

**THE INFLUENCE OF LITERATURE DIGITALIZATION ABILITY AND
WILLINGNESS TO DEVELOP ON STUDENT ACHIEVEMENT OF THE FACULTY OF
APPLIED TECHNOLOGY UNSUR**

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ABSTRACT

Academic achievement is one of the measures of student success when attending formal education level. Students who excel academically have their own pride because they have different opportunities compared to students who do not excel. These opportunities are in the form of opportunities in obtaining scholarships or opportunities for a career in a prestigious company. No wonder every student competes for better academic achievement. This study was conducted to look for factors that influence the success of students academically. Many other studies try to explore these factors, one of which is the motivational factor. With the presence of data in all the times including the world of education that tries to do the process of learning online with platform digital. Of course, there is one factor that is still rarely studied by some researchers, namely the digital ability factor of students in the era of literary digitization today. The researchers tried to explore this factor by conducting a survey method study of 33 ELEMENT students. From data processing using SPSS, it was found that there is a significant influence between students' digitalization ability on academic achievement but the influence of willingness to progress has no effect on academic achievement.

Keywords: Ability to digitalize literature, internet, data, academic achievement

INTRODUCTION

Success is one of the factors that encourage people to always strive to be the best in whatever field they are in earnest. Success depends on the position and perception of success of each person. So, the success for everyone will vary including students. Perhaps student success can be measured through achievements achieved in the world of education, both academic achievement and non-academic achievement.

Academic achievement is one of the successes that can be achieved by students in achieving their academic goals as a stepping point in achieving the next achievements. It is a pride for students when achieving academic achievement in universities where science is studied. So that every student competes in achieving academic achievement with all their might to obtain the prestigious position, because by academic achievement students will get various opportunities that are not obtained by non-achievement students.

The current global situation is characterized by the rapid flow of information and knowledge available in cyberspace. Every student at anytime, anywhere can access the science of year quickly without being constrained by time and place. According to (Fahrizandi, 2020) the importance of a digitalization of libraries by universities that are still constrained by human resource capabilities. However, the abundance of science in cyberspace does not guarantee students in achieving academic success despite having the same opportunities for every student, so it is necessary to learn strategies online (Hardoyono, 2007) Because the ability of each student varies in managing the science or so-called literature digitization ability. According to (Suheri, 2019) explained that students' soft skills to the use of the internet is very important in supporting the success of offline learning.

Then academic success is also influenced by a variety of factors, one of which is the

willingness to develop. The individual's internal ability is one of the driving motors of students in achieving what they want to achieve. According to (Martoredjo, 2013) stated that the success of students is determined by emotional maturity (soft skills) consisting of self-awareness, self-control, motivation, empathy and social skills. With this willingness to be active in finding, managing and using the information and knowledge that is in him in developing his ability to be more accomplished. More specifically (Sukei et al., 2019) explains how creative thinking helps in academic achievement in the field of Writing. Meanwhile, according to (Syuhida et al., 2017) explained that there is a positively self-regulated influence on the ability to write in English.

The ability to digitize literature and the willingness to develop are variables that influence a student's success. These variables are hypothetical variables that will be empirically tested in this study. Previous research has stated that the willingness to develop or often referred to as motivational factors are many who do research with motivational variables such as those conducted by (Poerwati, 2010), (Sri Mulinda, 2018), (Pratiwi, 2017), (Martoredjo, 2013), (Rusmiati, 2017) and the studies showed a very strong relationship to academic achievement of learners (students and humans).

However, research related to the ability to digitize literature is still rare and still does not provide a thorough explanation of what kind of digitalization ability can improve students' academic achievement. As done by (Wijaya, 2016) found the findings of students' ability in using word office and internet to affect student achievement.

Then (Fahrizandi, 2020) more towards the use of information technology in libraries, while (Muhasim, 2017), (Sihotang, 2003) more leads to the influence of digital technology that affects the level of motivation and influence of information technology capabilities on work readiness. (Suheri, 2019) in qualitative research stated that the move from offline to online is not only necessary for the readiness of teachers but also needs readiness from learners related to the use of information technology digitally. It is necessary to further research on the role of literature digitization ability by students in improving academic achievement because this research is still rarely done by previous researchers.

Many factors that cause increased academic student achievement, can be caused by intelligence factors and other factors such as the emotional intelligence of the student itself. Some research shows that the ability to manage soft skills is very influential on academic achievement, such as self-motivation, emotional intelligence.

The ability to digitize literature is one of the most important variables today considering that all information and science are massively developing in cyberspace. The ability to use existing technology in searching for an article in cyberspace helps the student in question to fast and precisely understand the material he wants to learn. If students have difficulty in using digital applications, it will certainly make it difficult to obtain the source of science appropriately and quickly which in turn will hinder the ability to understand the concept of science. Willingness to develop is one of the variables of this research that greatly affects students' academic achievement.

Often the level of student intelligence brings its own pride that leads to laziness in exploring sources of knowledge from outside, relying too much on the ability of intelligence. This makes a long list of how many students who are classified as smart and intelligent are even left behind by students who have average intelligence but have a strong willingness and motivation in improving their academic achievement.

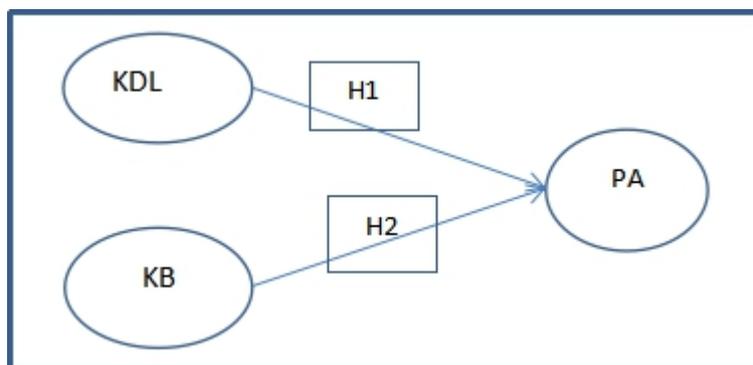


Figure 1. Conceptual Models

The hypotheses constructed are as follows:

Some previous studies have shown positively the influence of information technology in improving students' academic achievement as conducted by (Wijaya, 2016) on IKIP PGRI students. Meanwhile, (Muhasim, 2017) in the research is not directly the impact of digital technology on students' ability but more on the learning motivation of learners. Meanwhile, according to the research (Sihotang, 2003) examined the influence of learning achievement and the ability to master information technology on work preparation, so that based on previous research, hypothesis 1 was compiled as follows:

Hypothesis 1 (H1): The Ability to Digitize Literature positively improves Academic Achievement

That people's willingness to develop is one of the factors underlying one's success. People who realize their shortcomings then try to achieve what they want more potential to be more accomplished compared to people who have intelligence but are not utilized optimally. A study showed that motivation greatly influenced performance as performed by (Rusmiati, 2017) in Madrasah Aliyah students, then conducted by (Mustamin & Sulasteri, 2013) in reviewing the success factors of student achievement and one of the factors that influenced it was the motivation factor. While some other research is similarly such as (Syarifuddin, 2011), (Pratiwi, 2017), (Sirait, 2016) shows there is a strong relationship between learning motivation and academic achievement. Based on previous research make the second hypothesis as follows:

Hypothesis 2 (H2): Willingness to Develop positively improves academic achievement

Hypothesis 3 (H3): Willingness to develop and The Ability to Digitize literature simultaneously to learn academic achievement.

METHOD

This research uses survey method for students of applied technology faculty in UNSUR. Survey method is a method of collecting data through questionnaires that are shared with each respondent. According to (Creswell, 2012) divide the survey into two parts namely cross sectional and longitudinal. While this research uses cross-sectional method in collecting data through survey. Research planning is a stage proposed in a study to investigate existing problems (Gay & GEM; 2016). The survey method was conducted on 33 students of level 3 for Indonesian language courses.

FINDINGS AND DISCUSSIONS

By using data processing using SPSS, the research results are as follows: 1. Classic Assumption Test

This test is done to find out whether the data contained in the sample is distributed normally or not, this normality reduces the bias produced in the regression analysis. It can be seen in Figure 2 (a) and (b) that the variable independent data in this case is academic achievement around the diagonal line of Figure 2 (b) this indicates that the data can be said to be distributed normally.

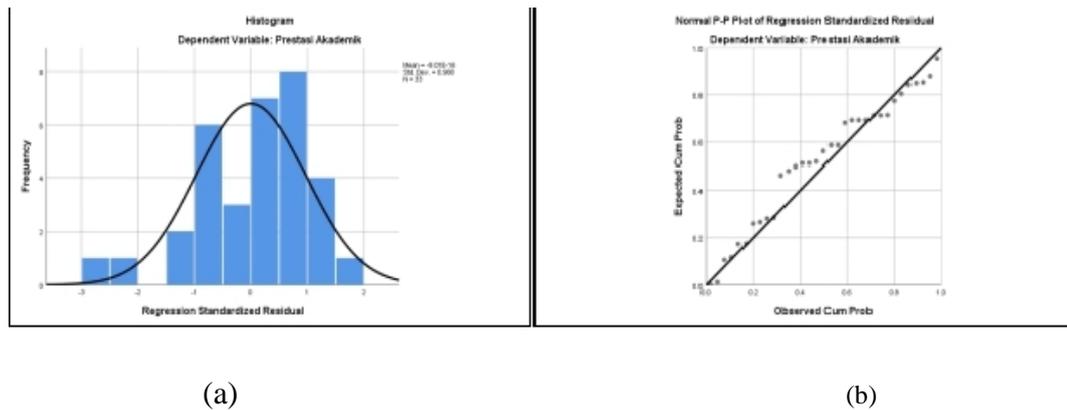


Figure 2. Histogram (a), Normal P Plot (b)

2. Hypothesis test

The hypothesis tested consists of 3 hypotheses, namely:

- a. H1: Ability to Digitize Literature to Academic Achievement
- b. H2: Willingness to progress towards academic achievement
- c. H3: Simultaneous influence of literary digitization ability and Willingness to Advance on Academic Achievement

Table 1. Independent variable coefficient against dependents

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	52.592	5.138		10.237	.000		
Kemampuan Digital	.111	.045	.407	2.439	.021	.997	1.003
Kemauan Maju	-.005	.042	-.020	-.120	.905	.997	1.003

a. Dependent Variable: Prestasi Akademik

From the coefficient table, it is known that students' digital ability scores a smaller significance of 0.021 compared to 0.05 which means that students' digital ability significantly affects student achievement. While the willingness to progress with greater significance compared to the alpha score of 0.905 which has no positive effect on academic achievement. What is interesting about the results of this study is why the willingness to progress does not support learning outcomes or academic achievement. It can be explained that to achieve academic success is not just a willingness to progress. That the willingness to progress is something very important, but with today's conditions have changed where there is a shift in methods and forms of learning where it has undergone a shift due to the influence of the internet or IOT, so that the digitalization of learning methods from face-to-face to virtual, from hard copy to soft copy.

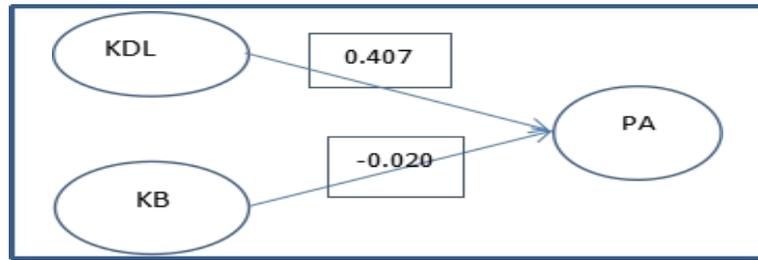


Figure 2. Beta value

All knowledge materials now exist in cyberspace so that everyone can access that knowledge anytime and anywhere without being limited by time. So that the willingness to progress without being accompanied by other abilities in this case is how the ability of students digitally, began to seek knowledge independently on the internet and then studied seriously to improve academic achievement is something very important although in this study only contributed 16.7%.

Table 2. Independent variable contributions to dependents

Model Summary ^b					
Model	R		Adjusted R Square	Std. Error of the Estimate	
1	.408 ^a			1.77552	
a. Predictors: (Constant), Kemauan Maju, Kemampuan Digital					
b. Dependent Variable: Prestasi Akademik					

From the summary table, it can be found from the R Square value that the variable contribution of students' digital ability and willingness to progress is only 0.167 or 16.7% to academic achievement. While 83.3% were influenced by other variables that did not fall into the research variable. This can be the result of only a small number of variables being taken as variables that underestimate academic achievement.

Table 3. Anova

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	18.941	2	9.470	3.004	.065 ^b
	Residual	94.575	30	3.152		
	Total	113.515	32			

Ico

a. Dependent Variable: Prestasi Akademik

b. Predictors: (Constant), Kemauan Maju, Kemampuan Digital

From this Anova table it can be read that the simultaneous influence of the digital capability of students and the willingness to advance has no effect this can be seen from the significance value of 0.065 which is greater than 0.05

CONCLUSION

This study tries to test the factors that affect the academic achievement of UNSUR students. By taking variables the ability to digitize literature and the willingness to advance as an independent variable. One variable studied regarding the digital age is how digitally capable students are today. That why it is tasted because with the condition of the era that has shifted from the analogue era to digital should be expected there is one ability owned by students related to their digital abilities. Assume that the level of ability digitally will have a significant effect on academic achievement.

From the results of the study showed that it turns out that digital ability positively affects academic achievement even though the willingness to progress has no significant effect. This means that the willingness to advance capital alone is not enough at this time there needs to be other factors that can increase the ability of academic achievement.

However, this study has limitations, especially the variables used still do not answer the factors that affect academic achievement. It a deepening for other researchers to add to their independent variables. Then related to the number of samples used is still very limited only surrounded by one of the private universities in Cianjur so this research has not been able to give generalization of research results.

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