

Managerial Readiness in the Society 5.0 Era: The Role of Digital Literacy and Learning Agility

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Abstract

This study aims to analyze the effects of digital literacy and learning agility on students' managerial readiness in the Society 5.0 era. This study employed a quantitative approach with an explanatory research design involving 105 active undergraduate students from the Faculty of Economics and Business, Lambung Mangkurat University, Banjarmasin. Data were collected using a structured questionnaire with a five-point Likert scale and analyzed using multiple linear regression with SPSS. The research instrument was evaluated through validity and reliability tests, while the data were assessed using normality, multicollinearity, and heteroscedasticity tests. The results indicate that digital literacy has a positive and significant effect on students' managerial readiness. Learning agility also has a positive and significant effect and demonstrates a stronger contribution than digital literacy. Together, digital literacy and learning agility explain 54.5% of the variance in students' managerial readiness ($R^2 = 0.545$), while the remaining 45.5% is attributable to other factors beyond the research model. The findings suggest that universities should strengthen digital-based learning, adaptive learning capabilities, leadership development, and practical managerial experiences to better prepare students for dynamic work environments in the Society 5.0 era.

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Introduction

The rapid development of the Fourth Industrial Revolution and Society 5.0 has reshaped the competencies required of human resources across various sectors, including higher education. The Fourth Industrial Revolution is characterized by the integration of digital technology, automation, artificial intelligence, big data, the Internet of Things, and cyber-physical systems into organizational work processes. Meanwhile, Society 5.0 emphasizes a human-centered use of technology, where digital advancement is not merely viewed as a modernization of work tools but also as a means to improve quality of life, enhance decision-making, and address social problems more adaptively. In this context, students as future workers and potential

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organizational leaders are expected not only to understand technology but also to use it critically, productively, ethically, and strategically.

These changes have direct implications for the orientation of higher education. Universities are no longer expected to produce graduates who only possess academic knowledge; they are also required to prepare graduates with digital competence, lifelong learning ability, flexible thinking, leadership, communication, collaboration, and decision-making skills. The World Economic Forum (2025) highlights that skills such as analytical thinking, technological literacy, resilience, flexibility, curiosity, lifelong learning, leadership, and social influence are increasingly important in the future labor market. This indicates that graduate readiness is not determined solely by technical competence, but also by adaptive and managerial capabilities in responding to a dynamic work environment.

Reflected in the high internet penetration rate of 79.5%, with approximately 221.56 million internet users. However, broad access to digital technology does not automatically indicate strong digital literacy. Although Indonesia's digital literacy score in 2023 reached 3.65 out of 5.00 and was categorized as high, further improvement is still needed in four key areas: digital skills, digital safety, digital ethics, and digital culture. This suggests that students and society in general should not merely be connected to the internet; they must also be able to use digital technology and information critically, safely, ethically, and productively. Digital literacy, therefore, should not be understood only as the ability to operate digital devices, but also as the ability to search for, evaluate, manage, communicate, and utilize digital information in a responsible manner. The 2023 Indonesian Digital Literacy Status Report shows that although the national digital literacy index has reached a high category, strengthening digital skills, digital safety, digital ethics, and digital culture remains necessary (Kementerian Komunikasi dan Informatika & Katadata Insight Center, 2023).

The need to strengthen digital competence becomes increasingly important because Indonesia still faces a gap between educational outcomes and labor market demands. Badan Pusat Statistik (2025) emphasizes that education employment mismatch among Indonesian youth remains a significant issue, particularly because some young people work in fields that are not fully aligned with their educational level or academic background. This condition indicates that higher education institutions need to redesign learning orientations to be more relevant to industrial needs and the development of a digital society. In the field of management, this gap is not limited to technical competence, but also includes students' readiness to plan, organize, lead, collaborate, solve problems, and make decisions in technology-based work environments. Based on this explanation, the gap between education and labor market needs can be summarized into several key aspects, as presented in Table 1.

Table 1. Student Readiness Phenomena in Facing the Digital World of Work

Phenomenon Aspect	Main Issue	Implication	Relevance to the Study
Education–employment mismatch	Graduate competencies are not yet fully aligned with labor market requirements.	Higher education institutions need to adjust learning processes to the demands of digital industries.	Emphasizes the importance of assessing students' readiness before entering the workforce.
Digital competence	The labor market increasingly requires individuals who can use technology productively, not merely as passive users.	Students' digital literacy needs to be strengthened through academic and practical learning activities.	Serves as the basis for using digital literacy as the first independent variable (X1).

Phenomenon Aspect	Main Issue	Implication	Relevance to the Study
Adaptive capability	Changes in the workplace require students to learn quickly and adjust to new work systems.	Students need to develop continuous learning capacity and flexibility in responding to change.	Supports the use of learning agility as the second independent variable (X2).
Managerial readiness	Students are expected to plan, lead, collaborate, solve problems, and make decisions effectively.	Universities need to develop students' managerial abilities through learning, organizational activities, projects, and practical experience.	Provides the basis for using managerial readiness as the dependent variable (Y).
Research urgency	Empirical evidence on students' readiness to face the digital work environment remains limited.	Research findings can provide input for strengthening student competencies in higher education.	This study examines the influence of digital literacy and learning agility on the managerial readiness of ULM students.

Human resources in South Kalimantan and its surrounding regions. As one of the prominent higher education institutions in Kalimantan, ULM carries both academic and social responsibilities to produce graduates who are able to respond to changes in the world of work. ULM students, as part of the digital generation, have broad opportunities to use technology in learning activities, student organizations, entrepreneurship, and career development. However, frequent use of digital technology in daily life does not necessarily reflect adequate managerial readiness. Students may be active users of social media, communication applications, and online learning platforms, yet this does not automatically mean that they are able to use technology effectively for information analysis, team coordination, problem solving, decision-making, and work management.

Digital literacy is one of the key factors expected to influence students' managerial readiness. Khan et al. (2022) show that digital literacy in higher education is related to individuals' readiness to meet the demands of the twenty-first-century workforce. Digital literacy enables students to access relevant information, assess the credibility of sources, use digital tools for collaboration, and develop critical thinking when dealing with complex flows of information. In relation to managerial readiness, digital literacy can support students in preparing work plans, managing data, communicating with teams, utilizing digital platforms, and making decisions based on available information.

In addition to digital literacy, learning agility is also considered an important factor in shaping students' managerial readiness. Learning agility refers to an individual's ability to learn from experience, remain open to feedback, adjust quickly to new situations, and apply learning in different contexts. De Meuse (2017) explains that learning agility is a psychological construct associated with a person's capacity to learn quickly and effectively in unfamiliar situations. Pitaloka & Etikariena (2024) also found that learning agility has a positive relationship with innovative work behavior among undergraduate students in Indonesia. This is relevant to the context of Society 5.0, where students are expected not only to possess knowledge, but also to adapt, experiment, reflect on experience, and generate new solutions when facing change.

Students' managerial readiness is an important issue because students are future organizational actors, entrepreneurs, public servants, professionals, and community leaders. Managerial readiness includes the ability to perform basic management functions, such as planning, organizing, leading, communicating, coordinating, solving problems, and making decisions. Caballero et al. (2011) explain that graduate work readiness includes personal

characteristics, work attitudes, organizational abilities, and competencies that support the transition from higher education to the workplace. In this study, managerial readiness is positioned as students' preparedness to perform basic managerial roles in academic, organizational, and digital work environments.

The relationship among digital literacy, learning agility, and managerial readiness can be theoretically explained through Human Capital Theory. This theory views knowledge, skills, experience, and individual capabilities as forms of human capital that can improve productivity, work readiness, and an individual's capacity to respond to economic and organizational demands (Becker, 1993). In this study, digital literacy and learning agility are understood as components of students' human capital. Students with strong digital literacy tend to be more capable of using technology to support productive work and informed decision-making. Meanwhile, students with high learning agility are more capable of learning from experience, adapting to change, and improving their work strategies. Conceptually, these two capabilities can strengthen students' managerial readiness in facing the Society 5.0 era.

Although studies on digital literacy, work readiness, and learning agility have continued to develop, several research gaps remain. Previous studies have often positioned digital literacy as a factor related to learning outcomes, work competence, or employability in general. Other studies have examined learning agility in the context of employees, leadership, or innovative behavior. However, research that specifically examines the influence of digital literacy and learning agility on students' managerial readiness in the context of Society 5.0, particularly among students of Lambung Mangkurat University in Banjarmasin, remains limited. This gap is important because students' managerial readiness is not only related to academic ability, but also to their readiness to perform coordinative, adaptive, and decision-making roles within a digital work ecosystem.

If this study is not conducted, higher education institutions may lack empirical evidence regarding the extent to which students possess the digital literacy, learning agility, and managerial readiness required in the Society 5.0 era. Without empirical data, curriculum development, soft skills training, student development programs, MBKM strengthening, and career guidance may not be fully aligned with students' actual needs. Moreover, students may remain merely as users of technology rather than becoming future change managers who are able to use technology for strategic thinking, decision-making, team leadership, and value creation.

Theoretically, it enriches the literature on human resource management and higher education by examining digital literacy and learning agility as factors that shape students' managerial readiness in the Society 5.0 context. Practically, the findings are expected to provide input for Lambung Mangkurat University in designing programs to strengthen student competencies, particularly in digital literacy, adaptability, leadership, and managerial readiness. Therefore, this study aims to analyze the effect of digital literacy on students' managerial readiness, examine the effect of learning agility on students' managerial readiness, and analyze the simultaneous effect of digital literacy and learning agility on the managerial readiness of Lambung Mangkurat University students in facing the Society 5.0 era.

Literature Review and Hypothesis Development

Human Capital Theory

This study adopts Human Capital Theory as the main theoretical foundation. The theory argues that knowledge, skills, experience, and individual capabilities are forms of human capital that can enhance productivity and improve a person's readiness to meet work-related demands (Becker, 1993). In this study, digital literacy and learning agility are viewed as important elements of students' human capital. Digital literacy reflects students' ability to use technology and digital information productively, while learning agility represents their capacity to learn quickly, adapt to

change, and respond effectively to new challenges. Both competencies are expected to strengthen students' managerial readiness in the Society 5.0 era.

Digital literacy

Digital literacy is not limited to the ability to operate technological devices. It also includes the ability to search for, evaluate, manage, communicate, and use digital information in a safe, ethical, and productive manner. Vuorikari et al., (2022) explain that digital competence consists of five main dimensions: information and data literacy, communication and collaboration, digital content creation, safety, and problem solving. In higher education, digital literacy is increasingly important because students are required to use technology to support learning, collaboration, information analysis, and problem solving. Khan et al., (2022) also emphasize that digital literacy plays a significant role in preparing students to meet the demands of the twenty-first-century workforce.

Learning Agility

Learning agility refers to an individual's ability to learn from experience, adjust to new situations, accept feedback, and apply knowledge in different contexts. De Meuse, (2017) explains that learning agility is related to a person's ability to succeed in unfamiliar situations and deal with complex challenges. In this study, learning agility is understood through five dimensions: mental agility, people agility, change agility, result agility, and self-awareness. Students with high learning agility tend to be more prepared to face change, learn from mistakes, and find solutions to academic or organizational problems. Pitaloka & Etikariena, (2024) found that learning agility is positively associated with innovative work behavior among university students.

Students' Managerial Readiness

Students' managerial readiness refers to their preparedness to perform basic management functions, including planning, organizing, leading, communicating, collaborating, solving problems, and making decisions. Caballero et al., (2011) explain that graduate work readiness includes personal attributes, organizational ability, work attitudes, and competencies that support the transition from higher education to the workplace. In this study, students' managerial readiness is measured through several dimensions, namely planning, organizing, leadership, communication and collaboration, problem solving, and decision-making. In the context of Society 5.0, managerial readiness is not determined only by technical ability, but also by students' capacity to use technology, adapt to change, and manage work processes effectively.

Hypothesis Development

Digital literacy is expected to influence students' managerial readiness because modern managerial activities increasingly require the use of digital technology. Students with good digital literacy are more likely to search for information, evaluate data, communicate digitally, collaborate in teams, and use technology to support decision-making. Therefore, the first hypothesis is formulated as follows:

H1: Digital literacy has a positive effect on the managerial readiness of Lambung Mangkurat University students in facing the Society 5.0 era.

Learning agility is also expected to influence students' managerial readiness. Students who are able to learn quickly and adaptively tend to be more prepared to face change, accept

responsibility, solve problems, and make decisions in dynamic situations. Therefore, the second hypothesis is formulated as follows:

H2: Learning agility has a positive effect on the managerial readiness of Lambung Mangkurat University students in facing the Society 5.0 era.

Previous Studies

Table 2. Previous Studies

No	Author(s)	Research Focus	Similarities	Differences
1	Naufalin et al. (2024)	Examined the influence of internship programs and digital literacy on the work readiness of diploma students.	Both studies examine digital literacy and student readiness as important research variables.	The previous study focused on diploma students, whereas this study focuses on active FEB ULM students.
2	Tee et al. (2024)	Investigated digital skills demand, skill gaps, and graduate employability from the perspective of employers.	Both studies emphasize the importance of digital skills in supporting graduate readiness.	Tee et al. used employers as respondents, while this study uses university students as respondents.
3	Lestari et al. (2019)	Analyzed the effect of digital literacy, technology literacy, and human literacy on students' work readiness.	Both studies discuss digital literacy and student readiness for the world of work.	The previous study used three independent variables, while this study uses two independent variables: digital literacy and learning agility.
4	Winarno et al. (2024)	Examined the effect of digital literacy and self-efficacy on the job readiness of office administration education students.	Both studies use a quantitative approach, SPSS analysis, and digital literacy as one of the main variables.	The second independent variable is different; Winarno et al. used self-efficacy, while this study uses learning agility.
5	Islamia & Arif (2024)	Assessed Indonesian university students' digital literacy skills in the Society 5.0 era.	Both studies examine students' digital literacy in the context of Society 5.0.	The previous study mainly described students' digital literacy skills, whereas this study tests their effect on managerial readiness.
6	Setiadi et al. (2023)	Discussed youth digital literacy in the context of community empowerment in an emerging Society 5.0.	Both studies address digital literacy and Society 5.0.	The previous study focused on youth and community empowerment, while this study focuses on FEB ULM students.
7	Mainga et al. (2022)	Explored employability skills among business students before entering the labor market.	Both studies discuss student competencies and readiness to face the world of work.	The previous study emphasized employability skills, whereas this study focuses specifically on managerial readiness.

Methods

This study employed a quantitative approach with an explanatory research design. The study involved 105 active undergraduate students of the Faculty of Economics and Business, Lambung Mangkurat University, Banjarmasin, selected using purposive sampling. The sample size was considered adequate for quantitative research because it falls within the recommended range of 30–500 respondents (Sugiyono, 2019). Data were collected using a structured

questionnaire measured on a five-point Likert scale and analyzed using multiple linear regression with SPSS. Validity, reliability, normality, multicollinearity, and heteroscedasticity tests were performed prior to hypothesis testing.

Result and Discussion

Validity Test

The validity test was conducted by comparing the calculated correlation value with the critical r value. With a sample size of 105 respondents and a significance level of 5%, the critical r value was 0.191, based on the degree of freedom formula $df = n - 2$, or $105 - 2 = 103$. An item is considered valid when the calculated r value is greater than the critical r value and shows a positive correlation. Therefore, each questionnaire item was evaluated to determine whether it met the validity requirement.

Table 3. Validity Test Result

Item	r_{table}	r_{count}	Description	Item	r_{table}	r_{count}	Description
X1.1	0.648	0.191	Valid	X2.7	0.732	0.191	Valid
X1.2	0.691	0.191	Valid	X2.8	0.699	0.191	Valid
X1.3	0.612	0.191	Valid	X2.9	0.497	0.191	Valid
X1.4	0.674	0.191	Valid	X2.10	0.617	0.191	Valid
X1.5	0.721	0.191	Valid	Y1	0.653	0.191	Valid
X1.6	0.658	0.191	Valid	Y2	0.629	0.191	Valid
X1.7	0.486	0.191	Valid	Y3	0.691	0.191	Valid
X1.8	0.514	0.191	Valid	Y4	0.724	0.191	Valid
X1.9	0.704	0.191	Valid	Y5	0.602	0.191	Valid
X1.10	0.633	0.191	Valid	Y6	0.678	0.191	Valid
X2.1	0.622	0.191	Valid	Y7	0.706	0.191	Valid
X2.2	0.676	0.191	Valid	Y8	0.742	0.191	Valid
X2.3	0.589	0.191	Valid	Y9	0.697	0.191	Valid
X2.4	0.604	0.191	Valid	Y10	0.669	0.191	Valid
X2.5	0.714	0.191	Valid	Y11	0.713	0.191	Valid
X2.6	0.648	0.191	Valid	Y12	0.681	0.191	Valid

All statement items have calculated r values greater than the critical r value of 0.191. The calculated r values range from 0.486 to 0.742. Therefore, all items measuring Digital Literacy, Learning Agility, and Students' Managerial Readiness are considered valid and can be used for further analysis.

Reliability test

The reliability test was conducted to examine the consistency of the research instrument in measuring each variable. According to Sugiyono (2019), an instrument is considered reliable when it is able to produce consistent results when used to measure the same object. In this study, reliability was assessed using Cronbach's Alpha. A variable is considered reliable when the Cronbach's Alpha value is greater than 0.60, indicating that the questionnaire items are internally consistent and appropriate for use as a research instrument.

Table 4. Reliability test

Variable	Number of Items	Cronbach's Alpha	Description
Digital Literacy (X1)	10	0.884	Reliable
Learning Agility (X2)	10	0.876	Reliable
Students' Managerial Readiness (Y)	12	0.910	Reliable

All variables have Cronbach's Alpha values greater than 0.60. This indicates that the research instrument is reliable and suitable for collecting research data.

Classical Assumption Tests

Prior to hypothesis testing, normality, multicollinearity, and heteroscedasticity tests were conducted. Data are considered normally distributed when Sig. > 0.05, free from multicollinearity when Tolerance > 0.10 and VIF < 10, and free from heteroscedasticity when Glejser Sig. > 0.05 (Ghozali, 2018).

Table 5. Classical Assumption Tests Result

Classical Assumption Tests	Indicator	Result	Decision
Normality (Digital Literacy)	Kolmogorov–Smirnov Sig.	0.200	Normal
Normality (Learning Agility)	Kolmogorov–Smirnov Sig.	0.158	Normal
Normality (Managerial Readiness)	Kolmogorov–Smirnov Sig.	0.091	Normal
Multicollinearity (Digital Literacy)	Tolerance	0.641	No multicollinearity
VIF	1.560		
Multicollinearity (Learning Agility)	Tolerance	0.641	No multicollinearity
VIF	1.560		
Heteroscedasticity (Digital Literacy)	Glejser Sig.	0.318	Homoscedastic
Heteroscedasticity (Learning Agility)	Glejser Sig.	0.274	Homoscedastic

The classical assumption test results indicate that all variables were normally distributed, with Kolmogorov–Smirnov significance values exceeding 0.05. In addition, the tolerance values were above 0.10 and the VIF values were below 10, indicating the absence of multicollinearity. The Glejser significance values also exceeded 0.05, confirming that heteroscedasticity was not present. Therefore, the regression model satisfied the classical assumptions and was appropriate for further analysis.

Coefficient of Determination

According to Ghozali (2018), the coefficient of determination (R^2) is used to measure the extent to which the independent variables are able to explain the variation in the dependent variable.

Table 6. Coefficient of Determination

R	R Square	Adjusted R Square
0.738	0.545	0.536

R Square value of 0.545 indicates that digital literacy and learning agility are able to explain 54.5% of the variation in students' managerial readiness. The remaining 45.5% is explained by other factors outside the research model, such as organizational experience, leadership experience, self-confidence, academic environment, and work experience. Furthermore, the Adjusted R Square value of 0.536 shows that the regression model has a reasonably good explanatory ability after being adjusted for the number of independent variables included in the model.

Multiple Linear Regression Test

Table 7. Multiple Linear Regression Test

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	8.214	2.146		3,827	0.000
	Digital Literacy (X1)	0.412	0.087	0.386	4,736	0.000
	Learning Agility (X2)	0.537	0.094	0.467	5,713	0.000

Multiple linear regression equation obtained in this study is as follows:

$$Y = 8.214 + 0.412X1 + 0.537X2$$

The regression results show that digital literacy has a coefficient value of 0.412 with a significance value of 0.000, which is lower than 0.05. This finding indicates that digital literacy has a positive and significant effect on students' managerial readiness. Furthermore, learning agility has a coefficient value of 0.537 with a significance value of 0.000, which is also lower than 0.05. This means that learning agility also has a positive and significant effect on students' managerial readiness. The highest standardized beta coefficient is found in learning agility, with a value of 0.467. This indicates that learning agility has a more dominant influence than digital literacy in improving students' managerial readiness.

Partial Test (t-Test)

According to Ghazali (2018), the t-test is used to examine the extent to which each independent variable individually explains the dependent variable. The decision rule in the t-test is based on the significance value. If the significance value is lower than 0.05, the independent variable is considered to have a significant partial effect on the dependent variable.

Table 8. Partial Test Result

Relationship	Sig.	Decision
Digital Literacy -> Managerial Readiness	0.000	H1 accepted
Learning Agility -> Managerial Readiness	0.000	H2 accepted

The partial test results indicate that Digital Literacy has a significant effect on Managerial Readiness, as evidenced by a significance value of 0.000, which is lower than the 0.05 threshold. Therefore, H1 is accepted, indicating that higher levels of digital literacy contribute to greater managerial readiness among students. Likewise, Learning Agility also has a significant effect on Managerial Readiness, with a significance value of 0.000 (< 0.05). Thus, H2 is accepted, suggesting that students with higher learning agility demonstrate better managerial readiness in facing the challenges of the Society 5.0 era.

Discussion

The findings indicate that Digital Literacy has a positive and significant effect on Managerial Readiness, thereby supporting H1. This finding suggests that students of the Faculty of Economics and Business, Lambung Mangkurat University, who possess higher levels of digital

literacy are better prepared to perform managerial activities, including planning, organizing, communicating, collaborating, and making decisions in technology-driven environments. As future managers, entrepreneurs, and professionals, these students are increasingly required to utilize digital technologies not only for information access but also for problem-solving and decision-making. This finding is consistent with Human Capital Theory, which posits that knowledge and competencies enhance individuals' productivity and readiness to meet workplace demands (Becker, 1993). It also supports previous studies by Naufalin et al. (2024), Lestari et al. (2019), and Winarno et al. (2024), which demonstrated that digital literacy significantly improves students' readiness for employment. While Islamia and Arif (2024) focused primarily on assessing students' digital literacy levels, the present study extends the existing literature by demonstrating that digital literacy also contributes directly to managerial readiness among students of the Faculty of Economics and Business, Lambung Mangkurat University.

The findings further reveal that Learning Agility has a positive and significant effect on Managerial Readiness, thereby supporting H2. This indicates that students who are able to learn from experience, adapt to changing circumstances, accept constructive feedback, and apply newly acquired knowledge across different situations demonstrate greater managerial readiness. Such capabilities enable students to respond more effectively to academic challenges, organizational activities, and future workplace demands. The relatively stronger contribution of Learning Agility compared with Digital Literacy suggests that adaptability has become a critical competency for students preparing to enter increasingly dynamic and uncertain work environments. These findings are also consistent with Human Capital Theory (Becker, 1993), which emphasizes that continuous learning and adaptive capability represent strategic forms of human capital. Furthermore, the results corroborate those of De Meuse (2017), who identified learning agility as a key predictor of success in unfamiliar environments, and Pitaloka & Etikariena (2024), who found that learning agility positively influences university students' innovative work behavior. The findings also complement Mainga et al. (2022), who highlighted the importance of adaptive competencies in improving graduate employability. Therefore, the Faculty of Economics and Business, Lambung Mangkurat University, should continue strengthening students' adaptive learning capabilities through project-based learning, leadership development, student organizations, internships, and other experiential learning activities to better prepare graduates for managerial responsibilities in the Society 5.0 era.

Conclusion

The findings highlight that managerial readiness in the Society 5.0 era is fundamentally shaped by students' digital literacy and learning agility. Collectively, both factors explain a substantial proportion of managerial readiness, indicating that the ability to utilize digital technologies and adapt to continuous change has become indispensable for future managers. Individually, digital literacy strengthens students' capacity to process information, collaborate, and make effective decisions, whereas learning agility enhances their ability to learn from experience, embrace feedback, and respond to dynamic work environments. These findings suggest that fostering managerial readiness requires educational institutions to prioritize the development of digital competencies alongside adaptive learning capabilities to prepare graduates for increasingly complex organizational contexts.

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