

## ANALYSIS OF FACTORS INFLUENCING THE READINESS OF ECONOMICS TEACHERS IN DIGITAL LITERACY-BASED LEARNING

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### Abstract (English)

Education is the foundation for societal progress, and in an increasingly advanced digital era, digital literacy has become an integral element in efforts to prepare future generations to face global challenges. In an educational unit, teacher's someone who plays an important role in learning, so teachers must prepare themselves for digital literacy-based learning first. Several factors that influence teacher readiness in digital literacy-based learning are training, self-determination and reading intensity. This research aims to identify factors that influence teacher readiness in digital literacy-based learning. The research method using a quantitative approach use primary data with data collection technique in the form of questionnaires. Analysis was carried out using a multiple linear regression models with the SPSS 29.0 analysis tools. The results from this research shows that training, self-determination and reading intensity have a positive and significant effect on teacher readiness in digital literacy-based learning in the independent curriculum.

### Abstrak (Indonesia)

Pendidikan merupakan dasar bagi perkembangan masyarakat, dan di era digital yang semakin berkembang, literasi digital telah menjadi bagian yang perlu diperhatikan dalam menyiapkan generasi di masa yang akan datang untuk menghadapi tantangan global. Di lingkungan pendidikan, guru memiliki peran utama pada proses pembelajaran. Oleh karena itu, guru perlu mempersiapkan diri untuk pembelajaran berbasis literasi digital terlebih dahulu. Beberapa faktor yang dapat mempengaruhi kesiapan guru dalam pembelajaran berbasis literasi digital antara lain adalah pelatihan, motivasi diri, dan intensitas membaca. Penelitian ini bertujuan untuk menganalisis faktor-faktor yang dapat mempengaruhi kesiapan guru dalam pembelajaran berbasis literasi digital. Metode penelitian yang digunakan dalam penelitian adalah pendekatan kuantitatif dengan mengumpulkan data primer melalui kuesioner. Alat analisis yang digunakan adalah model regresi linier berganda dengan menggunakan SPSS 29.0. Hasil penelitian menunjukkan bahwa pelatihan, motivasi diri, dan intensitas membaca memiliki pengaruh positif serta signifikan terhadap kesiapan guru dalam pembelajaran berbasis literasi digital dalam kurikulum merdeka.

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### Kata Kunci

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## INTRODUCTION

The Merdeka Curriculum's a curriculum that emphasizes the characters building of students and freedom of learning implementation tailored to the need of educational units. Teachers are given the freedom to develop learning media to form a meaningful learning process. One of the main characteristics of the independent learning curriculum is its focus on essential material, ensuring ample time for in-depth learning for students, such as fundamental competencies like literacy and numeracy. Among some of the key characteristics of the independent curriculum, it can be seen that literacy is also a key target in this curriculum.

Education is the foundation for societal progress, and in an increasingly digital era, digital literacy has become an integral element in preparing future generations to face global challenges. Digital literacy is not just about technical ability, but also about a deep understanding of how technology affects our lives at large.

The Ministry of Education, Culture, Research and Technology has sought to strengthen digital literacy for educators to solidify the concept of the Merdeka Curriculum. Various digital literacy programs are promoted so that these skills can be mastered by all levels of society. The spirit of creativity is fostered through educational platforms that provide digital teaching materials to support the optimization of the Merdeka Curriculum. The implementation of this new curriculum's certainly not an easy thing. There are several problems that must be faced, especially for a teacher as the main actor in the scope of education. However, the problem is that according to the Head of the Center for Information and Communication Technology in Education and Culture (Pustekkom) at the Ministry of Education and Culture (Kemendikbud) in 2023, only 40% of the total teachers in Indonesia are technologically literated, while the remaining 60% of teachers are still struggling with the use of technology.

A person who is not tech-savvy will reduce their credibility in front of others. In this case, students tend to underestimate them. It is as if the teacher is a person who lacks understanding of digital development. In fact, many student more tech-savvy than their teachers. This kind of gap cannot be left unchecked so as not to have fatal consequences in the education process. In addressing these problems, teachers as professionals in the world of education cannot close their eyes. It is imperative that teachers are skilled and know more about digital technology than their students.

By having economics teachers who are prepared in digital literacy, schools can create valuable learning experiences for students, help students develop relevant skills and prepare them for success in an increasingly connected and technology-driven global economy. Every reform has its own challenges and barriers. There are three challenges in learning, namely 1) the competence of educators and students in digital literacy; 2) the appropriate curriculum; and 3) facilities and infrastructure (Ariyati, 2020). The challenge for educators is to be able to operate digital-based hardware and software. In addition, educators also understand the pedagogical aspects of students from generations Y and Z, which are different from generation X characters. Therefore, educators needs learned method and strategies that are contributives and adaptives in developing students' competencies.

In general, the challenged face by educators in the revolution 4.0 era have two aspects, namely 1) overcoming the impact of technologies and globalizations which is very rapid; 2) the readiness of teachers to equip themselves to improve professional competence (Ismail, Suhana, & Hadiana, 2020). Law No. 14 Tanun 2005 outlines the role of educators, namely a professional person who teaches, educates, directs, guides, assesses, trains and assesses students at every level of education.

There have been previous studies related to various factors that have an influence on teacher readiness in digital literacy-based learning, the first of which is training. Training has a very important role in improving teacher readiness in digital literacy-based learning. The relationship between training and teacher readiness in this case is very close, because effective training can provided teachers with the good skill, knowledge and confidence they need to successfully integrated technologies and digital literacy in learning. Research conducted by Nurdin (2022) showed that teachers' digital literacy skills in writing classroom action research were related to teacher creativity. This indicates that training on digital literacy and teacher creativity can influence teachers' readiness to use learning technology and develop teacher competencies that are able to keep up with the development of digital-based education. Another study conducted by Septiana & Hanafi (2022) stated that teachers need to prepare themselves more thoroughly to implement the Independent Curriculum in learning activities because the learning materials provided by the government are all available in digital form, both in the Merdeka Mengajar application and on the Kemdikbud website. Therefore, training for teachers

is necessary to help them prepare for the changes in the Independent Curriculum, particularly regarding digital literacy-based learning.

Second, self-determination. Self-determination includes individual motivation, determination, and confidence to overcome challenges and achieve set goals. In the context of digital literacy-based learning, teacher self-determination can affect several things such as, teachers who have high self-determination tend to be more motivated to engage in learning and self-development related to digital literacy, helping teachers to remain persistent and persevere when facing obstacles and challenges in integrating digital literacy in learning. teachers who have high self-determination tend to be more willing to take risks and learn from their own experiences, and can be strong role models for students. A positive attitude and determination to overcome obstacles can have a positive impact on students' motivation and readiness in terms of digital literacy.

In a study conducted by Rini, Suryadinanta, & Efendi (2022), someone who has good self-determination in this case will certainly always easily motivate himself to continue learning, including in developing his digital literacy skills. Someone with good digital literacy tends to be able to take advantage of digital technology, besides that they will be able to analyze various information well. Digital literacy skills will make a person not careless in receiving information from digital media, and self-determination will have a big influence on that. Furthermore, it is explained that digital literacy can make a person able to created, collaborated and communicated effectively and understand how and when digital technologies is best used according to the conditions.

Third, reading intensity. Reading intensity includes reading activities carried out by teachers, both in the form of books, articles, online materials and other digital resources relevant to digital literacy. Through intensive reading, teachers can gain a more understanding of the concept and practise in digital literacy, knowing the latest developments in technology and digital literacy allows teachers to stay up-to-date with new trends and tools relevant for learning, develop creative ideas and innovative learning strategies that incorporate digital literacy in students' learning experiences, and teachers who read diligently about digital literacy tend to be more motivated to integrate these practices into their learning. They may adopt a more progressive and evidence-based approach to using technology in teaching.

In research conducted by Syah, Darmawan, & Purnawan (2019) Reading intensity can affect digital literacy skills applicatively, because basically digital literacy skills are the absorption of the use of digital information media in facilitating people's work. With an increase in reading culture, people become more aware and can sort out what digital information is needed, what news is credible, and avoid the public being trapped in misleading information such as exposure to radicalism or being trapped in fake news. This makes an indication that reading intensity is the main door in managing any literacy skills.

Based on that description of the background and previous research, it appears that there is an influence of training variables, self-determination variables and reading intensity variables to teacher digital literacy skills. However, the lack of research linking these variables to teacher readiness for digital literacy-based learning in the independent curriculum is the reasons for the researcher's interested in conducting the study.

## **LITERATURE REVIEW**

According to Agus Fitriyanto (2006) readiness is a condition where there must be harmony between mental, physical and experience stability so that an individual has the expertise to carry out a certain activity towards work. Brady (2009) a person could be seen as having work readiness if he has a personality that is ready to work as well as the necessary

defense methods, not just having an obligation, but also having the responsibility to maintain his job after he gets it.

Teacher readiness for learning refers to the combination of skills, knowledge, attitudes and resources required by a teacher to effectively design, implement and evaluate learning to suit student needs. This includes proficiency in planning curriculum-appropriate learning, the use of a variety of effective teaching strategies, classroom management skills, adaptation to technology, and the ability to motivate and support students' holistic development.

Mathis & Jackson (2002), which provides a definition of "Training is a process by which people achieve certain abilities to help achieve organizational goals therefore, this process is tied to various organizational goals, training can be viewed narrowly or broadly". Sulistiyan & Rosidah (2003) provide a definitions of training's a short-term educational processed using systematic procedures to change the behavior of employees in one direction to improves.

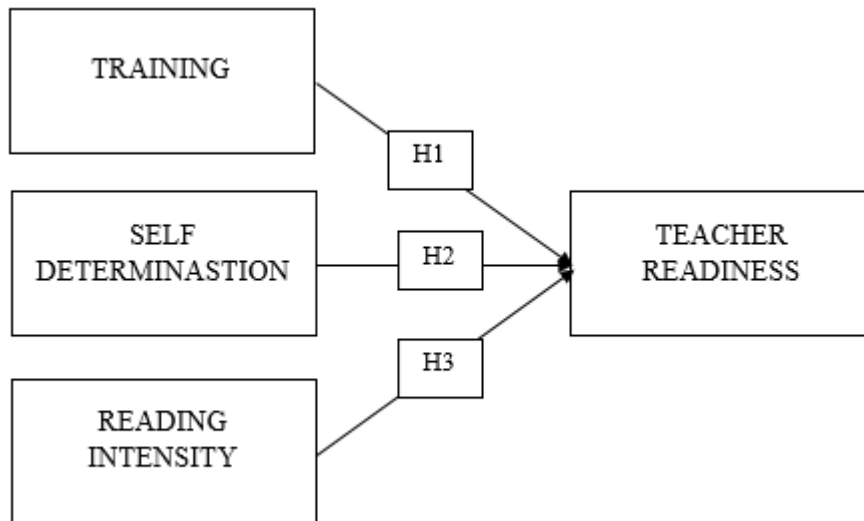
Ryan & Deci (2017) state that self-determination's an approach to human motivation and personality that used traditional empirical methods using organismic theories that focused on the importance of human resources (HR) for personality development and empirical theories derived from human motivation and personality in a social context that distinguishes motivation in autonomous and controlled parts.

Danifil stated that reading habits are voluntary activities because reading activities are personal needs. Reading activity can be said to be a habit if a person is automatically aroused to read in situations and conditions such as time, place, and type of reading can be fulfilled.

Reading intensity refers to how often and how long a person spends reading. It can be measured in a variety of ways, including the number of pages or words read in a given period of time, the frequency of reading in a day or week, or the duration of time spent reading each time a reading session is conducted. The definition of reading intensity may vary depending on the context. In general, reading intensity is often associated with a person's level of perseverance and commitment to reading. The more often and longer one reads, the higher the reading intensity.

## **METHOD**

This research used a quantitative approach and focuses on Economics Teacher Readiness in Digital Literacy Based Learning as a variable (Y). The independent variables of this research include Training (X1), Self-Determination (X2), and Reading Intensity (X3). The data used in this research's primary data, which comes from collecting questionnaire results from respondents, namely economics teachers in the East Jakarta region. The number of the samples used in this research was 40 teacher as respondents. The analytical instrument used is SPSS version 29.0 software. The research model in this study can be conclude as follow:



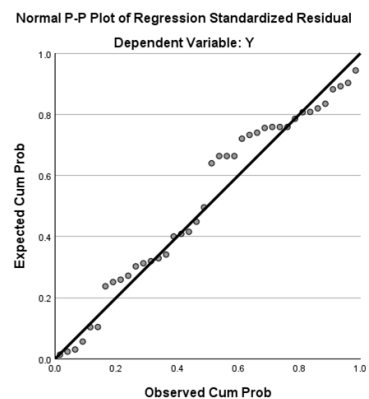
## RESULTS AND DISCUSSION

### A. Normality Test

**One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		40
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	3.41023992
Most Extreme Differences	Absolute	.126
	Positive	.102
	Negative	-.126
Test Statistic		.126
Asymp. Sig. (2-tailed) <sup>c</sup>		.109
Monte Carlo Sig. (2-tailed) <sup>d</sup>	Sig.	.108
	99% Confidence Interval	
	Lower Bound	.100
	Upper Bound	.116

- 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 926214481.



Based on that table above, results were obtained from tables and graphs as seen above. Asymp value. Sig in the Kolmogorov-Smirnov test is  $0.108 > 0.05$ . Apart from that, on the Probability Plotgraph, the data is spread along diagonal lines and directions. Thus, it can be concluded that the data meet the requirements of the normalities test assumption and has a normal distribution. Based on these results, this data can be considered to meet the requirements for parametric statistical testing.

### B. Multicollinearity Test

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	21.840	.136		160.010	<.001		
	Pelatihan	.487	.020	.592	24.839	<.001	.503	1.989
	Determinasi Diri	.236	.023	.284	10.382	<.001	.506	1.975
	Intensitas Membaca	.105	.017	.127	6.064	<.001	.698	1.433

a. Dependent Variable: Kesiapan Guru

The table above shows that the tolerance values for the training variable (X1) is 0.503, the tolerance values for the self-determination variable is 0.506 and the tolerance value for the reading intensity variable is 0.698, where this value's  $> 0.1$ . Meanwhile, the VIF value of the training variable (X1)'s 1.989, the VIF value of the self-determination variable (X2)'s 1.975 and the VIF value of the reading intensity variable is 1.433, which is  $< 10$ . Thus it can be concluded that in this study there were no multicollinearity problems.

### C. Heteroscedasticity test

		Coefficients <sup>a</sup>				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	21.840	.136		160.010	<,001
	Pelatihan	.487	.020	.592	24.839	<,001
	Determinasi Diri	.236	.023	.284	10.382	<,001
	Intensitas Membaca	.105	.017	.127	6.064	<,001

a. Dependent Variable: Kesiapan Guru

The table above shows that the significances value of the training, self-determination and reading intensity variables is  $< 0.001$  each, which is  $> 0.05$ . Thus, it can be concluded that the regressions model in this study is free from heteroscedasticity.

### Multiple Linear Regression Analysis

- The constant value of a has a positives value of 21,840, meaning that there is a direct influenced between the independent variables and the dependent variable. This shows that if all the independent variables which include Training (X1), Self-Determination (X2) and Reading Intensity (X3), has a value of 0, then Y on average is 21,840
- The regression coefficient values for the Training variable (X1) has a positive values of 0.487. This shows that if X1 experiences an increase of 1 score, then Y will increased by 0.487 assumption the other independent variables are considered constant. A positive sign means that there's a positive influence in the same direction between the independent variables and the dependent variable.
- The regression coefficient values for the Self Determination variable (X2) has a positive values of 0.236. This shows that if X1 experiences an increase of 1 score, then Y will increased by 0.236 assumption the other independent variables are considered constant. A positive sign means that there's a positive influence in the same direction between the independent variables and the dependent variable.
- The regression coefficient values for the Reading Intensity variable (X3) has a positive value of 0.105. This shows that if X1 experiences an increased of 1 score, then Y will increased by 0.105 assumption the other independent variables are considered constant. A positive sign means that there is a positive influence in the same direction between the independent variables and the dependent variable

## Simultaneous Test (f Test)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	334.040	3	111.347	8.838	<.001 <sup>b</sup>
	Residual	453.560	36	12.599		
	Total	787.600	39			

a. Dependent Variable: Kesiapan Guru

b. Predictors: (Constant), Intensitas Membaca, Determinasi Diri, Pelatihan

F count value (significance) is 0.001 which is  $<0.005$ . Based on the results of this calculation, the F table is 2.87. This means that Fcount with a value of 8.838 is greater than Ftable with a value of 2.87. Thus, it can be concluded that the training variables (X1), self-determination (X2) and reading intensity (X3) simultaneously influence the readiness of economics teachers in digital literacy-based learning (Y).

## Partial Test (t Test)

- A significance value  $<0.001$  was found for the training variable, which means the significance value was  $>0.05$ . Training (X1) has a calculated T of  $24.839 > 1.973$  T table. This means that the training variable (X1) have a positive and insignificant effect for the teacher readiness variable (Y).
- A significance values of  $<0.001$  was found for the self-determination variable, which means the significance value was  $>0.05$ . Self-determination (X2) has a calculated T of  $10.382 > 2,028$  T table. This means that the self-determination variable (X2) has a positive and insignificant effect for the teacher readiness variable (Y).
- A significance values of  $<0.001$  was found in the reading intensity variable, which means the significance value was  $>0.05$ . Reading intensity (X3) has a calculated T of  $6,064 < 2,028$  T table. This means that the reading intensity variable (X3) has a positive and insignificant effect for the teacher readiness variable (Y).

## Coefficient of Determination Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.651 <sup>a</sup>	.424	.376	3.549

a. Predictors: (Constant), Intensitas Membaca, Determinasi Diri, Pelatihan

Based on the table, the influence of training (X1), self-determination (X2) and reading intensity (X3) on teacher readiness (Y) has an R square values of 0.424 or 42.4%. With the conclusion, that the coefficient of determination R<sup>2</sup> or R square shows that training (X1), self-determination (X2), and reading intensity (X3) have the ability to explain 42.4% of teacher readiness (Y), while the remaining 57.6% influenc by other variables outside of this research

## DISCUSSION

- **The Effect of Training on Economics Teachers' Readiness in Digital Literacy-Based Learning**

The training variable (X1) have a positive and significant effects on teacher readiness (Y) according from the results of the calculation that have been carried out.

The learning motivation variables has a calculated T of 24.839 > T table of 1.973. Then, based on the results of the multiple regression analysis calculation, it is  $Y = 21,840 + 0.487X1 + 0.236X2 + 0.105X3$ , where the constant value is 21,840 which explains that the teacher readiness value (Y) is 21,840 if training (X1) is 0 and other variables are constant .

Based on the X1 coefficient value, it can be concluded that the influence of the training variable (X1) on teacher readiness (Y) is positive because the X1 coefficient values is positive and. This means that the higher the training, the better prepared an economics teacher is to carry out digital literacy-based learning. This is supported by facts in the field which state that research helps teachers to prepare themselves, improve their skills and build the self-confidence of economics teachers in digital literacy-based learning.

These result are supported by research conducted by Nurdin (2020) which states that training regarding digital literacy and teacher creativity can influence teachers' readiness to use learning technology and develop teacher competencies that are able to keep up with developments in digital-based education. Apart from that, according to Ayu Rizki Septiana & Moh Hanafi (2022), teachers can learn a lot to prepare themselves for implementation. Therefore, it is necessary to improve training for teachers to better prepare teachers to face the new digital literacy-based Merdeka Curriculum. Gusnita Sriwulandari, Slamet Rianto, Nila Afryansih (2023) also stated the same thing where teachers has a difficulty learning or utilizing basic skills for learning in the digital era, such as how to use all Microsoft future, making interesting and entertaining presentations, etc. and lack of independent curriculum training. or or lack of learning experiences regarding the independent curriculum. Training can be effective if it is supported by practice and evaluation from the conducting agency, including teachers and schools.

- **The Influence of Self-Determination on Economics Teachers' Readiness in Digital Literacy-Based Learning**

The self-determination variable (X2) have a positive and insignificant effects on interest in learning (Y) according to the results of the calculations that have been carried out. The learning motivation variable has a T count of 10.382 > T Table 2.028. Then, based on the results of the multiple regression analysis calculation, it is  $Y = 21,840 + 0.487X1 + 0.236X2 + 0.105X3$ , where the constant value is 21,840 which explains that the teacher readiness value (Y) is 21,840 if self-determination (X2) is 0 and other variables constant.

Based on the X2 coefficient value, it can be concluded that the influence of the self-determination variable (X2) on teacher readiness (Y) is positive because the X2 coefficient value is positive and significant. This means that the higher a teacher's self-determination, the higher the teacher's readiness for digital literacy-based learning. Where the facts found in the field are in line with a teacher's freedom in learning. Teachers can freely choose the desired learning method, according to their respective creativity. However, what you need to know is that there must be adequate facilities and infrastructure in schools to support digital literacy-based learning.

The results on this research are supported by research conducted by Riswanti Rini, Nurain Suryadinata, Ujang Efendi (2022) which states that self-determination have a positive and significant effect on digital literacy.

- **The Effect of Reading Intensity on Economics Teachers' Readiness in Digital Literacy-Based Learning**

The reading intensity variable (X3) has a positive and insignificant effect on interest in learning (Y) according to the results of the calculations that have been carried out. The learning motivation variable has a calculated T of  $6.064 > T$  Table of 2.028. Then, based on the results of the multiple regression analysis calculation, it is  $Y = 21,840 + 0.487X1 + 0.236X2 + 0.105X3$ , where the constant value is 21,840 which explains that the teacher readiness value (Y) is 21,840 if self-determination (X2) is 0 and other variables are constant .

Based on the X2 coefficient values, it can be concluded that the influence of the reading intensity variable (X3) on teacher readiness (Y) is positive because the X3 coefficient value's positives. This means that the higher a teacher's reading intensity, the higher the teacher's readiness for digital literacy-based learning. The facts found in the field are in line with these results. Economics teachers continue to try to find updated informations that can help support learning activities in schools. Where later this information will be linked to existing learning material

This statement is also supported by Rahmat Syah, Daddy Darmawan, Agus Purnawan (2019) who stated that reading intensity can affect digital literacy skills in an applicable way, because basically digital literacy skills are the absorption capacity of using digital information media to make people's work easier.

The results from this research contradict research conducted by Herawati Tardan (2023) which stated that reading intensity does not have a positive effect on digital literacy, because teachers can actually expand their knowledge on various topics related to education and everyday life. Books, articles and other reading sources can also help teachers to deepen their understanding of the material to be taught so they can provide better explanations to students.

## CONCLUSION

- a) The results show that training has a positives and significant effect on the readiness of economics teachers in digital literacy-based learning. This shows that the more training available for teachers, the higher the students' interest in learning.
- b) The results show that self-determination has a positives and significant effect on the readiness of economics teachers in digital literacy-based learning in the independent curriculum. This shows that the higher a teacher's self-determination, the higher the teacher's readiness in digital literacy-based learning.
- c) The results show that reading intensity has a positives and significant effect on the readiness of economics teachers in digital literacy-based learning in the independent curriculum. This shows that the higher the level of reading intensity of a teacher, the higher the teacher's readiness in digital literacy-based learning.
- d) The results show that training, self-determination and reading intensity have a simultaneous effect on the readiness of economics teachers in digital literacy-based learning in the independent curriculum.

## RECOMMENDATION

This research provides an explanation regarding several factors that influence teacher readiness in digital literacy-based learning. With this research, it is hoped that in the future more teachers will be ready for digital literacy-based learning, considering that technological developments are increasingly rapid. Digital literacy-based learning is expected to help

increase students' interest in learning activities, therefore educators are needed who are ready with appropriate learning methods. To prepare teachers for digital literacy-based learning, influencing factors can come from external or internal. For example, training as external support from the government and the schools to increase the skills of teachers and teachers must try to encourage themselves to change with the times, by increasing reading intensity or self-determination. By using this research, it is hoped that it can help teaching staff to prepare themselves for digital literacy-based learning and help future researchers to find out more about the related factors that influence teacher readiness in digital literacy-based learning.

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