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The Effect of Digital Marketing Learning and TikTok Live Practices on Work Readiness Through Self-Efficacy among Digital Business Students at SMK Labschool UNESA 1 Surabaya

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Abstract

Work readiness among vocational high school (SMK) graduates remains a critical challenge, as reflected in the relatively high unemployment rate among SMK graduates and the persistent mismatch between graduate competencies and the demands of the business and industrial sectors. This condition underscores the need for learning approaches that strengthen students' technical competencies while enhancing their confidence in entering the workforce. This study aims to analyze the effect of digital marketing learning and TikTok Live practices on work readiness through self-efficacy among Digital Business students at SMK Labschool UNESA 1 Surabaya. A quantitative approach with an explanatory research design was employed. The population comprised 44 eleventh- and twelfth-grade students, all of whom were selected using a total sampling technique. Data were collected through a Likert-scale questionnaire and analyzed using IBM SPSS Statistics 30 through validity testing, reliability testing, classical assumption testing, path analysis, t-tests, coefficient of determination analysis, and the Sobel test. The findings indicate that digital

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marketing learning and TikTok Live practices have positive and significant effects on both students' self-efficacy and work readiness. Self-efficacy also has a positive effect on work readiness and partially mediates the effects of digital marketing learning and TikTok Live practices on work readiness. These findings demonstrate that the integration of experience-based digital learning can strengthen students' competencies, self-confidence, and readiness to enter the workforce. The study contributes to vocational education by highlighting digital marketing learning and TikTok Live practices as relevant instructional strategies for aligning student competencies with contemporary workplace demands.

Keywords: Digital Marketing Learning; TikTok Live Practices; Self-Efficacy; Work Readiness; Vocational Education

INTRODUCTION

The development of digital technology has brought significant changes to various aspects of life, including the education sector and the world of work. Digital transformation has encouraged the emergence of various new occupations that require workers to possess digital competencies, critical thinking skills, creativity, communication skills, and the ability to adapt to technological developments (Anita & Astuti, 2022). This condition requires educational institutions to produce human resources who not only possess academic knowledge but also skills that meet the needs of industry. This is in line with Law Number 20 of 2003 concerning the National Education System, which states that education is a conscious and planned effort to create a learning environment that enables learners to develop their potential so that they possess intelligence, personality, noble character, and the skills required for themselves, society, the nation, and the state. Furthermore, the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) explains that the national education system is structured hierarchically to ensure the continuity of students' competency development according to their developmental stages and the needs of the labor market. Therefore, vocational education, particularly Vocational High Schools (SMK), plays a highly strategic role in preparing graduates with professional competencies that align with industrial developments and labor market demands. Consequently, the effectiveness of learning in vocational high schools becomes a crucial factor in shaping graduates' work readiness, enabling them to compete in the increasingly competitive digital economy era (Kemendikbudristek, 2024).

Although vocational high schools are conceptually designed to produce graduates who are ready to enter the workforce, the reality indicates that this objective has not yet been fully achieved. Data from Statistics Indonesia (BPS, 2024) show that vocational high school graduates continue to contribute the highest Open Unemployment Rate (OUR) compared with graduates from other educational levels, reaching 9.01%. This condition indicates that a gap still exists between graduates' competencies and the needs of the business and industrial sectors. The high unemployment rate is influenced not only by limited employment opportunities but also by graduates' low work readiness and the mismatch between their competencies and industry requirements (Ridwan & Dwiyanti, 2024). This phenomenon is known as job education mismatch, referring to a condition in which graduates work in fields that are inconsistent with the competencies acquired during their education (Tessa & Humaedi, 2024). This issue presents a major challenge for vocational education because the primary objective of vocational high schools is to produce graduates who are ready to work in accordance with their fields of expertise. Therefore, improving the quality of industry-oriented learning has become one of the key strategies for enhancing the work readiness of vocational high school graduates.



Figure 1. Open Unemployment Rate (OUR) by Educational Attainment, 2024

Source: Statistics Indonesia (2024)

The figure illustrates that vocational high school graduates have the highest unemployment rate compared with senior high school, diploma, and university graduates. This high rate indicates that the competencies possessed by vocational high school graduates

have not yet fully met the requirements of the labor market. The condition also demonstrates that the success of vocational education should not merely be measured by students' graduation rates but also by graduates' ability to obtain employment that corresponds to their competencies. Therefore, learning innovations are required to connect school learning experiences with the actual needs of industry so that students' work readiness can be optimally enhanced.

In addition to the high unemployment rate, another issue faced by vocational high school graduates is the high incidence of horizontal mismatch. Research by (Setiyana et al., 2024) revealed that approximately 72.71% of vocational high school graduates work in fields unrelated to the competencies they acquired during their education, while only 27.29% are employed in occupations corresponding to their areas of expertise. These findings indicate that the majority of graduates have not yet been able to apply the competencies gained during the learning process to the workplace. The low compatibility between graduates' competencies and industrial needs is influenced by various factors, including curricula that have not been fully adaptive to technological developments, insufficient practical experience, and limited mastery of twenty-first-century skills required by the business and industrial sectors (Halizah, 2024; Hafid et al., 2025). Therefore, learning in vocational high schools should be designed to be more contextual through authentic practical experiences capable of improving both students' technical and non-technical competencies. One learning approach considered highly relevant is digital-based learning, which integrates theoretical instruction with direct practical experience in accordance with current developments in the digital industry. Consequently, experience-oriented learning is expected to enhance students' work readiness more comprehensively.

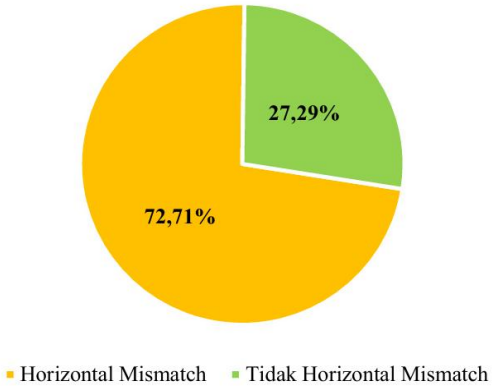


Figure 2. Percentage of Horizontal Mismatch among Vocational High School (SMK) Graduates in Indonesia in 2022

Source: Setiyana et al. (2024).

Based on the figure above, it can be observed that the proportion of graduates experiencing horizontal mismatch is considerably higher than that of graduates employed in positions aligned with their field of expertise. These data indicate that there is still a gap between learning outcomes achieved in schools and the actual demands of the labor market. This phenomenon highlights the need for learning approaches that provide authentic work experiences, enabling students not only to master theoretical knowledge but also to apply their competencies in accordance with industry requirements.

The shift in consumer behavior toward digital activities has made digital marketing one of the most essential competencies required in today's labor market. The Digital Business Study Program at vocational high schools (SMK) represents one form of vocational education implementation designed to equip students with competencies in digital marketing, social media utilization, market analysis, business communication, and the application of information technology in marketing activities. At SMK Labschool UNESA 1 Surabaya, the implementation of digital marketing learning is carried out not only through classroom instruction but also through Live TikTok practices as a learning medium that provides students with direct experience in promoting products, communicating with customers, developing marketing strategies, and managing digital transactions. According to (Agistiani et al., 2023), live commerce-based learning practices can enhance students' communication skills, creativity, promotional abilities, and professional experience. Furthermore, (Hidayatullah et al., 2025) explained that the use of social media in digital marketing learning provides a more contextual learning experience because students interact directly with prospective customers, reflecting real conditions encountered in the business and industrial sectors. Nevertheless, graduate data from the Digital Business Department at SMK Labschool UNESA 1 Surabaya indicate that some graduates remain unemployed or are employed in positions unrelated to their field of expertise, suggesting that success in technical learning alone does not fully guarantee graduates' work readiness. This condition indicates that other factors also influence work readiness, one of which is self-efficacy, defined as an individual's belief in their ability to accomplish tasks and overcome challenges (Bandura, 1982; Rachmawati & Badrujaman, 2021). Therefore, investigating the effect of digital marketing learning and Live TikTok practices on work readiness through self-efficacy among students in the Digital Business Department is essential to provide empirical evidence regarding the effectiveness of digital learning in enhancing the work readiness of vocational high school graduates, while also offering recommendations for the development of

vocational education that is more relevant to the needs of the labor market. Accordingly, this study aims to analyze the effect of digital marketing learning and Live TikTok practices on work readiness through self-efficacy among students in the Digital Business Department at SMK Labschool UNESA 1 Surabaya.

METHODS

This study employed a quantitative approach using an explanatory research design to examine the causal relationships between digital marketing learning and Live TikTok practices on work readiness through self-efficacy as a mediating variable. The quantitative approach was selected because it enables the objective measurement of relationships among variables through statistical analysis, allowing the research findings to be empirically tested (Sugiyono, 2021). According to (Creswell & Poth, 2018), quantitative research is a research method used to test theories by measuring the relationships among variables using research instruments and analyzing the data through statistical procedures. This study involved two independent variables, namely digital marketing learning (X_1) and Live TikTok practices (X_2), one intervening variable, namely self-efficacy (Z), and one dependent variable, namely work readiness (Y). The relationships among these variables were developed based on Bandura's Self-Efficacy Theory, which explains that individuals' beliefs in their capabilities influence their behavior, motivation, and success in meeting workplace demands. The research design was systematically developed, beginning with instrument development, data collection, instrument testing, and data analysis to test the hypotheses formulated based on the study's conceptual framework (Tampubolon, 2023). Thus, the explanatory approach employed in this study is expected to provide empirical evidence regarding the effects of digital marketing learning and Live TikTok practices on students' work readiness, both directly and indirectly through self-efficacy.

The population of this study consisted of all eleventh- and twelfth-grade students enrolled in the Digital Business Program at SMK Labschool UNESA 1 Surabaya who had participated in digital marketing learning and Live TikTok practices, totaling 44 students. Considering that the population size was relatively small, this study employed a saturated sampling (*total sampling*) technique, in which all members of the population were included as research participants, thereby making the entire population the research sample (Sugiyono, 2021). Data were collected through the distribution of closed-ended questionnaires using a

four-point Likert scale consisting of Strongly Disagree, Disagree, Agree, and Strongly Agree. This scale was intended to avoid respondents' tendency to select neutral responses, thereby providing more definitive information regarding their perceptions. The research instrument was developed based on the indicators of each variable adapted from relevant theories and previous studies, including indicators of digital marketing learning, Live TikTok practices, self-efficacy, and work readiness. In addition to the primary data obtained through the questionnaire, this study also utilized secondary data in the form of school documentation, graduation data, learning achievement records, scientific literature, and other supporting documents to strengthen the research findings. Prior to its use in the main study, the research instrument was subjected to validity and reliability testing to ensure that it accurately, consistently, and reliably measured the research constructs. Through these procedures, the collected data were expected to demonstrate a high level of validity and reliability, thereby producing accurate research findings.

The data analysis technique in this study was conducted in several stages using IBM SPSS Statistics Version 30. The initial stage involved testing the quality of the research instrument through a validity test using the Pearson Product Moment correlation and a reliability test using Cronbach's Alpha, with an Alpha coefficient greater than 0.70 indicating that the instrument possessed good reliability (Ghozali, 2018). Subsequently, classical assumption tests were conducted, including the normality test, linearity test, and heteroscedasticity test, to ensure that the regression model satisfied the statistical assumptions required for hypothesis testing. Hypothesis testing was performed using linear regression analysis and the partial test (t-test) to determine the effect of each independent variable on the dependent variable, while the model's explanatory power was assessed using the coefficient of determination (Adjusted R^2). To examine the mediating role of self-efficacy, this study adopted the Baron and Kenny approach, which was further strengthened by the Sobel Test to determine the significance of the indirect effects of the independent variables on the dependent variable through the mediating variable. The self-efficacy variable was considered to mediate the relationships among the variables when the Sobel test statistic exceeded 1.96 at a significance level of 5%. Through these stages of analysis, this study is expected to provide comprehensive empirical evidence regarding the mechanism through which digital marketing learning and Live TikTok practices influence students' work readiness by enhancing self-efficacy as a psychological factor that supports readiness to enter the workforce.

RESULTS

Respondent Characteristics

The respondent characteristics are presented to provide an overview of the profiles of the respondents who served as the source of the research data. In this study, the respondents' characteristics were classified based on gender and grade level.

1. Respondent Characteristics Based on Gender

Table 1. Respondent Characteristics Based on Gender

Gender	Frequency	Percentage
Female	35	80%
Male	9	20%
Total	44	100%

Source: Processed by the Researcher (2026).

Based on Table 1, it can be seen that the respondents were predominantly female students, totaling 35 respondents or 80%, while male respondents accounted for 9 students or 20% of the total respondents. This composition indicates that the majority of students enrolled in the Digital Business Program at SMK Labschool UNESA 1 Surabaya are female. The predominance of female respondents suggests that this study program attracts greater interest from female students than from male students. Nevertheless, all respondents had equal opportunities to participate in both digital marketing learning and Live TikTok practices; therefore, gender characteristics did not affect the research data collection process.

2. Respondent Characteristics Based on Grade Level

Table 2. Respondent Characteristics Based on Grade Level

Grade Level	Frequency	Percentage
Grade XI Digital Business	20	45%
Grade XII Digital Business	24	55%
Total	44	100%

Source: Processed by the Researcher (2026).

Based on Table 2, respondents from Grade XI Digital Business consisted of 20 students (45%), while respondents from Grade XII Digital Business totaled 24 students (55%). These findings indicate that the majority of respondents were Grade XII students who had accumulated more extensive learning experience than Grade XI students. With greater learning experience, Grade XII students were considered to possess a better understanding of digital marketing as well as more extensive experience in Live TikTok practices. Therefore, the inclusion of both Grade XI and Grade XII students is expected to

provide a more comprehensive overview of the work readiness of students in the Digital Business Program.

Description of Research Variables

This study involved four variables, namely Digital Marketing Learning (X_1), Live TikTok Practices (X_2), Self-Efficacy (Z), and Work Readiness (Y). The description of each variable was conducted by calculating the average (Mean) score of respondents' answers to each indicator measured using a four-point Likert scale. A higher Mean score indicates a more positive perception of the variable under investigation.

1. Description of the Digital Marketing Learning Variable (X_1)

Table 3. Distribution of Respondents' Responses to the Digital Marketing Learning Variable

Variable	Grand Mean	Category
Digital Marketing Learning (X_1)	3.36	Agree

Source: Processed by the Researcher (2026).

Based on the analysis, the Grand Mean was 3.36, indicating that respondents generally expressed agreement regarding the implementation of digital marketing learning at SMK Labschool UNESA 1 Surabaya. The highest Mean score (3.43) was found for the indicator related to students' ability to understand the use of digital technology in marketing and their ability to operate social media as a medium for product promotion. This finding indicates that the learning process has successfully enhanced students' fundamental competencies in utilizing digital technology for marketing activities. Conversely, the lowest Mean score (3.23) was observed for the indicator measuring the ability to manage digital content, although it remained within the Agree category. This finding suggests that students' digital content management skills still need to be further strengthened through more intensive practical activities to better prepare them for the demands of the digital industry.

2. Description of the Live TikTok Practices Variable (X_2)

Table 4. Distribution of Respondents' Responses to the Live TikTok Practices Variable

Variable	Grand Mean	Category
Live TikTok Practices (X_2)	3.37	Agree

Source: Processed by the Researcher (2026).

The analysis results indicate that the Live TikTok practices variable achieved a Grand Mean score of 3.37, placing it within the Agree category. The highest Mean score (3.52) was obtained for the indicator measuring students' ability to present themselves professionally in

front of the camera. This finding demonstrates that Live TikTok practices are capable of enhancing students' self-confidence, communication skills, and professionalism when conducting live product promotions. Meanwhile, the lowest Mean score (3.18) was found for the indicator measuring students' ability to overcome technical difficulties during the live streaming process. This condition indicates that some students still require further improvement in their technical competencies, particularly in handling technical issues that may arise during live broadcasts.

DISCUSSION

The Effect of Digital Marketing Learning on Self-Efficacy

The results of this study indicate that digital marketing learning has a positive effect on students' self-efficacy, as reflected in the indicators of students' digital marketing technical skills. According to (Indrawati & Sawiji, 2025), digital marketing technical skills include the ability to create digital content, manage social media, conduct virtual promotional activities, and utilize digital marketing data as a basis for decision-making. This implies that the more effective the digital marketing learning process experienced by students, the greater the development of their competencies in the field of digital marketing. Digital marketing learning not only provides theoretical understanding but also practical experience through the use of digital media, social media management, content creation, and technology-based marketing strategies.

Based on the observations, during the learning process at SMK Labschool UNESA, students not only studied theoretical concepts but also participated in practical activities involving promotional content creation and social media management for marketing purposes. These experiences enhanced students' confidence because they believed that they possessed competencies relevant to the current demands of the labor market and technological advancements.

From a theoretical perspective, self-efficacy refers to an individual's belief in their capability to perform actions required to achieve specific goals (Hitches et al., 2022). In digital marketing learning, students who acquire knowledge, training, and direct practical experience are more confident in their ability to manage digital marketing activities. The findings of this study are consistent with those of (Cahyono et al., 2021), who found that digital literacy skills have a positive relationship with self-efficacy and digital simulation learning outcomes. Their

study demonstrated that the higher an individual's digital competence and understanding, the greater their confidence in completing technology-based learning tasks. Furthermore, (Alemayehu & Chen, 2021) reported that digital learning environments are capable of enhancing students' learning self-efficacy. Online learning and the use of digital technology provide more interactive learning experiences, thereby increasing students' self-confidence and engagement in the learning process.

The Effect of Live TikTok Practices on Self-Efficacy

The results of this study indicate that Live TikTok practices have a positive effect on students' self-efficacy. This means that the more frequently students participate in Live TikTok practices, the higher their self-confidence and belief in their acquired abilities. These findings can also be explained through the indicator of host attractiveness and performance, which represents one of the essential aspects of Live TikTok practices. This indicator reflects students' ability to present themselves confidently, communicate effectively, attract audience attention, and deliver product information clearly and convincingly during live sessions. Through Live TikTok activities, students not only learn how to market products or create digital content but also develop the ability to speak before a large audience, establish communication with viewers, and respond spontaneously during live broadcasts. These experiences indirectly help students become more confident in their own abilities.

During Live TikTok practice sessions, students are required to be active, creative, and confident in presenting themselves. Initially, some students felt embarrassed or anxious about conducting live broadcasts. However, after repeated practice, they gradually became more confident in delivering information and interacting with viewers. Observational findings also reinforced the research data, showing that Live TikTok practices at SMK Labschool UNESA were conducted regularly and often involved classmates as the audience or viewers. This condition enabled students to become accustomed to speaking in front of the camera, responding to questions, and promoting products directly, thereby strengthening their self-confidence. In addition to classroom Live TikTok practice sessions, students at SMK Labschool UNESA also implemented these activities during their internship programs. These internships provided authentic experience in promoting products through live streaming directly to consumers. Successfully conducting live streaming sessions encouraged students to believe that they were capable of performing assigned tasks and overcoming

challenges. These experiences subsequently contributed to the development of students' self-efficacy.

These findings are also consistent with Bandura's theory, which states that self-efficacy develops through direct experience or mastery experience (Bandura, 1982). When students successfully conduct Live TikTok sessions, receive positive responses from audiences, or complete live broadcasts successfully, their confidence in their own capabilities increases. The findings are also supported by several previous studies. By (Susilowati et al., 2022) explained that the use of interactive social media in learning can enhance students' self-confidence, particularly in digital communication skills. Furthermore, (Wangwongwiroj & Yasri, 2021) found that live streaming and content creation activities can develop students' confidence in performing and interacting directly with audiences, thereby positively influencing their self-efficacy. Another study by (Sefianmi et al., 2020) also reported that live streaming activities on social media can improve digital self-efficacy because individuals become more accustomed to using technology and communicating with audiences in real time. Meanwhile, (Ariyani & Sawiji, 2025) found that digital marketing practices through social media can help students become more confident in developing their communication skills and digital entrepreneurship competencies.

The Effect of Digital Marketing Learning on Work Readiness

The findings indicate that digital marketing learning has a positive effect on students' work readiness. This means that the better students' understanding of and experience in learning digital marketing, the more prepared they are to face the challenges of the labor market. Through digital marketing learning in the classroom, students not only acquire theoretical knowledge about digital marketing but also gain practical experience in creating promotional content, managing social media, understanding online marketing strategies, and utilizing digital technology for business purposes. These experiences enable students to better understand the current demands of the labor market, which is increasingly oriented toward digital transformation.

The research findings are further supported by observational data showing that throughout the learning process, students frequently engaged in various marketing-related activities, including product promotion, Live TikTok practices, and online product sales. These practical activities provided valuable preparation for students because they not only enhanced their understanding of the learning materials but also offered authentic experiences

that could be applied when entering the workforce after graduation. Through these practical experiences, students became better prepared to meet workplace demands requiring digital communication skills, creativity, and proficiency in digital marketing technologies.

The findings of this study are also supported by several studies conducted over the past six years. (Dewi et al., 2024) found that teaching factory learning and soft skills mastery have a positive effect on the work readiness of vocational high school students, particularly those enrolled in the Digital Business Program. The study demonstrated that practice-based learning aligned with industry needs is capable of improving students' readiness to enter the industrial sector. Likewise, (Syawalia et al., 2025) found that digital literacy and employability skills have a positive effect on vocational high school students' work readiness. The better students' digital competencies, the higher their level of work readiness. Furthermore, (Verma et al., 2021) explained that digital marketing learning plays a crucial role in enhancing the work readiness of young people in the Industry 4.0 era. Digital marketing learning helps students understand the demands of modern industries while simultaneously developing competencies that are relevant to contemporary technological advancements.

The Effect of Live TikTok Practices on Work Readiness

The results of this study indicate that Live TikTok practices have a positive effect on students' work readiness. This means that the more frequently students participate in Live TikTok practices, the better prepared they are to enter the workforce, particularly in the fields of digital marketing and digital business. Through Live TikTok activities, students learn how to communicate directly with audiences, promote products, build customer trust, and respond spontaneously to various situations during live broadcasts. The researcher found that Live TikTok practices at SMK Labschool UNESA were not only implemented in the classroom but also applied in real workplace settings during the Fieldwork Practice (PKL) program. During this program, students were required to conduct live streaming sessions directly with actual consumers as part of product marketing strategies. These experiences enabled students to develop competencies that are more relevant to the current demands of the labor market.

The findings of this study are supported by (Abadi & Ivoniasari, 2024), who explained that TikTok live streaming serves as an effective digital marketing communication medium because it develops real-time and interactive business communication skills. The study demonstrated that live streaming activities help individuals understand digital

communication practices required in the modern workplace. Furthermore, (Rachmad et al., 2024) found that digital business communication through TikTok Live enhances communication skills, interaction, and practical understanding of digital marketing. These findings indicate that live streaming practices can provide relevant experiences in preparing students with the competencies required for careers in digital business and online commerce. In addition, (Meidina, 2025) explained that TikTok live streaming can serve as an alternative learning environment that promotes active interaction, communication skills, and user engagement in the digital learning process. The more actively individuals participate in live streaming, the more their interpersonal competencies and technological adaptability develop. Moreover, (Astuti, 2022) found that digital literacy and practical experience significantly influence vocational high school students' work readiness. This finding reinforces the notion that digital practice-based experiences, including Live TikTok, can better prepare students to enter an increasingly technology-oriented workforce.

The Effect of Self-Efficacy on Work Readiness

The findings indicate that self-efficacy has a positive effect on students' work readiness. This means that the stronger students' beliefs in their own capabilities, the higher their level of work readiness. Students with high self-efficacy tend to be more confident in completing tasks, more willing to face challenges, and better able to adapt to new work environments. Conversely, students with low self-efficacy are generally more likely to experience self-doubt, fear of failure, and uncertainty regarding their own abilities. The researcher observed that students who had become accustomed to participating in various practical activities, both in digital marketing learning and Live TikTok practices, demonstrated higher levels of self-confidence as they continued practicing. Students who initially lacked confidence gradually exhibited positive changes in their attitudes as they engaged more frequently in direct practical activities.

These findings are consistent with Bandura's theory, which defines self-efficacy as an individual's belief in their capability to perform actions required to achieve specific goals (Bandura, 1982). When students believe that they are capable of performing well in the workplace, they become better prepared to face recruitment processes, workplace environments, and actual job-related challenges. In (Muliasa & Wrahatnolo, 2023) found that self-efficacy has a positive and significant effect on vocational high school students' work readiness. Their study demonstrated that students with stronger confidence in their own

abilities tend to be better prepared to enter the workforce than those with lower levels of self-confidence. Furthermore, (Sabrina, Yohana & Widyastuti, 2024) explained that self-efficacy is one of the key factors influencing vocational high school students' work readiness. The higher students' self-efficacy, the better prepared they are to face workplace environments and occupational challenges. Another study conducted by (Hardiana et al., 2023) also found that self-efficacy and soft skills positively influence the work readiness of vocational high school students majoring in accounting. Students with greater self-confidence tend to be more prepared for employment because they are better able to adapt, communicate, and complete work-related tasks effectively.

The Effect of Digital Marketing Learning on Work Readiness Mediated by Self-Efficacy

The findings indicate that digital marketing learning has a positive effect on students' work readiness through the mediating role of self-efficacy. This means that digital marketing learning not only directly enhances students' work readiness but also first strengthens their confidence in their own abilities, which subsequently contributes to higher levels of work readiness. Based on the researcher's observations, SMK Labschool UNESA is specifically oriented toward preparing students for the workforce through a learning approach in which practical activities are more dominant than theoretical instruction. In practice, students are frequently assigned to create promotional content, manage business social media accounts, and conduct digital marketing activities. The richer students' learning experiences in the field of digital marketing, the greater their confidence in facing the challenges of the digital workplace.

The findings are also supported by (Ni'am & Sulistyowati, 2024), who found that practice-based learning enhances work readiness through self-efficacy as a mediating variable. Their study demonstrated that learning experiences aligned with workplace demands are capable of strengthening students' self-confidence, thereby improving their work readiness. Furthermore, (Ibrahim & Aldawsari, 2023) explained that digital competence influences individual performance and work readiness through self-efficacy. Higher levels of digital competence contribute to stronger confidence in utilizing technology to support both academic and professional activities. Another study conducted by (Sefianmi et al., 2020) also found that training, competency, and self-efficacy positively influence university students' work readiness. The study demonstrated that learning experiences and training programs

based on digital competencies enhance both self-confidence and readiness to enter the workforce. Moreover, (Ismoyo & Wahjudi, 2023) explained that self-efficacy mediates the relationship between vocational competency and vocational high school students' work readiness. This finding indicates that self-confidence is a crucial factor that enables students to transform their competencies into actual work readiness. Therefore, it can be understood that digital marketing learning not only provides students with knowledge of digital marketing but also contributes to the development of their self-efficacy. As students' confidence in their digital marketing competencies increases, their work ethic and readiness to face professional work environments also improve.

The Effect of Live TikTok Practices on Work Readiness Mediated by Self-Efficacy

The findings indicate that self-efficacy is able to mediate the effect of Live TikTok practices on students' work readiness. This means that Live TikTok practices not only directly help students become more prepared to enter the workforce but also first enhance their confidence in their own abilities, which subsequently leads to greater work readiness. Consistent with the observations conducted at SMK Labschool UNESA, the researcher found that Live TikTok practices have become an integral part of the school's learning process and have even been extended to internship or Fieldwork Practice (PKL) programs through collaboration with agencies specializing in digital marketing. The more frequently students participate in Live TikTok practices, the more their self-confidence, communication skills, and courage in dealing with real-world situations are developed. Through these experiences, students become more confident in their own abilities and consequently feel better prepared to enter the workforce.

During Live TikTok practices, students learn to speak before an audience, promote products, interact directly with viewers, and respond to various spontaneous situations during live broadcasts. These experiences enable students to become accustomed to handling pressure, thinking quickly, and establishing effective communication. When students feel capable of successfully conducting Live TikTok sessions, they develop confidence that they are also capable of facing challenges in the workplace. This confidence subsequently serves as the mechanism linking Live TikTok practices to students' work readiness.

The findings of this study are consistent with Bandura's theory, which states that self-efficacy develops through direct experience (Bandura, 1982). The more successful experiences individuals accumulate, the stronger their confidence in their own abilities

becomes. In this context, Live TikTok practices provide authentic experiences that help students build self-confidence and readiness to enter the digital workforce (Rachmad et al., 2024). The findings are further supported by (Ni'am & Sulistyowati, 2024), who found that practice-based learning enhances students' work readiness through self-efficacy as a mediating variable. The stronger individuals' confidence in their own abilities, the better prepared they are to enter the workforce. Another study conducted by (Virdiana & Kustini, 2025) found that TikTok content and activities related to the workplace influence work readiness through self-efficacy as a mediating variable. This finding indicates that TikTok-based digital activities can enhance individuals' self-confidence while simultaneously improving their readiness to enter the workforce. Therefore, it can be concluded that Live TikTok practices not only provide students with digital experiences but also contribute to the development of self-efficacy, which serves as an essential factor in improving work readiness. The better students' experiences in conducting Live TikTok sessions, the higher their self-confidence and readiness to face the demands of the workforce in the digital era.

CONCLUSION

Based on the results of the data analysis and discussion regarding the effects of digital marketing learning and Live TikTok practices on work readiness through self-efficacy among students of the Digital Business Program at SMK Labschool UNESA 1 Surabaya, it can be concluded that digital marketing learning and Live TikTok practices have positive and significant effects on both self-efficacy and students' work readiness. Digital marketing learning enhances students' knowledge, digital competencies, and confidence in completing tasks related to digital marketing, while Live TikTok practices provide authentic learning experiences that improve students' communication skills, creativity, professionalism, and confidence in dealing with real workplace situations. Furthermore, self-efficacy has been proven to have a positive effect on work readiness, indicating that the stronger students' beliefs in their own abilities, the higher their readiness to enter the workforce. The mediation analysis revealed that self-efficacy partially mediates the effects of digital marketing learning and Live TikTok practices on work readiness, indicating that both variables influence work readiness not only directly but also indirectly through enhancing students' self-confidence. Therefore, this study confirms that integrating digital learning with direct practical experience

represents an effective strategy for improving the work readiness of vocational high school graduates, particularly those enrolled in the Digital Business Program.

This study provides both theoretical and practical contributions to the development of vocational education in Indonesia. From a theoretical perspective, the findings reinforce Bandura's Self-Efficacy Theory by demonstrating that individuals' beliefs in their own capabilities function as a psychological mechanism that mediates the effects of competency-based learning and practical experience on work readiness. This study also enriches the literature on the implementation of digital marketing learning and Live TikTok practices as an experiential learning model that is relevant to the development of the digital industry. From a practical perspective, the findings can serve as valuable input for schools, particularly SMK Labschool UNESA 1 Surabaya, in developing curricula, instructional strategies, and practical learning activities that are more closely aligned with the needs of the business and industrial sectors. In addition, this study is expected to serve as a reference for teachers, school administrators, and policymakers in designing learning programs that not only enhance students' technical competencies but also develop self-efficacy as one of the key factors in improving graduates' work readiness.

Future studies are recommended to develop the research model by involving a larger number of respondents from various schools and regions so that the findings may achieve a broader level of generalizability. Furthermore, future research may incorporate additional variables that potentially influence work readiness, such as work motivation, Industrial Work Practice (Prakerin) experience, digital literacy, entrepreneurial competence, learning environment support, and soft skills, thereby producing a more comprehensive research model. The use of a mixed methods approach is also recommended to enable researchers not only to obtain quantitative data but also to explore students' experiences, perceptions, and factors influencing work readiness in greater depth through interviews or observations. In addition, future studies may be extended to various vocational programs or other vocational education institutions so that the effectiveness of digital marketing learning and Live TikTok practices in improving work readiness can be compared across different contexts. Accordingly, future research is expected to generate more comprehensive recommendations to support the development of vocational education that is adaptive to digital transformation and the evolving demands of the labor market.

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