

The Influence of Digital Literacy, Motivation, and Self-Efficacy on the Work Readiness of Students

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Abstract

Work readiness is the most important skill that students need to have to face the world of work. Work readiness consists of understanding, motivation, and individual ability to be able to perform work-related tasks efficiently, and must have physical, mental and emotional maturity. The preliminary research results show that many students are still hesitant to enter the workforce for several reasons. This is because they have concerns about how the work environment differs from school life. The purpose of this study is to analyze the influence of digital literacy, motivation, and self-efficacy on the work readiness of grade XI students of SMK Negeri 12 Jakarta. Data in this study were collected through questionnaires, short interviews and surveys. The study involved grade X1 students from SMK Negeri 12 Jakarta. This study uses multiple linear regression to analyze the data. The hypotheses in this study will be tested using SPSS version 31.0.0.0. The findings of this study indicate that digital literacy has a negative and significant effect on work readiness, while motivation and self-efficacy have a positive and significant effect on work readiness. In addition, the findings indicate of this study indicate that students should improve digital literacy skills in accordance with work competencies, motivation and self-efficacy to be able to support readiness in the workplace.

Keywords: digital literacy, motivation, self-efficacy, work readiness



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Pengaruh Literasi Digital, Motivasi, dan Efikasi Diri terhadap Kesiapan Kerja Siswa Kelas XI SMK Negeri 12 Jakarta

Abstrak

Kesiapan kerja adalah keterampilan terpenting yang perlu dimiliki oleh siswa untuk menghadapi dunia kerja. Kesiapan kerja terdiri dari pemahaman, motivasi, serta kemampuan individu untuk mampu dalam mengerjakan tugas-tugas yang terkait dengan pekerjaan secara efisien, serta harus memiliki kematangan fisik, mental dan emosional. Hasil penelitian awal menunjukkan bahwa banyak siswa masih ragu untuk memasuki dunia kerja karena beberapa alasan. Hal ini disebabkan oleh kekhawatiran mereka tentang perbedaan lingkungan kerja dengan kehidupan sekolah. Tujuan dari studi ini adalah menganalisis pengaruh literasi digital, motivasi, dan efikasi diri terhadap kesiapan kerja siswa kelas XI SMK Negeri 12 Jakarta. Data dalam studi ini dikumpulkan melalui kuesioner, wawancara singkat dan survei. Studi ini melibatkan peserta didik kelas XI dari SMK Negeri 12 Jakarta. Studi ini menggunakan regresi linier berganda untuk menganalisis data. Hipotesis dalam studi ini akan diuji dengan menggunakan SPSS versi 31.0.0.0. Terdapat temuan dari studi ini yang mengindikasikan bahwa literasi digital berpengaruh negatif dan signifikan terhadap kesiapan kerja, sedangkan motivasi dan efikasi diri mempengaruhi secara positif dan signifikan terhadap kesiapan kerja. Selain itu juga hasil studi ini menunjukkan siswa harus meningkatkan kemampuan literasi digital yang sesuai dengan kompetensi kerja, motivasi dan efikasi diri untuk mampu menunjang dalam kesiapan di tempat kerja.

Kata kunci: literasi digital, motivasi, efikasi diri, kesiapan kerja

INTRODUCTION

According to a World Bank report (as cited in OECD, 2024) that approximately 450 million young people, representing 70% of the total youth population, lack the skills necessary to enter the job market. In addition, approximately 2.1 billion adults require additional education in basic skills such as literacy, numeracy, and other skills such as social-emotional skills in order to communicate with others. The latest PISA scores indicate that many vocational school graduates from various countries are still not ready for work. Work readiness is the most important skill that students need to have in order to succeed when entering the workforce.

According to Irfan, Amiruddin, Sahabuddin, & Putri, (2022) in their research, in order to meet the demands of the labor market and continue higher education in their respective fields, vocational school graduates are expected to master the skills

of their respective vocational programs as well as entrepreneurship. In other words, vocational school graduates aim to produce individuals who are ready to enter the professional world in accordance with market needs and have specific skills that are useful in the workplace.

Work readiness consists of understanding, motivation, and the individual's ability to perform work-related tasks efficiently, as well as physical, mental, and emotional maturity. According to Fitriyanto (as cited in Falaqiyah, 2021) work readiness is a condition where an individual can perform various work-related activities due to a balance between physical and mental maturity and experience.

Paul Gilster (as cited in Goutama, Nurjannah, & Pratama, 2023) explains that digital literacy is the ability to understand and apply information from various sources in various formats when displayed on a computer. There are four key areas to focus on in digital literacy. The first focus is internet searching, the second is hypertextual navigation, the third is content evaluation, and the fourth is knowledge assembly.

McClelland (as cited in Ridho, 2020) states that every person has the potential to release or build energy depending on motivation, circumstances, and available opportunities. McClelland's theory explains that humans have three basic needs that are highly relevant to work readiness. These three basic needs are the need for achievement, the need for power, and the need for affiliation.

Bandura (as cited in Maulana & Wrahatnolob, 2024) revealed that efficacy is defined as an individual's confidence in their ability to take steps that will produce something or achieve a specific goal. According to Albert Bandura's theory (as cited in Mufidah, Pravesti, & Farid, 2023), individuals with high self-confidence will feel better and have higher self-esteem. Self-efficacy will encourage initiative in acting, striving, and persevering in various endeavors.

Preliminary research shows that many students are still hesitant to enter the workforce for several reasons. One reason students are not ready is their digital literacy skills. Although there are office technology classes, they are still not enough to improve their digital literacy skills. They also lack motivation to work, and some students are not ready to leave school life and enter the industrial world. Their self-confidence is low. They are unsure of their abilities. There are still students who feel unprepared to enter the workforce, both mentally, physically, and in terms of experience.

The findings by Adelia & Mardalis reveal that motivation does not have a significant positive effect on work readiness. Meanwhile, the work readiness of

students in the Management study program at Muhammadiyah University Surakarta class of 2020 is positively and significantly influenced by other work readiness factors, namely soft skills, self-efficacy, and digital literacy. However, there are differences in the findings on the motivation variable. The findings by Budiarti, Ubaidillah, and Firdaus reveal that motivation has a positive and significant impact on work readiness.

Budiarti, Ubaidillah & Firdaus, revealed that digital literacy, efficacy, and motivation are interrelated and contribute to students' overall work readiness. With digital literacy, high self-efficacy and motivation can help students become more flexible, skilled, and competitive in a dynamic work environment.

This study involved 250 grade XI students from SMK Negeri 12 Jakarta. The population was selected because grade XI students were undergoing PKL, which was considered to have given them an idea of what working life was like. The school often collaborated with companies to improve students' work readiness, and grade XI students were always included in these activities. Thus, there is a novelty in this study, namely in the population and sample used. Previous studies used university students as the population and sample in their research. This study used vocational high school students in grade XI as the population and sample, which has not been the main focus of previous studies.

Researchers are interested in conducting research on “The influence of digital literacy, motivation, and self-efficacy on the work readiness of grade XI students of SMK Negeri 12 Jakarta” to find out the extent to which digital literacy, motivation, and self-efficacy can affect the work readiness of grade XI students of SMK Negeri 12 Jakarta. This is done by considering the background and phenomena supported by the data above.

METHOD

According to Punch (as cited in Abdullah, et al., 2021), quantitative methods are empirical research using quantifiable data. The purpose of quantitative research is the collection and numerical analysis of natural data. According to Abdullah, et al., (2021), survey methods can be applied to provide structured, objective, and valid explanations of the facts and characteristics of a population or region, as found in the evaluation.

250 grade XI students from SMK Negeri 12 Jakarta were the population in this study. The sample in this study was determined using the Taro Yamane

Formula. The taro yamane formula is a statistical method used to calculate the sample size in research by reducing the bias effect of a large population. resulting in a sample of 153 grade XI students. The research instrument was a tool created and compiled based on step-by-step procedures in instrument development based on theory and research needs. The digital literacy variable includes four indicators as follows: 1) internet search, 2) navigation, 3) evaluating content, 4) organizing knowledge (Hasliyah, Sofyan & Fadilah, 2022). The motivation variable includes five indicators: 1) future orientation, 2) high aspirations, 3) hard work, 4) striving to advance, and 5) selected coworkers (Dilla, Parimita, & Suherdi, 2023). The indicators for the self-efficacy variable include: 1) level, 2) strength, 3) generalization (Violinda, Wahyuningsih, & Meiriyanti, 2023). Furthermore, the work readiness variable includes the following indicators: 1) having logical and objective considerations, 2) having a critical attitude, 3) having the courage to take responsibility, 4) having the ability to adapt, 5) and being ambitious to progress. (Bilqiis, Febriantina, & Widyastuti, 2024).

The data collected through the questionnaire will be analyzed using the Multiple Linear Regression method. Data processing in this study was carried out using SPSS software version 31.0.0.0.

FINDINGS AND DISCUSSION

Findings

Figure 1. Multiple Linear Regression Results

Model		Unstandardized Coefficients		Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	89.366	3.433		26.031	<.001
	X1	-.831	.046	-1.320	-18.089	<.001
	X2	.252	.070	.321	3.604	<.001
	X3	.706	.081	.803	8.690	<.001

a. Dependent Variable: Y

Based on the figure above, the regression equation obtained is as follows:
 $89.366 - 0.831X1 + 0.252X2 + 0.706X3$

1. The findings indicate of the regression test above indicate that variables X1, X2, and X3 have a positive influence, with a constant value (+) of 89.366. This indicates that the work readiness variable will increase or be fulfilled if the independent variable increases or has an effect by one unit.
2. The findings indicate of the regression test above show that variable X1 has a value of (-) 0.831. From this analysis, it is concluded that every time the digital literacy variable (X1) increases by 1 point on the scale, the work readiness variable (Y) will decrease by 0.831.

3. The findings indicate of the regression analysis above show that variable X2 has a positive value of 0.252. From this analysis, it is concluded that every time the motivation variable (X2) increases by 1 point on the scale, and the other variables remain unchanged, the work readiness variable will increase by 0.252.
4. The findings indicate of the regression test above show that variable X3 has a positive value of 0.706. From this analysis, it is concluded that for every 1-point increase in the self-efficacy variable (X3), with all other variables remaining constant, the work readiness variable will increase by 0.706.

Figure 2. Partial Test Results (T-test)

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	89.366	3.433		26.031
	X1	-.831	.046	-.1320	18.089
	X2	.252	.070	.321	3.604
	X3	.706	.081	.803	8.690

a. Dependent Variable: Y

The figures produced in the t-test above show that the independent variables examined in this study, namely digital literacy (X1), motivation (X2), and self-efficacy (X3), has a significant influence on the work readiness variable (Y), with a significance value of 0.001 (<0.005). The calculated t-value for the digital literacy variable is -18.089, indicating that this variable has a negative effect on work readiness. The calculated t-value of 3.604 on the motivation variable proves that work readiness is positively influenced by the motivation variable, and the t-value of 8.690 on the self-efficacy variable proves that work readiness is positively influenced by the self-efficacy variable.

Figure 3. F-Test Results

ANOVA ^a					
Model		Sum of Squares	df	Mean Square	F
1	Regression	8139.264	3	2713.088	110.573
	Residual	3655.964	149	24.537	
	Total	11795.229	152		

a. Dependent Variable: Y

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

From the figures generated in the F test above, it can be concluded that the independent variables in this study show a significant simultaneous effect on the dependent variable with a Sig value of 0.001 (<0.05).

Figure 4. Results Of The Coefficient Of

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.831 ^a	.690	.684	4.953

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

The findings indicate of the coefficient of determination test analysis above, indicate a strong positive relationship between the independent variable and the dependent variable with a resulting value of 0.831. The independent factors in this study can explain 69.0% of the research dependent variable, while 31% can be explained by other independent factors outside the independent factors in this study.

Discussion

H1: The Effect of Digital Literacy on Students' Work Readiness

The findings indicate of multiple linear regression testing for the digital literacy variable present a calculated t value of -18.089, and a significance value of 0.001. This finding indicates that work readiness is negatively affected by digital literacy. In addition, the multiple linear regression test the findings indicate an inverse relationship between work readiness and digital literacy.

The imbalance between general digital skills and the skills required in the workplace could be the reason. Although many students are proficient in using technology in general, such as conducting internet searches, there are still students who do not have the digital skills required in the workplace. Therefore, educational institutions and teachers can help students to be able to develop the 4 basic competencies of digital literacy to students by adjusting the basic competencies that are relevant to the world of work.

H2: The Influence of Motivation on Students' Work Readiness

The findings indicate of multiple linear regression testing of motivation variables have a t value of 3.604 and a significant value of 0.001. This finding indicates that work readiness and motivation have a positive correlation. Students with a high level of motivation will be more prepared to enter the world of work. McClelland's theory reveals that humans have 3 basic needs that are very relevant to work readiness. The three basic needs are the need for achievement, the need for power, and the need for affiliation. Strong motivation can push students to go beyond their limits, and they will continue to grow and develop to be work-ready. Therefore, students must increase their motivation to compete with others to achieve their goals. In-depth career guidance and job preparation training are two ways that schools can create an atmosphere that supports students' motivation to work.

H3: The Influence of Motivation on Students' Work Readiness

The findings indicate of multiple linear regression testing of the self-efficacy variable have a t value of 0.706 and a significant value of 0.001. This finding

indicates that work readiness and self-efficacy have a positive correlation. Students who have a high level of self-efficacy will be better prepared to enter the world of work. Self-efficacy will encourage initiative in action, effort, and persistence in various efforts. Career self-efficacy refers to a person's beliefs or abilities about career development. According to Albert Bandura in his theory, strong feelings of happiness and high self-esteem tend to be possessed by individuals who have high levels of self-efficacy (Mufidah, Pravesti, & Farid, 2023).

High self-efficacy will potentially lead to students' beliefs about their ability to perform activities, and complete the tasks given. Therefore, students need to have adequate self-efficacy. In addition, educational institutions must be able to convince students so that students have confidence in their abilities to be ready to work. Because social persuasion/verbal persuasion is part of the aspects that influence a person's level of self-efficacy.

H4: The Influence of Digital Literacy, Motivation, and Self-Efficacy on Students' Work Readiness

The simultaneous coefficient test value (f test) shows a value of 0.001 which proves that digital literacy, motivation, and self-efficacy variables have a significant influence on work readiness. The R-square value obtained in this study has a value of 0.690, indicating that the digital literacy, motivation, and self-efficacy variables contribute 69.0% of the variation in the work readiness variable, while 31% will be influenced by other variables outside the independent variables in this study. Students' work readiness will be better if their digital literacy level increases. But keep in mind that the level of digital literacy needs to be adjusted to the skills needed in the work environment. Motivation, and self-efficacy can also affect students' work readiness. Students must improve digital literacy skills in accordance with work competencies, motivation and self-efficacy to be able to improve work readiness.

The school must be able to assist and guide students in mastering the 4 basic competencies of digital literacy in accordance with the basic competencies relevant to the world of work. Schools must be able to create a school environment that can support students' work motivation and be able to convince students so that students have confidence in their ability to be ready to work.

CONCLUSION

Researchers can draw conclusions based on findings from statistical descriptions, test analysis results, and discussions presented earlier as follows: 1) H1 is accepted, because there is a significant and negative influence between Digital

Literacy (X1) on Job Readiness of Grade XI Students (Y). 2) H2 is accepted, because there is a significant and positive influence between Motivation (X2) on Job Readiness of Grade XI Students (Y). 3) H3 is accepted, because there is a significant and positive influence between Self-Efficacy (X3) on the work readiness of class XI students (Y). 4) H4 is accepted, because there is a simultaneous or joint influence between digital literacy, motivation, and self-confidence on the work readiness of grade XI students.

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