

The Influence Of Social Network And Self Efficacy On Job Attainment: The Role Of Work Readiness Mediation

Pengaruh Jaringan Sosial Dan Efikasi Diri Terhadap Pencapaian Pekerjaan: Peran Mediasi Kesiapan Kerja

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ABSTRACT

This study investigates the influence of social networks and self-efficacy on university graduates' job attainment, with work readiness as a mediating factor. Employing a quantitative survey method, data were collected from 200 purposively sampled 2024–2025 graduates domiciled in Central Java using structured online questionnaires. Social networks refer to formal and informal connections for accessing information, support, and job opportunities, while self-efficacy reflects individuals' confidence and resilience in planning and executing career-related actions. Work readiness encompasses skills, knowledge, and personal attributes enhancing employability, and job attainment measures post-graduation employment success in terms of speed, relevance, and quality. The analytical strategy adopted a Partial Least Squares method via SmartPLS 4.0 to test the proposed model. Measurement properties were first confirmed through validity and reliability checks, followed by structural testing to determine the presence of direct, indirect, and mediating effects. The results show that social networks and self-efficacy significantly influence job attainment, both directly and indirectly through work readiness, highlighting the importance of external support, internal belief, and competency development in securing employment. The study also notes limitations related to sample scope and respondent subjectivity.

Keywords: Job attainment, Self-efficacy, Social networks, Work readiness, University graduates

ABSTRAK

Studi ini menyelidiki pengaruh jaringan sosial dan efikasi diri terhadap pencapaian pekerjaan lulusan universitas, dengan kesiapan kerja sebagai faktor mediasi. Dengan menggunakan metode survei kuantitatif, data dikumpulkan dari 200 lulusan tahun 2024–2025 yang berdomisili di Jawa Tengah menggunakan kuesioner daring terstruktur. Jaringan sosial mengacu pada koneksi formal dan informal untuk mengakses informasi, dukungan, dan peluang kerja, sedangkan efikasi diri mencerminkan kepercayaan diri dan ketahanan individu dalam merencanakan dan melaksanakan tindakan terkait karier. Kesiapan kerja mencakup keterampilan, pengetahuan, dan atribut pribadi yang meningkatkan kemampuan kerja, dan pencapaian pekerjaan mengukur keberhasilan pekerjaan pasca-kelulusan dalam hal kecepatan, relevansi, dan kualitas. Strategi analitis yang diadopsi adalah metode Partial Least Squares melalui SmartPLS 4.0 untuk menguji model yang diusulkan. Properti pengukuran pertama kali dikonfirmasi melalui pemeriksaan validitas dan reliabilitas, diikuti oleh pengujian struktural untuk menentukan keberadaan efek langsung, tidak langsung, dan mediasi. Hasil menunjukkan bahwa jaringan sosial dan efikasi diri secara signifikan memengaruhi pencapaian pekerjaan, baik secara langsung maupun tidak langsung melalui kesiapan kerja, menyoroti pentingnya dukungan eksternal, keyakinan internal, dan pengembangan kompetensi dalam mengamankan pekerjaan. Studi ini juga mencatat keterbatasan yang terkait dengan cakupan sampel dan subjektivitas responden.

Kata Kunci: Pencapaian Pekerjaan, Efikasi Diri, Jaringan Sosial, Kesiapan Kerja, Lulusan Universitas

1. Introduction

Institutions of higher learning are commonly regarded as engines of human capital development aimed at global readiness and national contribution. However, the movement from formal education into the labor market frequently exposes graduates to complex and

demanding adjustment processes (Ibrahim et al., 2025). The phenomenon of unemployment among college graduates, even amid technological and information advancements, remains a relevant issue that demands individuals to possess more than just academic qualifications (Jackson et al., 2024).

Amid the intensification of technological disruption and shifting employment ecosystems, the success of university graduates is increasingly evaluated through their effectiveness in translating academic credentials into appropriate labor market positions, a construct widely referred to as job attainment (Jung et al., 2024). Job attainment is not just about getting an offer, but also includes aspects of speed, relevance to the field of study, and the quality of the job obtained, as well as how likely an individual is to be recruited or hired (*hireability*) (Gruman & Saks, 2011). In an effort to achieve optimal job gain, there are various factors that are widely recognized as having a significant influence. Some studies have shown that factors such as Individual skills, motivation, and social networking plays an important role in the success of graduate job search (Fugate et al., 2004).

One of the essential external factors in the job search and acquisition process is Social Networks. Social networking involves individual connections and relationships with others, which has proven to be a vital channel for job information, support, and opportunities (Lent, Brown, & Hackett, 2016). Studies show that most jobs are found through personal connections, rather than through formal job advertisements. Social networks can facilitate access to widely publicized job market information, provide valuable references or recommendations, and open doors to opportunities networking crucial (Podhorcová & Balková, 2019). Relationships with alumni, friends, lecturers, or even occasional acquaintances, can provide insights and pathways that accelerate the job attainment process, which is essential for a successful transition to higher education or employment. Thus, the quality and breadth of social networks owned by a graduate have the potential to be a strategic asset in navigating a post-graduation career.

Another crucial internal determinant that deserves serious attention is self-efficacy, which centers on an individual's conviction about their own capacity to successfully carry out specific actions and accomplish targeted tasks. Within the job-search domain, this construct represents the extent to which graduates trust their ability to identify employment opportunities, navigate application processes, and ultimately secure positions aligned with their career aspirations (Bandura, 1986). Individuals who possess strong self-efficacy are typically characterized by active job-search behaviors, greater resilience when encountering rejection or obstacles, and a sustained drive to enhance relevant competencies. Such confidence plays a decisive role in shaping career-related choices, clarifying professional goals, and maintaining perseverance throughout the pursuit of success (Lent et al., 1994; Petruzzello et al., 2021). Moreover, self-efficacy occupies a central position in the application of Social Cognitive Career Theory, particularly as a mechanism for strengthening students' career decision-making processes. Consequently, robust self-efficacy can be regarded as a critical personal resource that enables graduates to effectively navigate and withstand the increasing complexity and competitiveness of today's labor market.

Even though social networks and self-efficacy are frequently shown to have a direct role in determining job attainment, their actual impact rarely operates in isolation. Instead, this relationship is largely transmitted through a crucial intermediary factor, namely employability or job readiness. Job readiness refers to a comprehensive condition in which graduates possess not only technical competence, but also a combination of personal capabilities, knowledge frameworks, and behavioral attributes that enhance their chances of entering the labor market and performing effectively within their chosen careers. Such readiness generates value not only for individuals, but also for organizations, society, and broader economic systems (Yorke, 2006; Geng et al., 2025). From another perspective, employability can be understood as an individual's capacity to navigate the labor market autonomously and continuously convert personal

potential into sustainable employment over time (Fugate et al., 2004). This construct extends beyond academic achievement and includes a wide range of non-technical competencies, such as communication proficiency, collaborative ability, problem-solving skills, adaptability to change, personal initiative, lifelong learning orientation, and applied knowledge gained outside formal education. Recent evidence from a 2025 review focusing on graduates in the construction industry further reinforces this view, emphasizing that successful employment outcomes are strongly associated with the integration of professional competence, personal capital, soft skills, ethical work attitudes, and proactive as well as adaptive career behaviors (Geng et al., 2025). Graduates who have an extensive social network can gain information about the skills needed in the job market, which they can then use to develop their job readiness. Meanwhile, high self-efficacy will motivate individuals to actively master and display these work readiness attributes. Therefore, job readiness acts as a bridge that connects the potential of social networks and self-confidence with the end result in the form of successful job attainment.

Taking into account the complexity of career transitions and the interaction between these factors, this study seeks to analyze in more depth the influence of social networks and self-efficacy to job attainment, focusing on the mediating role of job readiness. A comprehensive understanding of these relationships is expected to make a significant contribution to graduates, educational institutions, and other stakeholders in designing more effective strategies to improve job attainment rates in the midst of fierce global market competition (Lent et al., 1994; Gruman & Saks, 2011).

2. Literature Review

Main Theory: Social Cognitive Career Theory (SCCT)

Lent and colleagues' Social Cognitive Career Theory (SCCT, 1994) provides the foundation for this study, offering a framework for understanding how career paths emerge from the dynamic interplay between personal characteristics, behaviors, and environmental influences. According to SCCT, individuals are not passive recipients of circumstances; rather, they exercise personal agency to shape their vocational trajectories, guided by self-awareness and defined career objectives. A core element of the theory is self-efficacy—the conviction in one's capacity to succeed which, along with anticipated outcomes, directs the formation of career interests, selection of goals, engagement in career-related activities, and ultimately, tangible achievements such as securing employment. Support and resources from one's social environment, including professional and personal networks, play a crucial role in boosting self-efficacy, which in turn motivates individuals to engage actively in job-seeking activities. The preparedness of a graduate for employment shaped by both self-efficacy and the backing of social connections encompasses the competencies and qualities required to perform effectively in a career. By linking these elements, Social Cognitive Career Theory (SCCT) offers a holistic lens to explain how self-belief, social support systems, and career readiness jointly influence the likelihood of securing employment after graduation.

Social Networks

Social networks refer to the structure of relationships between interconnected individuals or organizations and, in the context of job search, include both formal and informal connections with family, friends, alumni, colleagues, and other professional contacts that provide information, support, and job opportunities. The idea aligns closely with Social Capital Theory, which argues that the resources embedded in one's social connections can bring tangible advantages (Sánchez-Arrieta et al., 2021). Within social capital, strong connections like those with family or close friends tend to circulate overlapping or repetitive information, whereas weak connections such as acquaintances or professional contacts are more likely to introduce fresh knowledge and new opportunities (Krämer, 2021). Social networks can be

assessed through network size, diversity, interaction frequency, and relationship quality, while network utilization involves activities like seeking job information, references, or career advice (Coetze & Schreuder, 2021; Lent et al., 1994). Graduates with broader and higher-quality social networks tend to access job opportunities more quickly, enhancing both job attainment and readiness.

Self efficacy

Self-efficacy, as described in Bandura's (1986) Social Cognitive Theory and further developed in Lent et al.'s (1994) Social Cognitive Career Theory, represents an individual's confidence in their capacity to perform tasks successfully and achieve intended outcomes. It encompasses not only practical skills but also the ability to plan, organize, and carry out the necessary actions. In terms of career development, individuals who possess high self-efficacy tend to pursue ambitious goals, maintain effort and persistence, adopt effective strategies, and experience less anxiety during job searches (Lent et al., 1994). Research evidence indicates a strong link between self-efficacy and both the intensity and success of job-seeking behavior (Van Hooft et al., 2021). According to Bandura (1986), self-efficacy is shaped by mastery experiences, observing others' successes, verbal encouragement, and emotional or physiological cues. This study proposes that self-efficacy has a direct positive impact on job attainment and an indirect effect mediated by job readiness, as graduates with greater self-efficacy are more likely to proactively enhance their skills and persist throughout the job search process (Van Hooft et al., 2021).

Work Readiness

The concept of work readiness is multi-layered and essential for graduates navigating the shift from academia to professional life. It reflects not just the possession of formal qualifications, but also the amalgamation of skills, knowledge, attitudes, and personal traits that empower an individual to secure, sustain, and excel in meaningful employment (Jackson et al., 2024). These competencies extend across cognitive abilities, including critical thinking, problem-solving, and digital fluency; interpersonal or soft skills, such as teamwork, communication, and emotional intelligence; and self-management capabilities, encompassing adaptability, proactive behavior, resilience, and commitment to lifelong learning. Additionally, general industry knowledge and hands-on experiences from internships or voluntary engagements play a vital role (Coetze & Schreuder, 2021; Belaid et al., 2025; Fugate et al., 2004). Graduates demonstrating higher levels of job readiness tend to integrate more quickly into workplaces and contribute effectively to dynamic organizational settings. In this research, it is proposed that work readiness acts as a mediator linking social networks and self-efficacy to job acquisition, given that social networks inform individuals about required competencies, while self-efficacy drives the motivation to cultivate and display these essential work-related attributes (Coetze & Schreuder, 2021).

Job Attainment

Job attainment, the dependent variable in this study, refers to graduates' success in securing employment after completing their education, encompassing not only employment status but also the quality and relevance of the work obtained. It is typically measured through indicators such as employment status (full-time, part-time, self-employed, or unemployed) (Belaid et al., 2025), speed of securing a job, job relevance to the graduate's field of study (Coetze & Schreuder, 2021), and work quality, including contract type, position, and salary level. Job attainment results from a complex career transition influenced by internal and external factors and is hypothesized here to be affected by social networks, self-efficacy, and job readiness, with graduates possessing strong networks, high self-efficacy, and comprehensive

readiness expected to achieve better outcomes in both speed and quality of employment (Krämer, 2021).

Hypothesis Development

The Influence of Social Networks on Job attainment.

The strategic use of social networks is believed to have a positive influence on job attainment. This is because social networks can expand access to information, strengthen social capital, and build an individual's professional image. Research shows that the use of social media can increase students' self efficacy and work value, thus having an impact on career decision-making (Zhang et al., 2024). In addition, the organization's reputation and the attractiveness of the company displayed through social media have been proven to encourage intention to apply for jobs, especially in the younger generation such as Generation Z (Putri & Rahmawati, 2023).

Furthermore, social networks function as strategic networking spaces that are able to increase recruitment opportunities through professional interaction and content (Van Hoye & De Winne, 2023). The use of social media also contributes positively to the employability of the younger generation (Pramesti, 2024) and builds social capital which has implications for improving work performance (Owusu et al., 2023). In fact, a large study involving LinkedIn data confirms that weak ties are more effective in helping individuals find jobs than strong ties (Kleinbaum et al., 2022). Thus, it can be hypothesized that social networks have a positive effect on job attainment.

H1: Social Networks have a positive effect on Job attainment.

The Effect of Self efficacy on Job attainment.

Belief in one's own abilities, often referred to as self-efficacy, plays a crucial role in achieving success in securing employment. Those who possess a strong sense of self-efficacy generally exhibit higher confidence, robust motivation, and the capacity to confront challenges during the job search. Research indicates that self-efficacy positively influences students' job readiness and career decision-making, thereby enhancing their likelihood of employment (Barus & Simarmata, 2023). Moreover, self-efficacy has been identified as a key factor facilitating a smooth transition from academic life to professional work (Sitompul, 2025).

Beyond influencing motivation in applying for positions, self-efficacy also determines how effectively an individual can demonstrate his or her skills and competencies throughout the selection process. Evidence suggests that individuals with elevated self-efficacy are more capable of leveraging resources, overcoming obstacles, and adjusting to the ever-changing demands of the workplace compared to those with lower self-efficacy (Putra & Andriani, 2025). Based on these findings, it is reasonable to hypothesize that :

H2: Self efficacy has a positive effect on Job attainment.

The Influence of Social Networks on Job Readiness

In the digital age, social networks play a crucial role in enhancing individuals' readiness for the workforce. Platforms like LinkedIn do more than provide career-related information; they actively facilitate Career Development Learning, which is essential for building employability skills (Jackson et al., 2024). Moreover, research indicates that digital skills frequently honed through social media engagement directly boost job readiness, particularly for Generation Z, who must swiftly adapt to the fast-evolving demands of Industry 4.0 (Ismail & Nugroho, 2022).

Furthermore, social networks can serve as informal channels to form professional identities and expand networks, two crucial aspects in preparing individuals for the workforce. The network allows learning between individuals (*Peer Learning*) and reinforcement *Social Capital*, which has proven to be important in building job readiness in the context of higher and

vocational education (Asari et al., 2023). Thus, it can be hypothesized that the use of social networks has a positive influence on individual work readiness.

H3: Social Networks have a positive effect on Job Readiness.

The Effect of Self efficacy on Job Readiness

Belief in one's own capabilities, known as self-efficacy, plays a crucial role in equipping individuals for the workforce. Those who possess strong self-efficacy usually demonstrate confidence, intrinsic motivation, and persistence when facing obstacles, which enhances their readiness for employment. Studies indicate that self-efficacy has a significant impact on both Career Adaptability and Employability, key indicators of job preparedness (Hartono & Gunawan, 2017). Furthermore, research suggests that college students with high self-efficacy are more capable of making sound career choices and anticipating the demands of their future professions (Nurrohim et al., 2023).

Overcoming challenges during the shift from education to employment is heavily influenced by an individual's self-efficacy. Evidence suggests that high self-efficacy not only enhances preparedness for job selection processes but also strengthens abilities in communication, self-management, and adaptability within professional settings (Fitriayana et al., 2021). Therefore, it is reasonable to propose that self-efficacy positively impacts readiness to enter the workforce.

H4: Self efficacy has a positive effect on Job Readiness.

The Effect of Self efficacy on Job Readiness

Job readiness includes technical and non-technical skills such as communication, cooperation, adaptive mindsets, and mastery of technology that help individuals enter the world of work more confidently and effectively. Empirical studies confirm that individuals who have high employability skills tend to get a job faster according to their field of expertise, Permana et al. (2023).

Job attainment is strongly influenced by an individual's preparedness for employment. When technical abilities, self-identity, and confidence converge, they equip a person to navigate the labor market effectively. Evidence from Conejares et al. (2024) demonstrates that career adaptability, together with a robust sense of general self-efficacy, enhances perceived employability, particularly among those seeking jobs. Therefore, it is reasonable to infer that higher levels of job readiness contribute positively to securing employment opportunities.

H5: Job Readiness has a positive effect on Job attainment.

The Influence of Social Networks on Job Readiness is Mediated by Job Readiness

Positive influenceSocial Networks againstJob attaiment explained significantly through improvements inJob Readiness. Active social networks, especially through professional platforms, not only provide access to information and opportunities, but also serve as a catalyst for*Network Learning*, encourage individuals to develop and strengthen the relevant skills of a core Job Readiness (Subekti et al., 2024).

It is this high and proven level of Job Readiness that directly and effectively predicts success in the labor market, because comprehensively prepared individuals (skills and mentally) are more likely to convince employers andConvert an application into a job offer(Li et al., 2024). Thus, Job Readiness becomes a key mechanism that translates social connections into real work results.

H6a: Work Readiness mediates the relationship between Social Networking and Job attaiment.

The Effect of Self efficacy on Job Readiness is Mediated by Job Readiness

Job readiness serves as a mediating factor through which self-efficacy significantly impacts job attainment. Drawing from Social Cognitive Career Theory, individuals who hold strong confidence in their own abilities are driven to take proactive steps and navigate obstacles in their career paths (Lent et al., 1994). This proactive engagement is expressed through thorough preparation, encompassing the acquisition of both technical and soft skills, alongside the cultivation of psychological resilience, which together create a heightened state of job readiness.

International studies have consistently found a strong positive relationship between *Self efficacy* and *Employability* or *Work Readiness* (Jung et al., 2023). Not only internal beliefs, but conditions *Job Readiness* This measurable and superior is what employers are looking for, thus directly increasing the competitiveness of individuals and predicting success in the search and Job attainment process (Sriulina & Anatan (2025)). Thus, *Self efficacy* encourage self-preparation, and self-preparation (*Work Readiness*) that is mature that directly results in Job attainment.

H6b: Work Readiness mediates the relationship between Self efficacy and Job attainment.

3. Methods

This research adopts a quantitative design and employs surveys to examine hypotheses and causal links among variables, collecting numerical data that are then analyzed statistically. The study investigates Social Networks (X1) and Self-efficacy (X2) as predictors, Work Readiness (M) as a mediating factor, and Job Attainment (Y) as the outcome. Social Networks involve both formal and informal relationships through which individuals access information, support, and job prospects, operationalized by the size, quality, and frequency of network usage. Self-efficacy denotes one's confidence in their ability to plan, act, and achieve employment objectives, measured through career confidence, planning ability, and perseverance. Work Readiness captures the combination of skills, knowledge, and personal traits that improve employability, assessed via interpersonal competence, self-regulation, understanding of workplace ethics and culture, and practical work experience. Job Attainment evaluates post-graduation employment success, focusing on the speed of securing a job, alignment with one's field of study, and overall job quality. The population consists of 2024–2025 undergraduate graduates domiciled in Central Java, with 200 purposively sampled respondents, meeting Hair et al. (2020) criteria for PLS analysis. The study gathered primary data through structured online questionnaires distributed via social media platforms and alumni networks. For data analysis, Partial Least Squares (PLS) using SmartPLS 4.0 was employed, a method well-suited for handling complex models that include mediating variables and non-normal data distributions (Ghozali, 2021; Hair et al., 2020). Initially, the Measurement Model was examined to ensure convergent validity, indicated by factor loadings above 0.60, discriminant validity, confirmed when an indicator's loading was higher on its own construct than others, and construct reliability, with Cronbach's Alpha and Composite Reliability exceeding 0.70 (Ghozali, 2021). Subsequently, the Structural Model was tested to assess direct and indirect relationships, explained variance (R^2), path coefficients, and the significance of mediating effects through bootstrapping ($t > 1.96$, $p < 0.05$) (Ghozali, 2021; Hair et al., 2020).

4. Results And Discussion

Overview of Research Objects

The object of this study is the phenomenon of job attainment among university graduates, influenced by psychological and social factors such as social networks, self-efficacy, and work readiness as mediating variables. This phenomenon arises from the increasing complexity of the transition from education to the competitive labor market in the digital era and globalization. Graduate success is measured not only by academic achievement but also by

their ability to secure relevant and sustainable employment, which depends on their ability to build productive social networks, maintain self-efficacy in navigating the dynamic job market, and possess job readiness, including technical competence, interpersonal skills, professional ethics, and adaptability. Specifically, social networks provide access to information, opportunities, and support that enhance job readiness and accelerate job attainment, while self-efficacy serves as an internal motivator that sustains persistence and confidence during the job search. Conceptually, this research focuses on the causal relationships between social, psychological, and career competency factors and job attainment, aiming to inform strategies for improving graduate employability at individual, institutional, and national levels.

Overview of Research Objects

The subjects of this study were 200 graduates of undergraduate programs (S1) from various universities who completed their studies in 2024 or 2025, residing in Central Java, and were either seeking a job or had just obtained their first job. This group was selected because they are in a critical transition from academia to the professional world, making it relevant to examine the influence of social networks, self-efficacy, and job readiness on job attainment. Respondents represent highly educated young adults facing challenges in a competitive, technology-driven job market, with diverse program backgrounds, internship experiences, organizational activities, and social involvement, all of which potentially affect the quality of their social networks. Additionally, graduates' self-efficacy may vary depending on learning experiences, social support during college, and academic achievements, which in turn influence job readiness and ultimately determine success in obtaining employment. Participants were chosen using purposive sampling to ensure the data aligns with the research aim of empirically testing the relationships among social networks, self-efficacy, job readiness, and job attainment in the context of Indonesian university graduates.

Descriptive Statistics of Respondents

Descriptive statistics of respondents in the study will be presented in each table made based on age, gender, major/study program, Cumulative Grade Point Average (GPA), current job status, and duration of job search time (for respondents who are already working) as follows:

Table 1. Descriptive Statistics of Respondents

Variable	Category	Frequency	Percentage (%)
Age	21–25	166	83.0
	26–30	33	16.5
	31–35	0	0.0
	36–40	0	0.0
	41+	1	0.5
Gender	Female	121	60.5
	Male	79	39.5
Major/Study Program	Management	30	15.0
	Accounting	20	10.0
	Psychology	16	8.0
	Law	11	5.5
	Informatics Engineering	11	5.5
	Others (<2% each)	61	30.0
GPA	2.00–2.75	3	1.48
	2.76–3.00	23	11.33
	3.01–3.25	17	8.37
	3.26–3.50	55	27.09

	3.51–3.75	60	29.56
	3.76–4.00	42	20.69
Employment Status	Already employed	138	69.0
	Not yet employed	62	31.0
Duration of Job Search (Employed only)	<3 months	41	30.4
	3–6 months	57	42.2
	7–12 months	23	17.0
	>12 months	14	10.4

Dataset handled and analyzed by the researcher (2025).

The respondents were predominantly young graduates aged 21–25 (83%), with a higher proportion of females (60.5%). They came from diverse academic backgrounds, with the largest groups from Management (15%), Accounting (10%), and Psychology (8%), and most had good to excellent GPAs (3.26–4.00, 77.34%). The majority (69%) were already employed, typically securing a job within 3–6 months after graduation (42.2%), while 31% were still seeking employment. Overall, the sample represents well-educated, early-career individuals with varied academic backgrounds and job readiness, providing a comprehensive perspective on graduates' transition into the workforce.

Descriptive Statistics of Variables

Descriptive statistics are employed to describe the tendency of respondents' answers based on the mean value of each indicator. This analysis provides a detailed overview of respondents' perceptions toward each research variable, namely Social Network, Self-Efficacy, Job Attainment, and Work Readiness. The mean scores reflect the average level of agreement of respondents with each statement measured using a Likert scale.

Table 2. Descriptive Statistics of Variables Results

Variable	Code	Items	Mean
Social Network (X1)	X1.1	I have many connections from various professional backgrounds (alumni, seniors, internship colleagues).	3.500
	X1.2	I actively participate in professional communities or organizations relevant to my career field.	3.330
	X1.3	I feel comfortable and find it easy to ask for career advice or assistance from people in my network.	3.445
	X1.4	My professional contacts actively provide job recommendations or referrals for me.	3.445
	X1.5	I regularly use social networking platforms (e.g., LinkedIn, alumni groups) to seek job vacancy information.	3.435
Self-Efficacy (X2)	X2.1	I am confident in my ability to prepare strong job application documents (CV/portfolio) that attract recruiters' attention.	3.465
	X2.2	I feel highly capable of performing convincingly and delivering the best answers during job interviews.	3.300
	X2.3	I am able to develop clear plans and steps to achieve short-term career goals.	3.405
	X2.4	I remain motivated and do not easily give up despite experiencing frequent job application rejections.	3.460

	X2.5	I am confident that I can learn from failures in the job search process and improve myself.	3.380
Job Attainment (Y)	Y.1	The time I needed to obtain my first job was relatively short (in line with my expectations/industry standards).	3.490
	Y.2	The job I obtained is highly relevant to my educational background and field of study.	3.410
	Y.3	The job I obtained offers satisfactory compensation and position in line with my expectations.	3.500
	Y.4	I obtained a job with secure and stable employment status (e.g., permanent or long-term contract).	3.540
Work Readiness (Z)	Z.1	I am able to communicate effectively and professionally, both verbally and in writing.	3.565
	Z.2	I am able to collaborate well and negotiate constructively in a team environment.	3.455
	Z.3	I consistently take initiative and act proactively in finding solutions when facing work-related problems.	3.445
	Z.4	I am able to adapt quickly to changes in job demands and new work environments.	3.440
	Z.5	I understand the importance of work ethics (such as discipline and honesty) in a professional workplace.	3.530
	Z.6	I have a basic understanding of organizational structures and cultures within my targeted industry.	3.505

Dataset handled and analyzed by the researcher (2025).

Based on the descriptive statistics in Table 4.7, respondents generally exhibit moderately high levels of Social Network (X1) with mean values from 3.330 to 3.500, indicating active engagement in professional connections to support career development, although participation in formal organizations is slightly lower. Self-Efficacy (X2) scores range from 3.300 to 3.465, reflecting moderate to high confidence in navigating the job search, particularly in preparing applications and maintaining motivation, while interview confidence is relatively lower. Job Attainment (Y) mean scores of 3.410 to 3.540 suggest respondents perceive their employment outcomes—such as relevance, compensation, security, and speed of employment—as satisfactory. Work Readiness (Z) exhibits the highest means, 3.440 to 3.565, indicating strong perceived preparedness for professional work in areas like communication, ethics, adaptability, and organizational understanding. Overall, these results show that respondents demonstrate strong work readiness, supported by adequate social networks and self-efficacy.

Test Outer Model (Measurement Model)

A notable 30.4% of respondents secured employment in under three months, suggesting that this group either possessed strong job readiness or benefited from well-established pre-graduation networks. In contrast, 17.0% required between seven and twelve months, and 10.4% took over a year to find work, highlighting that some graduates encounter obstacles in workforce entry due to factors such as insufficient competencies, limited job openings, or a mismatch between skills and industry demands. To ensure the research instrument accurately and consistently captured the latent variables, the study examined the measurement model (outer model). Convergent validity was evaluated through indicator loading factors, discriminant

validity was confirmed using Cross Loading values, and construct reliability was measured with Cronbach's Alpha, with scores exceeding 0.70 considered indicative of strong internal consistency (Ghozali, 2020). All statistical analyses were performed using SmartPLS 4.0, allowing a thorough assessment of both measurement and structural models via the Partial Least Squares (PLS) method.

Test Outer Model (Measurement Model)

The following figure shows the design of the research model used in this study before the data processing process using SmartPLS 4.0:

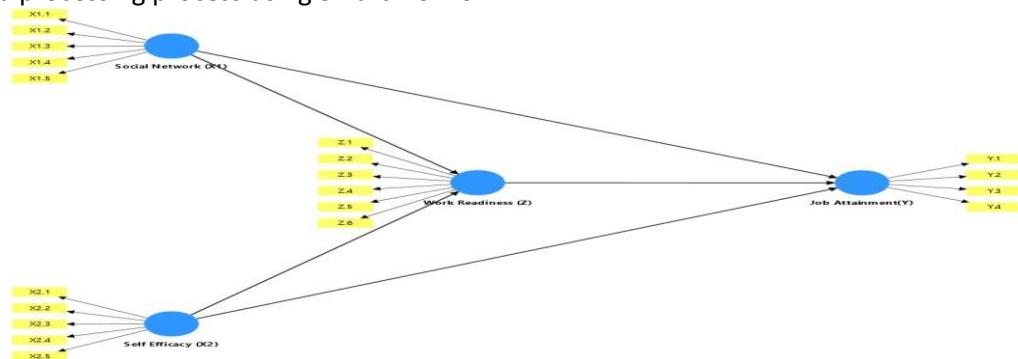


Figure 1. Research Model

Figure 1 presents the research model, illustrating how the variables in this study are causally connected. In the diagram, latent variables appear as blue circles, whereas their respective indicators are shown as yellow squares. This visual representation is designed to make the conceptual framework transparent and to show the direction of influence among the variables analyzed in the model.

Validity Test

Convergent Validity Test

Table 3. Convergent Validity Test Results

Indicator	Job Attainment (Y)	Self Efficacy (X2)	Social Network (X1)	Work Readiness (W)
X1.1			0,922	
X1.2			0,913	
X1.3			0,903	
X1.4			0,918	
X1.5			0,904	
X2.1	0,937			
X2.2	0,941			
X2.3	0,908			
X2.4	0,925			
X2.5	0,947			
Y.1	0,937			
Y.2	0,912			
Y.3	0,936			
Y.4	0,947			
Z.1			0,924	
Z.2			0,928	

Z.3	0,924
Z.4	0,919
Z.5	0,933
Z.6	0,923

Dataset handled and analyzed by the researcher (2025).

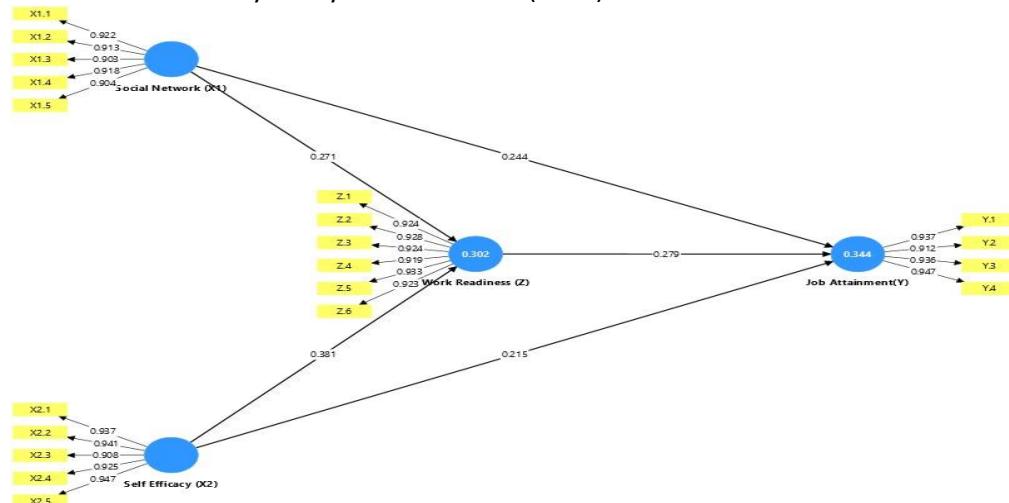


Figure 2. Outer Loading Value

Convergent validity testing aims to determine how strongly the indicators within a single construct correlate with one another. As shown in Table 4.7, every indicator for the variables—Social Network (X1), Self-Efficacy (X2), Work Readiness (Z), and Job Attainment (Y)—exhibited factor loadings exceeding 0.70, ranging from 0.903 to 0.947. According to Ghazali (2021), an indicator is considered to have adequate convergent validity if its loading factor surpasses 0.70. Therefore, it can be affirmed that all indicators in this research demonstrate strong convergent validity, meaning that each one reliably and accurately represents its intended construct.

Discriminant Validity Test

Table 4. Results of the Discriminant Validity Test

Indicator	Job Attainment (Y)	Self efficacy (X2)	Social Network (X1)	Work Readiness (W)
X1.1	0,441	0,406	0,922	0,399
X1.2	0,402	0,350	0,913	0,390
X1.3	0,416	0,355	0,903	0,371
X1.4	0,409	0,361	0,918	0,378
X1.5	0,384	0,374	0,904	0,402
X2.1	0,439	0,937	0,423	0,468
X2.2	0,429	0,941	0,316	0,492
X2.3	0,399	0,908	0,365	0,393
X2.4	0,462	0,925	0,438	0,451
X2.5	0,367	0,947	0,344	0,476
Y.1	0,937	0,424	0,439	0,479
Y.2	0,912	0,417	0,367	0,452
Y.3	0,936	0,423	0,464	0,439
Y.4	0,947	0,421	0,407	0,454
Z.1	0,443	0,444	0,316	0,924
Z.2	0,433	0,439	0,426	0,928

Z.3	0,445	0,496	0,387	0,924
Z.4	0,481	0,486	0,435	0,919
Z.5	0,462	0,428	0,429	0,933
Z.6	0,447	0,426	0,359	0,923

Dataset handled and analyzed by the researcher (2025).

Examination of Table 4 reveals that every indicator demonstrates a stronger correlation with its intended construct than with any other construct. Specifically, indicators X1.1–X1.5 load highest on Social Network (X1), X2.1–X2.5 on Self-Efficacy (X2), Y.1–Y.4 on Job Attainment (Y), and Z.1–Z.6 on Work Readiness (Z), indicating that each indicator represents its respective construct more specifically than others. Therefore, all constructs meet the discriminant validity criteria, demonstrating good discriminative ability and no overlap between constructs (Ghozali, 2021)

Reliability Test

The following are the results of the reliability test presented in table 5 below:

Table 5. Reliability Test Results

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
Job Attainment(Y)	0,950	0,951	0,964	0,871
Self Efficacy (X2)	0,962	0,964	0,971	0,868
Social Network (X1)	0,949	0,950	0,961	0,832
Work Readiness (W)	0,966	0,967	0,973	0,856

Dataset handled and analyzed by the researcher (2025).

The reliability analysis presented in the table shows that Cronbach's Alpha values for all variables fall between 0.949 and 0.966, exceeding the 0.70 threshold. As stated by Ghozali (2021), a Cronbach's Alpha above 0.70 demonstrates that a research instrument possesses excellent internal consistency. Therefore, it can be affirmed that every construct in this study satisfies the reliability requirements, indicating that each indicator reliably measures its corresponding latent variable.

Test Inner Model (Structural Model)

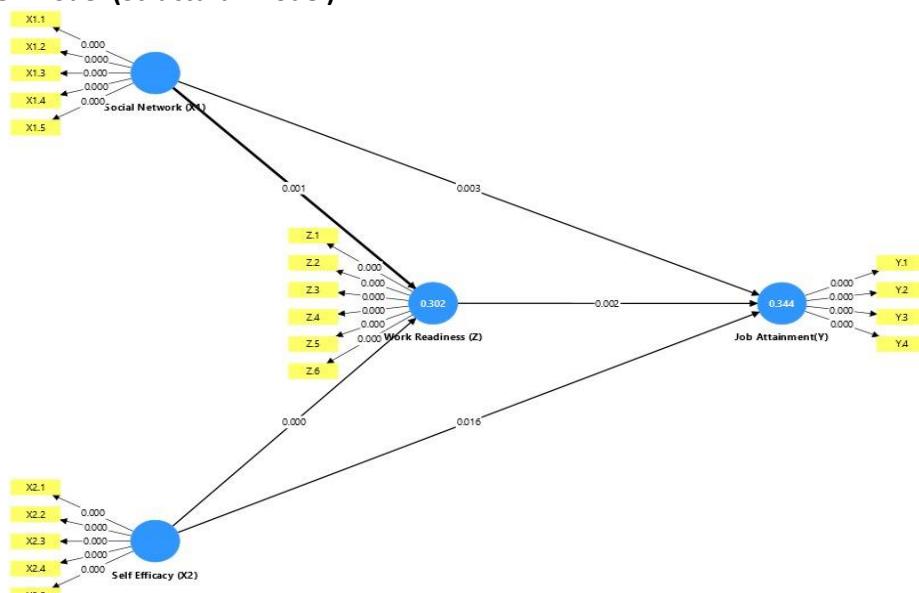


Figure 3. Bootstrapping Test Results

R-Square Test Results**Table 6. R-Square Test Results**

Research Variables	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
Job Attainment(Y)	0,344	0,361	0,063	5,423	0,000
Work Readiness (W)	0,302	0,315	0,064	4,751	0,000

Dataset handled and analyzed by the researcher (2025).

The R-Square test results presented in the table indicate that the R^2 value for Job Attainment (Y) is 0.344, while Work Readiness (Z) shows an R^2 of 0.302. According to Hair et al. (2020), an R^2 within the range of 0.25–0.50 reflects a moderate explanatory power of the model. In practical terms, this suggests that the independent variables included in this study account for 34.4% of the variation in Job Attainment and 30.2% of the variation in Work Readiness, leaving the remaining percentage to be influenced by factors not captured within the research framework. Consequently, the interplay between the constructs in this study demonstrates a reasonably strong and meaningful capacity to explain the phenomena under investigation (Ghozali, 2021).

Path Coefficient Test Results**Table 7. Path Coefficient Test Results**

Relationship Between Research Variables	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
Self efficacy(X2) -> Job Attainment(Y)	0,215	0,215	0,090	2,401	0,016
Self efficacy (X2) -> Work Readiness (Z)	0,381	0,384	0,081	4,712	0,000
Social Network (X1) -> Job Attainment(Y)	0,244	0,247	0,082	2,994	0,003
Social Network (X1) -> Work Readiness (Z)	0,271	0,271	0,083	3,259	0,001
Work Readiness (Z) -> Job Attainment(Y)	0,279	0,280	0,089	3,136	0,002

Dataset handled and analyzed by the researcher (2025).

The analysis shows that all variable relationships are statistically significant, with T-values exceeding 1.96 and p-values below 0.05 (Ghozali, 2021). Self-efficacy (X2) has a notable positive impact on Job Attainment (Y), demonstrated by a coefficient of 0.215, T-value of 2.401, and p-value of 0.016, implying that individuals who trust in their abilities are better equipped to leverage their skills and reach their career goals. Furthermore, self-efficacy strongly enhances Work Readiness (Z), with a coefficient of 0.381, T-value of 4.712, and p-value of 0.000, indicating that confident individuals are more prepared to face professional challenges. In a similar vein, Social Network (X1) positively contributes to both Job Attainment (Y) (coefficient 0.244, T-value 2.994, p-value 0.003) and Work Readiness (Z) (coefficient 0.271, T-value 3.259, p-value 0.001), suggesting that wider connections provide critical access to information, opportunities, and career support. Finally, Work Readiness (Z) itself significantly drives Job Attainment (Y) (coefficient 0.279, T-value 3.136, p-value 0.002), highlighting that those who are well-prepared mentally, technically, and knowledge-wise are more likely to achieve success in their careers.

Specific Indirect Effect Test Results**Table 8. Specific Indirect Effect Test Results**

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
Self efficacy (X2) -> Work Readiness (Z) -> Job Attainment(Y)	0,106	0,107	0,042	2,550	0,011
Social Network (X1) -> Work Readiness (Z) -> Job Attainment(Y)	0,076	0,075	0,033	2,281	0,023

The mediating role of Work Readiness (Z) in the link between independent variables and Job Attainment (Y) was examined through a specific indirect effect test. Findings revealed that Self-Efficacy (X2) boosts Job Attainment by enhancing Work Readiness, with an original sample estimate of 0.106, T-value of 2.550, and p-value of 0.011 ($p < 0.05$), confirming the significance of this mediation. This implies that individuals with higher self-efficacy tend to develop stronger work readiness, which then leads to greater job achievement. In parallel, Social Network (X1) indirectly impacts Job Attainment through Work Readiness as well. The results showed an original sample of 0.076, T-value of 2.281, and p-value of 0.023 ($p < 0.05$), indicating that having a wider and stronger social network fosters better work readiness, which subsequently enhances job attainment.

Hypothesis Test Results**Table 9. Hypothesis Test Results**

Hypothesis Code	Relationships Between Variables	Line Coefficient (β)	T- Statistics	P- Value	Remarks
H1	Social Network (X1) → Job Attainment (Y)	0,244	2,994	0,003	Accepted
H2	Self efficacy (X2) → Job Attainment (Y)	0,215	2,401	0,016	Accepted
H3	Social Network (X1) → Work Readiness (Z)	0,271	3,259	0,001	Accepted
H4	Self efficacy (X2) → Work Readiness (Z)	0,381	4,712	0,000	Accepted
H5	Work Readiness (Z) → Job Attainment (Y)	0,279	3,136	0,002	Accepted
H6a	Social Network (X1) → Work Readiness (Z) → Job Attainment (Y)	0,076	2,281	0,023	Accepted
H6b	Self efficacy (X2) → Work Readiness (Z) → Job Attainment (Y)	0,106	2,550	0,011	Accepted

Dataset handled and analyzed by the researcher (2025).

The results of direct and indirect influence tests in this study show that all hypotheses (H1–H6b) are accepted, with p-values below 0.05. Social network (X1) positively affects job attainment (Y) ($\beta = 0.244$, $T = 2.994$, $p = 0.003$) and work readiness (Z) ($\beta = 0.271$, $T = 3.259$, $p = 0.001$), while self-efficacy (X2) significantly influences job attainment ($\beta = 0.215$, $T = 2.401$, $p = 0.016$) and work readiness ($\beta = 0.381$, $T = 4.712$, $p = 0.000$). Work readiness, in turn, significantly

affects job attainment ($\beta = 0.279$, $T = 3.136$, $p = 0.002$) and mediates the relationships of social network ($\beta = 0.076$, $T = 2.281$, $p = 0.023$) and self-efficacy ($\beta = 0.106$, $T = 2.550$, $p = 0.011$) with job attainment. These findings indicate that both individual factors (self-efficacy) and social factors (social network) play crucial roles in enhancing work readiness and achieving job success, with work readiness serving as a significant mediator in strengthening their indirect effects.

Research Discussion

The Influence of Social Network on Job Attainment

The results of this study show that *Social Network* has a positive influence on *Job Attainment*. This means that the wider the social network a person has, the greater the chance to get a job that suits his competencies and desires. Individuals who actively build relationships through various social platforms, both directly and through digital media, tend to have faster and wider access to information about job opportunities. This shows that social networks play an important role as a bridge between job seekers and employers, and can increase one's visibility in the professional world.

These results are in line with research conducted by Huang & Shang (2923), who explain that social relationships, especially *Weak ties* or not-so-close relationships, often an important source of information in finding job opportunities. The study showed that individuals who had a diverse social network had an easier time getting information about job openings than those with limited networks. In addition, a study by Galbis et al. (2020) also supports these findings by stating that network-building activities, such as attending professional events or joining a work community, can increase one's chances of getting a better job.

However, in some conditions, extensive social networks do not necessarily guarantee higher job opportunities if the relationship does not have direct relevance to the field of work being sought. However, in general, the results of this study still reinforce the view that building and maintaining an effective social network is an important strategy in increasing a person's success in obtaining a job.

The Effect of Self efficacy on Job Attainment

This study demonstrates that self-efficacy significantly enhances an individual's ability to secure employment. In other words, the stronger one's belief in their own capabilities, the higher the likelihood of obtaining a desired position. People with strong self-efficacy approach the job search process with confidence, persistently seek opportunities, and refuse to succumb to setbacks. They perceive obstacles as chances for growth rather than threats, highlighting the critical role of self-efficacy in motivating proactive and effective career-oriented actions.

These outcomes align with Social Cognitive Career Theory (SCCT) by Lent et al. (1994), which serves as the theoretical foundation of this research. SCCT posits that self-efficacy is a central determinant in how individuals make career choices, establish goals, and pursue them. Within the job attainment context, self-efficacy shapes one's confidence in competing for roles and performing professional duties. High self-efficacy individuals demonstrate greater initiative in seeking job opportunities, embrace novel experiences, and maintain resilience in the face of failure. The theory further explains that self-efficacy works together with outcome expectations and personal objectives to drive productive career behavior.

Previous studies corroborate these findings. For instance, Petruzzello et al. (2021) revealed that career self-efficacy directly influences career decisions and the intention to achieve professional objectives, ultimately improving employment prospects. Similarly, Liana et al. (2025) identified self-efficacy as a primary predictor of job readiness and successful transition from education to the workforce. Those who trust in their abilities can better capitalize on opportunities, refine skills, and adapt to workplace demands. Altogether, this study reinforces

the evidence that self-efficacy is a fundamental personal factor determining success in obtaining employment.

The Influence of Social Network on Work Readiness

The study's findings indicate that an individual's readiness for employment is greatly enhanced by the scope and strength of their social networks. In essence, the broader and more robust these connections are, the more prepared a person becomes to enter the workforce. Social networks serve as critical channels for accessing job-related information, receiving career advice, and obtaining emotional and motivational support from peers and mentors. By cultivating strong relationships, individuals can acquire valuable insights and firsthand experiences that directly relate to professional life, which in turn boosts their confidence and equips them to tackle workplace challenges effectively.

These findings are in line with research conducted by Li et al. (2024) who found that social networks play a significant role in shaping students' job readiness through the exchange of career information and interpersonal support. The research confirms that strong social relationships with friends, lecturers, and professionals in the field of work can enrich knowledge and broaden students' views on the world of work that they will face. Support from social networks is not only instrumental such as job information, but also emotional in nature that is able to foster motivation and confidence in the work preparation process.

Other research by Taboroši et al. (2022) also support this result by showing that the more active a person is in utilizing their social networks, both directly and through digital platforms, the higher the level of job readiness they have. Social activities allow individuals to learn from the experiences of others, gain inspiration, and understand the professional standards needed in the world of work. Thus, social networks serve as an essential resource that helps individuals build competence, positive attitudes, and mental readiness to enter the competitive job market.

The Influence of Social Network on Work Readiness

Job readiness is significantly enhanced by self-efficacy. People who strongly trust their own abilities approach the demands of the workplace with greater preparedness. High self-efficacy transforms challenges into opportunities for personal growth and learning rather than obstacles. Those who possess this confidence act proactively, display determination, and tackle complex tasks with assurance. Conversely, individuals with low self-efficacy often doubt themselves, lack motivation, and struggle to achieve career objectives. Therefore, believing in one's capabilities is a crucial element in achieving optimal readiness for professional life.

Research by Sriulina & Anatan (2025) aligns with these results, demonstrating that self-efficacy positively influences the work readiness of final-year students. When students trust in their own abilities, they tend to take proactive steps such as pursuing internships, attending skill-building programs, and enhancing professional competencies. This study reinforces the idea that individuals who possess strong confidence in handling challenges can adjust more smoothly to new work environments. Supporting evidence comes from Adzikri & Amalia (2025), who argue that self-efficacy contributes significantly to job preparedness by boosting motivation and enabling better management of work-related stress. These findings highlight that self-efficacy extends beyond technical skills to encompass psychological resilience and the ability to perform under pressure.

From a theoretical standpoint, Social Cognitive Career Theory (SCCT), proposed by Lent et al. (1994), provides a framework for understanding the link between self-efficacy and career readiness. SCCT posits that self-efficacy is fundamental in shaping one's interests, career decisions, and professional accomplishments. An individual's confidence in achieving career objectives and overcoming workplace obstacles drives engagement in skill development, information seeking, and realistic goal setting. Moreover, the theory underscores the role of

environmental influences, such as supportive networks and social encouragement, in reinforcing self-efficacy and, consequently, improving work readiness (Takawira et al., 2014). Overall, SCCT offers a robust conceptual explanation for the critical role self-efficacy plays in preparing individuals for the workforce.

The Effect of Work Readiness on Job Attainment

The results of this study show that *Work readiness* has a positive influence on *Job Attainment*. This means that individuals who have a high level of job readiness tend to find it easier to get a job that suits their competencies and interests. Job readiness includes the combination of technical skills, interpersonal skills, and a professional attitude necessary to adapt to the world of work. Individuals who are ready to work generally have knowledge of the needs of the industry, are able to manage time well, and show responsibility and commitment in carrying out tasks. Thus, job readiness not only reflects a person's ability to "enter" the world of work, but also the ability to "survive" and thrive in it.

These findings are in line with the results of the study Harianto et al. (2025) which states that the level of job readiness has a direct relationship with the success of graduates in obtaining a job. The study shows that graduates with high job readiness are absorbed by the labor market more quickly because they have mastered practical skills relevant to the needs of the industry. Similarly, research Prameswari & Cahyani (2023) It found that job readiness that includes aspects of knowledge, skills, and work attitudes has a significant influence on the success of graduates in getting their first job. These two studies reinforce the finding that job readiness is a major determinant that affects the competitiveness of individuals in the modern job market.

In other words, job readiness serves as a bridge between personal abilities and actual career achievements. Therefore, increasing job readiness through training, internship experience, and practice-based learning is an important step to increase the chances of success in obtaining a job.

The Influence of Social Network on Job Attainment Mediated by Work Readiness

The results of the study show that job readiness plays a mediator in the relationship between social networks and job attainment. This means that a strong social network not only provides information and job opportunities, but also helps individuals in building self-readiness to face the world of work. Through active social networks, individuals can gain guidance, inspiration, as well as an understanding of relevant industry needs, thereby encouraging them to improve their competencies and employability skills. With good job readiness, individuals can make more effective use of social connections to obtain a suitable job. Thus, job readiness strengthens the positive influence of social networks on the success of individuals in entering the world of work.

These findings are supported by research Benson et al. (2014) who found that *Social Networking* indirectly increase job opportunities through increasing employability skills and work readiness. Social networks provide access to information about training, internship opportunities, as well as feedback from professionals, which ultimately strengthens an individual's job readiness. Other research by Potkány et al. (2015) It also states that social networks have a positive influence on job readiness which leads to an increase in the success of graduates. Both studies confirm that social networks function not only as a tool to obtain a job, but also as a means of social learning that shapes the readiness of individuals to face the dynamic world of work.

The Effect of Self efficacy on Job Attainment Mediated by Work Readiness

The results of the study show that job readiness also mediates the relationship between self efficacy and job attainment. This means that individuals who have high confidence in their

abilities will be more motivated to develop skills, prepare well, and ultimately be more successful in getting a job. Self efficacy encourages individuals to take the initiative in improving job readiness through activities such as training, internships, and organizational experiences. With mature job readiness, this self-confidence can be manifested in real performance that increases the chances of being accepted for work and success in the professional world.

These findings are in line with the results of the study Slow et al. (1994) which indirectly explains that *self efficacy* has an indirect influence on career achievement through job readiness as a mediating variable, as described in the framework *Social Cognitive Career Theory* (SCCT). In the SCCT perspective, the relationship between self efficacy, job readiness, and job attainment is explained through three main components: *self efficacy* (self-confidence in abilities), *outcome expectations* (expectations of the results to be obtained), and *Goals* (career goals to be achieved). SCCT assumes that individuals with high self efficacy will have more positive outcome expectations as well as set clearer and more challenging career goals. This encourages them to be more active in developing competencies and skills that are part of job readiness.

In other words, within the framework of the SCCT, *Work readiness* function as a result of the interaction between personal factors (such as *self efficacy*) and behavioral factors (such as efforts to improve job skills). When individuals have strong self efficacy, they are encouraged to better prepare for the world of work through learning, practice, and practical experience. This process of increasing work readiness then becomes a mediation channel that connects self efficacy with career achievement or job attainment. Other research by Kristiana et al. (2025) also supports these results, suggesting that high self efficacy promotes increased job readiness, which in turn affects an individual's success in obtaining a job. Based on these findings, it can be concluded that job readiness is an important bridge that connects self-confidence with career achievement. In this context, self efficacy acts as an internal driver, while job readiness is a concrete form of individual readiness to face the challenges of the modern world of work.

5. Conclusion

Based on the results of this study, social networks and self-efficacy play a crucial role in facilitating university graduates' job attainment, as extensive relationships and strong belief in one's abilities encourage proactive and persistent behavior in the competitive recruitment process. Both factors not only have a direct effect on job attainment but also significantly enhance job readiness, indicating that access to social information and internal resilience are key foundations for developing competencies before entering the professional world. Job readiness was also found to mediate the relationship, showing that the benefits of social networks and self-efficacy operate through enhancing individual capacity, resulting in successful employment through the synergy of external support, internal belief, and well-prepared competencies. However, the study has limitations, including a moderate explanatory power of the model, incomplete access to 2025 graduate data in Central Java, and potential respondent subjectivity in questionnaires. Therefore, graduates are advised to build professional networks and strengthen self-confidence through self-development, educational institutions should integrate mental and practical skills training aligned with industry standards, and future research should expand variables to include factors like career adaptability or digital technology to provide a more comprehensive understanding of labor market dynamics.

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