

The Influence of Soft Skill on Career Anxiety With Social Support as a Moderating Variable Among Fresh Graduate in West Nusa Tenggara

Nurul Faradila¹, Mukmin Suryatni², Ni Wayan Adelia Mutiara Asri³

^{1,2,3}Management Study Program, Faculty of Economics and Business, University of Mataram, Indonesia

Email: ¹faradilnurul93@gmail.com; ²mukminsuryatni@gmail.com; ³adeliamutiara@staff.unram.ac.id

Keywords: *Soft Skills; Work Readiness; Career Anxiety; Social Support; Fresh Graduate*

Abstract

This study aims to examine the effect of soft skill and work readiness on career anxiety among fresh graduates in West Nusa Tenggara Province, and to test the moderating role of social support on those two relationships. A quantitative causal-associative design was applied through a survey method, with data collected using a five-point Likert-scale questionnaire distributed online to 100 fresh graduates in West Nusa Tenggara who were determined through purposive sampling based on the criteria of having graduated within the last two years, being domiciled in West Nusa Tenggara, and not yet employed, with the number of respondents referring to the ten-times rule for the largest number of structural paths directed toward a construct. Data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with the assistance of SmartPLS 4, covering the evaluation of the outer model (convergent validity, discriminant validity, and construct reliability) and the inner model (R-Square, F-Square, path coefficients, and moderation testing through bootstrapping with 5,000 subsamples). The results show that soft skill and work readiness each have a negative and significant effect on career anxiety, and that social support is proven to significantly moderate and strengthen both negative relationships, with the structural model explaining 46.5% of the variance in career anxiety ($R^2 = 0.465$), while the effect size of each exogenous variable falls into the small category (f^2 between 0.041 and 0.082). These findings imply that universities, families, and career development institutions need to jointly strengthen fresh graduates' soft skill and work readiness while also expanding access to social support, since the two internal resources are proven to be more effective in reducing career anxiety when reinforced by a supportive social environment. Future research is recommended to extend the model with additional variables, adopt a mixed-method or longitudinal design, and broaden the sampling coverage beyond West Nusa Tenggara Province.

INTRODUCTION

Human resources (HR) are one of the important factors in supporting the achievement of organizational goals, especially in the midst of the ever-changing dynamics of the world of work. Today's work environment demands more than just technical skills and theoretical knowledge, so organizations need a workforce equipped with high interpersonal skills, readiness, and adaptability (Robbins & Judge, 2019). Armstrong and Taylor (2020) emphasized that human resource management focuses on effectively managing individuals in order to be able to make optimal contributions, while Dessler (2020) explains that human resource management includes the process of acquiring, developing, and managing the workforce to achieve organizational goals efficiently.

One of the groups that feel the most demands are college graduates who have just entered the workforce, or what is commonly called *fresh graduates*, i.e. individuals who have completed their studies in the last one to two years (Oliver, 2022, in Rachma et al., 2026). This transition period from an academic environment to a professional environment full of uncertainty is prone to give rise to *career anxiety*, which is worry, fear, and uncertainty about the future of career. Jackson and Tomlinson (2020) explain that job market uncertainty and *employability* demands can increase career pressure in recent graduates, while Belle et al. (2021) and Chen and Zeng (2021) assert that worries about job opportunities and uncertainty can exacerbate such anxiety. Data from the Central Statistics Agency (2025) strengthens this phenomenon, by recording the Open Unemployment Rate of Diploma I/II/III graduates at 4.31% and university graduates at 5.39%, which shows that higher education has not fully guaranteed the absorption of graduates into the job market.

This phenomenon also occurred in West Nusa Tenggara (NTB). The Central Statistics Agency of West Nusa Tenggara Province (2025) noted that the number of labor force in NTB reached around 2.9 million people with an Open Unemployment Rate of 3.01%, so competition for jobs remains a challenge for new graduates who do not have adequate work experience. A preliminary survey conducted by researchers on 45 *fresh graduates* in NTB in June 2026 showed that 82.2% of respondents felt anxious because they did not have certainty of career direction, 80% were anxious about facing competition for jobs, and 68.9% felt that they still needed practical experience, while 93.3% stated that they received emotional support from the nearest environment. These findings indicate that even though *fresh graduates* receive *social support*, the need to improve *soft skills* and *work readiness* remains high, while *career anxiety* is still felt in the face of uncertainty and competition in the world of work.

Several previous studies have shown that *soft skills*, *work readiness*, and *social support* play an important role in reducing *career anxiety*. Succi and Canovi (2020) found that *soft skills* increase *graduate employability*; Hiaruman et al. (2025) show that *career anxiety* has a negative effect on *work readiness*, while *social support* has a positive effect on it; Feng et al. (2025) found that *social support* has a significant negative effect on *career anxiety*; and Kautish et al. (2021) affirmed the role of *social support* as a moderation variable between *career anxiety* and career commitment. However, most previous studies still place *career anxiety* as an independent variable or partially test the relationship between variables. Research that specifically integrates *soft skills* and *work readiness* as predictors of *career anxiety* in a single model with *social support* as a moderation variable, especially in the context of *fresh graduates* in West Nusa Tenggara, is still relatively limited.

Based on these gaps, this study offers a novelty in the form of simultaneous testing of the influence of *soft skills* and *work readiness* on *career anxiety*, with *social support* positioned as a moderation variable in a research model in the context of *fresh graduates* in West Nusa Tenggara. The urgency of this research is getting stronger considering that *career anxiety* can hinder the readiness of *fresh graduates* to enter the world of work, make career decisions, and adjust to professional demands. Based on this description, this study aims to (1) analyze the influence of *soft skills* on *career anxiety*, (2) analyze the influence of *work readiness* on *career anxiety*, (3) analyze the role of *social support* in moderating the influence of *soft skills* on *career anxiety*, and (4) analyze *social roles support* in moderating the effect of *work readiness* on *career anxiety* in *fresh graduates* in West Nusa Tenggara.

This research is based on the *Social Cognitive Career Theory* (SCCT) from Lent, Brown, and Hackett (1994), which explains that individual career development is influenced by the interaction between personal, behavioral, and environmental factors, so that *soft skills* and *work readiness* are understood as personal factors, while *social support* plays a role as environmental factors. This research also refers to the *Cognitive Appraisal Theory* of Lazarus and Folkman (1984), which explains that anxiety arises when an individual assesses a situation as a threat that exceeds his or her ability, and to the *Stress Buffering Model* from Cohen and Wills (1985) which explains that *social support* serves as a psychological buffer that can moderate the negative impact of stress. These three perspectives overshadow the hypothesis of this study, namely: H₁ *soft skills*

have a negative effect on *career anxiety*; H₂ *work readiness* has a negative effect on *career anxiety*; H₃ *social support* moderated the effect of *soft skills* on *career anxiety*; and H₄ *social support* moderated the effect of *work readiness* on *career anxiety* in *fresh graduates* in West Nusa Tenggara.

METHODS

This study uses a causal associative design with a quantitative approach to determine the causal relationship between *soft skills*, *work readiness*, *social support*, and *career anxiety* (Sugiyono, 2023). The research will be carried out in West Nusa Tenggara Province starting in April 2026 until all stages of research are completed, including the preparation of proposals, the preparation of instruments, data collection, data processing and analysis, to the preparation of the final report.

The population of this study is all *fresh graduates* in West Nusa Tenggara Province, namely individuals who have completed their college education and are in a transition period to the world of work. Given the number of *unknown populations*, the sample was determined through a *non-probability sampling* technique with a *purposive sampling approach*, based on the following criteria: (1) fresh S1 graduates with a maximum graduation period of the last two years; (2) domiciled in West Nusa Tenggara Province; (3) not yet employed and in the transition period of looking for a job; and (4) willing to fill out a research questionnaire. The determination of the number of samples refers to *the 10-times rule* guideline from Hair et al. (2021), which is ten times the number of structural paths leading to a single construct. Because there are five pathways that lead to *career anxiety* as a dependent variable, the minimum sample number is 50 respondents, and this study uses 100 respondents to make the model estimate more stable and accurate.

Data was collected through a survey method using a questionnaire arranged based on the indicators of each variable and disseminated online through *Google Form*. *Soft skills* are measured through four indicators from Chala and Bouranta (2021), namely *adaptability*, *communication*, *problem-solving*, and *teamwork*. *Work readiness* is measured through six indicators from Brady in Widyastuti et al. (2023), namely *responsibility*, *flexibility*, *skills*, *communication*, *self-view*, and *health and safety*. *Career anxiety* is measured through four indicators from Tsai et al. (2017), namely *personal ability*, *irrational beliefs about employment*, *employment environment*, and *professional education training*. *Social support* is measured through four indicators from Yeo et al. (2025), namely *emotional support*, *informational support*, *instrumental support*, and *appraisal support*. Each statement item was measured using a five-point Likert scale, ranging from strongly disagree (score 1) to strongly agree (score 5).

The data was analyzed using *Partial Least Square-based Structural Equation Modeling* (SEM-PLS) with the help of SmartPLS software version 4. The selection of SEM-PLS was based on the consideration that this technique does not require normally distributed data, is suitable for relatively small to moderate sample sizes, and is capable of analyzing models involving several latent variables as well as moderation relationships (Hair et al., 2022). Evaluation of the measurement model (*outer model*) was carried out through *convergent validity* tests (*outer loading* value > 0.60 and AVE > 0.50), *discriminant validity* (*cross loading*, *Fornell-Larcker criterion*, and *Heterotrait-Monotrait Ratio/HTMT* < 0.90), and *construct reliability* (*Cronbach's Alpha* and *Composite Reliability* > 0.70) (Ghozali & Kusumadewi, 2023). The evaluation of the structural model (*inner model*) was carried out through *the R-Square* and *F-Square tests*, as well as hypothesis testing and moderation effects through a *bootstrapping* procedure with 5,000 subsamples. The hypothesis and moderation effect are declared acceptable if *the t-value* is greater than 1.96 or *the p-value* is less than 0.05 at a 95% confidence level (Hair et al., 2022). The effect of *social support moderation* was tested through the formation of interaction variables, namely *Soft Skill* × *Social Support* and *Work Readiness* × *Social Support*, on *Career Anxiety*.

RESULTS AND DISCUSSION

Respondent Characteristics

The respondents of this study were 100 *fresh graduates* who were domiciled in West Nusa Tenggara Province. The characteristics of the respondents are presented in Table 1.

Table 1. Respondent Characteristics

Characteristics	Categories	Quantity	Percentage
Gender	Male	39	39%
	Women	61	61%
Age	22 years old	38	38%
	23 years old	42	42%
	24 years	20	20%
Origin of the College	University of Mataram	65	65%
	UIN Mataram	13	13%
	University of Muhammadiyah Mataram	9	9%
	Others (Bumigora, NU, Mandalika Education)	13	13%
Domicile	Mataram City	24	24%
	Central Lombok	20	20%
	West Lombok	16	16%
	East Lombok, North Lombok, Sumbawa Island	40	40%
Year of Graduation	2024	11	11%
	2025	35	35%
	2026	54	54%

Source: Primary data, 2026

Based on Table 1, the majority of respondents are female (61%) and 23-year-old (42%), which indicates that respondents are in the early adult age group who have just completed higher education and are undergoing a crucial transition to the professional world. Respondents also came from various universities in West Nusa Tenggara, with the dominance of graduates of the University of Mataram (65%), and spread across various districts/cities with the highest concentration in Mataram City (24%) and Central Lombok (20%). Most of the respondents (54%) are graduates in 2026, which means that most of the respondents are in the earliest phase of the transition period to the world of work, so it is relevant to the focus of the research on *career anxiety* on *fresh graduates*.

Description of Research Variables

The description of the research variables aims to provide an overview of the tendency of respondents' answers to each research variable, which is presented in Table 2.

Table 2. Description of Research Variables

Variable	Average Score	Categories
Career Anxiety (Y)	3,61	Height
Soft Skill (X1)	3,54	Height
Work Readiness (X2)	3,44	Height
Social Support (W)	3,32	Medium

Source: Primary data, 2026, processed by researchers

Based on Table 2, the *Career Anxiety* variable obtained the highest average score of 3.61 which is in the high category, indicating that *fresh graduates* in West Nusa Tenggara still feel considerable concern about their career future. The variables *Soft Skill* (3.54) and *Work Readiness* (3.44) were in the high category, while *Social Support* (3.32) was in the medium category, which indicates that the social support received by respondents is not as optimal as the internal readiness they have built.

Measurement Model Test Results (Outer Model)

The evaluation of the measurement model was carried out through *convergent validity*, *discriminant validity*, and *construct reliability* tests. The results of the *convergent validity* test showed that all indicators in the four research variables had an *outer loading value* above 0.70, with the range of values per variable presented in Table 3, so that there were no indicators that needed to be eliminated from the model.

Construct Reliability and Convergent Validity

Table 3. Summary of Convergent Validity and Construct Reliability Test Results

Variable	Outer Loading Range	Cronbach's Alpha	Composite Reliability (rho_c)	AVE	Ket.
Soft Skill (X1)	0,740 – 0,792	0,935	0,943	0,582	Reliable
Work Readiness (X2)	0,703 – 0,806	0,956	0,960	0,572	Reliable
Career Anxiety (Y)	0,774 – 0,870	0,957	0,962	0,681	Reliable
Social Support (W)	0,744 – 0,843	0,947	0,954	0,632	Reliable

Source: Data processed, 2026, using SmartPLS version 4.0

Discriminant validity testing using the *Fornell-Larcker criterion* showed that the square root of AVE of each construct is larger than the correlation between other constructs (Table 4), so that each construct has a good degree of discrimination.

Table 4. Results of the Discriminant Validity Test (Fornell-Larcker Criterion)

Variable	Career Anxiety	Social Support	Soft Skills	Work Readiness
Career Anxiety	0,825			
Social Support	-0,533	0,795		
Soft Skills	-0,502	0,570	0,763	
Work Readiness	-0,540	0,637	0,637	0,756

Source: Data processed, 2026, using SmartPLS version 4.0

Based on Table 3 and Table 4, *Cronbach's Alpha* values are in the range of 0.935 to 0.957, *Composite Reliability* values are in the range of 0.937 to 0.962, and AVE values are in the range of 0.572 to 0.681, all of which have exceeded the required minimum thresholds. Thus, all research instruments are declared valid and reliable, so it is worth continuing to the evaluation stage of the structural model (*inner model*).

Results of the Discriminant Validity Test (HTMT)

Table 5. Results of the Discriminant Validity Test (Heterotrait-Monotrait Ratio/HTMT)

Variable	Career Anxiety	Social Support	Soft Skills	Work Readiness
Career Anxiety				
Social Support	0,555			
Soft Skills	0,521	0,600		
Work Readiness	0,550	0,662	0,666	

Source: Data processed, 2026, using SmartPLS version 4.0

Discriminant validity was also tested using the *Heterotrait-Monotrait Ratio* (HTMT) as a stricter criterion, with a threshold value below 0.90 (Table 5). The results show that the HTMT ratio between *Soft Skill* and *Career Anxiety* was 0.521, between *Work Readiness* and *Career Anxiety* was 0.550, and between *Social Support* and *Career Anxiety* was 0.555, while the ratios among the exogenous constructs ranged from 0.600 to 0.666. Since all HTMT values are well below the 0.90 threshold, this confirms that each construct in the model possesses adequate discriminant validity.

Structural Model Test Results (Inner Model)

R-Square Values

Table 6. R-Square Values

Variable	R-Square	R-Square Adjusted	Category
Career Anxiety	0,465	0,436	Moderate

Source: Data processed, 2026, using SmartPLS version 4.0

The R-Square *test* showed that the variables *Soft Skill*, *Work Readiness*, and *Social Support* were able to explain 46.5% of the variation in *Career Anxiety* ($R^2 = 0.465$; $R^2_{Adjusted} = 0.436$), which falls into the category of *moderate* or moderate models, while the remaining 53.5% is explained by factors other than this study model.

The results of the *effect size* test (*F-Square*) showed that *Work Readiness* (0.082), *Soft Skill* (0.078), and *Social Support* (0.068) had a small effect on *Career Anxiety*. The effect of moderation interaction between *Social Support* $\times$ *Work Readiness* (0.054) and *Social Support* $\times$ *Soft Skill* (0.041) was also relatively small, but *Work Readiness* and *Soft Skill* remained the variables with the most dominant relative contribution in this study model.

Research Structural Model

The structural model (inner model) resulting from bootstrapping with 5,000 subsamples is presented in Figure 1, which displays the path coefficients, loading values, and the R-Square value of the endogenous construct.

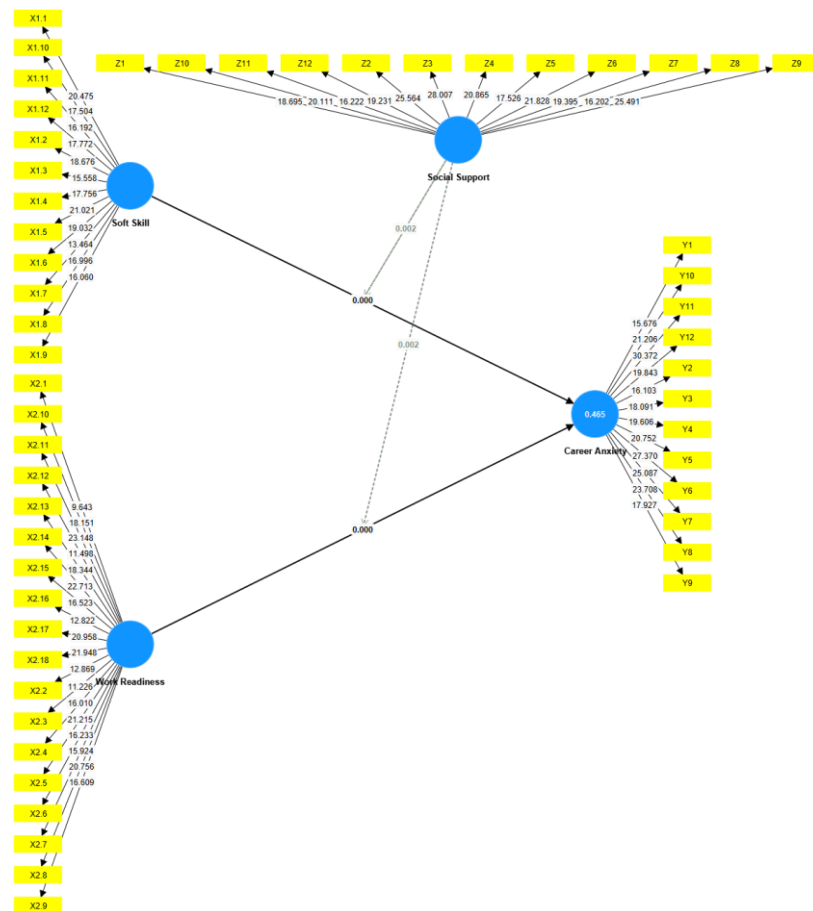


Figure 1. Research Structural Model (Inner Model)

Hypothesis Testing Results

Table 7. Hypothesis Test Results (Path Coefficients)

Relationships Between Variables	Line Coefficient (O)	T Statistics	P Values	Verdict
Soft Skills → Career Anxiety	-0,290	4,166	0,000	H₁ Accepted
Work Readiness → Career Anxiety	-0,305	3,806	0,000	H₂ Accepted
Social Support × Soft Skill → Career Anxiety	-0,149	2,957	0,002	H₃ Accepted
Social Support × Work Readiness → Career Anxiety	-0,174	2,960	0,002	H₄ Accepted

Source: Data processed, 2026, using SmartPLS version 4.0

Based on Table 7, all hypotheses of this study are accepted because the *t-statistical value* of the entire pathway is greater than 1.96 and the *p-value* is less than 0.05. *Soft Skills* and *Work Readiness* were shown to have a negative and significant effect on *Career Anxiety*, respectively, while *Social Support* interaction with the two independent variables was also shown to have a negative and significant effect, which shows that *Social Support* moderates and strengthens the negative influence of *Soft Skills* and *Work Readiness* Career Anxiety in *fresh graduates* in West Nusa Tenggara.

DISCUSSION

The Effect of Soft Skills on Career Anxiety

The results of the structural model test showed that *Soft Skills* had a negative and significant effect on *Career Anxiety* ($O = -0.290$; $t = 4.166$; $p = 0.000$), which means that the higher the mastery of *soft skills* possessed by *fresh graduates*, the lower the level of career anxiety felt. The *f-Square* value of 0.078 indicates that *Soft Skills* make a relatively small but still relevant contribution in predicting *Career Anxiety*. These findings are in line with the *Social Cognitive Career Theory* of Lent, Brown, and Hackett (1994), which places skill mastery as a personal factor that builds graduates' self-efficacy in career planning, as well as the *Cognitive Appraisal Theory* of Lazarus and Folkman (1984), in which *fresh graduates* Those who have good communication, cooperation, adaptation, and problem-solving skills will view the demands of the world of work as a challenge that can be controlled, not as a threat.

Descriptive results showed that *Soft Skills* were in the high category (average 3.54), with the ability to listen and understand information as the highest value indicator. These findings reinforce the results of Succi and Canovi (2020) and Agustina and Suryatni (2026) who found that *soft skills* increase the *employability* of graduates, and are in line with Cahyani and Putrianti (2022) and Irnanda et al. (2023) who emphasized the importance of *soft skills* in suppressing anxiety in facing the world of work. Thus, *soft skills* function as a psychological coping mechanism that helps *fresh graduates* in West Nusa Tenggara face job competition with more confidence.

The Effect of Work Readiness on Career Anxiety

Work Readiness was also shown to have a negative and significant effect on *Career Anxiety* ($O = -0.305$; $t = 3.806$; $p = 0.000$), with an *f-Square* value of 0.082. These results show that the more mature the work readiness of *fresh graduates*, the lower the anxiety they feel about their future career. Referring to the *Cognitive Appraisal Theory* (Lazarus & Folkman, 1984), *work readiness* acts as an internal resource that builds

the perception of individual control, so that the transition of the world of work is considered as a manageable challenge and not as a threat that exceeds one's capabilities.

Descriptive results showed that *Work Readiness* was in the high category (average 3.44), with the ability to accept changes in tasks and work rules as the highest indicator. These findings are consistent with Orr et al. (2023) who stated that *work readiness* helps graduates adjust to industry expectations, as well as Pratama and Magistarina (2022) who prove a direct correlation between job readiness and reduced anxiety in final year students. Thus, strengthening responsibility, flexibility, skills, communication, positive self-image, and understanding of occupational health and safety are important provisions for *fresh graduates* in West Nusa Tenggara in suppressing *career anxiety*.

The Role of Social Support Moderation in the Relationship of Soft Skills to Career Anxiety

The interaction between *Social Support* and *Soft Skills* was shown to have a negative and significant effect on *Career Anxiety* ($O = -0.149$; $t = 2.957$; $p = 0.002$), which means that *Social Support* significantly moderated and strengthened the negative influence of *Soft Skills* on *Career Anxiety*. Referring to the *Stress Buffering Model* from Cohen and Wills (1985), social support functions as a psychological buffer that prevents the depletion of individual mental energy, so that the *soft skills* possessed by *fresh graduates* can be actualized more optimally in reducing career anxiety.

Descriptive results showed that *Social Support* was in the medium category (average 3.32), with positive encouragement of self-ability (*appraisal support*) as the indicator with the highest assessment. These findings are in line with Kautish et al. (2021) who prove the role of *social support moderation* in the psychological dynamics of career preparation, as well as Feng et al. (2025) and Hiaruman et al. (2025) who affirm the contribution of social support in reducing career anxiety. In the context of *fresh graduates* in West Nusa Tenggara, the family climate and communal closeness are important assets that strengthen the effectiveness of *soft skills* in facing the pressure of career transition.

The Role of Social Support Moderation in the Relationship between Work Readiness and Career Anxiety

The interaction between *Social Support* and *Work Readiness* was also shown to have a negative and significant effect on *Career Anxiety* ($O = -0.174$; $t = 2.960$; $p = 0.002$), suggesting that *Social Support* significantly moderated and strengthened the negative influence of *Work Readiness* on *Career Anxiety*. Referring to the *Conservation of Resources Theory* from Hobfoll (1989), *work readiness* plays the role of an internal resource, while *social support* plays the role of an external resource; when the two resources are integrated, there will be an accumulation of coping power that makes *fresh graduates* more resilient in reducing *career anxiety*.

These findings are consistent with Wang and Qu (2022) who stated that social support strengthens an individual's readiness in the job search process, as well as with Chen and Zeng (2021) who affirmed the importance of external variables in moderating graduate psychological distress. Thus, the internal work readiness of *fresh graduates* in West Nusa Tenggara will be a much more effective force in suppressing career anxiety if accompanied by a supportive social ecosystem of family, friends, and lecturers.

CONCLUSION

This study concludes that *Soft Skills* and *Work Readiness* have a negative and significant effect on *Career Anxiety* in *fresh graduates* in West Nusa Tenggara, so that the higher the non-technical skills and job readiness of new graduates, the lower their anxiety about their career future. *Social Support* has also been shown to significantly moderate and strengthen these two negative influences, showing that emotional, informational, instrumental, and reward support from the immediate environment is able to multiply the functions of *soft skills* and *work readiness* as a psychological coping mechanism in the face of career transition

pressure. Overall, this research model was able to explain 46.5% of the variation in *Career Anxiety*, while the rest was explained by other factors outside the model, such as self-efficacy, digital literacy, financial stress, or macroeconomic conditions that have not been tested in this study.

This study also has a number of limitations, namely the sample coverage is limited to 100 *fresh graduates* in West Nusa Tenggara so that the generalization of results needs to be done carefully, the use of perception-based questionnaire instruments (*self-reports*) that have the potential to cause bias, the limitations of variables that only include *soft skills*, *work readiness*, *social support*, and *Career anxiety*, as well as *cross-sectional research designs* so that they have not yet described the dynamics of the relationship between variables in the long term.

Based on these conclusions and limitations, this study suggests that universities strengthen the function of career development centers through job interview simulations, communication training, structured internship programs, and psychological mentoring, so that *fresh graduates* have a concrete forum to train *soft skills* and *work readiness* before entering the world of work. Family and social environment are advised to provide *social support* without excessive expectations, for example through emotional validation, appreciation for the job search process, provision of job vacancy information, and willingness to be a good listener. For the next researcher, this study suggests the use of a *mixed method* with in-depth interviews, a *longitudinal research design* to track the evolution of new graduates' anxiety over time, the addition of other variables such as self-efficacy or digital literacy, and the expansion of the sample coverage to various other provinces outside West Nusa Tenggara in order to obtain a more comprehensive picture of *career anxiety* on *fresh graduates* in Indonesia.

REFERENCES

- Agustina, R., & Suryatni, M. (2026). The effects of soft skills, personal attributes, and work readiness on the employability of fresh graduates at the Faculty of Economics and Business, University of Mataram. *Danadyaksa Post Modern Economy Journal*, 3(2), 126–139.
- Armstrong, M., & Taylor, S. (2020). *Armstrong's handbook of human resource management practice*. Kogan Page.
- Badan Pusat Statistik Provinsi Nusa Tenggara Barat. (2025). *Keadaan ketenagakerjaan Provinsi Nusa Tenggara Barat Agustus 2025*. Badan Pusat Statistik Provinsi Nusa Tenggara Barat.
- Badan Pusat Statistik. (2025). *Keadaan ketenagakerjaan Indonesia Februari 2025*. Badan Pusat Statistik.
- Bedoya-Guerrero, A., Basantes-Andrade, A., Rosales, F. O., & Naranjo-Toro, M. (2024). Soft skills and employability of online graduate students. *Education Sciences*, 14(8), 864.
- Belle, M. A., Antwi, C. O., Ntim, S. Y., Affum-Osei, E., & Ren, J. (2021). Am I gonna get a job? Graduating students' psychological capital, coping styles, and employment anxiety. *Journal of Career Development*, 1–15. <https://doi.org/10.1177/08948453211020124>
- Chala, K., & Bouranta, N. (2021). Soft skills and employability: A conceptual review. *International Journal of Human Resource Studies*.
- Chen, L., & Zeng, S. (2021). The relationship between intolerance of uncertainty and employment anxiety of graduates during COVID-19: The moderating role of career planning. *Frontiers in Psychology*, 12, 694785. <https://doi.org/10.3389/fpsyg.2021.694785>
- Cohen, S., & Wills, T. A. (1985). Stress, social support, and the buffering hypothesis. *Psychological Bulletin*, 98(2), 310–357.

- Dessler, G. (2020). *Human resource management* (16th ed.). Pearson.
- Feng, Y. J., et al. (2025). Chain-mediated effects of career self-efficacy and career planning between social support and career anxiety in college soccer players. *Frontiers in Psychology*.
<https://doi.org/10.3389/fpsyg.2025.1685011>
- Ghozali, I., & Kusumadewi, K. A. (2023). *Partial least squares: Konsep, teknik, dan aplikasi menggunakan program SmartPLS*. Badan Penerbit Universitas Diponegoro.
- Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2022). *A primer on partial least squares structural equation modeling (PLS-SEM)* (3rd ed.). SAGE Publications.
- Hiaruman, K. A. D., Pratama, M. F., & Ernawati, E. (2025). The role of social support and career anxiety in work readiness among final-year Generation Z students. *Humanitas: Jurnal Psikologi*, 9(3), 367–380.
<https://doi.org/10.28932/humanitas.v9i3.13005>
- Hobfoll, S. E. (1989). Conservation of resources: A new attempt at conceptualizing stress. *American Psychologist*, 44(3), 513–524.
- Jackson, D., & Tomlinson, M. (2020). Investigating the relationship between career planning, proactivity and employability perceptions among higher education students in uncertain labour market conditions. *Higher Education*, 80, 435–455. <https://doi.org/10.1007/s10734-019-00490-5>
- Kautish, P., Walia, S. K., & Kour, P. (2021). The moderating influence of social support on career anxiety and career commitment: An empirical investigation from India. *Journal of Travel & Tourism Marketing*, 38(8), 782–801. <https://doi.org/10.1080/10548408.2021.1977765>
- Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal, and coping*. Springer.
- Lent, R. W., Brown, S. D., & Hackett, G. (1994). Toward a unifying social cognitive theory of career and academic interest, choice, and performance. *Journal of Vocational Behavior*, 45(1), 79–122.
- Orr, P., Forsyth, L., Caballero, C., Rosenberg, C., & Walker, A. (2023). A systematic review of Australian higher education students' and graduates' work readiness. *Higher Education Research & Development*, 42(7), 1714–1731.
- Peersia, K., Rappa, N. A., & Perry, L. B. (2024). Work readiness: Definitions and conceptualisations. *Higher Education Research & Development*, 43(8), 1830–1845.
<https://doi.org/10.1080/07294360.2024.2366322>
- Robbins, S. P., & Judge, T. A. (2019). *Organizational behavior* (18th ed.). Pearson.
- Succi, C., & Canovi, M. (2020). Soft skills to enhance graduate employability: Comparing students and employers' perceptions. *Studies in Higher Education*, 45(9), 1834–1847.
<https://doi.org/10.1080/03075079.2019.1585420>
- Sugiyono. (2023). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.
- Tsai, C. T., Hsu, H., & Hsu, Y. C. (2017). Tourism and hospitality college students' career anxiety: Scale development and validation. *Journal of Hospitality & Tourism Education*, 29(4), 158–165.
- Wang, F., & Qu, J.-G. (2022). A study of relationship between social support, work values and job search behavior. *Frontiers in Psychology*, 13, 1021299.
- Widyastuti, L. Y., Arista, P. D., Ria, R., Amanda, S., & Angkawaijaya, Y. F. (2023). Indonesian Work Readiness Scale development on contract employee. *Jurnal Penelitian dan Pengukuran Psikologi*, 12(2), 93–102. <https://doi.org/10.21009/JPPP.122.04>

