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# The Influence of Digital Transformation on Generation Z's Career Readiness in the Banking Sector Towards Golden Indonesia 2045: The Mediating Role of Digital Competence and Moderating Self-Efficacy

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A B S T R A C T

This study examines the influence of digital transformation on the career readiness of Generation Z in the banking sector towards Golden Indonesia 2045, with digital competence as a mediating variable and self-efficacy as a moderating variable. The study used a quantitative method with an explanatory approach. Data were collected through an online survey of 100 Generation Z respondents who were working, willing to work, and had attended training in the banking sector, and analyzed using PLS-SEM. The results show that digital transformation has a significant effect on digital competence and career readiness, and digital competence also has a significant effect on career readiness and mediates the relationship between the two. However, self-efficacy does not moderate the relationship.

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## INTRODUCTION

Indonesia views 2045 as a crucial milestone in its national journey, with projections of becoming a developed nation and having the largest economy in Southeast Asia. This vision, known as Golden Indonesia 2045, emphasizes comprehensive transformation across strategic sectors such as the economy, education, and technology (Suharyo et al., 2024). Realizing this vision requires the involvement of various parties, including the government, the private sector, and educational institutions, in strengthening the foundations of inclusive and sustainable development. These efforts focus not only on infrastructure and regulations, but also on improving the quality of human resources as the primary driver of progress. In this context, significant attention is directed to the productive age group, especially the younger generation, who will be the key actors in the future. Improving the quality of human resources, particularly Generation Z, is one strategy predicted to be a key driver in achieving this goal (Afriandi et al., 2024).

The generation born between 1997–2012 is known as Gen Z, growing up amidst the rapid advancement of digital technology and from an early age has been accustomed to using the internet, social media, and various digital devices that have become part of their daily lives (Dewi & Purwanti, 2024). An environment full of digital interactions shapes the character of Gen Z, who are highly adaptive to technological developments, have a high learning speed, and are able to access and manage large amounts of information simultaneously. Gen Z also shows a tendency to think critically and creatively, and have the courage to express opinions through digital platforms. These habits shape an open attitude towards change and encourage different aspirations from previous generations, especially in careers and the world of work. The main characteristics that distinguish Gen Z from previous generations are a high level of creativity, better multitasking abilities, and rapid adaptation to dynamic technological changes (Rasulong et al., 2024). This generation also has more inclusive values, a concern for social and environmental issues, and a tendency to desire flexibility in their work. These characteristics create very specific expectations and demands for the world of work and education (Sabrina et al., 2024).

The banking sector, as a rapidly growing industry with a strategic role in the national economy, is an attractive sector for Generation Z. The shift in financial services, which is increasingly moving towards digitalization, provides significant opportunities for this generation to contribute and develop. The dynamic and innovative work environment in the banking sector aligns with the character of Gen Z, who seek challenges and meaningful work. The rapid development of digital technology in this sector, along with the need for innovative financial services, makes banking a crucial sector for the future of Gen Z. Although it offers many opportunities, Gen Z's readiness for a career in this sector still needs to be improved (Mutiasari, 2020). Bank DKI, for example, notes that approximately 28% of its total employees are from Generation Z. To improve the quality of its human resources, Bank DKI provides various development facilities, such as learning centers and certification programs. On the other hand, the banking sector must also adapt to Gen Z's digital lifestyle, such as providing

flexible, digitally accessible, and secure services. In this context, cybersecurity is a crucial factor in maintaining the younger generation's trust in digital financial services (Dwi et al., 2025).

The biggest challenge facing Generation Z in entering the world of work is their perceived lack of preparedness in facing the complexity and competition of modern work (Dewi et al., 2024). The gap between expectations and skills is a major issue that requires serious attention from stakeholders. Various surveys have shown that many members of Gen Z feel unprepared for the realities of the workplace, which demands advanced technical skills and a strong understanding of professional ethics. Factors such as lack of work experience, inadequate technical skills, and a limited understanding of work norms and ethics are the main causes. The world of education has not yet fully managed to bridge the gap between industry needs and graduate readiness, making intervention through training and certification urgent. Therefore, educational institutions and companies need to implement development programs that encompass both technical and soft skills (Muttaqin & Albar, 2024).

Digital transformation is a key factor in preparing Generation Z to face the challenges of the world of work, especially in the banking sector.(Ramayuda & Fasa, 2024)The speed of innovation in the digitalized workplace requires individuals who are not only adaptable but also able to master tools and systems relevant to the demands of the times. Research by Fuada et al., (2025); Putri & Supriansyah, (2021); Rio Aditya & Fiky Prakoso, (2023); Subasman & Rusmiati Aliyyah, (2023); Yuantika & Pramono, (2024), states that human resource digitalization creates an adaptive work environment, increases productivity, and expands opportunities for technology-based skills development. In line with this, Kirana et al., (2023); Riduan & Riza Firdaus, (2024); Ritonga et al., (2023); Wardoyo et al., (2024)emphasizes that digital transformation not only impacts work processes but also significantly improves the digital competence of human resources. This transformation brings about significant changes in the way people work, internal communication, and interaction patterns within organizations.

Digital competence, as a key aspect of career readiness, plays a crucial role in mediating the influence of digital transformation on Generation Z's readiness. The ability to operate digital devices, utilize work applications, and manage data are essential skills for this generation. Research by Muhammad Ashdaq & Nur Fitriayu Mandasari, (2022); Nurussyifa & Listiadi, (2021); Sarinten & Raharja, (2023), shows that technological skills, use of work applications, and digital experience are key indicators of individual readiness.(Safi et al., 2024) and (Winda et al., 2022) also stated that digital literacy and the ability to adapt to technology foster self-development and readiness for change, which are highly relevant in the ever-evolving digital workplace. These competencies enable Generation Z to be more confident in facing workplace challenges and to create creative solutions that can support overall organizational performance.

*Self-efficacy*As a crucial psychological factor in career readiness, it plays a key role in strengthening the influence of digital transformation on Generation Z's readiness in the banking sector. Self-confidence in their ability to complete tasks, overcome challenges, and adapt to a dynamic digital work environment is a crucial asset for this generation. Research Anggraini et al., (2024)AndAriyani, (2024);Billa et al., (2025);Lestari & Ubaidillah, (2022);Pambudhi et al., (2022) shows that self-efficacy not only has a positive effect on work readiness, but is also able to moderate the influence of digital skills or competencies on individual readiness. Meanwhile, the studyAdelia & Mardalis (2023) found that digital literacy and self-efficacy significantly influence job readiness, but did not consider self-efficacy as a moderating variable. This confirms a research gap to specifically examine the relationship between digital transformation and career readiness, moderated by self-efficacy, particularly in the context of Generation Z in the banking sector, where technology adaptation and mental resilience are key to success.

This study aims to analyze how digital transformation affects Generation Z's Career Readiness in the banking sector, taking into account the role of digital competence as a mediator and self-efficacy as a moderator. The selection of this topic is based on the importance of the banking sector in Indonesia's economic structure and the strategic role of Generation Z as a group that will dominate the workforce in 2045. This study differentiates itself from previous studies by using a holistic approach that combines various factors that influence Career Readiness, as well as by specifically focusing on the banking sector as a strategic sector towards Golden Indonesia 2045. Digital competence was chosen as a mediating variable because it is considered capable of bridging the influence of digital transformation on Generation Z's Career Readiness. Digital transformation in the banking sector increases expectations of the technical abilities and adaptability of the younger generation, which can be strengthened through good digital competence. This competence enables Gen Z's readiness to face work challenges that increasingly rely on technology. On the other hand, self-efficacy was chosen as a moderating variable because it can influence the extent to which digital competence and digital transformation impact Career Readiness. High self-efficacy has the potential to strengthen Career Readiness by increasing self-confidence, initiative, and problem-solving abilities in a dynamic work environment. Focusing on Generation Z is important because this group not only represents the largest number in the future demographic structure, but also because of its digital-native character which makes Generation Z an indicator of Indonesia's success in facing the era of digital transformation.

## LITERATURE REVIEW

### *Digital Transformation*

Digital transformation focuses on a series of digitalization activities across all aspects of a business or organization, thereby transforming operational performance and simultaneously increasing the value provided to customers and other stakeholders. This transformation goes beyond the digitization of work processes, but also encompasses fundamental changes in culture, organizational structure, and ways of thinking and working (Fahmi, 2024). In the context of the banking sector, digital transformation is crucial to facing the challenges of Industry 4.0 and the era of technological disruption, where efficiency, speed, and ease of access are key elements in financial services. Digital transformation also creates new opportunities for the younger generation, especially Generation Z, to adapt and thrive in a dynamic work environment. Growing up in the technological era, Generation Z, known as digital natives, has great potential to drive the success of digital transformation in the workplace, including in the banking sector (Lian et al., 2025). However, individual readiness also supports the success of digital transformation, not just the role of technology itself.

As for the digital transformation indicators according to (Wulandari, 2021) and (Reni, 2023) are as follows: 1) Digital Transformation Resources, which refers to digital assets such as information technology, data, and digital capabilities that organizations use to support their digital transformation process. 2) Information Systems, namely a combination of information technology, procedures, and human resources that play a role together in collecting, processing, storing, and disseminating information. 3) Intensity of Utilization is the level of depth, involvement, or large portion of use of a digital technology by users or organizations to support certain activities, processes, or services. 4) Frequency of Utilization is the level or intensity of use of a technology, application, or digital system by users or organizations in a certain time period.

### *Digital Competence*

Digital competence refers to a person's ability to efficiently use information and communication technology (ICT) to support work, learning, and daily life activities. In the modern workplace, particularly in the banking sector, which is undergoing massive digital transformation, digital competence is a key requirement for increasing productivity and innovation (Kusumawati et al., 2021).

As for the digital competency indicators according to(Faridzi, 2024)are as follows:

1. Information which refers to an individual's ability to obtain information through digital platforms.
2. Communication which is the activity of conveying messages from one party to another using certain media to achieve mutual understanding.
3. Security which refers to the protection of information systems from unauthorized access, interference, modification, or destruction, especially in cyberspace.
4. Digital Solving refers to the ability to solve a problem using digital technology as a solution.

***Self-Efficacy***

Self-efficacy is an individual's belief in his or her ability to organize and carry out the actions necessary to achieve a goal or complete a particular task (Hidayanti, 2023). This concept focuses on an individual's perception of their own capacity, not just the skills they possess, but also their belief in their ability to use those skills in a variety of situations. Individuals with high self-efficacy tend to be more motivated, more persistent in facing challenges, and more adaptable to changes in their work environment (Alami & Budiani, 2024).

In the banking sector, self-efficacy is crucial due to the dynamic work environment, stringent performance targets, and high service demands. Digital transformations in banking, such as the implementation of mobile banking services, digital onboarding, and technology-based security systems, require employees who are confident in learning and operating new technologies (Muslim et al., 2024). Banking employees with high self-efficacy will more quickly master digital tools, take the initiative to innovate, and be able to face work pressure with mental fortitude. Conversely, employees with low self-efficacy tend to be hesitant, slow to adapt, and potentially fall behind in the job market (Nasrulloh et al., 2025).

As for the digital competency indicators according to Sihombing (2025) are as follows:

1. Magnitude (Task Difficulty Level) is an individual's confidence in completing tasks from simple to complex.
2. Strength (Belief Strength) is how strong an individual's belief in their abilities despite facing obstacles.
3. Generality (Breadth) is the extent to which the belief applies to various different activities or fields of work.

***Career Readiness***

Career Readiness refers to the level of an individual's readiness to make career decisions, develop skills, and navigate job opportunities independently and in a planned manner (Astuti & Purwanta, 2020). This readiness encompasses affective, cognitive, and behavioral aspects that enable a person to navigate the transition from education to work. Generation Z faces unique challenges in preparing for a career amidst rapid digital transformation. Therefore, career readiness is determined not only by academic knowledge but also by adaptability, technological mastery, and the support of a conducive organizational environment (Hasanah et al., 2024).

As for the career readiness indicators according to (Lestari, 2021) are as follows:

1. Responsibility is the attitude and ability of an individual to carry out work tasks or obligations with full awareness, discipline, and commitment, and is willing to bear the consequences of decisions or actions taken in a professional context.
2. Skills are the ability of an individual to master and apply certain knowledge, techniques, and competencies, both technical and non-technical, effectively to support the implementation of tasks and the achievement of work goals.

3. Communication is the ability of an individual to convey and receive information to build understanding and cooperation in the work environment.
4. Self-Perception is the way an individual assesses and understands his or her potential, weaknesses, and personal goals in determining career direction.
5. Health and Safety is the awareness and ability of an individual to maintain physical and mental condition, and comply with safe work procedures to prevent risks and support optimal performance.

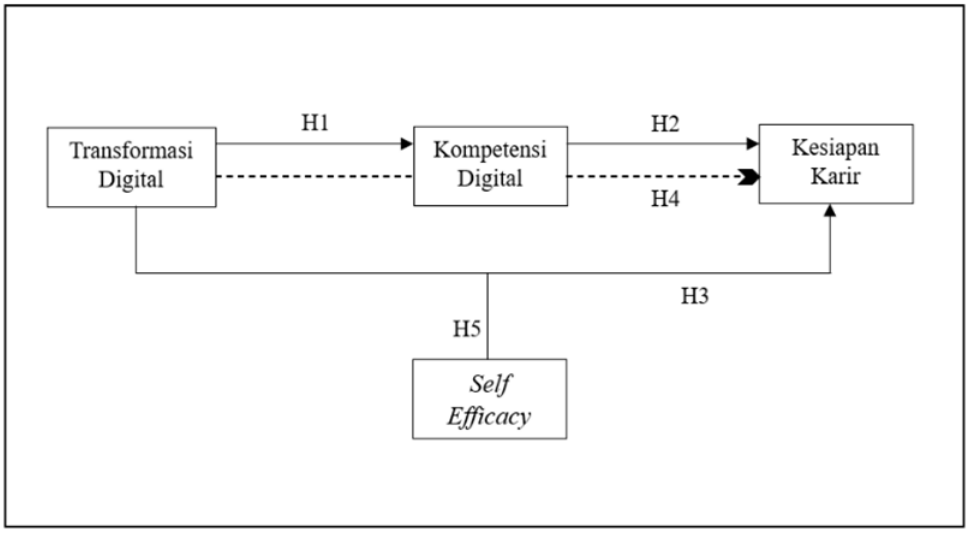


**Figure 1. Conceptual Framework**

## METHODOLOGY

This study uses a quantitative method with an explanatory approach through a survey to test the causal relationship between variables (Arikunto 2022:31). Primary data was collected through a closed-ended questionnaire based on a four-point Likert scale (1 = Strongly Disagree to 4 = Strongly Agree) distributed online to Generation Z who were working, interning, or undergoing training in the banking sector. The four-point scale was chosen so that respondents would give definite answers without neutral options. Secondary data was obtained from scientific journals, OJK reports, BPS, and relevant articles on digital transformation, digital competence, organizational culture, and career readiness. The research population was Generation Z (1997–2012) aged 18–28 years in 2025, and the sample was determined using purposive sampling based on work/training experience in the banking sector and exposure to digital technology. With reference to Hair et al. (2023), the minimum sample size was 100 respondents in accordance with the 20 indicators in the research model.

Data analysis was performed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with the help of SmartPLS 3.0 and Microsoft Excel. Outer model analysis was used to test validity and reliability through outer loading criteria (>0.70), AVE (≥0.50), CR (≥0.70), and Cronbach's Alpha (≥0.70). Inner model analysis assessed the relationship between latent constructs with R-Square indicators, t-statistics tests, and p-values, where hypotheses were accepted if t > 1.96 or p < 0.05. In addition, the Sobel Test was used to examine the mediating role of digital competence in the relationship between digital transformation and career readiness, while the Moderated Regression Analysis (MRA) test was used to see whether organizational culture significantly moderated this influence.

## RESEARCH RESULT

### Outer Model Testing

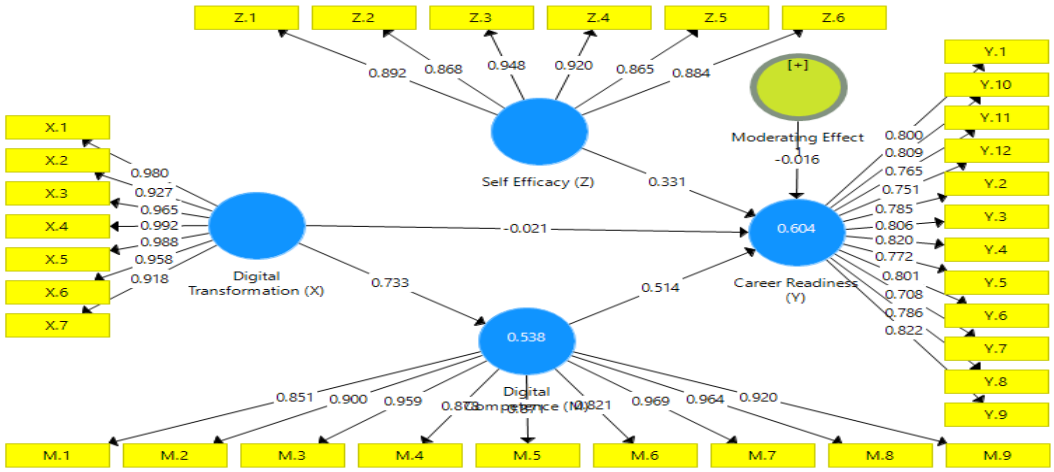


**Figure 2. Inner Model**

**Table 1. Results *Construct Reliability***

| | Cronbach's Alpha | rho_A | Composite Reliability | Average Variance Extracted (AVE) |
|---|---|---|---|---|
| **Career Readiness (Y)** | 0.944 | 0.952 | 0.951 | 0.618 |
| **Digital Competence (M)** | 0.972 | 0.974 | 0.976 | 0.819 |
| **Digital Transformation (X)** | 0.986 | 0.987 | 0.988 | 0.925 |
| **Moderating Effect 1** | 1,000 | 1,000 | 1,000 | 1 |
| **Self-Efficacy (Z)** | 0.951 | 0.954 | 0.961 | 0.804 |

Outer Model testing is conducted to ensure that the indicators used are truly valid and reliable in measuring the construct. An indicator is said to be valid ifhas a loading value of more than 0.70. The test results Convergent Validity Table 1 shows that the outer loading value ranges from 0.708 to 0.980, so that All indicators are declared valid. In Table 2, the values Average Variance Extracted (AVE) is declared fulfilled if the AVE value for each construct is greater than 0.50. The AVE test results show values ranging from 0.618 to 1.000.All variables have met the requirements for good convergent validity. SA construct is considered reliable if the Composite Reliability value is > 0.70 and Cronbach's Alpha is > 0.70. The results show the valuecomposite reliabilityranges from 0.951 to 1.000, then the construct is considered reliable, and the value Cronbach's alpha range 0.951 to 1.000 then all constructs are acceptable.

***Inner Model Testing***

This study uses a structural model (inner model) to test the causal relationships between latent constructs within the research conceptual framework. Evaluation of the structural model was conducted using a statistical test, namely the R-Square.to assess how much the endogenous construct is influenced by the exogenous construct where $R^2$ of 0.75 is categorized as strong, 0.50 as moderate, and 0.25 as weak. AndThe t-statistic test was performed by comparing the bootstrapping t-statistic value with the t-table value. A path is considered significant if the t-value is > 1.96 at a 5% significance level.

**Table 2. R-Square Test Results**

| | R Square | R Square Adjusted |
|---|---|---|
| **Career Readiness (Y)** | 0.604 | 0.588 |
| **Digital Competence (M)** | 0.538 | 0.533 |

Based on the results of the inner model test, the R Square value for the Career Readiness variable (Y) was 0.604, which means that 60.4% of the variation in Career Readiness can be explained by Digital Transformation (X), Digital Competence (M), and Self Efficacy (Z), while the remaining 39.6% is influenced by other variables. Meanwhile, the Digital Competence variable (M) has an R Square value of 0.538 or 53.8%, which shows that more than half of the variation in Digital Competence is influenced by Digital Transformation (X), while the remaining 46.2% is influenced by other factors.

**Table 3. T-Statistic Results**

| | Original Sample (O) | Sample Mean (M) | Standard Deviation (STDEV) | T Statistics (\|O/STDEV\|) | P Values |
|---|---|---|---|---|---|
| Digital Transformation (X)> Digital Competence (M) | 0.733 | 0.724 | 0.091 | 8,094 | 0.000 |
| Digital Transformation (X)> Career Readiness (Y) | 0.356 | 0.362 | 0.112 | 3,185 | 0.002 |
| Competence (M) > Career Readiness (Y) | 0.514 | 0.515 | 0.164 | 3,141 | 0.002 |
| Digital Transformation (X)> Competency (M)> Career Readiness (Y) | 0.377 | 0.372 | 0.130 | 2,900 | 0.004 |
| Digital Transformation (X) > Self Afficacy (Z) > Career Readiness (Y) | -0.016 | -0.019 | 0.055 | 0.297 | 0.766 |

The T-test results show that Digital Transformation (X) on Digital Competence (M) has a statistical t-value of 8.094> 1.96 or a probability value of 0.000 <0.05, so it is concluded that Digital Transformation has an effect on Gen Z's Digital Competence in the banking sector. Furthermore, Digital Transformation (X) on Career Readiness (Y) has a statistical t-value of 3.185> 1.96 or a probability value of 0.002 <0.05, which indicates that Digital Transformation has an effect on Gen Z's Career Readiness in the banking sector. Meanwhile, Digital Competence (M) on Career Readiness (Y) also has a significant effect with a statistical t-value of 3.141> 1.96 or a probability value of 0.002 <0.05. Based on indirect hypothesis testing, Digital Transformation (X) on Career Readiness (Y) through Digital Competence (M) obtained a statistical t value of 2.900 > 1.96 or a

probability value of 0.004 < 0.05, so it can be concluded that Digital Competence is able to mediate the relationship between the influence of Digital Transformation on Gen Z Career Readiness in the banking sector. However, the test results show that Self Efficacy (Z) does not moderate the influence of Digital Transformation (X) on Career Readiness (Y) because it has a statistical t value of 0.297 < 1.96 or a probability value of 0.766 > 0.05, so it is concluded that Self Efficacy is not able to moderate the relationship.

## DISCUSSION

Based on the analysis results, digital transformation (X) is proven to have a significant effect on the digital competence (M) of Generation Z in the banking sector with a t-statistic value of 8.094 (> 1.96) and a p-value of 0.000 (< 0.05), so that the hypothesis H1 is accepted. This indicates that digital transformation is able to improve the competence of digital human resources, especially Generation Z. The application of technology encourages them to continue learning, adapting, and mastering digital skills to align with changes in the increasingly digitalized work system. The technology-based work environment also provides digital training opportunities, both formal and informal, thus supporting the development of continuous competence. Thus, digital transformation not only changes the work patterns and organizational communication, but also becomes an important stimulus for improving the digital competence of the younger generation in the banking sector. This finding is consistent with previous research Kirana et al., (2023); Riduan & Riza Firdaus, (2024); Ritonga et al., (2023); Wardoyo et al., (2024)which shows a positive relationship between digital transformation and increasing employee digital competency, both in the public and private sectors, thus strengthening the empirical evidence of the role of organizational digitalization in shaping workforce competency.

The test results show that digital transformation (X) has a significant effect on Generation Z's career readiness (Y), with a t-statistic value of 3.185 (> 1.96) and a p-value of 0.002 (< 0.05), thus accepting the H2 hypothesis. This means that HR digitalization creates an adaptive work environment, increases productivity, and increases opportunities for technology-based skill development. The digitalization process makes Generation Z accustomed to using work devices and applications that accelerate operational flows, manage data, interact through bold platforms, and make decisions based on accurate information. Exposure to the latest technology in the workplace also provides a competitive advantage because these skills can be applied across sectors, not only in banking. This finding is consistent with research Fuada et al., (2025); Putri & Supriansyah, (2021); Aditya & Prakoso, (2023); Subasman & Aliyyah, (2023); Yuantika & Pramono, (2024) which emphasizes that digital literacy and technology utilization play an important role in strengthening Generation Z's work readiness through increased skills, adaptation, and self-confidence.

Based on the test results, digital competence (M) has a significant effect on career readiness (Y) of Generation Z in the banking sector, with a t-statistic value of 3.141 (> 1.96) and a p-value of 0.002 (< 0.05), thus the hypothesis H3 is accepted. This indicates that technological skills, use of work applications, and digital experience are the main indicators of individual readiness in facing the world of work. Employees with digital competence are more easily able to understand system-based procedures, utilize banking software, maintain data security, and adapt to technological updates, so they can work more productively, confidently, and minimize errors. Strong digital competence also prepares Generation Z to face future challenges when technology is increasingly integrated into all banking work processes. This finding is in line with research Sarinten & Raharja (2023); Ashdaq & Mandasari (2022); Zhou et al. (2023)which states that mastery of digital skills contributes significantly to improving performance, work effectiveness, and career adaptability, thus strengthening the conclusion that digital competence is a key factor in readiness to face the modern world of work.

The results of the mediation test show that digital competence (M) significantly mediates the effect of digital transformation (X) on career readiness (Y) of Generation Z, with a t-statistic value of 2.900 (> 1.96) and a p-value of 0.004 (< 0.05), thus the hypothesis H4 is accepted. This means that the implementation of digital transformation can indirectly improve career readiness by strengthening digital competence. This finding confirms that technological advances in the banking sector do not automatically make the younger generation ready to enter the workforce, but rather require the use of skills and abilities to utilize them effectively. Digital competence acts as a bridge that transforms technology into practical skills relevant to work, such as optimal utilization of financial applications or customer management systems to increase productivity and service quality. Thus, digital competence is an important factor in transforming technological potential into real career readiness. These results are consistent with research.Winda et al. (2022) and Nurussyifa & Listiadi (2021)which confirms that digital competency is an important mediating variable in linking technology or productive learning with job readiness, thus strengthening the evidence that digital competency development is an effective strategy to maximize the impact of digital transformation on career readiness.

Based on the test results, self-efficacy (Z) does not moderate the influence of digital transformation (X) on career readiness (Y) of Generation Z, with a t-statistic value of 0.297 (<1.96) and a p-value of 0.766 (>0.05), thus rejecting hypothesis H5. This means that an individual's level of self-confidence neither strengthens nor weakens the influence of digital transformation on career readiness in the banking sector. This finding indicates that in Generation Z, career readiness is determined more by technical skills and direct experience using technology than by self-confidence. As a generation that has been familiar with digital devices from an early age, variations in self-efficacy levels do not significantly affect their ability to adapt to the digitalized banking work environment. Thus, although self-efficacy is important for individual motivation, mastery of concrete digital skills plays a greater role in shaping career readiness. The results differ from the findings Anggraini et al. (2024),Ariyani (2024),Billa et

al. (2025),Lestari & Ubaidillah (2022) which shows that self-efficacy has a positive effect on job readiness and can moderate the influence of digital skills or competencies, especially in the context of education, internships, or industrial work practices. However, in line with research Adelia & Mardalis (2023) which found that digital literacy and self-efficiency influence job readiness without placing self-efficiency as a moderating variable, this study confirms that in a banking work environment that has been widely digitized, Generation Z's career readiness is more determined by mastery of digital skills than psychological factors.

## CONCLUSIONS AND RECOMMENDATIONS

Based on the research results, it can be concluded that digital transformation has a significant impact on digital competence and career readiness of Generation Z in the banking sector. This shows that the implementation of digital technology and work systems not only improves technical skills, information literacy, communication skills, data security, and problem-solving abilities, but also encourages Generation Z's readiness to adapt and compete in the modern workplace. Furthermore, digital competence has been shown to have a significant impact on career readiness, while also acting as a mediating variable in the relationship between digital transformation and career readiness. Thus, mastery of digital technology is a key factor capable of strengthening the positive impact of digital transformation on job readiness. However, this study also found that self-efficacy does not act as a significant moderator, so that an individual's level of self-confidence is not enough to strengthen the influence of technology without adequate competency support.

Theoretically, these findings enrich the study of the relationship between digital transformation, digital competency, and career readiness, particularly in the context of Generation Z, who have been familiar with technology from an early age. Practically, these research findings encourage the banking sector to focus not only on technology implementation but also on ensuring the improvement of digital human resource competency through training, mentoring, and ongoing skills development to optimally achieve career readiness for the younger generation.

## ADVANCED RESEARCH

Based on the research findings, it is recommended that banks and educational institutions design human resource development programs that balance digital competency development with self-efficacy building. Technology-based training programs, digital certification, mentoring, and real-world work simulations should be encouraged to hone technical skills and build confidence among the younger generation. Furthermore, the integration of educational curricula with the needs of the digital banking industry needs to be accelerated to ensure a more effective and adaptive transition from education to work.

For further research, it is recommended that testing be conducted on a more diverse population or sector, considering that the results of this study indicate that self-efficacy does not moderate the relationship between digital transformation and career readiness among Generation Z in banking. It is possible that the homogeneity of technological skills and experience across the respondent group is a factor influencing this insignificant moderation. Future research could consider variations in levels of technology exposure, differences in the scale of digitalization across industries, and the distribution of respondents' work experience to obtain a broader picture and more generalizable results.

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