

The Effect of Soft Skills and Self Efficacy on Fresh Graduate Job Readiness: Mediation of Work Motivation

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Abstract: In times of increasing job competition, the level of job readiness of fresh graduates determines their success in the world of work. Through work motivation, this study aims to examine how self-efficacy and soft skills affect fresh graduate job readiness. This study uses quantitative techniques, causality theory, and questionnaires for data collection using a sample of 160 people and random sampling techniques. As a result, three of the seven hypotheses tested in this study showed a substantial direct effect, while the remaining four were rejected. The novelty of this study lies in analyzing the role of work motivation as a mediating variable on fresh graduate job readiness that has not been widely studied before, and its contribution to helping educational institutions create strategies to develop soft skills and increase self-efficacy so that prospective workers are ready to compete in the labor market.

Keywords: Job Readiness, Self-Efficacy, Soft Skills, Work Motivation

A. Introduction

The current era of growing globalization presents a big challenge for economic growth that affects competitiveness, the level of absorption of the workforce, and the compatibility of workforce criteria with the needs and goals of the company. The role of labor resources is very important in facing global changes (Damayantie & Kustini, 2022). Human resources are important assets needed by companies and are the key to success in achieving goals in economic activity (Pamudji & Septianti, 2022; Setiarini et al., 2022). HR is a critical factor in a company's success because their energy, expertise, and innovative ideas drive progress and creativity (Wau, 2022).

In the rapidly evolving era of globalization, human resources face new challenges, requiring them to adapt to advancements in technology, scientific knowledge, and telecommunications. Generation Z (Gen Z) is a generation that developed amid technological advances. Gen Z is entering the workforce, showcasing remarkable adaptability in a time of fast-paced globalization and technological advancements. The earliest study on Gen Z was first carried out in the United States (Benítez-Márquez et al., 2022). Gen Z is a generation born in 1995-2010 with an approximate age of 14-29 years old that carries different characteristics and values than previous generations

(Mahapatra et al., 2022). Gen Z is expected to make up nearly a quarter or 25% of total workers worldwide by 2025 (Benítez-Márquez et al., 2022).

Gen Z is widely recognized for its digital savvy, strong multitasking abilities, and preference for flexible professional environments (Ershova, 2019). However, despite having a lot of potential, this does not rule out the possibility that Gen Z will not face various difficulties in the world of work. In fact, Gen Z also faces difficulties in adapting to more traditional and stressful work rules (Septiani & Saputra, 2022). One striking phenomenon is the high dismissal and resignation rates among these young workers (Satudata kemnaker, 2024). Especially in large companies that have stricter and more structured work regulations. Some of the factors that cause Gen Z to be dismissed at work include a lack of motivation and initiative, lack of professionalism, weak communication skills, difficulty accepting feedback, poor problem-solving abilities, insufficient technical expertise, cultural misalignment, and challenges in teamwork.

The phenomenon of high dismissals and resignations is often attributed (Hasibuan, 2024). First, the lack of work motivation is one of the biggest challenges for most Gen Z. Many of them lack connection with the goals or regulations of the companies they work for, leading to low productivity in achieving company targets. Second, soft skills such as good communication skills with other people, teamwork, and flexibility are often considered weak in most individuals of this generation. Although they often excel in technical skills, they still need to enhance their interpersonal and intrapersonal abilities, which are crucial for workplace success (Deswarta et al., 2023). Third, low self-efficacy, which is the belief in the ability to execute tasks to reach desired results, is also a factor that affects Gen Z's job readiness (Magano et al., 2020). Although often technically skilled, it is not uncommon to experience a lack of confidence, especially when facing significant challenges or changes in their work. For recent graduates, shifting from academic to professional life often comes with numerous pressures and demands (Baluku et al., 2021). They not only have to complete their studies well but also have to prepare themselves to face increasingly complex and competitive professional challenges. Fresh graduates are students who have just graduated from college. Usually, fresh graduates have fresh knowledge from college. In this case, the majority of fresh graduate students who graduated in 2024 belong to Gen Z, which by 2025 is expected to make up almost a quarter or 25% of the total workforce worldwide (Benítez-Márquez et al., 2022).

As newcomers to the workforce, fresh graduates often face challenges such as underdeveloped soft skills, limited confidence, and low motivation. However, they also have many opportunities to learn and grow quickly as they prepare to enter the workforce. In this context, job readiness becomes very important to measure the extent to which they have prepared themselves to face the dynamic world of work (Pambajeng et al., 2024). Job readiness does not only include academic knowledge or technical skills that they have learned during the lecture period, but also mental,

emotional, and ability readiness to adapt to the rules in the professional world. Therefore, job readiness can be considered as a reflection of their ability to interact effectively with the professional world, face professional challenges, and contribute to achieving organizational goals (Dhea Novita et al., 2023).

Fresh graduates must prepare themselves to enter an increasingly tight and dynamic job market that requires more than just understanding course material. They need to work on soft skills like problem-solving, cooperation, communication, and emotion control because they are essential in the workplace (Fernández-Arias et al., 2021). To develop soft skills abilities, self-efficacy, or a person's view of how effectively they are able to act in certain circumstances is also needed (Nuraini & Usman, 2022). Moreover, strong work motivation is a key factor in determining job readiness, enabling individuals to tackle challenges in the workplace (Stoikov et al., 2022; Vo et al., 2022).

Job readiness is the ability of individuals to carry out tasks according to their capabilities when entering a professional environment, including knowledge, skills, and good attitudes and behavior (Siallagan et al., 2022). Someone who is able to expand their knowledge will be better prepared to start working and complete tasks as efficiently as possible. In the professional world, job readiness includes knowledge, skills, and information (Mamentu et al., 2023). Job readiness is the overall condition of the individual, which includes physical health, mental readiness, experience, and willingness and ability to work (Dhea Novita et al., 2023). Strong self-efficacy, job readiness, and mastery of soft skills are all crucial components in preparing someone for the working world (Adelia & Mardalis, 2024). Job readiness is essential to face competition in the workplace and achieve individual success, which is reinforced by soft skills that enhance interpersonal and intrapersonal abilities within the company (Succi & Canovi, 2020).

Soft skills, including communicating well with people, problem-solving, teamwork, and time management, are essential to prepare fresh graduates to meet the needs of the professional world (Azizah et al., 2021). Soft skills include natural abilities such as emotional and social intelligence, communication skills, and the capacity to interact effectively with others. These aspects are important for fostering strong interpersonal and intrapersonal relationships (Rosmiati & Hendriani, 2023). Soft skills are defined as skills related to interpersonal and intrapersonal (Darma et al., 2020; Siregar, 2022). The concept of soft skills developed from the term emotional intelligence, which covers various aspects, including personality traits, sociability, communication skills, language use, and friendly attitudes that affect interactions with others (Botke et al., 2018; Succi & Canovi, 2020).

In addition, soft skills are essential for increasing one's potential in the professional world, which is why many companies consider these skills to be highly valuable (Joie-La Marle et al., 2023). While fresh graduates often have adequate technical skills, a lack of soft skills can hinder their adaptation to complex and stressful professional

environments. Underdeveloped intrapersonal and interpersonal skills can lead to difficulties in interacting with coworkers, managing conflict, emotional instability, and working collaboratively, which ultimately impacts their performance and resilience in the workplace. This is also relevant to the phenomenon of high dismissal and resignation rates among Gen Z, which is often due to their inability to adapt to the demands of a more traditional and stressful workplace. To deal with this, Gen Z requires self-efficacy or the belief that they can overcome these goals or obstacles (Tanjung et al., 2020). When entering the workforce, fresh graduates with good soft skills like communication, flexibility, and problem-solving generally exhibit greater confidence (Rosmiati & Hendriani, 2023; Setiarini et al., 2022). Conversely, a lack of soft skills can lower self-efficacy, which can reduce their confidence in carrying out professional tasks. The inability to adapt and interact effectively in the workplace can undermine motivation and job readiness. The more confidence individuals have in their abilities, the higher their motivation to work hard and reach their goals (Fauzan et al., 2023). So that fresh graduates who believe in their abilities tend to be more motivated to face challenges and try to give the best results in the workplace (Rus et al., 2022).

Self-efficacy is a person's belief in their ability to face challenges or carry out tasks (Ratuela et al., 2023). Consequently, self-efficacy is an important element that greatly enhances job readiness (Siallagan et al., 2022). Additionally, confidence in one's abilities can boost strong work motivation to tackle challenges in the professional world. Work motivation is very important for fresh graduates to maintain their enthusiasm in completing activities, especially when going through the work process (Vasilyeva et al., 2020). Fresh graduates with strong, soft skills and high self-efficacy tend to be more motivated when facing challenges, capable of carrying out tasks, and adapting well in a diverse workplace. In contrast, those who lack soft skills and low self-efficacy tend to lose motivation, feel discouraged, and ultimately may not get a job. Thus, work motivation is an important factor that links soft skills and self-efficacy in improving fresh graduates' job readiness to adapt and succeed in the professional world, as well as reducing the risk of dismissal or resignation among Gen Z (Adelia & Mardalis, 2024). As of right now, very few research have looked at how soft skills and self-efficacy affect fresh graduates' job preparedness, with work motivation acting as a mediating. The findings provide an important contribution for educational institutions in designing strategies to develop soft skills and increase self-efficacy for prospective workers so that they are better prepared to compete in an increasingly competitive job market.

This study highlights the intermediary function of work motivation in the process, this is different from other research which concentrates on the direct impact of soft skills or self-efficacy on work preparation only. By understanding this relationship, it is hoped that Gen Z can improve the factors that help them adapt and develop in the professional world. So, the problems of this research are: (1) Do soft skills directly impact job readiness? (2) Does self-efficacy have a direct effect on job readiness? (3)

Do soft skills directly influence work motivation? (4) Does self-efficacy directly affect work motivation? (5) Does work motivation directly contribute to job readiness? (6) Do soft skills have an indirect impact on job readiness through work motivation? (7) Does self-efficacy have an indirect impact on job readiness through work motivation?

B. Methods

This study examines the relationship between variables using quantitative methods and a causality approach. The purpose of the causality approach is to explain the causal attachment of a number of concepts or variables that have been analyzed with strategies developed in management (Setiawan & Wahyudi, 2023). This approach utilizes numerical data obtained through the completion of questionnaires delivered face-to-face, and through Google Forms. includes a number of claims about the research variables that are scored on a 5-point Likert scale. Respondents were allowed to rank their responses on a scale from 1 (strongly disagree) to 5 (strongly agree) (Chyung et al., 2017). Using work motivation as a mediating variable, the study sought to determine how self-efficacy and soft skills affected the career preparation of recent Primagraha University graduates who were graduating in 2024. Because Gen Z is a generation that grew up in the era of digital technology (Berkup, 2014) and fresh graduates of 2024 are included in Gen Z. The fresh graduates in question are those who have not worked and are looking for work.

In this study, the population studied was fresh graduate students who graduated in 2024 at Primagraha University, with a total of 371 people. As many as 160 people were used as samples, the determination of this sample was based on the indicators used as many as 16 indicators. Based on the recommendations of (Kock, 2018) which states that researchers can set 10 times the total parameter variables or indicators being analyzed. Therefore, based on these recommendations, the researcher set a sample size of 160 people. In the soft skills variable referred (Darma et al., 2020; Siregar, 2022) there are 4 indicators, self-efficacy (Magano et al., 2020) as many as 4 indicators, work motivation (Cunha et al., 2023) as many as four indicators, and job readiness (Siallagan et al., 2022) as many as 4 indicators. In this study, the feasibility of the developed model is examined using the Partial Least Square (PLS) approach. The PLS method was chosen because it has been widely accepted in the field of management science by focusing on human resource management, as evidenced by several studies (Cepeda-Carrion et al., 2019; Wahyudi et al., 2022). Since projecting the dependent variable is the primary goal of the research. According to (Wahyudi et al., 2022), PLS is regarded as a suitable analysis technique. Furthermore, researchers can estimate complex models using PLS-SEM without the need for data with a normal distribution (Ringle et al., 2020). Discriminant validity is verified through evaluating Factor Loadings, Cronbach Alpha, Composite reliability, AVE, and R-Square. Then, using bootstrapping techniques, the direct and indirect impacts were examined. As demonstrated by earlier studies, this study employs data processing done with SmartPLS 4 software (Hair et al., 2017).

C. Results and Discussion

In this study, the majority of respondents who have not worked are women, totaling 93 people, and men, totaling 67 people. Based on age, the majority of respondents are 22 years old (50 individuals), followed by 23-year-olds (49 individuals), 24-year-olds (39 individuals), 25-year-olds (14 individuals), 21-year-olds (6 individuals), with the smallest group being 26-year-olds (2 individuals). Cross-loading reveals the measuring model used in this investigation. The structural model is evaluated using the coefficient of determination (R^2), average variance extracted (AVE), composite reliability (CR), and the square root of the AVE. The study's findings demonstrate that every indication satisfies the validity requirements since every indicator receives a value greater than 0.60, hence satisfying the data validity requirements. Nordin et al. (2023) state that an indicator is deemed accurate if its external loading value is higher than 0.60. Additionally, concepts must have a value of 0.50 or higher to be deemed to have acceptable convergent validity when analyzing convergent validity using AVE (Hair et al., 2019). Furthermore, referring to the reliability test, which includes the composite reliability value (CR) and Cronbach alpha (CA), shows that the value obtained meets the general rules of reliability testing, which needs to be higher than 0.70 (Hair et al., 2019). Every variable in this study satisfies the reliability criteria, with composite reliability values ranging from 0.845-0.888 and Cronbach alpha values between 0.755 and 0.831. Then, the R-square shows the contribution to the variables that influence the dependent, explaining from the R-square criteria where 0.75 is considered large, 0.50 is moderate, and 0.25 is weak (Hair et al., 2019) According to this study, work motivation is low, and the R-square value for the job ready variable is moderate.

Table 1. Outer Model and Inner Model

| Variable | LF | CA | CR | AVE | R2 |
|----------------------|-------|-------|-------|-------|-------|
| Self-Efficacy (SE) | | 0,831 | 0,888 | 0,666 | |
| SE1 | 0.855 | | | | |
| SE2 | 0.748 | | | | |
| SE3 | 0.783 | | | | |
| SE4 | 0.871 | | | | |
| Job Readiness (JR) | | 0,762 | 0,848 | 0,585 | 0,668 |
| JR1 | 0.838 | | | | |
| JR2 | 0.778 | | | | |
| JR3 | 0.794 | | | | |
| JR4 | 0.633 | | | | |
| Soft Skill (SS) | | 0,755 | 0,845 | 0,579 | |
| SS1 | 0.812 | | | | |
| SS2 | 0.803 | | | | |
| SS3 | 0.768 | | | | |
| SS4 | 0.651 | | | | |
| Work Motivation (WM) | | 0,789 | 0,863 | 0,613 | 0,323 |
| WM1 | 0.715 | | | | |
| WM2 | 0.784 | | | | |
| WM3 | 0.858 | | | | |
| WM4 | 0.769 | | | | |

Notes: LF (Loading Factor); CA (Cronbach's Alpha); CR (Composite Reliability); AVE (Average Variance Extracted); R² (R Square)

The Fornell-Larcker criterion is used to compare the squared correlations between constructs and the Average Variance Extracted (AVE). According to Hair et al. (2019) the square root of the AVE for each construct must be greater than its highest correlation with any other construct in the model. Table 2 shows that the square root of the AVE for each variable is greater than its correlations with other components.

Table 2. Discriminant validation of Fornell-Lacker criterion

| | SE | JR | WM | SS |
|----------------------|-------|-------|-------|-------|
| Self Efficacy (SE) | 0.816 | | | |
| Job Readiness (JR) | 0.805 | 0.765 | | |
| Work Motivation (WM) | 0.568 | 0.521 | 0.783 | |
| Soft Skill (SS) | 0.749 | 0.684 | 0.439 | 0.761 |

Source: SmartPLS (2025)

The research model used in this study, illustrated in Figure 1, provides an overview of the relationship between each research variable. Furthermore, Table 3 displays the results of correlation calculations and the analysis of both direct and indirect effects.

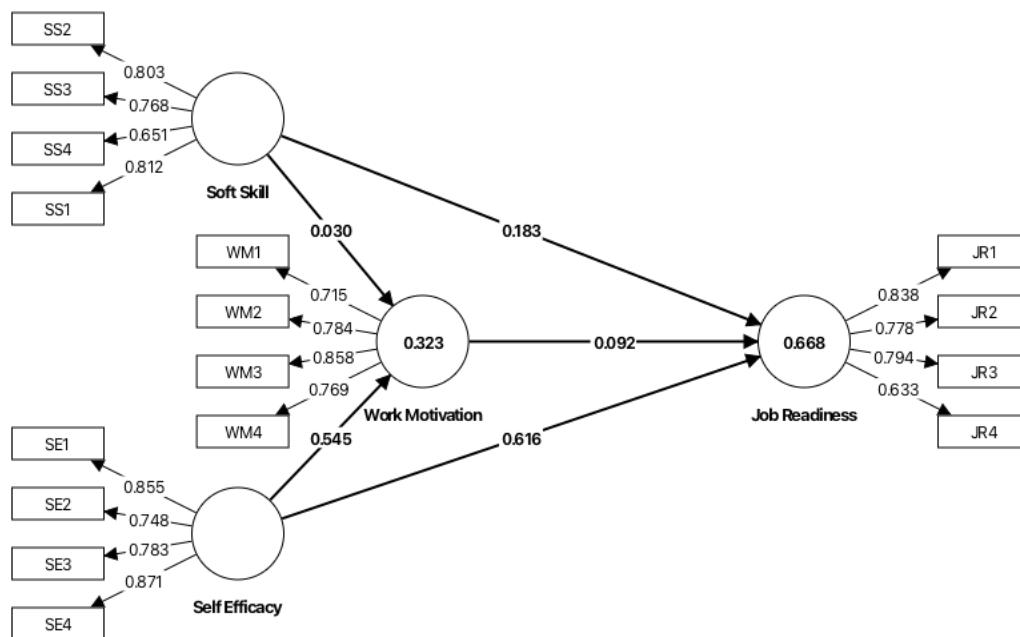


Figure 1. Research Model

Source: SmartPLS (2025)

The direct hypothesis test results in Table 3 indicate that two hypotheses do not meet the significance criteria, while the remaining three do. Meanwhile, the indirect hypothesis test shows that the two hypotheses do not mediate and have no significant impact. In hypothesis testing, the significance criteria require a value greater than 1.96 and a p-value of less than 0.05 (Hair et al., 2019).

Job readiness is positively and significantly impacted by soft skills ($\beta = 0.183$, $t = 2.561$, $p = < 0.05$). Additionally, soft skills do not have a positive and significant impact on work motivation ($\beta = 0.030$, $t = 0.274 < 1.96$, $p = > 0.05$), but self-efficacy has a positive and significant impact on job readiness ($\beta = 0.616$, $t = 8.545$, $p = < 0.05$). Work motivation is positively and significantly impacted by self-efficacy ($\beta = 0.545$, $t = 5.336$, $p = < 0.05$), while job readiness is not positively and significantly impacted by work motivation ($\beta = 0.092$, $t = 1.488 < 1.96$, $p = > 0.05$). The study's mediation test indicates that work motivation does not mediate the positive and significant relationship between job readiness and self-efficacy ($\beta = 0.050$, $t = 1.437 < 1.96$, $p = > 0.05$) or the impact of soft skills on job readiness ($\beta = 0.003$, $t = 0.228 < 1.96$, $p = > 0.05$).

Table 3. Hypothesis Test

| Hypothesis | β | T Statistics | P Values |
|--------------------------------------|---------|--------------|----------|
| Direct effect | | | |
| SS \rightarrow JR | 0,183 | 2,561 | 0,010 |
| SE \rightarrow JR | 0,616 | 8,545 | 0,000 |
| SS \rightarrow WM | 0,030 | 0,274 | 0,784 |
| SE \rightarrow WM | 0,545 | 5,336 | 0,000 |
| WM \rightarrow JR | 0,092 | 1,488 | 0,137 |
| Indirect effect | | | |
| SS \rightarrow WM \rightarrow JR | 0,003 | 0,228 | 0,819 |
| SE \rightarrow WM \rightarrow JR | 0,050 | 1,437 | 0,151 |

Source: SmartPLS Output (2025)

The Effect of Soft Skill on Job Readiness

This research shows that soft skills have a significant impact on job readiness. So, the higher the soft skills fresh graduates possess, the more prepared they are to enter the workforce. Soft skills significantly impact the job readiness of fresh graduates. By mastering interpersonal and intrapersonal demonstrated skills such as effective communication, teamwork, and problem-solving, they become better equipped and more resilient in facing challenges in the professional world (Setiawati & Mayasari, 2021; Succi & Canovi, 2020). This ability makes it easier to adapt to the changing dynamics of work; for example, good communication skills allow a person to convey ideas effectively and establish strong professional relationships while in teamwork collaboration (Pambajeng et al., 2024).

This research confirms that soft skill development should be an important part of educational institutions. Need to include soft skill development in their curriculum to prepare graduates who not only have technical expertise but are also ready to face interpersonal and intrapersonal challenges when going into the world of work (Aly, 2017). As previous research (Cunha et al., 2023; Mamentu et al., 2023; Rahmadani & Mardalis, 2022) explains, soft skills positively and significantly impact job readiness.

The Effect of Self-Efficacy on Job Readiness

According to the research findings, self-efficacy influences job readiness because having confidence in one's ability to overcome obstacles and complete tasks is important when starting work (Chotimah & Suryani, 2020; Nuraini & Usman, 2022). A person with strong self-efficacy is usually better equipped to deal with demands at work, complete tasks quickly, and confidently face new situations. They are also more open to learning and self-development opportunities that support job readiness (Rusliyanto & Kusmuriyanto, 2019). From this, it seems that self-efficacy has influenced job readiness. Previous research also shows that self-efficacy has a positive and significant effect on job readiness (Dhea Novita et al., 2023; Pangaribuan et al., 2024; Pratiwi & Rini, 2023).

The Effect of Soft Skills on Work Motivation

Hypothesis test results show an insignificant link between fresh graduates' soft skills and motivation to work. Even while work ethics are important in the workplace, it is clear from the indicators of work motivation and soft skills that have the lowest ratings that possessing these qualities does not always translate into a greater desire to start working as soon as one graduates.

Even if soft skills like problem-solving, cooperation, effective communication, and emotional regulation are crucial in the workplace (Rosmiati & Hendriani, 2023), fresh graduates who master these skills are not necessarily more motivated to work immediately. Work motivation is more influenced by other factors. Fresh graduates can still feel hesitant or less encouraged to enter the workforce despite having good soft skills. The results of this study are consistent with previous research findings (Chamorro-Premuzic, 2016; Morgeson et al., 2006).

The Effect of Self-Efficacy on Work Motivation

Hypothesis testing findings show a strong correlation between self-efficacy and work motivation, indicating that people are more motivated when they feel they can complete tasks or achieve their goals. High self-efficacy makes individuals see challenges as opportunities for growth, not obstacles (Rus et al., 2022). Self-efficacy encourages work motivation because someone who is confident in their abilities is more likely to set higher targets, try hard, and persevere when facing difficulties (Tanjung et al., 2020). These beliefs influence the way a person makes decisions, maintains focus on goals, and encourages a person to work, thereby increasing work enthusiasm.

In the professional world, someone with strong self-confidence generally has a high inner drive. They are also more proactive in finding solutions, taking responsibility, and staying motivated despite the pressure (Nuraini & Usman, 2022). Consequently,

improving self-efficacy is an important first step in improving work motivation. In addition, prior studies have demonstrated that job motivation is significantly and favorably impacted by self-efficacy. According to (Ambarwati et al., 2020; Hadi, 2023; Ianaturodiah & Wahjudi, 2020).

Effect of Work Motivation on Job Readiness

The results of hypothesis testing show that there is an insignificant relationship between work motivation and job readiness in fresh graduates. This is evident from the lowest indicators of work motivation and job readiness, suggesting that despite having the intention and desire to work, they may not necessarily be prepared to enter the professional world in line with their passion. This shows that other factors are more influential on job readiness, such as internships and job interest (Firmansyah et al., 2024; Gohae, 2020). Work motivation by itself is insufficient to enhance job readiness without these supporting factors.

In addition, the main obstacles for fresh graduates are lack of internship experience and low interest in work. Without internship experience, they often feel anxious about entering the workforce, while a lack of interest in the job makes them unsure of their passion. Thus, without the support of internship experience and a strong interest in work, motivation alone is insufficient to enhance job readiness. Several studies have shown that work motivation can improve readiness (Pambajeng et al., 2024; Suratno & Fauzan, 2023). However, previous research supports this study, which shows that job readiness among fresh graduates is not significantly influenced by work motivation (Adelia & Mardalis, 2024; Chotimah & Suryani, 2020).

The Influence of Soft Skills on Job Readiness Mediated by Work Motivation

According to this study, soft skills significantly and favorably affect fresh graduates' preparation for the workforce. Therefore, the more proficient they are in soft skills, the better equipped they are to deal with the workplace. These results are supported by previous research (Dhea Novita et al., 2023; Succi & Canovi, 2020), which explains that soft skills help individuals to adapt, communicate well, and solve problems in the workplace.

However, work motivation does not act as a mediator in this relationship. This indicates that even if fresh graduates have high work motivation, it does not strengthen the impact of soft skills on job readiness. The effective application of soft skills in the workplace has a more significant influence on job readiness than motivation alone. These findings align with previous research (Chamorro-Premuzic, 2016; Morgeson et al., 2006).

The Effect of Self-Efficacy on Job Readiness Mediated by Work Motivation

According to this study, recent graduates' employment readiness is significantly and favorably impacted by their level of self-efficacy. Previous research has shown that people with high self-efficacy are generally better prepared to enter the workforce (Pratiwi & Rini, 2023; Ratuela et al., 2023). Furthermore, according to Tanjung et al. (2020), self-efficacy aids recent graduates in adjusting to and honing the abilities required in a working setting.

However, the link is not mediated by work incentives. This indicates that even though recent graduates are highly motivated to work, self-efficacy's impact on getting ready for the workforce is not strengthened. A person's confidence in their skills shapes their job readiness more so than their motivation to work. According to earlier studies, this outcome is consistent (Ambarwati et al., 2020; Nuraini & Usman, 2022; Rus et al., 2022).

D. Conclusions

The analytical findings obtained in this study show that not all hypotheses proposed get empirical support. Of the seven hypotheses tested, three of them proved to be supported by the data, while the other four hypotheses did not gain support. Specifically, the findings state that soft skills and self-efficacy directly increase job readiness. This shows how important these two elements are in preparing someone to enter the workforce. On the other hand, soft skills had no effect on work motivation, which suggests that soft skills do not have a direct impact on one's drive to work. However, it is evident that self-efficacy has a positive impact on work motivation, indicating that having confidence in one's abilities can increase one's drive to work. Job readiness is likely to be influenced by elements other than work motivation, given that the influence of work motivation on job readiness is relatively small. In addition, soft skills and self-efficacy directly affect job readiness without requiring work motivation as a mediator. This is because neither the relationship between soft skills with job readiness nor self-efficacy with job readiness is mediated by work motivation.

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