



**THE INFLUENCE OF DIGITAL LITERACY AND SOFT SKILLS
MASTERY ON THE JOB READINESS OF FINAL YEAR STUDENTS
OF THE MANAGEMENT STUDY PROGRAM, SATYAGAMA
UNIVERSITY**

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Abstract

The development of digital technology and the increasingly competitive world of work require students to have good work readiness. This study aims to analyze the influence of digital literacy and soft skills mastery on the work readiness of final-year students of the Management Study Program at Satyagama University. The study used a quantitative approach with a survey method. The research sample consisted of 120 final-year students selected using a purposive sampling technique. Data collection was carried out by distributing questionnaires using a Likert scale. The data analysis technique used multiple linear regression with the help of the SPSS application. The results of the study indicate that digital literacy has a positive and significant effect on student work readiness. Mastery of soft skills also has a positive and significant effect on work readiness. Simultaneously, digital literacy and soft skills contribute significantly to improving the work readiness of final-year students of the Management Study Program at Satyagama University. This study confirms that the ability to use digital technology and mastery of interpersonal skills are important factors in facing the demands of the modern world of work.

Keywords: Digital Literacy, Soft Skills, Job Readiness, Management Students, World of Work

INTRODUCTION

Rapid technological change in the digital era has impacted various sectors of life, including education and employment. Today's workforce demands not only strong academic credentials from college graduates, but also the ability to adapt to digital technology and possess strong interpersonal skills. Final-year college students, as prospective college graduates, are required to be work-ready to compete in an increasingly competitive job market (Budiarti et al., 2024).

Digital literacy is a crucial competency for navigating the Industrial Revolution 4.0. Digital literacy encompasses not only the ability to use technological devices but also the ability to understand, manage, evaluate, and utilize digital information effectively. Students with a strong level of digital literacy tend to be better prepared for changes in technology-based work systems and are able to adapt to the needs of modern industry (Budiarti et al., 2024).

In addition to digital literacy, mastering soft skills is also a crucial factor in improving students' job readiness. Soft skills include communication, leadership, teamwork, critical thinking, time management, and problem-solving. Today's industry places greater emphasis on the balance between hard and soft skills in the recruitment process. Students with strong soft skills will adapt more easily to the work environment and develop more effective interpersonal skills (Maulidiyah &



Ubaidillah, 2024).

As a higher education institution, the Management Study Program at Satyagama University is responsible for preparing competent and work-ready graduates. However, students still lack confidence in the workplace due to limited digital technology skills and poor interpersonal skills. Therefore, research on the influence of digital literacy and soft skills on student work readiness is crucial to identify factors that influence final-year students' work readiness.

Research on the influence of digital literacy and soft skills mastery on the work readiness of final-year students in the Management Study Program at Satyagama University is crucial to identify factors that support student readiness for the digital workforce. The results of this study can serve as evaluation material for universities in improving the quality of learning, developing digital skills, communication, leadership, and adaptability, ensuring graduates are highly competitive, professional, and prepared to face the demands and competition of the modern workplace.

METHOD

This study employed a quantitative approach with a descriptive associative method. The population comprised all final-year students of the Management Study Program at Satyagama University who were active in the 2023/2024 academic year. A sample of 120 respondents was obtained using a purposive sampling technique, with the criteria being students currently writing their thesis or having completed at least 140 credits.

The research instrument used a Likert-scale questionnaire with five answer alternatives: strongly agree, agree, somewhat agree, disagree, and strongly disagree. The digital literacy variable was measured through indicators of the ability to access digital information, digital communication, information evaluation, and technology use. The soft skills variable was measured through indicators of communication, teamwork, leadership, adaptation, and problem-solving abilities. The work readiness variable was measured through indicators of mental readiness, work skills, self-confidence, and the ability to adapt to the work environment.

The data analysis technique used validity test, reliability test, classical assumption test, multiple linear regression analysis, t test, and F test with the help of SPSS version 25 application. The significance level of the research was set at 5%.

RESULTS AND DISCUSSION

The results of the study indicate that digital literacy has a positive and significant impact on the work readiness of final-year students in the Management Study Program at Satyagama University. Students who are proficient in using digital technology tend to be better prepared for the world of work because they are able to keep up with technological developments and modern digital-based work systems. This finding aligns with previous research that suggests digital literacy makes a significant contribution to students' work readiness in the digital era.

Mastery of soft skills has also been shown to have a positive and significant impact on student job readiness. Students with strong communication, teamwork,



leadership, and problem-solving skills demonstrate higher levels of job readiness than those with poor soft skills. Soft skills help students build work relationships, boost self-confidence, and adapt to professional environments.

Simultaneously, digital literacy and soft skills mastery significantly influence students' job readiness. This indicates that job readiness is influenced not only by technical proficiency in technology use, but also by interpersonal skills and individual adaptability. Students who are able to combine digital and soft skills will have a greater chance of obtaining employment and be able to compete in the modern workplace. The results of this study support previous research that suggests that the combination of digital competencies and soft skills is a key factor in increasing the competitiveness of college graduates.

CONCLUSION

Digital literacy has a positive and significant impact on the work readiness of final-year students in the Management Study Program at Satyagama University. Mastery of soft skills also has a positive and significant impact on student work readiness. Simultaneously, these two variables make a significant contribution to improving student work readiness to face the demands of the digital era. Therefore, universities need to enhance digital literacy development programs and soft skills training to produce competent, adaptive, and competitive graduates.

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