

The Influence of Psychological Capital and Digital Literacy on Work Readiness Among Final Year Students at Semarang State University

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ABSTRACT

Work readiness among final-year university students remains suboptimal despite its critical role in determining a successful transition into the workforce. This study aimed to examine the influence of psychological capital and digital literacy on work readiness among final-year students at Semarang State University (UNNES). This research employed a quantitative correlational approach. The population consisted of 5,228 students, with a sample of 331 final-year students drawn using proportionate random sampling. Data were collected using three adapted psychological scales and analyzed using multiple linear regression with IBM SPSS Statistics version 26. The results of the analysis show that psychological capital and digital literacy have a simultaneous effect on the work readiness of final-year students at UNNES, with a calculated F-value of 227,673 and $p = 0.000 < 0.05$. Partially, psychological capital has an effect with a t-value of 6,124, followed by digital literacy which has a dominant effect with a t-value of 17,527. Together, both variables contributed 58.1% to work readiness, while the remaining 41.9% was attributable to other factors beyond the scope of this study, including soft skills, internship experience, and social support. These findings offer practical implications for universities need to develop student-oriented programs that build psychological capital while also improving digital literacy in preparing graduates for the competitive labor market.

KEYWORDS

Psychological capital, digital literacy, work readiness

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INTRODUCTION

Work readiness can be defined as the attitudes, skills, and knowledge possessed by an individual as preparation for entering the workforce and achieving success in a work environment (Sari et al., 2025; Tasuib et al., 2024). A person can be regarded as having strong work readiness when they have skills in a specific field, broad knowledge, critical thinking, and a supportive personality that enables them to compete effectively, so that they can feel confident and comfortable in the job they have chosen and have the opportunity to achieve success (Pratiwi et al., 2025).



A strong sense of work readiness extends beyond knowledge and skills, but also includes psychological readiness to be able to continue developing when facing the demands of the workplace. Lakshmi & Elmartha (2022) point out that the lack of skills among recent graduates is a barrier to finding employment; this occurs due to a lack of readiness, making it necessary to develop the ability to adapt to the workplace. Psychological capital is one of the supporting factors that can shape an individual's readiness for work. Individuals with high psychological capital are considered to be better prepared to face challenges, maintain motivation, and remain enthusiastic and resilient in difficult situations (Kushariyadi et al., 2025).

In addition to good psychological readiness, individuals are also expected to possess adequate digital skills in line with the times. Digital literacy is also one of the factors that support work readiness. Digital literacy is a person's ability to search for, access, communicate, evaluate, and create information using digital technology (Yulianti et al., 2021). Having strong digital literacy skills, everyone becomes better prepared and can adapt more easily to the demands of technology-based jobs. This is because a person's level of digital understanding can influence their work readiness, enabling them to adapt to the demands of technology-based jobs (Widiawati et al., 2025).

As prospective college graduates, senior students are expected to possess strong work readiness in order to meet the competency standards required in the workforce. However, conditions on the ground indicate that students' work readiness is still not optimal. In a study by Purnama Sari & Fikry (2024), it was found that 128 out of 385 students fell into the low work readiness category. Djoko Purwono et al. (2025) explain that 43 students (46.24%) had a low level of work readiness. A similar phenomenon also occurs in Vietnam; Pham (2024) explains that a lack of skills and work readiness prevents college graduates from meeting companies' expectations. A preliminary survey conducted on March 3, 2026, using Google Form among 10 UNNES students from different faculties showed that the majority of students' work readiness levels fell into the moderate category (50%), followed by the high category (40%), and the low category (10%). These results indicate the need for further efforts to improve students' work readiness so that they can reach the optimal category.

The phenomenon described above underscores the importance of senior students possessing adequate job readiness and competitiveness so they can adapt to the needs and dynamics of the ever-evolving job market (Masril et al., 2021). Every student needs to prepare thoroughly to enter the workforce after completing their studies, especially in meeting the demands of jobs related to their field of study. This preparation involves not only mastering a broad range of knowledge but also developing the skills, attitudes, and ability to adapt to the work environment. Students are expected to be able to apply the knowledge and skills they have learned during their studies to

navigate the workplace (Orr et al., 2023; Peersia et al., 2024). A student's ability to prepare themselves for the workforce is often referred to as work readiness.

An individual's work readiness is influenced by various factors that can support their ability to cope with the demands of the workplace, including psychological capital and digital literacy (Pham, 2024). Psychological capital is a set of an individual's positive psychological traits that can be developed to support positive behavior; it consists of four aspects: self-efficacy, optimism, hope, and resilience (Luthans et al., 2004, 2007). Psychological capital is one of the internal factors that shape an individual's work readiness (Anggi & Cahyono, 2026). Students with high psychological capital tend to be better prepared for work, possess strong enthusiasm and motivation, and are able to adapt well to the work environment. A study by Khoirun Nisa' (2023) shows that every aspect of psychological capital influences students' work readiness. Other researchers have also explained that psychological capital has a positive and significant impact on the work readiness of students at University X, contributing 51.6% (Saraswati et al., 2022). However, there are still studies that find that psychological capital has no partial effect, even though it is significant when considered simultaneously (Dewi et al., 2021).

In addition to psychological capital, digital literacy is also necessary for building work readiness so that individuals can meet the demands of work in an era of rapid digital technological development. Digital literacy does not only refer to an individual's skills in operating digital devices, but also encompasses the capacity to effectively access, evaluate, as well as utilizing digital information (Rany et al., 2025). In an earlier study by Karimah et al. (2025) indicates that digital literacy has a significant and positive effect on work readiness. Another study conducted by Muliasari & Octoria (2024) also found that digital literacy has a positive and significant influence on the work readiness of Economics Education students at Sebelas Maret University in Surakarta. However, there are also studies suggesting that, in part, digital literacy does not have a significant effect on work readiness (Haniah & Wirawan, 2025).

Referring to the discussion above, the research gap in this study stems from inconsistencies in the findings of previous research regarding the influence of psychological capital and digital literacy on work readiness. Some studies report a significant influence, while others find that, in part, there is no significant influence. Furthermore, based on the researcher's literature review, no study has been found that simultaneously examines the effects of psychological capital and digital literacy on work readiness. These gaps prompted the researcher to conduct further research to gain a more comprehensive understanding of the contributions of psychological capital (an internal factor) and digital literacy (an external factor) to the work readiness of senior students at Semarang State University.

Semarang State University (UNNES) was selected as the study location based on several relevant considerations. As a public university, UNNES has the vision “To Become a World-Class University and a Pioneer of Educational Excellence with a Conservation Perspective.” This vision reflects the university’s commitment to producing human resources who are not only of the highest quality but also ready to compete at the global level. In line with this vision, UNNES aims to produce graduates who possess educational competencies and are of good character, professional, competent, and competitive. This makes employability an important aspect to study, particularly among senior students who are in the transition phase from the world of education to the workforce. The purpose of this study is to determine out to what extent to which UNNES has prepared its graduates in accordance with this vision and objective, as well as to examine the influence of psychological capital as an internal factor and digital literacy as an external factor on the work readiness of UNNES final year students.

Based on the background described above, this study proposes the main hypothesis that there is a significant influence of psychological capital and digital literacy on the work readiness of UNNES senior students. Furthermore, the first secondary hypothesis is that psychological capital influences the work readiness of UNNES senior students, while the second secondary hypothesis states that digital literacy influences the work readiness of UNNES senior students. This study is expected to provide a deeper understanding of the roles of internal and external factors that can enhance the work readiness of senior students at Semarang State University.

RESEARCH METHODOLOGY

This study is grounded in a quantitative approach with a correlational research design to examine the influence of psychological capital and digital literacy on students’ work readiness. The study was conducted at Semarang State University (UNNES) with a population of 5,228 UNNES final year students, identified through the UNNES Data Portal. Sample size calculation was carried out using Slovin’s formula with a margin of error set at 5%, arriving at a total of 331 respondents. Sampling in this study employed a proportionate random sampling technique, with proportions allocated based on the faculties at UNNES: FIPP, FMIPA, FBS, FEB, FIS, FH, FIK, FT, and FK.

This research instrument consists of three psychological scales, using Google Forms as the medium for data collection. The work readiness scale uses a measurement tool adapted from a study conducted by Sultoni et al. (2021). This scale consists of 21 items; one item was invalidated, leaving 20 items for use. The work readiness scale consists of 4 response options, namely: 1 = strongly disagree and 4 = strongly agree. Reliability testing showed that the work readiness scale had a Cronbach’s alpha value of 0.911.

The psychological capital scale uses a measurement tool adapted from the Psychological Capital Inventory (PSI-16) by Lorenz (2025). This scale contains 16 items; however, 5 items were invalid, leaving only 11 items for use. Nevertheless, this reduction in the number of items does not diminish the overall construct validity of the variable, as all indicators of the variable remain represented by the valid items. The Psychological Capital Inventory scale consists of 6 response options ranging from 1 = strongly disagree to 6 = strongly agree. Reliability testing showed that the psychological capital scale had a Cronbach’s alpha value of 0.771.

The digital literacy scale uses a measurement tool modified from research conducted by Yotha (2025). This scale consists of 18 items, with 1 invalid item, so only 17 items were used. The digital literacy scale consists of 4 response options, namely 1 = strongly disagree and 4 = strongly agree. And after conducting a reliability test, the digital literacy scale had a Cronbach’s alpha value of 0.891.

Data analysis in this study used multiple linear regression, which began with tests of classical assumptions, including a normality test using the Kolmogorov-Smirnov test, a test for multicollinearity, a test for heteroscedasticity using Spearman’s Rho, and a linearity test. Next, the proposed hypotheses were examined through partial (t-test) and simultaneous (F-test), alongside an assessment of the coefficient of determination to determine the extent of the independent variables’ contribution to the dependent variable. The entire data analysis process was performed using IBM SPSS Statistics version 26.

RESULT AND DISCUSSION

This study used descriptive analysis to describe the levels of psychological capital, digital literacy, and work readiness among senior students at Semarang State University. Based on the analysis results, the range, mean, and standard deviation (SD) obtained from the sample of 331 respondents were determined. The complete results are presented in Table 1.

Table 1. Descriptive Analysis

Variable	N	Minimum	Maximum	Mean	SD	Note
Psychological Capital	331	42	66	57.95	2.809	Moderate
Digital Literacy	331	47	67	56.73	3,439	Moderate
Work Readiness	331	58	80	67.15	3,809	Moderate

According to the findings derived from the descriptive analysis, it was found that the psychological capital variable falls into the moderate category, with a mean score of 57.95 and a standard deviation (SD) of 2.809. The digital literacy variable falls into the moderate category, with a mean of 56.73 and a standard deviation (SD) of 3.439. Meanwhile, the work readiness variable also falls into the moderate category, with a mean of 67.15 and a standard deviation (SD) of 3.809.

Table 2. Normality Test

Number of Respondents	Significance Value	Category
331	0.200	Normal

The one-sample Kolmogorov-Smirnov test was used to test for normality, and the result showed a significance level of **0.200 > 0.05** (Sig. $p > 0.05$). This outcome shows that the variables analyzed in this study are **normally distributed**.

Table 3. Multicollinearity Test

Variable	VIF	Tolerance	Description
Psychological Capital	0.903	1.107	No Multicollinearity
Digital Literacy	0.903	1.107	No Multicollinearity

Multicollinearity Test: The results show a tolerance value of **0.903 > 0.1** and a VIF of **1.107 < 10.00**, so it can be concluded that **there is no multicollinearity** in this research data.

Table 4. Heteroscedasticity Test

Variable	Significance Value (p)	Description
Psychological Capital	0.962	No Heteroscedasticity
Digital Literacy	0.420	No Heteroscedasticity

The heteroscedasticity test, using Spearman's Rho, showed that the Psychological Capital variable (X1) had a significance value of **0.962 > 0.05**, while the Digital Literacy variable (X2) had a significance value of **0.420 > 0.05**. Consequently, it can be inferred that variables X1 and X2 **do not exhibit heteroscedasticity**.

Table 4. Linearity Test

Variable	Linearity	Description
Psychological Capital	0.000	Linear
Digital Literacy	0.000	Linear

Based on the linearity test that was conducted, the significance value obtained was **0.000 < 0.05**, it can be concluded that these two variables **have a linear relationship**. Furthermore, the Digital Literacy variable (X2) and the Work Readiness variable (Y) have a linearity value of **0.000 < 0.05**, so it can be concluded that these two variables also **have a linear relationship**.

Table 5. T-Test

<i>Coefficients^a</i>					
Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Standard Error	Beta	t	
1 (Constant)	7,662	3,160		2,425	,016
Psychological Capital	,312	,051	0.230	6,124	,000

Digital Literacy	,730	,042	0.659	17,527	,000
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a. Dependent Variable: Work Readiness

An examination of the t-test data shows that the variables psychological capital (X1) and digital literacy (X2) each obtained a significance value of $0.000 < 0.05$. The psychological capital variable showed a calculated T-value of $6.124 >$ the critical T-value of 1.967; similarly, the digital literacy variable showed a calculated T-value of $17.527 >$ the critical T-value of 1.967. This indicates that both variables have a significant partial effect on the work readiness variable (Y).

Table 6. F-Test

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2782.625	2	1,391.312	227,673	.000 ^b
	Residual	2,004.415	328	6,111		
	Total	4,787.039	330			
a. Dependent Variable: Work Readiness						

a. Dependent Variable: Work Readiness

b. Predictors: (Constant), Psychological Capital, Digital Literacy

Referring to the F-test table, it can be observed that the F-value resulting from the calculation is greater than the table F-value ($227.673 > 3.02$), with a significance level of $0.000 < 0.05$. This indicates that, taken together, the variables psychological capital (X1) and digital literacy (X2) have a significant effect on work readiness (Y).

Table 7. Coefficient of Determination Test

Model Summary				
Model	R	R-Square	Adjusted R-Square	Standard Error of the Estimate
1	,762 ^a	.581	.579	2.472

a. Predictors: (Constant), Digital Literacy, Psychological Capital

b. Dependent Variable: Work Readiness

The analysis of the coefficient of determination indicated an R-squared value equal to 0.581. This indicates that Psychological Capital (X1) and Digital Literacy (X2) account for 58.1% of the variance in Work Readiness (Y). Meanwhile, the remaining 41.9% is influenced by other factors not examined in this study.

This study's results point toward that *psychological capital* has a significant effect on work readiness among senior students at Semarang State University. This is evidenced by the calculated t-value being greater than the critical t-value ($6.124 > 1.967$), with a significance level of $0.000 < 0.05$. This finding confirms that the greater a person's level of *psychological capital*, the higher their level of work readiness to enter a competitive work environment. Students with strong

psychological capital tend to have greater confidence in their own abilities, maintain an optimistic outlook toward future career opportunities, remain persistent in pursuing their goals despite facing obstacles, and are able to recover quickly from setbacks encountered during the job-seeking process. These internal resources allow them to face the demands and uncertainties of the labor market with greater composure, so that they become better prepared, both mentally and behaviorally, to compete in a rapidly changing employment environment. In line with the grand theory proposed by Luthans et al. (2004), *psychological capital represents a positive psychological condition that develop from Positive Organizational Behavior (POB)* and encompass four main aspects: 1) *self-efficacy*, 2) *hope*, 3) *optimism*, and 4) *resilience*. These four aspects are considered psychological resources capable of fostering positive capacities, thereby playing a crucial role in enhancing individuals' ability to achieve success, including in the workplace (Dewi et al., 2021).

These findings are supported by various previous studies that demonstrate the consistent influence of *psychological capital* on work readiness. Azky & Mulyana (2024) explain that *psychological capital* contributes 77.9% to work readiness, while Thyagaraja, Dr. C & Polisgowdar (2025) explain that *psychological capital* has a strong contribution to work readiness, accounting for 76.6%. Furthermore (Rifqi et al., 2026) in their study of 403 senior undergraduate students in Indonesia, found that *psychological capital* has a very strong influence, with a β value of 0.891 and a contribution of 79.7% to work readiness. A research conducted by Tang et al. (2026) on university students in China found that psychological capital significantly predicts work readiness.

Students with high levels of psychological capital tend to have a high level of work readiness. This is because *psychological capital* is a concept in positive psychology characterized by the belief in one's ability to complete tasks and face challenges (*self-efficacy*), a positive outlook on current and future success (*optimism*), the ability to persevere in achieving goals (*hope*), and the ability to endure and bounce back from difficult situations (Luthans et al., 2007; Tarigan et al., 2026). Thus, when these four aspects of *psychological capital* are combined, they provide psychological resources that help individuals achieve success in the workplace by enhancing motivation, perseverance, and the ability to adapt effectively (Anggi & Cahyono, 2026). Thus, *psychological capital* serves as an internal strength that drives students to make optimal use of their abilities, thereby better preparing them to face various challenges in the workplace.

In addition to the internal factor of *psychological capital*, this study also demonstrates that *digital literacy*, as an external factor, has a positive and significant influence on the work readiness of senior students at Semarang State University. This is confirmed by the fact that calculated t-value was greater than the critical t-value ($17.527 > 1.967$) with a significance level of $0.000 < 0.05$. These findings suggest that the higher a student's level of *digital literacy*, the higher their work

readiness in facing the demands of employment in an era of rapidly advancing technology. *Digital literacy* can be defined as the capacity, understanding, and skill set that enable individuals to employ digital technology critically, creatively, intelligently, and safely in every aspect of life (Hague & Payton, 2010) .

Digital literacy is not limited to the ability to use digital technology, but also includes an individual's competence to access, manage, understand, integrate, communicate, evaluate, and create information securely and accurately through the use of digital technology (Law et al., 2018). Digital literacy is becoming an increasingly essential competency because the use of digital technology has become an important part of various aspects of life, particularly in the workplace. Strong digital literacy skills will better prepare individuals to meet the demands of a workforce that increasingly relies on digital technology, as they will be better able to adapt to the rapidly changing and dynamic work environment (Fatikha et al., 2026).

Various studies show that digital literacy plays an important role in improving individuals' job readiness. Aziz & Sofya (2025) explain that digital literacy has a significant and positive effect on students' work readiness with a coefficient value of 0.452, a finding supported by Dianti et al. (2025) who found that digital literacy has a positive and significant effect on work readiness, implying that digital literacy skills are a key asset capable of enhancing students' readiness to enter the workforce. Furthermore, Suhardjo et al. (2023) find that *digital literacy* has a positive influence on work readiness, contributing 61.6%. The consistency of these research findings indicates that digital literacy skills are crucial and essential for individuals to keep pace with current developments in the digital world, including in the workplace. The higher an individual's level of digital literacy, the better prepared they are for work (Fauzi & Sari, 2022).

Simultaneously, *psychological capital* and *digital literacy* have a significant effect on the work readiness of senior students at Semarang State University. This is indicated by an F-value of 227.673 with a significance level of $0.000 < 0.05$. Additionally, the coefficient of determination was found to be 0.581, indicating that *psychological capital* and *digital literacy* together contribute 58.1% to students' work readiness. Based on the result of this study, it can be confirmed that an individual's work readiness is influenced by a combination of internal and external factors. *Psychological capital*, with its four aspects *self-efficacy*, *hope*, *resilience*, and *optimism* is considered capable of supporting individuals in developing and preparing themselves to enter the workforce. Furthermore, digital literacy has been shown to be not only a technical skill but also a competency that fosters critical, creative, and responsible thinking in a fully digital work environment (Rany et al., 2025).

Overall, these findings have significant implications, both theoretically and practically. Theoretically, the results of this study reinforce and expand upon the findings of various previous studies that confirm the significant influence of *psychological capital* and *digital literacy* on work readiness. In addition, the results of this study also have practical implications for several parties. For universities, particularly UNNES, these findings can serve as a foundation for developing student development programs that focus not only on the development of academic competencies but also on strengthening *psychological capital* and *digital literacy* through *soft skills* training, career counseling, self-development programs, and the optimization of digital literacy skills through the use of technology and the provision of adequate facilities. Meanwhile, for students, these findings serve as a reminder that preparing to enter the workforce requires more than just mastering academic competencies; it also requires strong *psychological capital* and high digital literacy skills.

These findings are relevant to guidance and counseling services in higher education, particularly in assisting senior students to gain a more mature understanding of the working world through career guidance services (Rahma et al., 2021). Haryati et al. (2025) adds that career guidance is not limited to improving students' technical readiness in job searching but also helps foster a professional mindset and assists them in discovering career paths aligned with their interests and fields of study. In addition, individual and group counseling services can play a role in strengthening *psychological capital*. *Digital literacy* can be improved through training in the use of technology for career development. Thus, guidance and counseling services at universities serve as facilitators of holistic individual development, enabling graduating students to enter the workforce with optimal psychological and digital readiness.

CONCLUSION

The results of this research indicate that both *psychological capital* and *digital literacy* exert a positive and significant effect on the work readiness of senior students at Semarang State University. Together, these two variables account for 58.1% of the variation in students' work readiness. Meanwhile, the remaining 41.9% was attributable to other factors beyond the scope of this study, such as *soft skills*, *self-efficacy*, internship experience, social support, and so on. Students with higher levels of *psychological capital* and *digital literacy* tend to have better levels of work readiness, whereas students with low levels of *psychological capital* and *digital literacy* will demonstrate less-than-optimal work readiness. Overall, these findings confirm that work readiness is not influenced by a single factor alone but rather by a combination of internal factors (*psychological capital*) and external factors (*digital literacy*) that complement one another. Thus, the research results can serve as a reference for UNNES in designing more comprehensive efforts to

improve the work readiness of UNNES seniors, so that UNNES graduates can be better prepared to compete and adapt to the ever-evolving demands of the workforce.

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