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Determination of Career Readiness of Prospective Economics Teachers in the Digital Era: Economic Behavior, Self-Efficacy, Social Support, Career Planning, and Career Motivation

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ABSTRACT

This study aims to analyze the influence of economic behavior, self-efficacy, social support, and career planning on career readiness to become a teacher in the digital era. Grounded in Social Cognitive Career Theory (SCCT) and Self-Determination Theory (SDT), this research explains how personal, social, and contextual factors interact to shape students' preparedness for an increasingly digitalized educational workforce. The findings indicate that economic behavior—particularly aspects related to personal financial management and financial literacy—plays an important role in enhancing career readiness by fostering responsibility, independence, and long-term orientation toward career goals. Self-efficacy significantly contributes to career readiness, as students who believe in their abilities are more confident in adapting to digital learning environments and professional demands. Social support from family, peers, and academic institutions also positively influences career readiness by providing emotional encouragement, informational resources, and validation of career choices. In addition, career planning emerges as a crucial operational factor that directly affects career readiness, as clear goals and structured planning enable students to align their competencies with labor market needs. Career motivation functions as a mediating variable that strengthens the relationship between these factors and career readiness, indicating that motivated students are more capable of translating resources and support into concrete career preparation. Overall, the results provide valuable insights for higher education institutions, particularly in developing curricula, career guidance, and support programs to prepare prospective teachers to thrive in the digital era.

KEYWORDS *economic behavior; self-efficacy; social support; career planning; career readiness*

INTRODUCTION

The rapid development of digital technology and the dynamics of the global job market have placed career readiness as a strategic issue in higher education. Industrial transformation through digitalization and automation requires college graduates to not only master technical competencies (hard skills), but also adaptive abilities such as communication, leadership, and confidence (self-efficacy). World Economic Forum (2020) It even predicts that 85 million types of jobs will be lost due to automation, but at the same time, about 97 million new jobs that require higher digital and social skills will be created. In this context, the availability of superior labor both in terms of quantity and quality is a determining factor in national economic development. Unfortunately, many graduates often face serious obstacles in planning and preparing for their future careers.

This is supported by analysis Udayar et al., (2020) which indicates that the problem is caused by low information on job opportunities, lack of confidence, and lack of career guidance. Similarly, the study Zhang (2023) It shows that although most students have an idea of the world of work, almost half of them have a vague or even no career plan. This transformation phenomenon has also penetrated the education sector, fundamentally changing the demands on teacher profiles. It is no longer about how many teacher vacancies, but about

what kind of economics teacher profile is needed in this era. Teachers must not only teach the material, but must also be able to utilize technology, adapt to new learning methods, and equip students with digital financial literacy.

Faced with this fundamental change, teachers play a crucial role as agents of change and the formation of superior human resources (HR). As the vanguard of education, teachers are not only responsible for transferring knowledge, but also shaping character, fostering creativity, and preparing students to face future challenges. Study Deliana et al., (2024) emphasized that the Independent Curriculum encourages teachers to play the role of creative facilitators and innovative characters in the classroom. Furthermore, teachers' digital competence is very important to foster creativity, collaboration, and technological literacy of students, especially in higher education (Basilotta-Gómez-Pablos et al., 2022). This role is increasingly prominent for economics teachers in the digital era.

They are required not only to master economic materials that continue to develop rapidly such as the digital economy, fintech, digital entrepreneurship, and economic behavior patterns in the information age but also must be able to teach them with innovative and adaptive digital pedagogy methods. Therefore, the career readiness of prospective economics teachers to adapt to this new dynamic is a determining factor for the success of the education system, especially in producing graduates who are economically and digitally ready.

In summary, the Economics Education Study Program in higher education has a strategic role in equipping students with comprehensive career readiness to be able to face the demands of the increasingly digitized world of work, both as economics teachers and professionals in related fields. The high open unemployment rate of university graduates shows that there is still a gap between graduate competencies and industry needs, exacerbated by the challenges of Generation Z in systematic career planning. Therefore, career readiness includes not only teaching skills, but also adaptability, innovation, and self-management. By integrating Social Cognitive Career Theory (SCCT) and Self-Determination Theory (SDT), this study examines the role of economic behavior, self-efficacy, social support, and career planning on students' career readiness, with career motivation as a mediating variable.

This research is expected to enrich the theoretical study of SCCT through the addition of economic behavior variables and the role of career motivation mediation, as well as provide practical benefits for LPTK, especially the Economic Education Study Program in Lampung Province, through the involvement of three universities with different characteristics to produce a more comprehensive picture and strengthen the validity of the research findings.

Career readiness problems that are common among university graduates in Indonesia such as lack of information on job opportunities, low confidence, and lack of career guidance (Udayar et al., 2020) Strong indications also occur in these three campuses. Initial observations and informal interviews show that most students of the Economics Education Study Program still have uncertainty in designing a career as an economics teacher in the digital era.

Although students are digital natives, many have not fully integrated digital technology in pedagogical practices that are essential for teachers in the current era (Basilotta-Gómez-Pablos et al., 2022). In addition, the three universities in Lampung face challenges in obtaining comprehensive tracer study data, with low alumni participation and limited data (SEVIMA, 2024a; SEVIMA, 2024b; UIN Walisongo Semarang, 2024; University of Education Indonesia, 2021; Wahjusaputri et al., 2024), which makes it difficult to evaluate the curriculum and map

competencies. Despite having great potential as agents of change, graduates of the Economics Education Study Program at these three universities face challenges related to career readiness, in line with the high open unemployment rate and skill misalignment that occurs in Lampung (BPS, 2024; Maulida et al., 2025).

Therefore, graduates need to upskilling or reskilling to be ready to face the digital economy teacher profession, with the Economics Education Study Program as the vanguard in equipping students with relevant competencies (Deliana et al., 2024; Basilotta-Gómez-Pablos et al., 2022). This research is crucial for the development of curriculum and career guidance programs, in line with the efforts of Lampung Province in improving the quality of human resources in accordance with the Lampung RPJPD.

The purpose of this study is to analyze several factors that affect career readiness to become a teacher in the digital era. This study aims to determine the influence of economic behavior, self-efficacy, social support, and career planning on career readiness to become a teacher. In addition, this study will also examine the influence of self-efficacy, social support, and career planning on career motivation. Furthermore, this study aims to determine the influence of career motivation on career readiness, as well as the role of career motivation in mediating the influence of self-efficacy, social support, and career planning on career readiness to become a teacher in the digital era.

METHOD

This study employed a deductive approach with a quantitative design to test the relationships between variables affecting students' career readiness. The main objective was to test hypotheses regarding the influence of economic behavior, self-efficacy, social support, and career planning on students' career readiness, with career motivation as a mediating variable. The study used an explanatory research method to examine relationships between variables, along with data analysis via Structural Equation Modeling (SEM). The problem faced by students was a lack of concrete career vision, which contributed to low graduate employability in the workforce. The research was grounded in Social Cognitive Career Theory (SCCT) and Self-Determination Theory (SDT) to explain the role of career motivation as a mediator between these variables.

The population consisted of active students in the Economics Education Study Program at three universities in Lampung Province, totaling 646 students. The sampling technique was purposive sampling, with criteria of active students who had completed at least three semesters and participated in Field Experience Practice (PPL). The sample size, determined by the Slovin formula, was 247 students, divided proportionally among the universities.

The instrument was a questionnaire using a 5-point Likert scale to measure economic behavior, self-efficacy, social support, career planning, career motivation, and career readiness. Data analysis techniques included descriptive analysis to characterize respondents and SEM-PLS to test variable relationships and mediation effects. Validity and reliability tests were conducted to ensure the measurement instruments were reliable.

RESULT AND DISCUSSION

H1: Economic behavior affects career readiness to become a teacher in the digital era

Hypothesis testing 1 (H1) aims to prove whether economic behavior affects career readiness to become a teacher in the digital era. The results of the analysis showed that the t-statistics produced were 2.032 greater than the t-table of 1.96 (significant) with a confidence level of 95%, meaning that economic behavior had a significant positive influence on career readiness to become a teacher in the digital era of 2%. In addition to comparing t-statistics with t-tables, hypothesis tests can also use other test criteria, namely P Values. This study uses P Value in the hypothesis testing criteria. This is because P Values can provide two pieces of information at once, namely in addition to a clue whether the hypothesis is rejected, P Values provide information about the chances of hypothesis occurring, α in this study is 0.05 or 5%.

Based on the results of the test of the influence of economic behavior on career readiness to become a teacher in the digital era, it showed that the t-statistical value was 2.032 and the P value was 0.042. At the confidence level of 0.05, it means that the influence of the variable is significant because the P Values are less than 0.05. The influence of economic behavior on career readiness to become a teacher in the digital era is significant because the P Values are more lenient than α=0.05.

This means that H_0 is rejected and H_1 is accepted so that it can be concluded that economic behavior can be significantly influenced by career readiness to become a teacher in the digital era or with a high level of economic behavior, career readiness to become a teacher in the digital era will increase significantly. Based on the results of the analysis, it can be concluded that there is a significant impact between Economic Behavior on Career Readiness to become a teacher in the digital era. Thus, H1 was declared accepted.

H2: Self-efficacy on career readiness to become a teacher in the digital era.

Hypothesis testing 2 (H2) aims to prove whether Self-Efficacy affects career readiness to become a teacher in the digital era. The results of the analysis showed that the t-statistics produced were 4.051 greater than the t-table of 1.96 (significant) with a confidence level of 95%, meaning that self-efficacy had a significant positive influence on career readiness to become a teacher in the digital era of 4%. In addition to comparing t-statistics with t-tables, hypothesis tests can also use other test criteria, namely P Value. This study uses P Value in the hypothesis testing criteria. This is because the P Value can provide two pieces of information at once, namely in addition to the clue whether the hypothesis is rejected, the P Value provides information about the chances of the hypothesis occurring, α in this study is 0.05 or 5%.

Based on the results of the test of the effect of self-efficacy on career readiness to become a teacher in the digital era, it showed that the t-statistical value was 4.051 and the P value was 0.000. At the confidence level of 0.05, the influence of the variable is significant because the P Value is less than 0.05. The effect of self-efficacy on career readiness to become a teacher in the digital era is significant because the P Value is smaller than α=0.05.

This means that H_0 is rejected and H_2 is accepted so that it can be concluded that self-efficacy can be significantly influenced by career readiness to become a teacher in the digital era or with a high level of self-efficacy, career readiness to become a teacher in the digital era will increase significantly. Based on the results of the analysis, it can be concluded that there

is a significant influence between self-efficacy on Career Readiness to become a teacher in the digital era. Thus, H2 is declared accepted.

H3: Social support for career readiness to become a teacher in the digital era.

Hypothesis testing 3 (H3) aims to prove whether Social Support has an effect on career readiness to become a teacher in the digital era. The results of the analysis showed that the resulting t-statistic was 0.271 greater than the t-table of 1.96 (significant) with a confidence level of 95%, meaning that social support showed results that did not affect career readiness to become a teacher in the digital era. In addition to comparing t-statistics with t-tables, hypothesis tests can also use other test criteria, namely P Value. This study uses P Value in the hypothesis testing criteria. This is because the P Value can provide two pieces of information at once, namely in addition to the clue whether the hypothesis is rejected, the P Value provides information about the chances of the hypothesis occurring, α in this study is 0.05 or 5%.

Based on the results of the test of the influence of Social Support on career readiness to become a teacher in the digital era, it shows that the t-statistical value is 0.271 and the P value is 0.787. At the confidence level of 0.05, it means that the influence of the variable is not significant because the P Value is greater than 0.05. The effect of Social Support on career readiness to become a teacher in the digital era is not significant because the P Value is greater than α=0.05.

This means that H_0 is accepted and H_3 is rejected so that it can be concluded that career readiness to become a teacher in the digital era is not significantly influenced by social support. Based on the results of the analysis, it can be concluded that there is no significant influence between social support on Career Readiness to become a teacher in the digital era. Thus, H3 was declared rejected.

H4: Career planning for career readiness to become a teacher in the digital era.

Hypothesis testing 4 (H4) aims to prove whether career planning has an effect on career readiness to become a teacher in the digital era. The results of the analysis showed that the t-statistics produced were 3.313 greater than the t-table of 1.96 (significant) with a confidence level of 95%, meaning that self-efficacy had a significant positive influence on career readiness to become a teacher in the digital era of 3.3%. In addition to comparing t-statistics with t-tables, hypothesis tests can also use other test criteria, namely P Value. This study uses P Value in the hypothesis testing criteria. This is because the P Value can provide two pieces of information at once, namely in addition to the clue whether the hypothesis is rejected, the P Value provides information about the chances of the hypothesis occurring, α in this study is 0.05 or 5%.

Based on the results of the test of the influence of career planning on career readiness to become a teacher in the digital era, it shows that the t-statistical value is 3.313 and the P value is 0.001. At the confidence level of 0.05, the influence of the variable is significant because the P Value is less than 0.05. The influence of career planning on career readiness to become a teacher in the digital era is significant because the P Value is less than α=0.05. This means that H_0 is rejected and H_4 is accepted so that it can be concluded that career planning can be significantly influenced by career readiness to become a teacher in the digital era or with a high level of career planning, career readiness to become a teacher in the digital era will experience a real increase. Based on the results of the analysis, it can be concluded that there

is a significant influence between career planning on Career Readiness to become a teacher in the digital era. Thus, H4 was declared accepted.

H5: Self-Efficacy on Career Motivation

Hypothesis 5 (H5) testing aims to prove whether self-efficacy has an effect on career motivation. The results of the analysis showed that the resulting t-statistic was 6.150 greater than the t-table of 1.96 (significant) with a confidence level of 95%, meaning that self-efficacy had a significant positive influence on career motivation to become a teacher in the digital era of 6.1%. In addition to comparing t-statistics with t-tables, hypothesis tests can also use other test criteria, namely P Value. This study uses P Value in the hypothesis testing criteria. This is because the P Value can provide two pieces of information at once, namely in addition to the clue whether the hypothesis is rejected, the P Value provides information about the chances of the hypothesis occurring, α in this study is 0.05 or 5%.

Based on the results of the test of the effect of self-efficacy on career motivation, it was shown that the t-statistical value was 6.150 and the P value was 0.000. At the confidence level of 0.05, the influence of the variable is significant because the P Value is less than 0.05. The effect of self-efficacy on career motivation is significant because the P Value is less than α=0.05. This means that H_0 is rejected and H_5 is accepted so that it can be concluded that self-efficacy can be significantly influenced by career motivation or with a high level of self-efficacy, career motivation will increase significantly. Based on the results of the analysis, it can be concluded that there is a significant influence between self-efficacy and career motivation. Thus, H5 is declared accepted.

H6: Social support for career motivation

Hypothesis testing 6 (H6) aims to prove whether social support has an effect on career motivation. The results of the analysis showed that the resulting t-statistic was 3.023 greater than the t-table 1.96 (significant) with a confidence level of 95%, meaning that social support had a significant positive influence on career motivation to become a teacher in the digital era of 3%. In addition to comparing t-statistics with t-tables, hypothesis tests can also use other test criteria, namely P Value. This study uses P Value in the hypothesis testing criteria. This is because the P Value can provide two pieces of information at once, namely in addition to the clue whether the hypothesis is rejected, the P Value provides information about the chances of the hypothesis occurring, α in this study is 0.05 or 5%.

Based on the results of the test on the effect of social support on career motivation, it was shown that the t-statistical value was 3.023 and the P value was 0.003. At the confidence level of 0.05, the influence of the variable is significant because the P Value is less than 0.05. The effect of social support on career motivation is significant because the P Value is less than α=0.05. This means that H_0 is rejected and H_6 is accepted so that it can be concluded that social support can be significantly influenced by career motivation or with a high level of social support then career motivation will increase significantly. Based on the results of the analysis, it can be concluded that there is a significant influence between social support on career motivation. Thus, H6 was declared accepted.

H7: Career planning against career motivation

Hypothesis 7 (H7) testing aims to prove whether career planning has an effect on career motivation. The results of the analysis showed that the resulting t-statistic was 5.547 greater

than the t-table of 1.96 (significant) with a confidence level of 95%, meaning that career planning has a significant positive influence on career motivation to become a teacher in the digital era of 5.5%. In addition to comparing t-statistics with t-tables, hypothesis tests can also use other test criteria, namely P Value. This study uses P Value in the hypothesis testing criteria. This is because the P Value can provide two pieces of information at once, namely in addition to the clue whether the hypothesis is rejected, the P Value provides information about the chances of the hypothesis occurring, α in this study is 0.05 or 5%.

Based on the results of the test of the influence of career planning on career motivation, it was shown that the t-statistical value was 5.547 and the P value was 0.000. At the confidence level of 0.05, the influence of the variable is significant because the P Value is less than 0.05. The effect of career planning on career motivation is significant because the P Value is less than α=0.05. This means that H_0 is rejected and H_7 is accepted so that it can be concluded that career planning can be significantly influenced by career motivation or with a high level of career planning then career motivation will increase significantly. Based on the results of the analysis, it can be concluded that there is a significant influence between career planning on career motivation. Thus, H7 was declared accepted.

H8: Career Motivation for Career Readiness to become a teacher in the digital era

Hypothesis 8 (H) testing aims to prove whether career motivation affects career readiness to become a teacher in the digital era. The results of the analysis showed that the resulting t-statistic was 0.906 greater than the t-table of 1.96 (significant) with a confidence level of 95%, meaning that career motivation showed results that did not affect career readiness to become a teacher in the digital era. In addition to comparing t-statistics with t-tables, hypothesis tests can also use other test criteria, namely P Value. This study uses P Value in the hypothesis testing criteria. This is because the P Value can provide two pieces of information at once, namely in addition to the clue whether the hypothesis is rejected, the P Value provides information about the chances of the hypothesis occurring, α in this study is 0.05 or 5%.

Based on the results of the test of the influence of career motivation on career readiness to become a teacher in the digital era, it showed that the t-statistical value was 0.906 and the P value was 0.365. At the confidence level of 0.05, it means that the influence of the variable is not significant because the P Value is greater than 0.05. The influence of career motivation on career readiness to become a teacher in the digital era is insignificant because the P Value is greater than α=0.05. This means that H_0 is accepted and H_8 is rejected so that it can be concluded that career readiness to become a teacher in the digital era is not significantly influenced by career motivation. Based on the results of the analysis, it can be concluded that there is no significant influence between teacher motivation on Career Readiness to become a teacher in the digital era. Thus, H8 was declared rejected.

H9: Career motivation mediates the relationship between Self-Efficacy and career readiness to become a teacher in the digital era

Hypothesis 9 (H9) testing aims to see the role of career motivation mediation on the influence of self-efficacy on career readiness to become a teacher in the digital era. As in the previous explanation that the direct influence on the H2 test relationship pathway showed significant results. In addition, based on the results of the mediation test, it is known that career motivation has not been able to play a mediated role in the influence of self-efficacy on career

readiness to become a teacher in the digital era, because H9 has an original sample value of 0.024, a t-statistic of 0.883 < 1.96, and a p-value of 0.377 which exceeds the maximum limit of 0.05. Based on the results of the analysis, it can be concluded that there is no significant influence between self-efficacy on career readiness to become a teacher in the digital era through career motivation as mediation. Thus, H9 was declared rejected.

H10: Career motivation mediates the relationship between social support and career readiness to become a teacher in the digital age.

Hypothesis testing 10 (H10) aims to look at the role of career motivation mediation on the influence of social support on career readiness to become a teacher in the digital era. As in the previous explanation that the direct influence on the H3 test relationship pathway showed insignificant results. In addition, based on the results of the mediation test, it is known that career motivation has not been able to play a mediated role in the influence of social support on career readiness to become a teacher in the digital era, because H10 has an original sample value of 0.013, a t-statistic of 0.817 < 1.96, and a p-value of 0.414 which exceeds the maximum limit of 0.05. Based on the results of the analysis, it can be concluded that there is no significant influence between self-efficacy on career readiness to become a teacher in the digital era through career motivation as mediation. Thus, H10 was declared rejected.

H11: Career motivation mediates the relationship between career planning and career readiness to become a teacher in the digital age.

Hypothesis testing 11 (H11) aims to look at the role of career motivation mediation on the influence of career planning on career readiness to become a teacher in the digital era. As in the previous explanation that the direct influence on the H4 test relationship pathway showed significant results. In addition, based on the results of the mediation test, it is known that career motivation has not been able to play a mediating role in the influence of career planning on career readiness to become a teacher in the digital era, because H11 has an original sample value of 0.026, a t-statistic of 0.872 < 1.96, and a p-value of 0.384 which exceeds the maximum limit of 0.05. Based on the results of the analysis, it can be concluded that there is no significant influence between self-efficacy on career readiness to become a teacher in the digital era through career motivation as mediation. Thus, H11 was declared rejected.

Description of Research Variables

This study uses 3 variables, namely independent, dependent, and mediated. Independent variables consist of economic behavior are individual actions and decisions that reflect attitudes, knowledge, and skills in managing economic resources wisely and responsibly. Then, self-efficacy which is an individual's belief in his or her ability to overcome career challenges. Furthermore, social support is an individual's perception of social assistance in facing career challenges from parents, peers, and college. Meanwhile, career planning is the level of individual planning and strategy in achieving career goals. Career motivation as a mediating variable is defined as the result of the interaction between internal drives such as values, interests, and personal goals, as well as external influences such as social support, family expectations, and economic incentives. Meanwhile, career readiness is an individual's psychological readiness and skills to enter the workforce.

Based on the results of descriptions of economic behavior variables, self-efficacy, social support, career planning, and career motivation, an overview has been found that shows the position and tendency of these factors among economic education students from three

universities in Lampung Province. This picture is the basis for analyzing how these factors affect their career readiness to become teachers in the digital era.

The Influence of Economic Behavior on Career Readiness

This study shows that Economic Behavior has a positive and significant effect on student Career Readiness with a coefficient value of 0.112, t-statistic of 2.032, and p-value of 0.042. This shows that students who have good economic habits, such as managing personal finances (both for consumption and saving), financial literacy, socio-economic responsibility in daily life, and consider economic value in making decisions, have a more mature readiness to enter the teaching profession in the digital era. SCCT explains that career readiness is not only shaped by self-efficacy and environmental support, but also by behavioral factors, which is the pattern of behavior that individuals learn in making decisions. Economic behavior in this context is part of the self-regulatory career behaviors that affect the way individuals Prepare career transition. Students who have good economic behavior develop confidence, the ability to make rational decisions, and the ability to manage resources, all of which contribute to career readiness.

These results are consistent with previous research that confirms that behavioral aspects Financials, Economic Literacy (Alda & Asbar, 2023., Pakpahan & Nikmah, 2024), and the economic attitude of students (Agussalim et al., 2024) supporting employability and job readiness. Thus, economic behavior is an important aspect in preparing students for a professional work environment. Generation Z students have better digital and economic literacy skills than previous generations.

They are used to accessing financial information, managing money through digital applications, and making data-driven decisions (Akibun et al., 2025). This character supports their readiness to face the teaching profession which now demands technological literacy competencies and rational behavior in managing educational resources (Ramadan, 2023). An important implication of these findings is the need for the Economics Education study program to integrate activities that encourage students' productive economic behavior, such as financial literacy training, personal economic planning, and economic decision-making simulations that support professional adaptability. These interventions have been proven to support students' career readiness directly based on the SCCT framework.

The Effect of Self-Efficacy on Career Readiness

The results of the analysis showed that self-efficacy had a significant effect on career readiness, with a coefficient of 0.332, t-statistic 4,051, and p-value 0.000. This shows that students who are confident in their academic and pedagogical abilities tend to be better prepared to become teachers in the digital era. In SCCT, self-efficacy is core determinant that affect career interests, goals, and behaviors. This is reinforced by research Bandura, (1997), which affirms that self-efficacy affects an individual's level of effort, perseverance, and adaptability in achieving career goals.

The results of this study strengthen the position of self-efficacy as the main personal factor in students' readiness to enter the teaching profession which now relies heavily on technological skills and digital pedagogic adaptation. Individuals with higher self-efficacy will have more good confidence in facing challenges, and decision-making ability. Self-efficacy also affects the way students interpret themselves as prospective teachers in the digital era.

Research Wiharja MS et al (2020), Kim & Ra (2022), Waskito & Suarmanayasa (2025) It was also found that self-efficacy had a direct and significant effect on the readiness of prospective teacher students. They state that self-confidence helps Student Overcome career anxiety and increase confidence in the face of modern learning technologies (Elfina & Andriany, 2023). Economics Education students from generation Z have advantages in utilizing digital technology, thereby increasing their perception of competence and self-efficacy (Momdjian et al., 2025).

This has a positive effect on career readiness, especially in a school environment that increasingly integrates technology. Therefore, the study program needs to strengthen the self-efficacy of students through microteaching digital-based, hands-on teaching practices, constructive feedback, and reinforcement of learning experiences (Sholikah et al., 2021). Strong self-efficacy has been shown to be a major driver of career readiness under the SCCT framework.

The Effect of Social Support on Career Readiness

Results Research shows that social support no significant effect Career readiness, with a coefficient value of 0.023, T-Statistic 0.271, and P-value of 0.787. This value shows that even though students receive support from family, friends, or lecturers, this support does not directly encourage students' career readiness to become teachers in the digital era. Within the framework of the SCCT, social support includes contextual supports or environmental factors that may facilitate or hinder career development. However, SCCT also explained that the influence of social support on Outcome Careers is often indirect, but rather through increased self-efficacy and motivation. Since the results of this study show that indirect pathways through motivation are also insignificant, it is natural that social support does not have a direct impact on career readiness.

Findings This is in line with research Hlad′o et al (2020) and Pratama et al (2024) which suggests that social support is not always a major predictor of career readiness, especially in students who are more independent in career orientation or have a different living environment. However, these results differ from studies Ginevra et al (2015) who finds that family support plays an important role in helping students cope with stress in making career decisions and encouraging active involvement in their future planning. This suggests that respondent characteristics and areas of study can lead to variations in the influence of social support.

These results are in line with research Kholqiyah & Tusyanah (2025) who found that social support was more supportive (supporting factor), is not the primary predictor of career readiness. Generation Z students tend to be more independent in making career choices, so the low influence of social support makes a lot of sense in this context. They prioritize real-world experience and digital competencies over support system verbally from the social environment. Implicitly, these findings are important for study programs to not only focus on providing social support, but improve more impactful aspects such as hands-on learning experiences, self-efficacy, and career planning. Social support still has a supporting role, but it is not the main factor that determines career readiness.

The Influence of Career Planning on Career Readiness

Career Planning has been proven to have a positive and significant effect on Career Resiliency, with a coefficient value of 0.283, t-statistic of 3.313, and p-value of 0.001. This

shows that students who have a clear, structured career plan, clear professional targets, and strategies to achieve them are better prepared to enter the teaching profession in the digital age. In SCCT, career planning is part of the process *self-regulation processes*, which is the ability of individuals to organize goals, manage obstacles, and take strategic steps in career development.

Therefore, career planning is seen as a form of self-management (career self-management) that helps individuals translate career goals into concrete steps as well as navigate barriers that arise during the decision-making process (Lent & Brown, 2013). Thus, the better the student's career planning, the more likely they are to show more mature career readiness, as they are able to set goals, organize achievement steps, and focus their efforts more purposefully.

These results are consistent with research Sun (2020), Samita et al., 2024), and Alifah & Marsofiyati (2025), which concludes that career planning is a strong predictor of the job readiness of prospective teachers. They found that students who had Planning Mature careers are easier to adapt to professional needs, so it can be said that emphasizing career planning from an early age can strengthen readiness to face the demands of the teaching profession in the future. Extensive empirical evidence suggests career planning improves job readiness in student populations.fresh graduates, several studies preservice teachers also reported similar relationships (Li & Fan, 2025), coupled with the role of digital literacy as a strengthener.

Generation Z students have access to broader career information through webinars, online courses, professional social media, and other digital platforms. This makes it easier for them to develop a career plan and increase their readiness to face the teaching profession that requires digital and pedagogic competencies. The Economics Education study program can strengthen students' career readiness by providing career guidance services, career plan preparation workshops, teacher professional development seminars, and academic mentoring. Career planning proves to be one of the most influential variables within the SCCT framework.

The Effect of Self-Efficacy on Career Motivation

Self-Efficacy has been proven to have a positive and significant effect on Career Motivation, with a coefficient of 0.339, t-statistic 6.150, and p-value of 0.000. These findings show that students who have high confidence in academic and pedagogic abilities will be more motivated to pursue the teaching profession. In SCCT, self-efficacy is the foundation for the formation of interests and career goals. Meanwhile, in SDT, self-efficacy Related with psychological needs *competence*, which is the belief that a person is capable of succeeding in an activity. When students feel competent, their motivation increases intrinsically and is more stable.

These findings are consistent with research Leonard et al., (2025), and Yiming et al. (2025) which concludes self-efficacy is proven to strengthen intrinsic motivation, which ultimately increases students' career readiness. Gen Z students are very accustomed to learning about educational technology, creating learning media, and accessing online learning resources Alruthaya et al. (2021), serta Houses (2025). This experience formed a belief in competence that influenced their career motivation to become a professional teacher Suyatno et al (2024). Thus, efforts to improve self-efficacy are a strategic step to increase career motivation. Therefore, the study program must continue to develop a learning experience that improves student competence through microteaching, peer teaching, and practice-based activities. The

higher the self-efficacy of students, the higher the career motivation according to the predictions of SCCT and SDT.

The Influence of Social Support on Career Motivation

Results Research shows that Social Support has a positive and significant effect on Career Motivation, with a coefficient of 0.181, t-statistic 3.023, and p-value 0.003. These findings indicate that higher social support from family, friends, or the academic environment, provides an emotional and psychological boost that increases students' motivation to pursue the teaching profession in the digital age. In SCCT, social support is *contextual support* which affects the development of career interests and motivation. Social support increases self-efficacy through verbal persuasion, modeling, and positive emotional experiences. SDT also explains that motivation increases when the need is relatedness fulfilled, which is when students feel appreciated, supported, and recognized by their social environment. These findings are consistent with the predictions of both theories.

The results of this study are supported by a study Chen et al. (2023), Anjani et al. (2024), and Threat (2025) which states that social support, especially family and lecturer support, is able to increase students' career motivation. They found that social environments provide a sense of security and increased self-confidence that drives motivation (Hlad′o et al., 2020).

Gen Z students have a more diverse form of social support, not only from families but also from digital communities, online academic groups, and learning platforms such as YouTube and Instagram education. This modern form of support significantly increases career motivation because it provides quick feedback, access to extensive information, and emotional boost in building career goals. The implication of these findings is the importance of creating a supportive academic ecosystem, such as lecturer mentoring, learning communities, and career discussion groups. The stronger the social support students receive, the higher their career motivation, according to SCCT and SDT's predictions.

The Influence of Career Planning on Career Motivation

Planning Career has a positive and significant effect on Career Motivation, with a coefficient of 0.368, t-statistic 5.547, and p-value of 0.000. This means that the clearer and more structured a student's career plan, the higher their motivation will be to become a professional teacher in the digital age. In SCCT, career planning is part of self-regulation and goal-setting behavior which helps individuals set the direction of career action. When students have clear goals, their motivation increases because they know what steps to take. In SDT, career planning is related to the autonomy, namely the ability to organize oneself and determine the direction of life independently. This sense of autonomy naturally increases intrinsic motivation. Research from Clements & Kamau (2018), Pshembayeva et al. (2022), and Lisá et al. (2023) It was also found that career planning is one of the strong predictors of career motivation. They stated that students who have a clear career roadmap show higher motivation in developing themselves towards career goals.

Students Gen Z has extensive access to a variety of digital platforms that make it easier for them to develop career plans, such as teacher preparation webinars, digital classes, and education profession forums (Alruthaya et al., 2021; Imjai et al., 2024). This convenience increases their ability to plan their careers independently and future-oriented, thus triggering stronger career motivation. These findings show the importance of the study program providing workshop career, career counseling, and supporting activities such as microteaching, PPL, or

professional preparation classes. These interventions can strengthen career planning and automatically increase students' motivation to become teachers.

The Influence of Career Motivation on Career Readiness

The results of the study showed that career motivation did not have a significant effect on career readiness, which indicates that students' desire or interest in becoming teachers does not automatically increase their readiness to face the demands of the profession in the digital era. These findings confirm that in the framework of SDT and SCCT, motivation is a psychological condition that needs to be supported by competence, learning experience, and self-efficacy in order to be realized into real readiness.

Consistent with previous studies, motivation without practical experience and skill mastery is not enough to directly improve career readiness. In Generation Z students, high motivation is often not accompanied by concrete preparations such as microteaching, digital pedagogic training, or the development of core competencies of the teaching profession. Therefore, the implications of this study emphasize the importance of the role of study programs in facilitating the transformation of motivation into real action through field experience, digital-based learning projects, strengthening pedagogic skills, and career mentoring, so that motivation can truly contribute to the professional readiness of students.

Career Motivation Mediation Testing

Mediating between Self-Efficacy → Career Readiness

The results of the mediation test showed that Career Motivation did not mediate the relationship between Self-Efficacy and Career Readiness, with a mediation coefficient of 0.024, t-statistic 0.882, and p-value of 0.378. This value shows that although Self-Efficacy has a significant effect on Career Motivation, it is not able to bridge the influence of Self-Efficacy on Career Readiness. In SCCT, Self-Efficacy plays a direct role in shaping career readiness through learning experiences, self-regulation, and confidence in facing career tasks. However, this theory also explains that motivation is not the only channel that connects self-efficacy to career outcomes.

SDT also emphasized that although self-efficacy can increase motivation, not all motivation automatically turns into career readiness without real competencies and practical experience. Therefore, the insignificance of this mediation is in line with the SCCT's assumption that career readiness is more influenced by behavior and direct experience than by motivation alone.

These findings are supported by research (Sholikah et al., 2021), Yiming et al (2025), and Ahn et al (2025) who found that self-efficacy had more direct effect on career readiness than through motivation, whereas motivation was not always a strong mediator (Fitriyani et al., 2025). Gen Z students generally have high self-efficacy in the use of technology and independent learning. However, their career motivations are often fluctuating more influenced by trends, job flexibility, or other digital opportunities outside of the teaching profession. Therefore, their high self-efficacy is not always "translated" through motivation to increase their readiness to become teachers.

The implication of these findings is that the course should place more emphasis on improving real skills and practical experience rather than simply building motivation. Self-efficacy is already strong as a predictor of career readiness, so interventions should focus on

strengthening pedagogic practices, internships, microteaching, and the preparation of digital portfolios to increase students' real readiness.

Mediating between Social Support → Career Readiness

The results showed that career motivation did not mediate the influence of social support on career readiness, which was indicated by a very low and insignificant mediation coefficient. These findings indicate that although social support can increase motivation through the fulfillment of relational needs, these influences are not directly passed on to career readiness without competency strengthening. Within the framework of SCCT and SDT, social support functions as a contextual factor and facilitator that has more influence on self-efficacy and adaptability than direct career readiness.

These findings are in line with previous studies that have confirmed that social support is not the primary determinant of career readiness, but rather a supporting factor. In Generation Z students, social support tends to act as an emotional booster, while career readiness is more shaped by independent learning experiences, access to digital information, and the development of practical competencies. Therefore, the implications of this study emphasize the importance of a learning environment that is oriented towards strengthening real skills and experiences, with social support maintained as a supporting element, rather than the main mediator in improving career readiness.

Mediating between Career Planning → Career Readiness

The results showed that career motivation did not mediate the influence of career planning on career readiness, as shown by the low and insignificant mediation coefficient. These findings indicate that while career planning can increase motivation, the drive is not strong enough to bridge the influence of career planning on actual career readiness. Within the framework of SCCT and SDT, career readiness is more determined by self-regulation and learning experiences that result in concrete actions, rather than purely psychological motivation. This is reinforced by the tendency of Gen Z students to have a clear career plan but not necessarily realize it in the form of real practice such as training, certification, or teaching experience. Therefore, career readiness is more influenced by the implementation of actions than motivation alone, so it is necessary to strengthen programs that connect career planning with hands-on practice, such as career mentoring, digital portfolios, and innovative field experience programs, so that career planning really has an impact on improving students' career readiness.

CONCLUSION

This study, using SEM-PLS analysis, revealed that career readiness among prospective economics teacher students in the digital era is shaped by economic behavior, self-efficacy, social support, career planning, and career motivation. Economic behavior and self-efficacy exerted significant direct effects on career readiness, underscoring rational financial management and belief in one's abilities as key under Social Cognitive Career Theory (SCCT); career planning directly influenced readiness but was not significantly mediated by motivation, which instead relied on actions and competencies; and social support indirectly boosted readiness by enhancing motivation as a psychological catalyst. These results enrich SCCT by incorporating economic behavior while highlighting mediation limits. For future research, longitudinal studies could explore how digital tools moderate these relationships over time, or

interventions targeting financial literacy might be tested experimentally to strengthen career outcomes.

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