

The Influence Of Social Support And Digital Literacy Ability On Students' Self-Efficacy

Makmur Solahudin^{1*}, Heru Sujiarto², Achmad Mudrikah³, Usep Kosasih⁴

^{1,2,3,4} Sekolah Pascasarjana Universitas Islam Nusantara

*Corresponding Author:

Email: makmursolahdin@gmail.com

Abstract.

The digital era brings students to various conveniences as well as challenges in the learning process. The learning mindset is no longer about the process of direct interaction between students and lecturers. Instead it has shifted to a single process of finding things out from all sources. Digital literacy ability, belief and self-confidence of students are needed in completing lecture assignments properly and on time. This study aims to analyze the effect of social support, digital literacy ability on student self-efficacy in the Depok City area. This study uses a quantitative approach with a survey method. The population is all students studying in Depok City with a sample of 410 students taken by random sampling. The results showed that the direct effect of social support on self-efficacy was indicated by the path coefficient value of 0.200 sig value. 0.000, the direct effect of digital literacy ability on self-efficacy is indicated by the path coefficient value of 0.344, the value of sig. 0.000, the simultaneous effect of social support, digital literacy ability on self-efficacy is indicated by the coefficient value of 0.210, Sig. F change. 0.000. From the results of the study, it can be concluded that social support and digital literacy ability have a positive and significant effect on self-efficacy individually or simultaneously.

Keywords: Social Support, Digital Literacy Ability, Self-Efficacy.

I. INTRODUCTION

In the era of 4.0 Industry Revolution, the development of digital technology has been an integral part of people's live, including education aspects in Indonesia. The use of digital technology in education made it possible for knowledge and ability to be transmitted continuously without face-to-face learning. Merdeka Belajar Kampus Merdeka (Freedom to learn Independent Campus) (MBKM) is one of the policies of the Minister of Education and Culture which is expected to be able to answer the challenges of higher education in order to produce excellent graduates in constantly changing conditions. The learning process at Kampus Merdeka is one of the most essential forms of student-centered learning. In today's digital era, freedom to learn (Merdeka Belajar) brings various conveniences and challenges for students in the learning process. The learning mindset is no longer about the process of direct interaction between students and teachers. Instead, they turn to a process of figuring out all the sources. Digital literacy, and self-confidence are needed to complete assignment on time and accurately. This study aims to analyze the effect of social support, digital literacy ability on student self-efficacy in the Depok City area.

1. Self-efficacy

Self-efficacy is a social cognitive competence that refers to the belief that each individual is capable of carrying out tasks. The higher the self-efficacy of the individual, the more confident he will be in his ability to succeed. Bandura et al. (1997) describe self-efficacy as a person's belief in his ability to organize and perform various activities needed to produce something. Baron & Branscombe (2011) define self-efficacy as a form of self-assessment of one's own ability to fulfill commitments or responsibilities in order to achieve certain goals and find a way out of existing problems. Wood & Bandura, (1989) suggested that self-efficacy is related to belief in one's ability as a form of cognitive ability to increase motivation and to perform the most effective behavior in all situations and conditions. Judge et al., (1999) describe self-efficacy as a positive measure of self-concept. Self-efficacy is an aspect of self-awareness that has a significant impact on a person's daily activities, because it determines the actions needed to achieve goals and anticipate opportunities that may arise. Gist, (1987) argues, people with high self-efficacy have a high level of belief that they can complete certain tasks, whereas people with low self-efficacy believe that they cannot complete those tasks.

He can even complete any task given to him. People with lower believe standards are more likely to give up under certain conditions. But it would be a different story for people who have high self-efficacy and pay harder effort to get the results they want. Of the many theories put forward by many figures, researchers reduces focus on the notion of self-efficacy, which refers to the ability to optimally solve problems that arise in various situations. This means that one's ability to take the necessary actions and make the level of self-confidence important in motivating employees to carry out tasks and achieve the desired goals is one element that will later be evaluated for better self-understanding. Aspects in self-efficacy are divided into three groups, namely level or magnitude (level of difficulty of the task being done), strength (strength of individual belief to be able to complete the task), and generalization or generality (broad area of behavior patterns of individuals obtained. from the results of beliefs to be used in other activities or situations). (Bandura et al., 1997).

2. Social Support

According to Sarafino et al., (2014), social support is a person's received support or perceived support related to the presence of comfort, attention, gratitude, and assistance. Gottlieb et al. (2000) define social support as verbal or non-verbal information, practical advice and support, or actions provided by someone familiar with the subject in the environment or social presence, or as a form of object. This can provide emotional benefits or influencing the recipient's behavior. Be in welfare; I feel psychologically safe because I am being cared for and I always get good advice and impressions. Thus, social support is help from the people around him, who have close social ties to the recipient. This form of support can be in the form of information, specific actions, or materials that make the person receiving the support feel loved, cared for, and valued.

Sarafino et al., (2014) divide social support into four aspects, those are: (1) Emotional Support is support that includes empathy and compassion to make people feel comfortable, cared for, and loved. (2) Tangible Support, which is direct assistance in the form of physical and material. (3) Informational Support is support in the form of advice, guidance, or feedback on what to do to solve a problem. (4) Companionship Support (communication support) is communication to create a sense of belonging and solidarity with a certain group of people who have the same interests and social activities by giving more time to one person.

3. Digital Literacy Ability

Digital literacy is a person's ability to search, analyze, use, and share information in the digital space through computers or gadgets. Digital literacy includes eight aspects, those are: (1) Functional ability are aspects of digital literacy related to ability in using information and technology; (2) Creativity is an aspect of digital literacy related to creative thinking using information technology in building knowledge; (3) Collaboration is the aspect of digital literacy related to how to build knowledge through the process of interaction, discussion and giving each other input through digital media; (4) Communication is the aspect of digital literacy related to the ability to hear, understand, and convey ideas; (5) the ability to select information; (6) critical thinking and evaluation; (7) Understanding of social culture; and (8) E-safety (security) (Hague & Payton, 2010). Of course, these eight aspects supports lectures in the current era of online learning.

According to UNESCO, digital literacy is Information and data literacy, Communication and Collaboration, Digital content creation, Safety, Problem Solving (Law et al., 2018). Digital literacy is not just a person's effort to use digital devices, more than that digital literacy is a person's ability to use digital information to meet their needs without compromising electronic security that is dangerous and safe. Including the development of the socio-cultural context. Students with good digital literacy ability having the ability to find the information needed on digital networks/internet is a factor in the success of academic learning (Dinata, 2021; Fadila et al., 2021). Digital literacy abilities will open opportunities for students to think, communicate, and create which ultimately leads to learning success (Dinata, 2021; Sujana & Rachmatin, 2019).

II. METHODS

This study uses a quantitative approach with survey methods and path analysis approaches. Data was collected through a questionnaire. The analysis was carried out by examining the relationship between research variables and measuring one variable with another. The population in this study were all students studying at universities in the Depok City area. The number of samples as respondents as many as 410 students were taken randomly.

1. Measuring Tool

In this study, social support variables were measured by a scale that refers to aspects of Emotional or Esteem Support, Tangible or Instrumental Support, Informational Support, Companionship Support developed by (Sarafino et al., 2014). The indicators that are used as the grid for this research instrument are derived from these four aspects and adjusted to the needs of the research. The statements contained in the questionnaire are 10 items with 5 items being positive (favorable) and 5 items being negative (unfavorable). From the results of the Validity Test using a sample of 30 students, the results obtained for all statement items ($r_{count} > r_{table}$) are said to be valid and those items are used for research instruments as outlined in the questionnaire. Reliability Test Results; The reliability coefficient was obtained from the calculation of the Cronbach Alpha coefficient of 0.805. These results indicate that the Social Support instrument has very high reliability. Digital literacy ability in this study was measured based on aspects developed by UNESCO which were adapted and in accordance with research needs. The aspects of digital literacy are Information and data literacy, Communication and Collaboration, Digital content creation, Safety, Problem Solving (Law et al., 2018). The indicators which are derived from the aspects and implemented into statements in the questionnaire are 20 items with 11 items being favorable and 9 items being unfavorable. From the results of the Validity Test, it is revealed that 2 items were invalid and 18 items were valid, 2 invalid items were removed from the instrument. The reliability coefficient is obtained from the calculation of the Cronbach Alpha coefficient of 0.931. These results show that the Digital Literacy Ability instrument has very high reliability.

The final instrument used for the Digital Literacy Ability variable were 18 items. The instrument used to measure the self-efficacy variable is the development of the General Self-Efficacy Scale (Schwarzer & Jerusalem, 1993) which was adapted into Indonesian by Novrianto et al., (2019). The questionnaire in this study was adapted to the research objectives. Indicators are derived from the aspects and implemented into statements in the form of a questionnaire totaling 10 items with 6 items being favorable and 4 items being unfavorable. The results of the Validity Test revealed that all statement items ($r_{count} > r_{table}$) were said to be valid and all statement items could be used for research instruments as outlined in the questionnaire. While the results of the reliability coefficient obtained from the calculation of the Cronbach Alpha coefficient of 0.926. These results indicate that the self-efficacy instrument has very high reliability. The assessment of the instrument uses a rating scale, namely: SD/A (Strongly Disagree/Agree), D/A (Disagree/Agree), N (Neutral), SA (Sufficiently Appropriate/Agree), VA (Very Appropriate/Agree). The assessment is carried out using a Likert scale that uses a numbered approach of 1 to 5, where for items that are positive SA: 1, A: 2, N: 3, SA: 4, VA: 5 and while for items that are negative SD : 5, D : 4, N : 3, SA : 2, VA : 1. Where the level of achievement of respondents can be divided into five categories according to the following table.

No	INTERVAL (%)	CATEGORY
1	20 - 36	Strongly Disagree (SD)
2	36 -52	Disagree (D)
3	52 -68	Neutral (N)
4	68 -84	Sufficiently Appropriate (SA)
5	84 -100	Very Appropriate (VS)

2. Data Analysis

Because this study using a questionnaire with a Likert scale, the researchers changed the ordinal data into intervals using the Successive Interval Tools (MSI) Method. Furthermore, the researchers carried out the steps of data analysis and hypothesis testing through the statistical data processing approach of IBM SPSS 26 for windows.

III. ANALYSIS AND DISCUSSION

1. Research Result

a. Self-efficacy

Based on the responses of 410 students to the 10 items of the instrument, it was found that the percentage of achieving the total score to the ideal score was 72.45%. Thus, the respondent's level of the self-efficacy variable is included in the Good category.

b. Social Support

Based on the responses of 410 student respondents to the 10 items of the instrument, it was found that the percentage of achieving the total score to the ideal score was 72.13%. Thus, the Respondent's Level of the Social Support variable is included in the Good category.

c. Digital Literacy

Based on the responses of 410 student respondents to 18 items of the instrument, it was found that the percentage of achieving the total score against the ideal score was 75.28%. Thus, a conclusion can be drawn that based on the respondents' responses, the level of the Digital Literacy Ability variable is in the Good category. The normality test in this study uses the Kolmogorov Smirnov normality test which is part of the classical assumption test. Based on the SPSS calculation with the One Sample Kolmogorov Smirnov Test, the significance value is 0.200. This value is greater than 0.05 ($0.200 > 0.05$). Thus it can be concluded that the data has a normal distribution.

Correlation coefficient

Testing Criteria:

- If the Significance Value is $< 0,05$ then there is a correlation.
- If the Significance Value is $> 0,05$ then there is no correlation.

Relationship Degree Guidelines

- Pearson correlation value $0,00 < r < 0,20$ then the correlation is very weak
- Pearson correlation value $0,21 \leq r \leq 0,40$. then the correlation is weak
- Pearson correlation value $0,41 \leq r \leq 0,60$. then the correlation is moderate
- Pearson correlation value $0,61 \leq r \leq 0,80$. then the correlation is strong
- Pearson correlation value $0,81 \leq r \leq 1,00$. then the correlation is very strong

Correlation Coefficient Table

		Social Support	Digital Literacy	Self-Efficacy
Pearson Correlation	Social Support	1,000	0,372	0,328
	Digital Literacy	0,372	1,000	0,418
	Self-Efficacy	0,328	0,418	1,000
Sig. (1-tailed)	Social Support	.	0,000	0,000
	Digital Literacy	0,000	.	0,000
	Self-Efficacy	0,000	0,000	.

Social support has a correlation coefficient of 0.372 on digital literacy ability with sig. 0.000. Because the value is $0.000 < 0.05$ and the correlation coefficient is 0.372, it can be interpreted that social support has a significant relationship with digital literacy ability with a weak degree of correlation. Social support has a correlation coefficient of 0.328 on self-efficacy with sig. 0.000, this result can be interpreted that social support has a significant effect on self-efficacy with a weak degree of correlation. Digital literacy ability has a correlation coefficient of 0.418 on self-efficacy with sig. 0.000. It can be interpreted that digital literacy ability has a significant relationship to self-efficacy with a moderate degree of correlation.

a. Path Coefficient

The structural model in the path analysis calculation is to calculate the magnitude of the influence of social support and digital literacy ability on self-efficacy,

Table Model Summary Linear Regression

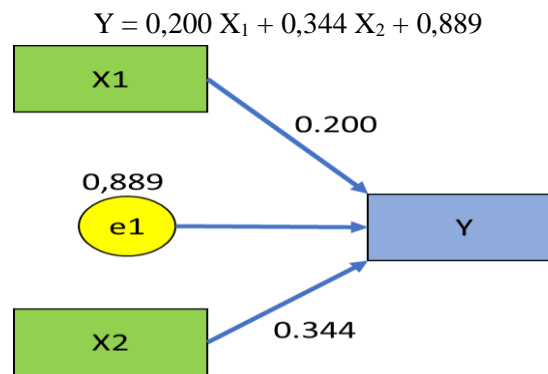
Model	R	R Square	Sig. F
1	0,458	0,210	0,000

Based on the results of calculations using SPSS and data analysis in the table above, the value of Sig. F change of 0.000 where $0.000 < 0.05$ can be interpreted that in social support and digital literacy ability there is a simultaneous correlation to self-efficacy. The magnitude of the influence of social support and digital literacy ability simultaneously has an effect of 0.210 or 21% on self-efficacy. The rest of the effect can be calculated by 1-R square $(1-0.210) = 0.79$ or 79%, meaning that 79% self-efficacy is influenced by things outside this study. While the error factor e can be calculated $e1 = (1-R \text{ Square}) = \sqrt{(1-0.21)} = 0.889$.

Path Coefficient Table on Self-Efficacy

Variable	Path Coefficient	t	Sig.
Social Support	0,200	4,213	0,000
Digital Literacy Ability	0,344	7,243	0,000

Based on the table, it can be analyzed that the value of sig. social support of 0.000 where $0.000 < 0.05$, are concluded to be the case that social support has a direct and significant effect on self-efficacy. Whereas, the path coefficient shows 0.200 and the t-count shows 4.213, then it can be interpreted that because the value of $4.213 > 1.96$ (ttable), there is social support that has a significant positive direct effect on self-efficacy. Sig value of digital iteration capability of 0.000. where $0.000 < 0.05$, the path coefficient is 0.344 and the tcount value is 7.243 where the value is $7.243 > 1.96$, it can be interpreted that digital literacy ability has a significant positive direct effect on self-efficacy. The magnitude of the path coefficient can be described as follows:



Structure Path Coefficient Chart

2. Discussion

a. The Effect of Social Support on Self-Efficacy

The results of the path analysis show that the effect of social support on self-efficacy has correlation coefficient of 0.372, the path coefficient 31 of 0.200, the value of sig. 0.000 where the value is $0.000 < 0.05$. Thus, it can be interpreted that social support has a significant positive direct effect on academic resilience. It can be concluded that the magnitude of the effect of social support on self-efficacy shares 20% influence, while the remaining 80% is influenced by other factors not examined in this study. According to the theory of convergence the role of the environment is very important in individual development. There are two types of interactions between individuals in the social environment, namely primary and secondary. The primary environment occurs when the relationship between individuals is strong compromises both physical and emotional, in general, they have known each other well for a long time, for example a family or spouse. The primary environment is very influential on individual development. For example, parents will have more influence at home, have higher authorities on personal life, culture and socialization patterns that will determine attitudes, behavior and educational processes for their children (Walgito in Hasanah & Setiaji, 2019). The secondary social environment is a social environment in which interactions between individuals are generally limited, the influence of the environment is not too significant because individuals place themselves as a mere part of the social environment that needs to interact. Efficacy is determined by various elements, and one of these factors is support. Sources of support are a combination of circumstances that encourage self-confidence and self-believe. (Siamben et al., 2021) said that several factors that have a role in developing self-efficacy are preconceptions about self-ability, self-conclusion about the difficulty of the task being completed, and also the support from the family.

According to Alwisol (Aulia & Ira, 2022) the self-efficacy of each individual in a disharmony situation varies depending on the abilities, the existence of other individuals and their physiological and emotional conditions. Self-efficacy relates to the context in which actions occur to produce certain outcomes. The environment where the individual lives has an impact on the efficacy of students. Individuals should exhibit effective and synchronized exclusive behavior oriented to what they want and work to obtain it through high self-efficacy combined with a responsive environment. So that a responsive environment is needed, namely an environment that helps students deal with problems, cases, and provides assistance as quickly as possible so as not to interfere with their development goals (Aulia & Ira, 2022). In the context of students in this study, self-efficacy is influenced by the support received (received-support) related to the presence of comfort, attention, appreciation and help. The implementation of the research results is, social support has a positive effect on student self-efficacy. Forms of social support can be in the form of emotional support, physical support (tangible), information support and togetherness support, both from family, lecturers, and peers from students who can provide confidence, comfort, attention, appreciation and help.

b. The Effect of Digital Literacy Ability on Self-Efficacy

Based on the results of the path analysis of the influence of digital literacy ability on self-efficacy, the correlation coefficient is 0.418, the path coefficient is 0.344, the value of sig. 0.000 where the value is $0.000 < 0.05$. Thus, it can be interpreted that digital literacy ability have a significant positive direct effect on self-efficacy. The magnitude of the influence of digital literacy ability on self-efficacy is 34.4%, the remaining 65.6% is influenced by other variables not examined in this study. Digital literacy is not just about using new ability, learning how to use new tools, or applying tools in the learning process. On the contrary, digital literacy is the ability that allows people to use technology and explore various information on the Internet flexibly. The ability of using the technology to access today's information may change in the future, but digital literacy shapes people who are ready for future's change, whatever the future may be (Summey, 2013). From this study, it can be seen that the influence of digital literacy ability is moderately high on student self-efficacy. This result shows that digital literacy ability affect students' confidence in completing their assignments.

Wood & Bandura, (1989:407) defines self-efficacy as a form of cognitive ability that motivates confidence and belief in one's own abilities and produces the most effective behavior for the situation and its demands. In the current situation where almost all learning processes are related to digital technology, good digital literacy ability can increase students' confidence in academic achievement, while poor digital literacy ability reduce students' confidence and confidence in completing academic assignments. Three things that need to be considered from digital literacy ability based on this research are, firstly the issue of digital safety, where the prolonged use of gadgets (more than 12 hours) will have an impact on physical and mental health, secondly online learning obstacles are still perceived as a difficulty for students, and thirdly digital ability where the use of applications supporting learning is still considered obstacles by 24% of students. The implementation of the research results is that digital literacy ability has a positive effect on students' academic resilience, the forms of abilities that students need to have well are information and data literacy, communication, creativity, safety and problem solving. It takes an active role from the government, higher education institutions, and lecturers, entrepreneurs to increase digital literacy in students and create a good digital ecosystem in the education sector.

c. Effect of Social Support, Digital Literacy Ability on Self-Efficacy

Based on the results of the path analysis of the simultaneous influence of social support and digital literacy ability on self-efficacy, the path coefficient is 0.210. Value of Sig. F change. 0.000 where the value is $0.000 < 0.05$. Thus, it can be interpreted that social support and digital literacy ability simultaneously have a significant positive direct effect on self-efficacy. The magnitude of the simultaneous influence of social and digital literacy ability on student self-efficacy is 21.0%, the remaining 79% is influenced by other variables not examined in this study. The magnitude of the path coefficient can be described as follows:

$$Y = 0,200 X_1 + 0,344 X_2 + 0,889$$

Y = Self Efficacy

X1 = Social Support

X2 = Digital Literacy Ability

According to Bandura et al., (1997) self-efficacy has several influencing factors, including experience in mastering subjects, vicarious experience, social persuasion, physical condition and emotional state. Past conditions can affect the achievement of self-performance, these conditions can increase self-efficacy if one manages to overcome difficulties and complete tasks well. Achievements that can be reached in the past had significant impact on increasing expectations and opportunities to on self-efficacy. However, if the individual has had performance problems in the past, it will have a negative impact on self-efficacy. Vicarious experience, is the experience of others who are considered to have equal abilities and successfully solve the problems faced by the person. It can be a reference that can increase self-efficacy. Whereas when people experience failure in carrying out their duties and have competencies that are considered equal, there will be a decrease in the level of self-efficacy. Social persuasion is an effort that is carried out verbally which aims to make a person increase confidence and self-belief in doing a task and succeed in making an agreement and conformity with the person being persuaded. Persuasion can be manifested by logical and rational arguments using valid information. Social persuasion can affect self-efficacy through increasing trust in the persuasion provider and being realistic in seeing the reality on the ground.

In general, a person's performance can be reduced if there are negative emotions such as fear, anxiety, stress, and low expectations. But it will be different if the increase in positive emotions arise. Thus if the level of negative stimulation is high then the individual's self-efficacy will be lower. Social support from family, peers, lecturers and special people can help in controlling emotions, anxiety, stress or increasing expectations in completing student academic tasks. Thus, good digital literacy ability can improve individual performance and foster a sense of trust and confidence in completing academic tasks. Besides that, it can also enrich the vicarious experience through digital media. So that the ups and downs of social support and digital literacy ability affect the student self-efficacy, and can help in self-evaluation of the students. Self-efficacy is a form of evaluation of self-performance in carrying out a task and responsibility as well as an obligation to achieve the specified target and find a way out to overcome any existing problems (Baron & Branscombe, 2011). From the explanation above, it can be concluded that social support and digital literacy ability are part of the factors forming self-efficacy, and have a positive and significant effect.

IV. CONCLUSION

Based on the analysis and discussion of research results regarding the effect of social support and digital literacy ability on student self-efficacy in the Depok City area, the following conclusions can be drawn:

1. The results of the path analysis show that the effect of social support on the efficacy of the correlation coefficient is 0.372, the path coefficient is 0.200, the value of sig. 0.000 where the value is $0.000 < 0.05$. Thus, it can be concluded that social support has a significant positive direct effect on self-efficacy.
2. Based on the results of the path analysis of the influence of digital literacy ability on self-efficacy, the correlation coefficient is 0.418, the path coefficient is 0.344. sig value. 0.000 where the value is $0.000 < 0.05$. Thus, it can be concluded that digital literacy ability have a significant positive direct effect on self-efficacy.
3. Based on the results of the path analysis of the influence of social support and digital literacy ability simultaneously on self-efficacy, the path coefficient is 0.210. Value of Sig. F change. 0.000 where the value is $0.000 < 0.05$. Thus, it can be concluded that social support and digital literacy ability simultaneously have a significant positive direct effect on self-efficacy.

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