

## THE INFLUENCE OF DIGITAL LITERACY, LEARNING DISCIPLINE, AND SELF-ESTEEM ON THE WORK READINESS

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### ABSTRACT

This study aims to determine the effect of digital literacy on work readiness, the effect of learning discipline on work readiness, the effect of self-esteem on work readiness, and the effect of digital literacy, learning discipline, and self-esteem on work readiness collectively. The method used in this study was quantitative with a purposive sampling technique. The population and sample used in this study were all undergraduate students, totaling 272 respondents, with data collected through a questionnaire survey. Digital literacy, learning discipline, self-esteem, and work readiness were measured using a Likert scale. Data analysis in this study used SPSS software version 25. The results of the study indicate that the influence of digital literacy on work readiness is positive and significant. The influence of learning discipline on work readiness is positive and significant. The influence of self-esteem on work readiness is positive and significant. The influence of digital literacy, learning discipline, and self-esteem on work readiness is positive and significant. Therefore, by improving digital literacy and academic discipline, as well as building positive self-esteem, individuals can be better prepared to face challenges in the workplace.

**Keywords:** Academic discipline, Digital literacy, Self-esteem, Work readiness

### ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh literasi digital terhadap kesiapan kerja, untuk mengetahui pengaruh disiplin belajar terhadap kesiapan kerja, pengaruh *self-esteem* terhadap kesiapan kerja, dan pengaruh literasi digital, disiplin belajar dan *self-esteem* terhadap kesiapan kerja secara bersama-sama. Metode yang digunakan dalam penelitian ini, yaitu kuantitatif dengan teknik pengambilan sampel yakni *purposive sampling*. Populasi dan sampel yang digunakan pada penelitian ini adalah Mahasiswa sebanyak 272 orang responden dengan teknik survey melalui kuesioner. Literasi digital, disiplin belajar, *self-esteem* dan kesiapan kerja diukur melalui skala Likert. Analisis data dalam penelitian ini menggunakan software SPSS versi 25. Hasil penelitian menunjukkan bahwa pengaruh literasi digital terhadap kesiapan kerja adalah positif dan signifikan. Pengaruh pengaruh disiplin belajar terhadap kesiapan kerja adalah positif dan signifikan. Pengaruh *self-esteem* terhadap kesiapan kerja adalah positif dan signifikan. Pengaruh literasi digital, disiplin belajar dan *self-esteem* terhadap kesiapan kerja adalah positif dan signifikan. Oleh karena itu dengan meningkatkan literasi digital dan disiplin belajar, serta membangun *self-esteem* yang positif, individu dapat lebih siap menghadapi tantangan di dunia kerja.

**Kata kunci:** Disiplin belajar, Kesiapan kerja, Literasi digital, *Self-esteem*

## INTRODUCTION

Students are considered adults in society because they have the knowledge and skills to enter the workforce (Fitrilinda et al., 2023). Work readiness is one of the key indicators determining an individual's success in entering the workforce. Student work readiness encompasses various important aspects, ranging from technical skills to non-technical skills required in the professional world. With the rapid development of the industrial and technological sectors, the demands on university graduates are no longer limited to theoretical knowledge alone but also include practical skills that support the workplace. Higher education institutions will transform students' thinking into a more mature, logical, critical, and innovative mindset.

Students in higher education institutions not only acquire knowledge but are also trained to develop independence, talents, or competencies inherent in them (Setiawan & Yusnaini, 2021). According Astuti (2022) students work readiness can be influenced by their digital literacy skills. Having the ability to understand digital literacy can help students develop skills and obtain various information, thereby enhancing their work readiness (cited in Syari, 2024) In enhancing work readiness, digital literacy is a crucial skill for individuals, particularly for students preparing to enter the workforce. This skill supports better decision-making and makes individuals more responsive to work, which is essential in professional settings.

In addition to digital literacy, study discipline is also a key factor in preparing individuals for the workforce. Students with good study discipline are more likely to be ready and competent in facing workplace challenges, as higher education expects students not only to have knowledge and skills but also the ability to manage time, prioritize tasks, and maintain consistency in learning. However, there are concerns about a lack of discipline in learning, such as difficulties in managing time and completing tasks on time, which can negatively impact work readiness. Self-esteem is crucial among students in preparing for workplace readiness, as having high self-esteem enables them to better handle new situations and challenges at work. This enhances their ability to adapt to their work environment. To be ready to enter the workforce, students need to have good self-esteem (Elfranata et al., 2023). Among students, self-esteem plays an important role in work readiness. Students with high self-esteem are more confident, motivated, and more likely to overcome challenges that arise when entering the workforce.

A fact observed in the field regarding work readiness is the high unemployment rate in Indonesia, as indicated by data from the International Monetary Fund (IMF), which shows that Indonesia ranks at the top, meaning that Indonesia's unemployment rate in 2024 is the highest compared to other countries in ASEAN (Association of Southeast Asian Nations). To address this issue, Indonesia needs concrete and comprehensive measures. Steps such as improving the quality of education and job training, creating more job opportunities in the formal sector, and attracting investment in productive sectors are crucial. In addition, economic policies that support job growth must be strengthened. If appropriate measures are not taken immediately, Indonesia risks facing even greater challenges in reducing unemployment. Therefore, targeted and sustained efforts are urgently needed to create more job opportunities and improve the quality of the workforce in the future. These studies indicate that the pandemic has heightened awareness regarding the need to balance education, work, and personal life. Although digital methods provide flexibility, they also introduce challenges, including diminished peer interaction, difficulties in maintaining engagement, and worries about the quality of education (Vaszkun & Mihalkov Szakács, 2025).

Previous research conducted by Putri and Supriansyah (2021) shows that digital literacy has a positive and significant correlation with work readiness. Digital literacy influences work readiness by 36.9%. According to research conducted by Syari (2024), the results showed a value of 0.284 with a t-statistic of  $2.690 > 1.96$  and a p-value of  $0.007 < 0.05$ , indicating that

digital literacy has a positive and significant effect on work readiness. It can be concluded that the higher the digital literacy of students, the more prepared they are for work. Therefore, digital literacy can help students become more prepared for work. Previous research conducted by Yuliani and Suryani (2021) showed that the magnitude of the influence of learning discipline on work readiness was 29.9%, meaning that there was a partial positive influence of learning discipline on work readiness, consistent with the research conducted by Darmawan et al. (2022), which showed a significance value of 0.049.

Therefore, the learning discipline variable has a positive and significant influence on work readiness. However, this differs from the research conducted by Sulistyono (2019), which shows that discipline does not have a partial influence on work readiness. This means that discipline does not have a direct influence on work readiness. This indicates that not all studies agree on the influence of learning discipline on work readiness. They should also take an active role in these activities. When an individual is well-prepared, they will exhibit strong work readiness and be able to compete effectively in the workplace (Hamdi A'li et al., 2024).

Previous research conducted by Elfranata et al. (2023) showed a positive and significant influence between self-esteem and work readiness. Consistent with the research conducted by Lusyanita et al. (2023), which showed the same results, namely that self-esteem has a positive and significant influence on work readiness. However, this differs from the research conducted by Mamentu, Nelwan, and Sendow (2023), which shows that self-esteem has a partial but insignificant influence on work readiness. This indicates uncertainty regarding the role of self-esteem in influencing work readiness.

What distinguishes this study from previous studies is the use of the independent variables of digital literacy, academic discipline, and self-esteem on the dependent variable of work readiness. Additionally, no previous studies have examined these independent and dependent variables. This opens opportunities for researchers to conduct further studies on other subjects and provide a deeper understanding of how independent variables influence individual work readiness.

## LITERATURE REVIEW

### Work Readiness

Work readiness refers to the condition in which students are prepared to enter the workforce, encompassing the physical, mental, and skill-related experiences required. Nugroho et al. (2020) define work readiness as the abilities, skills, and talents an individual possesses to perform tasks with adequate knowledge and experience. Work readiness is very important because individuals must feel prepared to perform tasks in the workplace. Pratiwi (2022) in the journal Pangaribuan et al. (2024) emphasizes that work readiness includes the skills, knowledge, and attitudes that enable new graduates to contribute productively to organizational goals. Syarif et al. (2019) add that work readiness involves the ability to work efficiently, overcome obstacles, and achieve set goals (cited in Kusumaningsih et al., 2023). That work readiness is a condition that encompasses physical, mental, and experiential aspects, as well as the willingness and ability to perform work. This includes the skills, knowledge, and attitudes that enable individuals to contribute productively and efficiently to achieving company goals and overcoming existing challenges.

### Digital Literacy

Digital literacy is the ability to access, understand, evaluate, and create information in digital form. According to Law et al. (2019), digital literacy includes the ability to use digital technology safely and appropriately in the context of work and entrepreneurship. Ata et al. (2022) add that digital literacy involves critical thinking skills and appropriate online behavior. Douglas Kellner (2022) emphasizes that digital literacy is not only a technical skill but also an

analytical and reflective ability to understand the digital world. Henry Jenkins (2016) highlights the importance of understanding the impact of digital media on society, politics, and culture. Kusmiawati and Sari (2022) define digital literacy as the ability to process and communicate information with appropriate ethics. This technology-driven learning method can enhance student engagement and make the learning experience more captivating. Students with strong digital literacy are more likely to actively participate in online group discussions, forums, and other collaborative platforms. Such interactions can deepen understanding and facilitate learning through the sharing of ideas with peers and instructors (Ervianti et al., 2023). Digital literacy is an essential skill in today's information age, which includes understanding, evaluating, and communicating information from various sources while adhering to applicable ethics. This enables individuals to actively participate in communities and society.

### **Learning Discipline**

Learning discipline refers to attitudes and behaviors that reflect perseverance, consistency, and commitment in the learning process. According to Yamin (2011), learning discipline is training that shapes character and behavior for moral, physical, and mental development (cited in Darmawan et al., 2022). Sanjaya (2005) emphasizes that learning discipline is very important for achieving educational goals. Learning discipline includes the application of effective learning methods, resource management, and compliance with rules. It also involves internal motivation and self-awareness to continue learning. Ilyasin (2019) states that learning discipline can be applied in goal setting, learning habits, and time management, which help students reach their full potential. Al-Fath (2015) and Aulia & Supriyadi (2022) add that learning discipline includes the self-control necessary to fulfill obligations in the school and community environments. Learning discipline is an attitude that encompasses the application of effective learning methods, adherence to rules, and motivation and self-awareness to continue learning and developing, all of which contribute to a better learning experience.

### **Self-Esteem**

Self-esteem begins to form through a child's interactions with their social environment and is an important aspect of a teenager's success in interacting with others (Elfranata et al., 2023). Wu et al. (2024) state that self-esteem plays an important role in feeling social support, where individuals with high self-esteem tend to be optimistic and exhibit positive social behavior. Hasmi et al. (2023) define self-esteem as an individual's evaluation of their own qualities. Tiara (2020) emphasizes the importance of self-esteem in child development as a means to evaluate one's experiences and abilities. Mruk (2006) (cited in Mamentu et al., 2023) adds that self-esteem reflects a person's positive or negative attitude toward themselves. Macarau and Stevanus (2022) state that self-esteem is a basic need that supports various life processes, enabling individuals to be more confident and accept their strengths and weaknesses (cited in Irawan et al., 2024). Self-esteem is an important component in adolescent development that influences social interaction and self-understanding, and contributes to self-confidence and

### **METHOD**

This study uses a quantitative research method. According to (Wardhana 2022), a survey method is a research method conducted by recruiting participants, collecting data, and using various instrumentation techniques to gather information about the behavior and preferences of a sample regarding the characteristics, actions, or opinions of a large group of people through their responses to questions. Students from the Faculty of Economics and Business, Universitas Negeri Jakarta, Class of 2021, constitute the research population. The

method used in this study was random sampling, with the sample for this study obtained using the Isaac and Michael formula, which has a margin of error of 5% or 0.05. Thus, 272 respondents were obtained. The population in this study consists of students from the Faculty of Economics and Business at the Universitas Negeri Jakarta. The accessible population includes undergraduate students in Office Administration Education, Business Education, Economics Education, Digital Business, Accounting, Management, Digital Office Administration, Digital Marketing, and Public Sector Accounting from the 2021 cohort. The Digital Literacy variable uses the indicators proposed by (Wediawati and Sari (2023), the measurement indicators for the learning discipline variable use the indicators presented by Darmawan, Febryanti, & Siregar (2022), while the self-esteem indicators use the research indicators (Elfranata et al. 2023). The work readiness indicator uses the indicators proposed by Purnama, Indrawati, dan Akbarini (2024). The analysis was processed using the IBM SPSS 25 (Statistical Package for the Social Sciences) program.

## RESULTS AND DISCUSSION

### Normality Test

A normality test is used to determine whether the distribution of variable data follows a normal distribution. This test is performed using P-plot analysis. In this test, data is considered to be normally distributed if the data points on the P-plot follow a diagonal line. This shows that the data points on the graph follow a diagonal line (Figure 1). Therefore Based on Table 1, the data in the study indicates that the data is normally distributed. The significance value in the Kolmogorov-Smirnov test is  $0.200 > 0.05$ . Thus, the data distribution in the research regression model has been declared to be normally distributed.

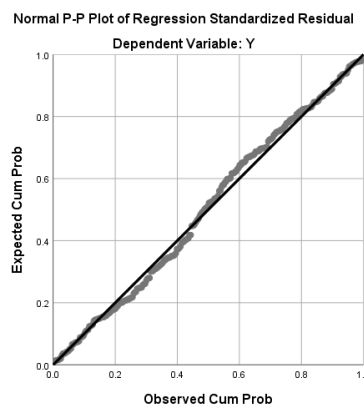


Figure 1. P-plot of Normality Test

Table 1. One-Sample Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		272
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	4.00086119
Most Extreme Differences	Absolute	.046
	Positive	.041
	Negative	-.046
Test Statistic		.046
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

a. Test distribution is Normal.  
 b. Calculated from data.  
 c. Lilliefors Significance Correction.

**Linearity Test**

The linearity test is a test to ensure that the independent and dependent variables have a linear relationship. In this test, the two variables are said to have a linear relationship if the significance value obtained is  $< 0.05$ . On the other hand, the two variables must also ensure that there are no significant deviations from linearity. These deviations are indicated by the deviation of linearity value. In this case, the two variables are said to have no significant deviations if the sig value in the deviation of linearity is  $> 0.05$ . Based on the data in the Table 2, it can be seen that the sig value in the linearity test is  $0.00 < 0.05$  and the sig value in the deviation of linearity is  $0.06 > 0.05$ . This shows that the effect of the independent variables on the dependent variable is linear and there is no significant deviation from linearity, so it can be concluded that all independent variables meet the assumption of linearity.

Table 2. Linearity Test

ANOVA Table							
			Sum of		Mean		
			Squares	df	Square	F	Sig.
Unstandardized Residual *	Between	(Combined)	4188.367	254	16.490	1.875	.065
Unstandardized Predicted Value	Groups	Linearity	.000	1	.000	.000	1.000
		Deviation from Linearity	4188.367	253	16.555	1.882	.064
Within Groups			149.500	17	8.794		
Total			4337.867	271			

**Multiple Linear Regression Test**

Multiple linear regression is a regression model that involves more than one independent variable. Multiple linear regression analysis is performed to determine the direction and magnitude of the influence of independent variables on the dependent variable (Ghozali, 2018). This analysis is used to measure the magnitude of the influence between independent variables and dependent variables. The following are the results of the multiple linear regression analysis:

$$Y' = 19.071 + 0.302 X_1 + 0.129X_2 + 0.187X_3$$

The meaning of the regression coefficients in the Table 3, can be explained as follows:

- The constant value of 19.071 indicates that if all independent variables (X) are equal to zero, then the value of the dependent variable (Y) will be equal to the constant value of 19.071.
- The coefficient value of X1 is 0.302, indicating that if all independent variables are constant, Y will increase by 0.302 for each unit of X1.
- The coefficient value of X2 is 0.129, indicating that if all independent variables are constant, Y will increase by 0.129 for every one unit of X2.
- The coefficient value of X3 is 0.187, indicating that if all independent variables are constant, Y will increase by 0.187 for every one unit of X3.

Table 3. Multiple Linear Regression Test

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	19.071	2.043		9.333	.000
	X1	.302	.037	.434	8.178	.000
	X2	.129	.037	.185	3.496	.001
	X3	.187	.041	.233	4.523	.000

a. Dependent Variable: Y

**Simultaneous Significance Test (F Test)**

The F test is conducted to see whether the independent variables simultaneously affect the dependent variable. In addition, this test evaluates the total effect of the independent variables on the dependent variable. Table 4, shows that the significance value in the simultaneous test is  $0.000 < 0.05$ . Additionally, the calculated F value in the table is 87.599, which is higher than the table F value of 2.638. Therefore, it is decided that  $H_0$  is rejected and  $H_a$  is accepted. This means that all independent variables, namely X1, X2, and X3, have a significant effect on Y.

Table 4. Simultaneous Significance Test (F Test)

		ANOVA <sup>a</sup>				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4253.629	3	1417.876	87.599	.000 <sup>b</sup>
	Residual	4337.867	268	16.186		
	Total	8591.496	271			

a. Dependent Variable: Y

b. Predictors: (Constant), X3, X2, X1

**Partial Significance Test (T-test)**

This study uses the partial significance test (t-test). This test is used in multiple regression analysis to determine whether the independent variable regression model has a significant partial effect on the dependent variable. The significance level used as a reference in the partial significance test (t-test) is 0.05.

Table 5. Partial Significance Test (T-test)

		Coefficients <sup>a</sup>					Collinearity Statistics	
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Tolerance	VIF
		B	Std. Error	Beta				
1	(Constant)	19.071	2.043		9.333	.000		
	X1	.302	.037	.434	8.178	.000	.668	1.497
	X2	.129	.037	.185	3.496	.001	.674	1.485
	X3	.187	.041	.233	4.523	.000	.710	1.409

a. Dependent Variabel: Y

Based on the Table 5, it can be seen that :

1. Digital Literacy (X1): The significance value of 0.000 (less than 0.05) and the calculated t-value of 8.178 (greater than the table t-value of 1.969) indicate that  $H_0$  is rejected and  $H_1$  is accepted. Digital literacy has a significant positive effect on Work Readiness (Y).
2. Learning Discipline (X2): The significance value of 0.001 (less than 0.05) and the calculated t-value of 3.496 (greater than the table t-value of 1.969) indicate that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_2$ ) is accepted. Learning Discipline has a significant positive effect on Work Readiness (Y).
3. Self-esteem (X3): The significance value of 0.000 (less than 0.05) and the calculated t-value of 4.523 (greater than the table t-value of 1.969) indicate that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_3$ ) is accepted. Self-esteem has a significant positive effect on Work Readiness (Y).

**Coefficient of Determination (R<sup>2</sup>)**

R<sup>2</sup> is the ratio of the variation in Y that can be explained by  $x_1$  and  $x_2$  together compared to the total variation in Y. The following are the coefficient of determination test values. The Table 6 shows the coefficient of determination value reflected by the R Square value of 0.495.

This indicates that X1, X2, and X3 contribute 0.495 or 49.5% to Y. The remaining variables not accounted for in the study contribute 51.5% to Y. The 51.5% value is obtained by subtracting 49.5% from 100%.

Table 6. Coefficient of Determination (R<sup>2</sup>)

<b>Model Summary<sup>b</sup></b>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.704 <sup>a</sup>	.495	.489	4.023

a. Predictors: (Constant), X3, X2, X1  
 b. Dependent Variable: Y

## Discussion

### The Effect of Digital Literacy on Work Readiness

This study found that digital literacy has a positive and significant effect on work readiness. The test results showed a significance value of 0.000, which is less than 0.05, so H<sub>0</sub> was rejected and H<sub>1</sub> was accepted. The calculated t-value of 8.178 is greater than the table t-value of 1.969, indicating that digital literacy (X1) has a direct relationship with work readiness (Y). Digital literacy, as a life skill that encompasses critical thinking and the ability to use technology, information tools, and communication, helps students communicate and collaborate professionally (Budiarti et al., 2024). Research by Kusmiawati and Sari (2022) and Putri and Supriansyah (2021) supports this finding, showing that digital literacy significantly influences work readiness. The results of this study confirm that digital literacy not only enhances students' communication and collaboration skills but also contributes more significantly to work readiness than other variables. Therefore, digital literacy is a crucial factor in preparing Generation Z to enter the workforce.

### The Influence of Study Discipline on Work Readiness

This study shows that learning discipline has a positive and significant effect on work readiness. The test results for the learning discipline variable (X2) show a significance value of 0.001, which is less than 0.05, so H<sub>0</sub> is rejected and H<sub>2</sub> is accepted. The calculated t-value of 3.496 is greater than the table t-value of 1.969, indicating that learning discipline (X2) has a direct relationship with work readiness (Y). Asiva Noor Rachmayani (2015) states that discipline in education includes actions that comply with applicable rules and regulations. Research by Manik (2023) supports this finding, showing that academic discipline, which includes time and work discipline, has a positive effect on work readiness. Yuliani and Suryani (2021) also found that the higher the academic discipline of students, the more prepared they are for work; conversely, low academic discipline is associated with low work readiness. Academic discipline is an important factor contributing to students' work readiness, with higher discipline directly linked to better readiness to enter the workforce.

### The Influence of Self-esteem on Work Readiness

This study shows that self-esteem has a positive and significant effect on work readiness. The test results for the self-esteem variable (X3) show a significance value of 0.000, which is less than 0.05, so H<sub>0</sub> is rejected and H<sub>3</sub> is accepted. The calculated t-value of 4.523 is greater than the table t-value of 1.969, indicating that self-esteem (X3) has a direct relationship with work readiness (Y). This finding is supported by the research of Fatmawati et al. (2023), which shows that the higher the level of self-esteem, the greater the work readiness of students. Elfranata et al. (2023) also found that individuals with high self-esteem tend to have better self-confidence, which contributes to their readiness to enter the workforce. The aspects used in this study include feelings of safety, self-respect, feelings of acceptance,

ability to perform tasks, and sense of worth. All these aspects indicate that self-esteem contributes to work readiness. The higher an individual's self-esteem, the higher their readiness to enter the workforce. Self-esteem is an important factor supporting work readiness, where aspects such as a sense of security, acceptance, and the ability to perform tasks contribute to increased self-esteem and an individual's readiness for a career.

### **The Influence of Digital Literacy, Study Discipline, and Self-Esteem on Work Readiness**

This study found that digital literacy, learning discipline, and self-esteem have a positive and significant effect on work readiness. The F coefficient value of 87.599 exceeds the F table value of 2.638, with a significance level of 0.000, indicating that the three independent variables—digital literacy (X1), study discipline (X2), and self-esteem (X3)—have a significant influence on work readiness (Y). Improving digital literacy and learning discipline, as well as building positive self-esteem, can help individuals be better prepared to face challenges in the workplace. Support from external environments, such as family and educational institutions, is also important in developing work readiness. The ability to use digital tools is crucial in an increasingly digital workplace, while high learning discipline helps students master the necessary skills. Positive self-esteem increases motivation to learn and work. The coefficient of determination ( $R^2$ ) shows an R Square value of 0.495, meaning that 49.5% of the variance in work readiness is influenced by the three variables. From the analysis, digital literacy (X1) is the most influential variable with a beta value of 0.434, followed by self-esteem (X3) with a beta of 0.233, and study discipline (X2) with a beta of 0.185. In conclusion, digital literacy is the primary factor supporting students' work readiness.

### **CONCLUSION AND RECOMMENDATION**

The Digital Literacy variable (X1) shows a positive t-value, indicating that X1 has a direct relationship with Y. In addition, the t-value for this variable is 8.178, which is greater than the t-table value of 1.969. This means that the better students understand digital literacy, the more prepared they will be to face the world of work. The Learning Discipline variable (X2) shows a significance value of 0.001, which is smaller than 0.05. The t-value for this variable is 3.496, which is greater than the critical t-value of 1.969. Thus, the better the discipline, the more disciplined they will be in the workplace. The Self-Esteem variable (X3) shows a significance value of 0.000, which is smaller than 0.05, so the t-value for this variable is 4.523, which is greater than the t-table value of 1.969. The more one values oneself, the higher the self-esteem and confidence in facing the workplace. The significance value in the simultaneous test is  $0.000 < 0.05$ . Additionally, the calculated F value in the table shows a value of 87.599, which is higher than the F table value of 2.638. This means that all independent variables, namely X1, X2, and X3, have a significant influence on Y. In other words, if digital literacy, study discipline, and self-esteem are already good, one will be ready to face the workplace.

The present study has several limitations that should be acknowledged. First, variations in respondents' interpretations of the questionnaire items may have affected data consistency. Second, the research was limited to a single institution, which restricts the generalizability of the findings to broader contexts. Third, the study focused solely on specific variables, without exploring other potential factors influencing work readiness. Therefore, future research is encouraged to involve participants from diverse departments and universities, incorporate additional relevant variables, and adopt a mixed-methods approach to gain a more comprehensive understanding of students' experiences and perceptions related to work readiness.

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