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LITERATURE REVIEW OF DIGITAL LITERACY ON HUMAN RESOURCES MANAGEMENT

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ABSTRACT

The integration of digital technology in the workplace has transformed job roles, resource allocation, and employee anticipation. Especially amid the Covid-19 pandemic, the digitalization of workplaces has seemingly necessitated employees to acquaint themselves with, excel at, and utilize these technologies within their professional settings. This trend has spurred the rise of the notion of digital literacy among the workforce. Therefore this research aims to investigate the literature review of digital literacy using grounded theory model. Furthermore, there were 14 journal articles collected indexed in Scopus Q1, with 3 articles, 8 articles from journals indexed in Scopus Q2, 2 articles indexed in Q3, and 1 article indexed in Q4. Therefore, research articles with the theme of digital literacy in human resources. Each article was served to explain the variable position. As a result, (1) digital literacy serving as a crucial factor in nurturing innovation at both individual and organizational scales; (2) factors that determine the success of technology implementation; and (3) indicators of enhanced performance. This highlights the significance of digital literacy in the advancement of Human Resources Management, aiming to cultivate innovation and digital ethos within organizations amidst the prevailing era of digitalization.

Keywords: Literature Review, Digital Literacy, Human Resources, Digitalization, Innovation

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INTRODUCTION

The development of digital usage in the workplace is an unavoidable phenomenon. This trend is closely tied to the digitalization of the workplace, serving as either a supporting tool or an automation tool in business operations. Additionally, digitalization in the workplace alters job design, resource management, and employee expectations (Marsh et al., 2022). Particularly during the Covid-19 pandemic, workplace digitalization has seemingly compelled employees to become familiar with, master, and apply these technologies in their work environment (de Lucas Ancillo et al., 2023). This phenomenon has driven the emergence of the concept of digital literacy among employees. Digital literacy enables employees with technical digital skills to critically evaluate, analyze, and synthesize information from various perspectives using digital tools to solve problems when partnering with technology and optimizing digital functions for decision-making based on analytical information (Vallo Hult & Byström, 2022). Digital literacy can be defined as an individual's ability to understand and utilize information from various sources and formats, requiring the integration of both analog and digital media. This capability is crucial for effectively leveraging information and communication technologies in everyday life. Therefore, digital literacy is a highly important skill to possess in this digital era (Pangrazio et al., 2020). However, according to Bawden (2008), a review of the digital literacy concept through various articles indicates a correlation and alignment with other literacy skills, including information literacy. This demonstrates that digital literacy is inseparable from other literacy skills and that there is a close relationship between various literacy skills in the context of today's digital era (Pangrazio et al., 2020). According to Marković et al. (2020), digital literacy encompasses the skills to adapt and innovate in various contexts and specific purposes, with digital media being accessible and usable by anyone. In this context, the ability to create and utilize knowledge and skills plays a crucial role in positioning and behavior for individuals, businesses, and even companies, allowing them to better adapt and swiftly respond to changes, thereby maximizing opportunities and reducing risks in an ever-evolving business environment. In various work environments, digital literacy is key to fostering innovation at both the individual and corporate levels (Pilav-Velić et al., 2021; Santoso, Abdinagoro, et al., 2019). It is a determining factor in the successful implementation of technology (Kabakus et al., 2023; Renaud et al., 2016) and serves as a predictor of better performance (Chan et al., 2021; Zulu et al., 2023). However, researchers have found that there is still a need for further development of digital literacy themes in human resource development. Therefore, this paper aims to identify themes that can be developed related to digital literacy in human resource development. Furthermore, the researchers will identify clusters and research gaps within the theme of Digital Literacy. Cluster analysis involves a group of nodes that are closely interconnected. Each node in the network is assigned to a single cluster, with the number of clusters determined by the resolution parameter. The higher the value of this parameter, the greater the number of clusters (Nafi'ah et al., 2021). In the visualization of bibliometric networks, VOSviewer uses colors to indicate the designated clusters. To facilitate the analysis, the size of the label and circle of an item is determined by the weight of that item (Waltman et al., 2010).



Figure 1. The Relationship of Themes in Digital Literacy

The cluster analysis results indicate that three clusters have formed. The first cluster includes keywords such as "Collaborative," "new way," "post pandemic era," "sustainable implementation," "use," and "way." This research group is represented by the green cluster. The research themes in this cluster discuss how the implementation of Digital Literacy impacts performance development. For example, it examines how digital literacy fosters collaboration among employees (Deschênes, 2024). This research highlights how digital literacy is utilized in the implementation of hybrid work systems and the development of collaborative technology, as well as employee performance development in the post-pandemic era as a new way of working (de Lucas Ancillo et al., 2023). The second cluster, represented by the color blue, includes keywords such as "digital transformation," "effect," "employee," "innovation," and "study." This research focuses on themes that examine recommendations and evaluations of the impact of employee digital literacy on digital transformation and innovation. The third cluster, represented by the color red, includes keywords such as "digital literacy," "role," and "technology." The research themes in this cluster explore the role of digital literacy in companies, particularly in the use of technology

LITERATURE REVIEW

The first study to be discussed is the research conducted by Chan et al. (2021), which aimed to examine the relationship between the level of digital literacy and employee engagement in facing challenges and opportunities in the current digital era. The respondents were executive employees in management positions at companies located in Selangor/Kuala Lumpur, Malaysia. The study identified factors and elements that can influence the relationship between digital literacy and employee engagement in supporting organizational success. Thus, although workplace digitalization and an innovative culture have a significant relationship with employee engagement, digital literacy plays a crucial role in enhancing employee engagement in a digitized and innovative work environment. In today's rapidly advancing digital transformation era, individuals' proficiency in digital literacy significantly contributes to their level of engagement within organizations, becoming essential. According to Chan et al. (2021), employee engagement is a key factor in the success of an organization. On the other hand, the increasingly digitized work environment demands that employees possess adequate digital knowledge and skills. This research provides valuable insights for Human Resources Management in promoting a culture of work and innovation in the digital era, managing the increasingly digitized work environment through strengthening digital literacy, and engaging employees in the process. Chan et al. (2021).

Supporting research is conducted by Nikou et al. (2022), which focuses on the importance of digital literacy and information literacy as demands in the workplace that influence individuals' ability to use technology. This study also provides insights into the factors that influence individuals' decisions to learn technology and how organizations can support the process of digital

literacy. This can help organizations design effective training and development programs to enhance employees' digital literacy skills. According to Kabakus et al. (2023), digitalization is not only happening in the workplace but also in education. The increasing use of technology in administration and learning poses both challenges and opportunities. This results in a growing need for understanding and technological skills among education professionals to adopt and interact with technology, thus requiring digital literacy in various operational aspects. Lei et al. (2024) further state that employees' digital literacy skills influence their contribution to digitized organizations. Through their research, Lei et al. significantly contribute to understanding the complex interaction between employees' digital literacy, company digitalization, and collaboration in R&D divisions with organizational moderation. According to Deschênes (2024), there are three main issues in their research: the importance of collaborative technology, the role of digital literacy, and technology as a social connector. In today's digital era, many organizations are shifting to hybrid work models, where technology serves not only as a productivity tool but also as a means to strengthen connectivity and social interaction in the workplace. The conceptual framework outlined by Deschênes (2024) highlights the importance of digital literacy in facilitating social interaction and employee engagement.

Wardana et al. (2023) argue that the creative economy is a driving force in achieving economic growth and innovation. In this context, the contributions of digital literacy and business sustainability to the creative economy are crucial, emphasizing the need for individual digital literacy skills and organizational roles in facilitating innovation and creativity. The perspective of Santoso, Elidjen, et al. (2019) describes how employees' digital literacy skills influence innovative work behavior and performance, as well as the importance of technology in facilitating innovation today. Their research also highlights the importance of leadership styles that support innovation and high performance, enabling employees to feel confident in their ability to innovate within the organization. Similar to the studies mentioned above, Santoso, Abdinagoro, et al. (2019), discuss the role of digital literacy in supporting performance through innovative work behavior in the telecommunications industry context. With the current advancement in digital technology, individuals' ability to understand and use technology (digital literacy) is crucial, and increasing digital literacy is expected to generate new ideas and participate in innovation within organizations. Fahmi et al. (2023) state that rapid changes driven by digital technology require strong individual digital literacy and the creation of a digital culture within organizations to support it, as this will impact organizational success. Additionally, research by Merhan Rizk Soliman (2022) indicates that the advancement of digital technology also affects the tourism industry, increasing the demand for employees' digital literacy skills. This is necessary to enhance the quality of tourism services through the creation of new ideas or innovations using employees' digital literacy skills.

Research from Pilav-Velić et al. (2021) shows that digital literacy plays a crucial role in driving innovative work behavior. They emphasize that work practices serve as a link between digital literacy and innovative work behavior, contributing to innovation. Based on the above discussion, three models are identified in researchers' exploration: (1) digital literacy as a key to fostering innovation at both individual and organizational levels; (2) determining factors for successful technology implementation; and (3) predictors of better performance. This underscores the importance of digital literacy in Human Resources Management development to foster innovation and digital culture within organizations in the current digitalization era.

METHODOLOGY

This study employs the Grounded Theory Literature-Review Method, aligning with the methodologies outlined by Wolfswinkel et al. (2013). The Grounded Theory Literature-Review Method refers to a systematic approach for reviewing literature that is grounded in the principles of Grounded Theory methodology. In this method, researchers analyze existing literature to

develop theoretical insights or models, often by identifying patterns, themes, or relationships within the literature. It involves a rigorous and iterative process of data collection, analysis, and theory development, allowing researchers to derive theoretical frameworks directly from the literature.

RESULT AND DISCUSSION

The first study to be discussed is the research conducted by Chan et al. (2021), which aimed to examine the relationship between the level of digital literacy and employee engagement in facing challenges and opportunities in the current digital era. The respondents were executive employees in management positions at companies located in Selangor/Kuala Lumpur, Malaysia. The study identified factors and elements that can influence the relationship between digital literacy and employee engagement in supporting organizational success. Thus, although workplace digitalization and an innovative culture have a significant relationship with employee engagement, digital literacy plays a crucial role in enhancing employee engagement in a digitized and innovative work environment. The next study, conducted by Nikou et al. (2022), aimed to explore the role of information and digital literacy in employees' perceptions regarding the usefulness and ease of use of digital technology, and its impact on their intention to use the technology in their workplace practices. This research focused on information literacy and digital literacy as primary and essential literacies, addressing the debate about individuals' abilities to access, retrieve, and critically analyze information obtained through digital technology in the workplace. This study revealed that information literacy and digital literacy have a direct impact on the perceived ease of use of technology, but not on the perceived usefulness. Additionally, the study showed that both literacies have an indirect impact on the intention to use digital technology in the workplace through attitudes toward its use.

The third study to be discussed is by Kabakus et al. (2023). This study aimed to examine the relationship between generic culture, digital culture, digital literacy, attitudes toward change, and perceived performance in digital transformation. The research used data collected from two higher education institutions in Turkey, aiming to understand the influence of administrative staff on the intention to use digital technology in their business activities. The research indicates that company digitalization positively impacts the breadth and intensity of corporate research and development (R&D) cooperation. Employee digital literacy plays a mediating role between company digitalization and R&D cooperation. Company subordinates' attributes weaken the positive relationship between company digitalization and the breadth and intensity of R&D cooperation. State-owned enterprise ownership strengthens the positive relationship between digitalization and the intensity of R&D cooperation. However, this ownership does not demonstrate significant regulatory effects on digitalization and the breadth of R&D cooperation. The next study by Deschênes (2024) aimed to examine the role of digital literacy (particularly the technical, cognitive, and socio-emotional dimensions) in the use of collaborative technology and its impact on perceptions of social closeness in hybrid work. The research was based on the remote work experience that emerged due to the COVID-19 pandemic as a turning point in the new world of work. The post-pandemic era paved the way for the adoption of new, more flexible approaches to organizing work through a combination of remote and in-person aspects (hybrid). This study reveals that the technical dimension of digital literacy influences the use of collaborative technology, while the cognitive and socio-emotional dimensions do not. The use of collaborative technology is associated with perceptions of social closeness.

The sixth study, conducted by Wardana et al. (2023), highlights factors influencing creative economy, digital literacy, business sustainability, and entrepreneurial attitudes. It focuses on accelerating the recovery of the creative economy sector through digital markets, which became a significant challenge during the COVID-19 pandemic as offline transactions shifted to online

economic transactions, impacting the sustainability of the creative economy. This research was conducted among housewives in Sumatra, Java, and Bali, Indonesia. The study concludes that digital literacy can explain creative economy, business sustainability, and entrepreneurial attitudes. However, the entrepreneurial attitude variable requires support from digital literacy and business sustainability. The next study to be discussed is by Santoso, Elidjen, et al. (2019), focusing on innovative work behavior from the employees' perspective (creative self-efficacy and transformational leadership) and testing the role of digital literacy in moderating the relationship between innovative work behavior and employee performance. Respondents in this study were employees from three major telecommunications companies in Indonesia. The study concludes that innovative work behavior serves as a mediating variable, where its presence in the Indonesian telecommunications industry enhances the influence of creative self-efficacy and transformational leadership on employee performance. Digital literacy moderates the relationship between innovative work behavior and employee performance. This study emphasizes the importance of digital literacy for employees in creating innovation within organizations.

Santoso, Abdinagoro, et al. (2019) conducted another study aiming to investigate the relationship between transformational leadership, innovative work behavior, performance, and digital literacy (as a moderator of the relationship between innovative work behavior and performance). This illustrates how technological innovation can be a core element in driving a company's competitiveness, especially in high-tech industries. The results of this study highlight the importance of supporting innovative work behavior among employees in high-tech organizations. Transformational leadership also greatly influences team members' creativity, instilling confidence in team members to solve problems. Next, Fahmi et al. (2023) conducted research with the aim of uncovering factors that can accelerate digital transformation in established companies. This study examines the relationship between generic culture, digital culture, digital literacy, attitudes toward change, and performance perceptions in digital transformation. This study shows that digital culture, legacy culture, and digital literacy significantly influence employees' attitudes toward digital transformation and performance perceptions. Furthermore, digital literacy mediates the relationship between digital culture and employees' attitudes toward digital transformation. Additionally, employees' attitudes toward digital transformation significantly impact their performance perceptions. The tenth study by Merhan Rizk Soliman (2022) aimed to assess the influence of digital literacy on employee innovation in official tourism organizations in Egypt and to determine if digital literacy facilitates and supports innovation efforts, and whether digitally literate employees are more innovative than others. This research was conducted among employees working in the Ministry of Tourism and Antiquities and the Egyptian Tourism Promotion Board, which are official bodies responsible for Egypt's tourism business. It is concluded that digital literacy has a beneficial impact on employee innovation.

The last study to be discussed was conducted by Pilav-Velić et al. (2021). The research was conducted among employees of pharmaceutical companies in Italy. The aim of this study was to explore the extent to which Italian literacy and personal innovation contribute to individual innovative work behavior (IWB), it is stated that there is a dual mediation chain where Italian practices and attitudes toward digital innovation mediate the positive relationship between digital literacy and IWB. Digital literacy

CONCLUSION

Overall, the theme of digital literacy in human resources research is still quite open. This can be seen from the relatively small number of studies covered in the theme of digital literacy in human resources research. Quantitative analysis shows that there are 14 journal articles indexed in Scopus Q1, with 3 articles, 8 articles from journals indexed in Scopus Q2, 2 articles indexed in Q3, and 1 article indexed in Q4. Therefore, research articles with the theme of digital literacy in human resources are still open for publication at various tier levels. Similarly, when viewed from

the number of publications conducted each year. In the results of the analysis conducted by the author, it shows three themes related to digital literacy in human resources, namely (1) how digital literacy enhances employees' work abilities. This study discusses how digital literacy enhances employees' work abilities. This is related to how the use of digital technology in completing work tasks has increased after the pandemic. The results of this research affirm that mastering digital literacy will enhance workers' performance, especially in relation to changes in employee work systems during and after the pandemic.

Digital literacy is an essential aspect in understanding, adapting to, and utilizing digital technology in the current era. The development of digital literacy is a priority for organizations in efforts to enhance the effectiveness and innovation created by the digital literacy of employees within the organization. Digital literacy is a basic necessity and has a significant influence in addressing the challenges of digitalization in various fields. Individuals with skills in digital literacy tend to be more capable of learning and adopting new technologies, thus tending to be more innovative and productive. Organizations play a crucial role in encouraging their employees to be technologically savvy through a digital culture cultivated within the organization, thus supporting innovation and technological development that can strengthen digital literacy for organizational success. Organizations are expected to implement education and training programs systematically and continuously to enhance digital literacy and related skills as part of Human Resources Management development. Previous research on Digital Literacy has shown that the approach using quantitative methods with the most commonly used data analysis is Partial Least Squares Structural Equation Modeling (PLS-SEM). However, based on the researcher's exploration, there is still a need for the development of digital literacy themes in human resource development, the results of which are expected to address and overcome challenges related to Digital Literacy regarding human resources in the era of digitalization.

Recommendations in this cluster include testing the mechanism of digital literacy on employee performance through various variables, both dependent and other mediating variables. For example, digital literacy can be linked to job demand. This correlation is built on the understanding that digital literacy is considered to facilitate the execution of tasks assigned to employees. Job demand itself is a performance predictor widely discussed and developed by researchers (Downes et al., 2021). Another aspect that could be involved is testing the model in various employee characteristics and different time settings. This research could also be developed to examine how the dynamic journey of digital literacy's influence on employee performance evolves over time. Therefore, longitudinal research can be developed. (2) Research related to the influence of digital literacy on innovation. Various studies highlight the impact of digital literacy on innovation development in companies (Soliman, 2022). Other researchers related to this keyword address whether and how digitally literate employees and personal innovation likelihood affect employees' acceptance of IWB (Pilav-Velić et al., 2021). Recommendations in this research include examining how digital literacy influences innovation through different mechanisms from those proposed in the identified research. The identified research results indicate the influence of digital literacy on innovation through mechanisms such as attitude toward innovation (Merhan Rizk Soliman, 2022; Pilav-Velić et al., 2021), then placing digital literacy as a variable between leadership and self-efficacy towards individual-level innovation (Santoso, Elidjen, et al., 2019). In another aspect, the model of how digital literacy influences innovation is still very open to testing in different employee characteristics and diverse company characteristics. (3) Various studies examine how companies implementing technology will inevitably undergo changes. To support readiness for the adoption of such technology, employees with digital literacy are required (Deschênes, 2024; Renaud et al., 2016). The identification results show that the theories used in some studies related to this cluster are still limited to using the Technology Acceptance Model (TAM). Therefore, further studies are needed on the development of the influence of digital literacy on the adoption of new technology through other TAM development theories. For

example, through the UTAUT theory, which adds social environment factors and system support to technology acceptance (Aytekin et al., 2022).

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