The Influence Of Digital Competence And Learning Motivation On Student Performance In The Office Administration Study Program

Nurul Soliha[1], Christian Wiradendi Wolor[2], Darma Rika Swaramarinda[3]

[1]Department of Office Administration Education, State University of Jakarta, Indonesia
[2]Department of Office Administration Education, State University of Jakarta, Indonesia
[3]Department of Office Administration Education, State University of Jakarta, Indonesia

Abstract

The purpose of this study is to ascertain how learning motivation and digital competence affect students' performance in Jakarta State University's Office Administration Education program. In the digital age, learning motivation is a factor that influences academic engagement, and digital competence has emerged as a crucial ability that aids students in adjusting to technology. Digital competence and learning motivation have a significant positive impact on student performance, according to the research findings, which highlight the significance of creating training programs that improve digital skills and learning motivation to improve academic performance. This study employs a quantitative method with a survey approach, involving 119 students chosen as a sample using the Slovin formula with a 5% margin of error. Data were collected through a questionnaire that included variables of digital competence, learning motivation, and academic achievement of students.

Keywords: Office Administration Education; student performance; learning motivation; and digital competency

1. Introduction

Digital competency and learning motivation are now two important aspects that affect student achievement in the contemporary digital era, particularly in the Office Administration Education study program. The capacity to use information and communication technologies to enhance learning and work processes is referred to as digital competence. In the meantime, students are motivated to actively participate in academic activities by learning motivation. Both have an impact on students' performance and learning outcomes and interact with one another.

Pupils with strong digital skills typically adjust to contemporary teaching strategies, including e-learning, which are being used more and more in classrooms these days. High levels of learning motivation, on the other hand, support students in staying dedicated and focused on reaching their academic objectives. As a result, it's critical to comprehend how these two elements affect students' success in the pertinent course of study.

Digital competency significantly improves individual performance in a variety of domains, including schooling, claims Maulidina (2019). Because they are more equipped to use technology to help the learning process, students who have improved their digital competency can perform better overall, according to the research. Additionally, Andi Milu Marguna (2020) highlights that digital competence also helps to improve the quality of services provided in the field of education, which can have an impact on the learning outcomes of students.

Imawati (2020) discovered that the academic environment and the proficiency of lecturers had a significant impact on students' enthusiasm to learn. According to this study, students typically do better when they are inspired by their lecturers' encouragement and high-quality instruction. Additionally, research by Dian Kusumaningtyas and Mar'atus Solikah (2020) showed that, while its impact may differ based on the learning context used, learning motivation significantly affects students' academic progress.

In order to improve student performance, digital competency and learning motivation work in concert. According to research by Nur Azizah et al. (2024), employee work productivity is positively correlated with both digital competence and motivation. This link can also be understood similarly in the context of schooling. As a result, students in the Office Administration Education study program may benefit more from simultaneously strengthening both areas.

Given this, it is critical that educational institutions provide training curricula that not only improve students' digital literacy but also boost their desire to learn. An interactive, technology-based learning strategy can accomplish this, increasing students' motivation and sense of engagement with the material.

I sent out a Google Form questionnaire to ten Office Administration Education Study Program students based on the problem's background as described. Students with prior expertise in educational management make up the chosen responders. The purpose of this survey is to gather information about their experiences with the variables of digital competency and learning motivation. The questionnaire's results are shown in this table.

Table of Preliminary Research on Digital Competence and Learning Motivation in Relation to Student Performance in the Office Administration Study Program

No.	Question	Alternative Answers					Frek
		1	2	3	4	5	10
1	I am proficient in utilising several software and digital apps necessary for academic assignments.	0	1	2	3	4	10
2	I frequently utilise digital resources, like e-books and online learning platforms, to enhance my educational experience.	0	0	2	4	4	10
3	I have a high motivation to learn and develop the skills needed in my study program.	0	0	2	2	6	10
4	The digital competencies I possess contribute to the improvement of my academic achievements.	0	0	1	4	5	10
5	I actively participate in learning activities that utilize technology, such as online discussions and collaborative projects.	0	0	0	2	8	10

Based on the results of the pre-research table with a scale of 1-5, namely:

1 = Strongly Disagree
2 = Disagree
3 = Neutral
4 = Agree
5 = Strongly Agree

The majority of students express confidence in utilising software and digital apps for academic reasons. They actively employ digital resources, including e-books and online learning platforms, with the majority concurring or strongly concurring that this technology enhances their academic achievement. Learning motivation is also high, with many students expressing enthusiasm in developing the skills required in their study programs.

The results are in line with the research by (Lukman Hakim, 2023) which emphasizes that digital technology not only accelerates the search for information but also plays a role in

motivating students to learn and innovate. This is in line with the finding that students feel more confident in using software and digital applications for academic purposes, and show a high enthusiasm in developing their skills.

2. Introduction

2.1 Digital Competence (X1)

Digital competence is an important skill in the current information era, which includes the ability to use digital technology effectively and responsibly. According to (A'yuni, 2015), digital competence not only involves technical skills but also an understanding of the ethics of technology use and its impact on society. This is in line with the view of (Anggraeni et al., 2019) which states that digital literacy is key to facing challenges in the era of the Industrial Revolution 4.0, where individuals are required to quickly adapt to technological changes.

The goal of developing digital competencies is to prepare individuals to actively participate in an increasingly connected society. (Kurnia and Astuti, 2017) emphasize that digital literacy helps individuals access information, communicate, and collaborate effectively. In addition, this competence also aims to enhance critical skills in evaluating information obtained from various sources, which is very important amidst the prevalence of fake news and inaccurate information.

Factors influencing digital competence include education, access to technology, and environmental support. According to (Asari et al., 2019), formal and informal education play an important role in shaping individuals' digital skills. Furthermore, the social and cultural environment can also influence the extent to which an individual can develop these skills. For example, individuals with better access to technology tend to have higher digital competencies compared to those who are limited by access.

Faktor-faktorThe impact of digital competence is very broad, encompassing social, economic, and educational aspects. (Darlis and Sari, 2020) show that individuals with good digital competence tend to be more successful in their education and careers. Additionally, this competence also contributes to increased social and political participation, as individuals are able to use digital platforms to voice their opinions. However, the lack of digital competence can lead to disadvantages in various aspects of life, including difficulties in accessing important information and participating in modern society.

According to (Ilomaki and Lakkala, 2011), digital competence is the ability required to adapt to the development of information and communication technology. There are four important indicators in digital competence, namely:

1. Technical skills: The ability to use digital technology effectively.
2. Evaluation ability: Able to evaluate and select the appropriate digital technology for specific needs.
3. Information literacy: The ability to find, evaluate, and use information effectively.
4. Communication skills: Proficiency in communicating and collaborating using digital tools.

2.2 Learning motivation (X2)

Learning motivation is one of the important components in the educational process that encourages individuals to actively participate in learning activities. Theoretically, learning motivation can be understood through several perspectives, such as intrinsic and extrinsic. Intrinsic, which is the internal drive that arises from a person's own needs or hobbies, while Extrinsic, is the external drive that comes from rewards or punishments given by the surrounding environment. (Uno, 2016)

The goal is to improve academic performance and student participation in the teaching and learning process. (Andriani et al., 2019) concluded that learning motivation is highly significant as a determinant of student learning outcomes. Therefore, efforts to enhance learning motivation become a top priority for educators and curriculum designers.

Several factors mentioned by researchers that influence learning motivation include family social support, the school environment, learning facilities, and the teaching model used. For example, a study by (Qudsyi et al., 2022) shows that the cooperative learning method also has a positive impact on students' academic achievements.

The impact of learning motivation is not only limited to the individual level but also has implications for the education system as a whole. Students who are more motivated tend to achieve better learning outcomes and are more active in the learning process. (Windarti, H., et al., 2017) even mentioned that students' learning motivation can affect their national exam scores, making it important for teachers and school staff to understand and enhance their students' learning motivation.

Here are at least 4 indicators of learning motivation according to (Uno, 2016):

1. Desire and ambition to succeed.
2. Motivation and needs in learning.
3. Diligently facing the task.
4. Ulet is facing difficulties.

2.3. Student Performance (Y)

According to (Byars, 2004), performance is the level of task achievement completed by an individual. In this case, student performance not only includes academic results but also involvement in extracurricular activities, learning satisfaction, and personal development. Therefore, understanding student performance must involve various factors that influence it.

The goal of improving student performance is to create graduates who are not only competent in their academic fields but also ready to face challenges in the workforce. Research by (Darmawan, 2013) emphasizes the importance of developing effective learning strategies to enhance student satisfaction and encourage them to reach their maximum potential. Overall, understanding student performance involves an in-depth analysis of various factors that influence it as well as the impact of those achievements.

Factors that influence student performance can be divided into two main categories: individual factors and environmental factors. Individual factors include personal characteristics

such as motivation, discipline, and personality. Research by (Prima Naomi and Ayu Dwi Nindyati, 2008) shows that personality, particularly the conscientiousness dimension, has a positive influence on students' academic performance. On the other hand, environmental factors include social support, learning facilities, and the teaching methods applied. Research by (Yohana Paramita and Waspodo Tjipto Subroto, 2021) revealed that readiness for online learning and interaction with instructors significantly affect student performance.

The impact of good student performance is very broad. High performance not only contributes to individual academic achievement but also enhances the reputation of educational institutions. According to research by (Eko Kuntarto, 2017), students who perform well tend to feel more satisfied with their learning experience, which in turn can increase their motivation to continue studying. Furthermore, good academic performance can open up better career opportunities after graduation.

According to (Bateman, 1984), student performance indicators can be explained as follows:

1. Quality: Measured through individual perception of the final outcome and ability.
2. Quantity: The final result of a series of processes carried out by an individual.
3. Timeliness: The level of activity completed within the previously established timeframe.
4. Effectiveness: The level of resource utilization by an organization or institution to be maximized with the aim of maximizing the final outcome in a given work process.

The impact of good student performance is very broad. High performance not only contributes to individual academic achievement but also enhances the reputation of educational institutions. According to research by (Eko Kuntarto, 2017) students who have good performance tend to feel more satisfied with their learning experience, which in turn can increase motivation to study further. In addition, good academic performance can open up better career opportunities after graduation.

2.4 Hipotesis

The hypothesis proposed in this research is as follows:

H1: Digital Competence has a significant relationship with the Performance of Students in the Office Administration Education Program.

HO: Digital Competence does not have a significant relationship with the Performance of Students in the Office Administration Education Program.

H2: Learning Motivation has a significant relationship with the Student Performance Educational Administration Program.

HO: Learning Motivation does not have a significant relationship with the Performance of Students in the Office Administration Education Program.

3. Material and Method

3.1 Design Study

This research was conducted at the Faculty of Economics, Office Administration Education Study Program, Jakarta State University. This campus was chosen as the research object because, based on the researchers' observations, the performance of students in the Office Administration

Education Study Program is estimated to have an impact on digital competence and learning motivation.

This research took place over four months, from September to November 2024, which is considered an appropriate and effective time to conduct the study.

3.2 Data Analysis

Research methods are a scientific approach used to obtain data for specific purposes, whether to describe, prove, develop, or discover new knowledge. This means that research must be conducted in a logical manner that can be directly observed, and follow structured procedures to produce valid and reliable data. In this study, the researcher used a quantitative research approach.

The quantitative research approach is a technique used to collect and analyze numerical data with the aim of answering specific research questions. This approach emphasizes the measurement of variables that can be quantified and analyzed using statistical methods. In quantitative research, researchers typically utilize instruments such as questionnaires or surveys to collect data from a large population, allowing the results to be generalized. This approach is very effective for testing hypotheses and understanding the relationships between variables in an objective and structured manner.

According to Sugiyono (2009), the quantitative research method is based on the positivism paradigm and aims to study a specific population or sample, with sampling techniques generally conducted randomly. This research collects data using research instruments, the results of which are then analyzed statistically, allowing researchers to draw valid conclusions about the phenomenon being studied. Thus, the quantitative approach not only describes social phenomena but also tests existing theories with measurable data.

The type of quantitative research applied in this study is survey research. Survey research according to (Duli, 2019) is a method that seeks to solve problems based on questions or statements that have been previously posed, or problems that have been observed. In this study, the sample was taken scientifically and the questionnaire was designed to measure the characteristics of the population with statistical precision.

Therefore, in determining the sample size, the researcher used the calculation formula developed by Slovin. Here is the sample calculation using the Slovin formula approach:

$$n = \frac{N}{1 + Ne^2}$$

- n = sample
- N = population
- e = the error rate (precision) that is set

In determining the sample, the error rate used is 5%, because the researcher realizes that it is impossible to obtain perfect results. The population in this study consists of 169 students, resulting in the following sample:

$$n = \frac{169}{1 + (169\ (0{,}5)^2)}$$

$$n = \frac{169}{1 + (169 \times 0{,}0025)}$$

$$n = \frac{169}{1 + 0{,}4225}$$

$n = \frac{169}{1{,}4225} = 118{,}8 = 119$

Based on the sample size calculation using the Slovin formula with a 5% margin of error, it was determined that the sample size used in this study is 119 students. The process of calculating the sample can be explained with the following formula:

Sample Calculation Technique

No.	Year	Students	Calculation	Sample
1.	2022	85	$\frac{85}{169} \times 119$	60
2.	2023	84	$\frac{84}{169} \times 119$	59
Jumlah				**119**

4. Result

4.1 Deskripsi Data

The variables in this study include digital competence (X1) and learning motivation (X2) as Independent Variables, and student performance (Y) as the Dependent Variable. This research applies a quantitative method and collects data through the distribution of questionnaires.

4.1.1 Profile Responden

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Perempuan	72	60,5	60,5	60,5
	Laki-Laki	47	39,5	39,5	100,0
	Total	119	100,0	100,0	

The image shows that the total number of respondents in this study is 119 people. The majority of respondents were women, totaling 72 people or approximately 60.5% of the total. Meanwhile, the number of male respondents was only 47, which corresponds to a percentage of 39.5%. This data reflects an understandable fact, considering that the students of the Office Administration Education Study Program at Universitas Negeri Jakarta are indeed predominantly female.

Tahun

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2022	96	80,7	80,7	80,7
	2023	23	19,3	19,3	100,0
	Total	119	100,0	100,0	

The image above shows that the majority of respondents in this study are from the 2022 cohort, with 96 people or approximately 80.7% of the total respondents. Meanwhile, respondents from the 2023 cohort numbered only 23 people, which is equivalent to 19.3%. This difference in proportion is understandable because the number of students from the 2022 cohort is indeed larger compared to the 2023 cohort, so it is reasonable that they dominate the participation in this research.

4.1.2 Analisis Deskriptif Data Variabel

4.1.2.1 Digital Competence (X1)

No.	Dimension	Question Number		Amount	
		Positif	Negatif	Before Research	After Research
1.	Technical skills	3	2	5	3
2.	Evaluative ability	2	-	2	2
3.	Information literacy	1	-	1	1
4.	Communication skills	2	-	2	2
Amount		**4**	**1**	**4**	**4**

4.1.2.2 Learning Motivation (X2)

No.	Dimension	Question Number		Amount	
		Positif	Negatif	Before Research	After Research
1.	The presence of desire and ambition to succeed	3	-	3	3
2.	The presence of drive and need in learning	3	-	3	3
3.	Diligence in facing tasks	1	1	2	2
4.	Perseverance in facing difficulties	2	-	2	2
Amount		**4**	**1**	**4**	**4**

4.1.2.3 Student Performance (Y)

No.	Dimension	Question Number		Amount	
		Positif	Negatif	Before Research	After Research
1.	Quality	4	-	4	4
2.	Quantity	1	1	2	2
3.	Timeliness	2	-	2	2
4.	Effectiveness	1	1	2	2
Amount		**4**	**2**	**4**	**4**

4.2 Uji Asumsi Klasik

4.2.1 Uji Multikolinearitas

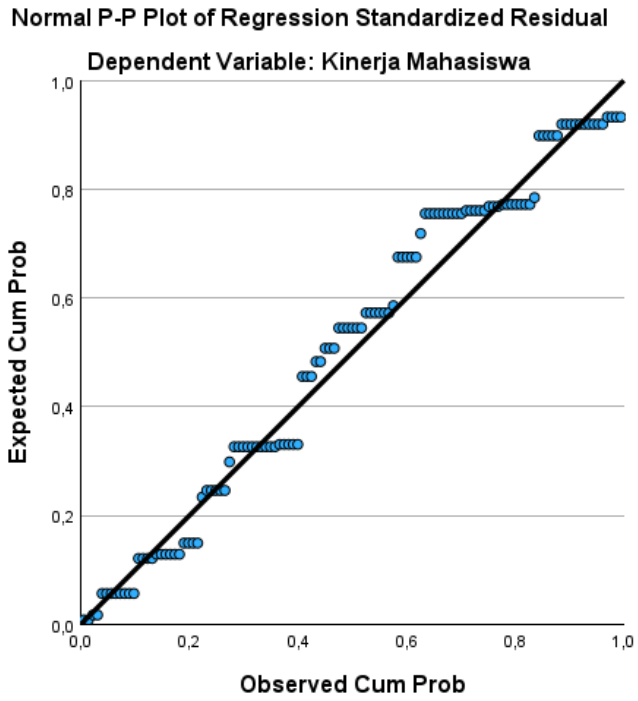
Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	7,061	2,856		2,473	,015		
	Kompetensi Digital	,429	,124	,332	3,448	<,001	,426	2,350
	Motivasi Belajar	,439	,093	,452	4,700	<,001	,426	2,350

a. Dependent Variable: Kinerja Mahasiswa

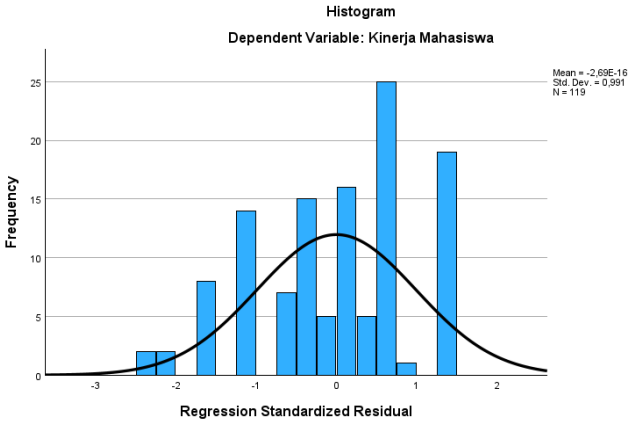
Based on the calculations above, it is known that the digital competence and learning motivation variables yield a tolerance value of 426 and a VIF value of 2.350. From the results, it can be concluded that there is no multicollinearity in the data of this study.

4.2.2 Uji Heteroskedastisitas



Based on the results of the heteroscedasticity test obtained, it can be seen in the image above that there is no heteroscedasticity in this study. The data can also be considered normal because the points are spread along the diagonal line.

4.2.2.3 Uji Normalitas



Based on the results of the heteroscedasticity test above, it can be seen that the research findings indicate that the obtained data do not meet the normality test.

One-Sample Kolmogorov-Smirnov Test

			Unstandardized Residual
N			119
Normal Parameters[a,b]	Mean		,0000000
	Std. Deviation		3,58081106
Most Extreme Differences	Absolute		,127
	Positive		,074
	Negative		-,127
Test Statistic			,127
Asymp. Sig. (2-tailed)[c]			<,001
Monte Carlo Sig. (2-tailed)[d]	Sig.		<,001
	99% Confidence Interval	Lower Bound	,000
		Upper Bound	,000

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

4.2.3 Uji Regresi Linear Berganda

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	7,061	2,856		2,473	,015
	Kompetensi Digital	,429	,124	,332	3,448	<,001
	Motivasi Belajar	,439	,093	,452	4,700	<,001

a. Dependent Variable: Kinerja Mahasiswa

Based on the calculations mentioned above, a constant value of 7.061 has been determined, which is expressed in the following regression equation model:

Y = 7,061 + 0,429 X1 + 0,439 X2

Based on the available coefficients table, it can be concluded that if digital competence and learning motivation are valued at 0, then student performance has an initial value of 7.061. Digital competence (X1) has a regression coefficient of 0.429, which indicates that an increase of one unit in digital competence will have a positive effect by improving student performance (Y) by 0.429 units, assuming other variables remain constant. Similarly, with learning motivation (X2), which has a regression coefficient of 0.439, indicating that each one-unit increase in learning motivation will improve student performance by 0.439 units. These results underscore that both variables, digital competence and learning motivation, significantly and positively contribute to the improvement of students' academic performance.

4.4 Uji Hipotesis

4.4.1 Uji Koefisien Regresi Parsial (Uji t)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7,061	2,856		2,473	,015
	Kompetensi Digital	,429	,124	,332	3,448	<,001
	Motivasi Belajar	,439	,093	,452	4,700	<,001

a. Dependent Variable: Kinerja Mahasiswa

Based on the analysis results above, it is known that the digital competence variable (X1) has a significant value (sig.) of 0.001. This indicates the presence of an influence between digital competence (X1) and student performance (Y), as the significant value is less than 0.05 (0.001 < 0.05). Similarly, the variable of learning motivation (X2) has a significant value (sig.) of 0.001, which indicates the influence of learning motivation (X2) on student performance (Y) because the significant value is also less than 0.05 (0.001 < 0.05).

4.4.2 Uji Koefisien Regresi Simultan (Uji f)

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1794,257	2	897,128	68,781	<,001[b]
	Residual	1513,021	116	13,043		
	Total	3307,277	118			

a. Dependent Variable: Kinerja Mahasiswa

b. Predictors: (Constant), Motivasi Belajar, Kompetensi Digital

Based on the results displayed in the ANOVA table above, a significant value (sig.) of 0.001 was obtained, which is less than 0.05 (0.001 < 0.05), thus the hypothesis can be accepted.

From these results, it can be concluded that there is a significant influence between the digital competence variable (X1) and learning motivation (X2) on student performance (Y).

4.2.4.3 Koefisien Determinasi (R^2)

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,737[a]	,543	,535	3,612

a. Predictors: (Constant), Motivasi Belajar, Kompetensi Digital

b. Dependent Variable: Kinerja Mahasiswa

In the model summary table above, an R Square value of 0.543 is recorded. This value indicates that the digital competence variable (X1) and learning motivation (X2) contribute 54.3% to student performance, while the remaining portion is influenced by other factors that have not been studied in this research.

5. Discussion

H1: Digital Competence and Student Performance in the Office Administration Study Program

The research results show that digital competence has a significant relationship with student performance. Based on partial regression, the significant value of digital competence is 0.001 ($p < 0.05$), which indicates a positive contribution of this competence to performance. With a regression coefficient of 0.429, each one-unit increase in digital competence will improve student performance by 0.429 units. This indicates that students' ability to use technology effectively, such as academic software and digital platforms, enhances their academic performance.

H2: Learning Motivation and Its Impact on Student Performance in the Office Administration Study Program

Learning motivation also proved significant to student performance with a significance value of 0.001 ($p < 0.05$). With a regression coefficient of 0.439, each one-unit increase in learning motivation will improve student performance by 0.439 units. Learning motivation includes ambition for success, the need to learn, perseverance in facing tasks, and resilience in facing difficulties. These results emphasize the importance of an environment that supports learning motivation, such as effective guidance.

H3: Digital Competence and Learning Motivation on Student Performance in the Office Administration Study Program

Analysis shows that digital competence and learning motivation together have a significant impact on student performance, with an ANOVA significance value of 0.001 ($p < 0.05$). The coefficient of determination (R^2) value of 0.543 indicates that 54.3% of the variation in student performance is explained by these two variables, while the remainder is influenced by other factors. The combination of digital competence and learning motivation allows students to better adapt to modern technology-based learning environments.

6. Conclusion, Implication, and Recommendation

6.1 Conclusion

This research proves that digital competence and learning motivation play an important and significant role in improving the performance of students in the Office Administration Study Program. Good digital competence enables students to use technology effectively, both in learning activities and other academic tasks. With this ability, students are better able to adapt to the ever-changing technological developments, thereby positively impacting their productivity and achievements. Meanwhile, high learning motivation helps students remain consistent, disciplined, and committed to the academic goals they wish to achieve. The combination of digital competence and learning motivation creates a synergy that strengthens students' ability to achieve optimal academic results, while also equipping them with skills relevant to the demands of the modern job market.

6.2 Implication

The results of this research have broad implications for the world of education, particularly in the management of study programs that are relevant to the developments of the digital era. Educational institutions need to prioritize the development of training programs focused on enhancing students' digital literacy, such as mastery of the latest technology applications and digital data analysis skills. In addition, learning strategies designed to enhance student motivation are also very important, such as through interactive and innovative teaching methods. Intensive academic mentoring can enhance student engagement in the learning process, making them more motivated to achieve optimal results. The improvement in student performance not only impacts individuals but also enhances the reputation of the educational institution, as the graduates produced are more competent and ready to face the challenges of the workforce.

6.3 Recommendation

1. **Academic Advice**

   Educational institutions are advised to integrate a technology-based curriculum deeply and relevantly with the evolving needs of the workforce in the digital era. This curriculum can include learning about modern administrative technology, technology-based job simulations, and practical training to use the latest software. In addition, institutions also need to conduct regular evaluations of the existing curriculum to ensure its alignment with technological advancements and industry needs, so that graduates possess relevant and superior competencies.

2. **Practice Suggestions**

   To improve student performance, students are advised to proactively develop digital skills through additional online learning resource training. Lecturers are expected to integrate technology into teaching, provide motivation through rewards, and encourage interactive collaboration. Educational institutions are advised to provide adequate digital facilities and create a learning environment that is adaptive to technological developments.

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