

The Influence of Digital Literacy on Career Adaptability: The Mediating Role of Students' Mental Resilience

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Abstract

This study examines the effect of digital literacy on students' career adaptability, with mental resilience as a mediating variable. The study addresses the issue of low career readiness among students in responding to the demands of a rapidly evolving digital work environment. A quantitative explanatory approach was applied using a sample of 115 Management students from Universitas Buana Perjuangan Karawang. Data were collected through a five-point Likert-scale questionnaire and analyzed using Structural Equation Modeling–Partial Least Squares (SEM-PLS) with SmartPLS 4. The results indicate that digital literacy has a positive and significant effect on both career adaptability and mental resilience. Mental resilience also has a significant effect on career adaptability. However, the mediation test shows that mental resilience does not significantly mediate the relationship between digital literacy and career adaptability. These findings suggest that digital literacy plays a direct and dominant role in enhancing students' readiness to adapt to the digital labor market. The study highlights the importance of strengthening digital competencies and integrating resilience development into higher education curricula.

1. Introduction

Management students currently live in a rapidly evolving digital ecosystem that requires the use of information technology in academic, social, and career applications. The We Are Social & Hootsuite (2024) report notes that Indonesia has the highest digital deployment in Southeast Asia, with students as the main users. Despite high access to technology, students' readiness to face the challenges of the digital world of work, which relies on automation and big data, is still lacking (Novit, 2024). This underscores the need to increase digital literacy, adapt to technological change, gain practical experience, and develop a deeper understanding of modern business skills so that students can compete in the technology-based job market (Subroto et al., 2025).

Universitas Buana Perjuangan (UBP) Karawang faces challenges in preparing competent human resources amid rapid industrial changes. Students in the Management Study Program Class of 2022 face stiff competition, especially due to a mismatch between graduate competencies and industry needs, resulting in a qualification gap (Ardhana et al., 2025). In the era of the Industrial Revolution 4.0, students need knowledge, skills, and the ability to adapt to technological and market dynamics (Cahyaningtyas et al., 2023). However, many students still lack the mental resilience to withstand the pressures of the digital workforce, widening the gap between technical ability and mental readiness if digital literacy and mental resilience are not strengthened from the start of college (Neagu & Vieriu, 2025).

Career adaptability is understood as the ability to respond to changes in the world of work with flexibility, confidence, and personal readiness. Individuals with strong career adaptability tend to be proactive in developing new skills, which is important amid technological disruption and limited employment opportunities (Scott, 2025).

Savickas & Hartung (2021) state that Career Adaptabilities are effective for measuring students' career readiness, while Garcia & Smith (2025) highlight psychological flexibility and self-narrative as key components for building career adaptability in the era of technological disruption.

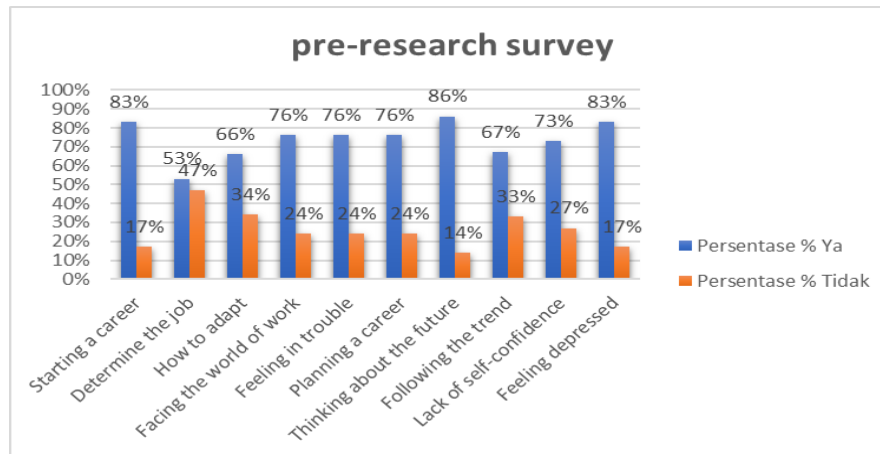


Fig. 1 Pre-Survey of Career Adaptability Research

Based on the pre-survey results of management students in the 2022 UBP Karawang class, an average of 74% of respondents reported difficulties with career readiness, including confusion about the first steps, anxiety about the future, and unpreparedness for the digital era. These findings indicate problems with students' career adaptability. Therefore, it is important to examine the influence of digital literacy on career adaptation, with mental resilience as a mediating variable in the digital era.

Digital literacy among students remains mixed. Many students still struggle to evaluate the credibility of digital sources, which can expose them to invalid information (Kurniawan, 2024). This condition is important to note because digital literacy is not only about technical ability to use technology, but also about digital awareness and active participation, which shape career readiness (Zahra et al., 2023). According to Fadli & Rahmawati (2025), strong digital literacy helps students adapt to the dynamics and changes of the ever-evolving world of work. Based on these findings, this study developed a model that integrates digital literacy and mental resilience to strengthen students' career adaptation, while generating recommendations for curriculum development that is more responsive to the needs of the rapidly evolving digital workforce.

Mental resilience is an individual's ability to withstand the pressures of the complex world of work. For UBP Karawang Management students of the 2022 batch, mental resilience is an important factor in facing the dynamics and uncertainty of the digital era. Pandia et al. (2023) stated that students with high mental resilience have more effective coping mechanisms. Zakir et al. (2025) also emphasize the importance of emotion regulation in building mental resilience amid the digital transformation. Purwanto (2025) revealed that more than 60% of students experience post-college anxiety, indicating low mental readiness.

Several previous studies have examined the relationships among digital literacy, mental resilience, and workplace adaptability. Solahudin et al. (2022) found that digital literacy can enhance students' mental resilience, which, in turn, contributes to their readiness for the digital workforce. Research by Puspitadewi & Holisa Umamy (2024) and Setyandari et al. (2020) also shows that digital skills positively influence students' career adaptability and learning resilience, especially in the face of changes in the technology-based world of work. Despite this, most research continues to address digital literacy and mental resilience separately. Studies that combine these two variables within a single career-adaptation model are still very limited, especially in industry-based universities such as UBP Karawang.

Although previous studies have examined digital literacy, mental resilience, and career adaptability, most have analyzed these variables separately. Empirical studies that integrate these variables into a single model remain limited, particularly in the context of students in industry-oriented universities. Therefore, this study aims to examine the role of mental resilience as a mediating variable in the relationship between digital literacy and career adaptability among Management students at Universitas Buana Perjuangan Karawang.

2. Literature Review

2.1 Digital Literacy

Digital literacy is a person's ability to understand, use, and engage with digital technology across various aspects of life, such as education and the world of work (Rahmat et al., 2024). According to Jayadi et al. (2025), digital literacy is a multidimensional competency that combines technological, critical thinking, and adaptability skills for the development of digital systems in the learning environment. At the same time, Zahra et al. (2023) emphasized that critical thinking skills, social participation, and digital awareness currently influence digital literacy among Indonesian students. The dimensions of digital literacy according to Zahra et al., (2023) including: (1) Critical thinking skills, with indicators distinguishing information; data-based arguments, (2) Social participation, with indicators online discussions; educational content, (3) Digital awareness, with indicators confidentiality of personal data; digital ethics.

2.2 Mental Resilience

Mental resilience is a psychological force that not only helps individuals survive difficult situations but also strengthens spiritual and moral values as internal supports (Kubitza et al., 2023). More specifically, mental resilience stems from healthy interpersonal relationships and empathic abilities, which shape students' resilience amid social pressures and digital demands (Putri & Laeli, 2024). Furthermore, in the context of career academics, mental resilience is a capacity that plays an important role in helping students cope with digital disruption, academic pressure, and career uncertainty (Zakir et al., 2025). Dimensions of mental resilience according to Zakir et al., (2025) including: (1) Resilience in facing digital disruption, with indicators adaptation of new platforms; solutions to technical obstacles, (2) Resilience to academic pressure, with indicators maintaining academic stress; maintaining motivation, (3) Mental readiness in facing career uncertainty flexible career vision; alternative career paths.

2.3 Career Adaptability

Career adaptability is a set of psychosocial resources that prepare individuals to navigate the dynamics of career changes and future work roles (Iriyadi et al., 2021). Operationally, this ability is an individual's capacity to manage transitions, handle uncertainty, and realistically adjust career goals in response to job market conditions (Chen et al., 2020). The most comprehensive conceptual framework is described by Savickas & Hartung, (2021) which states that in essence, career adaptability is a collection of psychosocial resources that allow individuals to respond flexibly and meaningfully to changes, transitions, and career challenges, embodied in four main dimensions: Concern (concern for the future of career), Control (mastery and self-direction of career decisions), curiosity (curiosity to explore opportunities), and confidence (self-confidence in overcoming obstacles). Dimensions of career adaptability according to Savickas & Hartung, (2021) Includes: (1) Concern (concern for the future of career), with indicators career planning; career preparation, (2) Control (the ability to set career direction and decisions independently), with indicators career control; career goal initiatives, (3) Curiosity (curiosity about career opportunities), with indicators career exploration; searching for career information, (4) Confidence (confidence in facing obstacles), with indicators challenges in the digital era; professional confidence.

2.4 Frame of Mind

Digital literacy is the ability to access, analyze, criticize, and use information available through digital media effectively, as measured by including critical thinking skills, social participation, and digital awareness (Zahra et al., 2023). Mental resilience is the psychological ability to remain stable and resilient in the face of pressure, as measured by resilience to digital disruption, resilience to academic pressure, and readiness to face career uncertainty (Zakir et al., 2025). Career adaptability is a psychosocial resource that helps individuals prepare for, respond to, and manage career changes, as measured by concern, control, curiosity, and confidence (Savickas & Hartung, 2021). Based on these theories and phenomena, digital literacy is estimated to improve students' career adaptability. In addition, digital literacy contributes to strengthening mental resilience, which, in turn, enhances career adaptability. Thus, mental resilience serves as a mediating factor in the relationship between digital literacy and career adaptability.

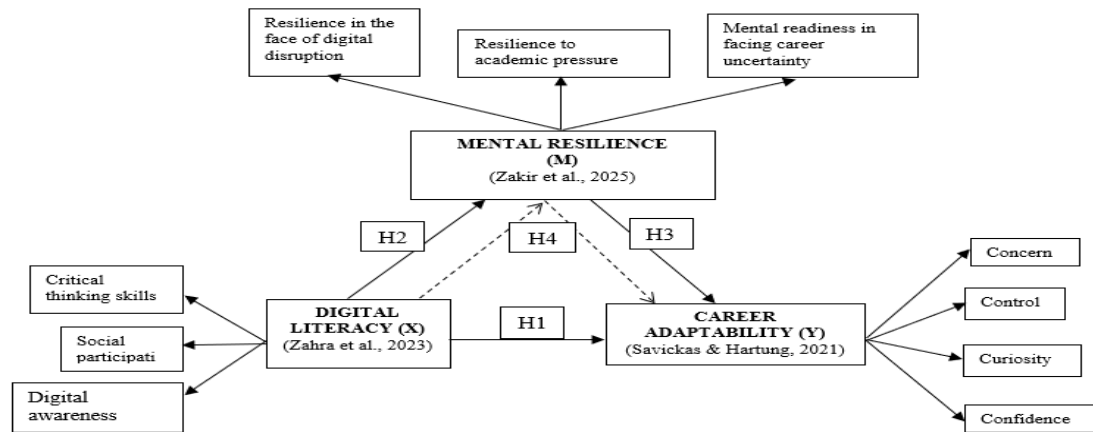


Fig. 2 Frame of Mind Model (Zakir et al., 2025; Zahra et al., 2023; Savickas & Hartung, 2021)

H1: It is suspected that Digital Literacy has a positive effect on Career Adaptability.

H2: It is suspected that Digital Literacy has a positive effect on Mental Resilience.

H3: It is suspected that Mental Resilience has a positive effect on career adaptability

H4: It is suspected that Digital Literacy affects Career Adaptability through Mental Resilience as a Mediation variables.

3. Equations

This study uses a quantitative explanatory research design to examine the causal relationships among digital literacy, mental resilience, and career adaptability. The population consisted of 435 Management students from Universitas Buana Perjuangan Karawang class of 2022. The initial sample size was calculated using the Slovin formula, resulting in 209 respondents. However, due to limitations in respondent availability and incomplete questionnaire responses, only 115 valid responses were obtained and used in the final analysis. Despite the reduced sample size, the number of respondents remains adequate for SEM-PLS analysis because PLS-SEM can produce stable estimates with relatively small samples (Hair et al., 2016).

Table 1 Operational Variables

Variable	Dimension	Indicator	Theoretical Source
Digital Literacy	Critical thinking skills	1. Distinguishing information 2. Data-based arguments	Zahra et al. (2023)
	Social participation	1. Online discussions 2. Educational content	
	Digital awareness	1. Personal data confidentiality 2. Digital ethics	
Mental Resilience	Resilience in the face of digital disruption	1. Platform adaptation 2. Technical solutions	Zakir et al. (2025)
	Resilience to academic pressure	1. Managing academic stress 2. Maintaining motivation	
	Readiness for career uncertainty	1. Flexible career vision 2. alternative career paths	
Career Adaptability	concern	1. Career planning 2. Career preparation	Savickas & Hartung (2024)
	control	1. Career control 2. Career goal initiative	
	curiosity	1. Professional exploration 2. Searching for career information	
	confidence	1. Challenges of the digital age 2. Professional confidence	

Data collection was conducted through questionnaires distributed both online and offline. The questionnaire used a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Each statement allowed respondents to indicate their level of agreement in a measurable way. Data were analyzed using Structural Equation Modeling (SEM) with the Partial Least Squares (PLS) approach through SmartPLS 4 software. This method was selected because it allows simultaneous analysis of relationships between variables, including the

testing of mediating effects. The sampling technique used was Simple Random Sampling, which provides equal opportunity for each member of the population to be selected as a respondent.

4. Results and Discussion

4.1 Profile Of Research Object

Universitas Buana Perjuangan Karawang (UBP Karawang) is a private university established on October 17, 2014, in Karawang Regency, West Java. With a vision to become a university with a national perspective and an international reputation, UBP Karawang offers various S1 programs in Management, Accounting, Psychology, Engineering, Law, and Pharmacy. This campus is committed to producing competent graduates with a nationalist character and the ability to compete globally.

UBP Karawang continues to strive to improve the quality of education by developing a curriculum that is relevant to industry and job-market needs. As a growing university, UBP Karawang is increasingly known in Indonesia and abroad, by continuing to strengthen its academic reputation through research, community service, and synergy with other institutions. The main campus is located on Jl. H.S. Ronggowaluyo, East Telukjambe, Karawang, West Java, making it a strategic higher education centre in the region.

4.2 Respondent Profile

Respondent profiles based on the characteristics of the research sample, which include gender, age, and Management Students Class of 2022 UBP Karawang

Table 2 Respondent Profile

Features	Frequency	Percentage %	Features	Frequency	Percentage %
Gender			Age		
Male	25	21,7%	21-25	107	93,04%
Women	90	78,3%	26-35	8	6,96%
Total	115	100%	Total	115	100%

Based on data from 115 respondents, the majority of management students in the UBP Karawang class of 2022 are women (78.3%). The largest age group was 21-25 years, with 107 people (93.04%).

4.3 Descriptive Analysis

Descriptive analysis describes the empirical conditions of the research variables based on respondents' perceptions. Data from the Likert scale were processed into average values that were interpreted using a scale range to facilitate understanding and comparison between indicators. The average values were divided into five categories: 147-253 (very poor), 254-350 (poor), 361-467 (fair), 468-574 (good), and 575-682 (very good).

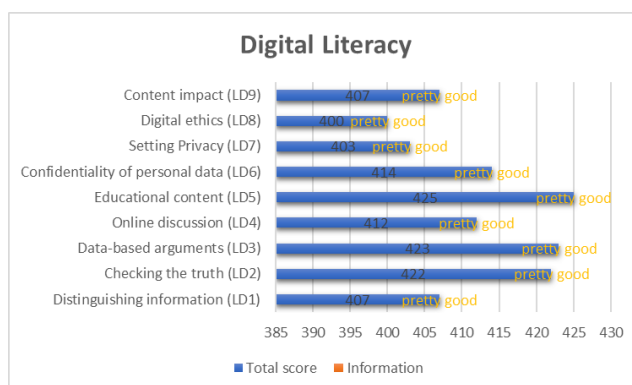


Fig. 3 Descriptive Analysis Digital Literacy

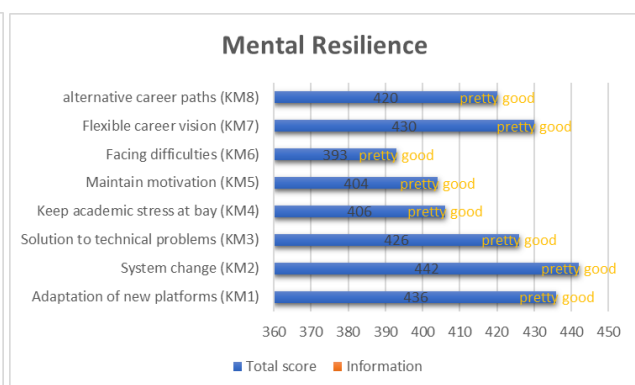


Fig. 4 Descriptive Analysis Mental Resilience

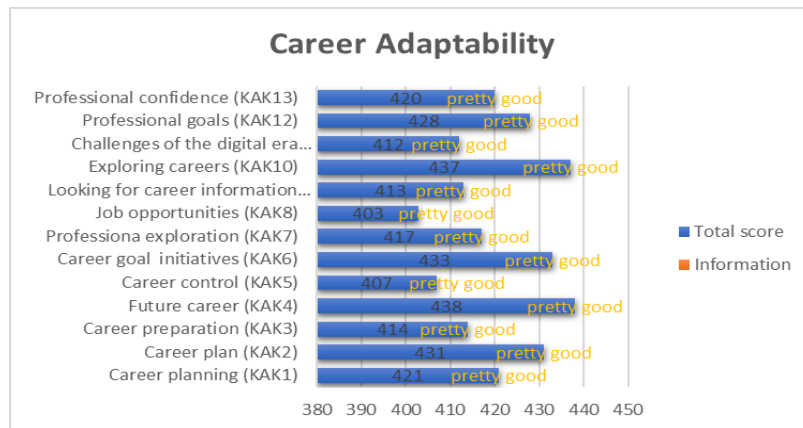


Fig. 5 Descriptive Analysis Career Adaptability

The descriptive analysis results show that digital literacy, mental resilience, and career adaptability of the 2022 Management students of UBP Karawang are in the fairly good category. The highest scores for each variable were for educational content (425), system change (442), and future careers (438), indicating that students are able to utilize digital technology for learning, adapt to technological changes, and possess strong career readiness and orientation for facing the world of work in the digital era.

4.4 Measurement Model Evaluation

4.4.1 Convergent Validity

According to Setiabudhi et al. (2025), the minimum acceptable loading factor is 0.70. If the value exceeds this number, then the indicator is declared valid. On the other hand, if the value is below 0.70, the indicator should be removed from the model.

Table 3 Output Result For Outer Loading

Digital Literacy (LD)			Mental Resilience (KM)			Career Adaptability (KAK)		
Indicator	Outer oading		Indicator	Outer loading		Indicator	Outer loading	
Differentiating information	LD1	0.858	New platform adaptation	KM1	0.836	Career planning	KAK1	0.795
Check for truth	LD2	0.807	System changes	KM2	0.805	Career plan	KAK2	0.815
Data-driven arguments	LD3	0.839	Solutions to technical constraints	KM3	0.854	Career preparation	KAK3	0.853
Online discussion	LD4	0.801	Keeping academic stress at bay	KM4	0.883	Future career	KAK4	0.831
Educational content	LD5	0.805	Maintain motivation	KM5	0.809	Career control	KAK5	0.791
Confidentiality of personal data	LD6	0.816	Facing difficulties	KM6	0.854	Career goals initiatives	KAK6	0.768
Setting Privacy	LD7	0.843	Flexible career vision	KM7	0.787	Profession exploration	KAK7	0.849
Digital ethics	LD8	0.844	Alternative career paths	KM8	0.772	Job opportunities	KAK8	0.811
Content impact	LD9	0.869				Looking for career information	KAK9	0.835
						Exploring a career	KAK10	0.860
						The challenges of the digital age	KAK11	0.801
						Professional goals	KAK12	0.803

Professional confidence KAK13 0.792

Based on the results of the outer model, all indicators in the variables Digital literacy, mental resilience, and Career adaptability of employees have outer loadings above 0.70, indicating that all indicators are valid and make a strong contribution to their respective constructs.

4.4.2 Construct Reliability Analysis and Average Variance Extracted (AVE)

According to Ghazali & Latan (2015), the AVE value must be greater than 0.5, indicating that more than 50% of the indicator's variance is explained by the variables it measures.

Table 4 *Nilai Composite Reliability, Cronbach's Alpha, and Average Variance Extracted*

	Cronbach's alpha	Composite Reliability (rho_a)	Composite Reliability (rho_c)	Average Variance Extracted (AVE)	Remarks
Career Adaptability	0.958	0.959	0.963	0.666	Valid and Reliable
Mental Resilience	0.933	0.936	0.945	0.682	Valid and Reliable
Digital Literacy	0.944	0.946	0.953	0.691	Valid and Reliable

Based on Table 4, all variables in this study have Cronbach's alpha values (Composite Reliability) above 0.70 or close to 1 and Average Variance Extracted (AVE) values above 0.50, indicating that the constructs are reliable. Thus, all variables in this study have consistency and reliability.

4.4.3 Discriminatory Validity

According to Hair et al. (2021), the validity of discriminant validity in PLS-SEM can be evaluated using the HTMT and Fornell-Larcker Criteria. The HTMT value is declared to meet the criteria if it does not exceed 0.90. In contrast, the discriminant validity based on Fornell-Larcker is met if the square root of AVE of each construct is greater than the correlation between other constructs.

Table 5 *HTMT and Fornell-Larcker Criterion values*

HTM				Fornell-Larcker Criterion		
	Career Adaptability	Mental Resilience	Digital Literacy	Career Adaptability	Mental Resilience	Digital Literacy
Career Adaptability				0.816		
Mental Resilience	0.668			0.642	0.826	
Digital Literacy	0.765	0.646		0.734	0.613	0.832
Mental Resilience x Digital Literacy	0.103	0.234	0.259			

The HTMT table shows moderate to strong relationships between Career Adaptability and Mental Resilience (0.668), Career Adaptability and Digital Literacy (0.765), and Mental Resilience and Digital Literacy (0.646), indicating good discriminant validity. However, the relationship between the three variables (Mental Resilience x Digital Literacy x Career Adaptability) was weaker, with values of 0.103, 0.234, and 0.259, suggesting no strong mediating relationship. Meanwhile, the Fornell-Larcker Test shows good convergent and discriminant validity, with values above 0.70, indicating a strong relationship between the indicator and the construct. Thus, the constructs in this model are valid, convergent, and discriminatory.

4.5 Structural Model Evaluation

According to Hair et al. (2016), Structural Model Evaluation is a process for testing and assessing the suitability and effectiveness of a model that describes the relationships among variables in a study.

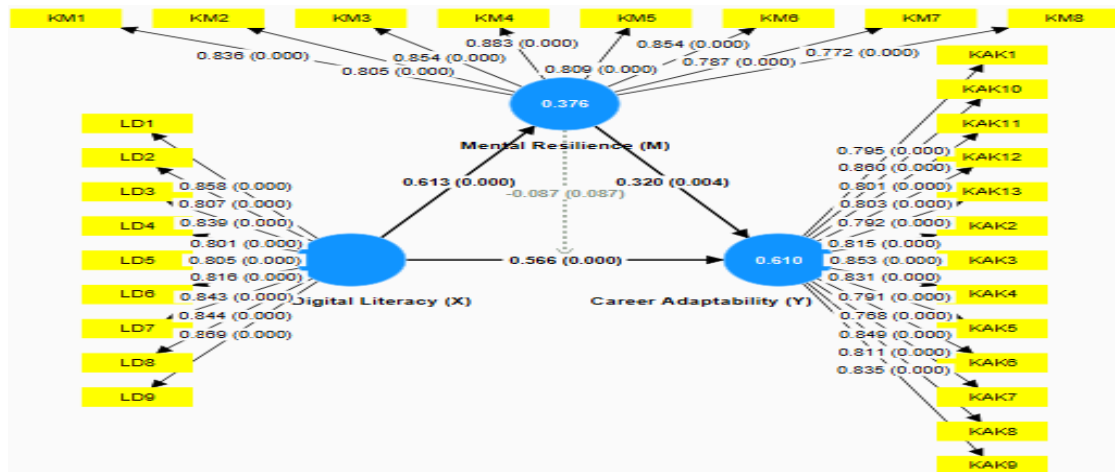


Fig. 6 Output Result Bootstrapping Permodelan

Based on the bootstrapping results of the structural model, Digital Literacy has a positive effect on Mental Resilience (coefficient = 0.376), and Mental Resilience has a positive effect on Career Adaptability (coefficient = 0.610). In addition, Digital Literacy also has a direct positive effect on Career Adaptability. However, the indirect effect of Digital Literacy on Career Adaptability through Mental Resilience is not statistically significant ($p = 0.087 > 0.05$), indicating that Mental Resilience does not mediate the relationship between Digital Literacy and Career Adaptability.

4.5.1 Coefficient of Determination (R-Square)

According to Setiabudhi et al. (2025), the R-Square value indicates how well the independent variables explain the variation in the dependent variable. The value of $R^2 \geq 0.75$ is considered strong, $R^2 \geq 0.50$ is moderate, and $R^2 \geq 0.25$ is weak.

Table 6 R-Square

	R-Square
Career Adaptability	0.610
Mental Resilience	0.376

The R-Square table shows the contribution of independent variables to the variation in the dependent variables. For Career Adaptability, an R-square of 0.610 indicates a moderate-to-strong influence, accounting for 61% of the variation. As for Mental Resilience, the R-Square value of 0.376 indicates a weak-to-moderate influence, with 37.6% of the variation explained by the model.

4.6 Hypothesis Testing

For hypothesis testing, the direct relationship between the independent and dependent variables was evaluated using partial least squares structural equation modeling (SEM-PLS), and the analysis was performed using the bootstrap method. If the p-value is less than 0.05, then the relationship is statistically significant; if it is greater than 0.05, then the relationship is not statistically significant (Purwanto et al., 2021). We accept the null hypothesis (H_0) if the t statistic is less than 2.010 and the p-value is greater than 0.05. We reject it if the t-statistic is greater than 2.010 and the p-value is less than 0.05.

Table 7 Results of Bootstrapping Calculation of Research Data

Variabel	Original sample (O)	Sample mean (M)	Standar deviation (STDEV)	T statistics (O/STDEV)	P values
Digital Literacy → Career Adaptability	0.762	0.766	0.055	13.923	0.000
Digital Literacy → Mental Resilience	0.613	0.621	0.079	7.718	0.000
Mental Resilience → Career Adaptability	0.320	0.322	0.112	2.848	0.004
Digital Literacy → Mental Resilience → Career Adaptability	-0.087	-0.079	0.051	1.711	0.087

Based on Table 7, the results of the hypothesis test indicate that Digital Literacy has a significant effect on Career Adaptability (P-value < 0.05; T-statistic = 13.923 > t-table value of 2.010). Digital Literacy also has a significant effect on Mental Resilience (P-values 0.000 < 0.05, T-statistic 7,718 > t-table 2,010). In addition, Mental Resilience has a significant effect on Career Adaptability (P-value = 0.004 < 0.05; T-statistic = 2.848 > t-table = 2.010). However, Mental Resilience did not mediate the effect of Digital Literacy on Career Adaptability (P-value = 0.087 > 0.05; T-statistic = 1.711 < t-table = 2.010).

4.7 Predictive Evaluation

4.7.1 Effect Size (F-Square) and Predictive Relevance (Q-Square)

According to Setiabudhi et al. (2025), Effect Size (f^2) is to measure the relative effect of independent variables on dependent variables. Hair et al. (2018) stated that a Q-square value of < 0 indicates low predictive ability, a value of around 0.26 indicates moderate predictive ability, and a value of > 0.50 indicates high predictive ability.

Table 8 F-Square and Q-Square

F-Square			Q-Square	
		F-Square	Ket	Q-Square
Mental Resilience → Career Adaptability		0.162	Huge effect	0.390
Digital Literacy → Career Adaptability		0.501	Huge effect	
Digital Literacy → Mental Resilience		0.602	Huge effect	
Mental Resilience x Digital Literacy → Career Adaptability		0.029	Small effects	0.246

Based on Table 8, the F-Square value shows that Mental Resilience to Career Adaptability, Digital Literacy to Career Adaptability, and Digital Literacy to Mental Resilience have a large influence (> value of 0.35), while Mental Resilience to Career Adaptability and Mental Resilience to Digital Literacy have a small influence (< value of 0.15). Meanwhile, the Q-Square values for Career Adaptability (Y) of 0.390 and Mental Resilience (M) of 0.256 indicate that the model explains 39% of the data diversity in Career Adaptability and 24.6% in Mental Resilience, with strong predictive relevance.

4.7.2 Model Eligibility

According to Setiabudhi et al. (2025), Goodness of Fit (GoF) is assessed using SRMR (Standardized Root Mean Square Residual), with a recommended value below 0.08 indicating a good model.

Table 9 Goodness of Fit Model

	Saturated Model	Estimated Model
SRMR	0.118	0.118
d_ULS	6.489	6.488
d_G	2.568	2.552
Chisquare	1271.824	1274.076
NFI	0.679	0.678

Goodness-of-Fit (GOF) measures how well a model fits the data. Based on Table 9, the SRMR value of 0.118 is higher than the recommended threshold of 0.08, indicating that the model fit is not optimal. However, PLS-SEM focuses primarily on predictive capability rather than overall model fit. Therefore, the model evaluation was further assessed using R-square, effect size (f^2), and predictive relevance (Q^2), which indicate acceptable predictive performance of the model.

4.8 Discussion

The Influence of Digital Literacy on Career Adaptability

The study's results show that digital literacy has a positive and significant effect on students' career adaptability, with content as the dominant factor in shaping it. Relevant and high-quality content can improve students' digital skills, facilitate faster access to information, and accelerate their adaptation to the world of work. This finding is in line with s Exsti (2025), who stated that digital skills help students be better prepared to compete in a technology-based job market, and Setyadi et al. (2025), who emphasized that digital literacy increases students' flexibility in adapting to a work environment driven by technological advances.

The Effect of Digital Literacy on Mental Resilience

The study's results show that digital literacy has a positive and significant effect on students' mental resilience, with academic stress as the dominant factor shaping it. Widiawati & Violinda (2025) found that digital literacy

helps students access information more quickly, which, in turn, helps them manage the stress associated with academic demands. Lestari et al. (2023) also emphasized that digital resilience plays an important role in addressing the stress students face amid digital transformation. Thus, digital literacy not only improves technical competence but also strengthens students' mental resilience in the face of academic stress related to technological changes and challenges.

The Effect of Mental Resilience on Career Adaptability

The results of the study show that mental resilience has a positive and significant effect on students' career adaptability, with career as a dominant factor in shaping it. These findings align with Pandia et al. (2023), who argue that mental resilience plays an important role in enhancing students' flexibility and readiness to face challenges in the world of work. In addition, Lestari et al. (2023) also emphasized that mental resilience strengthens students' ability to adapt to the world of work that continues to change and is influenced by various external factors. Thus, strong mental resilience not only supports career adaptation but also helps students face the ever-evolving challenges of work.

The Influence of Digital Literacy on Career Adaptability Mediated by Mental Resilience

The results showed that mental resilience did not mediate the relationship between digital literacy and students' career adaptability ($P\text{-values} = 0.087 > 0.05$; $T\text{-statistic} = 1,711 < 2,010$). Nevertheless, digital literacy continues to have a direct and significant effect on students' career adaptability. These findings indicate that direct mastery of digital literacy plays a greater role in improving students' career adaptability than through mental resilience as a mediating variable. These results differ from those of Fan et al. (2023), who found that mental resilience and digital literacy work together to improve students' readiness and adaptability. However, these findings align with Haryanto and Pratama (2024), who emphasized that digital literacy is a key factor in increasing students' career readiness in the digital era, especially in meeting the demands of the ever-evolving world of work.

5. Conclusion

Research shows that digital literacy has a positive and significant effect on the career adaptability of Management students in the Class of 2022 at UBP Karawang, with students with better digital literacy tending to have greater adaptability to digital technology-based work. In addition, digital literacy significantly affects students' mental resilience, improving their ability to manage stress and anxiety arising from technological dynamics. Although mental resilience contributes to career adaptability, the study's results show that it does not mediate the effect of digital literacy on career adaptability, suggesting that digital literacy remains a major factor in improving students' career readiness in the digital era.

This study has several limitations. First, the research sample was limited to students from a single university, which may restrict the generalizability of the findings. Second, the study employed a cross-sectional design that captures perceptions at one point in time. Third, the data were collected using self-reported questionnaires, which may introduce response bias. Future studies are encouraged to involve larger and more diverse samples across different universities and to consider longitudinal approaches to better capture changes in career adaptability over time.

6. Implications

The findings provide practical implications for higher education institutions. Universities should strengthen digital literacy programs to enhance students' ability to navigate digital information and technology in the workplace. In addition, universities should develop programs that support students' psychological resilience, such as resilience training, stress management workshops, and career development counseling. Integrating digital literacy training with career readiness programs can help prepare students to face the rapidly evolving digital labor market.

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Conflict of Interest

The authors declare that there is no conflict of interest regarding the publication of this paper.

Author's Contribution

The authors confirm their contributions to this paper as follows: **conception and design of the research:** Mila Sarmila, Uus Mohammad Darul Fadli, and Ery Rosmawati; **data collection:** Mila Sarmila, Uus Mohammad Darul Fadli, and Ery Rosmawati; **analysis and interpretation of results:** Mila Sarmila, Uus Mohammad Darul Fadli, and Ery Rosmawati; **preparation of manuscript drafts:** Mila Sarmila, Uus Mohammad Darul Fadli, and Ery Rosmawati. Mila Sarmila, Uus Mohammad Darul Fadli, and Ery Rosmawati reviewed the results and approved the final version of the manuscript.

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