IMPROVING SPREADSHEET SKILLS: THE ROLE OF DIGITAL LITERACY, LEARNING STYLE, AND EMOTIONAL INTELLIGENCE IN CLASS X ACCOUNTING STUDENTS

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ABSTRACT

The purpose of this study was to determine the effect of digital literacy, learning styles and emotional intelligence on student learning outcomes in the Spreadsheet subject. The research conducted was quantitative research. The population of this study was class X Accounting students at three Public Vocational High Schools in the Jakarta area, which was 214 students. The selected sample was 115 students as respondents, then students were selected using random sampling techniques. The data were analyzed using the SPSS 27 program. Data analysis techniques were carried out through normality tests, multiple linear regression tests, hypothesis tests and coefficients of determination. The results of the study showed that: There is a significant influence between digital literacy on learning outcomes, there is a significant influence between learning styles on learning outcomes, there is a significant influence between emotional intelligence on learning outcomes, there is a significant influence between digital literacy, learning styles and emotional intelligence on learning outcomes.
Keyword: Digital literacy, Learning style, Emotional intelligence, Learning outcomes

ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui pengaruh literasi digital, gaya belajar dan kecerdasaan emosional terhadap hasil belajar siswa pada mata pelajaran *Spreadsheet.* Penelitian yang dilakukan adalah penelitian kuantitatif. Populasi dari penelitian ini adalah siswa kelas X Akuntansi di tiga SMKN di wilayah Jakarta, yakni sebanyak 214 siswa. Sampel terpilih sebanyak 115 siswa sebagai responden, selanjutnya siswa dipilih dengan menggunakan teknik *random sampling*. Data dianalisis menggunakan bantuan program SPSS 27. Teknik analisis data dilakukan melalui uji normalitas, uji regresi linier berganda, uji hipotesis dan koefisien determinasi. Hasil penelitian menunjukkan bahwa: Terdapat pengaruh signifikan antara literasi *digital* terhadap hasil belajar, terdapat pengaruh signifikan antara gaya belajar terhadap hasil belajar, terdapat pengaruh signifikan antara kecerdasan emosional terhadap hasil belajar, terdapat pengaruh signifikan antara literasi *digital,* gaya belajar dan kecerdasan emosional terhadap hasil belajar.
Kata kunci: Literasi digital, Gaya belajar, Kecerdasan emosional, Hasil belajar

INTRODUCTION

Education has a major role in improving the quality of human resources. Considering the importance of education for the country, making education one of Indonesia's national

457

goals. The progress of education in various parts of the world certainly motivates Indonesia to continue to improve education at home. Good education is education that is able to produce a generation that is able to compete competitively, has good potential and has advanced skills.

Improving the quality of education is a major problem so that several efforts are needed to change the quality of education in this country which is increasingly declining(Mohammad Fadly, 2020). One way is to improve the quality of learning in each school. Educators are required to carry out their role in their efforts to achieve learning goals and develop student potential. In the learning process, educators must be good at interacting with students, must be able to condition the atmosphere in the classroom, provide direction and help in learning, of course each student will have different interests and talents.

The interest, attitudes, and skills of people who actively utilize digital technology and communication tools to acquire, manage, integrate, analyze, and evaluate information, develop new knowledge, and interact with others in order to effectively participate in society are known as digital literacy. Aside from that, digital literacy is the ability to use functional skills on digital devices so that a person can choose information, exercise critical thought, be creative, work with others, communicate effectively, and still be aware of evolving sociocultural context and electronic security. (Payton & Hague, 2010). Several previous relevant studies, Soraya et al (2023), found that digital literacy has an influence on the learning outcomes of class XI IPS high school students, which means students need to be equipped with good digital literacy skills to improve learning outcomes in line with what is expected. With increasingly developing technology, students now get information about everything, including lessons learned from school, via the internet.

Based on the researcher's experience when carrying out teaching practice at SMK Negeri 13 West Jakarta, there were several learning styles demonstrated, starting from visual learning style, auditory learning style and kinesthetic learning style. This learning style can be applied in all classes with different subjects. The learning style applied in a lesson is an important component because it can influence student learning outcomes. Students' success in learning does not guarantee that they are only intellectual, but they must have good emotional intelligence.Based on research by Damayanti (2020), learning styles are considered effective in terms of student learning outcomes which increase according to the characteristics of students' learning styles. The research results of Agustina & Sitompul (2015) also suggest that there is a significant influence of student learning styles on student learning outcomes.

The capacity to perceive and get a handle on feelings, excite oneself, develop sensations of compassion, and lay out associations with others are parts of significant human figuring out (Educator and Pgri Blitar, 2020). This shows that an understudy's ability to see, control, and figure out feelings, persuade themselves despite challenges, foster vibes of compassion, and have the decision to partake and spread out certain relationship with others is the focal point of their ability to get a handle on people. Right when someone's ability to get a handle on individuals on a more critical level is low, it will impact their insightful information. Knowledge level, according to Daniel Goleman (Daniel Goleman, 1995), accounts for approximately 20% of the factors that influence daily life progress, while other variables, such as significant intelligence, influence 80%. The ability to get a handle on individuals on a basic level has really been an assessment variable by other assessment, to be unequivocal in the journal the effect of the capacity to comprehend anybody on an enormous level on cash related learning results which conveys that a positive t regard prescribes the connection between the ability to comprehend individuals on a more huge level and financial learning results is unidirectional or clearly relative (Parera, 2018). The higher the level of more significant appreciation for others, the better the learning results. Therefore, emotional intelligence not only has a huge influence in achieving satisfactory learning outcomes in the world of education, but can also be used later in the world of work. Previous research states that emotional

intelligence has a significant influence on learning outcomes. The point of this examination depends on the issue detailing, so the points of this exploration are: (1) To see if computerized proficiency can impact the learning results of class X professional school understudies? (2) To see if learning styles can impact the learning results of class X professional school understudies? (3) To see if the ability to appreciate individuals on a profound level can impact the learning results of class X professional school understudies? (4) To see if computerized proficiency, learning styles and the capacity to understand individuals on a profound level can impact the learning results of class X professional school understudies?

LITERATURE REVIEW
Digital Literacy

The capacity to comprehend and use information in a variety of formats from a variety of digital sources that are shown on a computer is known as digital literacy.(Nurjanah et al., 2017). The ability to use functional skills on digital devices to locate and select information, exercise critical thought, be creative, work with others, communicate effectively, and stay aware of electronic security and the changing sociocultural context is known as digital literacy (Hague & Payton, 2010). According to Hague & Payton (2010), digital literacy indicators consist of: (1) functional skills. (2) creativity and collaboration. (3) e-safety.

Learning Style

According to Nasution (2015), learning style is an unchanging method that a student tries to capture stimulus or data, a method of remembering, thinking and solving problems. Learning styles also need to include how each individual absorbs and interprets the information they are given, or how they really learn anything. Since everybody learns another way, educators need to get to know their understudies as well as themselves to oblige different learning styles in the homeroom (Costa et al., 2020). Wassahua (2016) demonstrates the visual, hear-capable, and sensation learning styles as indicators of learning styles.

Emotional Intelligence

A person's quality of life depends on the student's way of thinking (Wijaya, 2019). In developing a learning approach, developing emotional intelligence can encourage students to develop new ideas. To motivate students to develop emotional intelligence skills, teachers must understand the characteristics of their students. Emotional intelligence has been determined by Abdel-Fattah et al. (2020); emotional intelligence is the capacity to recognize and appropriately name various emotions, discern between and regulate your own emotions, and use emotional knowledge to influence your behaviour and that of others. Some research suggests that emotionally intelligent people report better psychological adjustment (e.g., self esteem, happiness, optimism, social support, and less depression, as well as higher levels of well-being, flourishing, and life satisfaction (Tejada-Gallardo et al., 2020). Furthermore, emotional intelligence plays a significant part in a student's well-being and academic progress (Alam et al., 2020), consist of: (1) recognizing one's emotions, (2) managing emotions. (3) motivate yourself. (4) building relationships.

Learning Outcomes

The effects of someone actively and constructively interacting with their surroundings are known as learning outcomes. Oemar Hamalik states that when someone learns anything, their behavior will alter as a result of that knowledge. Winkel went on to say that learning outcomes are an innate talent that has turned into a person's property and the potential for that individual to act in a way that is consistent with their talents. Learning Outcomes are secondary data that are measured through Mid-Semester Tests, where the results of these tests are used to

459

determine students' mastery of the subjects they have studied. Learning outcomes will be measured using Mid-Semester Test scores which reflect the cognitive domain by using tests that have been made by the teacher concerned and expressed in the form of numbers on a scale of 0 – 100. With the discovery of existing problems, namely students experiencing difficulties when using and doing spreadsheet assignments then Researchers are interested in choosing spreadsheet subjects so they can measure how influential digital literacy, learning styles and emotional intelligence are on learning outcomes.

METHOD

This research uses quantitative research methods. The survey method is a research technique used to collect large amounts of data on both small and large populations. However, data analysis is carried out using samples taken from the population, to find out the correlation between variables can be done using a questionnaire. Class X Accounting Vocational School students at SMK 9 Jakarta, SMK 13 Jakarta, and SMK 45 Jakarta were the research population. The technique used is proportional random sampling, where the sample for this research was obtained using the Slovin formula which has a margin of error of 5% or 0.05. This allows the researcher to calculate the required sample size, which may be as high as 115 respondents. In the data collection process, researchers distributed questionnaires to respondents whose reliability and validity had been tested. The questionnaire was developed based on previous literature reviews, namely digital literacy variables using indicators from Hague & Payton (2010), indicators for measuring learning style variables using indicators presented by Wasahua (2016), while emotional intelligence indicators were modified based on Wijaya (2019). Apart from that, the secondary data used is data from the mid-semester assessment. The path analysis processing technique was carried out using the IBM SPSS 27 (Statistical Package for the Social Sciences) program. Before testing the path analysis, the data was tested using classical assumption tests and data prerequisites.

RESULTS AND DISCUSSION
Normality test

In the normality test carried out in this research, Kolmogrov-Smirnov was used. To strengthen the results of the normality test, researchers also attached a normal probability plot test. The decision in this research is that the hypothesis is accepted and the data is normally distributed with significance. Considering the conditions in Table 1, it might be assumed that the conventionality test results show a Sig. The value is 0.159, and that suggests that the data is normally appropriated. Based on the Figure 1, the normal probability plot test results show that the data distribution is around the diagonal line or normal line. Thus the data is expressed in normal conditions in variables X1, X2, X3, and Y.

Table 1. Normality Test Results

One-Sample Kolmogorov-Smirnov Test			
			Unstandardized Residuals
N			115
Normal	Mean		0.0000000
Parameters, b	Std. Deviation		0.30732600
Most Extreme	Absolute		0.075
Differences	Positive		0.068
	Negative		-0.075
Statistical Tests			0.075
Asymp. Sig. (2-tailed)			0.159
Monte Carlo Sig.	Sig.		0.118
(2-tailed) d	99%	Lower Bound	0.110
	Confidence	Upper Bound	0.127
	Interval		

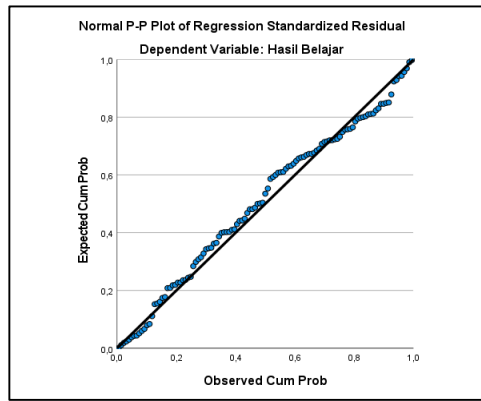Figure 1. Normal Probability Plot Test Results

Multiple Linear Regression Test

The objective of different straight lose the faith is to finish up how the reliant variable is impacted by something like two free factors. Based on the Table 2, it is known that the resulting regression equation is:

$$Y = a + b1.X1 + b2.X2 + b3.X3$$
$$Y = 77.603 + 0.050.X1 + 0.026.X2 + 0.128.X3$$

Table 2. Multiple Linear Regression Test Results

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	77,603	0.388		200,262	0,000
	Digital Literacy	0.050	0.007	0.267	7,228	0,000
	Learning Style	0.026	0.005	0.183	5,080	0,000
	Emotional Intelligence	0.128	0.006	0.779	22,006	0,000
a. Dependent Variable: Learning Outcomes						

The previously mentioned results demonstrate that the worth of 77.603 is an anticipated or condition, and that the learning result variable has not been impacted by different elements, including the Electronic Limit (X1), Learning Style (X2), and The ability to make sense of individuals on a more critical level (X3) factors. The learning result variable doesn't change if the free part doesn't exist. The b1 regard is 0.050, demonstrating that the Electronic Coaching variable (X1) affects Learning Results. This proposes that any one unit expansion in the overall capacity variable will have an impact of 0.050 on learning Results for different speculations that were not analyzed in this examination. The b2 respect is 0.026, showing that the Learning Style variable (X2) impacts Learning Results, and that recommends that each 1 unit development in the learning style variable will impact learning results by 0.026 with different hypotheses not took apart in this appraisal. Furthermore, the b3 respect is 0.128, showing that the Capacity to figure out people on a more basic level variable (X3) impacts Learning Results, and that proposes that each 1 unit expansion in the ability to see the worth in individuals at their middle variable will impact learning results by 0.128 with different suppositions not took apart in this evaluation.

Partial Test (T Test)

The impact of each free and subordinate variable was determined in some way using the T test. When tcount and ttable are looked at, the T test is performed. If tcount > ttable and the significant value of the t test is less than 0.05, then this speculation testing indicates that

461

the independent and dependent variables have an impact. The IBM SPSS application was utilized to compute the T test, and the outcomes are as per the following:

Table 3. T Test Results

Coefficients					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	77,603	0.388		200,262	0,000
Digital Literacy	0.050	0.007	0.267	7,228	0,000
Learning Style	0.026	0.005	0.183	5,080	0,000
Emotional Intelligence	0.128	0.006	0.779	22,006	0,000
a. Dependent Variable: Learning Outcomes					

Considering the Table 3, the Sig worth ought to be apparent. $0.001 < 0.05$ and tcount (7.228) > ttable (1.982). In this manner, it is feasible to make the determination that H1 is legitimate, demonstrating that Computerized Proficiency (X1) impacts Learning Results (Y). Then, at that point, the Sig regard is known. $0.001 < 0.05$ and tcount (5.080) > ttable (1.982). Thusly, it will in general be contemplated that H2 is recognized, and that suggests there is an effect between Learning Style (X2) on Learning Results (Y). Besides, the Sig esteem is known. 0.05, and tcount is greater than ttable (22.006). In this way, it might be contemplated that H3 is recognized, and that suggests there is an effect between The ability to figure out people on a significant level (X3) on Learning Results (Y).

Simultaneous Test (F)

The objective of the F test is to simultaneously choose if the independent variable effects the dependent variable. The level utilized is 0.5 or 5%, in the event that the essential worth of $F < 0.05$, it very well may be deciphered that the autonomous variable impacts the reliant variable in the mean time, as well as a contrary strategy for getting around. Based on Table 4, the Sig. value is known to be $0.001 < 0.05$ and the closed Fcount (245.395) > Ftable (2.6856), this shows that H4 is proven and Electronic Planning (X1), Learning Style (X2), and Individual Decision-Making Ability at the Basic Level (X3) all have an effect on Learning Outcomes (Y).

Table 4. Simultaneous Test Results (F)

ANOVA					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	71,411	3	23,804	245,395	,000b
Residual	10,767	111	0.097		
Total	82,178	114			
a. Dependent Variable: Learning Outcomes					
b. Predictors: (Constant), Emotional Intelligence, Learning Style, Digital Literacy					

Coefficient of Determination Test (R^2 Test)

The coefficient of confirmation (R^2) is used to examine the model's inability to comprehend groupings in the dependent variable. The coefficient of confirmation regard occupies a few spots in the range between zero and one. The MarkRA honest number of 2 indicates that the independent variable's ability to determine the dependent variable is extremely limited. According to Ghozali (2018), a value close to one shows that the free part gives essentially every one of the information vital to predict ranges in the dependent variable. Considering the table above, it might be shut thatIt is seen that the R Square worth is 0.869 which genuinely plans that there is a driving force influence between factors X1, X3) of

learning results (Y) and the rest is affected by various variables (13.1%) that are not overviewed in this structure.

Table 5. Coefficient of Determination Test Results (R^2)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,932	0.869	0.865	0.311
a. Predictors: (Constant), Emotional Intelligence, Learning Style, Digital Literacy				

Discussion

According to the findings of the evaluation that was carried out, the mechanized capability variable for the learning result variable has a positive tcount value of (7.228) > (1.982) viewed from the ttable. This demonstrates that the tcount regard is more recognizable than the ttable value. The significance worth of the modernized coaching variable for the learning result variable is 0.001, where the significance regard is more inconspicuous than 0.05. So it might be conveyed that the robotized coaching variable effects the learning result variable. As per the discoveries of Manubey J. et al's. research (2022), PC capability meaningfully affects learning results. It is all around acknowledged that the electronic tutoring variable doesn't impact the learning result components of Kupang State Christian Foundation understudies during the 19 pandemic, considering investigation disclosures, preliminary outcomes, and free bearing. In any event, consequences of this examination battle with the openings by (Manubey J et al, 2022) which found that automated limit really impacted student learning results. This division is sensible achieved by contrasts in the pointers used in each survey.

Considering the aftereffects of the assessment that has been finished, it might be seen that the learning style variable for the getting result variable seen from the outcomes of the t test has a tcount regard which is positive at (5.080) > (1.982) seen from the ttable appearance that the tcount regard is a higher need than the ttable worth . The significance worth of the learning style variable for the learning result variable is 0.001, where the significance regard is more unobtrusive than 0.05. As a result, it will be clear that the learning result variable is influenced by the learning style variable. As per Indah and Abdul's (2016) research, learning results are unaffected by learning styles. Research findings, there is no tremendous effect of learning style on the numerical learning consequences of class VIII Students at SMPN 2 Banjarmasin in the 2015/2016 enlightening year. Despite this, this study's findings are inconsistent with those of Indah and Abdul (2016), who found that students' learning outcomes were not entirely influenced by their learning style. This ability can be achieved by contrasting the guidelines used in each study.

A positive value of tcount of (22.006) > (1.982) can be seen from the ttable appearance, indicating that the tcount esteem is greater than the ttable value, in light of the findings of the research that has been carried out. This ability to understand people on a profound level is the gaining result variable. The ability to understand individuals on a deeper level variable's importance an incentive for the learning result variable is 0.001, which is under 0.05. So it will in general be communicated that the ability to comprehend individuals on a significant level variable influences the learning result variable. As per Mustakim et al's. (2020) discoveries, there is no connection between's capacity to understand individuals at their core and learning results. Research revelations, Considering the eventual outcomes of the flow discussion, it will in general be assumed that there is no straight association between the capacity to see the value in anybody on a more profound level and students' science learning results. Regardless, the outcomes of this study conflict with the revelations by (Mustakim, 2020) who tracked down that ability to comprehend people on a more profound level didn't essentially influence student

learning results. This qualification is plausible achieved by contrasts in the pointers used in each survey.

Considering the consequences of the assessment that has been finished, it will generally be seen that the modernized planning, learning style and the ability to comprehend individuals on an extra critical level variables on the getting result factors as seen from the F test results have a positive f worth of (245.395) > (2.6856) seen from the f table appearance that the fcount regard is more discernible than the ftable worth. The significance worth of the modernized limit, learning style and the ability to see the value in anybody on an extra critical level parts for the learning result variable is 0.001, which is under 0.05. So it might be conveyed that the variables of electronic mentoring, learning style and the ability to get a handle on people on a tremendous level effect the learning result factors.

CONCLUSION AND RECOMMENDATION
Conclusion

There is a positive and significant influence between digital literacy on learning outcomes. This shows that the wider students' digital literacy, such as creativity in using digital technology, the more student learning outcomes in spreadsheet subjects will increase. Vice versa, the lower the digital literacy, the lower the student learning outcomes in spreadsheet subjects. There is a positive and significant influence between learning styles on learning outcomes. This is shown from the highest item, namely that many students use the kinesthetic learning style. By using a learning style that suits each student's abilities, student learning outcomes in the spreadsheet subject will increase. Vice versa, the less the learning style is used during learning, the lower the student learning outcomes in spreadsheet subjects. There is a positive and significant influence between emotional intelligence on learning outcomes. This is shown by the highest item, namely helping friends if they experience difficulties. In learning, building relationships with friends is very important, if students' relationships with other students are good then the class atmosphere will be comfortable and can improve learning outcomes. Likewise, if the classroom atmosphere is uncomfortable, learning will be disrupted and learning outcomes will decrease. There is a positive and significant influence between digital literacy, learning styles and emotional intelligence on learning outcomes. This shows that together the variables of digital literacy, learning style and emotional intelligence have an influence on learning outcomes.

Recommendation

Based on the conclusions and implications that have been explained, the researcher provides several recommendations as follows: (1) Based on the analysis of digital literacy variable indicators, the indicator with the lowest percentage is e-safety. Low understanding of security in digital literacy can reduce learning outcomes. E-safety or digital security is very important in a digital learning environment. E-safety covers various aspects such as protecting personal information, avoiding inappropriate content, preventing cyberbullying, and ensuring safe and ethical use of technology. If students do not understand digital security, then they cannot protect personal information, cannot prevent cyberbullying. Therefore, it is recommended that schools can increase understanding of digital security, so that students can improve learning outcomes. (2) Based on the analysis of learning style variable indicators, the indicator with the lowest percentage is auditory learning style. The low level of auditory learning style in learning style can reduce student learning outcomes. Auditory learning style is a way of learning where individuals more easily absorb and remember information through listening. Students with this learning style tend to rely on their hearing to understand and remember material. Students who have low auditory abilities cannot understand the material provided. Therefore, they need to improve their auditory learning style abilities in learning, so

464

that they can improve learning outcomes. (3) Based on the analysis of emotional intelligence variable indicators, the indicator with the lowest percentage is knowing one's emotions. Low levels of recognizing one's emotions in emotional intelligence can reduce learning outcomes. By recognizing their own emotions, students can understand how their feelings affect the way they learn and interact with course material. If students cannot recognize their own emotions then learning will be disrupted so that they cannot improve their learning outcomes. Therefore, students are expected to be able to recognize their own emotions in order to improve learning outcomes.

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465

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