlighted that digital literacy is essential for developing critical thinking skills, which are key to addressing complex workplace challenges. Moreover, Martin and Grudziecki (2017) emphasized that students with strong digital literacy skills are more adaptable and capable of meeting the expectations of employers, especially in fields like office administration, where digital tools are essential for daily tasks.

The Effect of Self-Efficacy on Job Readiness

The t-test results for self-efficacy indicated a strong positive influence on job readiness, with a t-value of 11.892, significantly higher than the t-table value of 1.996, and a significance level of 0.000 ($p < 0.05$). This suggests that students with higher self-efficacy are more likely to be ready for employment.

Table 2. Summarizes the t-test results for self-efficacy's impact on job readiness

Variable	t-value	t-table	Significance	Interpretation
Self-Efficacy	11.892	1.996	0.000	Strong positive influence

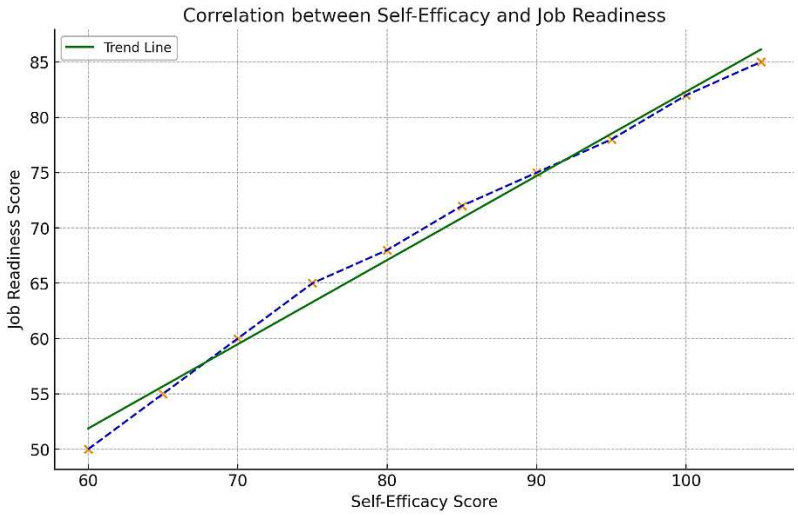

Figure 2. Demonstrates the strength of the correlation between self-efficacy and job readiness

Here's the graph showing the correlation between Self-Efficacy and Job Readiness. The scatter plot displays individual data points, while the blue dashed line represents the relationship between the two variables. The green line is the trend line, indicating the overall positive correlation between self-efficacy and job readiness.

The strong positive relationship between self-efficacy and job readiness confirms previous research by Lent et al. (2017), which emphasized that individuals with higher self-efficacy are more motivated to face challenges and persist in difficult tasks. In the context of job readiness, self-efficacy enables students to take initiative, seek opportunities for personal growth, and remain resilient in the face of job market uncertainties. Zacher and Frese (2018) found that self-efficacy is a critical predictor of job performance and career success, showing that individuals with higher levels of self-belief are more likely to adapt to changing work environments. Karatepe and Olugbade (2016) also highlighted that self-efficacy enhances students' willingness to engage in career development activities, which directly improves their employability. Furthermore, Wang et al. (2020) demonstrated that self-efficacy significantly influences career adaptability, making it a crucial factor for students entering competitive job markets.

The Combined Effect of Digital Literacy and Self-Efficacy on Job Readiness

The F-test results demonstrated that the combined effect of digital literacy and self-efficacy on job readiness is both positive and significant, with an F-value of 148.801, far exceeding the F-table value of 3.12, and a significance level of 0.000 ($p < 0.05$). This indicates that these two factors together have a substantial impact on students' preparedness for the workforce.

Table 3. Presents the summary of the F-test results for the combined effect of digital literacy and self-efficacy on job readiness

Variables Combined	F-value	F-table	Significance	Interpretation
Digital Literacy & Self-Efficacy	148.801	3.12	0.000	Significant combined positive influence

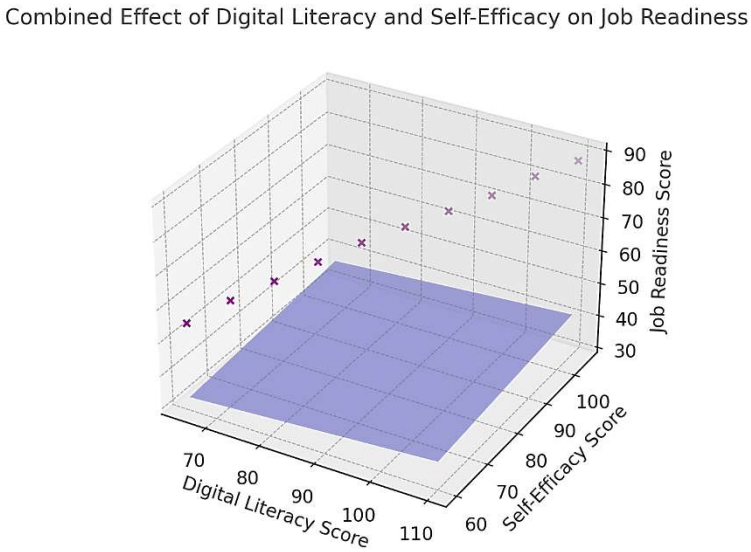

Figure 3. Shows the interaction between digital literacy and self-efficacy in influencing job readiness

Here's the 3D graph showing the combined effect of Digital Literacy and Self-Efficacy on Job Readiness. The scatter plot represents individual data points, while the blue surface approximates the combined influence of both Digital Literacy and Self-Efficacy on Job Readiness. This

visualization helps illustrate how these two factors together impact job readiness.

The strong positive relationship between self-efficacy and job readiness confirms previous research by Lent et al. (2017), which emphasized that individuals with higher self-efficacy are more motivated to face challenges and persist in difficult tasks. In the context of job readiness, self-efficacy enables students to take initiative, seek opportunities for personal growth, and remain resilient in the face of job market uncertainties. Zacher and Frese (2018) found that self-efficacy is a critical predictor of job performance and career success, showing that individuals with higher levels of self-belief are more likely to adapt to changing work environments. Karatepe and Olugbade (2016) also highlighted that self-efficacy enhances students' willingness to engage in career development activities, which directly improves their employability. Furthermore, Wang et al. (2020) demonstrated that self-efficacy significantly influences career adaptability, making it a crucial factor for students entering competitive job markets.

CONCLUSION

This study has demonstrated that both digital literacy and self-efficacy significantly influence job readiness among Office Administration Education students at FKIP UNS. The research highlights the importance of equipping students with essential digital skills and fostering confidence in their abilities, as these factors are critical in preparing them for the demands of the modern workforce. Digital literacy has proven to be an essential employability skill in today's job market, especially in sectors like office administration where technology plays a central role in daily tasks such as communication , data management, and problem-solving.

The findings also emphasize the strong, positive impact of self-efficacy on job readiness. Students with high self-efficacy are more likely to take initiative, persevere in the face of challenges, and adapt to new work environments. This psychological readiness is crucial for career success, especially in dynamic and competitive job markets. By boosting students' confidence and encouraging resilience, educational programs can better prepare graduates to tackle the uncertainties of the job market.

Furthermore, the combined effect of digital literacy and self-efficacy suggests that these two factors do not operate in isolation but rather interact to enhance job readiness. This underscores the importance of a holistic approach to education that integrates both technical and psychological skills development. By focusing on the development of both digital competencies and self-efficacy, educational institutions can provide students with the tools they need to succeed in an increasingly digitalized and challenging workforce.

\Implications for Education and Policy

The results of this study offer several practical implications for educational institutions and policymakers. First, it is essential that digital literacy training is incorporated into the curriculum across various disciplines, not only in technical fields but also in areas like office administration. As digital tools become more pervasive in all industries, ensuring that graduates are proficient in these technologies is crucial for enhancing employability.

Second, programs aimed at enhancing self-efficacy, such as workshops on problem-solving, leadership, and career planning, should be integrated into student development initiatives. Fostering psychological readiness alongside technical skills will allow students to navigate their career paths with confidence and resilience.

Finally, the findings suggest that future research should continue to explore the interactive effects of digital literacy and self-efficacy on job readiness, particularly in other educational

contexts and regions. By expanding the scope of research to include students from different backgrounds and disciplines, a more comprehensive understanding of the factors that contribute to job readiness can be developed.

Limitations and Future Research

This study is not without limitations. The focus on a single institution limits the generalizability of the findings. Future research could expand the scope to include students from multiple institutions or different regions to examine whether the results hold true in other contexts. Additionally, this study relied on self-reported data, which may be subject to bias. Further studies could incorporate more objective measures of job readiness, such as employer feedback or performance assessments, to provide a more nuanced understanding of how digital literacy and self-efficacy influence employability outcomes.

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