

The Effect of Career Development, Self-Efficacy, and Social Support on Employment Readiness, with Career Adaptability as a Mediating Variable, Among Fresh Graduates and Senior Undergraduates Without Work Experience

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Keywords:	Abstract
career development, self-efficacy, social support, career adaptability, employment readiness	The transition from higher education to the labor market has become an increasingly important challenge in the Society 5.0 era, where graduates are required to possess not only academic knowledge but also adaptability, confidence, and career-related competencies. Many fresh graduates and final-year students without work experience continue to face difficulties in preparing for employment due to limited career planning, insufficient self-confidence, and inadequate support systems. This study aims to examine the effects of career development, self-efficacy, and social support on employment readiness, with career adaptability as a mediating variable among final-year students and fresh graduates without work experience. This research employed a quantitative approach using an explanatory research design. Data were collected through questionnaires distributed to respondents who met the research criteria and were analyzed using Structural Equation Modeling–Partial Least Squares (SEM-PLS) with SmartPLS software. The results indicate that career development, self-efficacy, and social support have positive and significant effects on career adaptability and employment readiness. Furthermore, career adaptability was found to significantly influence employment readiness and mediate the relationships between career development, self-efficacy, social support, and employment readiness. These findings demonstrate that graduates' readiness to enter the workforce is shaped not only by competency development and personal confidence but also by their ability to adapt to career changes. This study contributes theoretically by expanding the understanding of graduate employability models and provides practical implications for universities in designing effective career preparation programs to enhance graduate competitiveness in a dynamic labor market.

INTRODUCTION

Entering the Society 5.0 era, the world of work has experienced increasingly dynamic changes driven by technological advancements, digitalization, and automation. These developments require university graduates to possess not only academic competencies but also adaptability, communication skills, critical thinking abilities, and readiness to face changes in the workplace. Employment readiness has become an important factor determining graduates' ability to compete in the labor market. The World Economic Forum (2023) reported that technological transformation has increased the demand for upskilling and reskilling, while the International Labour Organization (2022) highlighted that many young people remain outside employment, education, or training (NEET). In Indonesia, the high unemployment rate among university graduates indicates a gap between graduate competencies and industry requirements (BPS, 2023).

The issue of employment readiness has become increasingly evident among final-year students and fresh graduates without work experience. This group often faces challenges in understanding workplace expectations, determining career directions, developing confidence,

and navigating recruitment processes. Previous studies have shown that the mismatch between academic learning and industry requirements, as well as limited work experience, are factors that hinder graduate employment readiness (Mseleku, 2024; Isbah et al., 2023). Based on a preliminary survey of final-year students, several challenges were identified in preparing for workforce entry. Approximately 67% of students reported lacking clear career plans, 60% expressed low confidence in facing job competition, 53% perceived that they had not received adequate social support, and 60% experienced difficulties adapting to changing workplace demands. These findings indicate that low employment readiness is influenced not only by academic factors but also by personal, social, and career adaptability factors (Al-Waqfi et al. 2023; Li et al. 2022; Rahma et al. 2025; Sulistiani et al. 2018).

One factor contributing to employment readiness is career development. Career development programs, including training, career guidance, seminars, and work experience opportunities, can assist students in identifying career goals and developing competencies relevant to industry needs (Hsu, 2025; Dean, 2025). However, the effectiveness of such programs requires further investigation because not all universities have implemented structured and sustainable career development systems (Soares & Taveira, 2024). In addition, internal psychological factors, such as self-efficacy, also play an important role. Individuals with higher levels of self-efficacy tend to demonstrate greater confidence, initiative, and ability to overcome challenges during career transitions (Haq & Adiwati, 2024). Nevertheless, previous findings regarding the relationship between self-efficacy and employment readiness remain inconsistent, indicating the need for further investigation (Alifah & Marsofiyati, 2024).

The issue of limited employment readiness among graduates is influenced by various personal and environmental factors. Final-year students and fresh graduates without work experience often encounter uncertainty regarding career direction, limited understanding of workplace expectations, and insufficient confidence in competing within the labor market. Preliminary observations in the research context indicated that many students still experienced difficulties in employment preparation, including unclear career planning, low confidence in job competition, limited social support, and challenges in adapting to workplace changes. These conditions demonstrate that employment readiness is not solely determined by academic achievement but is also shaped by psychological capabilities and social environments. Therefore, understanding the factors contributing to employment readiness is essential for developing effective strategies to prepare graduates for professional challenges (Clarke 2018; Herbert et al. 2020; Rowe et al. 2017).

Career development represents an important factor associated with employment readiness. It provides individuals with opportunities to establish career goals, improve competencies, acquire relevant skills, and prepare for future employment demands. Previous studies have demonstrated that structured career development activities, including career counseling, training programs, internships, and professional development initiatives, can enhance students' employability and employment readiness (Hsu, 2025; Dean, 2025). Furthermore, career development enables individuals to understand labor market expectations and align personal competencies with organizational requirements. However, previous research has indicated that career development systems within higher education institutions are not always implemented comprehensively and continuously, resulting in differences in graduates' levels of employment preparation (Soares & Taveira, 2024). This condition highlights the need for further examination of how career development contributes to employment readiness, particularly among students transitioning into the workforce.

In addition to career development, self-efficacy is an important internal factor influencing employment readiness. Based on Bandura's (1997) social cognitive theory, self-efficacy refers to an individual's belief in their ability to perform tasks successfully, overcome challenges, and achieve desired outcomes. Individuals with higher self-efficacy are more likely to demonstrate

confidence, persistence, proactive behavior, and resilience when facing career-related challenges. Previous studies have found that self-efficacy positively contributes to students' employment readiness by strengthening confidence in recruitment processes and workplace demands (Ismail et al., 2022; Haq & Adiwati, 2024). However, several studies have reported inconsistent findings regarding the strength of the relationship between self-efficacy and employment readiness, suggesting the need for further research into the mechanisms through which self-efficacy influences graduates' career preparation.

Beyond individual characteristics, social support from family, peers, educational institutions, and professional networks also plays an important role in shaping employment readiness. Social support provides emotional encouragement, career-related information, guidance, and practical assistance during the transition from education to employment. Cohen and Wills (1985) explained that social support functions as a psychological resource that helps individuals manage stress and uncertainty. Recent studies have confirmed that social support contributes to career preparation by increasing motivation, confidence, and access to career-related information (Rizqianto & Hidayat, 2025). However, the extent to which social support influences employment readiness among graduates without work experience remains an area requiring further investigation, particularly when considered alongside personal factors such as career adaptability.

Career adaptability has emerged as an important psychological resource for addressing contemporary career challenges. Savickas (2013) described career adaptability as an individual's ability to prepare for, manage, and adjust to career transitions and changing work environments. Individuals with strong career adaptability are better able to plan their careers, make career decisions, explore opportunities, and maintain confidence when encountering challenges. Research by Rudolph et al. (2017) and Santilli et al. (2021) demonstrated that career adaptability is positively associated with career success, employability, and readiness for professional transitions. However, previous studies have primarily examined career adaptability as a direct predictor rather than as a mediating mechanism explaining how career development, self-efficacy, and social support influence employment readiness. This limitation provides an opportunity to investigate career adaptability as a mechanism connecting personal and contextual factors with graduate employment preparation.

Several previous studies have examined relationships among career development, self-efficacy, social support, career adaptability, and employment readiness. For example, Putri et al. (2024) investigated career adaptability as a mediator of employability readiness, while other studies have separately examined self-efficacy, career planning, or social support as predictors of graduate readiness. Although these studies provide valuable insights, existing research remains fragmented because many studies analyze individual variables independently rather than integrating multiple factors into a comprehensive model. Furthermore, research specifically focusing on final-year students and fresh graduates without work experience remains limited, despite this group experiencing a critical transition period from academic environments to professional workplaces. Therefore, a research gap exists regarding the integrated examination of career development, self-efficacy, and social support with career adaptability as a mediating variable.

Based on these research gaps, this study is important because improving graduate employment readiness requires a comprehensive understanding of both internal and external factors influencing career preparation. The urgency of this research is reinforced by increasing labor market complexity, where graduates must continuously adapt to technological disruption, changing occupational requirements, and competitive employment conditions. The novelty of this study lies in developing an integrated model that examines the effects of career development, self-efficacy, and social support on employment readiness through the mediating role of career adaptability. Unlike previous studies that mainly focus on direct relationships,

this research provides deeper insight into the psychological processes through which graduates develop employment readiness. The findings are expected to enrich the literature on career development and employability, particularly within higher education and early career transition contexts.

Therefore, this study aims to examine the effects of career development, self-efficacy, and social support on employment readiness, with career adaptability as a mediating variable among final-year students and fresh graduates without work experience. Specifically, this research examines the direct effects of career development, self-efficacy, and social support on career adaptability and employment readiness, as well as the mediating role of career adaptability in these relationships. Theoretically, this study contributes to the development of graduate employability research by integrating career development perspectives, social cognitive theory, and career construction theory into a unified framework. Practically, the findings provide implications for universities, career development centers, and policymakers in designing effective programs to enhance students' career preparation, psychological readiness, and adaptability. Through these contributions, this research supports the development of graduates who are better prepared, competitive, and capable of responding effectively to future workforce challenges.

RESEARCH METHODS

Place and Time of Research

This research was conducted among final-year students and fresh graduates without work experience from various universities in Indonesia. Data were collected online through questionnaires distributed to respondents who met the research criteria. The research location was not limited to a specific institution to obtain a broader understanding of students' employment readiness within the higher education context.

The research period was December 2025 to June 2026, covering the preparation of research instruments, data collection, and data processing and analysis.

The research subjects were final-year students and fresh graduates without work experience, with a focus on their readiness to enter the workforce. The selection of these respondents was based on their transition phase from higher education to employment, making them relevant to the studied variables, namely career development, self-efficacy, social support, career adaptability, and employment readiness.

Data were collected using a survey method through a structured questionnaire distributed online to respondents who met the research criteria. The online questionnaire method was selected to accommodate the characteristics of respondents who actively use digital technology and to facilitate efficient and broader data collection.

Research Type and Design

This study uses a quantitative approach with the type of explanatory research, which is research that aims to explain the causal relationship between independent variables and dependent variables through hypothesis testing. This approach was chosen because the study focused on analyzing the influence of career development, self-efficacy, and social support on employment readiness, as well as examining the role of career adaptability as a mediating variable.

The research design used is causal research design, because this study aims to identify and analyze the cause-and-effect relationship between variables. In this study, career development, self-efficacy, and social support play a role as independent variables, employment readiness as dependent variables, and career adaptability as mediating variables that bridge these relationships.

In addition, this study uses a cross-sectional approach, namely data collection is carried out at a certain time through the distribution of questionnaires to respondents who meet the

research criteria. This approach was chosen because it is efficient in collecting data in a relatively short time and in accordance with the characteristics of research that aims to analyze the relationship between variables under certain conditions.

Thus, the combination of quantitative approaches, explanatory research types, causal design, and cross-sectional approaches is expected to be able to provide a comprehensive picture of the relationship between career development factors, self-efficacy, and social support for employment readiness, both directly and through the role of career adaptability as a mediating variable.

Population and Research Sample

Populations and samples are important components of quantitative research because they relate to the external validity and generalization of research results. The determination of the population and sample must be adjusted to the purpose of the study as well as the characteristics of the object being studied.

Research Population

The population in this study is final year students and fresh graduates with no work experience. According to Sugiyono (2019), population is a generalized area consisting of objects or subjects that have certain qualities and characteristics that are determined by the researcher to be studied and then conclusions are drawn.

The selection of this population was based on the suitability of the respondents' characteristics with the study variables. Final year students and fresh graduates are in the transition phase from the world of education to the world of work, so they have challenges in preparing themselves to face professional demands. These conditions are relevant to the variables of career development, self-efficacy, social support, career adaptability, and employment readiness which are the focus of this study.

Thus, the population in this study is considered to be able to represent the phenomenon being studied and provide empirical data that is relevant to the research objectives.

Research Sample

Samples are part of the number and characteristics possessed by the population (Sugiyono, 2019). In quantitative research, the use of samples is used to represent the population if not all members of the population can be reached directly.

In this study, the sampling technique used is *purposive sampling*, which is the selection of respondents based on certain criteria that have been set by the researcher. The criteria for respondents in this study are final year students and *fresh graduates* without formal work experience, who are in the transition phase to the world of work. This technique was chosen so that the sample used was completely in accordance with the research objectives and relevant to the variables being studied. The use of *purposive sampling* techniques in this study is based on several methodological considerations, namely:

- 1) Respondents were selected based on specific criteria that corresponded to the focus of the study.
- 2) Ensure that the data obtained is relevant to the variables of career development, *self-efficacy*, social support, *career adaptability*, and *employment readiness*.
- 3) To make it easier for researchers to reach respondents who are in accordance with research needs.

The number of samples in this study was determined based on the Structural Equation Modeling (SEM) approach based on Partial Least Squares (PLS). According to Joseph F. Hair Jr. et al. (2019), the minimum sample size in PLS analysis is 10 times the largest number of indicators in the research model. Based on the results of the identification of indicators in each variable, it is known that the number of indicators in this study is 36 out of 5 variables. Thus, the number of samples in this study is calculated as follows: In this study there are 36 indicators, so the minimum sample number is calculated as follows:

Referring to Joseph F. Hair Jr.

$$n = 10 \times 36 = 360 \text{ respond}$$

Thus, this study used a minimum of 360 respondents to produce stable and accurate model estimates.

Uji Hypothesis

Hypothesis tests were carried out to determine the significance of the influence between variables in the research model, namely career development, *self-efficacy*, and social support on *employment readiness*, both directly and indirectly through *career adaptability* as a mediating variable.

The test was conducted using *the bootstrapping* method on the SmartPLS application, which generated *t-statistical* and *p-value* values for each relationship between variables in the research model.

The hypothesis is accepted if the *t-statistic* value is greater than 1.96 and the *p-value* is less than 0.05. On the other hand, if these criteria are not met, then the hypothesis is declared rejected. Thus, the results of this hypothesis test are used to determine whether the relationship between variables in this study is statistically significant or not.

Mediation Test

The mediation test was conducted to determine the role of *career adaptability* as a mediating variable in the relationship between career development, *self-efficacy*, and social support for *employment readiness*.

Mediation testing was carried out by looking at the significance of indirect *effects* through *the bootstrapping* method on SmartPLS. If the indirect influence shows that the *t-statistic* value is greater than 1.96 and the *p-value* is less than 0.05, then it can be concluded that there is a mediating effect in the research model.

Furthermore, the type of mediation is determined based on the significance of direct and indirect *effects*, whether it is *partial mediation* or *full mediation*. If the direct and indirect influences are equally significant, then partial mediation occurs. Conversely, if only indirect influence is significant, then full mediation occurs.

By using these analysis techniques, this research is expected to be able to provide comprehensive results in explaining the relationship between variables, both directly and indirectly, so that it can answer the research objectives systematically and can be scientifically accounted for.

RESULTS AND DISCUSSION

Descriptive Analysis of Research Variables

Descriptive analysis of research variables was carried out to provide an overview of respondents' perception of the variables studied. This analysis aims to determine the tendency of respondents' answers to each research variable before testing the model using the Structural Equation Modeling-Partial Least Squares (SEM-PLS) method.

Through descriptive analysis, researchers can obtain information about the actual conditions of career development, self-efficacy, social support, career adaptability, and employment readiness in final year students and fresh graduates without work experience. Descriptive analysis was carried out by calculating the mean value of respondents' answers to each indicator and dimension that made up each research variable.

The results of the descriptive analysis provide an overview of the level of respondents' perception of each research variable, so that aspects that obtain high and low ratings can be known. This information is the basis for understanding the characteristics of each variable before analyzing the causal relationship between variables through structural model testing using SEM-PLS. Thus, the results of the descriptive analysis not only provide an overview of the respondents' condition, but also support the interpretation of the hypothesis test results that

will be discussed at the next stage.

Description of Variable Employment Readiness (Y)

Employment Readiness is the level of readiness of an individual to enter the world of work which is shown through the possession of knowledge, skills, attitudes, and personal characteristics needed to carry out work effectively. In this study, the employment readiness variable is measured through several indicators that reflect personal characteristics, understanding of the organizational environment, work competence, and social intelligence that supports individual readiness to face the demands of the world of work.

Based on the results of the questionnaire distribution, in general, respondents showed a good level of employment readiness. This can be seen from the dominance of respondents' answers in the category of agree and strongly agree with most of the indicators submitted. This condition shows that most respondents have a positive perception of their readiness to enter the world of work, both in terms of responsibility, ability to work together, understanding the work environment, and the ability to adapt to various job demands.

Overall, the results of the descriptive analysis show that final year students and fresh graduates without work experience have a good level of employment readiness. This condition is an important capital in supporting the transition process from the world of education to the world of work, so that it is expected to be able to increase the readiness of individuals to face various challenges and demands in the work environment.

Description of Variable Career Adaptability (Z)

Career adaptability is the ability of individuals to prepare, adjust, and respond to various changes and challenges related to career development. In this study, the career adaptability variable was measured through several indicators that reflected the respondents' ability to plan their careers, control career decisions, explore various career opportunities, and have confidence in facing various challenges related to the world of work.

Based on the results of the questionnaire distribution, in general, respondents showed a good level of career adaptability. This can be seen from the dominance of respondents' answers in the category of agree and strongly agree on most of the indicators used to measure career adaptability. This condition shows that final year students and fresh graduates without work experience have good enough ability to prepare for changes, adjust to career demands, and make decisions related to their career development.

The high level of career adaptability also shows that respondents have good confidence in facing career challenges. This is reflected in their belief to complete work tasks, face work demands and responsibilities, continue to strive to achieve career goals despite facing obstacles, and be able to bounce back after experiencing failure or rejection in the process of achieving career. This ability is an important capital for final year students and fresh graduates in facing changes in the increasingly dynamic work environment.

Overall, the results of the descriptive analysis showed that final year students and fresh graduates without work experience had a good level of career adaptability. These conditions are important capital in supporting readiness to enter the world of work and improving the ability of individuals to adapt to changes, challenges, and career opportunities in the future.

Description of Career Development Variables (X1)

Based on the results of the questionnaire distribution, in general, respondents showed a good level of career development. This can be seen from the dominance of respondents' answers in the category of agree and strongly agree on most of the indicators used to measure career development. This condition shows that final year students and fresh graduates without work experience have a good awareness in preparing for careers, improving competencies, and planning the necessary steps to enter the world of work.

Overall, the results of the descriptive analysis show that final year students and fresh graduates without work experience have a good level of career development. This condition is

an important capital in supporting readiness to enter the world of work because individuals already have career planning, a commitment to developing competencies, and a readiness to take advantage of various opportunities that can support career development in the future.

Description of Variable Self Efficacy (X2)

Self-efficacy is an individual's belief in his or her ability to complete tasks, overcome various challenges, and achieve predetermined goals. In this study, the self-efficacy variable was measured through several indicators that reflect the level of confidence of respondents in facing challenges, completing tasks, overcoming obstacles, and maintaining efforts to achieve career goals.

Based on the results of the questionnaire distribution, in general, respondents showed a good level of self-efficacy. This can be seen from the dominance of respondents' answers in the category of agree and strongly agree on most of the indicators used to measure self-efficacy. This condition shows that final year students and fresh graduates without work experience have good confidence in their ability to face various challenges, complete assignments, and prepare themselves to enter the world of work.

Overall, the results of the descriptive analysis showed that final year students and fresh graduates without work experience had a good level of self-efficacy. This condition is an important capital in supporting readiness to enter the world of work because individuals have confidence in their ability to complete various tasks, face challenges, and adapt to changes and demands of the work environment.

Description of Social Support Variables (X3)

Social support is the assistance that individuals receive from the surrounding environment, either in the form of emotional support, awards, information, or instrumental assistance that can help individuals face various challenges and achieve career goals. In this study, social support variables were measured through several indicators that reflected the level of support received by respondents from family, friends, and the surrounding environment in preparing to enter the world of work.

Based on the results of the questionnaire distribution, in general, respondents showed a good level of social support. This can be seen from the dominance of respondents' answers in the category of agree and strongly agree on most of the indicators used to measure social support. This condition shows that final year students and fresh graduates without work experience have received good support from the surrounding environment, both in the form of motivation, information, assistance, and encouragement to develop their careers.

The social support is reflected in the attention and motivation given by family, friends, and close people, the ease of obtaining information about education and employment, and the assistance received in facing various challenges and making career decisions. Overall, the results of the descriptive analysis showed that final year students and fresh graduates without work experience had a high level of social support. This condition is an important capital in increasing work readiness, strengthening adaptability, and encouraging individuals to be more confident in facing various challenges and demands of the world of work.

It is known that the Social Support of the respondents is in the agree category with an average score of 3.90. These results show that most final year students and fresh graduates without work experience obtain a good level of social support in preparing themselves for the world of work.

This social support is reflected in the care, attention, and understanding of the people around the respondents when facing difficulties and pressure. In addition, respondents also felt that there was real assistance in the form of facilities, access to various resources, and the ease of obtaining assistance that could support their activities and needs.

The high level of social support also shows that respondents receive various forms of support that are beneficial for self-development and career readiness. This is reflected in the

existence of advice and direction in making decisions, the ease of obtaining information about career opportunities and the world of work, as well as the existence of awards, recognition, and feedback that encourage respondents to continue to develop their skills. This support is an important capital for final year students and fresh graduates in increasing confidence, motivation, and readiness to face the increasingly dynamic competition in the world of work.

Overall, the results of the descriptive analysis showed that final year students and fresh graduates without work experience had a good level of social support. This condition is an important capital in supporting the preparation process to enter the world of work, because individuals receive emotional, instrumental, informational, and reward support that can help improve work readiness and the ability to face various challenges in the work environment.

Data Statistical Analysis

The data analysis in this study was carried out using the Structural Equation Modeling–Partial Least Squares (SEM-PLS) method with the help of SmartPLS software. This method was chosen because it is able to analyze complex relationships between latent variables, both direct and indirect relationships through mediation variables. In addition, SEM-PLS can also be used to test research models simultaneously, so that it is in accordance with the research objectives that analyze the influence of Career Development, Self-Efficacy, and Social Support on Employment Readiness with Career Adaptability as a mediating variable.

The SEM-PLS analysis in this study aims to evaluate the quality of the research model as well as test the hypotheses that have been formulated. The analysis stages include the evaluation of the measurement model (outer model) and the evaluation of the structural model (inner model). The evaluation of the outer model is carried out to ensure that all indicators used meet the criteria of validity and reliability, so that they are able to represent the measured constructs accurately and consistently. The tests include convergent validity, discriminant validity, and construct reliability through Cronbach's Alpha and Composite Reliability values.

Furthermore, an internal evaluation of the model was carried out to assess the model's ability to explain the relationship between the latent variables studied. This test includes analysis of the determination coefficient (R^2), effect size (f^2), predictive relevance (Q^2), fit model, and direct effect and indirect effect testing. Indirect effect testing was conducted to determine the role of Career Adaptability in mediating the influence of Career Development, Self-Efficacy, and Social Support on Employment Readiness.

The first stage in the SEM-PLS analysis is the evaluation of the measurement model (outer model), which aims to ensure that the research instrument has met the requirements for validity and reliability before

Outer Model Testing

Outer Model testing is carried out to evaluate the relationship between latent variables and the indicators that make up them. This test aims to ensure that each indicator used in the study is able to measure the construct in question in a valid and reliable manner. In this study, the evaluation of the outer model was carried out through convergent validity, discriminant validity, Heterotrait-Monotrait Ratio (HTMT), Average Variance Extracted (AVE), Composite Reliability, and Cronbach's Alpha.

Based on the test results, it can be concluded that all indicators in the variables of Career Development, Self-Efficacy, Social Support, Career Adaptability, and Employment Readiness have met the requirements for validity and reliability. Thus, the measurement model (outer model) in this study was declared feasible and met the criteria to be used in the next stage of analysis, namely structural model evaluation (inner model) and hypothesis testing.

Furthermore, the results of the outer model evaluation are explained in more detail through several stages, namely the convergent validity test, the discriminant validity test using Cross Loading, the HTMT test, the Fornell-Larcker Criterion test (Square Root AVE), the Average Variance Extracted (AVE) test, and the reliability test which includes Composite

Reliability and Cronbach's Alpha.

Convergent Validity Test

The results of the convergent validity test showed that all indicators in the variables of Career Development, Self-Efficacy, Social Support, Career Adaptability, and Employment Readiness had a loading factor value above 0.70, which ranged from 0.703 to 0.882. The highest loading factor value is found in the PK1 indicator of 0.882, while the lowest value is found in the ER5 indicator of 0.703. However, all indicators have met the cut-off value of 0.70, so all indicators are declared valid in representing the measured construct.

In addition, the test results also showed that all constructs had an Average Variance Extracted (AVE) value above 0.50, namely Career Development of 0.613, Self-Efficacy of 0.560, Social Support of 0.633, Career Adaptability of 0.611, and Employment Readiness of 0.562. The AVE value shows that each construct is able to explain more than 50% of the variance of the indicators that make it up so that it meets the criteria for convergent validity as stated by Hair et al. (2022).

Thus, it can be concluded that all indicators in the variables of Career Development, Self-Efficacy, Social Support, Career Adaptability, and Employment Readiness have met the requirements of convergent validity. This shows that each indicator is able to measure the constructs it represents well, so that the measurement model (outer model) is declared valid and feasible to continue at the stage of evaluating the structural model (inner model).

Discriminant Validity Test

Discriminant validity is a validity test that aims to ensure that each indicator is able to better represent the construct it measures compared to other constructs. The discriminant validity test in this study was carried out using the cross loading method, which is by comparing the loading value of each indicator in the measured construct with the loading value of the indicator in other constructs. An indicator is declared to meet the discriminant validity if it has the highest loading value in the construct it represents.

Based on Table 4.13, all indicators in the variables of Career Development, Self Efficacy, Social Support, Career Adaptability, and Employment Readiness have the highest loading factor value in the construct they measure compared to the loading value in other constructs. These results show that all constructs in this study have met the discriminant validity criteria, so that each construct is able to distinguish itself well from other constructs. For example, the PK1 indicator has a loading value of 0.882 on the Career Development variable, which is higher than its correlation with Self Efficacy (0.590), Social Support (0.574), Career Adaptability (0.617), and Employment Readiness (0.600). Similarly, the SE1 indicator has the highest loading value of 0.811 in the Self Efficacy variable, the DS1 indicator of 0.867 in the Social Support variable, the CA1 indicator of 0.878 in the Career Adaptability variable, and the ER1 indicator of 0.832 in the Employment Readiness variable.

Overall, the test results showed that all indicators had the highest cross loading values in the constructs they measured. Thus, it can be concluded that each construct in this study has met the criteria of discriminant validity, so that each construct is able to distinguish itself well from other constructs and is suitable for use in further analysis.

HTMT and Square Root of Average (AVE) Test Results

Other methods used to assess discriminant validity in this study are the Heterotrait-Monotrait Ratio (HTMT) and the Fornell-Larcker Criterion. HTMT testing was carried out to measure the level of similarity between constructs, while the Fornell-Larcker criterion was carried out by comparing the square root value of Average Variance Extracted (AVE) on the main diagonal with the correlation value between constructs. According to Hair et al. (2022), discriminant validity is stated to be fulfilled if the total HTMT value is less than 0.90 and the square root value of AVE in each construct is greater than the correlation value with other constructs.

It is known that all HTMT values are below the required maximum limit, which is 0.90, with the highest HTMT value being 0.777 in the relationship between Career Adaptability and Employment Readiness. In addition, the test results using the Fornell-Larcker criteria showed that the square root value of AVE on the main diagonal of each construct, namely Career Development (0.783), Self Efficacy (0.748), Social Support (0.795), Career Adaptability (0.781), and Employment Readiness (0.749), was greater than the correlation value between constructs that were in the same row or column. Thus, it can be concluded that all constructs in this study have met the criteria of discriminant validity, so that each construct has a good ability to distinguish itself from other constructs.

Composite Reliability Test Results)

The reliability test was carried out to measure the level of internal consistency of the indicator in representing each construct in the research model. The reliability test in this study used two measures, namely Cronbach's Alpha and Composite Reliability (CR). According to Hair et al. (2022), a construct is declared to have good reliability if Cronbach's Alpha and Composite Reliability values are greater than 0.70. This value shows that the indicators used have a high level of internal consistency in measuring the same construct.

Based on the overall results, the entire construct had Cronbach's Alpha and Composite Reliability values that exceeded the minimum limit of 0.70. Thus, it can be concluded that all constructs in this research model have met the reliability criteria, so that the indicators used have a good level of internal consistency in measuring each research construct.

Evaluation of Structural Models (Inner Model)

After the measurement model (outer model) is declared to meet the criteria of validity and reliability, the next stage is to evaluate the structural model (inner model). This evaluation aims to test the model's ability to explain the causal relationship between latent constructs and measure the magnitude of the influence between variables contained in the research model. In this study, the structural model consists of exogenous variables Career Development, Self Efficacy, and Social Support, endogenous variables Employment Readiness, and mediation variables Career Adaptability.

The evaluation of the structural model was carried out through several tests, namely the value of the determination coefficient (R-Square/R²) to determine the ability of independent variables to explain the variation of endogenous variables, the predictive relevance value (Q-Square/Q²) to assess the predictive ability of the model, and Effect Size (f²) to measure the magnitude of the influence of each independent variable on the bound variable. The results of the three tests were used to assess the level of accuracy of the structural model in explaining the relationship between constructs in this study.

R-Square Determination Coefficient Testing (R2)

The R-Square value is used to measure the ability of independent variables and dependent variables to explain variations in the research model. The greater the R-Square value, the higher the ability of the independent variable to explain the dependent variable. According to Hair et al. (2022), the R-Square value of 0.75 indicates a strong (substantial) model, 0.50 indicates a moderate model, and 0.25 indicates a weak model.

It is known that the Career Adaptability variable has an Adjusted R-Square value of 0.593. These results show that Career Development, Self Efficacy, and Social Support were able to explain the variation in Career Adaptability by 59.3%, while the remaining 40.7% (100% – 59.3%) were influenced by other factors outside the research model.

Furthermore, the Employment Readiness variable has an Adjusted R-Square value of 0.638. These results show that Career Development, Self Efficacy, Social Support, and Career Adaptability are simultaneously able to explain the variation in Employment Readiness of 63.8%, while the remaining 36.2% (100% – 63.8%) are explained by other variables that were not included in the research model.

Pengujian F-square (F²)

Effect Size (f²) is used to measure the magnitude of the contribution or influence of each independent variable on the bound variable in the research model. This test shows how much the R-Square (R²) value changes in the dependent variable when an independent variable is excluded from the model. According to Hair et al. (2022), the f² value of 0.02 indicates a small effect, 0.15 indicates a medium effect, and 0.35 indicates a large effect. Thus, the Effect Size (f²) test in this study was used to determine the magnitude of the influence of Career Development, Self Efficacy, and Social Support on Career Adaptability and Employment Readiness, as well as the magnitude of the influence of Career Adaptability on Employment Readiness in the structural model of the study.

Based on the results of the effect size (f²) test, it is known that the effect of Career Development and Self Efficacy on Career Adaptability has f² values of 0.110 and 0.089, respectively, which are included in the category of small effect. Meanwhile, the effect of Social Support on Career Adaptability has an f² value of 0.199, so it is included in the category of medium effect.

Furthermore, in relation to Employment Readiness, the effects of Career Development, Self Efficacy, and Social Support had f² values of 0.037, 0.081, and 0.033, respectively, all of which fell into the category of small effect.

Meanwhile, the relationship between Career Adaptability and Employment Readiness has an f² value of 0.165, which is in the medium effect category. These results show that Social Support makes a relatively larger contribution than other independent variables in explaining Career Adaptability, while Career Adaptability has a moderate influence on increasing Employment Readiness.

Pengujian Q-Square (Q²)

Q-Square (Predictive Relevance) is used to assess the predictive ability of the research model in predicting endogenous variables based on the relationships between constructed constructs. The Q-Square value is obtained through the blindfolding procedure on the SmartPLS software. According to Hair et al. (2022), a Q-Square (Q²) value greater than 0 indicates that the model has good predictive relevance to endogenous variables. On the other hand, if the value of Q-Square is less than or equal to 0, then the model is considered to have no predictive ability. In this study, Q-Square testing was carried out on endogenous variables, namely Career Adaptability and Employment Readiness.

Based on the results of the Predictive Relevance test (Q² Predict), the Q² value for the Career Adaptability variable was 0.583 and Employment Readiness was 0.569. Both values are greater than zero (Q² > 0), thus showing that the research model has a good predictive relevance or predictive ability to both endogenous variables studied.

A positive Q² value indicates that the constructed structural model is able to predict observational data well and has an adequate level of prediction accuracy. In other words, the variables of Career Development, Self Efficacy, and Social Support are able to contribute to predicting Career Adaptability, while Career Development, Self Efficacy, Social Support, and Career Adaptability are together able to predict Employment Readiness.

These results show that the research model not only has a good ability to explain the relationship between variables based on the value of the determination coefficient (R²), but also has a good predictive ability for endogenous variables. Therefore, the structural model used in this study is considered feasible to be used in testing causal relationships as well as testing hypotheses that have been formulated.

Uji Model Fit (Goodness of Fit/GOF)

After all indicators in the measurement model are declared to meet the criteria of validity and reliability, the next stage is to evaluate the final research model using the Structural Equation Modeling–Partial Least Squares (SEM-PLS) approach. The final research model test

aims to find out the extent to which the model built is able to explain the relationship between variables and test the hypotheses that have been formulated in the research.

Overall, the results of the fit model test showed that the constructed research model had met the feasibility criteria based on SRMR and NFI scores. Therefore, the structural model in this study can be stated to have an adequate level of suitability to explain the relationship between Career Development, Self-Efficacy, Social Support, Career Adaptability, and Employment Readiness, so that the analysis can be continued at the stage of testing direct effects and indirect effects to test the research hypothesis.

Pengujian Hypothesis (Boostrapping)

Hypothesis testing is a stage of analysis that aims to test the correctness of a hypothesis that has been formulated based on the conceptual framework and theoretical foundation of the research. In this study, hypothesis testing was carried out using the Structural Equation Modeling–Partial Least Squares (SEM-PLS) method with bootstrapping techniques to obtain path coefficients, T-statistics, and P-values. The results of the test were used to determine the direction, magnitude, and significance of the relationship between variables in the research model.

The decision-making criteria in hypothesis testing refer to T-values that must be greater than 1.96 and P-values that must be smaller than 0.05 at a significance level of 5% ($\alpha = 0.05$). If both criteria are met, then the hypothesis is declared accepted, which shows a significant influence between variables. On the other hand, if the T-values ≤ 1.96 or P-values ≥ 0.05 , then the hypothesis is rejected because the relationship between variables is not proven to be significant.

In this study, hypothesis testing was carried out on ten hypotheses, consisting of seven direct effect hypotheses and three indirect effect hypotheses through Career Adaptability as a mediating variable. The results of the hypothesis testing are presented in the following subchapter to explain the influence of Career Development, Self-Efficacy, and Social Support on Employment Readiness, either directly or through the mediation role of Career Adaptability.

Direct Effect Hypothesis Testing

Direct effect testing was carried out to find out whether there was a direct influence of independent variables on dependent variables in the research model without going through mediation variables. In this study, the direct effect test aims to analyze the influence of Career Development, Self-Efficacy, and Social Support as independent variables on Career Adaptability, as well as the influence of Career Development, Self-Efficacy, Social Support, and Career Adaptability on Employment Readiness as dependent variables.

The test was carried out using a bootstrapping procedure on the Structural Equation Modeling–Partial Least Squares (SEM-PLS) method by paying attention to the Original Sample (O), T-statistics, and P-values. The Original Sample (O) value is used to indicate the direction and magnitude of the influence between variables, while T-statistics and P-values are used to determine the significance of the relationship between variables. A hypothesis is declared acceptable if it has a T-statistical value of > 1.96 and P-values < 0.05 at a significance level of 5% ($\alpha = 0.05$).

Overall, the results of the test showed that increased Career Development, Self-Efficacy, and Social Support were able to increase Career Adaptability, which in turn supported the increase in Employment Readiness. These findings reinforce the importance of developing personal aspects and environmental support in preparing final year students and fresh graduates to have better readiness to face an increasingly dynamic and competitive world of work.

Indirect Hypothesis Testing

Indirect effect testing was conducted to find out whether Career Adaptability was able to mediate the influence of Career Development, Self-Efficacy, and Social Support on Employment Readiness. This test was carried out using a bootstrapping procedure in the

Structural Equation Modeling–Partial Least Squares (SEM-PLS) method by paying attention to the Original Sample (O), T-statistics, and P-values. An indirect effect is declared significant if it has a T-value of > 1.96 and P-values < 0.05 at a significance level of 5% ($\alpha = 0.05$).

Furthermore, the discussion of each indirect influence will be described in more detail in the following subchapter based on the results of statistical testing, relevant theories, and previous research to explain the role of Career Adaptability mediation in the research model.

Career Development Affects Career Adaptability

The test results showed that Career Development had a positive and significant effect on Career Adaptability with a path coefficient value (Original Sample) of 0.306, a T-statistics value of 4.614, and a P-value of 0.000. T-values greater than 1.96 and P-values smaller than 0.05 indicate that the hypothesis is accepted. Thus, H1 that states that Career Development has a positive and significant effect on Career Adaptability is acceptable.

The results of this study show that the better the career development of final year students and fresh graduates without work experience, the higher the level of career adaptability. Good career development reflects clear career planning, competency improvement efforts, and individual readiness to prepare for the future of their career. This condition encourages individuals to be better prepared to face the changes, challenges, and demands that occur in the world of work.

The compatibility of the results of this study with various previous studies shows that career development not only functions as an effort to improve individual competence, but also becomes an important mechanism in building career adaptability. For final year students and fresh graduates without work experience, various career development activities, such as career planning, training, certification, seminars, and internship experiences, provide opportunities to recognize their potential, expand their horizons about the world of work, and increase readiness to face changes in the dynamic work environment.

Based on these results, it can be concluded that career development is one of the important factors in increasing career adaptability in final year students and fresh graduates without work experience. Therefore, the better the career development carried out, the higher the career adaptability of the individual.

Self-Efficacy affects Career Adaptability

The test results showed that Self-Efficacy had a positive and significant effect on Career Adaptability with a path coefficient value (Original Sample) of 0.243, a T-statistics value of 5.570, and a P-value of 0.000. T-values greater than 1.96 and P-values smaller than 0.05 indicate that the hypothesis is accepted. Thus, H2 that states that Self-Efficacy has a positive and significant effect on Career Adaptability is acceptable.

The compatibility of the results of this study with various previous studies shows that self-efficacy is a psychological factor that plays an important role in increasing career adaptability. For final year students and fresh graduates without work experience, confidence in one's abilities is the main capital to face various challenges during the transition period to the world of work. Individuals who believe in their abilities will be more courageous to take chances, be more persistent in facing obstacles, and adapt more easily to changes in the work environment.

Based on these results, it can be concluded that self-efficacy is one of the important factors in increasing career adaptability in final year students and fresh graduates without work experience. Therefore, the higher an individual's confidence in their abilities, the higher their ability to adapt to change, manage career transitions, and face the demands of an increasingly dynamic and competitive world of work.

Social Support Affects Career Adaptability

The test results showed that Social Support had a positive and significant effect on Career Adaptability with a path coefficient value (Original Sample) of 0.365, a T-statistics value of

6.485, and a P-value of 0.000. T-values greater than 1.96 and P-values smaller than 0.05 indicate that the hypothesis is accepted. Thus, H3 that states that Social Support has a positive and significant effect on Career Adaptability is acceptable.

The compatibility of the results of this study with various previous studies shows that social support is an external factor that plays an important role in increasing career adaptability. For final year students and fresh graduates without work experience, support from family, friends, lecturers, and the surrounding environment not only provides motivation and a sense of security, but also provides information, direction, and assistance needed in preparing for a career. Therefore, the higher the social support that individuals receive, the higher their ability to adapt to change, manage career transitions, and face the demands of an increasingly dynamic world of work.

Based on these results, it can be concluded that social support is one of the important factors in increasing career adaptability in final year students and fresh graduates without work experience. Therefore, the higher the social support that individuals receive from family, friends, lecturers, and the surrounding environment, the higher their ability to adapt to changes, manage career transitions, and face the demands of the increasingly dynamic and competitive world of work.

Career Development Affects Employment Readiness

The test results showed that Career Development had a positive and significant effect on Employment Readiness with a path coefficient value (Original Sample) of 0.177, a T-statistics value of 2.594, and a P-value of 0.010. T-values greater than 1.96 and P-values smaller than 0.05 indicate that the hypothesis is accepted. Thus, H4 that states that Career Development has a positive and significant effect on Employment Readiness is acceptable.

The compatibility of the results of this study with various previous studies shows that career development is an important factor in increasing employment readiness. For final year students and fresh graduates without work experience, career development through career planning, training, certification, seminars, organizational experience, and internship programs is a means to improve competence while understanding the needs of the world of work.

Based on these results, it can be concluded that career development is one of the important factors in increasing employment readiness for final year students and fresh graduates without work experience. Therefore, the better an individual plans and develops their careers through competency improvement and various self-development activities, the higher their readiness to enter the world of work and face various job demands professionally.

Self-Efficacy affects Employment Readiness

The test results showed that Self-Efficacy had a positive and significant effect on Employment Readiness with a path coefficient value (Original Sample) of 0.228, a T-statistical value of 5.055, and a P-value of 0.000. T-values greater than 1.96 and P-values smaller than 0.05 indicate that the hypothesis is accepted. Thus, H5 which states that Self-Efficacy has a positive and significant effect on Employment Readiness is acceptable.

The results of this study show that the higher the level of self-efficacy possessed by final year students and fresh graduates without work experience, the higher the level of employment readiness they have. Self-efficacy reflects an individual's belief in his or her ability to complete tasks, face challenges, and overcome various obstacles that arise during the process of entering the world of work. This belief encourages individuals to be more confident in preparing themselves, making career decisions, and facing the selection process and job demands optimally.

The compatibility of the results of this study with various previous studies shows that self-efficacy is one of the psychological factors that are very important in increasing employment readiness. For final year students and fresh graduates without work experience, confidence in one's abilities is the main capital to face the job selection process, develop

competencies, and adapt to the new work environment.

Based on these results, it can be concluded that self-efficacy is one of the important factors in increasing employment readiness in final year students and fresh graduates without work experience. Therefore, the higher the individual's confidence in their abilities, the higher their readiness to face the transition process from the world of education to the world of work and carry out their duties and responsibilities effectively when entering the professional world.

Social Support Affects Employment Readiness

The test results showed that Social Support had a positive and significant effect on Employment Readiness with a path coefficient value (Original Sample) of 0.153, a T-statistics value of 2.869, and a P-value of 0.004. T-values greater than 1.96 and P-values smaller than 0.05 indicate that the hypothesis is accepted. Thus, H6 that states that Social Support has a positive and significant effect on Employment Readiness is acceptable.

The results of this study show that the higher the social support received by final year students and fresh graduates without work experience, the higher the level of employment readiness they have. Social support from family, friends, lecturers, and the surrounding environment provides emotional encouragement, information, rewards, and real help that can help individuals prepare to enter the workforce. This support is able to increase individual motivation, confidence, and confidence in facing various challenges during the transition process from the world of education to the world of work.

The compatibility of the results of this study with various previous studies shows that social support is an external factor that plays an important role in increasing employment readiness. For final year students and fresh graduates without work experience, support from family, friends, lecturers, and the educational environment not only provides motivation, but also provides information, direction, and opportunities to develop the competencies needed by the world of work.

Based on these results, it can be concluded that social support is one of the important factors in increasing employment readiness for final year students and fresh graduates without work experience. Therefore, the higher the social support that individuals receive from family, friends, lecturers, and the surrounding environment, the higher their readiness to face the transition process to the world of work, meet organizational demands, and adapt to a dynamic and competitive work environment.

Career Adaptability Affects Employment Readiness

The test results showed that Career Adaptability had a positive and significant effect on Employment Readiness with a path coefficient value (Original Sample) of 0.382, a T-statistics value of 5.380, and a P-value of 0.000. T-values greater than 1.96 and P-values smaller than 0.05 indicate that the hypothesis is accepted. Thus, H7 which states that Career Adaptability has a positive and significant effect on Employment Readiness is acceptable.

The results of this study show that the higher the level of career adaptability possessed by final year students and fresh graduates without work experience, the higher the level of employment readiness they have. Career adaptability reflects an individual's ability to prepare for change, make career decisions, and adapt to the demands and dynamics of the world of work. This ability is an important capital for individuals in facing the transition period from the world of education to an increasingly dynamic and competitive world of work.

The compatibility of the results of this study with various previous studies shows that career adaptability is one of the most important factors in improving employment readiness. For final year students and fresh graduates without work experience, the ability to plan a career (concern), control themselves in making decisions (control), explore various opportunities (curiosity), and have confidence in their abilities (confidence) will help them face the transition process to the world of work more optimally.

Based on these results, it can be concluded that career adaptability is one of the factors that plays an important role in increasing employment readiness in final year students and fresh graduates without work experience. An individual's ability to plan a career, control themselves, explore opportunities, and have confidence in facing career challenges will increase their readiness to enter the workforce. Therefore, the development of career adaptability needs to be a concern for universities and students as an effort to increase the readiness of graduates in facing increasingly complex job competition.

Career Adaptability Mediates the Influence of Career Development on Employment Readiness

The test results showed that Career Adaptability was able to mediate the influence of Career Development on Employment Readiness with an indirect influence coefficient value (Original Sample) of 0.139, a T-statistical value of 3.670, and a P-value of 0.000. T-values greater than 1.96 and P-values smaller than 0.05 indicate that the hypothesis is accepted. Thus, H8 stating that Career Adaptability mediates the influence of Career Development on Employment Readiness is acceptable.

The results of this study show that career development not only has a direct effect on employment readiness, but also has an indirect effect through increasing career adaptability. This shows that individuals' efforts in planning and developing careers will increase career adaptability, which in turn has an impact on increasing individual readiness to enter the workforce. In other words, career adaptability acts as a mechanism that bridges the relationship between career development and employment readiness.

The compatibility of the results of this study with various previous studies shows that career development not only has a direct impact on job readiness, but also forms career adaptability which is an important resource in dealing with changes and demands in the world of work. Based on these results, it can be concluded that career adaptability acts as a partial mediator in the relationship between career development and employment readiness in final year students and fresh graduates without work experience. Therefore, in addition to encouraging students to plan and develop careers from an early age, universities also need to facilitate the development of career adaptability so that graduates' readiness to enter the world of work can be further increased.

Career Adaptability Mediates the Influence of Self-Efficacy on Employment Readiness

The test results showed that Career Adaptability was able to mediate the effect of Self-Efficacy on Employment Readiness with an indirect influence coefficient value (Original Sample) of 0.117, a T-statistics value of 3.961, and a P-value of 0.000. T-values greater than 1.96 and P-values smaller than 0.05 indicate that the hypothesis is accepted. Thus, H9 stating that Career Adaptability mediates the influence of Self-Efficacy on Employment Readiness is acceptable.

The results of this study show that self-efficacy not only has a direct effect on employment readiness, but also has an indirect effect through increasing career adaptability. This indicates that an individual's confidence in his or her abilities is able to increase the ability to adapt to various career changes and challenges, which in turn will increase the individual's readiness to enter the world of work. In other words, career adaptability acts as a mechanism that bridges the relationship between self-efficacy and employment readiness.

The compatibility of the results of this study with various previous studies shows that self-efficacy not only increases job readiness directly, but also through increasing career adaptability. Based on these results, it can be concluded that career adaptability acts as a partial mediator in the relationship between self-efficacy and employment readiness in final year students and fresh graduates without work experience. Therefore, in addition to increasing students' confidence in their abilities through various learning experiences and competency development, universities also need to encourage the development of career adaptability so that

graduates have better job readiness in facing changes and competition in the increasingly dynamic world of work.

Career Adaptability Mediates the Influence of Social Support on Employment Readiness

The test results showed that Career Adaptability was able to mediate the influence of Social Support on Employment Readiness with an indirect influence coefficient value (Original Sample) of 0.093, a T-statistical value of 3.940, and a P-value of 0.000. T-values greater than 1.96 and P-values smaller than 0.05 indicate that the hypothesis is accepted. Thus, H10 which states that Career Adaptability mediates the influence of Social Support on Employment Readiness is acceptable.

The results of this study show that social support not only has a direct effect on employment readiness, but also has an indirect effect through increasing career adaptability. This shows that the support provided by family, friends, lecturers, and the surrounding environment is able to improve individuals' ability to adapt to career development and demands, thus ultimately increasing their readiness to enter the world of work. In other words, career adaptability acts as a mechanism that bridges the relationship between social support and employment readiness.

The compatibility of the results of this study with various previous studies shows that social support not only increases employment readiness directly, but also through increasing career adaptability. For final year students and fresh graduates without work experience, support from family, friends, lecturers, and the educational environment will provide more optimal benefits if it is able to encourage the formation of career adaptability.

Based on these results, it can be concluded that career adaptability plays a role as a partial mediator in the relationship between social support and employment readiness in final year students and fresh graduates without work experience. Therefore, increasing social support from family, friends, lecturers, and the educational environment needs to be accompanied by efforts to develop career adaptability through career guidance programs, self-development training, and career transition assistance. Thus, graduates will have better adaptability and higher job readiness in facing competition in the increasingly dynamic and competitive world of work.

CONCLUSION

Based on the results of the analysis and discussion, this study concludes that Career Development, Self-Efficacy, Social Support, and Career Adaptability play important roles in improving Employment Readiness among final-year students and fresh graduates without work experience. The findings indicate that Career Development, Self-Efficacy, and Social Support have positive and significant effects on Employment Readiness and Career Adaptability. Career Development helps individuals establish career goals, improve competencies, and prepare for entry into the workforce, while Self-Efficacy strengthens confidence in facing career-related challenges. Social Support from the surrounding environment provides motivation, information, and encouragement that contribute to greater Employment Readiness. Furthermore, these three variables enhance Career Adaptability, which enables individuals to manage career changes, explore opportunities, and adjust to workplace demands. Career Adaptability was found to have a positive and significant effect on Employment Readiness and serves as a mediating variable in the relationships between Career Development, Self-Efficacy, Social Support, and Employment Readiness. Therefore, improving Employment Readiness is not only influenced directly by internal and external factors but also indirectly through Career Adaptability, which supports individuals in responding effectively to the dynamic nature of the workforce.

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