

Digital literacy, organizational activities, and self-efficacy in students' career readiness: career adaptability as a mediator

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Abstract

As digitalization advances, workplace demands become increasingly complex, requiring students to possess not only academic competence but also digital, experiential, psychological, and adaptive resources. This study examines the effects of Digital Literacy, Organizational Activities, and Self-Efficacy on Career Readiness, with Career Adaptability as a mediating variable. A cross-sectional quantitative survey was conducted among 85 students from the Faculty of Economics and Business, Islamic University of Malang, using purposive sampling. Data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS 4.0.9.4. The results show that Digital Literacy and Self-Efficacy have significant positive effects on Career Adaptability, whereas Organizational Activities do not significantly affect Career Adaptability. Career Adaptability, Digital Literacy, and Organizational Activities have significant positive effects on Career Readiness, whereas Self-Efficacy has no significant direct effect. Career Adaptability significantly mediates the effects of Digital Literacy and Self-Efficacy on Career Readiness, but not the effect of Organizational Activities. These findings indicate that Career Readiness is shaped through different mechanisms: Digital Literacy operates both directly and indirectly, Organizational Activities primarily operate directly, and Self-Efficacy primarily operates through Career Adaptability.

Keywords: *digital literacy, organizational activities, self-efficacy, career adaptability, career readiness.*

Introduction

College graduates are expected to possess comprehensive career readiness amid increasing digitalization, technological advancements, and an increasingly dynamic market. Consequently, a successful transition into the workforce can no longer be ensured by academic achievement alone. For students in the Faculty of Economics and Business, this demand is particularly relevant because they face digital business transformation, digital finance, and the growing use of data-driven technologies. Career readiness can therefore be understood as the result of interactions among digital resources, social experiences, and psychological factors, rather than academic achievement alone.

Previous studies provide fragmented and partly inconsistent evidence regarding the antecedents of career readiness. Pakpahan and Nikmah (2024) found that digital literacy and career adaptability significantly predict work readiness among accounting students, but examined them as separate predictors rather than testing career adaptability as a mediating mechanism. Karimah et al. (2025) similarly found significant effects of digital literacy and self-efficacy on work readiness, whereas adaptability was not significant, leaving the mechanism linking psychological resources to readiness unclear. Findings

regarding organizational involvement are also inconsistent: Angiasari et al. (2025) reported no significant direct or indirect effect of organizational involvement on work readiness through soft skills, whereas Ohy and Wibowo (2025) found a significant positive relationship between organizational involvement and career adaptability. In addition, Karacan-Ozdemir and Guneri (2017) highlighted the role of self-efficacy in career adaptability, but their study focused on high school students rather than university students. Therefore, previous research has largely examined these resources separately, across different populations, or through different mechanisms, leaving it unclear whether Digital Literacy, Organizational Activities, and Self-Efficacy jointly influence Career Readiness directly and indirectly through Career Adaptability.

This study addresses this gap by integrating Career Construction Theory (CCT) and Social Cognitive Career Theory (SCCT). Career Construction Theory explains career adaptability as a psychosocial resource that enables individuals to cope with career-related developmental tasks, transitions, and uncertainty (Savickas, 2013; Savickas & Porfeli, 2012). Social Cognitive Career Theory complements this perspective by emphasizing the role of self-efficacy and the interaction between personal and contextual factors in shaping career-related choices, behaviors, and outcomes (Lent et al., 1994). Integrating these perspectives allows digital literacy, organizational activities, and self-efficacy to be conceptualized as resources that may influence career readiness both directly and indirectly through career adaptability.

Career Construction Theory provides the primary explanation for the role of career adaptability in the proposed model. Career adaptability refers to a set of psychosocial resources that enable individuals to prepare for and respond to career-related tasks, transitions, and unexpected changes through four dimensions: concern, control, curiosity, and confidence (Savickas, 2013; Savickas & Porfeli, 2012). Within this framework, career adaptability is not merely an outcome but a resource that enables students to translate personal and contextual resources into adaptive career behaviors and greater readiness for future career demands. Meta-analytic evidence further indicates that career adaptability is positively associated with adapting responses and adaptation outcomes, including employability (Rudolph et al., 2017).

Social Cognitive Career Theory complements Career Construction Theory by explaining how personal beliefs and contextual experiences influence career-related behaviors and outcomes. Within SCCT, self-efficacy is particularly important because individuals' beliefs in their capabilities influence their goals, persistence, decision-making, and responses to career opportunities and barriers (Lent et al., 1994). From this perspective, self-efficacy represents an important psychological resource in students' career development. Taken together, CCT and SCCT provide the theoretical basis for examining digital literacy, organizational activities, and self-efficacy as antecedent resources that may influence career readiness both directly and indirectly through career adaptability.

Digital literacy extends beyond technical ability and includes the capacity to evaluate, select, and utilize digital information relevant to career development. From the perspective of Career Construction Theory, digital literacy can provide informational resources that broaden students' understanding of the world of work, facilitate access to career opportunities, and encourage exploration of future career possibilities. These conditions may strengthen concern and curiosity, which are important dimensions of career

adaptability. Empirical findings have also indicated that digital literacy and career adaptability are positively associated with work readiness in the context of technological change (Pakpahan & Nikmah, 2024). Therefore, students with stronger digital literacy are expected to demonstrate greater career adaptability. A recent systematic review further highlights the relevance of digital literacy to employability in increasingly digital work contexts (Caroline et al., 2025).

H1: Digital literacy positively affects career adaptability.

Organizational activities provide students with social and experiential learning opportunities through participation in teamwork, leadership, communication, decision-making, and responsibility. From the perspective of Career Construction Theory, these experiences may serve as contextual resources that help students develop greater control and confidence in responding to changing roles and career-related demands. Empirically, participation in organizational activities has been associated with work readiness and the development of students' soft skills (Angiasari et al., 2025). Therefore, organizational involvement is expected to provide experiences that strengthen students' ability to adapt to career-related changes and transitions.

H2: Organizational activities positively affect career adaptability.

Self-efficacy refers to individuals' beliefs in their ability to organize and perform the actions required to accomplish particular tasks and overcome challenges (Bandura, 1997). Within Social Cognitive Career Theory, self-efficacy influences career-related choices, persistence, and responses to opportunities and barriers (Lent et al., 1994). Students with stronger self-efficacy are therefore more likely to approach career challenges proactively and remain persistent when facing uncertainty. Previous research has highlighted the importance of self-efficacy in career development, including career decision-making among university students (Jalal, 2025) and career adaptability among high school students (Karacan-Ozdemir & Yerin Guneri, 2017). Accordingly, students who have stronger beliefs in their capabilities are expected to demonstrate greater adaptability when dealing with career-related changes and challenges.

H3: Self-efficacy positively affects career adaptability.

Career adaptability enables individuals to anticipate future career demands, explore available alternatives, exercise control over career decisions, and respond confidently to changing circumstances. According to Career Construction Theory, these adaptive resources facilitate effective responses to career tasks and transitions (Savickas, 2013; Savickas & Porfeli, 2012). Students with greater career adaptability are therefore better able to plan their careers, respond to workplace changes, and prepare for the transition from university to employment. Consequently, greater career adaptability is expected to enhance career readiness.

H4: Career adaptability positively affects career readiness.

Digital literacy may also contribute directly to students' career readiness. Students who are able to identify, evaluate, and effectively use digital information are better equipped to search for employment opportunities, understand changing competency requirements,

utilize digital recruitment platforms, and respond to increasingly digitalized workplaces. Previous research also indicates a positive association between digital competencies and career preparedness (Pakpahan & Nikmah, 2024). Therefore, digital literacy is expected to strengthen students' readiness to enter the workforce.

H5: Digital literacy positively affects career readiness.

Organizational activities may contribute directly to career readiness because they provide opportunities for students to practice competencies that are relevant to the workplace, including teamwork, communication, leadership, problem-solving, decision-making, and responsibility. Organizational participation can therefore provide experiential learning that complements academic preparation and exposes students to situations resembling professional work environments. Previous findings have also associated organizational participation with work readiness and soft-skill development (Angiasari et al., 2025). Accordingly, greater involvement in organizational activities is expected to enhance students' career readiness.

H6: Organizational activities positively affect career readiness.

Self-efficacy may also contribute directly to career readiness because students who believe in their capabilities are more likely to establish career goals, persist in developing relevant competencies, explore career opportunities, and respond actively to challenges associated with entering the workforce. From the perspective of Social Cognitive Career Theory, stronger self-efficacy supports goal-directed career behavior and persistence when individuals encounter barriers (Lent et al., 1994). Therefore, students with higher self-efficacy are expected to be better prepared to manage career-related tasks and transition into the workforce.

H7: Self-efficacy positively affects career readiness.

Although digital literacy, organizational activities, and self-efficacy may contribute directly to career readiness, Career Construction Theory suggests that these resources may also operate through an adaptive process. Digital literacy provides informational resources, organizational activities provide social and experiential resources, and self-efficacy provides psychological resources. Career adaptability enables students to translate these resources into adaptive career responses by planning for future career demands, exploring alternatives, exercising control over career decisions, and responding confidently to change. Therefore, career adaptability is proposed as a mediating mechanism through which digital literacy, organizational activities, and self-efficacy may contribute to greater career readiness.

H8: Career adaptability mediates the effect of digital literacy on career readiness.

H9: Career adaptability mediates the effect of organizational activities on career readiness.

H10: Career adaptability mediates the effect of self-efficacy on career readiness.

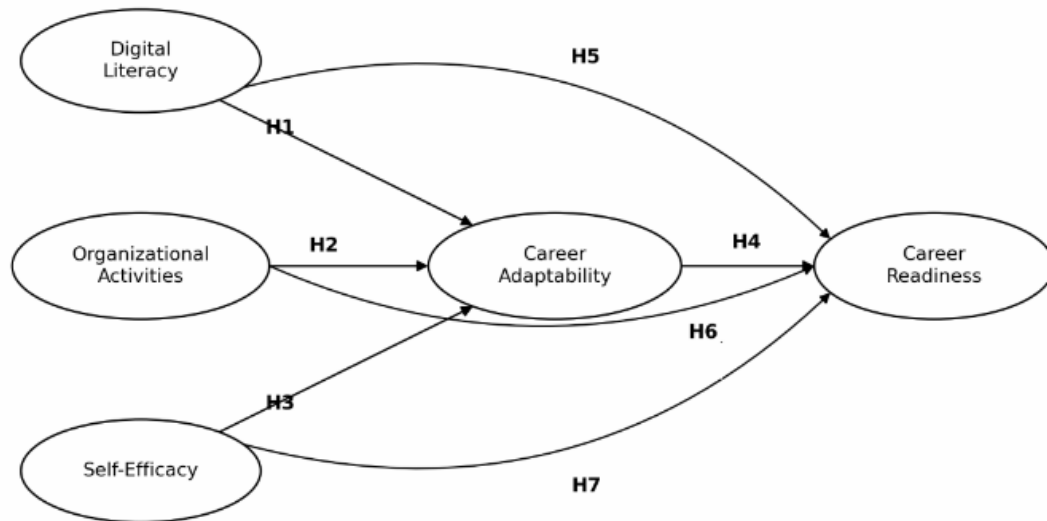


Figure 1. Conceptual Framework

Method

This study employed a quantitative cross-sectional survey design. According to official administrative data from the Faculty of Economics and Business, Islamic University of Malang, there were 3,456 active students in the 2023–2024 academic year. This figure represents the broader institutional population, while the study sample was selected purposively based on the eligibility criteria described below. The population data were the most recent administrative information available from the faculty at the time the study was conducted. Students with varying levels of organizational participation were included in this study, ranging from those who did not participate in any student organizations to those who were actively involved in one or more student organizations.

An a priori power analysis was conducted using G*Power version 3.1.9.7 to determine the minimum required sample size. Assuming a medium effect size ($f^2 = 0.15$), a significance level of $\alpha = 0.05$, statistical power of 0.80, and four predictors corresponding to the maximum number of predictors of an endogenous construct in the revised model, the minimum required sample size was 85 respondents. The final sample consisted of 85 valid respondents, thereby meeting the minimum sample size requirement. Details of the sample-size determination are presented in Table 1.

Table 1. Population and Sample Size Determination

Criteria	Number (People)
Total active students in the Faculty of Economics and Business, Islamic University of Malang, academic year 2023–2024	3,456
Minimum sample size based on a G*Power 3.1.9.7 analysis (effect size $f^2 = 0.15$; $\alpha = 0.05$; power = 0.80; 4 predictors)	85
Valid respondents included in the final analysis	85

Purposive sampling was employed based on the following eligibility criteria: students were actively enrolled in the Faculty of Economics and Business, Islamic University of

Malang; were in their sixth or eighth semester; had access to and were able to use digital technology; and voluntarily agreed to participate by providing informed consent. Students in their sixth and eighth semesters were selected because they were expected to have sufficient academic and non-academic experience to assess their career readiness. Participation in student organizations was not used as an inclusion criterion. Therefore, the study included students with varying levels of organizational involvement, including those who were not involved in student organizations. Organizational Activities were measured according to each respondent's level of involvement, with higher scores indicating more intensive organizational participation and lower scores indicating minimal involvement. Data were collected online using Google Forms, and the questionnaire link was distributed via WhatsApp. A total of 85 responses that met all eligibility criteria were included in the final analysis. Given the use of purposive sampling, the findings are intended to explain relationships among the examined constructs within the study sample rather than to provide statistical generalization to the entire student population.

The variables were measured using a five-point Likert scale ranging from 1 = strongly disagree to 5 = strongly agree. The operational definitions of the research variables are presented in Table 2.

Table 2. Operational Definitions of Variables

Variable	Operational Definition	Indicators	Scale	Source
Digital Literacy	Students' ability to acquire, evaluate, and utilize digital technology to support their career development.	4	Likert 1-5	Putri et al. (2025)
Organizational Activities	Students' level of engagement in student organizational activities, as reflected in participation, roles, networking, and organizational experience.	4	Likert 1-5	Angiasari et al. (2025)
Self-Efficacy	An individual's belief in their capability to organize and execute the actions required to achieve career-related goals.	4	Likert 1-5	Bandura (1997)
Career Adaptability	An individual's capacity to anticipate, adapt to, and cope with changes and transitions in their career.	4	Likert 1-5	Savickas & Porfeli (2012)
Career Readiness	Students' readiness to enter the workforce, as demonstrated by their competencies, career planning, and career orientation.	4	Likert 1-5	Marciniak et al. (2022)

Content validity was assessed through expert evaluation, with all indicators achieving a Content Validity Ratio (CVR) above 0.70. Primary data were collected from April to June 2026. The population figure was based on the most recent official administrative data

available from the Faculty of Economics and Business, Islamic University of Malang, for the 2023–2024 academic year. The questionnaire included validation questions designed to identify inconsistent or careless responses and ensure data quality. Partial Least Squares Structural Equation Modeling (PLS-SEM) was employed using SmartPLS version 4.0.9.4. This approach was selected because it is suitable for estimating models involving mediation and can be applied to studies with relatively small sample sizes (Hair et al., 2019; Kock & Hadaya, 2018). The measurement model was evaluated using outer loadings and Average Variance Extracted (AVE) to assess convergent validity, the Fornell–Larcker criterion and Heterotrait–Monotrait Ratio (HTMT) to assess discriminant validity, and Cronbach’s Alpha and composite reliability to assess internal consistency reliability. The structural model was evaluated using the coefficient of determination (R^2) and effect size (f^2), followed by hypothesis testing using 5,000 bootstrap subsamples at a significance level of 0.05. Indirect effects were assessed using the same bootstrapping procedure and were considered statistically significant at $p < 0.05$.

This study was conducted in accordance with ethical principles consistent with the Declaration of Helsinki. Informed consent was obtained from all participants before data collection. Participants’ anonymity and data confidentiality were protected, no material incentives were provided, and participants were informed of their right to withdraw from the study at their discretion.

Results and Discussion

Respondent characteristics are presented to provide an overview of the study sample. A total of 85 students from the Faculty of Economics and Business, Islamic University of Malang, who met all eligibility criteria, were included in the study.

Table 3. Respondent Characteristics

Characteristics	Category	Frequency	Percentage (%)
Gender	Male	30	35.3
	Female	55	64.7
Age	19 years old	1	1.2
	20 years old	9	10.6
	21 years old	30	35.3
	22 years old	27	31.8
	23 years old	11	12.9
	24 years old	5	5.9
	25 years old	1	1.2
	27 years old	1	1.2
Academic Program	Management	64	75.3
	Accounting	13	15.3
	Islamic Banking	8	9.4

Convergent validity was initially evaluated based on the outer loadings of the indicators. According to Hair et al. (2022), indicator loadings of 0.70 or higher are generally considered satisfactory. Indicators with loadings between 0.40 and 0.70 may still be retained when their removal is not theoretically justified and the overall measurement quality of the construct remains acceptable.

Table 4. Results of Indicator Loading Assessment

Variable	Indicators	Outerloading	Description
Career Adaptability	CA1	0.790	Valid
	CA2	0.685	Retained
	CA3	0.817	Valid
	CA4	0.770	Valid
Organizational Activities	OA1	0.931	Valid
	OA2	0.911	Valid
	OA3	0.904	Valid
	OA4	0.890	Valid
Career Readiness	CR1	0.820	Valid
	CR2	0.762	Valid
	CR3	0.781	Valid
	CR4	0.820	Valid
Digital Literacy	DL1	0.654	Retained
	DL2	0.732	Valid
	DL3	0.784	Valid
	DL4	0.618	Retained
Self-Efficacy	SE1	0.604	Retained
	SE2	0.677	Retained
	SE3	0.794	Valid
	SE4	0.794	Valid

Table 4 shows that most indicators have outer loadings above 0.70, indicating satisfactory indicator reliability. Several indicators with loadings between 0.40 and 0.70 were retained because their removal was not theoretically justified and the corresponding constructs maintained acceptable overall measurement quality (Hair et al., 2022). Internal consistency reliability was assessed using Cronbach's Alpha and Composite Reliability (CR), while convergent validity was evaluated using Average Variance Extracted (AVE). Following Hair et al. (2022), composite reliability values of 0.70 or higher and AVE values of 0.50 or higher are generally considered satisfactory.

Table 5. Construct Reliability and Convergent Validity

Variable	Cronbach's Alpha	Composite Reliability (rho_C)	AVE	Description
Career Adaptability	0.765	0.851	0.589	Reliable
Organizational Activities	0.930	0.950	0.827	Reliable
Career Readiness	0.807	0.874	0.634	Reliable
Digital Literacy	0.653	0.792	0.490	Retained
Self-Efficacy	0.695	0.811	0.521	Reliable

Table 5 shows that all constructs achieve composite reliability values above 0.70, indicating satisfactory internal consistency reliability. Cronbach's Alpha values for Digital Literacy (0.653) and Self-Efficacy (0.695) are slightly below the conventional 0.70 threshold; however, their composite reliability values remain above 0.70. Career Adaptability, Organizational Activities, Career Readiness, and Self-Efficacy achieve AVE values above 0.50. Digital Literacy records an AVE of 0.490, which is marginally below the recommended threshold. Nevertheless, the construct was retained because its composite

reliability remains satisfactory (0.792), its AVE is very close to 0.50, and its indicators remain theoretically relevant. Therefore, the measurement properties are considered generally acceptable, although the Digital Literacy construct should be interpreted with caution. Discriminant validity was assessed using the Heterotrait–Monotrait Ratio (HTMT), which evaluates the extent to which the constructs are empirically distinct from one another (Hair et al., 2022).

Table 6. HTMT Test Results

Variable	CA	OA	CR	DL	SE
Career Adaptability	-	0.467	0.939	0.785	0.966
Organizational Activities		-	0.610	0.373	0.432
Career Readiness			-	0.855	0.841
Digital Literacy				-	0.751
Self-Efficacy					-

Table 6 shows that most HTMT values are below the recommended threshold of 0.90. However, the HTMT values between Career Adaptability and Career Readiness (0.939) and between Career Adaptability and Self-Efficacy (0.966) exceed this threshold, indicating potential concerns regarding discriminant validity. Although these constructs are conceptually distinct—Career Adaptability represents psychosocial resources for managing career transitions, Career Readiness reflects preparedness to enter the workforce, and Self-Efficacy reflects individuals’ beliefs in their capabilities—the elevated HTMT values indicate empirical overlap among these constructs. Accordingly, relationships involving these constructs should be interpreted with caution. To complement the HTMT assessment, discriminant validity was also evaluated using the Fornell–Larcker criterion (Fornell & Larcker, 1981), which compares the square root of each construct’s AVE with its correlations with other constructs.

Table 7. Results of The Fornell–Larcker Criterion Test

Variable	CA	CR	DL	OA	SE
Career Adaptability	0.767				
Career Readiness	0.742	0.796			
Digital Literacy	0.558	0.636	0.700		
Organizational Activities	0.395	0.528	0.303	0.909	
Self-Efficacy	0.728	0.648	0.516	0.366	0.722

The Fornell–Larcker results in Table 7 provide further information regarding discriminant validity. The correlation between Career Adaptability and Self-Efficacy (0.728) slightly exceeds the square root of the AVE for Self-Efficacy (0.722), indicating potential overlap between these constructs. This result is consistent with the elevated HTMT value and reinforces the need for cautious interpretation of relationships involving Career Adaptability and Self-Efficacy. The coefficient of determination (R^2) was used to assess the proportion of variance in each endogenous construct explained by its predictors, with higher values indicating greater explanatory power.

Table 8. Results of the Coefficient of Determination Evaluation (R^2)

Endogenous Variables	R^2	Adjusted R^2
Career Adaptability	0.588	0.572
Career Readiness	0.681	0.665

Table 8 shows that Digital Literacy, Organizational Activities, and Self-Efficacy explain 58.8% of the variance in Career Adaptability ($R^2 = 0.588$). Digital Literacy, Organizational Activities, Self-Efficacy, and Career Adaptability jointly explain 68.1% of the variance in Career Readiness ($R^2 = 0.681$). These results indicate moderate explanatory power for the endogenous constructs (Hair et al., 2022). Effect size (f^2) was used to assess the contribution of each predictor to the endogenous constructs. Following Cohen (1988), f^2 values of 0.02, 0.15, and 0.35 indicate small, medium, and large effects, respectively.

Table 9. Results of The Effect Size Evaluation (f^2)

Relationships Among Variables	f^2	Category
Digital Literacy → Career Adaptability	0.093	Small
Organizational Activities → Career Adaptability	0.029	Small
Self-Efficacy → Career Adaptability	0.533	Large
Career Adaptability → Career Readiness	0.211	Medium
Digital Literacy → Career Readiness	0.155	Medium
Organizational Activities → Career Readiness	0.148	Small
Self-Efficacy → Career Readiness	0.022	Small

Table 9 shows that Self-Efficacy has a large effect on Career Adaptability ($f^2 = 0.533$), whereas Digital Literacy ($f^2 = 0.093$) and Organizational Activities ($f^2 = 0.029$) have small effects. For Career Readiness, Career Adaptability ($f^2 = 0.211$) and Digital Literacy ($f^2 = 0.155$) have medium effects. Organizational Activities have a small effect on Career Readiness ($f^2 = 0.148$), although the value is close to the threshold for a medium effect, while Self-Efficacy has a small effect ($f^2 = 0.022$). Overall, Self-Efficacy contributes most strongly to Career Adaptability, whereas Career Adaptability and Digital Literacy make the largest contributions to Career Readiness.

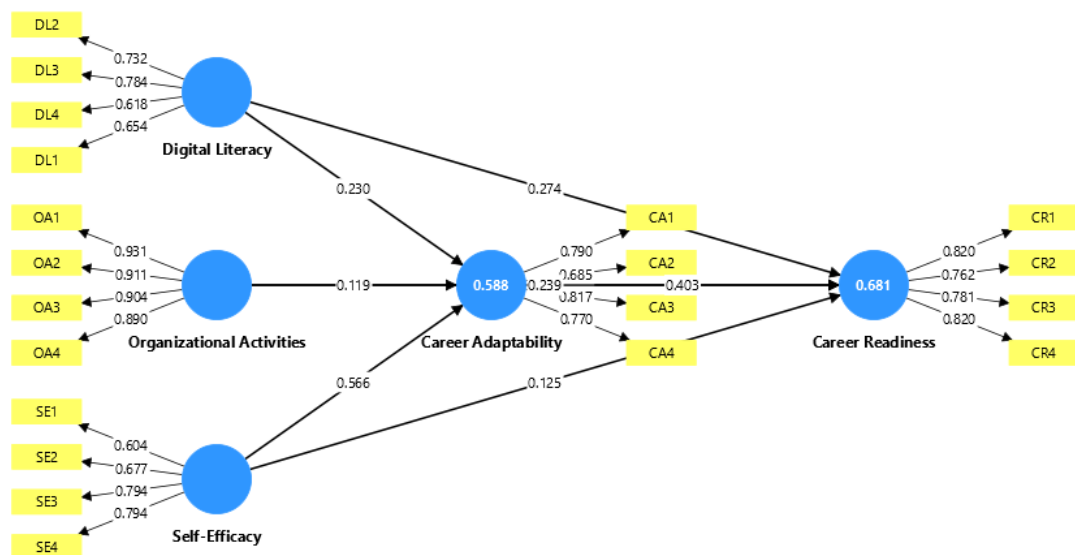


Figure 2. PLS-SEM Structural Model

Figure 2 presents the PLS-SEM structural model and the estimated relationships among Digital Literacy, Organizational Activities, Self-Efficacy, Career Adaptability, and Career Readiness. The model explains 58.8% of the variance in Career Adaptability and 68.1% of

the variance in Career Readiness.

Hypothesis testing was conducted using a bootstrapping procedure with 5,000 subsamples at a significance level of 0.05. Relationships were considered statistically significant when the t-statistic exceeded 1.96 and the p-value was below 0.05 (Hair et al., 2019). The hypothesis-testing results are presented in Table 10.

Table 10. Hypothesis Testing

	Hypothesized Relationship	β	t-statistic	p-value	Decision
H1	Digital Literacy → Career Adaptability	0.230	2.578	0.010	Supported
H2	Organizational Activities → Career Adaptability	0.119	1.329	0.184	Not Supported
H3	Self-Efficacy → Career Adaptability	0.566	6.217	< 0.001	Supported
H4	Career Adaptability → Career Readiness	0.403	3.388	0.001	Supported
H5	Digital Literacy → Career Readiness	0.274	3.007	0.003	Supported
H6	Organizational Activities → Career Readiness	0.239	2.587	0.010	Supported
H7	Self-Efficacy → Career Readiness	0.125	1.246	0.213	Not Supported
H8	Digital Literacy → Career Adaptability → Career Readiness	0.093	2.146	0.032	Supported
H9	Organizational Activities → Career Adaptability → Career Readiness	0.048	1.171	0.241	Not Supported
H10	Self-Efficacy → Career Adaptability → Career Readiness	0.228	2.768	0.006	Supported

The results show that Digital Literacy and Self-Efficacy have significant positive effects on Career Adaptability, whereas Organizational Activities do not have a significant effect. Self-Efficacy emerges as the strongest predictor of Career Adaptability, indicating that students' beliefs in their capabilities are particularly important for responding to career-related changes and uncertainty. This finding is consistent with Social Cognitive Career Theory and Bandura's (1997) conceptualization of self-efficacy. This finding differs from Ohy and Wibowo (2025), who reported a significant positive relationship between student organizational involvement and career adaptability, and from Brown et al. (2021), whose qualitative findings showed that extracurricular activities can support career-adaptive behaviors. This divergence suggests that organizational participation does not automatically translate into adaptive career resources. Its contribution may depend on the quality of involvement, responsibilities undertaken, learning opportunities, and the extent to which organizational experiences are relevant to students' career development. From the perspective of Career Construction Theory, organizational experiences may strengthen career adaptability when they provide meaningful opportunities to develop concern, control, curiosity, and confidence. Career Adaptability also has a significant positive effect on Career Readiness, supporting Career Construction Theory, which views adaptability as a psychosocial resource for managing career transitions and demands (Savickas, 2013; Savickas & Porfeli, 2012).

Regarding the direct effects on Career Readiness, Digital Literacy and Organizational Activities have significant positive effects, whereas Self-Efficacy does not. Digital Literacy may contribute directly to Career Readiness by facilitating access to employment information, competency requirements, and digital recruitment environments, while Organizational Activities may contribute through practical experiences in teamwork,

communication, leadership, and problem-solving. The non-significant direct effect of Self-Efficacy differs from Karimah et al. (2025), who found a significant positive effect of self-efficacy on work readiness. This divergence suggests that, when Career Adaptability and other contextual resources are considered simultaneously, Self-Efficacy may not contribute directly to Career Readiness but may instead operate through an adaptive mechanism.

The mediation analysis shows that Career Adaptability significantly mediates the effects of Digital Literacy and Self-Efficacy on Career Readiness, whereas the indirect effect of Organizational Activities is not significant. For Digital Literacy, both the direct and indirect effects are positive and significant, indicating complementary mediation. This finding suggests that Digital Literacy contributes to Career Readiness both directly and indirectly through Career Adaptability.

For Self-Efficacy, the direct effect on Career Readiness is not significant, whereas the indirect effect through Career Adaptability is significant, indicating indirect-only mediation. Thus, Self-Efficacy contributes to Career Readiness primarily through its positive effect on Career Adaptability. In contrast, Organizational Activities have a significant direct effect on Career Readiness but no significant indirect effect through Career Adaptability, indicating direct-only nonmediation. This finding suggests that Organizational Activities may contribute to Career Readiness through other mechanisms, such as interpersonal skills, leadership, networking, and work-related competencies.

Conclusion

This study shows that Digital Literacy and Self-Efficacy have significant positive effects on Career Adaptability, whereas Organizational Activities do not have a significant effect. Career Adaptability has a significant positive effect on Career Readiness. Regarding the direct effects on Career Readiness, Digital Literacy and Organizational Activities have significant positive effects, whereas Self-Efficacy does not have a significant direct effect. The mediation analysis further shows that Career Adaptability significantly mediates the effects of Digital Literacy and Self-Efficacy on Career Readiness, whereas the indirect effect of Organizational Activities is not significant. These findings indicate that Digital Literacy contributes to Career Readiness both directly and indirectly through Career Adaptability, Organizational Activities primarily contribute directly, and Self-Efficacy contributes primarily through Career Adaptability.

These findings highlight the importance of integrating digital, experiential, psychological, and adaptive resources in preparing students for the transition to employment. Higher education institutions should strengthen digital career competencies, provide meaningful organizational experiences that develop work-related skills, and offer structured career development programs to support students' Self-Efficacy and Career Adaptability. Such programs may also strengthen career-related self-efficacy among university students. This study has several limitations. First, the sample was limited to 85 students from a single faculty at one university and was selected using purposive sampling, which limits the generalizability of the findings to broader student populations. Second, the cross-sectional design does not allow causal relationships among the constructs to be established. Third, the elevated HTMT values between Career Adaptability and Career Readiness and between Career Adaptability and Self-Efficacy indicate potential concerns regarding discriminant validity and empirical overlap among these constructs, which

should be considered when interpreting the findings. Future studies are encouraged to use larger and more diverse samples, probability-based sampling approaches where feasible, longitudinal designs, and additional career-related variables to further validate the proposed model.

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