

The Role of Generative AI in Enhancing Knowledge Management Practices

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ABSTRACT

The rapid advancement of digital technology has transformed educational practices and increased the demand for digitally competent graduates in the modern workforce. This study investigates the relationship between hybrid learning, digital skills development, and workforce readiness among university students. A quantitative research approach was employed using a survey method involving 250 undergraduate students who had participated in hybrid learning environments. Data were collected through a structured questionnaire and analyzed using Structural Equation Modeling (SEM). The findings revealed that hybrid learning has a significant positive effect on digital skills development and workforce readiness. Digital skills development was also found to significantly influence workforce readiness. Furthermore, the results demonstrated that digital skills development mediates the relationship between hybrid learning and workforce readiness. These findings suggest that hybrid learning provides students with opportunities to enhance digital competencies, including information literacy, digital communication, content creation, and problem-solving skills, which are essential for success in technology-driven workplaces. The study highlights the importance of integrating technology-supported learning strategies in higher education to improve graduate employability and prepare students for the challenges of the digital economy. The results provide valuable insights for educators, policymakers, and academic institutions seeking to strengthen workforce-oriented educational practices through effective hybrid learning implementation.

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1. INTRODUCTION

The rapid advancement of digital technology has transformed the educational landscape and reshaped the competencies required in the modern workforce (Kayyali, 2024). In the era of digital transformation and Industry 4.0, organizations increasingly demand employees who possess not only technical expertise but also strong digital competencies, critical thinking skills, adaptability, and the ability to collaborate in technology-mediated environments (Asad et al., 2026). Consequently, educational institutions are expected to prepare graduates who are capable of meeting these evolving workforce requirements (Nyale et al., 2025).

Digital skills have become one of the most important determinants of employability in the contemporary labor market (Mezhoudi et al., 2023). These skills encompass the ability to use digital tools effectively, access and evaluate information critically, communicate through digital platforms, and adapt to emerging technologies. According to various international reports, employers consistently identify digital literacy and technological competence as essential qualifications for job candidates (Ebom-Jebose, 2025). Therefore, higher education institutions must integrate digital skill development into their learning processes to ensure graduates remain competitive in an increasingly digital economy (Kayyali, 2024).

One educational approach that has gained significant attention is hybrid learning. Hybrid learning combines face-to-face instruction with online learning activities, creating a flexible and interactive educational environment (Mushtaq, et al., 2024). This approach enables students to access learning materials through digital platforms while maintaining direct interaction with instructors and peers (et al., 2024). The integration of technology within hybrid learning environments provides students with opportunities to develop digital competencies naturally as part of their academic experience (Kure et al., 2023).

The implementation of hybrid learning offers several advantages for workforce preparation (Rigolizzo, 2023). First, it familiarizes students with digital communication and collaboration tools commonly used in professional settings (Dr. Neeraj Yadav, 2024). Second, it promotes self-directed learning and problem-solving abilities, which are highly valued by employers. Third, hybrid learning encourages students to manage information effectively, utilize digital resources efficiently, and engage in continuous learning practices. These competencies contribute significantly to workforce readiness and long-term career development (Rachmawati et al., 2024).

Despite the growing adoption of hybrid learning, challenges remain regarding its effectiveness in fostering workforce-related digital skills (Okolo et al., 2023). Variations in technological infrastructure, digital accessibility, instructional design, and student engagement may influence learning outcomes (Olateju Temitope Akintayo et al., 2024). Furthermore, the relationship between hybrid learning experiences and workforce readiness continues to require further investigation, particularly within higher education contexts where graduates are expected to transition directly into professional environments (Tomlinson, 2024).

Given these circumstances, this study explores the role of hybrid learning in supporting digital skills development and enhancing workforce readiness among students. Understanding this relationship is important for educators, policymakers, and institutions seeking to design effective learning environments that align with labor market demands. The findings are expected to contribute to the growing body of knowledge concerning digital education and provide practical insights for improving graduate employability in the digital era.

2. LITERATURE REVIEW

2.1. Digital Skills

Digital skills refer to the ability to use digital technologies effectively, efficiently, and responsibly to accomplish various tasks in educational, professional, and social contexts. These skills extend beyond basic computer operation and include information literacy, digital communication, content creation, problem-solving, and cybersecurity awareness. In the contemporary workplace, digital skills have become essential competencies that enable individuals to adapt to technological changes and participate actively in the digital economy.

The concept of digital skills has evolved alongside technological advancements. Modern frameworks emphasize not only technical proficiency but also critical thinking and ethical considerations in technology use. Educational institutions are therefore expected to integrate digital competencies into curricula to prepare students for future employment challenges. Strong digital skills allow graduates to collaborate effectively, access information efficiently, and utilize emerging technologies to support productivity and innovation.

2.2. Workforce Readiness

Workforce readiness refers to the extent to which individuals possess the knowledge, skills, attitudes, and behaviors necessary for successful employment. It encompasses technical competencies, communication abilities, teamwork, adaptability, critical thinking, and problem-solving skills. Employers increasingly seek graduates who can quickly adapt to dynamic work environments and demonstrate technological competence in performing professional tasks.

In the digital era, workforce readiness is closely associated with the ability to operate within technology-driven workplaces. Organizations require employees who can utilize digital tools, communicate through virtual platforms, manage information effectively, and engage in continuous learning. Consequently, educational institutions play a critical role in developing competencies that align with labor market expectations.

2.3. Hybrid Learning

Hybrid learning is an educational approach that combines traditional face-to-face instruction with online learning activities. This model seeks to maximize the strengths of both learning environments by providing flexibility, accessibility, and interactive learning opportunities. Students can engage with digital resources independently while maintaining direct interaction with instructors and peers.

The adoption of hybrid learning has increased significantly due to advancements in educational technology and changing learner preferences. Hybrid learning environments encourage students to develop digital literacy, self-regulated learning skills, and technological adaptability. Through the use of learning management systems, virtual collaboration platforms, and online assessments, students gain practical experience with technologies commonly used in professional settings. Researchers have highlighted that hybrid learning promotes active participation, flexibility, and improved access to educational resources. Furthermore, the integration of technology within hybrid learning creates opportunities for students to strengthen digital competencies that contribute directly to workforce readiness.

2.4. Previous Studies

Several studies have examined the relationship between digital skills, learning environments, and employability outcomes. Previous research has consistently shown that digital competence positively influences students' readiness to enter the workforce. Individuals with higher levels of digital literacy are generally better prepared to adapt to workplace technologies and changing organizational demands.

Research on hybrid learning has also demonstrated its effectiveness in improving student engagement, academic performance, and technological proficiency. Studies indicate that students participating in hybrid learning environments develop stronger communication skills, greater technological confidence, and enhanced problem-solving abilities compared to those in traditional learning settings. Other studies have emphasized the importance of integrating technology into higher education curricula to bridge the gap between academic learning and industry requirements. However, while existing literature highlights the benefits of hybrid learning and digital skills development, further investigation is needed to understand how hybrid learning specifically contributes to workforce readiness through the enhancement of digital competencies.

2.5. Conceptual Framework

This study is based on the assumption that hybrid learning provides students with opportunities to interact regularly with digital technologies. Continuous exposure to digital platforms, online collaboration tools, and virtual learning environments contributes to the development of digital skills. These digital skills subsequently enhance workforce readiness by equipping students with competencies required in modern workplaces.

The conceptual relationship can be described as follows:

Hybrid Learning → Digital Skills Development → Workforce Readiness

In this framework, hybrid learning functions as the independent variable, digital skills development serves as the mediating variable, and workforce readiness represents the dependent variable. The model suggests that effective implementation of hybrid learning can improve digital competencies, which in turn increase students' preparedness for employment.

2.6. Hypotheses

Based on the theoretical foundation and previous studies, the following hypotheses are proposed:

1. H1: Hybrid learning has a positive effect on digital skills development among students.
2. H2: Digital skills development has a positive effect on workforce readiness.
3. H3: Hybrid learning has a positive effect on workforce readiness.
4. H4: Digital skills development mediates the relationship between hybrid learning and workforce readiness.

The proposed hypotheses provide a basis for examining the relationships among hybrid learning, digital skills development, and workforce readiness within higher education settings.

3. RESEARCH METHOD

3.1. Research Design

This study employed a quantitative research approach using a survey design to investigate the relationship between hybrid learning, digital skills development, and workforce readiness among university students. Quantitative methods were selected because they enable researchers to measure variables objectively and test hypotheses through statistical analysis. The study aimed to examine both direct and indirect relationships among the variables proposed in the conceptual framework.

The independent variable was Hybrid Learning (HL), the mediating variable was Digital Skills Development (DSD), and the dependent variable was Workforce Readiness (WR). Data were collected through a structured questionnaire distributed to undergraduate students who had experienced hybrid learning environments for at least one academic semester.

3.2. Population and Sample

The population of this study consisted of undergraduate students enrolled in public and private universities implementing hybrid learning systems. A purposive sampling technique was employed to select respondents who met the study criteria.

The inclusion criteria were:

1. Active undergraduate students.
2. Have participated in hybrid learning activities for at least one semester.
3. Have experience using digital learning platforms.
4. Willing to participate voluntarily in the study.

A total of 250 respondents were targeted to ensure sufficient statistical power for hypothesis testing.

3.3. Data Acquisition

Primary data were obtained using an online questionnaire distributed through Google Forms. The questionnaire consisted of four sections:

1. Demographic Information.
2. Hybrid Learning Assessment.
3. Digital Skills Development Assessment.
4. Workforce Readiness Assessment.

Responses were measured using a five-point Likert scale ranging from:

- a) 1 = Strongly Disagree
- b) 2 = Disagree
- c) 3 = Neutral
- d) 4 = Agree
- e) 5 = Strongly Agree

Before large-scale distribution, a pilot test involving 30 respondents was conducted to evaluate the clarity and reliability of the instrument.

The indicators used in this study are presented in Table 1.

Table 1. Research Variables and Indicators

Variable	Indicator
Hybrid Learning	Learning flexibility, online interaction, technology accessibility, learning engagement
Digital Skills Development	Information literacy, digital communication, content creation, problem solving
Workforce Readiness	Adaptability, teamwork, communication skills, technological competence, critical thinking

3.4. Research Procedure

The research procedure was conducted sequentially as illustrated in Figure 1.

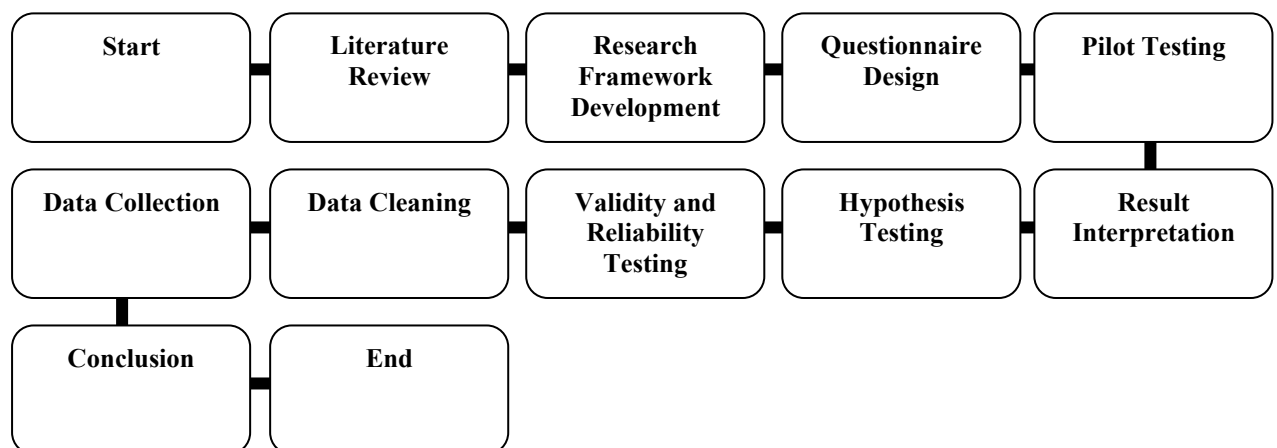


Figure 1. Research Procedure

The research process began with a comprehensive review of previous studies concerning hybrid learning, digital skills, and workforce readiness. Subsequently, the conceptual framework and hypotheses were formulated. After developing the questionnaire, a pilot test was conducted to assess instrument quality. The finalized questionnaire was then distributed to eligible respondents. Collected data were screened and analyzed using statistical software to evaluate the proposed hypotheses.

3.5. Algorithm of Research Procedure

The analytical procedure adopted in this study can be represented through the following pseudocode:

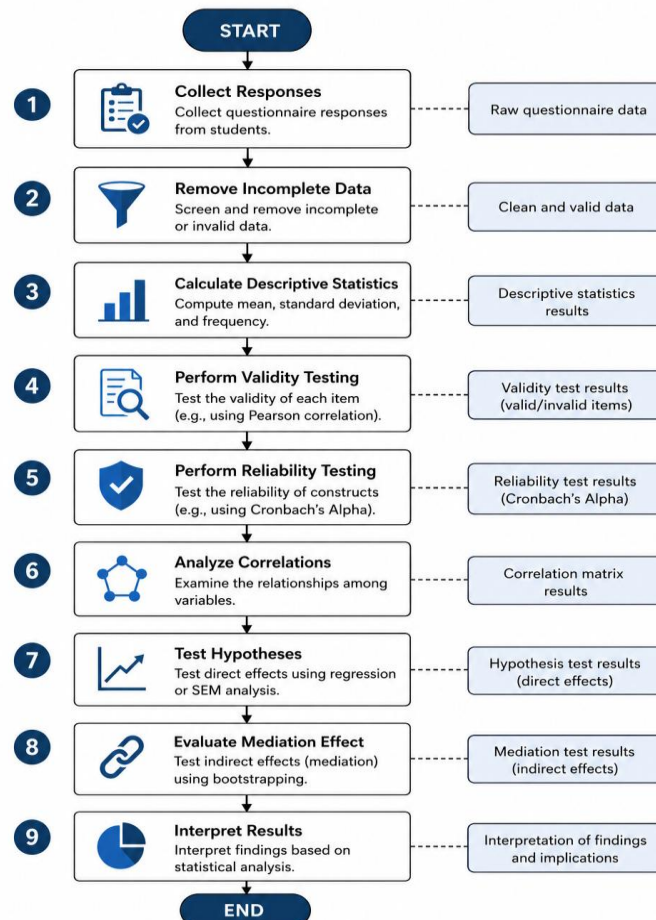


Figure 2. Algorithm of Research Procedure

The algorithm illustrates the systematic process used to transform raw questionnaire data into meaningful findings for hypothesis evaluation.

3.6. Instrument Testing

3.6.1. Validity Test

Validity testing was conducted to determine whether each questionnaire item accurately measured the intended construct. Item validity was assessed using Pearson Product-Moment Correlation. An item was considered valid if the correlation coefficient exceeded the critical value and the significance level was less than 0.05.

3.6.2. Reliability Test

Reliability testing was performed using Cronbach's Alpha coefficient. A construct was considered reliable when the Cronbach's Alpha value exceeded 0.70, indicating acceptable internal consistency among measurement items.

3.7. Hypothesis Testing

Hypothesis testing was conducted using Structural Equation Modeling (SEM) and regression analysis. The analytical procedure involved several stages:

1. Descriptive statistical analysis.
2. Measurement model evaluation.
3. Structural model evaluation.
4. Direct effect testing.
5. Indirect effect (mediation) testing.
6. Hypothesis decision making.

The significance level adopted in this study was 5% ($\alpha = 0.05$). A hypothesis was accepted when the p-value was less than 0.05.

3.8. Data Analysis Techniques

Data analysis was performed using SPSS and SmartPLS software. Descriptive statistics were used to describe respondent characteristics and variable distributions. Validity and reliability analyses ensured measurement quality. Structural Equation Modeling was subsequently employed to examine the relationships among hybrid learning, digital skills development, and workforce readiness as proposed in the conceptual framework.

The methodological framework enables a comprehensive evaluation of how hybrid learning contributes to workforce readiness through the development of digital skills among university students.

4. RESULTS AND DISCUSSION

4.1. Respondent Characteristics

A total of 250 valid responses were collected and analyzed. The respondents consisted of undergraduate students from various universities implementing hybrid learning systems. The demographic profile of respondents is presented in Table 2.

Table 2. Respondent Characteristics

Characteristics	Category	Frequency	Percentage (%)
Gender	Male	110	44.0
	Female	140	56.0
Academic Year	First Year	45	18.0
	Second Year	72	28.8
	Third Year	81	32.4
	Fourth Year	52	20.8
Experience with Hybrid Learning	1–2 Semesters	78	31.2
	3–4 Semesters	104	41.6

Table 2 shows that female students represented the majority of respondents (56%), while male students accounted for 44%. Most respondents had participated in hybrid learning for three to four semesters (41.6%), indicating sufficient experience with digital learning environments.

4.2. Descriptive Statistics

Descriptive statistics were conducted to determine respondents' perceptions regarding hybrid learning, digital skills development, and workforce readiness.

Table 3. Descriptive Statistics

Variable	Mean	Standard Deviation
Hybrid Learning	4.12	0.61
Digital Skills Development	4.25	0.57
Workforce Readiness	4.18	0.59

The results indicate that all variables achieved mean scores above 4.00, demonstrating positive perceptions among respondents. Digital Skills Development recorded the highest mean score (4.25), followed by Workforce Readiness (4.18) and Hybrid Learning (4.12).

4.3. Validity and Reliability Testing

4.3.1 Validity Test

Validity testing was conducted using Pearson Product Moment Correlation. The results revealed that all questionnaire items possessed correlation values above the required threshold value of 0.30.

Table 4. Validity Test Results

Variable	Number of Items	Valid Items
Hybrid Learning	8	8
Digital Skills Development	10	10
Workforce Readiness	10	10

The findings indicate that all questionnaire items were valid and suitable for further statistical analysis.

4.3.2 Reliability Test

Reliability testing was performed using Cronbach's Alpha coefficient to assess the internal consistency of the measurement instruments.

Table 5. Reliability Test Results

Variable	Cronbach's Alpha
Hybrid Learning	0.873
Digital Skills Development	0.901
Workforce Readiness	0.886

Since all Cronbach's Alpha values exceeded 0.70, the constructs demonstrated satisfactory reliability and consistency.

4.4. Hypothesis Testing

Structural Equation Modeling (SEM) was employed to evaluate the proposed hypotheses. The results are presented in Table 6.

Table 6. Hypothesis Testing Results

Hypothesis	Relationship	Path Coefficient	t-value	p-value	Decision
H1	HL → DSD	0.712	12.541	0.000	Accepted
H2	DSD → WR	0.645	10.274	0.000	Accepted
H3	HL → WR	0.318	4.926	0.000	Accepted
H4	HL → DSD → WR	0.459	7.881	0.000	Accepted

The results indicate that all hypotheses were statistically significant. Hybrid Learning significantly influenced Digital Skills Development, while Digital Skills Development significantly influenced Workforce Readiness. Furthermore, Hybrid Learning demonstrated both direct and indirect effects on Workforce Readiness.

4.5. Mediation Analysis

To determine the mediating role of Digital Skills Development, an indirect effect analysis was conducted.

Table 7. Mediation Analysis Results

Relationship	Indirect Effect	t-value	p-value
HL → DSD → WR	0.459	7.881	0.000

The significant indirect effect confirms that Digital Skills Development mediates the relationship between Hybrid Learning and Workforce Readiness. This finding suggests that hybrid learning enhances employability primarily through the development of digital competencies.

4.6. Discussion

4.6.1. Hybrid Learning and Digital Skills Development

The findings demonstrate that hybrid learning positively contributes to digital skills development among university students. The significant path coefficient ($\beta = 0.712$) indicates a strong relationship between the two constructs. This finding supports previous studies that identified hybrid learning as an effective approach for improving students' digital literacy and technological competence.

The integration of online platforms, virtual collaboration tools, and digital assessment systems encourages students to engage with technology regularly. As a result, students improve their ability to access information, communicate digitally, solve problems, and create digital content. These competencies are increasingly important in both educational and professional contexts.

4.6.2. Digital Skills Development and Workforce Readiness

The results reveal that digital skills development significantly influences workforce readiness. Students who possess higher levels of digital competence demonstrate greater confidence in adapting to workplace technologies and organizational changes.

Digital competencies enable students to communicate effectively through digital channels, collaborate with others in virtual environments, and utilize technological tools to improve productivity. These abilities align with current labor market expectations, where employers increasingly seek graduates capable of operating within technology-driven workplaces.

4.6.3. Hybrid Learning and Workforce Readiness Hybrid Learning and Workforce Readiness

The direct effect of hybrid learning on workforce readiness indicates that educational experiences combining online and face-to-face instruction contribute positively to employability preparation. Through hybrid learning, students develop independent learning habits, self-management abilities, and adaptability.

These competencies are highly relevant in modern organizations where employees are expected to learn continuously and respond effectively to changing technological environments. Consequently, hybrid learning serves not only as a teaching strategy but also as a mechanism for preparing students for future employment.

4.6.4. Mediating Role of Digital Skills Development

One of the most important findings of this study is the mediating role of digital skills development. The mediation analysis demonstrates that hybrid learning contributes to workforce readiness largely through its ability to improve students' digital competencies.

This finding suggests that educational institutions should focus not only on delivering course content but also on designing learning experiences that actively develop digital skills. By integrating technology into teaching and learning activities, universities can better prepare graduates for the demands of the digital economy.

Overall, the findings confirm that hybrid learning is an effective educational approach for enhancing digital skills and workforce readiness. The results provide valuable insights for educators, policymakers, and higher education institutions seeking to align academic programs with the evolving requirements of the modern labor market.

5. CONCLUSION

This study examined the relationship between hybrid learning, digital skills development, and workforce readiness among university students. The findings indicate that hybrid learning plays a significant role in enhancing students' digital competencies and preparing them for the demands of the modern workforce. The results of the statistical analysis revealed that hybrid learning positively influences digital skills development, while digital skills development positively affects workforce readiness. Furthermore, hybrid learning was found to have both direct and indirect effects on workforce readiness. The study also demonstrated that digital skills development serves as a significant mediating variable in the relationship between hybrid learning and workforce readiness. This finding suggests that the effectiveness of hybrid learning in preparing students for employment is largely achieved through the enhancement of digital competencies. Students who actively engage in hybrid learning environments tend to develop stronger abilities in digital communication, information literacy, problem-solving, and technology utilization, which are essential skills in today's digital workplace. From a practical perspective, the findings highlight the importance of integrating digital technologies into higher education learning processes. Universities should continue to strengthen hybrid learning practices by providing adequate technological infrastructure, improving digital learning resources, and encouraging active student participation in technology-based learning activities. Such efforts can contribute to the development of graduates who are more adaptable, technologically competent, and prepared to compete in increasingly digitalized labor markets. This study

contributes to the growing body of knowledge regarding the role of hybrid learning in higher education and its impact on workforce readiness. However, several limitations should be acknowledged. The study focused primarily on university students and employed a cross-sectional research design, which may limit the generalizability of the findings. Future studies are encouraged to involve larger and more diverse samples, explore additional mediating or moderating variables, and conduct longitudinal research to examine the long-term effects of hybrid learning on employability outcomes. In conclusion, hybrid learning represents an effective educational approach for developing digital skills and enhancing workforce readiness. As digital transformation continues to reshape industries and workplaces, higher education institutions must ensure that students are equipped with the competencies necessary to succeed in technology-driven professional environments. The successful integration of hybrid learning can serve as a strategic pathway toward producing graduates who are ready to meet the challenges and opportunities of the digital economy.

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