

THE INFLUENCE OF PERSONAL BRANDING, DIGITAL LITERACY, AND LINKEDIN USAGE ON THE WORK READINESS OF FINAL YEAR STUDENTS AT THE FACULTY OF ECONOMICS AND BUSINESS, ISLAMIC UNIVERSITY OF DARUL ‘ULUM LAMONGAN

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Abstract

This study aims to examine the influence of Personal Branding, Digital Literacy, and LinkedIn Utilization on the work readiness of final-year students at the Faculty of Economics and Business, Universitas Islam Darul ‘Ulum Lamongan. This research employed a quantitative approach with 71 respondents selected using purposive sampling. Data were collected through questionnaires and analyzed using SPSS version 27 through validity and reliability tests, classical assumption tests, multiple linear regression analysis, t-test, F-test, and coefficient of determination. The results show that Personal Branding, Digital Literacy, and LinkedIn Utilization each have a positive and significant effect on students' work readiness. Furthermore, these three variables simultaneously have a significant effect on work readiness, with an F-value of 27.112 and a significance value of <0.001. The coefficient of determination shows that Personal Branding, Digital Literacy, and LinkedIn Utilization explain 54.8% of the variation in students' work readiness, while the remaining 45.2% is explained by other factors outside the study. Therefore, strengthening personal branding, digital literacy, and LinkedIn utilization can help improve students' readiness and competitiveness in entering the workforce.

Keywords: personal branding; digital literacy; linkedin utilization; work readines.

A. INTRODUCTION

The rapid development of digital technology in the modern era has had a significant impact on various aspects of life, including the world of work. In the face of these changes, university students as prospective members of the workforce are required to adapt; one way to do this is by building a personal brand in the digital space. Personal branding has become crucial in the modern era, as it helps shape a professional image and enables companies to assess a candidate's potential via online platforms (Putri et al., 2025). The modern workforce demands human resources that are competent, flexible, and prepared to face change. Higher education institutions are among the key entities that produce such workforce-ready individuals(Hernanda,

2025). According to (Dini & Nurhasan, 2025) Higher education institutions play a strategic role in preparing graduates who are not only academically excellent but also competitive in the job market. If students fail to leverage LinkedIn effectively and build a strong personal brand, the risk of unemployment among graduates increases. Therefore, this research is important for providing a relevant empirical overview for university students.

Table 1. FEB Student Data

Study Program	Number Of Students
Accountancy	67
Management	156
Sharia Economics	17
Total	240

Source : Unisda.ac.id/ Feb Student Data

Based on Table 1., the total number of students from the Faculty of Economics and Business included in the preliminary study is 240. The Management program has the highest number of students (156), followed by Accounting (67) and Sharia Economics (17). Consequently, these data indicate that the students of the Faculty of Economics and Business possess diverse characteristics, making them suitable subjects for analyzing the factors influencing work readiness. The work readiness of final-year students is becoming an increasingly important issue amidst the growing competitiveness of the job market.

Personal branding involves managing how an individual communicates, shapes their attitude, and implements strategies to present themselves, with the aim of differentiating themselves and offering greater value compared to others (Putri et al., 2025). Generally, people judge others based on what they see. Key aspects often evaluated first include character, profession, and the like. These judgments shape the brand or impression others form of us. Therefore, it is essential for each individual to cultivate their own personal brand, ensuring that others perceive us based on an identity we have crafted ourselves, rather than one defined by others (Pasaribu et al., 2026).

In the current era, digital literacy goes beyond mere reading, writing, and numeracy skills; it is the ability to search for, process, and make decisions regarding information obtained from the internet in a wise and productive manner (Mariyani & Triyani, 2023). Digital literacy is the ability to utilize internet technology as a communication tool and a source of relevant information. It plays a crucial role in enhancing critical thinking skills in the information technology era. Digital literacy encompasses not only technical aspects but also cognitive and ethical dimensions, enabling individuals to analyze, evaluate, and use information appropriately and responsibly (Rany et al., 2025).

LinkedIn is a social network used by individuals around the world to strengthen their personal branding and build professional networks (Anwar et al., 2023). LinkedIn users leverage the platform to create professional profiles that serve as digital

representations of their backgrounds, skills, and experience (Putri et al., 2025). According to (Dini & Nurhasan, 2025), LinkedIn plays a crucial role in enhancing the job readiness of fresh graduates, both directly and through the mediation of personal branding.

Work readiness is a concept referring to the state in which a graduate possesses the comprehensive capacity encompassing knowledge, skills, and attitudes to effectively enter the workforce. Work readiness relates to how the potential for work-ready behavior motivates an individual to perform well in the workplace (Peersia et al., 2024). According to (Dini & Nurhasan, 2025) Work readiness is a level of mental maturity that enables an individual to engage in specific activities or behaviors associated with their work. Personal branding has been shown to significantly influence work readiness, as it helps build a professional self-image, boosts self-confidence, and highlights expertise relevant to industry needs.

Based on the observed phenomena, empirical data, and prior research findings, the researchers conclude that the work readiness of final-year students is no longer determined solely by academic ability; rather, it is strongly influenced by the ability to build a personal brand, the level of digital literacy, and the optimal use of LinkedIn as a professional platform. The shift toward increasingly digital-based recruitment practices requires students to strategically showcase their competencies, experience, certifications, and professional identities to enhance their competitiveness in the job market. According to (Dini & Nurhasan, 2025), LinkedIn has a direct impact on job readiness as well as an indirect one mediated by personal branding; however, other research has found that digital literacy also contributes significantly to shaping an individual's readiness for the digital workforce.

B. LITERATURE REVIEW

1. Personal Branding

Personal branding is a way of presenting oneself to the public and a process of shaping how others perceive the various aspects of an individual (Rahmawati & Wijaya, 2024). (Pasaribu et al., 2026) It is argued that every individual needs to establish their own personal branding so that others recognize them based on an identity they have crafted themselves, rather than one defined by others. If your personal branding is shaped by the judgments of others, you risk losing your authentic character.

2. Digital Literacy

Digital literacy refers to the ability to understand and utilize information across various dimensions. It extends beyond the basic concepts of reading and writing; today, literacy encompasses the capacity to manage information derived from diverse areas of life with greater precision and critical judgment. In the current era, digital literacy is not merely about basic reading, writing, and numeracy skills; rather, it is the ability to wisely and productively search for, process, and make decisions regarding information obtained from the internet (Mariyani & Triyani, 2023).

3. Utilization of LinkedIn

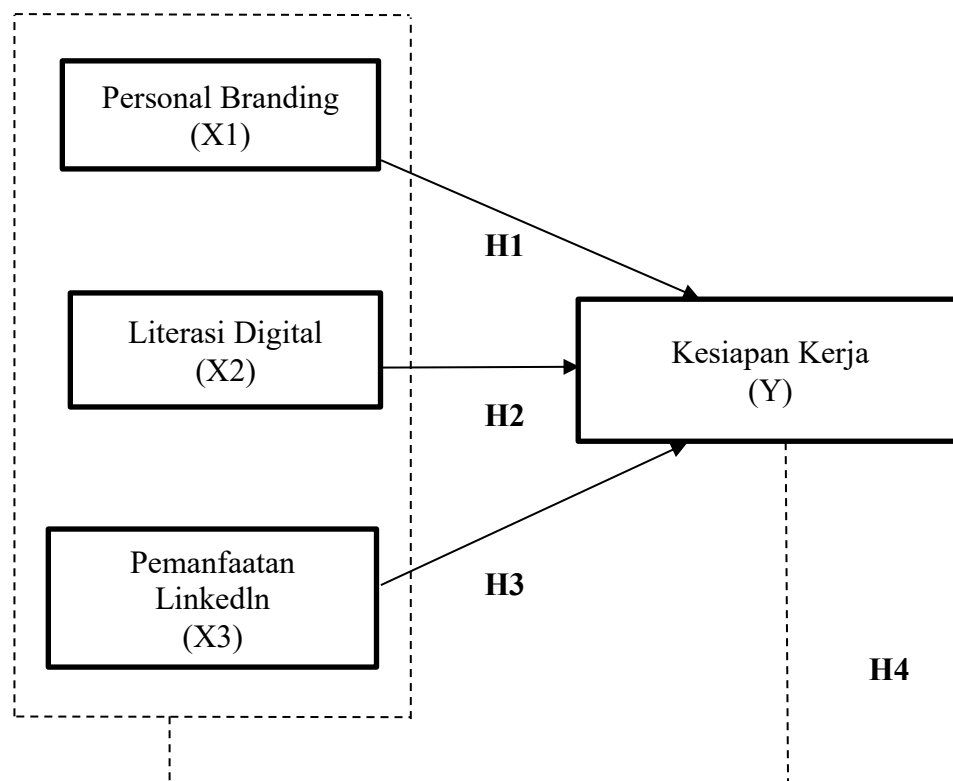
LinkedIn is a social networking site focused on business and professional connections. Generally, it is used to showcase an individual's skills and experience whether they are employees, entrepreneurs, lecturers, or students. Through LinkedIn, users can create a professional profile by adding details such as their CV (Curriculum Vitae), a photo, educational background, and various other experiences. LinkedIn users can leverage the platform to build an online portfolio, with the clear aim of showcasing their experience and expertise. Many users also utilize LinkedIn to search for and recruit top talent (Arifin, 2024). States that LinkedIn also provides an option for people who are not registered on the platform to view certain parts of user profiles (Putri et al., 2025).

4. Work Readiness

Work readiness encompasses self-confidence and a positive mindset regarding the future, grounded in a belief in favorable prospects and the avoidance of negative thinking. Optimal work readiness is influenced by work ethic, professional competence, work motivation, and work experience. It is a crucial concept in education and career development, comprising the various skills and attitudes necessary for success in the workforce (Tasya Adelia et al., 2025). According to (Pool & Sewell, 2007), work readiness consists of cognitive skills, interpersonal skills, and emotional resilience.

5. Conceptual Framework

Figure 1. Conceptual Framework



Explanation :

- : The partial effect of the independent variable on the dependent variable
 ----- : The simultaneous effect of the independent variables on the dependent variable.

6. Research Hypothesis

H1 : Personal branding (X1) has a positive and significant effect on work readiness (Y).

H2 : Digital literacy (X1) has a positive and significant effect on work readiness (Y).

H3 : LinkedIn usage (X1) has a positive and significant effect on work readiness (Y).

H4 : Personal Branding, Digital Literacy, and LinkedIn Utilization Simultaneously Influence Work Readiness.

C. METHOD

This research uses a quantitative approach. The population in this research is students of the faculty of economics and business, Darul 'Ulum Lamongan Islamic University, classification of 2022. Sampling was carried out using a purposive sampling technique, with a sample of 71 respondents. Research data was obtained through distribution of questions to respondents. Further, the data was analyzed using spss 27 through several stages, namely instrument testing, classical assumption testing, multiple linear regression analysis testing and hypothesis testing.

D. RESULT AND DISCUSSION**1. Instrument Test****a. Validity Test**

The following the results the results of the validity instrument test :

Table 2. Validity Test Results

Variable	Statement	r Count	r Table	Description
Personal Branding	X1.1	0.551	0.234	Valid
	X1.2	0.551	0.234	Valid
	X1.3	0.687	0.234	Valid
	X1.4	0.642	0.234	Valid
	X1.5	0.562	0.234	Valid
	X1.6	0.524	0.234	Valid
	X1.7	0.711	0.234	Valid
	X1.8	0.825	0.234	Valid
	X1.9	0.695	0.234	Valid
	X1.10	0.716	0.234	Valid
	X1.11	0.724	0.234	Valid
Digital Literacy	X2.1	0.664	0.234	Valid

	X2.2	0.808	0.234	Valid
	X2.3	0.796	0.234	Valid
	X2.4	0.707	0.234	Valid
Utilization of LinkedIn	X3.1	0.824	0.234	Valid
	X3.2	0.841	0.234	Valid
	X3.3	0.764	0.234	Valid
work readiness	Y1	0.790	0.234	Valid
	Y2	0.824	0.234	Valid
	Y3	0.763	0.234	Valid

Source: Data processed using SPSS version 27

Based on the table above, it can be seen that all research variables both independent and dependent have calculated r-values higher than the r-table value. This indicates that all data in this study are valid.

b. Reliability Test

The following the results the results of the reliability instrument test :

Table 3. Reability Test Results

Variable	Cronbach Alpha	Significance level	Description
Personal Branding	0.868	0.60	Reliabel
Digital Literacy	0.713	0.60	Reliabel
Utilization Of LinkedIn	0.737	0.60	Reliabel
Work Readiness	0.692	0.60	Reliabel

Source: Data processed using SPSS version 27

Based on the table above, it can be seen that all research variables both independent and dependent have reliable data, as evidenced by Cronbach's Alpha > 0.60.

2. Clasical Assumption Test

a. Normality Test

The following the results of the normality test using the One-Sample Kolmogorov-Smirnov Test :

Table 4. One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		71
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	1.00754042

Most Extreme Differences	Absolute	.096
	Positive	.055
	Negative	-.096
Test Statistic		.096
Asymp Sig. (2-tailed)		.170

Source: Data processed using SPSS version 27

Based on the normality test results using the One-Sample Kolmogorov Smirnov method, the analysis involved data from 71 respondents. The test results show an Asymp. Sig. (2-tailed) value of 0.170, which is greater than the significance level of 0.05. Therefore, it can be concluded that the residuals in the regression model are normally distributed.

b. Multicollinearity Test

The following the results the results of the multicollinearity test :

Table 5. Multicollinearity Test Results

Coefficients ^a			
Model	Collinearity	Statistics	
		Tolerance	VIF
1	X1	0.847	1.180
	X2	0.738	1.355
	X3	0.668	1.496

Source: Data processed using SPSS version 27

Based on the results of the multicollinearity test, the Personal Branding variable (X1) has a Tolerance value of 0.847 and a VIF value of 1.180, the Digital Literacy variable (X2) has a Tolerance value of 0.738 and a VIF value of 1.355, while the LinkedIn Utilization variable (X3) has a Tolerance value of 0.668 and a VIF value of 1.496. All variables have Tolerance values > 0.10 and VIF values < 10. Therefore, it can be concluded that there is no multicollinearity among the independent variables in the regression model.

c. Heteroskedasticity Test

The following the results the results of the Heteroskedasticity test :

Table 5. Glejser Test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig
	B	Std. error	Beta		
1	Costant	1.607	0.896	1.794	0.077
	X1	-0.014	0.016	-0.108	0.405
	X2	-0.065	0.045	-0.201	0.150

	X3	-0.028	0.056	-0.073	-.502	0.617
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Source: Data processed using SPSS version 27

Based on the heteroscedasticity test results using the Glejser method shown in the table above, the significance values are 0.405 for Personal Branding (X1), 0.150 for Digital Literacy (X2), and 0.617 for LinkedIn Utilization (X3). All independent variables have significance values greater than 0.05. This indicates that there is no evidence of heteroscedasticity in the regression model.

3. Multiple Linear Regression Analysis

Table 5. Multiple Linear Regression Test Result

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig
		B	Std. error	Beta		
1	(Constant)	1.713	1.384		1.238	0.220
	Personal Branding	0.059	0.025	0.208	2.333	0.023
	Literasi Digital	0.327	0.069	0.453	4.739	<0.001
	Pemanfaatan LinkedIn	0.242	0.087	0.281	2.796	0.007

Source: Data processed using SPSS version 27

The regression equation can be explained as follows:

1. The constant value is 1.713. This value indicates that when the variables Personal Branding (X1), Digital Literacy (X2), and LinkedIn Utilization (X3) are assumed to have a value of 0, the Work Readiness (Y) value is 1.713.
2. The regression coefficient of Personal Branding (X1) on Work Readiness (Y) is 0.059, with a significance value of 0.023, and has a positive sign. This indicates that every one-unit increase in Personal Branding will increase Work Readiness by 0.059 units, assuming that the other variables in the regression model remain constant.
3. The regression coefficient of Digital Literacy (X2) on Work Readiness (Y) is 0.327, with a significance value of < 0.001. This indicates that every one-unit increase in Digital Literacy will increase Work Readiness by 0.327 units, assuming that the other variables in the regression model remain constant.
4. The regression coefficient of LinkedIn Utilization (X3) on Work Readiness (Y) is 0.242, with a significance value of 0.007, and has a positive sign. This indicates that every one-unit increase in LinkedIn Utilization will increase Work Readiness by 0.242 units, assuming that the other variables in the regression model remain constant.
5. The standard error value is 1.384. This value represents the unexplained variation in Work Readiness (Y) that is not accounted for by the variables Personal Branding (X1), Digital Literacy (X2), and LinkedIn Utilization (X3) in the regression model.

4. hypothesis test

a. T Test

Table 6. T Test Result

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig
		B	Std. error	Beta		
1	(Constant)	1.713	1.384		1.238	0.220
	Personal Branding	0.059	0.025	0.208	2.333	0.023
	Literasi Digital	0.327	0.069	0.453	4.739	<0.001
	Pemanfaatan LinkedIn	0.242	0.087	0.281	2.796	0.007

Source: Data processed using SPSS version 27

Based on the table above, it can be seen that:

1. The Effect of the t-Test for the Personal Branding Variable (X1)

Based on the results of the t-test, the Personal Branding variable obtained a calculated t-value of 2.333 with a significance value of 0.023. Since the significance value of $0.023 < 0.05$ and the calculated t-value ($2.333 > 1.996$), H_0 is rejected and H_1 is accepted. Therefore, it can be concluded that Personal Branding has a positive and significant effect on students' work readiness.

2. The Effect of the t-Test for the Digital Literacy Variable (X2)

Based on the results of the t-test, the Digital Literacy variable obtained a calculated t-value of 4.739 with a significance value of < 0.001 . Since the significance value is < 0.05 and the calculated t-value ($4.739 > 1.996$), H_0 is rejected and H_1 is accepted. Therefore, it can be concluded that Digital Literacy has a positive and significant effect on students' work readiness.

3. The Effect of the t-Test for the LinkedIn Utilization Variable (X3)

Based on the results of the t-test, the LinkedIn Utilization variable obtained a calculated t-value of 2.796 with a significance value of 0.007. Since the significance value of $0.007 < 0.05$ and the calculated t-value ($2.796 > 1.996$), H_0 is rejected and H_1 is accepted. Therefore, it can be concluded that LinkedIn Utilization has a positive and significant effect on students' work readiness.

b. F Test

Table 7. F Test Result

ANOVA ^a						
Model		Sum of Squares	df	Mean square	F	Sig
1	Regression	86.264	3	28.755	27.112	<0.001 ^b
	Residual	71.060	67	1.061		
	Total	157.324	70			

Source: Data processed using SPSS version 27

Based on the results of the F-test, the calculated F-value is 27.112 with a significance value of < 0.001 . The F-table value at a 5% significance level, with $df_1 = 3$ and $df_2 = 68$, is 2.740. Since the calculated F-value ($27.112 > 2.740$) and the significance value is < 0.05 , H_0 is rejected and H_4 is accepted. Therefore, it can be concluded that Personal Branding, Digital Literacy, and LinkedIn Utilization simultaneously have a significant effect on students' work readiness.

c. R² Test (Coefficient of Determination)

Table 8. Coefficient of Determination (R²) Test Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.740 ^a	0.548	0.528	1.030

Source: Data processed using SPSS version 27

Based on the results of the data analysis conducted using the SPSS program, as presented in the table above, the R-square value is 0.548. Therefore, it can be concluded that the variables Personal Branding (X1), particularly authenticity, Digital Literacy (X2), and LinkedIn Utilization (X3) are able to explain 54.8% of the variance in Work Readiness (Y), while the remaining 45.2% is explained by other variables that are not included in this study.

5. Discussion of Research Results

1. The Effect of Personal Branding on Students' Work Readiness

The results of the t-test show that the Personal Branding variable has a calculated t-value of 2.333 with a significance value of 0.023. Since the significance value is less than 0.05 and the calculated t-value is greater than the t-table value ($2.333 > 1.996$), H_1 is accepted. This is also supported by the research of (Dini & Nurhasan, 2025), which found that Personal Branding has a positive and significant effect on work readiness. (Sukmawati et al., 2026) also found that Personal Branding has a positive and significant effect on the work readiness of Generation Z in Tasikmalaya City. This means that the better students are at building their personal image, recognizing their potential, and demonstrating their competencies, the higher their readiness to enter the workforce.

2. The Effect of Digital Literacy on Students' Work Readiness

The results of the t-test show that the Digital Literacy variable has a calculated t-value of 4.739 with a significance value of < 0.001 . Since the significance value is less than 0.05 and the calculated t-value is greater than the t-table value ($4.739 > 1.996$), H_2 is accepted. This indicates that Digital Literacy has a positive and significant effect on students' work readiness. This finding is also supported by the research of (Muliasari et al., 2024), which found that Digital Literacy has a positive and significant effect on work readiness. (Adelia & Mardalis, 2025) also found that

Digital Literacy has a positive and significant effect on work readiness. Students who have the ability to use, understand, and utilize digital technology effectively tend to be better prepared to face the demands of the workforce.

3. The Effect of LinkedIn Utilization on Students' Work Readiness

The results of the t-test show that the LinkedIn Utilization variable has a calculated t-value of 2.796 with a significance value of 0.007. Since the significance value is less than 0.05 and the calculated t-value is greater than the t-table value ($2.796 > 1.996$), H_3 is accepted. This indicates that LinkedIn Utilization has a positive and significant effect on students' work readiness. This finding is also supported by the research of (Dini & Nurhasan, 2025), which found that LinkedIn has a positive and significant effect on work readiness. This condition may occur because students use LinkedIn to build professional networks and seek career-related information. Therefore, greater utilization of LinkedIn can contribute to improving their work readiness.

4. The Simultaneous Effect of Personal Branding, Digital Literacy, and LinkedIn Utilization on Students' Work Readiness

The results of the F-test show that the calculated F-value is 27.112 with a significance value of < 0.001 . This value is greater than the F-table value of 2.740, so H_4 is accepted. This indicates that Personal Branding, Digital Literacy, and LinkedIn Utilization simultaneously have a significant effect on students' work readiness. This finding is supported by the research of (Sukmaputra et al., 2026), which found that Personal Branding and Digital Literacy simultaneously have a significant effect on work readiness. In addition, (Dini & Nurhasan, 2025) found that LinkedIn has a positive and significant effect on work readiness. Thus, these three variables collectively contribute to explaining changes in students' work readiness.

5. Coefficient of Determination

Based on the results of the coefficient of determination test, the R Square value is 0.525. This indicates that 52.5% of the variation in students' work readiness can be explained by the variables Personal Branding, Digital Literacy, and LinkedIn Utilization. Meanwhile, the remaining 47.5% is influenced by other factors outside the variables examined in this study.

E. CONCLUSION

Based on the results of this study, it can be concluded that Personal Branding, Digital Literacy, and LinkedIn Utilization have positive and significant effects on the work readiness of final-year students at the Faculty of Economics and Business, Universitas Islam Darul 'Ulum Lamongan. First, Personal Branding has a positive and significant effect on students' work readiness. The t-test results show a significance value of 0.023, which is less than 0.05, indicating that students with stronger personal branding tend to have higher levels of work readiness. Second, Digital Literacy has a positive and significant effect on work readiness, with a significance value of less than 0.001. This indicates that students who are able to understand, utilize, and manage

digital technology effectively are better prepared to face the demands of the workplace. Third, LinkedIn Utilization also has a positive and significant effect on students' work readiness, with a significance value of 0.007. Effective use of LinkedIn can help students develop professional networks, present their competencies, and obtain career-related information. Furthermore, the F-test results indicate that Personal Branding, Digital Literacy, and LinkedIn Utilization simultaneously have a significant effect on students' work readiness, with an F-value of 27.112 and a significance value of less than 0.001. The coefficient of determination indicates that these three variables explain a substantial proportion of the variation in students' work readiness, while the remaining variation is influenced by other factors not examined in this study. Therefore, strengthening personal branding, improving digital literacy, and optimizing LinkedIn utilization are important strategies for final-year students to enhance their preparedness and competitiveness in entering the workforce.

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