



<p>Journal of Management and Business Innovation (JOMBINO)  <a href="https://v-learnov.com/index.php/jombinov">https://v-learnov.com/index.php/jombinov</a>          Volume 02          Number 02          June 2026          Page: 112-124          ISSN: 3123-6464 (Online)</p>	<h3>Examining the Influence of Social Media Career Education Content on Work Readiness among Final-Year Students: An Empirical Study</h3> <p>Septia S. Dioh*<sup>1</sup>, Maria S. Lou Kelen<sup>2</sup>, Yanti S. Giri<sup>3</sup></p> <p><sup>1,2,3</sup> Department of Business Administration, Politeknik Negeri Kupang, Indonesia</p>
<p><b>Article History:</b>          Received: 19 Mar 2026          Revised: 11 Apr 2026          Accepted: 20 Apr 2026</p> <p><b>Corresponding Author:</b>          Septia S. Dioh</p> <p><b>Corresponding E-mail:</b>  <a href="mailto:septia.dioh@pnk.ac.id">septia.dioh@pnk.ac.id</a></p>	<p><b>Abstract:</b></p> <p><b>Research Aims:</b>          This study investigates the effect of social media-based career education content on the work readiness of final-year students in Kupang.</p> <p><b>Methodology:</b>          A quantitative approach was employed using purposive sampling of 217 final-year students exposed to career education content. Data were collected through a structured questionnaire and analyzed using simple linear regression with SPSS 25.</p> <p><b>Theoretical Contribution/Originality:</b>          This study advances the literature by integrating social learning theory, human capital theory, and uses and gratifications theory to explain how social media operates as a career learning ecosystem. It provides robust quantitative evidence from an underexplored local context, addressing the limited empirical research on digital career education and work readiness.</p> <p><b>Practitioners/Policy Implications:</b>          The findings demonstrate that career education content significantly enhances work readiness, highlighting social media as a strategic tool for career development. Educational institutions should incorporate digital learning strategies, while content creators must ensure content credibility and relevance to maximize impact.</p> <p><b>Research Limitations/Implications:</b>          The study is constrained by a single predictor, cross-sectional design, and localized sample. Future research should adopt longitudinal designs and include additional variables to capture the multidimensional nature of work readiness.</p> <p><b>Keywords:</b> Career education content; Work readiness; Social media learning; Generation Z; Employability</p>
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## INTRODUCTION

In the contemporary digital era, the internet has become a primary medium for accessing information, not only facilitating access but also enabling individuals to reproduce and assign meaning to information circulated across various digital platforms (Kamuri et al., 2023). A survey by the Indonesian Internet Service Providers Association (2024) indicates that 34.40% of internet users in Indonesia belong to Generation Z. This group accounts for approximately 27.94% of the total national population, highlighting its substantial demographic dominance. Such dominance suggests that Generation Z functions not merely as the primary user of the internet, but also as a

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potential agent capable of shaping social dynamics and driving national economic growth (Kominfo, 2024).

According to Aji and Yuniasanti (2025), a substantial proportion of Generation Z consists of university students aged 18–24 who actively seek career-related information. This aligns with Amalia et al (2023), who argue that the university period represents a critical stage for students to obtain career guidance. Despite the increasing accessibility of information, job seekers often encounter difficulties in obtaining engaging and credible career readiness information on social media platforms (Purnama et al., 2024). Evidence from the NACE First-Destination Survey indicates that 55.8% of graduates in 2021 opted to enter the labor market (Bellassai, 2023). The convergence of a high number of job seekers and limited access to reliable information potentially contributes to the rising level of open unemployment among higher education graduates, which reached 842,378 for university graduates and 170,527 for diploma holders in 2024 (Wahyu et al., 2025).

This phenomenon indicates a potential lack of work readiness among young individuals, which may be attributed to limited access to relevant career information. Evidence from the Engineering Career Center (ECC) reveals that out of 10,984 candidates, only 854 individuals, or approximately 7.86%, successfully passed the interview stage. This finding is further supported by Ariestianie (2019), who, based on a study of 293 job seekers, identified several key challenges, including low self-confidence during interviews, difficulties in preparing compelling resumes, limited access to labor market information, and a lack of self-awareness regarding individual strengths and weaknesses.

These issues highlight the significant potential of social media as a source of career-related information, particularly in the context of rapid and innovative technological advancements. This is reflected in the increasing dissemination of information through short-form video content, which is easily accessible to younger generations across various social media platforms, while also encouraging the creation of diverse content for wider audiences (Nathania1 et al., 2024). As the volume of content continues to grow, career-related content—such as job application tips, resume writing guidance, and other career insights—has gained substantial popularity among young individuals. This trend is driven by the perception that such content offers a more engaging and adaptive learning approach, enabling individuals to apply the knowledge according to their specific needs (T. Koch et al., 2018).

One prominent example of a content creator actively producing career-related content is Vina Muliana. She has attracted substantial public attention, with 1.6 million followers on Instagram and 9.6 million on TikTok, indicating a high level of audience trust in the credibility of the information she provides. Furthermore, her professional background as a human resources practitioner in a major company, along with her recognition as a Top Educator at the TikTok Awards Indonesia 2021 and her inclusion as a Forbes Digital Star 2022, further reinforce her position as an influential figure in the dissemination of career-related information in the digital era (Putri & Uljanatunnisa, 2023).

The high level of interest among young individuals in consuming career education content produced by Vina Muliana, which addresses common challenges faced by job applicants, highlights the relevance of this topic for further investigation. Such content has the potential to reduce difficulties and enhance individuals' work readiness, making it important to examine its

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influence on work readiness after exposure to career education content. However, empirical studies that specifically explore the relationship between career education content delivered by Vina Muliana and work readiness remain limited.

Several prior studies indicate that the presence of Vina Muliana as a career content creator can serve as an engaging reference for obtaining information related to future career preparation (Putri and Uljanatunnisa, 2023). Furthermore, Kamuri et al (2025) argue that the use of social media as an educational medium is highly appealing and capable of generating positive learning outcomes. In addition, Kusumaningtyas and Rummyeni (2022) found a significant influence of Vina Muliana on fulfilling the career information needs of her followers. In contrast, a study by Suyanto et al (2021) on Jerome Polin through the YouTube channel Nihongo Mantappu revealed that content creators can influence Generation Z's career choices; however, the magnitude of this effect was relatively weaker compared to studies focusing on Vina Muliana.

These findings are further supported by Nastiti and Waskito (2024), who demonstrate that Vina Muliana can influence the career orientation of Generation Z, particularly by enabling individuals to establish professional connections across various fields of interest. This, in turn, encourages young individuals to better understand career options that align with their skills. Moreover, an empirical study by Fitriyani and Silalahi (2024) reveals that career education content also contributes to improved learning outcomes, especially in job interview preparation. These findings collectively reinforce the significant role of content creator who contributes to enhancing the career readiness of young individuals.

Although prior studies have examined the role of career education content, research that specifically investigates its influence on the work readiness of young individuals, particularly final-year students, remains limited. Moreover, studies focusing on career education content delivered by content creators such as Vina Muliana within a local context, such as Kupang, are still scarce. In addition, existing research has been predominantly dominated by qualitative approaches, resulting in relatively limited quantitative empirical evidence. These limitations highlight a relevant research gap that warrants further investigation. Therefore, this study aims to analyze the influence of career education content on the work readiness of final-year students in Kupang. Theoretically, this study is expected to enrich the literature on the role of social media as a medium for career education in enhancing work readiness, while practically, the findings are expected to serve as a reference for students, educators, and content creators in optimizing the use of social media for career development.

## METHODS

This study adopts a quantitative approach, emphasizing the measurement of variables and statistical data analysis to examine the relationships among the variables under investigation (Sugiyono, 2022). Data were collected through a structured and standardized questionnaire designed to capture respondents' perceptions. The study involved 217 respondents, selected using a purposive sampling technique. This technique was employed due to the specific criteria established for the research subjects, namely final-year students in Kupang who have been exposed to career education content delivered by Vina Muliana. The use of purposive sampling is considered appropriate, as not all members of the population possess characteristics aligned with the research objectives (Sugiyono, 2022). Accordingly, this approach enables the collection of more

relevant and context-specific data, thereby enhancing the internal validity of the study.

The research instrument consisted of 16 items measuring the career education content variable and 21 items measuring the work readiness variable. The data collected through the questionnaire were analyzed using IBM SPSS Statistics Version 25. Prior to large-scale distribution, validity and reliability tests were conducted on 30 initial respondents to ensure the quality of the measurement instrument. Data analysis was performed using simple linear regression to examine the effect of career education content on work readiness. Before conducting regression analysis, a series of classical assumption tests were carried out to ensure that the model met statistical requirements. In addition, the coefficient of determination test was employed to assess the extent to which the career education content variable explains the variance in work readiness. All analyses were conducted using IBM SPSS Statistics Version 25 to ensure accurate and standardized statistical processing of the data.

## RESULTS

### Respondent Demographics

**Table 1. Respondent Demographics Data**

Demographic Information	Categori	Amount	%
Gender	Male	79	36,41
	Female	138	63,59
<b>Total</b>		<b>217</b>	<b>100</b>
Age Range	20-23	104	47,93
	23-27	113	53,07
<b>Total</b>		<b>217</b>	<b>100</b>
Year of Entering College	2020	39	17,98
	2021	87	40,09
	2022	91	41,93
<b>Total</b>		<b>217</b>	<b>100</b>
Place of Residence	Maulafa District	71	32,79
	Alak District	32	14,7
	Oebobo District	84	38,7
	Kelapa Lima District	19	8,75
	Kota Lama District	11	5,06
<b>Total</b>		<b>217</b>	<b>100</b>

Source: Processed Primary Data, 2025

Based on the demographic data of 217 respondents presented in Table 1, the majority were female, accounting for 138 respondents (63.59%), while male respondents totaled 79 (36.41%). This indicates a higher level of female participation in the study.

In terms of age distribution, respondents were predominantly within the 23–27 age group, comprising 113 individuals (53.07%), followed by those aged 20–23 with 104 individuals (47.93%). This distribution suggests that most respondents are in the final stage of their studies or transitioning into the workforce.

Regarding the year of entering college, the largest proportion of respondents came from the 2022 cohort, with 91 individuals (41.93%), followed by the 2021 cohort with 87 individuals (40.09%),

and the 2020 cohort with 39 individuals (17.98%). This indicates that the majority of respondents are relatively active students.

In terms of place of residence, most respondents were from Oebobo District, accounting for 84 individuals (38.70%), followed by Maulafa District with 71 individuals (32.79%). Respondents from Alak District totaled 32 (14.70%), Kelapa Lima District 19 (8.75%), and Kota Lama District 11 (5.06%). This distribution shows that respondents are geographically dispersed, with a concentration in Oebobo and Maulafa districts.

Overall, the respondent profile is characterized by a predominance of female participants, individuals in the final stage of their studies, representation from recent cohorts, and a geographic concentration in specific districts.

### Validity Test

The validity test aims to ensure that each item in the questionnaire accurately measures the research variables. This test is conducted by comparing the corrected item-total correlation (r-value) with the r-table value at a specified level of significance (typically  $\alpha = 0.05$ ) based on the number of respondents. An item is considered valid if the r-value exceeds the r-table value, whereas items with r-values less than or equal to the r-table value are deemed invalid. Invalid items are subsequently revised or removed to ensure that the research instrument achieves an adequate level of accuracy for further analysis (Sugiyono, 2022).

**Table 2. Validity Test Result**

Variable	Item	R-Value	R-Table	Explanation
Career Education Content / CEC (X)	CEC 1	0,612	0,133	Valid
	CEC 2	0,645		Valid
	CEC 3	0,701		Valid
	CEC 4	0,588		Valid
	CEC 5	0,534		Valid
	CEC 6	0,676		Valid
	CEC 7	0,720		Valid
	CEC 8	0,601		Valid
	CEC 9	0,655		Valid
	CEC 10	0,734		Valid
	CEC 11	0,668		Valid
	CEC 12	0,590		Valid
	CEC 13	0,705		Valid
	CEC 14	0,649		Valid
	CEC 15	0,572		Valid
	CEC 16	0,711		Valid
Work Readiness / WRS (Y)	WRS 1	0,689	0,133	Valid
	WRS 2	0,712		Valid
	WRS 3	0,745		Valid
	WRS 4	0,668		Valid
	WRS 5	0,634		Valid
	WRS 6	0,701		Valid
	WRS 7	0,756		Valid
	WRS 8	0,690		Valid

Variable	Item	R-Value	R-Table	Explanation
Work Readiness / WRS (Y)	WRS 9	0,673	0,133	Valid
	WRS 10	0,748		Valid
	WRS 11	0,710		Valid
	WRS 12	0,665		Valid
	WRS 13	0,732		Valid
	WRS 14	0,704		Valid
	WRS 15	0,681		Valid
	WRS 16	0,726		Valid
	WRS 17	0,699		Valid
	WRS 18	0,742		Valid
	WRS 19	0,688		Valid
WRS 20	0,731	Valid		
WRS 21	0,705	Valid		

Source: Processed Primary Data, 2025

Based on the results of the validity test using SPSS Statistics Version 25, all questionnaire items for the Career Education Content (CEC) and Work Readiness (WRS) variables were found to be valid. This is evidenced by the r-values of each item, which exceed the r-table value of 0.133. For the CEC variable (X), all 16 items exhibited r-values ranging from 0.534 to 0.734, thereby meeting the validity criteria. Similarly, for the WRS variable (Y), all 21 items demonstrated r-values higher than the r-table value, ranging from 0.634 to 0.756. These findings indicate that all measurement items are valid and suitable for further analysis.

### Reliability Test

The reliability test aims to assess the consistency and dependability of the research instrument in measuring a given variable. This test is commonly conducted using Cronbach's Alpha coefficient, where a variable is considered reliable if the Cronbach's Alpha value exceeds 0.70. Conversely, a Cronbach's Alpha value below 0.70 indicates that the instrument has not yet achieved an acceptable level of reliability and requires improvement. Therefore, higher Cronbach's Alpha values reflect greater internal consistency among the items in the questionnaire (Sugiyono, 2022).

**Table 3. Reliability Test Result**

Variable	N of Item	Cronbach's Alpha	Category
Career Education Content / CEC (X)	16	0,918	Very Reliable
Work Readiness / WRS (Y)	21	0,937	Very Reliable

Source: Processed Primary Data, 2025

Based on the reliability test results using SPSS Statistics Version 25, the Cronbach's Alpha value for the Career Education Content (CEC) variable was 0.918 with 16 items, while the Work Readiness (WRS) variable yielded a Cronbach's Alpha of 0.937 with 21 items. Both values exceed the minimum threshold of 0.70, indicating a high level of internal consistency. Therefore, both variables can be classified as highly reliable and are suitable for further analysis in this study.

### Linearity Test

The linearity test aims to determine whether the relationship between the independent and dependent variables is linear. This test is typically conducted using SPSS Statistics by examining

the significance value in the Deviation from Linearity section. The decision criterion is that if the significance value (Sig.) exceeds 0.05, the relationship between the variables is considered linear; conversely, if the significance value is less than 0.05, the relationship is deemed non-linear. Therefore, the linearity test is an essential prerequisite for regression analysis to ensure that the model is appropriate for the data (Sugiyono, 2022).

**Table 3. Linearity Test Relut**

ANOVA					
Career Education Content					
	Sum of Square	df	Mean Square	F	Sig.
Between Groups	15.462	3	5.154	21.213	.000
Within Groups	3.888	16	.243		
Total	19.350	19			

Source: Processed Primary Data, 2025

Based on the ANOVA test results using IBM SPSS Statistics Version 25 for the Career Education Content variable, the calculated F-value was 21.213 with a significance value (Sig.) of 0.000. Since the significance value is below 0.05, it can be concluded that there are statistically significant differences among the groups tested. This finding indicates that the Career Education Content variable has a significant effect within the analyzed model, thereby justifying its inclusion for further analysis.

**Hypothesis Test**

Hypothesis testing in this study was conducted to examine whether the Career Education Content (CEC) variable has a significant effect on Work Readiness (WRS). The analysis was performed using IBM SPSS Statistics by evaluating the significance value (Sig.) as the basis for decision-making. The decision criteria were defined as follows: if the significance value is less than 0.05, the alternative hypothesis ( $H_1$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected, indicating a significant effect of the independent variable on the dependent variable. Conversely, if the significance value exceeds 0.05,  $H_0$  is accepted and  $H_1$  is rejected, indicating no significant effect. Therefore, hypothesis testing serves as a crucial step in empirically validating the proposed research assumptions based on the analyzed data.

**Table 4. Hypothesis Test Result**

Model	Unstandardized		Standardized	t	Sig
	Coefficients		Coefficients		
	B	Std. Error	Beta		
1 (Constant)	11,718	2,422		4,836	.000
Career Education Content	1,122	0,035	0,852	31,637	.000

a. Dependent Variable: Work Readiness

Source: Processed Primary Data, 2025

Based on the regression results presented in Table 4, the Career Education Content (CEC) variable has a positive and significant effect on Work Readiness (WRS). The unstandardized coefficient (B) of 1.122 indicates that an increase in exposure to career education content is

associated with a corresponding increase in work readiness. In addition, the standardized coefficient (Beta) of 0.852 reflects a strong positive relationship between the two variables.

The t-value of 31.637, with a significance value (Sig.) of 0.000 ( $p < 0.05$ ), confirms that the effect of Career Education Content on Work Readiness is statistically significant. Therefore, the alternative hypothesis ( $H_1$ ) is accepted, indicating that career education content plays a significant role in influencing students' work readiness.

These findings suggest that exposure to structured, relevant, and accessible career education content can substantially enhance students' preparedness for entering the labor market. This implies that social media-based career education not only serves as an information source but also functions as an effective learning medium in developing practical career competencies among final-year students.

### Coefficient of Determination ( $R^2$ )

The coefficient of determination ( $R^2$ ) is used to measure the extent to which the independent variable explains the variation in the dependent variable. A lower  $R^2$  value indicates that the dependent variable can only be explained to a limited extent by the independent variable (Sugiyono, 2022). This test provides an overview of how well the regression model, based on the number of independent variables included, is able to predict the dependent variable.

**Table 5. Coefficient of Determination ( $R^2$ ) Result**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.862 <sup>a</sup>	.713	.709	5,137

a. Predictors: (Constant), Career Education Content

Source: Processed Primary Data, 2025

Based on the results presented in Table 5, the coefficient of determination ( $R^2$ ) is 0.713, indicating that 71.3% of the variance in Work Readiness (WRS) can be explained by the Career Education Content (CEC) variable. The remaining 28.7% is influenced by other factors not included in this study. Furthermore, the adjusted  $R^2$  value of 0.709 suggests that the model maintains a high level of explanatory power even after accounting for the number of predictors.

The correlation coefficient (R) of 0.862 indicates a strong relationship between Career Education Content and Work Readiness. These findings demonstrate that the regression model has strong predictive capability, implying that career education content plays a substantial role in shaping students' work readiness. This also suggests that social media-based career education can serve as a significant determinant in enhancing the preparedness of final-year students for entering the workforce.

### DISCUSISON

The findings of this study indicate that career education content has a positive and significant effect on the work readiness of final-year students in Kupang. The high regression coefficient ( $\beta = 0.852$ ) and strong level of significance ( $p < 0.05$ ) suggest that exposure to career-related educational content on social media plays a substantial role in enhancing students' readiness for the labor market. These findings reinforce the notion that social media has evolved beyond a communication platform into an effective learning medium in the context of career development (Kaplan & Haenlein, 2010; Nasir et al., 2025).



Conceptually, these results are consistent with Koch et al., (2018), who argue that interactive and contextual digital content can enhance individuals' understanding of career demands. Furthermore, Greenhow and Lewin, (2016) emphasize that social media functions as an informal learning environment that supports the development of practical skills. In the context of work readiness, this study aligns with Jackson, 2014 who highlight that access to career-related information and the development of soft skills are critical components in shaping employability and work readiness.

In addition, the findings are supported by Fitriyani and Silalahi, (2024) and Kusumaningtyas and Rummyeni, (2022), who demonstrate that career education content contributes to improving individuals' preparedness for entering the workforce. These results are further corroborated by international studies such as Glasheen et al., (2016), which emphasize the strategic role of digital career guidance in facilitating career understanding and transition. Moreover, Dabbagh and Kitsantas, (2012) highlight that social media-based self-regulated learning significantly enhances professional competencies.

However, not all studies report consistent findings. Suyanto et al., (2021)) found that the influence of content creators on career decision-making tends to be relatively weak. Similarly, Ely et al., (2020) argue that the effectiveness of social media as a learning tool is highly dependent on content quality and user engagement. These discrepancies suggest that the impact of social media is not universal but contingent upon contextual factors such as source credibility, content design, and audience readiness. Therefore, this study critically challenges the prevailing assumption in the literature that social media functions as a homogeneous educational medium.

From a theoretical perspective, these findings can be explained through social learning theory (Bandura, 1986), which posits that individuals learn by observing credible and relevant role models. In this context, students observe and internalize professional practices presented in career education content. Additionally, human capital theory (Becker, 1993) provides a foundation for understanding how investments in knowledge and skills—through both formal and informal channels—enhance individuals' productivity and work readiness.

Nevertheless, these theoretical frameworks have limitations in explaining the active and selective behavior of social media users. Therefore, integrating uses and gratifications theory (Katz et al., 1973) is essential to explain how students actively seek and utilize content that aligns with their career development needs. Furthermore, the concept of self-directed learning (Chametzky, 2014; Garrison, 1997) offers additional insight into how individuals independently manage their learning processes through digital platforms. This study thus contributes by integrating multiple theoretical perspectives to provide a more comprehensive understanding of the phenomenon.

In terms of scholarly contribution, this study addresses several important gaps in the literature. First, it provides quantitative empirical evidence, which remains relatively limited in prior studies examining the relationship between career education content and work readiness. Second, it expands the geographical context by focusing on students in Kupang, a region that is underrepresented in international research. This aligns with Marginson, (2016), who emphasizes the importance of contextual diversity in higher education studies. Third, this study specifically examines the role of content creators as agents of career education, offering a more nuanced perspective compared to studies that treat social media as a monolithic entity.

Despite these contributions, it is important to critically acknowledge that the high coefficient of determination ( $R^2 = 0.713$ ) does not fully capture the complexity of factors influencing work readiness. Clarke, (2018) argues that work readiness is a multidimensional construct shaped by various factors, including work experience, social environment, and psychological attributes. Therefore, the model employed in this study remains limited in capturing the full range of determinants, suggesting the need for more comprehensive models in future research.

From a practical standpoint, the findings imply that social media can be leveraged as a strategic learning tool to enhance work readiness. This is consistent with Punie and Redecker, (2011), who highlight the role of digital technologies in supporting lifelong learning. However, excessive reliance on social media without adequate digital literacy may lead to misinformation and fragmented understanding (Selwyn, 2017). Hence, a balanced integration of formal and informal learning is essential.

Furthermore, this study provides contextual insights into Generation Z as the primary users of social media. As noted by Prensky, (2001) and Schroeder et al., (2010), this generation is highly adaptive to digital technologies and prefers interactive and visual learning formats. In a local context such as Kupang, where access to formal career information may be limited, social media serves as a strategic alternative for bridging information gaps. However, this also necessitates the development of critical digital literacy to ensure the effective use of such platforms.

Overall, this study not only confirms the significant role of career education content in enhancing work readiness but also provides a critical perspective that its effectiveness depends on content quality, user characteristics, and socio-contextual factors. Therefore, a more integrative and comprehensive approach is required to optimize the role of social media as a career education tool in the future.

## CONCLUSION

This study aimed to examine the influence of career education content on the work readiness of final-year students in Kupang. The findings reveal that career education content has a positive and significant effect on work readiness, indicating that increased exposure to career-related content on social media enhances students' preparedness for entering the workforce.

These findings confirm that social media functions not only as a platform for communication and entertainment but also as an effective alternative learning medium in career development. Informative, relevant, and credible career education content contributes to improving students' understanding of workplace demands, including practical skills such as resume writing, interview preparation, and professional awareness.

From a theoretical perspective, this study strengthens the integration of social learning theory, human capital theory, and uses and gratifications theory in explaining how individuals utilize social media as a tool for career learning. It also contributes empirical evidence supporting the role of social media as a learning ecosystem that enhances work readiness among young individuals.

Practically, the findings suggest that students should adopt a more strategic and critical approach in utilizing social media for career learning. Educational institutions are encouraged to integrate digital platforms into their teaching strategies, while content creators are expected to produce high-quality and impactful content that supports audience development.

### LIMITATION

Despite its contributions, this study has several limitations that should be acknowledged. First, the study employs only one independent variable, namely career education content, which limits its ability to capture the complexity of factors influencing work readiness. Variables such as work experience, individual motivation, social support, and digital literacy were not included in the analysis.

Second, the study adopts a quantitative cross-sectional design, which limits its ability to establish causal relationships and to capture long-term behavioral changes. Future research is recommended to employ longitudinal approaches to better understand the dynamic impact of social media on work readiness.

Third, the study is confined to a specific geographical context, namely students in Kupang, which may limit the generalizability of the findings. Differences in socio-economic conditions, cultural backgrounds, and access to technology in other regions may produce different results.

Fourth, the study focuses on a single content creator, which does not fully represent the diversity of career education content available on social media. Future research is encouraged to examine multiple sources of content to provide a more comprehensive understanding of this phenomenon.

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