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The Effect of Digital Literacy and Future Time Perspective on The Self-Confidence of Prospective Vocational School Graduates Entering the Job Market

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Abstract. We are now living in digital age. Almost all activities are carried out using digital technology devices. Various information and knowledge are saved in digital devices. Therefore, anyone who lives in the present and the future should have adequate digital literacy. This study aims to determine the level of digital literacy, future time perspective, and the self-confidence of prospective vocational school graduates in entering the job market. In addition, this study also intends to answer whether there is an influence of digital literacy and future time perspective on the self-confidence of prospective vocational school graduates entering the job market. This research revealed that the digital literacy level of prospective vocational school graduates is at a moderate level, the future time perspective is at a good level, and the level of self-confidence entering the job market is at a good level. Mediated by a future time perspective, digital literacy indirectly affects the self-confidence of prospective vocational school graduates in entering the job market. There is no significant relationship between digital literacy and confidence in entering the job market. Thus, digital literacy--future time perspective--self-confidence in entering the job market is a pathway used to prepare prospective vocational school graduates to enter the job market. Vocational schools are directed to develop real programs to increase students' digital literacy to encourage the growth of self-confidence of prospective vocational school graduates in entering the job market.

Keywords. digital literacy, perspective time future, self-confidence, job market

A. Introduction

Six basic literacy that must be mastered by all people living in the 21st century is; literacy, numeracy literacy, scientific literacy, financial literacy, digital literacy, cultural literacy, and citizenship. Various life activities in various fields, both in the social, economic, and educational fields; almost everything is implemented using digital technology devices. Therefore, anyone who lives in the present and future era, he must have adequate digital literacy. Because if not, then his existence will not be compatible with his world, and will eventually make him alienated from his environment.

The very rapid presence of digital technology has influenced various life activities around the world. The impact of digital technology in economic activities, among others, is marked by the faster production, distribution, transactions, and various service activities; so that

the level of productivity increases. At the same time, increasingly sophisticated digital technology has replaced human labor, so that starting from the second millennium the world of work requires more workers with high-level knowledge and skills backgrounds than before.

A person's digital literacy is not just related to a person's ability to have digital devices. However, he must be able to optimally use various digital devices to support his life activities. Therefore, the Ministry of Education and Culture of the Republic of Indonesia since 2016 has activated the National Literacy Movement as part of efforts to process students' character. One of the programs of the national literacy movement is strengthening digital literacy for students at various levels of education [1].

The students are a group of young residents. They have an interest in new things developing in society, and the development of digital technology is no exception. To date, they are one of the largest groups of users of digital technology. Their good understanding of how to take advantage of digital technology is believed to have a positive impact on strengthening their readiness to face future challenges, and vice versa [2].

The existence of digital technology for students has two opposite impacts. It can have a positive impact if used for useful and productive activities. For example, students use digital tools to learn and access the latest information to understand the demands of the current and future world of work. Otherwise, digital technology has a negative impact if used for unhealthy habits, such as playing games excessively, using social media for unproductive activities, such as spreading hoax news, hate speech, intolerance, and its kind [3].

Students can broaden their understanding of future employment challenges by accessing information through digital tools. If students can use digital technology well, they will have good employment information literacy as well, and in turn, they will have a good understanding of the skills needed in the world of work in the future. Santrock explains that to be able to compete in the job market in the future, students at the end of their studies must have a good understanding of employment so that they are ready to enter the job market. Students with a good understanding of the future employment situation are expected to strengthen their confidence to enter the job market after graduation [4].

Digital literacy level and future perspective are two important factors that contribute in increasing the confidence of prospective graduates to enter the job market after graduation. To that end, this study intends to answer several research questions, as follows:

1. What is the level of digital literacy of vocational school students?
2. What is the future perspective of vocational school students?
3. How is the confidence level of vocational school students to enter the job market?
4. Is there any influence between digital literacy and the future perspective of vocational school students?
5. Is there any influence between digital literacy and future perspectives on the confidence of vocational school students to enter the job market?

B. Literature overview and previous research

1. Digital Literacy

Today, digital technology has become an inseparable part of human life. Individuals who use various digital devices in the current era are individuals who actively seek, collect, process, and produce information [5],[6]. Digital literacy is characterized by an individual's awareness, attitude and ability to appropriately use digital tools and facilities. It functions to identify, access, manage, integrate, evaluate, analyze and synthesize digital resources, build new knowledge, express through digital media, and communicate with others in the context of certain life situations, which enable a person to carry out constructive social activities [7].

Digital literacy can increase one's curiosity and creativity. Digital literacy can also stimulate an individual's ability to evaluate the information obtained. Individuals with good digital literacy are characterized by the ability to use various digital technology tools to explore information, to conduct research, to read-write and provide comments efficiently, to choose information rationally, and to make certain decisions based on the accurate information [8]. [9].

Individuals with good digital literacy will avoid the negative impacts of the existence of digital technology. He will be able to use digital devices appropriately to support his activities. He can access useful information, so that his productivity increases. He can also think critically about various information stored in digital technology, so that he can avoid counter-productive behavior.

Someone having good digital literacy usually has various other literacy skills [10]. Simsek & Simsek explain that digital literacy includes various interrelated sub-disciplines: information literacy, computer literacy, media literacy, communication literacy, visual literacy, and technological literacy [11]. The same as Tang & Chaw's statement, that digital literacy can be measured from seven elements: media literacy, information literacy, digital knowledge, learning skills, communication and collaboration, career development, and understanding of management, and ICT literacy [12]. While Ng explained that digital literacy consists of three main dimensions: technical, cognitive, and socio-emotional. The 'technical' dimension concerns the skills required to use IT proficiently. The cognitive dimension concerns the skills needed to critically seek, evaluate, and synthesize digital information, understand matters relating to ethical, moral, and legal issues in the use of information. The socio-emotional dimension concerns the skills needed to socialize online in an appropriate and responsible way [13].

Previous researchers have revealed the importance of mastering digital literacy for individuals in the current era. Weiner explained that someone who has digital literacy is characterized by the following abilities [2]:

- Able to determine certain information that becomes their needs,
- Able to access the required information effectively and efficiently,
- Able to explore sources of information carefully,
- Able to use information to strengthen their knowledge and skills,
- Use information effectively to support the completion of certain tasks,
- Understand the legal aspects of the information that is accessed and use the information on the basis of ethical values that can be accounted for.

Digital literacy is the basis of lifelong learning activities and will foster a variety of other literacy. A person will have strong work literacy if he can access information related to work [14]. A person who masters information allows him to continue to learn, as well as update his knowledge and skills [15]. This is in line with a study conducted by Frau-Meigs et al. stated that information literacy is the main skill that must be mastered by a person when he is at work so that he is able to contribute positively to the growth of business activities [16]. The development of economic activity is strongly influenced by the ability of individuals to optimize the information and how individuals understand the world of work with its various dynamics [17].

Skills that are very important for various types of work: 1) the ability to select and determine helpful information, 2) the ability to understand and use the information to solve various problems [18]. People who are successful in business activities are those who can follow trends and make adjustments so that their business activities are in line with the demands of their environment. Likewise, workers must be able to master the latest information to adapt and learn the latest knowledge and skills following the demands of the world of work. So, both

business actors and workers must be able to adopt the latest knowledge and skills, continue to adapt and be creative following the context of the changing environment.

Previous studies explained that students who are successful in their studies are strongly influenced by the level of information literacy. Students who have an understanding of the importance of education will be motivated to study well, so that they are able to achieve success in their studies. Likewise, someone who has good information literacy will be successful in various activities in society [19],[20]. This proves that digital literacy is very important for students' success in their studies to develop their careers after graduation.

In this study, digital literacy measured by various indicators: being able to choose certain information according to their needs (select), being able to access the information needed effectively and efficiently (access), being able to explore information sources carefully (accurate), able to use information to strengthen the knowledge and skills possessed (use the information), use information effectively to support the completion of particular tasks (info for task).

2. Future Time Perspective

Future time perspective is a significant attribute for final year students as one of the provisions to enter the job market [4]. The study conducted by Hilpert et al. revealed that the success of students after graduation is affected by their ability to read various tendencies in the future [21]. Students who have clear goals and future aspirations will have a tough motivation to enter the job market [22]. Students having a future time perspective are characterized by their ability to respond to various trends that occur in the present and in the future. Students who have a future time perspective have a strong motivation to learn the various knowledge and skills required by the future job market [23].

Future time perspective can be defined as an individual's perception of his future [24], and how he anticipates his future by doing various positive activities in the present [25]. The future time perspective is also related to career interests. A person who has a future perspective is characterized by his ability to determine the career that will be developed in the future, and is motivated to learn the various knowledge and skills needed to support his career [26]. Students with a good future time perspective are marked by clarity of goals and careers to be achieved, so that they grow their sincerity in participating in learning activities.

The future time perspective is related to students' ability to link what is learned at this time with a planned career. This is a cognitive aspect of future time perspective theory used to explain people's behavior in the future. In other words, what a person does in the future is projected from his various learning activities at this time [21]. For example, people who have successful careers as entrepreneurs are those who have studied business economics, management, and marketing in earnest since their studies. They have started learning from a young age to run a business activity. In short, a person's career does not appear suddenly, but through a preparation process that starts early, including when he studies at school.

The future time perspective is also related to beliefs, which reflect the psychological aspects of each individual and influence the individual's behavior in the present. Therefore, someone can see the future has a strong belief in realizing his goals and takes quick and appropriate steps to make them happen. Thus one's understanding of the future can be measured based on: (1) goals and ideals to be realized in the future; (2) time horizon (imagining the farthest future); and (3) orientation to the future (the belief that what is lived in the present will determine the future) [22].

Some studies on future time perspectives as described in this study are in line with studies conducted by Husman et al. [27]. He measured an individual's future time perspective

based on 4 aspects: 1) Valence, which means a person focuses on future goals, such as spending time studying seriously to realize future goals, and making important decisions for future goals. 2) Connectedness, which means the individual's ability to carry out various activities at this time and relate these activities to idealized goals. 3) Expansion, which means the individual's ability to develop holistic thoughts and views associated with the aspired future. 4) Speed, which means the ability of individuals to immediately make decisions, determine steps and carry out activities effectively and efficiently to realize their future.

In this study, the perspective of future time is measured from various indicators as follows: valence (focus on future goals), connectedness (linking these activities with goals and ideals), extensibility (developing holistic thoughts and views related to the future), speed (making decisions, determining steps and activities effectively and efficiently to realize the future).

3. Self-Confidence Entering the Job Market

Self-confidence is believing in one's own ability to do something in a given situation. This belief includes feeling accepted and equal with others when doing activities in the same situation. The definition and concept of self-confidence are used differently in various literature, but it is always related to the individual's belief in his abilities and various personality attributes [28]. Self-confidence is a personality attribute that has long been believed to lead a person to success [29].

Lindenfield defines self-confidence as not only related to various social skills learned, but also some positive personality attributes that are deeply rooted in individuals. He then divides self-confidence into two categories: outer dan inner self-confidence. Outward self-confidence refers to the belief that most people will recognize their abilities in terms of social skills in the areas of communication, self-presentation, assertiveness, and emotional control. Inner self-confidence is related to peace of mind and psychological strength demonstrated by self-respect, self-understanding, clear personal goals, and positive thinking [30].

The study conducted by Eldred et al. explains that learning experiences have a significant effect on self-confidence, but the speed with which a person's self-confidence is triggered by learning activities varies from one to another. The level of student self-confidence fluctuates depending on learning abilities, understanding of something, and changes in environmental situations. However, students who are successful in learning have an impact on the growth of self-confidence, belief in their abilities and potential [31]. Eldred et al. further explained that students who have strong self-confidence have an impact on their growth of a strong character or personality. The element of a strong personality are: 1) self-respect, 2) convinced body language, 3) speaking ability, 4) high life goals, 5) continuous lifelong learning, 6) the ability to establish positive relationships with the social environment, 7) being active in community activities, 8) having ambitions for particular jobs, 9) motivated to achieve optimal performance [31].

The MTD training explained two aspects of self-confidence: 1) does a person have the knowledge and skills to achieve something? 2) does a person believe that he or she can achieve something with the knowledge and skills owned. MTD Education and Training described several characteristics of students who have high self-confidence: 1) focus on their strengths while recognizing their weaknesses, 2) not afraid to take risks, 3) enjoy challenges and set high goals, 4) keep trying to improve themselves, 5) dare to admit when they make a mistake, 6) admit when he doesn't know everything, 7) be a good team leader, 8) build a good relationship with customers, and 9) be honest with his shortcomings [32].

Previous researchers have conducted studies on the effect of self-confidence and willingness to work on the work readiness of vocational school students. Research conducted by Dimopoulos proved that the confidence of prospective workers in the recruitment process much influences the confidence of job providers and the decision to accept as workers [33]. A study conducted by Tentema et al. proved that the confidence of vocational school students has a very dominant influence on work readiness [34]. Previous studies conducted by Jollands, Jolly & Molyneaux revealed that individuals with strong self-confidence will affect job readiness and readiness to enter the job market [35]. Likewise, the study conducted by Li et al. proved that an individual's self-confidence affects his readiness as a workforce [36].

Various theoretical studies and previous research studies revealed the importance of self-confidence attributes for a person to achieve success in carrying out activities. Especially for final stage students, they need to have high self-confidence to enter the job market. In this study, students' self-confidence in entering the job market measured by some indicators: 1) self-esteem (self-esteem), 2) understanding of one's abilities (self-efficacy), 3) belief in one's abilities (belief), 4) having ambitions for certain jobs (ambition), 5) the drive to achieve optimal performance (drive), 6) enjoy challenges and set high goals (challenge).

4. Research hypothesis

Based on theoretical studies and previous research, several hypotheses can be formulated, as follows:

1. Good digital literacy will strengthen students' future time perspective.
2. Good digital literacy will strengthen students' self-confidence to enter the job market after graduation.
3. By being mediated a future time perspective, the good digital literacy will strengthen students' self-confidence to enter the job market after graduation.

C. Research Method

This research was conducted on vocational high school students in the final stage of the 2020/2021 academic year in three cities, namely: Jombang, Banyuwangi, and Magetan. Each city was represented by three vocational high schools with the status of reference schools. The reference school was a model school, which could be used as a reference for similar schools in the vicinity because it has good access, good quality, up-to-date learning process, high graduate employment rate, and has collaborated with more than 100 businesses and industries. The results of this study are expected to be used as a model to strengthen students' self-confidence to face the working world.

The population in this study were students in the final stages of the 2020/2021 academic year, with a total of 2450 students. The sampling technique used in this research is multistage sampling. The sample was taken randomly by considering the city area and school status (public schools and private schools) ($N = 2450$, $Z = 1.96$; $p = 0.90$, $d = 0.10$); so, the number of samples is 332 students. There were 205 students (61.7%) who gave complete answers. Those answers were used as data sources in this study, with a sample distribution as shown in table 1.

Table 1. Number of research samples

Area	Private school	Public school	Total
Jombang	28	40	68
Banyuwangi	40	32	72
Magetan	15	50	65
Total	83	122	205

The research instrument used a 5-scale Likert model questionnaire [37]. The questionnaire was developed based on the indicators of each research variable, namely: (1) digital literacy with the following indicators: selection (sel), access (acc), accurate (acrt), use information (user), and information for task (task) ; (2) future perspective with the following indicators: valence (val), Connectedness (con), extension (ext), and speed (spe); (3) self-confidence with the following indicators: self-esteem (est), self-efficacy (eff), believe (bel), ambition (amb), drive (dri), challenge (chal).

Descriptive analysis technique was used in this study to describe the level of digital literacy, future time perspective, and the level of students' self-confidence to enter the job market; with the following criteria: 1.00 – 1.80 (very low), 1.81 – 2.60 (low), 2.61 – 3.40 (moderate), 3.41 – 4.20 (high), 4.21 – 5.00 (very high). While confirmatory factor analysis technique is used to identify various manifest variables of each latent variable and the relationship between exogenous latent variables and endogenous latent variables. The main parameters used to assess the integrity of the model are as follows: chi-square (non-significant, < df), df, P-value (≥ 0.05), and RMSEA (≤ 0.08), GFI (0.90), AGFI (≥ 0.90), CMIN (X2/ Df) (≤ 2.00), IFI (≥ 0.95), NNFI (≥ 0.95), CFI (≥ 0.95) [38].

D. Results and Discussion

This study succeeded in describing the average level of digital literacy, future time perspectives, and students' self-confidence in entering the job market. The average students' digital literacy is described in table 2.

Table 2. Average prospective vocational school graduates' digital literacy
Dependent Variable: digital literacy

School area	School status	Mean	SD	Description
Jombang	Private	3.0714	.26227	Moderate
	Public	3.1000	.30382	Moderate
	Total	3.0882	.28575	Moderate
Banyuwangi	Private	3.0732	.26365	Moderate
	Public	3.1290	.34078	Moderate
	Total	3.0972	.29834	Moderate
Magetan	Private	3.1333	.35187	Moderate
	Public	3.1000	.30305	Moderate
	Total	3.1077	.31240	Moderate
Total	Private	3.0833	.27805	Moderate
	Public	3.1074	.31096	Moderate
	Total	3.0976	.29745	Moderate

Overall, prospective vocational school graduates' digital literacy in all research areas is at a moderate level. There is no significant difference in the level of digital literacy of prospective vocational school graduates based on area and school status. The data showed the ability of prospective vocational school graduates to use digital technology as a means to access, select, and use the information to strengthen their knowledge and skills is at a moderate level. Digital literacy is one of the competencies that must be possessed by the current generation to become lifelong learners, so that they are able to update their knowledge and skills in accordance with the demands of the job [6]. The level of digital literacy of students at the

moderate level means that their chances of being able to appear as productive and competitive human resources are also at the same level. In other words, to become productive and competitive human resources, students must have strong digital literacy.

IBRD/The World Bank explains that digital literacy is an important factor that provides an opportunity for a person to get benefits and social services through the development of digital technology [39]. Strong digital literacy allows a person to learn and work better and allows him to be more intensively involved in various activities in a social environment. The findings of this study were in the form of students' digital literacy levels. In this case, the digital literacy level is in line with the IBRD/The World Bank report [39]. It stated that the digital skills of the majority of the population in Indonesia are at the basic skill level (range 60%), namely: 1) using digital technology for simple activities, 2) as consumers of certain content or information stored in digital devices. This means that most of the Indonesian occupation has not utilized digital technology for more complex activities.

The average level of prospective vocational school graduates' future time perspective is presented in table 3.

Table 3. Average level prospective vocational school graduates' future time perspective
Dependent Variable: perspective time future

School area	School status	Mean	SD	Description
Jombang	Private	3.3929	.49735	Upper moderate
	Public	3.5000	.50637	High
	Total	3.4559	.50175	High
Banyuwangi	Private	3.3902	.49386	Upper moderate
	Public	3.4516	.50588	High
	Total	3.4167	.49647	High
Magetan	Private	3.4000	.50709	High
	Public	3.5000	.50508	High
	Total	3.4769	.50335	High
Total	Private	3.3929	.49132	Upper moderate
	Public	3.4876	.50192	High
	Total	3.4488	.49859	High

On the whole, prospective vocational school graduates' future time perspectives in all areas are at a high level. There is no significant difference in the perspective of prospective vocational school graduates' future time based on area and school status. This study showed that prospective vocational school graduates could respond to many trends happened in the present and the future. The findings of this study are in line with the study of Husman et al. who stated that students having a future time perspective are characterized by: 1) the ability to focus on future goals, 2) making connections with current learning activities to realize ideals, 3) developing holistic thoughts and viewing associated with future situations, and 3) making decisions, 4) determining steps and activities effectively and efficiently to realize their goals [27]. The results of this study are in line with previous research which revealed that students with a high future focus are indicated by a high willingness to learn to prepare for their careers and future [26].

The average of prospective vocational school graduates' self-confidence entering the job market is presented in table 4.

Table 4. The average of prospective vocational school graduates’ self-confidence entering the job market

Dependent Variable: self-confidence

School area	School status	Mean	SD	Description
Jombang	Private	3.6429	.48795	High
	Public	3.7250	.45220	High
	Total	3.6912	.46544	High
Banyuwangi	Private	3.6341	.48765	High
	Public	3.5806	.50161	High
	Total	3.6111	.49092	High
Magetan	Private	3.6000	.50709	High
	Public	3.7400	.44309	High
	Total	3.7077	.45836	High
Total	Private	3.6310	.48545	High
	Public	3.6942	.46265	High
	Total	3.6683	.47198	High

Overall, prospective vocational school graduates’ self-confidence to enter the job market in all areas was at a high level. There was no significant difference in the confidence of prospective vocational school graduates to enter the job market based on region and school status. This showed that prospective vocational school graduates have: 1) high self-esteem, 2) a good understanding of their abilities (self-efficacy), 3) have high confidence in their abilities (belief), 4) have high ambitions to work in certain fields of work (ambition), 5) have a strong drive to work optimally (drive), 6) dare to face challenges and set high life goals (challenge). This study succeeded in revealing the relationship between digital literacy levels and future time perspectives with students' self-confidence to enter the job market. Various manifest variables that shape digital literacy, future perspective, and self-confidence have been identified (see figure 1).

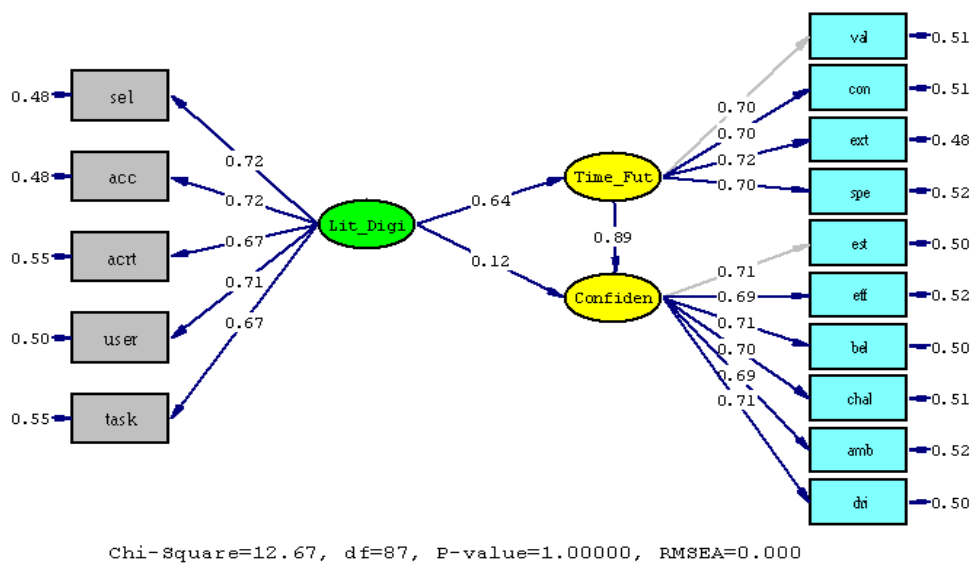


Figure 1. Factors forming prospective vocational school graduates’ self-confidence

The structural model found in the study was used to predict the effect of digital literacy and future time perspective on the prospective vocational school graduates' self-confidence to enter the job market. The fit structural model was analyzed based on the fulfillment of various main parameters, such as composite validity, construct reliability, chi-square coefficient, P-Value, RMSEA, RMR (standardized), GFI, AGFI, IFI, NNFI, and CFI (see table 5).

Table 5. Convergent Validity And construct reliability

Construct	Manifest Variable	Loading factor	(1-e)	Description
Digital literacy	Selection	0.72	0.52	Valid
	Access	0.72	0.52	Valid
	Accurate	0.67	0.55	Valid
	Use information	0.71	0.50	Valid
	Information-task	0.67	0.45	Valid
	Construct reliability (CR)	$\Sigma\gamma^2 = 12.18$ $\Sigma \text{ error} = 2.46$	CR = 0.83	Reliable
Perspective time future	Valence	0.70	0.49	Valid
	Connectedness	0.70	0.49	Valid
	Extension	0.72	0.52	Valid
	Speed	0.70	0.48	Valid
	Construct reliability (CR)	$\Sigma\gamma^2 = 7.9524$ $\Sigma \text{ error} = 2.02$	CR = 0.79	Reliable
Self-confidence	Self-esteem	0.71	0.50	Valid
	Self-efficacy	0.69	0.48	Valid
	Believe	0.71	0.50	Valid
	Ambition	0.70	0.49	Valid
	Drive	0.69	0.48	Valid
	Challenge	0.71	0.50	Valid
Construct Reliability (CR)	$\Sigma\gamma^2 = 17.7241$ $\Sigma \text{ error} = 3.05$	CR= 0.85	Reliable	
The main-parameter goodness of fit	Chi-square = 12.67, df = 87, P-value = 1.000, RMSEA = 0.000, RMR (standardized) = 0.00, CMIN (X^2/ Df) = 0.145, GFI = 0.99, AGFI = 0.99, IFI = 1.02, NNFI = 1.02, CFI = 1.00			

This study revealed that digital literacy was explained from the various abilities of prospective vocational school graduates to (1) choose certain information according to their needs (selection), (2) access the information needed effectively and efficiently (access), (3) seek the truth of information sources by accurate (accurate), (4) use information to strengthen the knowledge and skills possessed (use information), and (5) use information effectively to support the completion of certain tasks (information for the task).

Future time perspective was explained from various attitudes and behaviors of students including: (1) focusing on future goals (valence), (2) connecting what is learned in the present with goals and ideals (connectedness), (3) developing thinking and his holistic view associated with the future) (extension), and (4) make a decisions, determining steps, and carrying out activities effectively and efficiently to realize the future (speed).

The confidence of prospective vocational school graduates to enter the job market was explained through some attitudes and behaviors: (1) self-esteem, (2) understanding of one's

abilities (self-efficacy), (3) belief in one's abilities (belief), (4) having ambition towards a particular job (ambition), (5) drive to achieve optimal performance (drive), and (6) enjoy challenges and set high life goals (challenge).

This study revealed that the future time perspective is a mediator variable between digital literacy and self-confidence. In other words, there is an indirect effect between digital literacy and prospective vocational school graduates' self-confidence to enter the job market through future time perspectives. The level of digital literacy has a significant effect on the prospective vocational school graduates' future time perspectives, the same, future perspectives have a significant effect on prospective vocational school graduates' self-confidence to enter the job market.

Prospective vocational school graduates who can access information and use the information to strengthen their knowledge and skills have a better understanding of the challenges of the future world of work. They can connect what they learn in school to answer future challenges. This makes students more focused on their goals and ideals. Prospective vocational school graduates with good digital literacy are proven to be able to develop a holistic understanding of future employment challenges. Prospective vocational school graduates who have a good understanding of employment issues can make decisions more quickly and carefully, which later has an impact on growing their self-confidence to enter the job market.

This study proves that digital literacy has no significant direct effect on prospective vocational school graduates' self-confidence to enter the job market. In other words, digital literacy does not have an effect directly on shaping prospective vocational school graduates' self-confidence. But digital literacy is a variable that shapes the future time perspective, while the future time perspective is a variable that shapes prospective vocational school graduates' self-confidence. Thus, this study found a pathway that explains the various factors that strengthen the self-confidence of prospective vocational school graduates to enter the job market (see figure 2).



Figure 2. Pathways of factors affecting prospective vocational school graduates' self-confidence to enter the job market

Digital literacy is a trigger for the growth of a future time perspective, and subsequently, as a factor that determines the progress of prospective vocational school graduates' self-confidence to enter the job market. Thus, this research is in step with some various previous research. This study completes some previous research discussing the relationship between students' self-confidence and job readiness [33], [34], [35], and [36]. Various previous research revealed that individual self-confidence affects their readiness to enter the job market, but does not explain the various factors that trigger the growth of self-confidence. This research enriches the study of various factors that strengthen the growth of students' self-confidence to enter the job market.

E. Conclusion

Based on the discussion and research findings, this study proposes several conclusions: (1) The digital literacy level of prospective vocational school graduates is at a moderate level;

(2) The future time perspective of prospective vocational school graduates is at a high level; (3) The level of self-confidence of prospective vocational school graduates to enter the job market is at a high level; (4) By mediated of future time perspective variables, digital literacy has an indirect effect on the self-confidence of prospective vocational school graduates to enter the job market; (5) Digital literacy has no significant direct effect on the self-confidence of prospective vocational school graduates to enter the job market.

F. Recommendation

This study proposes 2 recommendations as follows: (1) Schools should strengthen digital literacy of students at a higher level so that the graduates of vocational schools become human lifelong learners. Students' digital literacy must be strengthened, because it triggers the willingness to learn which is a key factor that will lead them to become superior and competitive human resources; (2) There is a need for further research on programs that can be developed to grow students' digital literacy.

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