The Role of Digital Literacy, Adversity Quotient, and Mastery Experience as Readiness Factors to Become a Teacher in the Era of Society 5.0

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Abstract. Educational quality, including relevant curriculum, qualified teachers, and technological adaptation, determines a country's success in Society 5.0. This study analyzes the role of digital literacy, resilience, and mastery experience in preparing Bachelor of Office Administration Education Study Programs (BOAE) students to become teachers in the Society 5.0 era. Using an associative quantitative approach, data were collected through questionnaires administered to 2021 BOAE study programs. Proportional random sampling selected 83 participants who had engaged in teaching guidance activities. Multiple linear regression analysis was conducted using SPSS version 24. T-test results demonstrated that all independent variables positively and significantly influenced teacher readiness. F-test results confirmed significant positive impact of digital literacy, resilience, and mastery experience on teaching preparedness. This research emphasizes the critical importance of developing digital skills, mental resilience, and practical experience in teacher preparation programs. The findings provide recommendations for educational institutions to enhance training programs and encourage students to continuously develop pedagogical competencies for effective teaching in Society 5.0.

Keywords: Digital Literacy, Adversity Quotient, Mastery Experience, Teacher Readiness

1 Introduction

The era of society 5.0 is a stage where the current state of society in the industrial era 4.0 has made technology an important element in everyday life. The beginning of the society 5.0 era emerged with the development of the Internet of Things (IoT) and the concept of big data collected by the Internet of Things (IoT) from artificial intelligence (AI) which has now become something that can facilitate humans in improving their lives, especially in the field of education [1] In this era, the role of educators is not only to provide knowledge, but also to serve as facilitators of student character building, digital learning innovators, and student mentors in overcoming increasingly dynamic global challenges. The quality of education and educational components, including educators, determines the ability of a nation to succeed in the era of society 5.0. Indonesia still faces challenges in improving the competitiveness of human resources on a world scale due to the low standard of education in Indonesia and the inability to compete with other nations [2]. One of the unique problems that occurs in the field of education is the low welfare of educators, making it very difficult for every individual in Indonesia to get an education with qualified teacher candidates because the interest of prospective education

BISTIC 2025, July 30, Malang, Indonesia

DOI 10.4108/eai.30-7-2025.2360646

graduates to become a teacher is very small [3]. This view is supported by information from the Programme for International Students Assessment (PISA), which is an initiative of the Organization for Economic Cooperation and Development (OECD) in evaluating education systems in various countries. In 2022, Indonesia ranked 68th out of 81 countries.

The current quality of education in Indonesia can still be said to be quite low, so efforts are needed to improve the standard of teachers in Indonesia. The preparation of teacher competencies through higher education, which involves providing and evaluating knowledge and skills to prospective teachers so that they are ready to become professional educators [4]. In this case, it is important for prospective teachers to be provided with welfare, as this will encourage them to develop their abilities to the fullest. In addition, progress in the professional qualifications of teachers in Indonesia is needed so that education can grow better and be able to compete with other countries. [5]. Teacher welfare is a key issue for education in Indonesia, with many teachers struggling to be recognized for their responsibilities.

Based on research found by [6], there are several problems that often arise among students who want to undergo the profession as a teacher, one of the problems that often arise is the apparent lack of preparation of prospective teachers in terms of the necessary competencies. The problems found also include the lack of a deep understanding of teaching materials, errors in mentioning learning materials, lack of understanding of curriculum changes and difficulties in connecting materials with learning media. In addition, student teachers also still face difficulties in planning teaching and do not utilize technology to create more innovative and diverse learning media. This suggests the need for development in teachers' pedagogical and professional competencies. These findings are consistent with previous research which shows that not all education students feel ready for a career as a teacher, with only 54.8% of them expressing their teacher readiness [7]. This study also conducted initial observations of 30 students of the 2021 BOAE undergraduate study program using a questionnaire in the form of a google form regarding the level of readiness to become professional teachers in facing the era of society 5.0. Based on the results of the BOAE student survey obtained, 41.7% of students stated that they were ready for a career as a teaching profession in education. By looking at the low interest of BOAE students to have a career as a teaching profession, it is not in line with the study program they have chosen for their desired future career goals. There are 58.3% of students choose to work in non-education fields and make the teaching profession a second option in a career.

This research has a research gap or gap with reference to previous research journals. In previous research, it is more likely to highlight one variable where the three independent variables have a strong influence on the dependent variable, namely teacher readiness. This research will provide a broad overview of the influence of digital literacy variables, adversity quotient, and mastery experience in one analytical framework. In previous research, no research was found that focused on the object of undergraduate BOAE students at State University of Malang. The novelty of this research provides a new perspective in understanding the interaction between digital literacy variables, adversity quotient, mastery experience, and their influence on the level of career readiness as prospective professional educators in facing increasingly dynamic challenges in the era of society 5.0.

From the background of the existing problems, research was conducted with the title “The Role of Digital Literacy, Adversity Quotient, and Mastery Experience as a Readiness Factor to Become a Professional Teacher in the Era of Society 5.0” on students of the Bachelor of Office Administration Education Study Programs at State University of Malang with the aim of knowing the extent of the role of digital literacy, adversity quotient, and mastery experience on readiness to become a teacher in the era of society 5.0 in order to face challenges in the

increasingly dynamic world of education. This research will contribute by developing new literature with the hope of becoming a reference for researchers developing further knowledge and for lecturers and students. So that this can improve the skills of prospective teachers needed to face challenges in the era of society 5.0. In this research, there is support from the social learning theory of career decision making (SLTCDM) which states that learning experience will affect career readiness [8]. The learning experience gained later can shape interests, abilities, personal qualities, values, and beliefs. Then the results of the learning experience affect the readiness to work or career [9].

2 Research Methods

The approach applied in this research is associative quantitative, which has the aim of testing a predetermined hypothesis. In this research, there are four variables to be analyzed, namely independent variables consisting of digital literacy which functions as an independent variable (X1), adversity quotient as an independent variable (X2), and mastery experience as an independent variable (X3), and teacher readiness which acts as a dependent variable (Y). Each independent variable and the dependent variable have indicators that are applied to see the influence between variables, which can be detailed as follows: 1) the digital literacy variable (X1) as an independent variable can be measured by technical knowledge, evaluative ability, attitude towards technology, and utilization of technology in teaching adapted from research [10], 2) the adversity quotient variable (X2) as an independent variable can be measured by control, origin-ownership, reach, and endurance adapted from research [11], 3) the mastery variable (X2) as an independent variable can be measured by control, origin-ownership, reach, and endurance adapted from research, 2022), 3) the mastery experience variable (X3) as an independent variable can be measured by educational experience, and mastery experience in using media or practical tools adapted from research [12], and 4) the teacher readiness variable (Y) as the dependent variable can be measured pedagogical, professional, personality, and social competencies adapted from research [13].

This type of research can be classified as ex-post facto. Ex-post facto is applied to investigate an event that has occurred, with the aim of understanding the various factors that can explain the reasons for the event under study. This research aims to test hypotheses that have been prepared by calculating independent or independent variables [14]. In this research, the method applied to determine the sample is the proportional random sampling technique, which is also called random quota sampling or using a lottery to select a sample.

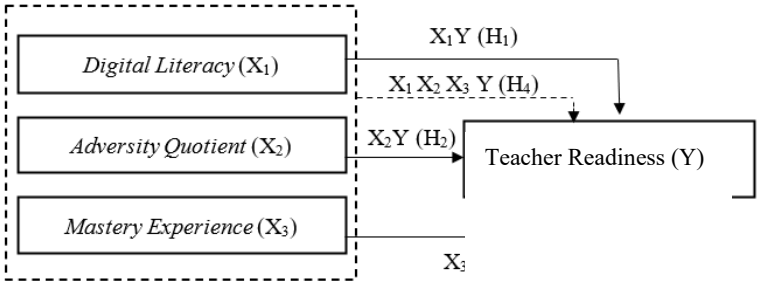

Fig. 1. Relationship Model betwee

The population in this study includes all undergraduate students of the BOAE Study Program, Department of Management, State University of Malang class of 2021 with a total of 105 students who have participated in Teaching Assistance activities. Based on the final result with the calculation of the Slovin formula of 83.2, the sample in the study was rounded up to 83 student respondents. The statistical test in this study uses a validity test with the provisions of rcount ≥ rtable, namely ≥ 0.374, then the statement item can be said to be valid and vice versa. On the other hand, in the reliability test with the provisions of Cornbach's Alpha ≥ 0.60, the question items are determined to be reliable. Research instruments that measure digital literacy variables, adversity quotient, and mastery experience on teacher readiness have met the validity requirements, namely sig value <0.05 and rcount ≥ rtable. While the reliability on the independent and dependent variables obtained the results of Corncbach's alpha ≥ 0.60, so that the instrument is suitable for use to accurately reveal the three independent and dependent variables. The analytical method applied is multiple regression analysis through the help of SPSS version 24 software. In addition, the classical assumption test is carried out which includes several tests, including normality, multicollinearity, and heteroscedasticity tests. In this research, the scale applied is a Likert scale that has 5 answer options through distributed questionnaires.

3 Results and Discussion

3.1 Result

This research includes 4 variables consisting of digital literacy (X1), adversity quotient (X1), and mastery experience (X3) as independent variables. Meanwhile, teacher readiness (Y) is the dependent variable. Each variable uses a Likert scale of 1 to 5 for each statement item where answer option 5 means strongly agree (SS), option 4 answers agree (S), option 3 answers hesitate or neutral (N), option 2 answers disagree (TS), and option 1 answers strongly disagree (STS).

Table 1. Descriptive Statistical Analysis Output

Descriptive Statistic					
Variable	N	Minimum	Maximum	Mean	Std. Deviation
Digital Literacy	83	38	60	50,53	5,960
Adversity Quotient	83	36	60	48,94	5,871
Mastery Experience	83	28	45	38,30	4,122
Teacher Readiness	83	36	60	49,49	5,566
Valid N (listwise)	83				

Source: Researcher's findings, 2025

Examining the output results in table 1 above, it shows that of the four variables studied, digital literacy has the highest mean value (50.53) and mastery experience has the lowest mean value (38.30) which indicates that respondents' digital skills are more developed than their success experience. The minimum and maximum values show the range of scores among respondents, where mastery experience has a narrow range (28-45) because the number of statements on the instrument is less than other variables. Meanwhile, other variables such as digital literacy, adversity quotient and teacher readiness have a wider range of results. Standard deviation is used to measure how much the score varies from the mean with the highest value in digital literacy (5.950), adversity quotient (5.871), and teacher readiness (5.566) which shows a considerable difference in ability between respondents. Meanwhile, mastery experience has

the lowest standard deviation (4.122), indicating a more uniform distribution of scores but at a low level. This finding reflects that although respondents have good digital literacy, adversity quotient, and teacher readiness, low mastery experience can be an obstacle in shaping professional readiness as a teacher. This research applies descriptive analysis by collecting questionnaire answers from respondents to see the grand mean on each statement item as follows:

Table 2. Grand Mean Value Variable Description

Variable	Grand Mean	Category
Digital Literacy	4,21	Very High
Adversity Quotient	4,08	High
Mastery Experience	4,26	Very High
Teacher Readiness	4,12	High

Source: Researcher's findings, 2025

Examining the output results in table 2, shows the grand mean value and category for each variable, which illustrates the level of mastery of respondents on the aspects studied. Mastery experience obtained the highest grand mean of 4.26 and was followed by digital literacy at 4.21 with a category of "very high". This shows that respondents feel they have a strong mastery experience in facing learning challenges, as well as excellent digital literacy skills. Teacher readiness obtained a grand mean value of 4.12 and was followed by adversity quotient with a grand mean value of 4.08 in the "high" category. In this case, it can be concluded that these variables need to be improved even though in general the respondents are quite ready to enter the teaching profession. The difference in grand mean values obtained shows that readiness to become a teacher is positively influenced by digital literacy and mastery experience, but can be hampered if the adversity quotient aspect is not proportionally strengthened. It also shows that respondents excel more in mastery experience and mastery of technology than mental toughness and overall professional readiness. Low adversity quotient scores can be an indicator of students' weak ability to deal with pressure, failure, or challenges in a real work environment, which ultimately reduces their readiness to become teachers. Therefore, campuses need to respond to this discrepancy with strategies that include character strengthening programs and resilient training.

Normality Test

Normality testing is important to test to ensure that the sample analyzed representative reflects the characteristics of the population as a whole, so that the findings obtained can be generalized more accurately. In this research, the test used through the One-Sample Kolmogorov Smirnov Test method operated through SPSS software version 24. Interpretation of test results is based on the significant value (p-value). If the value exceeds the threshold of 0.05, then the data can be considered to have a normal distribution or vice versa.

Referring to the results of the normality test results obtained through the One-Sample Kolmogorov Test with the help of SPSS version 24 software involving 83 students as respondents. The results of the normality test show that the Asymp. Sig. (2-tailed) is 0.072> 0.05. So it can be concluded that the data has a normal distribution (normal assumptions have been met).

Multicollinearity Test

Multicollinearity testing is carried out as one of the requirements for testing the regression equation model to identify whether there is a significant linear influence between the

independent variables in the regression model. Multicollinearity test can be measured through VIF and Tolerance results.

Table 3. Multicollinearity Testing Output

Variable Independent	Tolerance	VIF
Digital Literacy	0,553	1,808
Adversity Quotient	0,465	2,150
Mastery Experience	0,531	1,884

Source: Researcher's findings, 2025

Referring to the results of the multicollinearity analysis contained in table 3, the tolerance value is used to measure an independent variable from the influence of other independent variables. Meanwhile, the VIF value shows the extent to which multicollinearity occurs between these variables. In this research, the results showed that the tolerance and VIF numbers on digital literacy (X1) obtained a tolerance value of 0.553> 0.1 and a VIF value of 1.808 < 10. Meanwhile, the tolerance number for the Adversity Quotient variable (X2) obtained a value of 0.465> 0.1 and a VIF value of 2.150 < 10. Meanwhile, the mastery experience variable (X3) obtained a tolerance value of 0.531> 0.1 and a VIF value of 1.884 < 10. It can be concluded that based on the results of multicollinearity testing in this research, there is no multicollinearity or relationship between each independent variable.

Heteroscedasticity Test

Heteroscedasticity testing is carried out to ensure that the regression model applied does not experience inhomogeneity of variance in the residual values between observations. In this study, researchers applied the Glejser test as an analytical method to identify whether heteroscedasticity symptoms appear in the regression model.

Table 4. Heteroscedasticity Testing Output

Independent Variable	Sig.
Digital Literacy	0,371
Adversity Quotient	0,557
Mastery experience	0,867

Source: Researcher's findings, 2025

Referring to the results of heteroscedasticity testing in this research, it was found that the significance figure for the digital literacy variable was 0.371 > 0.05, the significance figure for the adversity quotient variable was 0.557 > 0.05, and the significance figure for the mastery experience variable was 0.867 > 0.05. From this, it can be concluded that there are no symptoms of heteroscedasticity found in all independent variables in the regression model.

Multiple Linear Regression Analysis Results

Multiple linear regression testing was applied to understand how a person's readiness to become a teacher is influenced by the variables of digital literacy, adversity quotient, and mastery experience. This process was carried out with the help of SPSS version 24 software.

Table 5. Multiple Regression Analysis Test Output

Coefficient[s]						
Model	Independent Variable	Unstandardized B	Coefficient Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	5,324	3,916		1,359	0,178
	Digital Literacy	0,326	0,086	0,349	3.773	0,000

	Adversity Quotient	0,276	0,96	0,291	2,886	0,005
	Mastery Experience	0,370	0,128	0,274	2,900	0,005
a.	Dependent Variable: Teacher Readiness					

Source: Researcher's findings, 2025

Referring to the results of multiple linear regression testing in the table above, the regression equation can be described as follows:

$$Y = 5{,}324 + 0{,}326X_1 + 0{,}276X_2 + 0{,}370X_3 + e \quad (1)$$

The results of the multiple linear regression analysis show that the b value for the constant is 5.324. In the digital literacy variable, the b value is 0.326, while the adversity quotient variable b value is 0.276, and for the mastery experience variable b value is 0.370. So it can be interpreted as follows:

1. The value of a is 5.342, which shows a constant, which means the state when the readiness to become a teacher variable is not influenced by other variables such as digital literacy (X1), adversity quotient (X2), and mastery experience (X3).
2. The coefficient value for the digital literacy variable (X1) is 0.326. This can be interpreted that every 1 unit increase in the digital literacy variable will affect the increase in readiness to become a teacher worth 0.326 units.
3. The coefficient value for the adversity quotient variable (X2) is 0.276. It can be concluded that every 1 unit increase in the adversity quotient variable in prospective teachers, their readiness for a career as a teacher can also increase by 0.276 units.
4. The coefficient value for the mastery experience variable (X3) is 0.370. It can be concluded that every 1 unit increase in the mastery experience variable for prospective teachers, their readiness for a career as a teacher will increase by 0.370 units.

However, when viewed from the Standardized Coefficients Beta value, which allows comparison between variables on the same scale, the digital literacy variable actually shows the strongest influence (β=0.349), followed by adversity quotient (β=0.291), and mastery experience (β=0.274). This is reinforced by the t value, where digital literacy again shows the highest value (3.773) which indicates that digital literacy skills are the most determining factor in readiness to become a teacher, especially in the era of technology-based education. In the era of society 5.0, namely the era of digital education, universities need to prioritize strengthening digital literacy without neglecting character building and practical experience of students.

Partial Test Results (t)

Partial testing (t) is applied to measure the influence or impact that arises between the independent variable (X) and the dependent variable (Y). If the significance number is <0.05, it can be concluded that the variable has a significant influence on other variables.

Table 6. Partial Test Output

Independent variable	T table	T count	Sig.
Digital Literacy	1,999	3,773	0,000
Adversity Quotient	1,999	2,886	0,005
Mastery Experience	1,999	2,900	0,005

Source: Researcher's findings, 2025

Referring to the results of the t test in table 6 above, it shows that for BOAE FEB UM students, the digital literacy variable (X1) has a significant effect on the teacher readiness variable (Y). This can be seen in the significance figure obtained of 0.000 <0.05 and t count

which reaches 3.773> 1.999. Thus, it can be concluded that *H1 is connected* showing digital literacy has a significant contribution in the teacher readiness. In the adversity quotient variable (X2), a significance number of 0.005 < 0.05 was obtained and the t value reached 2.886 > 1.999. This confirms that the variable adversity quotient (X2) has a significant effect on teacher readiness (Y) for BOAE FEB UM students. It can be concluded that *H2 is connected*, which means that adversity quotient makes a significant contribution to teacher readiness. Meanwhile, the Mastery Experience variable (X3) obtained a significant value of 0.005 <0.05 and a calculated t value of 2.900> 1.999. This shows that the Mastery Experience variable (X3) has a significant effect on the Teacher Readiness (Y) in BOAE FEB UM students. Thus, *H3 is connected* which indicates that mastery experience has a significant contribution to teacher readiness.

Simultaneous Test

The f test has the aim of knowing how the independent variables (X) simultaneously affect the dependent variable (Y). Thus, the decision to accept and reject the simultaneous test or f test by looking at the results of f count and significant numbers.

Table 7. Simultaneous Test (f) Output

Anova						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1589,535	3	529,845	44.005	0.000
	Residual	951,212	79	12.041		
	Total	2540,747	82			
a.	Dependent Variable: Y					
b.	Predictor: (Constant), X_3, X_2, X_1					

Source: Researcher's findings, 2025

Based on the results of the simultaneous test in this research, it is known that the calculated f value is 44,005> 3,112, and the significance value is 0.000 < 0.05. This proves that H4 is connected, which asserts that there is a significant positive effect on digital literacy skills (X1), adversity quotient (X2), and mastery experience (X) teacher readiness (Y).

Coefficient of Determination

The coefficient of determination is a measure in statistics that shows how much of the variables in the dependent variable can be explained by the independent variables in a regression model. The value of the coefficient of determination ranges from 0 to 1, where a higher value shows that the model has a better ability to predict to explain the relationship between these variables.

Table 8. Coefficient of Determination Output

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,791[a]	0,626	0,611	3,470
a.	Predictors: (Constant), Mastery Experience, Digital literacy, Adversity Quotient			

Source: Researcher's findings, 2025

Based on table 8, the output of the coefficient of determination test shows that the Adjusted R Square number is 0.611, which means 61.1% of the analysis results, it can be concluded that the digital literacy variable (X1), adversity quotient (X2), and mastery experience (X3) have an influence of 61.1%. Meanwhile, the other 38.9% is influenced by other factors that cannot be examined in this research such as interest, motivation, social support, family environment, and

perceptions of the teaching profession. This shows that although the three main variables have significant contributions, there is still ample room for further research to explore other external variables that also have the potential to influence teacher readiness more thoroughly.

3.2 Discussion

The Effect of Digital Literacy on Teacher Readiness

Digital literacy refers to a person's ability to critically and effectively understand the use of information that comes from various digital sources. Digital literacy in the context of education refers to the ability to use technology, access and assess digital information, and communicate and cooperate through digital platforms. Research conducted by [10] shows that the level of digital literacy possessed by prospective teachers has a significant effect on teaching readiness. In the research, it was found that a good level of digital literacy can improve quality and learning, and be able to prepare competent and adaptive prospective teachers, which is in line with the findings in this study. In addition, research by [15], emphasized that digital literacy has a significant effect and has a contribution to the level of teacher readiness to have digital competencies that can improve learning effectiveness and prepare teachers to face the challenges of modern education. This research is in line with research conducted by [16], showing that there is a significant influence between digital literacy of prospective teachers and teacher readiness. Digital literacy can be directly related to the social learning theory of career decision making (SLTCDM) proposed by [8], where career decision making is influenced by learning experiences and observations of the environment obtained by prospective teacher students during their education in college. In this case, digital literacy allows individuals to access, evaluate and use information critically through various digital media which will then shape their perceptions, knowledge and beliefs towards career choices. Digital literacy is not only a technical competency, but also a key in the social learning process that strengthens individual readiness in determining the direction of their profession in an increasingly developing era. Prospective teachers acquire good technological skills or digital literacy through the experience of using technology gained in learning during the education period in college [17]. Prospective teachers must realize that to compete with increasingly dynamic technological changes in supporting the learning process and increasing students' knowledge or soft skills, they must be prepared with technological knowledge and skills [18].

The results of this research clearly show that digital literacy is not just a technical ability to use technology, but is the main foundation in shaping the professional readiness of prospective teachers in the era of society 5.0. With a coefficient value of 0.326 and a significance figure of 0.000, as well as a calculated t value of 3.773> 1.999, it is proven that digital literacy makes a significant contribution to the readiness of students to enter the world of work as educators. This indicates that prospective teachers who have a high ability to understand, access, evaluate, and utilize information technology effectively will be better prepared to design learning that is relevant, innovative, and adaptive to needs. In this research, the grand mean result of 4.21, which is classified as very high, reinforces that the majority of BOAE education students have mastered the digital aspect well. In the context of education in the era of society 5.0, digital literacy is not just a tool, but an absolute requirement so that teachers are able to navigate technology-based learning that can answer the challenges of the digital curriculum, and manage the dynamics of virtual and hybrid classes professionally. Thus, low digital literacy will be a serious obstacle in readiness to be an effective and relevant teacher in the midst of the current digital revolution in education, which will have difficulty in adapting to changes and will be left behind in delivering innovative and collaborative learning. This research has a significant

impact on educational institutions, especially the Institute of Education Personnel (LPTK), to design curricula and training that emphasizes improving prospective teachers' digital competencies. In addition, the results of this research provide a basis for further studies that can explore other factors that interact with digital literacy such as learning motivation, emotional intelligence, and technology readiness to create a more holistic and contextualized strategy for strengthening teacher capacity in today's digital era.

The Influence of Adversity Quotient on Teacher Readiness

In the context of education, AQ is an important factor in determining the readiness of prospective teachers to face the dynamics of the teaching profession. Research conducted by [19] shows that adversity intelligence or adversity quotient has a positive effect on students' readiness to become teachers. This research emphasizes the importance of the adversity quotient (AQ) in preparing prospective teachers to face various challenges in the Society 5.0 era, characterized by the integration of technology in education. Referring to the findings by [20], it shows that the AQ variable significantly and positively influences teacher readiness, with 46.86% of respondents exhibiting a high AQ level, which directly correlates with their ability to handle challenges in teaching practice. This study emphasizes that the control and ownership indicators, which indicate high AQ levels, contribute to teachers readiness to manage situations. Meanwhile, the reach and endurance indicators are areas that need improvement. Additionally, research conducted by [11] confirms that AQ can significantly influence the readiness of education students to become teachers. Prospective teachers with high AQ tend to be more prepared to carry out their duties and are able to adapt to changes and challenges that arise in teaching practice. These findings also emphasize the need to integrate AQ development into teacher education programs to improve the quality of their readiness to carry out their profession and face challenges in the classroom. Adversity quotient is closely related to the social learning theory of career decision making (SLTCDM) proposed by [8], where an individual's resilience in facing challenges is shaped through the process of learning from social experiences, observing the successes and failures of others, and receiving feedback from the environment. In terms of career decision-making, individuals with a high adversity quotient tend to be able to learn from difficult situations by building self-confidence and making more mature and adaptive career decisions, including choosing and persisting in the profession of teaching.

The results of this study confirm that the adversity quotient (AQ) has a significant and positive influence on the readiness of prospective teachers to face professional challenges in the Society 5.0 era, characterized by the complexity and rapid dynamics of technological and social change. Based on the data obtained in this study, the coefficient value for the AQ variable is 0.276 with a significance level of 0.005 and a calculated t-value of 2.886 > 1.999, confirming that adversity quotient has a significant and positive influence on readiness to become a teacher. With a grand mean of 4.08, the majority of respondents demonstrated a high AQ level, reflecting their adaptive readiness to face the dynamics of the educational world, such as curriculum changes, technology integration, and student character development. In the era of Society 5.0, where teachers are expected not only as educators but also as innovators and emotional guides, AQ serves as a crucial foundation for maintaining professional resilience amid evolving challenges in navigating the complexities of an ever-changing learning environment. Amidst technological advances and the increasingly rapid dynamics of education, prospective teachers are required to have mental resilience, problem-solving skills, and toughness in facing pressure from both academic and professional practice. This research has an important impact on educational institutions, particularly in designing programs to nurture and strengthen students'

character so that they are more resilient to the pressures that arise during their studies and when entering the workforce.

The Influence of Mastery Experience on Teacher Readiness

Mastery experience is the capacity of an individual to achieve significant success through experiences that have been undergone, experienced, or felt, whether in the past or recently. In the context of education, this experience is crucial for prospective teachers to prepare themselves for the challenges of their profession and to develop the competencies required for teaching. Findings from the research conducted by [12] indicate a positive and significant correlation between mastery experience and career readiness among undergraduate students in the PTE program at UM during the 4th Industrial Revolution era. Thus, it can be concluded that this research highlights the importance of mastery experience in preparing competent and confident prospective teachers to face challenges in the digital era, characterized by the integration of technology in education, which can influence the career readiness of students aspiring or interested in becoming teachers in the current digitalization era. The influence of mastery experience on teacher readiness shows significant and positively influential results in the regression analysis test in the study. Additionally, in a study conducted by [21], involving two groups of prospective teachers in Germany—those who participated in observation practice and those who participated in teaching practice— The findings from the study or research indicate that mastery experience has a significant influence on changes in teacher self-efficacy in both groups, with a stronger relationship in the teaching practice group. These findings emphasize the importance of mastery experience in building prospective teachers' self-confidence, as well as the need for feedback from mentors to support TSE development. The above research is consistent with the findings of [22], which reveal that self-efficacy has a positive and significant impact on teacher readiness, where prospective teachers who have high confidence in their abilities tend to be more prepared to carry out their role as educators. This research has a strong connection to the social learning theory of career decision making (SLTCDM) proposed by [8], as mastery experiences or direct successes can shape an individual's belief in their abilities, which in turn influences career decisions. In this context, when prospective teachers are able to overcome challenges in teaching practice or academic tasks, they learn socially that they are capable of pursuing the profession thanks to the experiences they have gained. Mastery experience serves as a strong foundation for deciding to pursue a career as a teacher, as individuals do not rely solely on observing others but also on concrete personal experiences that have proven to enhance readiness and confidence in pursuing the profession in a focused manner.

Based on the results of data analysis obtained, the mastery experience variable shows a positive and significant influence on teacher readiness, with a coefficient value of 0.370 and a significant 0.005 ($p < 0.05$). The calculated t value> t table with a value of 2.900> 1.999 which further strengthens the statistical evidence that mastery experience contributes significantly in influencing the readiness of prospective teachers. This confirms that the higher the mastery experience possessed by students through teaching practice, training, or direct experience in the field, the higher their readiness to carry out their role as professional educators. In the era of society 5.0 which emphasizes the integration of advanced technology and humanism, mastery experience is an important asset to face challenges in education. Prospective teachers are not only required to master teaching materials, but also to be able to adapt to technological changes, utilize digital tools in learning, and build social-emotional closeness with students in the midst of digital disruption. Good mastery experience allows prospective teachers to be more resilient in facing complex challenges such as blended learning, virtual classroom management, and the

need to apply a more personalized and flexible learning approach. This research obtained a grand mean value of 4.26 which indicates that respondents have a high level of experience, indicating a strong readiness of BOAE students. Teacher readiness also includes the ability to socialize, identify problems in the teaching process, and take responsibility for solving these problems. Overall, mastery experience not only affects the readiness of prospective teachers in carrying out teaching tasks, but also contributes to the development of self-confidence and professional competencies needed in becoming an effective teacher. Thus, increasing mastery experience among prospective teachers is essential to prepare them for the challenges in the ever-evolving world of education. This research provides a solution to the current problems in education, namely the gap between educational theory and field practice. By emphasizing the strengthening of mastery experience, educational institutions can design curriculum and practice programs that are more applicable, contextual, and based on 21st century challenges.

The Effect of Digital Literacy, Adversity Quotient, Mastery Experience on Teacher Readiness

This research reveals that the variables of digital literacy, adversity quotient, and mastery experience have a significant influence on student preparation in becoming a professional teacher by having a value of f count> f table. The result data obtained is 44.005> 3.112 and the significance number is 0.000 <0.05. Findings from research conducted by [23], obtained the results that leadership, digital transformation, and adversity quotient have a significant relationship or influence on career teacher readiness. The above research emphasizes that digital integration, which is strengthened by the existence of digital literacy knowledge which is the foundation in the world of education, requires teachers to continue learning and adapting to new skills. Changes that occur continuously will provide a great opportunity to build stronger resilience or adversity quotient. Teachers who are able to face challenges in the digital transformation process, such as overcoming technical problems, adjusting learning methods, and utilizing various digital platforms, indirectly develop mental toughness and new skills that can strengthen their digital literacy. In addition, by having digital literacy skills, teachers are able to provide learning tools that can support and provide interesting learning experiences that can improve students' abilities. In addition, it can build teachers' confidence by building experiences of success or mastery in overcoming challenges during the teaching and learning process. Teacher readiness is not only influenced by cognitive aspects, but also influenced by complex interactions between learning experiences, psychological conditions, and social contexts reinforced by the social learning theory of career decision making (SLTCDM) proposed by [8]. This theory emphasizes that career decisions, including teacher readiness, are formed through direct and indirect learning experiences involving environmental factors, reinforcement, and social interactions. In this case, digital literacy is part of the learning experience because prospective teachers have the ability to access, understand, and adapt technology as a relevant learning medium. Meanwhile, adversity quotient considers an individual's psychological readiness to face challenges and pressures during the teacher education and professional training process, thus becoming an important indicator in career decision making. On the other hand, mastery experience provides self-confidence through the experience of success that has been obtained which can affect self-perception of competence. In this case, the relationship between the three variables shows that teacher readiness is not only technical, but also the result of a deep and continuous social learning process.

The influence of digital literacy, adversity quotient, and mastery experience on teacher readiness in the society 5.0 era is a very relevant and critical research focus given the changing educational paradigm that increasingly demands rapid adaptation to technology and social

complexity. Digital literacy is not just the ability to use digital devices, but includes skills in managing information, thinking critically, and communicating effectively in an increasingly dynamic digital environment. In the context of society 5.0, where the integration of technology with human life is intensifying and making digital literacy the main foundation determines the quality of the learning process and pedagogical interaction. Meanwhile, adversity quotient describes the ability of teachers to face and overcome various challenges and pressures that arise in a rapidly changing educational environment. This ability is essential for maintaining psychological balance and professionalism in uncertain and complex situations. Meanwhile, mastery experience relates to the experience of mastering the tasks or competencies obtained and is an important indicator of teacher readiness to carry out pedagogical roles effectively and innovatively. The results of this study can serve as a reference in designing curriculum, training programs, and teacher character development that is more adaptive and future-oriented. Given the characteristics of society 5.0, which demands the harmonious integration of humans and technology, teacher readiness, which can be measured through digital literacy, adversity quotient, and mastery experience, is key to optimizing inclusive, responsive, and sustainable learning. Therefore, this research not only adds to the academic literature as a recent study, but also serves as a strategic foothold to strengthen the quality of education and the readiness of educators in facing increasingly complex global challenges.

4 Conclusion and Suggestion

4.1 Conclusion

Referring to the research results and discussions that have been obtained regarding "The Role of Digital Literacy, Adversity Quotient, and Mastery Experience as Readiness Factors to Become a Professional Teacher in the Era of Society 5.0", so that conclusions can be obtained in this research, including: 1) There is a positive and significant influence between the digital literacy variable (X1) teacher readiness (Y). It can be interpreted that BOAE batch 21 students have a fairly good level of digital literacy which can help students adapt to technological developments in the world of education, so that they are better prepared to face challenges in the classroom and have sufficient skills in a career as a teacher who is competent, adaptive and ready to carry out his profession professionally. 2) There is a positive and significant influence of the adversity quotient variable on the readiness to become a teacher. This can be interpreted that BOAE study program students who have a high adversity quotient tend to have a sense of resilience in facing challenges, are able to adapt to changes, and have strong mental resilience in solving various problems in the world of education that occur in the school environment. 3) There is a positive and significant influence of the mastery experience variable on preparation to become a teacher. This means that BOAE students who have experience of success or mastery experience gained through practice, teaching practice, and various strong experiences that can build a level of confidence and readiness in undergoing the profession as a teacher. and 4) There is a positive and significant influence simultaneously between digital literacy variables (X1), adversity quotient (X2), and mastery experience (X3) teacher readiness (Y) in BOAE study program students of FEB State University of Malang. This can be observed in table 7 which shows a significant figure of 0.000 <0.05. This research contributes as a strategic foothold to strengthen the quality of education and the readiness of educators in facing increasingly complex global challenges.

4.2 Suggestion

Referring to the research results and conclusions above, this research recommends several parties including: 1) Educational institutions should design and implement a more comprehensive digital literacy training program. This is important to ensure students have adequate technological skills to face the challenges of the modern education era. 2) Students or prospective teachers should continue to improve pedagogical competencies, which are the main competencies needed to become a teacher who is able to manage students' teaching and learning activities, understand the characteristics of students to develop learning evaluations. 3) Lecturers should further strengthen the abilities and knowledge needed by prospective teacher graduates who are professional and academically competent and equip students with the skills needed to become teachers. 4) Future researchers are expected to develop other variables in addition to the existing variables in this research to strengthen or support the idea that several other factors can influence student readiness for a career as a teacher.

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