

## ANALYSIS OF SELF-CONFIDENCE AND DIGITAL LITERACY ON THE WORK READINESS OF GRADE XII STUDENTS AT SMKN 31 JAKARTA

Meyna Rasya Putri Leapriwanti <sup>1</sup>, Santi Susanti <sup>2</sup>, Maulana Amirul Adha <sup>3</sup>

Faculty of Economics and Business, Universitas Negeri Jakarta, Indonesia

Email: [meynarasya5@gmail.com](mailto:meynarasya5@gmail.com), [ssusanti@unj.ac.id](mailto:ssusanti@unj.ac.id), [maulanaamirul@unj.ac.id](mailto:maulanaamirul@unj.ac.id)

---

### Abstract (English)

*This study aims to examine the effect of self-confidence and digital literacy on the work readiness of twelfth-grade students at SMKN 31 Jakarta. A quantitative approach was employed using primary data collected through questionnaire distribution. The population consisted of 216 students, with a sample of 144 students determined based on the Isaac and Michael table at a 5% error rate. Data analysis was conducted using the Partial Least Squares Structural Equation Modeling (PLS-SEM) method with the assistance of SmartPLS software to examine both direct and indirect relationships among variables. The results indicate that self-confidence has a positive and significant effect on digital literacy and students' work readiness. In addition, digital literacy also has a significant effect on work readiness. Self-confidence further demonstrates an indirect effect on work readiness through digital literacy as a mediating variable. These findings confirm that self-confidence and digital literacy are important factors in enhancing students' work readiness in facing the demands of a technology-based work environment.*

### Article History

*Submitted: 4 Agustus 2026*

*Accepted: 7 Agustus 2026*

*Published: 8 Agustus 2026*

### Key Words

*Work Readiness, Self-Confidence, Digital Literacy, Vocational High School, Students.*

---

### Abstrak (Indonesia)

Penelitian ini bertujuan untuk menganalisis pengaruh self-confidence dan literasi digital terhadap kesiapan kerja siswa kelas XII SMKN 31 Jakarta. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survei, di mana data primer diperoleh melalui penyebaran kuesioner kepada responden. Populasi dalam penelitian ini berjumlah 216 siswa, dengan sampel sebanyak 144 siswa yang ditentukan berdasarkan tabel Isaac dan Michael pada tingkat kesalahan 5%. Teknik analisis data yang digunakan adalah Partial Least Squares Structural Equation Modeling (PLS-SEM) dengan bantuan perangkat lunak SmartPLS untuk menguji pengaruh langsung dan tidak langsung antar variabel. Hasil penelitian menunjukkan bahwa self-confidence berpengaruh positif dan signifikan terhadap literasi digital serta kesiapan kerja siswa. Selain itu, literasi digital juga berpengaruh signifikan terhadap kesiapan kerja. Lebih lanjut, self-confidence memiliki pengaruh tidak langsung yang positif terhadap kesiapan kerja melalui literasi digital sebagai variabel mediasi. Dengan demikian, dapat disimpulkan bahwa self-confidence dan literasi digital merupakan faktor penting dalam meningkatkan kesiapan kerja siswa. Oleh karena itu, diperlukan upaya dari pihak sekolah untuk mengembangkan kepercayaan diri serta kompetensi digital siswa guna menghadapi tuntutan dunia kerja berbasis teknologi.

### Sejarah Artikel

*Submitted: 4 Agustus 2026*

*Accepted: 7 Agustus 2026*

*Published: 8 Agustus 2026*

### Kata Kunci

*Kesiapan Kerja, Self-Confidence, Literasi Digital, Sekolah Menengah Kejuruan, Siswa.*

## INTRODUCTION

Vocational education helps young people get ready for the job market and the challenges they will face in their careers. In today's world, where globalization and the Fourth Industrial Revolution are happening, the job market is changing a lot and becoming more influenced by technology. This condition means workers need more than just technical skills, they also need to be mentally prepared, think critically, and have good digital skills. These challenges are especially important for Vocational High School (SMK) graduates, especially those in their twelfth grade who are about to start working.

In this situation, skills like self-confidence and knowing how to use digital tools have become key for doing well in a job. Self-confidence allows people to handle work difficulties, start new projects, and talk clearly in job situations. At the same time, digital literacy is a fundamental skill that helps people handle information, communicate using digital tools, and keep up with new technology. For SMK students, both skills are important in connecting what they learn in school with what employers expect in the workplace.

SMKN 31 Jakarta, as a vocational school in DKI Jakarta offering various programs such as Office Management, Retail Business, Institutional Accounting, Banking Services, Visual Communication Design, and Animation, faces similar challenges. Although each program has different competency requirements, all students are expected to have foundational skills that support work readiness, including self-confidence and digital literacy, to meet current labor market demands.

However, empirical evidence shows that many vocational students are not yet fully prepared for work. A preliminary survey conducted with 20 twelfth-grade students at SMKN 31 Jakarta revealed that only 15% felt highly ready for work, 25% felt ready, 45% felt moderately ready, and 15% felt unready. This indicates that the majority of students still have suboptimal work readiness and tend to be uncertain about facing workplace challenges after graduation. Notably, 45% of respondents identified self-confidence as the most influential factor affecting their work readiness, followed by 40% who emphasized digital literacy. These findings highlight the importance of examining the contribution of self-confidence and digital literacy to students' work readiness.

Previous studies have shown that self-confidence and digital literacy significantly influence work readiness. Novianingtyas (2019) and Auliya (2020) found that self-confidence has a positive effect on the work readiness of vocational students. Similarly, studies by Putri et al. (2021), Lestari & Santoso (2019), and Yulianti & Juita (2021) demonstrated that digital literacy contributes significantly to career readiness. Recent research also suggests that digital literacy may strengthen self-confidence, which in turn improves work readiness.

Based on this background, this study aims to examine the influence of self-confidence and digital literacy on the work readiness of twelfth-grade students at SMKN 31 Jakarta. The findings of this study are expected to provide empirical evidence that can be used as a basis for developing curricula and training programs at the school, so as to better prepare graduates to enter the world of work as competent and confident professionals.

## **LITERATURE REVIEW**

### ***Self-confidence***

Self-confidence refers to an individual's belief in their own capacities that enables them to act without excessive anxiety (Lauster, 2015). Individuals with self-confidence tend to feel free to express their desires responsibly, maintain politeness in interactions, have achievement orientation, and understand their own potential and limitations. This psychological condition enables individuals to think independently, execute decisions freely, and demonstrate emotional satisfaction, optimism, social tolerance, and behavioral accountability.

Furthermore, self-confidence is defined as an internal belief that enables individuals to control various situations calmly, characterized by the absence of inferiority feelings and flexibility in acting when facing public situations (Wills, as cited in Rosdiana, 2019). It reflects an individual's belief in their ability to overcome problems with the best approach, accompanied by the capacity to provide positive impact on those around them (Vay et al., 2020).

Based on several perspectives, self-confidence can be understood as a psychological condition that reflects an individual's certainty about their potential when executing various actions and decisions. In this study, self-confidence is measured through several indicators, including belief in one's own abilities, independence in decision-making, responsibility for actions, and the capacity to interact positively with others (Lauster, 2015; Vay et al., 2020).

### **Digital Literacy**

Digital literacy refers to an individual's ability to access, understand, and utilize various sources of digital media for productive purposes (Putra et al., 2023). It encompasses technical knowledge in using digital devices and networks to manage information, including finding, evaluating, using, and creating content in a wise, accurate, and legally compliant manner.

Furthermore, digital literacy involves awareness, attitudinal orientation, and personal competencies in leveraging communication technologies. This includes a systematic process of identifying, accessing, organizing, integrating, evaluating, analyzing, and synthesizing digital information sources appropriately. Digital literacy also encompasses the ability to formulate new insights, produce creative media-based works, and engage in interactive communication within specific communities (Swandewi et al., 2024).

Based on several perspectives, digital literacy can be understood as a life skill that reflects not only technical proficiency in using information and communication technologies, but also the capacity to learn, interact socially, and develop critical, creative, and inspirational attitudes within digital competence spaces (Hidayat & Khotimah, 2019). In this study, digital literacy is measured through several indicators, including the ability to access and evaluate digital information, critical thinking in using technology, and the capacity to create and communicate content effectively through digital platforms (Gilster, as cited in Putra et al., 2023; Swandewi et al., 2024).

### **Work Readiness**

Work readiness refers to an individual's condition of being prepared to accept and perform a job according to their field of expertise (Harjono, 2016). It encompasses both mental and physical maturity, which contribute to achieving optimal work productivity (Muspawi & Lestari, 2020). Work readiness also reflects the alignment between skills, conceptual understanding, and personal characteristics that enable graduates to adapt and deliver maximum performance in the workplace (Angraini et al., 2021).

Furthermore, work readiness is associated with the integration of physiological development, psychological maturity, and accumulated experiences, combined with internal motivation and actual capabilities to complete tasks effectively (Stevani & Yulhendri, as cited in Angraini et al., 2021). Individuals with high work readiness are characterized by adequate knowledge, technical skills, positive attitudes, and self-confidence to succeed in their occupation.

Based on several perspectives, work readiness can be understood as a multidimensional construct that reflects an individual's ability to integrate physiological, psychological, and experiential factors to perform work-related activities successfully. In this study, work readiness is measured through several indicators, including mastery of technical skills, knowledge, work attitudes, and self-confidence in facing workplace challenges (Harjono, 2016; Muspawi & Lestari, 2020; Angraini et al., 2021).

**METHOD**

According to Sugiyono (2019), the research method is a scientific way to obtain data with certain purposes and uses. This study uses a descriptive causal quantitative research method. Quantitative research adopts a positivist approach to examine specific populations or research samples. Data collection relies on valid research instruments, which are then processed quantitatively through statistical approaches to evaluate and test the established hypotheses. This study aims to examine the influence of Self-Confidence (X1) and Digital Literacy (X2) on Work Readiness (Y).

According to Sugiyono in Darna & Herlina (2018), a descriptive causal method serves to describe and analyze cause-and-effect relationships as well as the impacts generated from one variable on another. As noted in Prayanthi et al. (2020), this method was chosen to explain the extent to which the independent variables affect the dependent variable. Furthermore, Malhotra (2012) defines causal research as a type of conclusive research whose primary objective is to obtain evidence regarding cause-and-effect relationships. Santoso and Kunto (2014) confirm this by defining causal research as a method that analyzes cause-and-effect relationships to test whether the direction of change in a variable is influenced by another variable. In addition, this study employs a survey method where questionnaires are distributed to respondents based on predetermined sample characteristics. This method was selected because it is considered effective for collecting large amounts of data relatively quickly and efficiently.

According to Sugiyono in Ajijah & Selvi (2021), the sample is part of the number and characteristics of the population. To determine the size of the sample taken from the population, the researcher uses the formula proposed by Isaac and Michael. The technique used by researchers in sampling is the proportional random sampling technique, also known as balanced sampling. Proportional random sampling is the determination of samples from a population carried out randomly without considering the strata in the population. In determining the sample size, researchers refer to the Isaac and Michael table with a margin of error of 5%.

**RESULTS AND DISCUSSION*****Profil Respondent***

Based on data collection from questionnaire answers obtained from 144 respondents, a picture of the respondent profile based on majors was obtained, as in the table below:

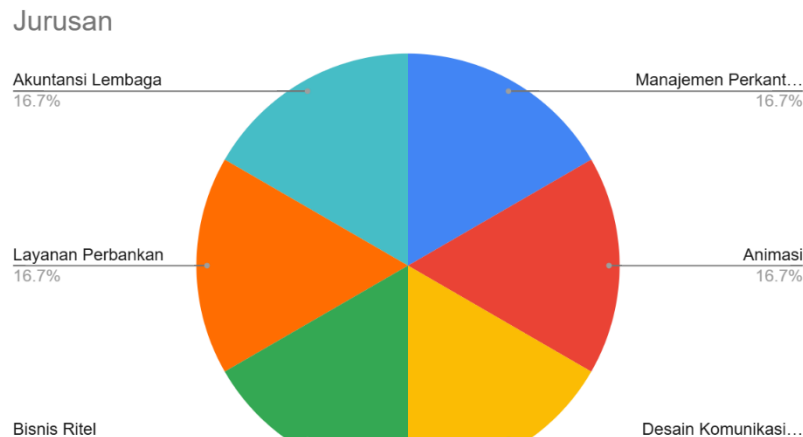


Figure 1. Number of Respondents Majors

## Hypothesis Testing Measurement Model Analysis (Outer Model)

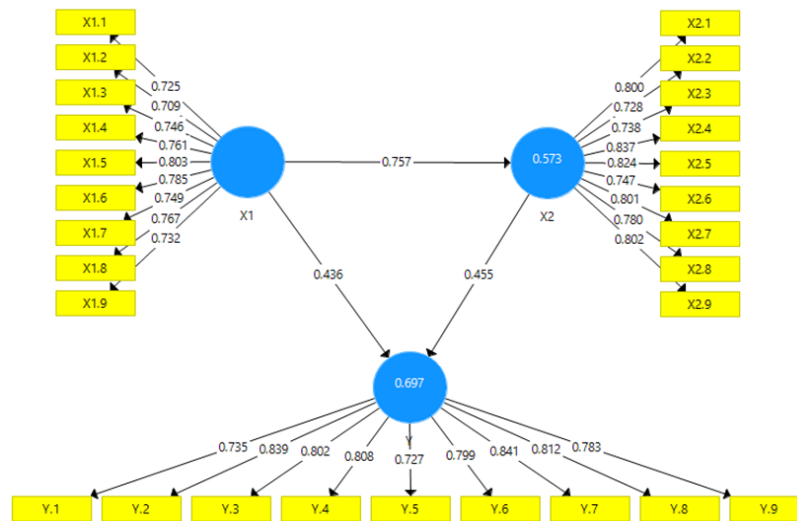


Figure 2. Outer Model.

Figure 2 shows the results of the outer model of the research that has been conducted. Based on the results in the figure, the researcher tested the outer model analysis as follows:

### Convergent Validity Outer Loading

Based on the table 1, it is known that all items in the research variables have an outer loading value  $> 0.70$  so they are declared valid.

Table 1. Outer Loading

|              | Self<br>Confiden<br>ce (X1) | Literasi<br>Digital<br>(X2) | Kesiapa<br>n Kerja<br>(Y) |
|--------------|-----------------------------|-----------------------------|---------------------------|
| X<br>1.<br>1 | 0.725                       |                             |                           |
| X<br>1.<br>2 | 0.709                       |                             |                           |
| X<br>1.<br>3 | 0.746                       |                             |                           |
| X<br>1.<br>4 | 0.761                       |                             |                           |
| X<br>1.<br>5 | 0.803                       |                             |                           |

|              |       |       |       |
|--------------|-------|-------|-------|
| X<br>1.<br>6 | 0.785 |       |       |
| X<br>1.<br>7 | 0.749 |       |       |
| X<br>1.<br>8 | 0.767 |       |       |
| X<br>1.<br>9 | 0.732 |       |       |
| X<br>2.<br>1 |       | 0.800 |       |
| X<br>2.<br>2 |       | 0.728 |       |
| X<br>2.<br>3 |       | 0.738 |       |
| X<br>2.<br>4 |       | 0.837 |       |
| X<br>2.<br>5 |       | 0.824 |       |
| X<br>2.<br>6 |       | 0.747 |       |
| X<br>2.<br>7 |       | 0.801 |       |
| X<br>2.<br>8 |       | 0.780 |       |
| X<br>2.<br>9 |       | 0.802 |       |
| Y.<br>1      |       |       | 0.735 |
| Y.<br>2      |       |       | 0.839 |
| Y.<br>3      |       |       | 0.802 |

|         |  |  |       |
|---------|--|--|-------|
| Y.<br>4 |  |  | 0.808 |
| Y.<br>5 |  |  | 0.727 |
| Y.<br>6 |  |  | 0.799 |
| Y.<br>7 |  |  | 0.841 |
| Y.<br>8 |  |  | 0.812 |
| Y.<br>9 |  |  | 0.783 |

**AVE (Average Variance Extracted)**

Based on the table 2, it is known that the AVE value on the four variables is > 0.50. So, it can be concluded that all variables have met the requirements of convergent validity.

**Table 2. AVE**

|        | <i>Cronbach's Alpha</i> | <i>rho_A</i> | <i>Composite Reliability</i> | <i>Average Variance Extracted (AVE)</i> |
|--------|-------------------------|--------------|------------------------------|-----------------------------------------|
| X<br>1 | 0.905                   | 0.906        | 0.922                        | 0.568                                   |
| X<br>2 | 0.922                   | 0.922        | 0.935                        | 0.616                                   |
| Y      | 0.927                   | 0.928        | 0.939                        | 0.632                                   |

**Reliability**

Based on the table 3, it is known that the Cronbach's Alpha and Composite Reliability values are > 0.70. This shows that all constructs have a good level of reliability.

**Table 3. Reliability**

|    | <i>Cronbach's Alpha</i> | <i>Composite Reliability</i> | <i>Remarks</i> |
|----|-------------------------|------------------------------|----------------|
| X1 | 0.905                   | 0.922                        | Valid          |
| X2 | 0.922                   | 0.935                        | Valid          |
| Y  | 0.927                   | 0.939                        | Valid          |

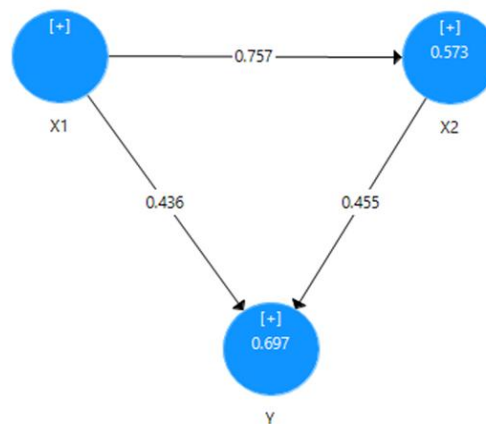


Figure 3. Inner Model

Figure 3 shows the results of the inner model of the research that has been conducted. Based on the results in the figure, the researcher tested the inner model analysis as follows:

#### R-Square ( $R^2$ )

Based on the table 4, the Adjusted R Square value on variable X2 is 0.570 and on variable Y is 0.693. This means that variable X2 is influenced by 57% and Y is influenced by 69,3% by variable X1 in this study, while the rest is influenced by other variables outside the study.

Table 4. R Square ( $R^2$ )

|    | R Square | R Square Adjusted |
|----|----------|-------------------|
| X2 | 0.573    | 0.570             |
| Y  | 0.697    | 0.693             |

#### Predictive Relevance ( $Q^2$ )

Based on the table 5, it is known that the  $Q^2$  value for both variables is greater than 0, so the model formed has an adequate level of predictive relevance.

Table 5. Predictive Relevance ( $Q^2$ )

|    | SSO      | SSE      | $Q^2 (=1 - SSE/SSO)$ |
|----|----------|----------|----------------------|
| X1 | 1296.000 | 1296.000 |                      |
| X2 | 1296.000 | 858.817  | 0.337                |
| Y  | 1296.000 | 738.982  | 0.430                |



**Hypothesis Test Direct Effect Test****Table 6. Direct Effect Test**

|          | Original Sample (O) | Sample Mean (M) | Standard Deviation (STDEV) | T Statistics ( O/STDEV ) | P Values |
|----------|---------------------|-----------------|----------------------------|--------------------------|----------|
| X1 -> X2 | 0.757               | 0.748           | 0.073                      | 10.417                   | 0.000    |
| X1-> Y   | 0.436               | 0.438           | 0.068                      | 6.371                    | 0.000    |
| X2 -> Y  | 0.455               | 0.453           | 0.079                      | 5.772                    | 0.000    |

**a. The Effect of Self Confidence on Digital Literacy**

Based on the table above, the T value on X1 -> X2 is 10.417 with a significance value of  $0.000 < 0.05$ , which means  $H_0$  is rejected. The original sample value shows a value of 0.757. Thus, it can be concluded that self-confidence has a significant effect on digital literacy.

**b. The Effect of Self Confidence on Work Readiness**

Based on the table above, the T value on X1 -> Y is 6.371 with a significance value of  $0.000 < 0.05$ , which means  $H_0$  is rejected. The original sample value shows a value of 0.436. Thus, it can be concluded that self-confidence has a significant effect on work readiness.

**c. The Effect of Digital Literacy on Work Readiness**

Based on the table above, the T value on X2 -> Y is 5.772 with a significance value of  $0.000 < 0.05$ , which means  $H_0$  is rejected. The original sample value shows a value of 0.455. Thus, it can be concluded that digital literacy has a significant effect on work readiness.

**Indirect Influence Test**

Based on the table 7, it is known that the results of the indirect influence of self-confidence on student work readiness mediated by digital literacy have a t value of 5.797 with a p value of  $0.000 < 0.05$  and the original sample value is 0.344. Thus, this shows that there is an indirect effect of self-confidence on student work readiness through digital literacy.

**Table 7. Indirect Influence Test**

|               | Original Sample (O) | Sample Mean (M) | Standard Deviation (STDEV) | T Statistics ( O/STDEV ) | P Values |
|---------------|---------------------|-----------------|----------------------------|--------------------------|----------|
| X1 -> X2 -> Y | 0.344               | 0.337           | 0.059                      | 5.797                    | 0.000    |

**DISCUSSION**

H1: Based on data analysis, self-confidence has a significant and positive influence on student digital literacy, with an original sample value of 0.757, t-statistic  $10.417 > 1.96$ , and p-value  $0.000 < 0.05$ . These results indicate that self-confidence can directly improve student digital literacy. Research by Soraya et al. (2024) also supports these findings, where their study on 78 Managerial Accounting students at Politeknik Negeri Ujung Pandang showed that self-confidence has a positive and significant effect on students' digital literacy. These findings confirm the consistent positive impact of self-confidence on digital literacy.

H2: Self-confidence also has a significant effect on students' work readiness, with an original sample value of 0.436, t-statistic  $6.371 > 1.96$ , and p-value  $0.000 < 0.05$ . These findings indicate that self-confidence is able to increase work readiness directly. These results are in line with Auliya (2020) research, which shows that self-confidence significantly affects work readiness based on a regression test with a beta value of 0.207,  $t = 2.038$ , and  $p = 0.044$ . Thus, self-confidence serves as a fundamental ability that helps students prepare themselves to enter the workforce.

H3: Digital literacy also has a significant effect on students' work readiness, with an original sample value of 0.455, t-statistic  $5.772 > 1.96$ , and p-value  $0.000 < 0.05$ . These findings indicate that digital literacy is able to increase work readiness directly. These results are in line with Putri et al. (2021) research, which shows that digital literacy accounts for 36.9% of the variance in work readiness ( $R\text{-squared} = 0.369$ ). Their study also revealed that Generation Z students possessed good levels of digital literacy and work readiness, confirming that higher digital literacy leads to greater workforce preparation. Thus, digital literacy serves as a key driver for students to successfully navigate and enter the job market.

H4: Based on data analysis, self-confidence has a significant and positive indirect effect on student work readiness mediated by digital literacy, with an original sample value of 0.344, t-statistic  $5.797 > 1.96$ , and p-value  $0.000 < 0.05$ . These results indicate that digital literacy effectively mediates the relationship between self-confidence and student work readiness. Therefore, hypothesis H4 in this study is accepted. While self-confidence directly drives work readiness (H2), its indirect influence through digital literacy (H4) highlights a key theoretical mechanism: high self-confidence serves as an internal psychological catalyst that drives students to actively build digital literacy. In turn, enhanced digital literacy acts as a practical capability bridge that translates internal confidence into functional work readiness. This mechanism integrates prior empirical evidence on psychological traits (Auliya, 2020; Oge et al., 2022) and digital skills (Ulfa & Suharsono, 2023; Purnama et al., 2024), demonstrating that psychological readiness and digital competency work synergistically to maximize student career preparedness in the digital era.

## CONCLUSION AND RECOMMENDATION

### **Conclusion**

Based on the results of research and discussions regarding the influence of self-confidence and digital literacy on student work readiness at SMKN 31 Jakarta, the following conclusions can be drawn: (1) There is a positive and significant influence between the self-confidence variable on digital literacy. Self-confidence greatly influences how students approach technology; when students possess high confidence, they show greater initiative and interest in exploring, utilizing, and mastering digital tools effectively in their learning process. (2) There is a positive and significant influence between the self-confidence variable on student work readiness. Thus, higher self-assurance directly enhances students' readiness to enter the workforce, giving them the necessary mental resilience and conviction to face professional expectations and challenges. (3) There is a positive and significant influence between the digital literacy variable on student work readiness. Because digital competence is essential in modern job environments, mastering technology allows students to adapt, communicate, and solve problems efficiently, which significantly boosts their competitive edge in entering the labor market. (4) There is a positive and significant indirect influence between the self-confidence variable on student work readiness through digital literacy. Because self-confidence serves as an internal driver that motivates

students to improve their digital skills, which ultimately equips them with the practical capabilities needed to achieve high work readiness. achieve good results. Because with the motivation that arises from within the student or from others who can help students achieve good learning outcomes.

## Recommendation

Future researchers are encouraged to explore additional variables that influence work readiness, such as learning motivation, industrial work practice experience, parental support, or the school environment, to provide a more comprehensive picture. Furthermore, implementing research in different schools is recommended to compare results and gain broader insights into the effects of self-confidence and digital literacy on vocational students' work readiness. Future studies could also consider using mixed methods, such as incorporating interviews or direct observations, to capture deeper qualitative insights alongside quantitative data. Meanwhile, schools should provide adequate infrastructure, including modern office technology devices, a stable internet connection, and functional practical laboratories to support digital learning. Additionally, schools are expected to enhance student development through targeted training in modern technology, career guidance programs, and work readiness seminars to optimize student preparedness for the labor market.

## REFERENCES

- Purnama, S. I., Indrawati, C. D. S., & Akbarini, N. R. (2024). Pengaruh digital literacy dan self efficacy terhadap kesiapan kerja siswa SMK Negeri 1 Sukoharjo. *Jurnal Informasi dan Komunikasi Administrasi Perkantoran*, 8(1), 65–72. <https://doi.org/10.20961/jikap.v8i1.75699>
- Ajijah, J. H., & Selvi, E. (2021). Pengaruh kompetensi dan komunikasi terhadap kinerja perangkat desa. *Jurnal Manajemen*, 13(2), 232–236. <https://doi.org/10.30872/jmm.v13i2.9800>
- Angraini, D. I., Murisal, & Ardias, W. S. (2021). Pengaruh keterampilan komunikasi terhadap kesiapan kerja lulusan sarjana Sumatera Barat. *Jurnal Psikologi Islam*, 12(1), 84–100.
- Auliya, N. N. (2020). Pengaruh persepsi kesempatan kerja dan kepercayaan diri terhadap kesiapan kerja. *Jurnal Ilmiah Psikologi*, 8(2), 283–288.
- Darna, N., & Herlina, E. (2018). Memilih metode penelitian yang tepat: Bagi penelitian bidang ilmu manajemen. *Jurnal Ekonologi Ilmu Manajemen*, 5(1), 287–292. <https://doi.org/10.2827/jeim.v5i1.1359>
- Ebyatiswara Putra, A., Taufiqur Rohman, M., Linawati, L., & Hidayat, N. (2023). Pengaruh literasi digital terhadap kompetensi pedagogik guru. *Murhum: Jurnal Pendidikan Anak Usia Dini*, 4(1), 201–211. <https://doi.org/10.37985/murhum.v4i1.185>
- Harjono. (2016). *Persiapan dan pengembangan diri untuk memasuki dunia kerja*. Pustaka Pelajar.
- Hidayat, N., & Khotimah, H. (2019). Pemanfaatan teknologi digital dalam kegiatan pembelajaran. *JPPGuseda | Jurnal Pendidikan & Pengajaran Guru Sekolah Dasar*, 2(1), 10–15. <https://doi.org/10.33751/jppguseda.v2i1.988>
- Lauster, P. (2015). *Tes kepribadian* (D. H. Gulo, Penerj.). Bumi Aksara.
- Lestari, S., & Santoso, A. (2019). The roles of digital literacy, technology literacy, and human literacy to encourage work readiness of accounting education students in the Fourth Industrial Revolution era. *KnE Social Sciences*, 3(11), 513–527. <https://doi.org/10.18502/kss.v3i11.4031>
- Malhotra, N. K. (2012). *Basic marketing research: Integration of social media* (4th ed.). Pearson.

- Muspawi, M., & Lestari, A. (2020). Membangun kesiapan kerja calon tenaga kerja. *Jurnal Literasologi*, 4(1), 111–117. <https://doi.org/10.31316/literasologi.v4i1.844>
- Novianingtyas, A. (2019). Hubungan kompetensi bidang keahlian ilmu ukur tanah dan self confidence dengan kesiapan kerja di industri jasa konstruksi. *Jurnal Kajian Pendidikan Teknik Bangunan*, 5(2).
- Oge, L. A., Rachman, D., & Istati, M. (2022). The effect of self-confidence on the work readiness of class XII students of SMKN 1 Banjarbaru. *Jurnal Pelayanan Bimbingan dan Konseling*, 12(2), 165–174.
- Prayanthi, I., Lompoliu, E., & Langkedeng, R. D. (2020). Pengaruh kualitas sistem, kualitas informasi, dan perceived usefulness terhadap kepuasan pengguna sistem informasi akuntansi. *Klabat Accounting Review*, 1(2), 1–11. <https://doi.org/10.60090/kar.v1i2.475>
- Prema Swandewi, N. P., Wisna Ariawan, I. P., & Gede Erni Sulindawati, N. L. (2024). Pengaruh kepemimpinan instruksional, literasi digital, kecerdasan emosional, kecerdasan intelektual terhadap kinerja guru. *Jurnal Sosial Teknologi*, 4(1), 1–16. <https://doi.org/10.59188/jurnalsostech.v4i1.1094>
- Purnama, S. I., Indrawati, C. D. S., & Akbarini, N. R. (2024). Pengaruh digital literacy dan self efficacy terhadap kesiapan kerja siswa SMK Negeri 1 Sukoharjo. *Jurnal Informasi dan Komunikasi Administrasi Perkantoran*, 8(1), 65–72. <https://doi.org/10.20961/jikap.v8i1.75699>
- Putri, R. Y., Muhammadiyah, U., & Hamka, P. (2021). Pengaruh literasi digital terhadap kesiapan kerja generasi z di sekolah menengah kejuruan. *Edukatif: Jurnal Ilmu Pendidikan*, 3(5), 3007–3017.
- Soraya, R. A., Amin, A. N., Arni, A., & Amri, A. R. K. (2024). Self-efficacy toward student's digital literacy. Dalam *Proceedings of the International Conference on Applied Science and Technology on Social Science 2023 (iCAST-SS 2023)*. Atlantis Press. [https://doi.org/10.2991/978-2-38476-202-6\\_91](https://doi.org/10.2991/978-2-38476-202-6_91)
- Sugiyono. (2019). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.
- Ulfa, S. M., & Suharsono, N. (2023). Pengaruh literasi digital dan prakerin terhadap kesiapan berwirausaha digital yang dimediasi sikap kewirausahaan siswa SMK. *Jurnal Pendidikan Ekonomi (JUPE)*, 11(3), 263–272.
- Vay, A., Harahap, J. M., & Ritonga, N. (2020). Pengaruh kecerdasan emosional dan kepercayaan diri terhadap produktivitas kerja karyawan PT. Satya Kisma Usaha Kabupaten Labuhanbatu Selatan. *Jurnal Ilmu Manajemen*, 2(1), 33–36.
- Yulianti, M., & Juita, V. (2021). Pengaruh keahlian akuntansi, literasi digital dan literasi manusia terhadap kesiapan kerja calon akuntan di era disrupsi teknologi digital. *Ekonomis: Journal of Economics and Business*, 5(2), 449–456. <https://doi.org/10.33087/ekonomis.v5i2.389>