Generation Z's Work Readiness in the Digital Era: Exploring the Role of Internship Experience and Digital Literacy, with Psychological Capital as a Mediator

Grisviana Diva Nabilla[1] , Sri Suhandiah[2]*, Antok Supriyanto[3]
[1,2,3] **Faculty of Economics and Business, Business Management Study Program, Universitas Dinamika, Surabaya, Indonesia *Email:** diah@dinamika.ac.id

Abstract. Generation Z (Gen Z) is the newest demographic group that is currently entering the workforce. Although Gen Z grew up in a technological environment and is considered digitally proficient, their work readiness is questionable. This study aims to analyze the role of internship experience and digital literacy mediated by psychological capital. This study uses a quantitative approach with a purposive sampling technique. The population in this study were college graduates who had worked for at least three years and the number of research samples was 250 people. The data collection method was carried out through Google Form and distributed through alumni WhatsApp groups from several universities. The results of this study indicate that both internship experience and digital literacy have a positive and significant influence on work readiness mediated by psychological capital. Although research on work readiness has been widely conducted, the novelty of this study is how to place the psychological capital mediator as an internal psychological factor that can be developed. The results of this study are expected to provide more targeted recommendations to improve Gen Z's readiness amidst the needs and complexities of work in the digital era.

Keywords: Work Readiness, Digital Literacy, Internship Experience, Psychological Capital, Gen Z.

Introduction

Generation Z (Gen Z), typically defined as individuals born between 1995–2010 or 1997–2012, represents a cohort deeply immersed in digital technology from an early age (Lanier, 2017). As digital natives, they have been shaped by rapid technological advancements, which have fostered their adaptability and flexibility. Moreover, Gen Z is often described as ambitious and self-confident (Pataki Bittó & Kapusy, 2021). Their deep familiarity with technology has equipped them with strong digital competencies, positioning them to thrive in increasingly digitalized work environments (O'Boyle et al., 2017). These competencies are expected to enhance their work readiness, as they can easily access information and continuously develop their skills. This is particularly relevant in anticipation of future workplaces characterized by automation, artificial intelligence, virtual reality, and augmented reality (Pandya et al., 2022).

Currently, individuals belonging to Generation Z are between the ages of 15 and 30. In Indonesia, the typical age range for undergraduate graduates is approximately 22 to 24 years old. As such, Gen Z now constitutes a significant portion of the emerging workforce. However, data from Badan Pusat Statistik Indonesia (BPS) in 2024 reported that the number of unemployed individuals holding a bachelor's degree reached 842,378, while diploma holders totaled 170,527. These figures suggest that a considerable number of unemployed individuals may belong to Gen Z. This concern is supported by a study conducted by The Global Recruiter (2025), which found that many Gen Z graduates are not adequately prepared for the workforce due to deficiencies in both hard and soft skills. In addition, a report by Intelligent.com (Intelligent, 2024) revealed that many employers have dismissed Gen Z employees due to a lack of motivation or initiative (50%), unprofessional behavior (46%), and poor communication skills (39%).

Work readiness is a combination of the skills needed by the world of work and the abilities possessed by prospective workers, which are not only for current needs but also for the future. Work readiness includes attributes that enable individuals to contribute successfully in their workplaces (Borg et al., 2025). The attributes in question are practical skills (soft skills) that are not obtained in

college, such as the ability to work, build social relationships, organize, and work together in a team. Work readiness is the mastery of skills, knowledge, attitudes, and commercial understanding that will enable new graduates to make a productive contribution to the company as soon as they start working (Verma et al., 2018).

Work readiness is one of the reasons for individuals when choosing to continue their studies in college (Donald et al., 2019; Jackson, 2014). Therefore, universities play an important role in producing graduates who have the skills needed to face an increasingly complex world of work (Pitan & Muller, 2023). However, the research also shows a mismatch between competencies developed in higher education and competencies considered important in the work environment (Hayes et al., 2022; Otermans et al., 2023), thus causing the potential for unpreparedness for undergraduate graduates to work.

The problem of unpreparedness of undergraduate graduates to start working is the focus of attention of the Indonesian government. Therefore, the Indonesian Ministry of Education, Culture, Research, and Technology through the Regulation of the Minister of Education and Culture (Permendikbud) Number 3 of 2020, especially articles 15 and 18, implements new rules for the higher education curriculum, namely the existence of "Merdeka Belajar-Kampus Merdeka" (MBKM). The MBKM program is aimed at improving the competence of graduates through various activities such as industrial internships, student exchanges, research and community service activities, and entrepreneurship. A more flexible learning approach in the MBKM program is expected to be able to prepare students to face an increasingly dynamic world of work when they graduate. This learning approach is in line with social learning theory, where individuals during an internship will learn to interact and communicate in a professional environment, which will help them understand their roles and the roles of colleagues more clearly.

Several studies have been conducted to see the success of internship programs on work readiness. Several studies show that internship experience plays an important role in improving graduates' ability to be employed. (Alharethi et al., 2025; Nugroho et al., 2024). However, there are still different results that convey that internship experience does not have a significant effect on competitiveness in the work market (Dalimunthe et al., 2023).

In addition to internship experience, digital literacy is also an important part of the organization today. According to Caverly et al. (2019), digital literacy can be defined as the ability to use multimodal communication tools to access, consume, and produce information digitally to create meaning. In addition, digital literacy is also defined as the skills and competencies necessary to navigate a complex and fragmented information ecosystem (Tinmaz et al., 2022).

Gen Z is a generation that is very familiar with technology, so it is expected that they will be able to become qualified organizational human resources (HR) professionals in understanding digital technology. One of the efforts made by the government to improve digital literacy in Indonesia is through the "Gerakan Nasional Generasi Digital" (GNLD) launched by the Ministry of Communication and Information Technology (Kominfo) since 2021. There are four main modules in this movement, namely digital skills, digital ethics, digital security, and digital culture (Kementerian Komunikasi dan Informatika Republik Indonesia, 2021).

Several studies have found that digital literacy is essential for higher education graduates to get jobs and contribute to society (Lestari & Santoso, 2019; Morgan et al., 2022; Muliati & Indriani, 2024). Meski perkembangan teknologi terus berlangsung, bukti menunjukkan bahwa kesenjangan digital masih terjadi (Colombari & Neirotti, 2022; Lucas et al., 2022). Recent research on digital literacy emphasizes that there is still a gap in digital skills mastery among students (Lucas et al., 2022; Morgan et al., 2022; Reddy et al., 2023; Smith & Storrs, 2023). For example, previous studies have identified a digital divide, where some aspects of digital competence show low levels of mastery (Lucas et al., 2022; Morgan et al., 2022). Although education programs in the fields of business and management have provided a basic understanding of digital skills, there are still inequalities in terms of the scope and depth of digital literacy provided, especially related to readiness to face the world of work (Zhou et al., 2025).

Behind digital proficiency and higher levels of education, several reports from HR managers show significant concerns about Gen Z's performance. The excessive use of technology has resulted in cognitive fatigue and emotional fatigue (Matilda et al., 2025). In addition, data shows that Gen Z is more susceptible to psychological problems due to stress than previous generations (Bethune, 2019).

This psychological condition can affect their ability to manage challenges and perform optimally in a competitive work environment.

The world of work needs Individuals who can face various challenges that can hinder job completion. It not only relies on knowledge and skills, but also involves psychological resources (Nida Nafees & Musaddiq Jahan, 2017). Therefore, the optimization of psychological resources is important to manage the pressure in the world of work (Luthans & Youssef, 2007).

Psychological Capital is an individual's capacity that includes four things, namely self-efficacy, optimism, hope, and resilience (Luthans et al., 2007). The positive psychological aspect of this individual is state-like. This means that these four aspects can be developed through training and experience so that they can support individual success in various areas of life (Martínez et al., 2021). Several studies show that psychological capital can be a factor that affects an individual's readiness to enter the world of work (Benati & Fischer, 2021; Masole & van Dyk, 2016). However, some findings show different results, where the influence of psychological capital on work readiness is not always significant (Wijayanti, 2019).

Although research on work readiness has been carried out extensively, the difference in findings in previous studies indicates that there is still a research gap. Therefore, this study aims to fill the research gap by testing and analyzing internship experience, digital literacy, and psychological capital in influencing work readiness. In contrast to previous research, this study focused on the work readiness of Gen Z in East Java, using psychological capital as mediation. The results of this study are expected to develop and come up with effective strategies to increase the work readiness of Generation Z students.

Methods

This research uses a quantitative approach, an approach that understands reality objectively through numerical data and statistical analysis (Darwin et al., 2021). The population in this study is university graduates in Indonesia, and the selected sample is university graduates in East Java in 2023-2025. Samples were selected using the purposive sampling technique, which is a sample selection technique based on certain criteria relevant to the research objectives (Sugiyono, 2013). The selection of purposive sampling is based on the need to obtain respondents with special characteristics, namely students who have completed higher education in 2023-2025, have internship experience, have or are currently working, and are domiciled in East Java. The sample in this study was determined based on the Bentler & Chou
(1987), where the ratio is at least 5:1 in a large indicator. Primary data collection was carried out by the survey method with research instruments in the form of questionnaires. In order to reach respondents who meet the research criteria, the distribution of questionnaires is carried out online through digital platforms, such as *Google Forms*, and distributed through social networks (Instagram, WhatsApp, Line, X, LinkedIn) and alumni communities.

The measurement of the research instrument uses a five-point Likert scale to facilitate the collection of subjective but structured data, thus facilitating the analysis of the relationship between variables (Sekaran & Bougie, 2016). Each variable is measured with validated measurements. The variables of internship experience were measured by adopting the measurement of Gupta et al. (2010), the digital literacy variable was measured by adopting the measurement of Rahmat et al. (2024), the psychological capital variable was measured by adopting the measurement of Djourova et al. (2019), and the work readiness variable was measured by adopting the measurement of Cabrera (2020). Data analysis was performed using the Structural Equation Model-Partial Least Squares with the help of SmartPLS 3 software.

Results and Discussion

Research Results

The descriptive data in this study describes several data points collected from 250 respondents that were successfully processed. Respondents came from 30 districts/cities in East Java. This number covers 78.9% of the total 38 districts and cities in East Java province. A total of 72.4% of respondents were female,

and the age distribution of respondents in this study was in the age range of 20-27 years, which is included in the Gen Z category. As many as 29.2% of respondents have participated in an internship more than once, while the largest percentage are respondents have only participated through practical work in the curriculum.

The test results of the measurement model include convergent validity and reliability shown in Table 1, and discriminant validity shown in Table 1.

Table 1. Convergent Validity and Reliability

Construct Item	Outer	Cronbach Alpha	CR AVE Loading
DL	DL3	0,675	0,801 0,858 0,502
	DL7	0,777	
	DL8	0,708	
	DL10	0,693	
	DL11	0,653	
	DL12	0,737	
IE	IE1	0,678	0,801 0,858 0,502
	IE2	0,690	
	IE3	0,740	
	IE4	0,698	
	IE5	0,707	
	IE6	0,736	
PC	PC1	0,677	0,889 0,909 0,502
	PC2	0,774	
	PC3	0,684	
	PC4	0,791	
	PC5	0,653	
	PC6	0,728	
	PC7	0,668	
	PC8	0,660	

	PC9	0,672	
	PC10	0,759	
WR	WR7	0,731	0,865 0,894 0,515
	WR9	0,709	
	WR11	0,682	
	WR12	0,714	
	WR13	0,779	
	WR14	0,659	
	WR15	0,739	
	WR16	0,720	

In the PLS-SEM approach, convergent validity is measured through the outer loading value and the Average Variance Extracted (AVE) value. The indicator is said to meet the convergent validity if it has an outer loading value above 0.60, and the construct is considered to be convergently valid if the AVE value
is at least 0.50 (Hair et al., 2019). Because all conditions are met, the statement items in this study have convergent validity and reliability.

Table 2. Discriminatory Validity

CONSTRUCT	WR	DL	PC	IE
WR				
DL	0,702			
PC	0,748	0,619		
IE	0,632	0,543	0,586	

The discriminatory validity test in this study used the Fornell-Larcker criteria. The test results showed that each construct in the model had a higher square root value of Average Variance Extracted (AVE) compared to the correlation between other constructs. Thus, the validity of discrimination has been fulfilled.

After testing the measurement model, structural testing is carried out. Structural testing begins with multicollinearity testing by looking at the VIF value. It was followed by evaluating the R-square for dependent variables, the Stone-Geisser Q-square test for predictive relevance, the significance t-test of the coefficient of the structural path parameters, and the f-square effect sizes (Hair et al., 2019).

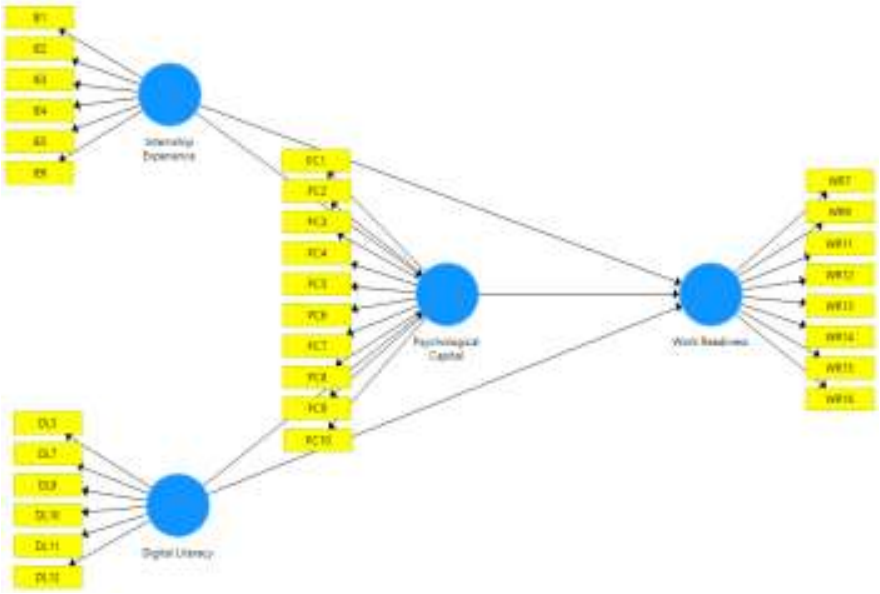

Figure 1. Structural Model

Table 3. Multicollinearity Testing (VIF)

CONSTRUCT	WR	PC
DL	1,761	1,418
PC	1,891	
IE	1,655	1,418

The test results showed that the VIF value was < 3, which means that the data in this study was free from multicollinearity. After there is no problem of multicollinearity, the next step is to look at the value of R^2.

Table 4. R^2 dan Q^2 Values

CONSTRUCT	R^2	Q^2
WR	0,678	0,341
PC	0,471	0,228

The structural test results showed an R Square (R^2) value for the work readiness variable of 0.678 and a $Q^2>0$ value. This value shows that 67.8% of the variation in work readiness can be explained by the variables of internship experience, digital literacy, and psychological capital. This value also shows that the Work Readiness variable has confirmation ability in the medium category. While the R^2 for psychological capital is 0.471 with $Q^2>0$. This value indicates that 47.1% of the variation in psychological capital can be explained by the variables of internship experience and digital literacy. However, the confirmation ability of the psychological capital variable is in the weak category. The value of $Q^2> 0$ means that the model has good predictive ability to explain the relationship between

variables. In addition, both R^2 values are above the minimum threshold of 0.25 suggested in social research, so the model is declared to have predictive power that is feasible to follow up on hypothesis testing.

Table 5. Effect Size (f^2)

CONSTRUCT	PC	WR
DL	0,242	0,190
IE	0,167	0,079
PC		0,296

From Table 5, it is known that all effect size > 0.15 indicates a moderate effect. The effect size of digital literacy on psychological capital is 0.242, and intership experience on psychological capital is 0.167. The effect size of digital literacy on work readiness is 0.190, and psychological capital on work readiness is 0.296. The effect size of intership experience on work readiness is 0.079, which is included in the small category.

The next step is to test the causality hypothesis, which is to test whether the research variables have an effect according to the hypothesis. The test results are shown in Table 6 below.

Table 6. Hypothesis Testing

Hypothesis	Path	Std β	STDEV	T- Values	P-Values	Results
H1	DL -> PC	0,426	0,075	5,647	0,000	Accepted
H2	DL -> WR	0,328	0,057	5,770	0,000	Accepted
H3	IE -> PC	0,354	0,071	4,967	0,000	Accepted
H4	IE -> WR	0,206	0,047	4,332	0,000	Accepted
H5	PC -> WR	0,424	0,058	7,267	0,000	Accepted

The test results showed that all relationships between constructs in the model had a statistically significant influence. This is indicated by the overall T-values of > 1.96 and P-values < 0.05. All relationship paths in the model support the proposed hypothesis and reinforce the validity of the structural model empirically.

In addition to analyzing the direct influence, an analysis of the influence of the role of mediation was also carried out. The results of the mediation test are shown in Table 7 below.

Table 7. Mediation Analysis

Hypothesis	Path	Std β	STDEV	T- Values	P Values	Results
H6	DL -> PC -> WR	0,181	0,043	4,183	0,000	Accepted
H7	IE -> PC -> WR	0,150	0,033	4,560	0,000	Accepted

The results of the mediation test showed that psychological capital significantly played a mediating role between digital literacy and internship experience on work readiness. The indirect path of digital literacy to work readiness through psychological capital has a coefficient of $\beta = 0.181$, with a T-value = 4.183, and p-value = 0.000. Psychological capital also plays a significant role in internship experience on Job Readiness with $\beta = 0.150$, T-value = 4.560, p-value = 0.000. Thus, it can be concluded that psychological capital significantly mediates the influence of digital literacy and internship experience on work readiness.

Discussion

Internship Experience Towards Psychological Capital

The results of this study show that internship experience has a positive influence on psychological capital ($\beta = 0.354$; $p < 0.000$). Gen Z individuals who have a positive internship experience tend to show higher levels of self-efficacy, resilience under pressure, and hope and optimism in the workplace. This is reflected in Gen Z respondents who perceive their internship experience as useful, enjoyable, and constructive, both in terms of the tasks assigned and the work relationships formed during the internship process. They feel that the tasks they carried out were relevant and challenging, received clear guidance, had the opportunity to discuss with supervisors, and felt comfortable in the work environment. This situation creates a meaningful learning space where Gen Z can develop confidence and a positive way of thinking in responding to work-related challenges.

These findings support Bandura's social learning theory (Virginia Koutroubas & Michael Galanakis, 2022), which states that individuals form self-efficacy and resilience through direct experience and constructive social interaction. In this context, internships serve as a learning platform that not only strengthens technical skills but also forms psychological strengths that are essential for dealing with the pressures and uncertainties of the world of work. In addition, Alharetti et al. (2025) also emphasize that structured and relevant fieldwork experience plays an important role in shaping Gen Z's self-reflection, resilience, and mental readiness to enter the professional world.

Internship Experience Towards Work Readiness

The results of this study also showed that internship experience had a positive effect on work readiness ($\beta = 0.206$; $p < 0.000$), although the magnitude of the effect was relatively small ($f^2 = 0.079$). Gen Z individuals who have internship experience tend to better understand the work environment, possess a professional attitude, and demonstrate the technical and social skills needed in the world of work. Those who are actively engaged in challenging tasks, receive clear guidance, and interact directly with the professional work environment gain a more realistic picture of industry expectations. This builds readiness in terms of responsibility, interpersonal skills, and understanding of organizational culture.

These findings are supported by studies by Nugroho et al. (2024) and Prikshat et al. (2019), which found that professional work experience during internships enhances understanding of work dynamics and accelerates the adaptation process. However, as Dalimunthe (2023) points out, internship effectiveness is largely determined by the quality of the program, the relevance of the tasks, and mentor support.

Digital Literacy Towards Psychological Capital

The results of this study show that digital literacy has a positive and significant effect on psychological capital ($\beta = 0.426$; $p < 0.000$). This means that Gen Z individuals with good digital literacy tend to have higher confidence, positive expectations for the future, optimism in facing challenges, and strong mental endurance. These abilities reflect the presence of solid psychological capital in individuals.

Gen Z who possess knowledge of technological developments, can operate career-support applications, and demonstrate awareness of the ethics and risks associated with using digital technology tend to feel more prepared and confident in facing an increasingly digital world. This condition supports the development of self-efficacy and positive expectations, which are components of psychological capital.

These findings align with the view of Tinmaz et al. (2022), who stated that digital literacy is not merely technical skills but also encompasses the ability to think critically, evaluate information, and understand the ethics of digital interactions. Caverly et al. (2019) also emphasized that digital skills

provide a sense of control over the environment, shape realistic expectations, and increase Gen Z's psychological resilience to modern pressures.

Digital Literacy Towards Work Readiness

The results of this study also found that digital literacy has a positive and significant effect on work readiness ($\beta = 0.328$; $p < 0.000$). Gen Z individuals with high digital skills tend to be better prepared to navigate a technology-driven work environment. They can search for relevant career information, utilize technological tools for professional communication, and demonstrate ethical awareness in digital interactions. Gen Z, who are accustomed to operating digital devices and understand the role of technology in career development, tend to exhibit greater readiness in terms of attitudes, technical skills, social skills, and organizational awareness.

These findings are consistent with previous research that emphasized the importance of digital literacy in preparing students for the demands of the workforce. However, Lucas et al. (2022) noted that not all Gen Z members possess the same level of digital skills, so higher education needs to ensure equitable digital literacy through an inclusive and adaptive curriculum.

Psychological Capital Towards Work Readiness

The strongest finding of this study was that psychological capital had a significant effect on work readiness ($\beta = 0.424$; $p < 0.000$), with the largest effect size ($f^2 = 0.296$). Gen Z individuals who possess high self-efficacy, hope, optimism for the future, and the ability to cope with pressure are proven to be better prepared to face the challenges of the workplace. Individuals with strong psychological capital demonstrate resilience in dealing with uncertainty, are able to work in teams, make independent decisions, and comply with organizational rules and professional responsibilities.

These findings align with the theory of Luthans et al. (2007), which states that psychological capital is a crucial resource in building work readiness. Research by Masole & van Dyk (2016) and Benaty & Fisher (2021) also shows that work readiness is determined more by mental readiness than by purely technical skills. In the context of Gen Z, who are known to be more susceptible to stress and burnout (Bethune, 2019; Matilda et al., 2025), strengthening psychological capital is crucial to support their transition into the professional world.

Psychological Capital as a Mediator of Internship Experience and Digital Literacy Towards Work Readiness

The results of the mediation analysis showed that psychological capital significantly mediated the relationship between digital literacy and internship experience on work readiness. The mediating path from digital literacy to work readiness through psychological capital had a value of $\beta = 0.181$, while the path from internship experience to work readiness had a value of $\beta = 0.150$; both were statistically significant ($p < 0.000$). These findings suggest that technical skills and work experience alone are not sufficient to ensure comprehensive work readiness unless accompanied by psychological preparedness. Gen Z individuals who are proficient in using technology or have completed internships are not automatically equipped to handle workplace pressure if they lack confidence, resilience, and a positive mindset. Therefore, psychological capital serves as a crucial bridge that connects learning and experience to overall work readiness.

These results support the holistic approach proposed by Pitan & Muller (2023), which states that employability is determined by a combination of technical skills, internship experience, and individual psychological strengths. Therefore, developing psychological capital needs to be an integral part of higher
education to produce graduates who are not only competent but also resilient and adaptable to the complex world of work.

Conclusion

Overall, the results of this study confirm that internship experience and digital literacy play an important role in enhancing Gen Z's work readiness, both directly and through the strengthening of psychological capital. A positive internship experience provides a meaningful learning environment and fosters self-efficacy and optimism in navigating the professional world. On the other hand, high

digital literacy reinforces confidence and mental resilience, helping Gen Z better prepare for the challenges of a
technology-driven workforce. Psychological capital was also identified as the most influential factor in work readiness, demonstrating the greatest effect in this analysis. It serves as a key mediator that links learning experiences (internship and digital literacy) with comprehensive work readiness. These findings suggest that technical skills and work experience alone are insufficient without strong psychological preparedness.

These findings underscore the importance of a holistic approach in preparing graduates for the workforce. Therefore, it is recommended that higher education institutions and career service providers strengthen the development of psychological capital through structured programs that incorporate reflective learning, mentorship, and the enhancement of digital literacy. By addressing psychological factors that have not been explored in depth, more effective interventions can be designed to produce graduates who are resilient, adaptive, and professionally competent.

References

Alharethi, T., Awan, M. I., & Saleem, M. S. (2025). Investigating the impact of internship experience on work readiness among hospitality program students: The moderating role of student mindfulness. *Frontiers in Education*, *10*(May), 1–16. https://doi.org/10.3389/feduc.2025.1497721

Benati, K., & Fischer, J. (2021). Beyond human capital: Student preparation for graduate life. *Education and Training*, *63*(1), 151–163. https://doi.org/10.1108/ET-10-2019-0244

Bentler, P. M., & Chou, C.-P. (1987). Practical issues in structural modeling. *Sociological Methods & Research*, *16*(1), 78–117. https://doi.org/10.1177/0049124187016001004

Bethune, S. (2019, January). Gen z more likely to report mental health concerns. *American Psychological Association (APA)*, 20. https://www.apa.org/monitor/2019/01/gen-z

Borg, J., Scott-Young, C. M., & Bartram, T. (2025). A Review of graduate work readiness literature: a conceptual exploration of the implications for research and practice. *Asia Pacific Journal of Human Resources*, *63*(2). https://doi.org/10.1111/1744-7941.70012

Cabrera, W. C. (2020). Development and validation of work readiness assessment tool for home economics graduates. *International Journal of Economics Development Research (IJEDR)*, *1*(2), 70–109. https://doi.org/10.37385/ijedr.v1i2.47

Caverly, D. C., Payne, E. M., Castillo, A. M., Sarker, A., Threadgill, E., & West, D. (2019). Identifying digital literacies to build academic literacies. *Journal of College Reading and Learning*, *49*(3), 170–205. https://doi.org/10.1080/10790195.2019.1638218

Colombari, R., & Neirotti, P. (2022). Closing the middle-skills gap widened by digitalization: how technical universities can contribute through Challenge-Based Learning. *Studies in Higher Education*, *47*(8), 1585–1600. https://doi.org/10.1080/03075079.2021.1946029

Dalimunthe, E. S., K, K., & Syahbudi, M. (2023). Pengaruh kontribusi program magang dan soft skills terhadap kemampuan bersaing di dunia kerja (Studi Kasus lulusan Ekonomi Islam FEBI UIN Sumatera Utara). *MUDABBIR Journal Reserch and Education Studies*, *3*(1), 105–120. https://doi.org/10.56832/mudabbir.v3i1.274

Darwin, M., Mamondol, M. R., Sormin, S. A., Nurhayati, Y., Tambunan, H., Sylvia, D., Adnyana, I. M. D. M., Prasetiyo, B., Vianitati, P., & Gebang, A. A. (2021). *Metode penelitian pendekatan kuantitatif* (T. S. Tambunan (ed.); 1st Editio). Media Sains Indonesia.

Djourova, N., Rodriguez, I., & Lorente-Prieto, L. (2019). Validation of a modified version of the psychological capital questionnaire (PCQ12) in Spain. *Revista Interamericana de Psicología Ocupacional*, *37*(2), 96–106. https://doi.org/10.21772/ripo.v37n2a02

Donald, W. E., Baruch, Y., & Ashleigh, M. (2019). The undergraduate self-perception of employability: human capital, careers advice, and career ownership. *Studies in Higher Education*, *44*(4), 599–614. https://doi.org/10.1080/03075079.2017.1387107

Gupta, P. B., Burns, D. J., & Schiferl, J. S. (2010). An exploration of student satisfaction with internship experiences in marketing. *Business Educatin & Accreditation*, *2*(1), 27–37.

Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2019). *Multivariate Data Analysis* (Eighth). Cengage Learning.

Hayes, S., Freudenberg, B., & Delaney, D. (2022). Work ready graduates for Australian small and medium Accounting firms. *Journal of Teaching and Learning for Graduate Employability*, *13*(1), 1–19. https://doi.org/10.21153/jtlge2022vol13no1art1026

Intelligent. (2024). *1 in 6 companies are hesitant to hire recent college graduates*. Intelligent.Com. https://www.intelligent.com/1-in-6-companies-are-hesitant-to-hire-recent-college-graduates/ Jackson, D. (2014). Factors influencing job attainment in recent Bachelor graduates: evidence from

Australia. *Higher Education*, *68*(1), 135–153. https://doi.org/10.1007/s10734-013-9696-7

Kementerian Komunikasi dan Informatika Republik Indonesia. (2021). *Literasi digital bergulir ke seluruh negeri*. Kementerian Komunikasi Dan Informatika Republik Indonesia. https://www.komdigi.go.id/berita/artikel/detail/literasi-digital-bergulir-ke-seluruh-negeri Lanier, K. (2017). 5 Things hr professionals need to know about generation z. *Strategic HR Review*, *16*(6), 288–290. https://doi.org/10.1108/SHR-08-2017-0051

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. *International Conference on Economics, Education, Business and Accounting, KnE Social Sciences, KnE Social Sciences*, *3*(11), 513. https://doi.org/10.18502/kss.v3i11.4031

Lucas, M., Bem-haja, P., Santos, S., Figueiredo, H., Ferreira Dias, M., & Amorim, M. (2022). Digital proficiency: Sorting real gaps from myths among higher education students. *British Journal of Educational Technology*, *53*(6), 1885–1914. https://doi.org/10.1111/bjet.13220

Luthans, F., & Youssef, C. M. (2007). Emerging positive organizational behavior. *Journal of Management*, *33*(3), 321–349. https://doi.org/10.1177/0149206307300814

Luthans, F., Youssef, C. M., & Avolio, B. J. (2007). Psychological capital: developing the human competitive edge [e-Book]. In *Psychological Capital: Developing the Human Competitive Edge*. Oxford University Press. https://doi.org/10.1093/acprof:oso/9780195187526.001.0001

Martínez, I. M., Meneghel, I., Carmona-Halty, M., & Youssef-Morgan, C. M. (2021). Adaptation and validation to Spanish of the psychological capital questionnaire–12 (PCQ–12) in academic contexts. *Current Psychology*, *40*(7), 3409–3416. https://doi.org/10.1007/s12144-019-00276-z

Masole, L., & van Dyk, G. (2016). Factors influencing work readiness of graduates: An exploratory study. *Journal of Psychology in Africa*, *26*(1), 70–73. https://doi.org/10.1080/14330237.2015.1101284 Matilda, A. M., Wulandari, B. P. A. I., & Darmanto, D. (2025). Understanding gen z's mental health challenges. *PHENOMENON : Multidisciplinary Journal Of Sciences and Research*, *3*(1), 38–52. https://doi.org/10.62668/phenomenon.v3i1.1402

Morgan, A., Sibson, R., & Jackson, D. (2022). Digital demand and digital deficit: conceptualising digital literacy and gauging proficiency among higher education students. *Journal of Higher Education Policy and Management*, *44*(3), 258–275. https://doi.org/10.1080/1360080X.2022.2030275

Muliati, Y., & Indriani, E. (2024). Analysis of competencies, soft skills, and digital literacy in the era of technological disruption (Study on undergraduate accounting study program students FEB University of Mataram). *Asian Journal of Management, Entrepreneurship and Social Science*, *4*(2), 1418– 1431. https://ajmesc.com/index.php/ajmesc/article/view/863

Nida Nafees, & Musaddiq Jahan. (2017). Psychological capital (psycap) and mental well-being among medical students. *International Journal of Indian Psychology*, *4*(3). https://doi.org/10.25215/0403.087 Nugroho, N. E., Irianto, J., & Suryanto, S. (2024). A systematic review of Indonesian higher education students' and graduates' work readiness. *Jurnal Ilmiah Ilmu Terapan Universitas Jambi*, *8*(1), 350–363. https://doi.org/10.22437/jiituj.v8i1.33073

O'Boyle, C., Atack, J., & Monahan, K. (2017, September). Generation Z enters the workforce: Generational and technological challenges in entry-level jobs. *Deloitte Insight*.

Otermans, P. C. J., Aditya, D., & Pereira, M. (2023). Assessment of strategies for preparing graduates for the Disruptive workplace: Evidence from Nigeria and South Africa. *Journal of Teaching and Learning for Graduate Employability*, *14*(1), 15–30.

Pandya, B., Patterson, L., & Ruhi, U. (2022). The readiness of workforce for the world of work in 2030: perceptions of university students. *International Journal of Business Performance Management*, *23*(1/2), 54. https://doi.org/10.1504/IJBPM.2022.119555

Pataki-Bittó, F., & Kapusy, K. (2021). Work environment transformation in the post COVID-19 based on work values of the future workforce. *Journal of Corporate Real Estate*, *23*(3), 151–169. https://doi.org/10.1108/JCRE-08-2020-0031

Pitan, O. S., & Muller, C. (2023). Assessment of strategies for preparing graduates for the disruptive workplace: Evidence from Nigeria and South Africa. *Journal of Teaching and Learning for Graduate Employability*, *14*(1), 15–30. https://doi.org/10.21153/jtlge2023vol14no1art1576

Prikshat, V., Kumar, S., & Nankervis, A. (2019). Work-readiness integrated competence model: conceptualisation and scale development. *Education and Training*, *61*(5), 568–589. https://doi.org/10.1108/ET-05-2018-0114

Rahmat, T., Ashshiddiqi, M. T., & Apriliani, D. (2024). Urgency of digital literacy to improving work readiness in the Industrial Revolution 4.0. *The Journal of Society and Media*, *8*(1), 307–326. https://doi.org/10.26740/jsm.v8n1.p307-326

Reddy, P., Chaudhary, K., & Hussein, S. (2023). A digital literacy model to narrow the digital literacy skills gap. *Heliyon*, *9*(4), e14878. https://doi.org/10.1016/j.heliyon.2023.e14878

Sekaran, U., & Bougie, R. (2016). *Research methods for business: A skill-building approach* (7th Editio). John Wiley & Sons. http://repository.lppm.unila.ac.id/id/eprint/12007

Smith, E. E., & Storrs, H. (2023). Digital literacies, social media, and undergraduate learning: what do students think they need to know? *International Journal of Educational Technology in Higher Education*, *20*(1), 29. https://doi.org/10.1186/s41239-023-00398-2

Sugiyono, S. (2013). *Metode penelitian kuantitatif, kualitatif, dan rnd* (19th Editi). Alfabeta. https://elibrary.stikesghsby.ac.id/index.php?p=show_detail&id=1879&keywords=

The Global Recruiter. (2025). *1 in 4 hiring managers say recent grads are unprepared for work*. The Global Recruiter. https://www.theglobalrecruiter.com/1-in-4-hiring-managers-say-recent-grads-are unprepared-for-work/

Tinmaz, H., Lee, Y.-T., Fanea-Ivanovici, M., & Baber, H. (2022). A Systematic review on digital literacy. *Smart Learning Environments*, *9*(1), 21. https://doi.org/10.1186/s40561-022-00204-y

Verma, P., Nankervis, A., Priyono, S., Mohd Salleh, N., Connell, J., & Burgess, J. (2018). Graduate work readiness challenges in the Asia-Pacific region and the role of HRM. *Equality, Diversity and Inclusion: An International Journal*, *37*(2), 121–137. https://doi.org/10.1108/EDI-01-2017-0015

Virginia Koutroubas, & Michael Galanakis. (2022). Bandura's Social Learning Theory and Its Importance in the Organizational Psychology Context. *Journal of Psychology Research*, *12*(6). https://doi.org/10.17265/2159-5542/2022.06.001

Wijayanti, S. F. S. (2019). *Pengaruh modal psikologis, kompetensi karir, dan dukungan sosial terhadap kesiapan kerja*.

Zhou, X., Wolstencroft, P., Schofield, L. N., & Fang, L. (2025). Are Graduates Digitally Unprepared? — A Digital Technology Gap Analysis From Alumni and Employer's Perspectives. *Journal of Computer Assisted Learning*, *41*(4). https://doi.org/10.1111/jcal.70046