# THE EFFECT OF STUDENT'S DIGITAL LITERACY AND SELF-EFFICACY ON STUDENTS LEARNING INDEPENDENCE WITH LEARNING MOTIVATION AS AN INTERVENING VARIABLE

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***Abstract***

*This study aims to determine the effect of student digital literacy and self-efficacy on student learning independence in economic subjects through learning motivation as an intervening variable in South Jakarta State High School. This study is to determine the direct and indirect effects. Research using quantitative methods with data collection methods using questionnaires. The total population is 180 students from the sample used in class XI economics. The results of this research analysis are that there is a direct influence of student digital literacy variables on learning independence, there is a direct influence of self-efficacy variables on learning independence, there is a direct influence of learning motivation variables on learning independence, there is a direct influence of digital literacy variables on learning motivation, there is a direct influence of self-efficacy variables on learning motivation, there is an indirect influence of digital literacy variables on learning independence through learning motivation, good digital literacy can find information from various sources through the internet, so learning motivation will increase when it can get information easily which will have an impact on the independence of students in finding material and doing assignments independently. There is an indirect influence of self-efficacy variables on learning independence through learning motivation, Students who are able to increase their confidence in their ability to complete a particular task by having the desire and desire to succeed will encourage the emergence of learning independence in students.*

***Keywords:*** *Learning Independence, Digital Literacy, Self-Efficacy, Learning Motivation*

## 1. INTRODUCTION

Education in the digital era can be interpreted as a human development effort characterized by increasing individual knowledge, skills, skills and behavior where the person is found through lifelong learning activities.

Independence is an attitude towards objects where individuals have independence that is not affected by others. According to Rapiadi (2022) learning independence is a learning activity carried out by individuals with their freedom in determining and managing teaching materials, places, times, and utilizing all necessary learning resources. Post-Covid-19 learning is certainly inseparable from the gap from students who are lazy to learn due to the Covid-19 pandemic which results in less effective learning. This effect is feared to have an impact on learning loss. Learning loss that occurs is limited interaction between educators and students, limited interaction between students, learning time problems, reduced concentration and loss of focus, and lack of student understanding of the material provided. According to Rohaeti & Jaslin Ikhsan (2013), one of the causes of low learning independence is the lack of student involvement in active learning, which inhibits the development of independent learning skills.

In the world of education, students are one of the users of information. The information needed by students is not only in books. The Internet has begun to present information in various formats, namely digital. This information is presented through various facilities provided by the Internet, such as websites, blogs or mailing lists. Doing assignments is very easy to achieve with the development of the Internet and digital. According to Paul Gilster (1997) digital literacy is the ability to understand and use to understand and use information in various forms from various sources when displayed through a computer. Sudyana & Surawati (2021) concluded that the use of learning resources through digital literacy can increase students' learning independence in learning the subject matter provided by the teacher even though they are outside of school or at home.

In addition to digital literacy, internal factors that can affect student learning independence according to Bandura (1991) are students' belief in their abilities so that students can complete tasks and can achieve learning success. This self-confidence is called self-efficacy. Efficacy refers to the confidence that the person has the ability to carry out a behavior, while expectations for results refer to predictions of the possibility of the consequences of the behavior. Self-efficacy emphasizes the confidence component that individuals have in getting through stressful future situations (Zagoto & Florina, 2019).

Advanced technology like now should be able to increase student learning motivation. However, the current post-pandemic situation greatly affects motivation in learning, not affecting for the better but a decrease in learning motivation. According to Febrianti (2021) learning motivation is a person's encouragement to learn according to his desire to achieve a goal. According to Zabir (2018), learning motivation is a psychological drive that directs human action into a form of real activity to obtain changes in behavior as a result of one's experience in interacting with the environment which involves cognitive, affective, and psychomotor. Based on a study conducted by Save The Children (2021), in Indonesia it was found that 7 out of 10 children rarely study or only study a little. This is due to several factors, such as limited availability of learning materials, limited / no internet network to search for materials, not having gadgets, and even demotivation due to the difficulty of understanding homework and not getting guidance from teachers.

In research conducted by Saputra et al. (2021) which explains the effect of motivation and self-efficacy on learning independence. High student motivation and self-efficacy will have a good impact on learning independence in carrying out learning so that learning independence can be realized by providing students with learning motivation and good self-efficacy. The results of this study are not in line with Yulyani (2021) which states that the relationship between self-efficacy has no effect on learning independence through learning motivation. Thoperpasaribu (2019) states that self-efficacy has no effect on learning independence. Zanita (2018) also states that there is no influence between learning motivation on student learning independence.

## 2. LITERATURE REVIEW

### 2.1. Learning Independence

According to Fatimah (2010), cited in (Qalbu, 2021) independence is the ability of individuals to compete for themselves, be able to make decisions and take initiatives in overcoming problems at hand, have confidence in carrying out all their duties, and be responsible for what they do. According to Rapiadi (2022) learning independence is a learning activity carried out with little or no assistance from outside parties at all.

According to Hidayati & Listyani (2010) learning independence has the following indicators: 1. Non-dependence on others, 2. Having self-confidence, 3. Behaving in a disciplined manner, 4. Having a sense of responsibility, 5. Behaving based on one's own initiative, and 6. Exercising self-control.

### 2.2. Digital Literacy

According to Paul Gilster (1997) digital literacy is the ability to understand and use information in various forms from use to understand and use information in various forms from various sources when displayed through a computer. Sudyana & Surawati (2021) concluded that the use of learning resources through digital literacy can increase students' learning independence in learning subject matter given by the teacher even though they are outside of school or at home.

According to Paul Gilster digital literacy competencies are grouped into four focuses, such as 1) Internet Searching is related to the the use and operation of various activities through the internet, 2) Hypertextual Navigation relates to the skills to read and understand actively and dynamically in a hypertext environment, 3) Content Evaluation relates to a person's ability to assess and identify information found on the internet, and information found on the internet, and 4) Knowledge Assembly related to the ability to organize information obtained through various sources on the internet and evaluate it.

### 2.3. Self-Efficacy

According to Bandura (1991) self-efficacy is a belief in students' ability to complete tasks and achieve success ability so that students can complete tasks and can achieve learning success. According to Sufirmansyah (2015) self-efficacy is a form of belief that is owned by an individual to be able to complete a task or overcome problems in a timely manner by an individual to be able to complete a task or overcome problems independently.

Every human's self-efficacy is different, it lies in three components Fitriya et al. (2019), namely Magnitude, Generality, and Strength.

### 2.4. Self-Efficacy

According to Febrianti (2021), learning motivation is a person's encouragement to learn according to his desire to achieve a goal according to his desire to achieve a goal. According to Zabir (2018), motivation learning is a psychic impulse that directs human action into a form of real activity to obtain changes in behavior as a result of experience activities to obtain changes in behavior as a result of a person's experience in interacting with their environment which involves a person in interacting with his environment which involves cognitive, affective, and psychomotor.

According to Krismony et al. (2020), indicators of learning motivation consist of, 1) desire to succeed, 2) encouragement and needs in learning, 3) future hopes and aspirations, 4) interesting activities in learning, and 5) a conducive learning environment.

## 3. RESEARCH METHODS

This research was conducted using a quantitative approach. The purpose of this study was to determine the effect of digital literacy (X1) and self-efficacy (X2) on learning independence (Y) with learning motivation (Z) as an intervening variable. The data analysis technique used path analysis using the SmartPLS 4 program. The population of this study were grade XI students in two South Jakarta schools, namely SMA Negeri 38 Jakarta and SMA Negeri 97 Jakarta with a total sample size of 180 students. In this study, researchers used a descriptive analysis approach with quantitative methods that adopted PLS-SEM (Partial Least Squares Structural Equation Modeling), and the data were processed using SmartPLS software. Structural Equation Modeling (SEM) is used to analyze the path model. PLS is one of the variance-based statistical SEM methods designed to solve multiple regression problems when specific problems occur in the data, such as small sample size, missing data, and multicollinearity. PLS is sometimes referred to as soft modeling because it relaxes strict OLS regression assumptions, such as no multicollinearity among independent variables. PLS analysis consists of two sub models, namely the structural model or called the inner model and the measurement model or called the outer model. Outer model consists of convergent validity test, discriminant validity test, and composite reliability test. The inner model consists of R-Square, Q-Square Predictive Relevance, Variance Inflation Factor (VIF), Fit Model. Then PLS Predict testing is also carried out, and hypothesis testing.

## 4. RESULTS AND DISCUSSION

### 4.1. Research Results

#### 4.1.1. Outer Model

The outer model consists of validity and reliability tests. The resulting factor loading value if above 0.70 can be said to be valid. The Cronbach's Alpha coefficient is used to test reliability. The measurement is said to be reliable if the Cronbach's Alpha (α) value is > 0.70. The factor values and reliability values obtained from each variable are as shown below:

A. Digital Literacy
   Digital Literacy had four indicators with a loading factor value of 0.180 – 0.790 and a reliability value of 0.851.
B. Self-Efficacy
   Self-efficacy had three indicators with a loading factor value of 0.433 – 0.799 and a reliability value of 0.918.
C. Learning Motivation
   Learning motivation had five indicators with a loading factor value of 0.283 – 0.824 and a reliability value of 0.873.
D. Learning Independence
   Learning independence had sic indicators with a loading factor value of 0.188 – 0.797 and a reliability value of 0.892.

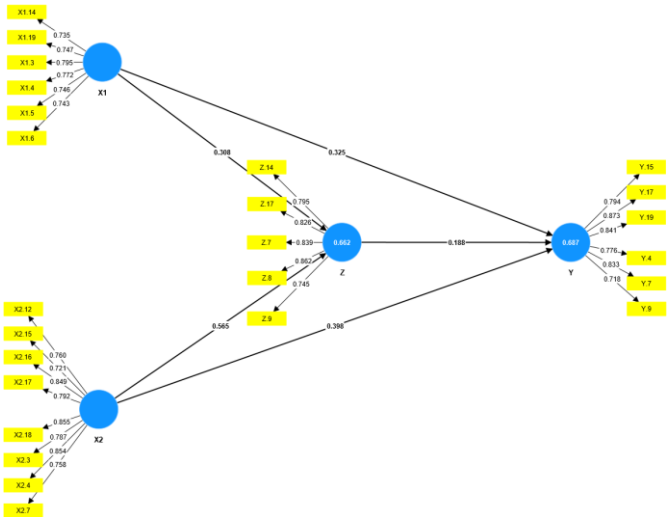
**Tabel 1. Average Variance Extracted (AVE)**

| Variabel | Average Variance Extracted (AVE) |
|---|---|
| Digital Literacy (X1) | 0.573 |
| Self-Efficacy (X2) | 0.638 |
| Learning Independence (Y) | 0.652 |
| Learning Motivation (Z) | 0.664 |

Source: Processed data (2023)

From the table above, it can be seen that the AVE value of the Digital Literacy variable is 0.573, Self-Efficacy is 0.638, Learning Independence is 0.652, and Learning Motivation is 0.664. this shows that the results on all research variables have met the requirements for the AVE value > 0.5 and it can be said that the variable measurement items have convergent validity.

### 4.1.2. Inner Model




Source: Processed data (2023)

**Figure 1. Inner Model**

Figure one shows that the research model has undergone changes that have been adjusted after elimination in the outer model.

**Tabel 2. R-Square ($R^2$)**

| Variabel | R-square |
|---|---|
| Learning Independence (Y) | 0.687 |
| Learning Motivation (Z) | 0.662 |

Source: Processed data (2023)

The table above shows that the $R^2$ value of the Learning Independence variable has a value of 0.687 or 68.7%. This shows that the contribution of Digital Literacy, Self-Efficacy, and Learning Motivation to Learning Independence is in the medium category.

It can also be seen that the $R^2$ value on the Learning Motivation variable has a value of 0.662 or 66.2%. This shows that the contribution of Digital Literacy and Self-Efficacy to Learning Motivation is in the medium category.

**Tabel 3. Q-Square Predictive Relevance ($Q^2$)**

| Variabel | $Q^2$predict |
|---|---|
| **Learning Independence (Y)** | 0.658 |
| **Learning Motivation (Z)** | 0.648 |

Source: Processed data (2023)

From the table above, it can be seen that the $Q^2$ on the Learning Independence variable is 0.658, which means that this variable has a high predictive relevance value and is able to predict the dependent variable. It can also be seen that the $Q^2$ on the Learning Motivation variable is 0.648, which means that this variable has a high predictive relevance value and is able to predict the dependent variable.

**Tabel 4. Fit Model**

| | Saturated model | Estimated model |
|---|---|---|
| **SRMR** | 0.069 | 0.069 |
| **d_ULS** | 1.534 | 1.534 |
| **d_G** | 0.715 | 0.715 |
| **Chi-square** | 698.345 | 698.345 |
| **NFI** | 0.791 | 0.791 |

Source: Processed data (2023)

It can be seen that the SRMR value is 0.069 <0.10 and the NFI value is 0.791 (close to 1) so it can be concluded that the data has described the overall model or the model fits the data.

**Tabel 5. PLS Predict**

| | $Q^2$predict | PLS-SEM_RMSE | PLS-SEM_MAE | LM_RMSE | LM_MAE |
|---|---|---|---|---|---|
| Y.15 | 0.377 | 0.773 | 0.565 | 0.870 | 0.638 |
| Y.17 | 0.408 | 0.791 | 0.572 | 0.853 | 0.609 |
| Y.19 | 0.400 | 0.845 | 0.616 | 0.889 | 0.655 |
| Y.4 | 0.457 | 0.801 | 0.593 | 0.870 | 0.633 |
| Y.7 | 0.343 | 0.857 | 0.613 | 0.895 | 0.619 |
| Y.9 | 0.499 | 0.703 | 0.533 | 0.679 | 0.494 |
| Z.14 | 0.357 | 0.755 | 0.594 | 0.778 | 0.619 |
| Z.17 | 0.477 | 0.686 | 0.490 | 0.735 | 0.511 |
| Z.7 | 0.478 | 0.697 | 0.500 | 0.686 | 0.500 |
| Z.8 | 0.469 | 0.695 | 0.514 | 0.767 | 0.573 |
| Z.9 | 0.352 | 0.900 | 0.675 | 0.935 | 0.654 |

Source: Processed data (2023)

Based on these results, it can be concluded that the PLS model mostly has a lower value than the LM model, so it can be said that the PLS model used has medium predictive power.

**Tabel 6. Direct Effect Path Analysis**

| | Original Sample | Sampel Mean | Standard Deviation | T Statistics | P values |
|---|---|---|---|---|---|
| **X1 -> Y** | 0.325 | 0.323 | 0.071 | 4.588 | 0.000 |
| **X1 -> Z** | 0.308 | 0.308 | 0.079 | 3.902 | 0.000 |
| **X2 -> Y** | 0.398 | 0.406 | 0.096 | 4.162 | 0.000 |
| **X2 -> Z** | 0.565 | 0.568 | 0.073 | 7.744 | 0.000 |
| **Z -> Y** | 0.188 | 0.183 | 0.074 | 2.545 | 0.011 |

Source: Processed data (2023)

Based on the results of the path analysis in the table, the following results are obtained:

1. **The Direct Effect of Digital Literacy on Learning Independence**
   Based on the table above, it can be seen that the parameter coefficient of variable X1 on Y is 0.325, which means that there is a positive effect of digital literacy on learning independence. Based on bootstrapping calculations, the estimated coefficient value is 0.323, t-statistic 4.588 > 1.96, and p value 0.000 < 0.05. It can be concluded that the Student Digital Literacy variable has a direct and significant effect on Learning Independence.
2. **The Direct Effect of Self-Efficacy on Learning Independence**
   Based on the table above, the parameter coefficient of the self-efficacy variable on learning independence is 0.398, which means that there is a positive effect of self-efficacy on learning independence. The higher the self-efficacy, the more learning independence will also increase. An increase in X2 units will increase Y by 39.8%. Based on bootstrapping calculations, the estimated coefficient value is 0.406, t-statistic 4.162 > 1.96, and p value 0.000 < 0.05. It can be concluded that the Self-Efficacy variable has a direct and significant effect on Learning Independence.
3. **The Direct Effect of Learning Motivation on Learning Independence**
   Based on the table above, the parameter coefficient of the learning motivation variable on learning independence is 0.188, which means that there is a positive influence of learning motivation on learning independence. The higher the Learning Motivation, the more Learning Independence will also increase. A unit increase in learning motivation will increase Y by 18.8%. Based on bootstrapping calculations, the estimated coefficient value is 0.183, t-statistic 2.545 > 1.96, and p value 0.011 < 0.05. It can be concluded that the Learning Motivation variable has a direct and significant effect on Learning Independence.
4. **The Direct Effect of Digital Literacy on Learning Motivation**
   Based on the table above, the parameter coefficient of variable X1 on Z is 0.308, which means there is a positive influence of X1 on Z. The higher the Digital Literacy, the higher the Learning Motivation. An increase in X1 units will increase

Z by 30.8%. Based on bootstrapping calculations, the estimated coefficient value is 0.308, t-statistic 3.902> 1.96, and p value 0.000 < 0.05. It can be concluded that the Student Digital Literacy variable has a direct and significant effect on Learning Motivation.

5. **The Direct Effect of Self-Efficacy on Learning Motivation**

Based on the table above, the coefficient of the X2 variable parameter on Z is 0.565, which means that there is a positive effect of X2 on Z. The higher the Self-Efficacy, the higher the Learning Motivation. The higher the Self-Efficacy, the more Learning Motivation will also increase. An increase in X2 units will increase Z by 56.5%. Based on bootstrapping calculations, the estimated coefficient value is 0.568, t-statistic 7.744 > 1.96, and p value 0.000 < 0.05. It can be concluded that the Self-Efficacy variable has a direct and significant effect on Learning Motivation.

**Tabel 7. Indirect Effect Path Analysis**

| | Original Sample | Sample Mean | Standard Deviation | T Statistics | P Values |
|---|---|---|---|---|---|
| **X1 -> Z -> Y** | 0.058 | 0.057 | 0.029 | 1.970 | 0.049 |
| **X2 -> Z -> Y** | 0.106 | 0.103 | 0.042 | 2.553 | 0.011 |

Source: Proccesed data (2023)

6. **The Indirect Effect of Digital Literacy on Learning Independence Through Learning Motivation**

Based on the table above, it can be seen that the coefficient of the digital literacy variable parameter on learning independence through learning motivation is 0.058, which means that there is a positive effect of digital literacy on learning independence through learning motivation. The higher the Digital Literacy, the more Learning Independence through Learning Motivation will also increase. An increase in X1 units will increase Y through Z by 5.8%. Based on bootstrapping calculations, the estimated coefficient value is 0.057, t-statistic 1.970 > 1.96, and p value 0.049 < 0.05. It can be concluded that the Student Digital Literacy variable has an indirect and significant effect on Learning Independence through Learning Motivation.

7. **The indirect effect of Self-Efficacy on Learning Independence through Learning Motivation**

Based on the table above, it can be seen that the parameter coefficient of the self-efficacy variable on learning independence through learning motivation is 0.106, which means that there is a positive effect of self-efficacy on learning independence through learning motivation. The higher the Self-Efficacy, the more Learning Independence through Learning Motivation will also increase. A unit increase in self-efficacy will increase Y through Z by 10.6%. Based on bootstrapping calculations, the estimated coefficient value is 0.103, t-statistic 2.553 > 1.96, and p value 0.011 < 0.05. It can be concluded that the Self-Efficacy variable has an indirect and significant effect on Learning Independence through Learning Motivation.

## 4.2. Discussion (Sub-chapter)

**1. The Direct Effect of Digital Literacy on Learning Independence**

The results of the study can be concluded that the Digital Literacy variable has a direct and significant positive effect on Learning Independence. The higher the level of student digital literacy, the higher the level of student learning independence. conversely, if the lower the student's digital literacy, the lower the student's learning independence. The results of this hypothesis test are consistent with research conducted by Wahyuni et al. (2022) which states that digital literacy affects student learning independence. Students who have high literacy will also have high learning independence. According to the results of research by Perdana et al. (2019) digital literacy is needed by students in the learning process because digital literacy skills can help students develop knowledge, skills, and develop abilities in the digital era. In line with research conducted by Sudyana & Surawati (2021) which states that digital literacy affects students' learning independence in learning subject matter even though they are outside of school or at home via the internet.

**2. The Direct Effect of Self-Efficacy on Learning Independence**

The results can be concluded that the Self-Efficacy variable has a direct and significant positive effect on Learning Independence. The higher the level of student self-efficacy, the higher the level of student learning independence. conversely, if the lower the student's self-efficacy, the lower the student's learning independence. the results of this hypothesis test are proven by research conducted by Usman & Hasna (2020) which states that there is a positive effect of self-efficacy on learning independence. This shows that the higher the student's self-efficacy, the higher the influence on learning independence. In line with the research of Wijaya et al. (2022) which states that self-efficacy has a major influence on learning independence.

Self-efficacy is important to be applied to every student. this is in line with research conducted by Saptono & Wibowo (2018) which states that students who have an attitude of self-efficacy are able to determine the form of action in the learning process followed by how much effort will be expended, how strong students can survive in the face of obstacles and failures, and how responsible students are in dealing with these failures. Students who have high self-efficacy will believe they can face and complete difficult tasks and work given by the teacher.

**3. The Direct Effect of Learning Motivation on Learning independence**

The results can be concluded that the Learning Motivation variable has a direct and significant positive effect on Learning Independence. The higher the level of student learning motivation, the higher the level of student learning independence. conversely, if the lower the student learning motivation, the lower the student learning independence. These results are in line with the research of Wulanningtyas & Fauzan (2022) which states that learning motivation has a positive influence on learning independence. This is also in line with the research of Eriyanto et al. (2021) that learning motivation will encourage the emergence of learning independence because with motivation, students will be enthusiastic, encouraged, and passionate about changing attitudes to become independent. Research results from Saputra et al. (2021) which states that learning independence can be realized through high learning motivation in students. The high motivation of students to learn will have an impact on increasing student independence in learning.

**4. The Direct Effect of Digital Literacy on Learning Motivation**

The results can be concluded that the Digital Literacy variable has a direct and significant positive effect on Learning Motivation. The test results carried out are in line with research conducted by Kajin (2018) which states that digital literacy has a positive effect on student learning motivation. In line with Putri & Budayawan (2022) who found an interaction between digital literacy and learning motivation so that there is an influence of digital literacy on student learning motivation. The higher the level of students' digital literacy, the higher the level of students' learning motivation. conversely, if the lower the students' digital literacy, the lower the students' learning motivation.

**5. The Direct Effect of Self-Efficacy on Learning Motivation**

It can be concluded that the Self-Efficacy variable has a direct and significant effect on Learning Motivation. The test results are consistent with research conducted by Firmansyah et al. (2018) which states that self-efficacy has a positive influence on student learning motivation. These results are in line with the research of Farihah & Rakasiwi (2020) which states that self-efficacy is a factor that can affect learning motivation from within students so that students have high self-efficacy will affect the student's learning motivation. These results can be concluded that the Self-Efficacy variable has a direct and significant positive effect on Learning Motivation. The higher the level of student self-efficacy, the higher the level of student learning motivation. conversely, if the lower the student's self-efficacy, the lower the student's learning motivation.

**6. The Indirect Effect of Digital Literacy on Learning Independence Through Learning Motivation**

The results can be concluded that the Digital Literacy variable has a positive indirect and significant effect on Learning Independence through Learning Motivation. A person who has high digital literacy skills will use digital technology for economic learning, such as searching for learning on the internet and using digital devices such as computers, tablets, or cellphones. Digital literacy skills will increase student learning motivation due to the use of technological devices in finding learning materials and have an impact on student independence in completing assignments given with their own efforts without assistance from others. The higher the level of student digital literacy, the higher the level of student learning independence through learning motivation. In line with the research of Hendriyani et al. (2022) which explains that good digital literacy can find information from various sources via the internet, then learning motivation will increase when it can get information easily which will have an impact on students' independence in finding material and doing assignments independently.

**7. The Indirect Effect of Self-Efficacy on Learning Independence Through Learning Motivation**

These results can be concluded that the Self-Efficacy variable has a positive indirect and significant effect on Learning Independence through Learning Motivation. The results of this test are consistent with research conducted by Saragih et al. (2023) which states that when students have confidence in their ability to complete learning tasks, it will motivate them to achieve which will affect student learning independence. students

with high learning motivation due to high self-efficacy will have a positive effect on student learning independence. In line with Adnyana (2023) who states that a person who has high self-efficacy and motivation will have perseverance and strong belief in completing tasks.

## 5. CONCLUSION

Based on the results of research on the effect of student digital literacy and self-efficacy on student learning independence in economic subjects through learning motivation as an intervening variable in South Jakarta State High School, several conclusions can be drawn. A person who has high digital literacy skills will use digital technology for economic learning, such as searching for learning on the internet and using digital devices such as computers, tablets or cellphones. That way students will feel the benefits of digital literacy that supports the learning process in the digital era. Digital literacy skills will increase student learning motivation due to the use of technological devices in finding learning materials and have an impact on student independence in completing assignments given with their own efforts without assistance from others. The higher the level of student digital literacy, the higher the level of student learning independence through learning motivation.

The existence of self-efficacy and high learning motivation in students will lead to high learning independence. Students who are able to increase their confidence in their ability to complete a particular task by having the desire and desire to succeed will encourage the emergence of learning independence in students.

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