



## **Does Self-Management Affect Students' Digital Literacy? Evidence from a Campus in Riau Province**

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**Abstract:** This study aims to analyze the influence of self management consisting of self motivation, self organizing and self control on students' digital literacy. This research is a quantitative study of multiple correlation regression type, the subject of this research is STIE Indragiri students, totaling 234 people. The research instrument developed in this study was a closed questionnaire. The data analysis technique used regression analysis multiple linear with the help of SPSS 24. The results showed that self-management had an effect on students' digital literacy. The details for each component of self-management show that: Self motivation ability has a significant effect on students' digital literacy. Self-organizing ability has no significant effect on students' digital literacy. Self-control ability has a significant effect on students' digital literacy. Among the three independent variables that have the most influence on students' digital literacy is the ability to self-motivation. Self-motivation has an important role in encouraging humans to act, determining the direction of action and selecting actions to determine what actions are chosen to achieve goals, these various abilities are in accordance with the abilities that must be met to improve digital literacy skills.

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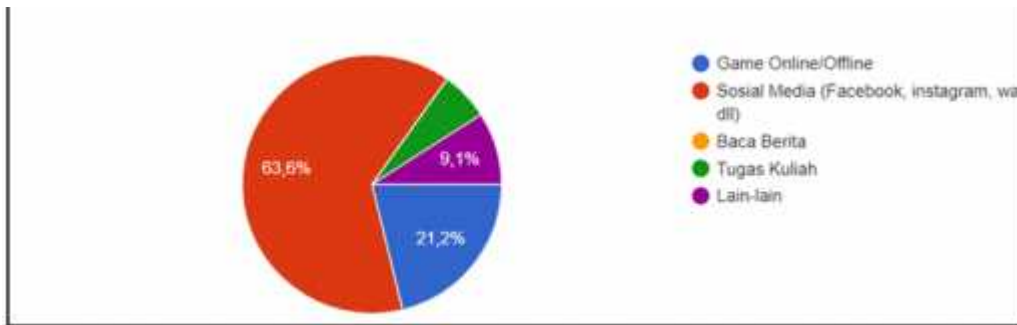
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### **Introduction**

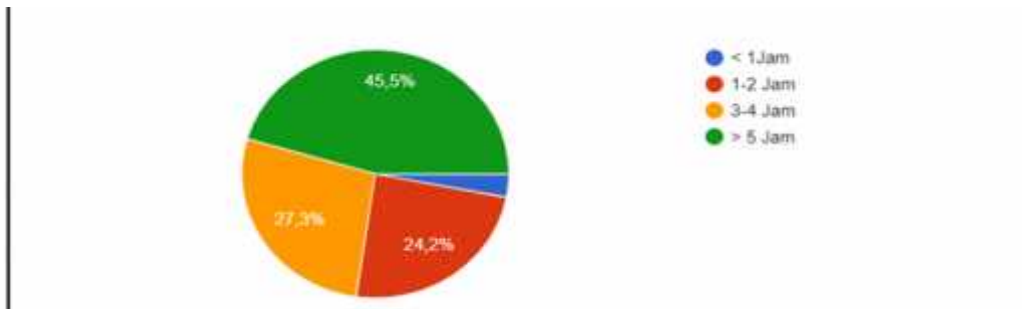
The ability to develop knowledge, skills, and competencies that are dominated by technology is the definition of digital literacy put forward by Hobbs (2017). Next Hague (2011) expressing digital literacy is the ability to understand, analyze, assess and evaluate information using digital technology so that it becomes meaningful. Digital services in the form of information have become part of today's life (Putri et al, 2021). Since 2011 the world has entered the era of the industrial revolution 4.0, namely the era of the development of technology and information. Digital transformation is starting to develop in Indonesia. All Indonesians, on average, have been able to feel the progress of digital transformation, likewise with the world of education today. Shifting the 21st century learning paradigm in which the learning process directs students to find out from various sources of observation (Wijaya, 2016). Information and digital literacy skills are needed so that the learning process runs well (Harjanto, Septian, & Wahyu, 2018). Access to learning is dominant using digital media. Digital media helps students learn, understand, compare, and synthesize learning materials. Fadillah A (2011) gets research results that the use of digital media helps in student learning activities. All the information needed to help the learning process is easily obtained with the help of the internet. The internet provides a variety of content ranging from information that is educational, entertainment and even a lot of fake news/hoax (Khairun & Supriyanto, 2020). Digital literacy skills are very important for students so that they avoid

mistakes in using media such as participating in spreading hoax news, hate speech, cyber bullying, pornography, excessive playing games or social media, sharing personal information and so on. (Artayasa et al, 2021). Research results from Abadi, M (2015) found that many of the students access pornography through their personal smartphones. Before conducting the research, a pre-research survey was conducted on data literacy and ethics in technology via google form to 33 STIE Indragiri students consisting of 19 women and 14 men.



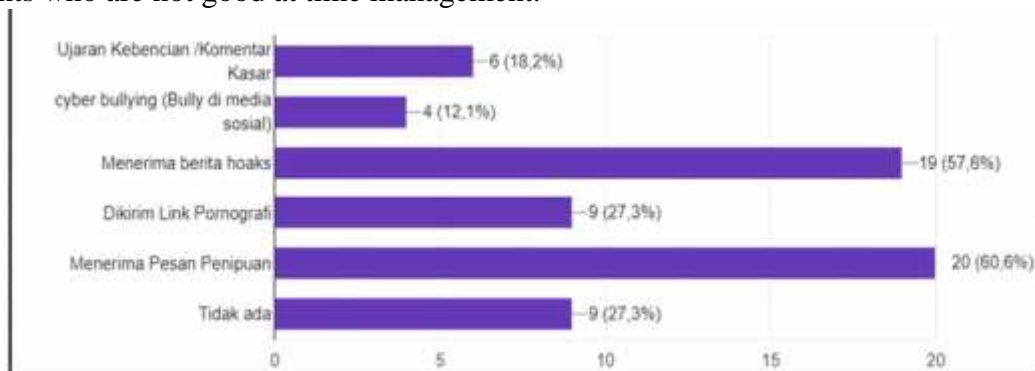
**Figure 1. Student Answers Regarding the Use of Smart Phones**

Based on Figure 1. The activities that take up the most time when using cellphones are social media, which is 63.6%.



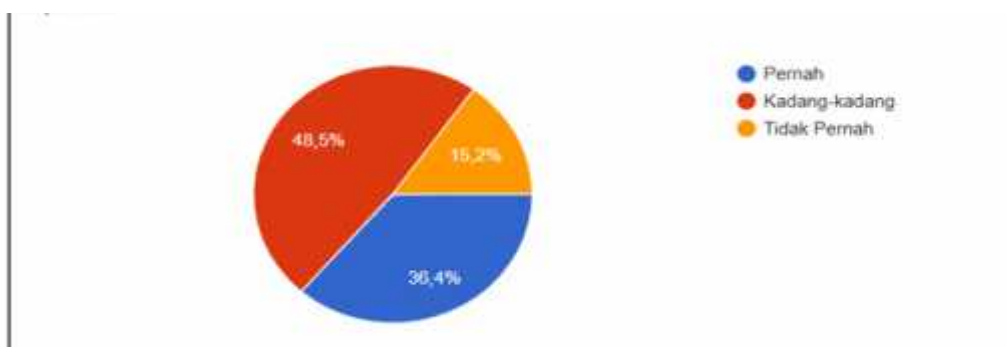
**Figure 2. Student Answers Regarding Time Management**

Student answers to questions about the length of time using social media or playing games >5 hours per day were 45.5%. The conclusion that can be drawn is that there are still many students who are not good at time management.



**Figure 3. Student Answers Regarding Ethics in Technology**

Based on Figure 3. While using a smartphone, the students received the most messages of fraud and hoax news.



**Figure 4. Student Answers about Critical Thinking**

The ability of students in terms of analyzing information is still not good. Only some of them are looking for the truth of news on trusted sites, this can be seen in Figure 4. Based on the results of the pre-survey, it can be concluded that the average digital literacy ability of students is still low, such as the content that is most often viewed and the length of time it takes to access it. Social media and the ability to manage the information received.

Almost all digital use has moved to cellphones, it is certain that every student has a smartphone (Aswar et al, 2021). Self-management ability is needed when access to digital media can be done anywhere and anytime, and is followed by the absence of supervision from parents. Self-management is a person's ability to organize and manage oneself for self-improvement (Prijosaksono, 2001). Self management which will be discussed in this research includes self motivation, self organizing, self control and its relation to students' digital literacy skills. Self motivation is a psychological drive within a person that stimulates them to carry out various activities to achieve the desired goals. Self organizing is the best arrangement of thoughts, energy, time, place and objects in personal life so that everything feels orderly and smoothly. Self control is a variety of determinations and steps to stimulate enthusiasm erode reluctance and mobilize energy to actually do what must be done in order to achieve the coveted goals (Gie, 2012).

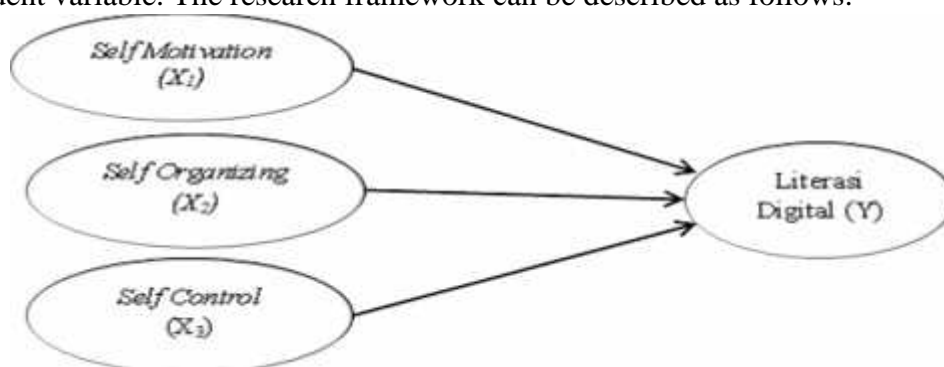
Several studies that have been conducted on digital literacy and self-management include Demirbag & Bahcivan (2021) get the results of self regulation skills and digital literacy are closely related to each other, in line with the conclusions raised by Novanda (2019) that the ability to identify information is closely related to the ability to manage oneself. Akbar & Anggaraeni (2017) also concluded that there was a significant relationship between digital literacy and student self-direct learning. Research on digital literacy has also been carried out by Lee (2015) with the findings of digital literacy and self-regulation significantly predicting learning outcomes, self-regulation fully mediates between digital literacy and learning outcomes. Another study on digital literacy skills in online learning participants during the COVID-19 pandemic was conducted by Irhandayaningsih (2020) stated that the better the ability to assemble information and knowledge, the better the digital literacy level of students.

There is no research that discusses specifically about self management which consists of self motivation, self organizing, and self control. In addition, previous research has never examined which components most affect students' digital literacy skills, because current learning forces students to study a lot from home, study independently and be more self-managing. So it is important to do research on the effect of self-management on student digital literacy in terms of each component of self-management. Thus, this study aims to analyze the effect of self motivation on student digital literacy, the effect of self organizing on student digital literacy, and the effect of self control on student digital literacy which, if

managed properly, can improve the quality of student digital literacy so that they can take advantage of their time during during the pandemic with useful activities and being able to use technology properly and correctly.

### Research Method

This research is a quantitative research with multiple linear regressions. The population in this study were students of the Indragiri High School of Economics totaling 1650 people. Sampling using random sampling technique where every student has the same opportunity to be sampled. The samples studied were taken using Isaac and Michael Tables with an error tolerance of 10% (Sugiyono, 2010) so the number of samples used is 234 people. The variable that will be examined in this study is self management as an independent variable consisting of self motivation, self organizing, self control and digital literacy as the dependent variable. The research framework can be described as follows:



**Figure 5: Research Framework**

The research instrument used in this study was a closed questionnaire with answer choices in the form of a Likert scale 1-5 regarding self motivation, self organizing, self control and digital literacy. Respondents filled out questionnaires with the help of google forms, the questionnaires given to respondents had passed the validity and reliability test of the data.

**Table 1. Instrument Validity Test Results**

Variable	Statement	Value $r_{con}$	Value $r_{tab}$	Description
Digital Literacy (Y)	S1	0,407	0,235	Valid
	S2	0,415		Valid
	S3	0,498		Valid
	S4	0,447		Valid
	S5	0,469		Valid
	S6	0,624		Valid
	S7	0,638		Valid
	S8	0,538		Valid
	S9	0,662		Valid
	S10	0,696		Valid
Self Motivation (X <sub>1</sub> )	S1	0,666	0,235	Valid
	S2	0,687		Valid
	S3	0,755		Valid
	S4	0,706		Valid
	S5	0,717		Valid
Self Organizing (X <sub>2</sub> )	S1	0,783	0,235	Valid
	S2	0,730		Valid
	S3	0,759		Valid
	S4	0,728		Valid

	S5	0,646		Valid
	S1	0,632		Valid
<b>Self Control</b> (X <sub>3</sub> )	S2	0,590		Valid
	S3	0,661	0,235	Valid
	S4	0,491		Valid
	S5	0,502		Valid

Source: Processed Data

Based on Table 1, it can be seen that all statements with a value of  $r_{con} > \text{value } r_{tabel}$ , it can be concluded that all statements in the research questionnaire are valid.

**Table 2. Data Reliability Test Results**

Variabel	N of Items	Crobach's Alpha	Value $r_{tabel}$	Description
Digital Literacy (Y)	10	0,868		Reliabel
Self Motivation (X <sub>1</sub> )	5	0,836	0,235	Reliabel
Self Organizing (X <sub>2</sub> )	5	0,921		Reliabel
Self Control (X <sub>3</sub> )	5	0,809		Reliabel

Source: Processed Data

Based on Table 2 above, it can be seen the reliability value using the Cronbach's Alpha method, that all values of  $r_{count} > r_{table}$ , so it can be concluded that all statements in the questionnaire are stated to be very reliable as a tool for collecting data and can be used for further analysis. Data analysis used multiple linear regression analysis that met the requirements of the classical assumption test (test for normality, multicollinearity and heteroscedasticity) with the help of SPSS 24. The multiple linear regression equation can be written as follows:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + e$$

Description      Y : Digital Literacy  
                          X<sub>1</sub> : Self Motivation  
                          X<sub>2</sub> : Self Organizing  
                          X<sub>3</sub> : Self Control

## Results and Discussion

The results of the study were processed from the answers of students who had filled out self-motivation, self-organizing, self-control and digital literacy questionnaires. Characteristics of respondents in this study include length of study, gender, age and employment status. From 234 respondents, information about the characteristics of respondents is obtained which is presented in Table 3.

**Table 3. Characteristics of Respondents**

Characteristics	Frequency	Percentage (%)
<b>Study Length</b>		
2 Semesters	76	32,48%
4 Semesters	63	26,92%
6 Semesters	31	13,25%
8 Semesters	64	27,35%
<b>Gender</b>		
Male	72	30,77%
Female	162	69,23%
<b>Age</b>		
17 - 20 years	107	45,73%

21 – 24 years	108	46,15%
25 – 28 years	12	5,13%
29 – 32 years	1	0,43%
>33 years	6	2,56%
<b>Job Status</b>		
Already Working	62	26,50%
Not Yet Working	172	73,50%

Source: Processed Data

Based on the data in Table 3 for the category of length of study, the most respondents were in 2 semesters with a percentage of 32.48%. In the gender category, the percentage of women is more dominant than men, which is 69.23%. As many as 46.15% of the age of respondents are in the range of 21 - 24 years and the average respondent has not worked as much as 73.50%.

Before the multiple linear regression test, the data must meet all the classical assumption tests (Ghozali, 2017) including the normality test using the Shapiro-Wilk test with a significance value of 0.056 and this value greater than  $\alpha = 0,05$  it can be interpreted that the research data is normally distributed. There is no multicollinearity marked by a VIF value of 2.502 for the self motivation variable, 2.587 for the self-organization variable, and 1.858 for the self-control variable, all values  $< 10$  and the tolerance value for each variable is 0.400, 0.387 and 0.538 is worth  $> 0.10$ . So it can be concluded that the regression model in this study does not occur multicollinearity symptoms. Heteroscedasticity testing using a scatterplot, it can be seen that the points spread randomly do not form a certain clear pattern, and are spread above and below zero (0) on the Y axis. Therefore, it can be concluded that the regression model in this study is free of heteroscedasticity. . After fulfilling all the classical assumption tests, it is continued with multiple linear regression analysis with simultaneous tests which are presented in Table 4.

**Table 4. Anova Table**

		ANOVA <sup>a</sup>				
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2491.490	3	830.497	59.724	.000 <sup>b</sup>
	Residual	3198.288	230	13.906		
	Total	5689.778	233			

a. Dependent Variable: Digital Literacy

b. Predictors: (Constant), Self Motivation, Self Organizing, Self Control

Earned value  $F_{\text{count}} > F_{\text{tabel}}$  that is  $59,724 > 2,64$ , then based on the data testing criteria, it can be seen that self motivation, self organizing and self control are able to explain the phenomenon of student digital literacy. Followed by a partial test of the effect of self motivation, self organizing and self control partially on digital literacy can be seen from Table 5.

**Table 5. Partial Test Table**

Coefficients <sup>a</sup>								
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	11.550	2.099		5.503	.000		
	Self Motivation	.782	.153	.400	5.118	.000	.400	2.502
	Self Organizing	.171	.141	.096	1.212	.227	.387	2.587
	Self Control	.444	.123	.242	3.596	.000	.538	1.858

a. Dependent Variable: Digital Literacy

Based on the results of multiple regression testing, multiple linear regression equations can be made,  $Y = 11,550 + 0,782X_1 + 0,171X_2 + 0,444X_3$ . The test to accept or reject the hypothesis is by using a two-way t statistical test, provided that if the results of  $t_{count} > t_{tabel}$  then  $H_0$  is rejected and  $H_a$  is accepted, on the other hand  $H_0$  is accepted and  $H_a$  is rejected if  $t_{count} < t_{tabel}$ .

(level of significance) = 5% = 0,05

$$t_{tabel} = \frac{t_{\alpha/2}; n-2}{2} = \frac{0,05}{2}; 234 - 3$$

$$= 0,025; 231$$

$$= 2,834$$

Self motivation variable, obtained  $t_{count} > t_{tabel}$  that is  $5,118 > 2,834$  based on the data testing criteria, it can be seen that  $H_a$  is accepted and  $H_0$  is rejected it means that self motivation partially has a significant effect on students' digital literacy. For self organizing variable, we get  $t_{count} < t_{tabel}$  that is  $1,212 < 2,834$  based on the data testing criteria, it can be seen that  $H_0$  is accepted and  $H_a$  is rejected meaning *self organizing* partially does not have a significant effect on students' digital literacy. While the self-control variable, obtained  $t_{hitung} > t_{tabel}$  yaitu  $3,596 > 2,834$  based on the data testing criteria, it can be seen that  $H_a$  is accepted and  $H_0$  is rejected This means that self-control partially has a significant effect on students' digital literacy.

**Table 6. Correlation Coefficient and Determination Coefficient**

Model	R	Model Summary <sup>b</sup>			
		R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.662 <sup>a</sup>	.438	.431	3.729	1.934

a. Predictors: (Constant), Self Control, Self Motivation, Self Organizing

b. Dependent Variable: Digital Literacy

From Table 6. It can be seen that the relationship between self-management and digital literacy of 0.662 is included in the category of having a strong and direct connection, if self-management is good then the students' digital literacy skills are also good. The adjusted R square value shows the number 0.431 which means that it can be concluded that 43.1% of students' digital literacy abilities are influenced by self-management, while 56.9% Influenced by other variables not discussed in this study.

The results of the regression analysis show that there is a significant influence between self-management on students' digital literacy, the results obtained are in accordance with the results of research conducted by Demirbag & Bahcivan (2021), Novanda (2019) and Akbar & Anggaraeni (2017) which states that self-management skills are influential and closely correlated with students' digital literacy abilities. When viewed from each independent variable, the first is the effect of self motivation on digital literacy also has a significant effect. Self-motivation is a series of efforts to provide certain conditions, so that someone tries to do something (Sardiman, 2011). Self motivation abilities measured in this study include the ability to manage curiosity about new knowledge, the ability to increase self-confidence, setting attitudes that are in accordance with situations and conditions, the ability to determine priorities and the ability to compete fairly. It turns out that students' self-motivation abilities affect their ability to utilize various applications that support the learning process such as the use of e-learning, video conferencing and the ability to select information received through searching on trusted sites.

Besides self motivation, another variable studied is self organizing. The results of data analysis show that self organizing has an insignificant effect on digital literacy skills, which



means that self organizing does not have a significant effect on students' digital literacy skills. The self-organizing ability measured in this study is the ability to manage thoughts, energy, time, place and objects to conform to the principle of order, so as to support students' digital literacy skills. This result is not in line with what was stated by Jalinus N (2021) that current learning uses connectivism learning theory, which means that learning, uses the connectivity of various sources of information so that self-organizing ability is one of the abilities that greatly affect digital literacy skills. The Covid-19 pandemic has changed face-to-face learning to online, one of the factors that makes online learning difficult is the ability of STIE Indragiri Rengat students to organize themselves (Ririen & Hartika, 2021). The self-organizing ability of STIE Indragiri students is still in the not good category, so training is needed to improve self-organizing skills (Chudari, 2016). While the self-control abilities seen in this study are the ability to control emotions, reject bad influences, manage opportunities into opportunities, manage disappointment and the ability to accept criticism and suggestions. Aswar, et al (2021) stated in the article he wrote that there were concerns for parents because they could not fully control what their children did with their smartphones. Therefore, self-control abilities must always be improved so that children are able to manage smartphones that are given to really help in the learning process. The results of data analysis in this study also found that self-control had a significant effect on students' digital literacy abilities.

Of the three independent variables (self management, self organization and self control) the most influential on students' digital literacy is self motivation. It can be seen from the self motivation regression coefficient value of 0.782, which is greater than the self-organization and self-control regression coefficients which are 0.171 and 0.444. Motivation is a driving force towards the goals to be reached, motivation is also associated with a person's ability to show a tendency to fulfill his needs and desires related to his interests. Motivation has functions, among others, encouraging humans to act, determining the direction of action and selecting actions to determine what actions are chosen to achieve goals (Sardiman, 2011). This statement is in accordance with the purpose of digital literacy which requires the ability to manage oneself in dealing with all the information obtained. Lee (2015) revealed in his research article that there was a positive relationship between digital literacy and motivation, the results of the study also stated that there was a two-way relationship between motivation and literacy. This means that motivation can affect literacy while literacy can also affect motivation or also called each variable that influences each other. The findings from Fatimah (2018) have a positive role for achievement motivation on students' digital literacy abilities. With the increase in digital literacy, students, especially in the field of education, are expected to improve learning achievement and be ready to face the world of work. In accordance with the results of research by Asari et al (2019) regarding the importance of digital literacy competencies for both students and educators, Putri's analysis results (2021) show that digital literacy has a positive and significant correlation with job readiness. So it is necessary to hold training on digital literacy for young people as the largest and most massive internet users (Silvana, 2018).

## **Conclusion**

Based on the results of research and discussion, it can be concluded that self-management has a significant effect on students' digital literacy. With details of the components of self management, including the ability of self motivation, it has a significant effect on students' digital literacy. Self-control ability has no significant effect on students' digital literacy. Self-control ability has a significant effect on students' digital literacy. Among the three independent variables that have the most influence on students' digital literacy is the ability to





self-motivate. Self-motivation has an important role in encouraging humans to act, determining the direction of action and selecting actions to determine what actions are chosen to achieve goals, these various abilities are in accordance with the abilities that must be met to improve digital literacy skills.

### Recommendation

Recommendation that can be given from the findings in this study are the results of research can be input for educators to strengthen character education, especially those related to student self-management in managing digital media which has become a supporter of 21st century learning. Digital literacy skills are skills that must continue to be learned therefore, the government, the community and the academic community must always support and provide various facilities that support the development of digital literacy skills among the community, especially young people.

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