PAKISTAN ISLAMICUS
(An International Journal of Islamic and Social Sciences)
Volume:04, Issue:03, 2024, Pages:131-145
Journal Website: https://pakistanislamicus.com/index.php/home
Publisher Website: https://www.mircpk.net

ASSESSING THE INTERPLAY OF DIGITAL LITERACY SKILLS AND COMPUTER SELF-EFFICACY IN ENHANCING FUNCTIONAL SKILLS AT ISLAMIC SECONDARY SCHOOL LEVEL IN DISTRICT MUZAFFARGARH

***Muhammad Kashif Majeed[1], Dr Muhammad Waris Ali[2], Professor Dr Tunku Badariah Ahmad[3]**

[1] PhD Scholar Education Department, International Islamic University, Malaysia.
[2] Assistant Professor, Department of Islamic Studies, Lahore Garrison University, Lahore, Punjab, Pakistan.
[3] Professor, Education Department, International Islamic University, Malaysia.

ARTICLE INFO

Article History:

Received: July 22, 2024
Revised: August 21, 2024
Accepted: August 24, 2024
Available Online: August 27, 2024

Keywords:

Students Learning
Basic Computer Operations
Confidence with Computers
Essential Computer Use
Using Digital Tools

Funding:

This research journal (PIIJISS) doesn't receive any specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

ABSTRACT

This study tested how digital literacy affects computer self-efficacy and functional skill development through secondary assessment at Islamic schools in Muzaffargarh south Pakistan. This research uses a quantitative approach and performs its analysis with SPSS version 22. The research population consists of teachers working in Muzaffargarh south Pakistan. The research team explored 450 teachers because they represent its research focus. The aggregate linear abnormality method serves as the tool for possibility analysis within this research.Data shows digital literacy and computer self-efficacy did not influence teachers' digital tool use while digital tools showed a definite impact since its significance value (0.000) falls below 0.05. linear abnormality method is used for possibility analysis in this study. The results of data analysis show that the digital literacy variable has a significance value of 0.067 > 0.05 and computer self-efficacy has a significance value of 0.067 > 0.05 so that it can be determined that these two variables had no effect on digital tools and functional skills in Muzaffargarh Islamic secondary school teachers, whereas the digital tolls variable has a significance value of 0.000 <0.05, it is certain that it has an influence on the use of the digital literacy tools of Muzaffargarh south Pakistan Islamic secondary teachers.

***Corresponding Author's Email: kashifmajeed.edu.my@gmail.com**

INTRODUCTION

At the present report: Today is our digital age when everything transforms into digital while digital terminals gain fast acceptance around the globe. Digital tools keep growing worldwide and connect people from every society. School children and students use technology tools for education and training across shooting centers, hospitals, and colleges. Not all teachers and students utilize technology successfully yet. Several social and environmental instances both raise effectiveness of Digital literacy tools and improve self-assurance in computer use particularly among Islamic secondary school teachers of Muzaffargarh district Pakistan.

People can use digital literacy tools better when they believe in their own skills at using computers and have basic hardware knowledge. People with strong self-assurance trust their skills with digital literacy tools when they access technology to function. Digital literacy describes how someone uses online technology to find content interact with information and present what they discover. Digital technology works because people use it starting with educators and family meetings and continuing through social media activities. In Muzaffargarh south Pakistan school's teachers who regularly access and use ICT technology need to improve their digital literacy skills while mastering digital tools and enhancing their practical ability. To investigate teacher understanding of digital tools and presentation techniques this investigation will take place at the Islamic secondary schools of Muzaffargarh south Pakistan. Research reveals that only three elements shape Digital technology adoption and self-confidence in using computers.

Researchers have limited their observations to this rural Pakistani district since no related studies exist for using digital tools in secondary Islamic school teachers. Our study focuses on examining secondary Islamic school teachers for research analysis. Digital literacy plus computer self-efficacy along with enhancing skills directly helps secondary school teachers at Muzaffargarh use digital tools effectively. Research indicated that understanding digital tool usage standards among secondary Islamic school teachers would help the field develop more supportive strategies to enhance these teachers' digital tool uses (Pandin, Prihastuty, Trihastuti, & Yustini, 2023).

STATEMENT OF THE PROBLEM

Modern digital education changes challenge Pakistan's District Muzaffargarh secondary Islamic school teachers as they try to learn digital skills and build computer confidence to work better with computers. As tech grows important in learning environments teachers struggle with both digital knowledge and technology confidence which blocks their professional teaching abilities. This research examines digital literacy and computer self-efficacy together to bridge this gap and help teachers develop needed functional skills for today's education system.

OBJECTIVES OF THE STUDY

1. This study evaluates how digital literacy affects teacher functional skills at secondary Islamic schools in the south Pakistan district of Muzaffargarh.
2. This research studies how teaching self-confidence with computers affects practical subject abilities at Pakistani middle school teachers in district Muzaffargarh.
3. This research studies how digital literacy and computer self-efficacy work together to affect functional skills for secondary Islamic school teachers across Muzaffargarh's southern schools in Pakistan.
4. This study measures how better digital literacy and computer self-efficacy help improve teachers' functional abilities in secondary Islamic schools of Muzaffargarh district's south Pakistan schools.

RESEARCH QUESTIONS OF THE STUDY

1. How do digital literacy skills affect teachers' effective performance at secondary Islamic schools in Pakistan's district Muzaffargarh?
2. How well trainees perform their tasks at school depends on their computer self-confidence in Pakistan's district Muzaffargarh south.
3. How do digital literacy skills and computer self-efficacy work together to improve professional skills among secondary school teachers at Islamic schools in South Pakistan's Muzaffargarh district.
4. How does digital literacy plus computer self-efficacy training help secondary Islamic school teachers master their job in Pakistan's Muzaffargarh district South Zone?

SIGNIFICANT OF THE STUDY

This study clasp significance importance for various stakeholders in the education sector. By exploring the relationship between digital literacy skills, computer self-efficacy, and functional skills, it provides valuable insights into how secondary Islamic school teachers in District Muzaffargarh can enhance their professional competencies. For educators, the findings will highlight key areas for improvement, fostering their ability to integrate technology into teaching and learning processes. For policymakers and educational administrators, the study will serve as a foundation for designing targeted training programs and resource allocation strategies to bridge the digital divide. Ultimately, the research contributes to the broader goal of improving educational quality, fostering teacher empowerment, and aligning educational practices with the demands of a technology-driven world.

LITERATURE REVIEW

Digital Literacy

Our method defines digital rotation as how digital literate people transform and transfer digital information between users and receivers. (Pradana, 2018). (Dinata, Literasi Digital dalam Pembelajaran Daring, 2021) There are several factors that can help in the increasing of digital literacy, namely: Self-confidence ranks highest as a key factor that helps users create and learn from content through cognitive development and abilities.

Digital literacy keeps increasing as essential support to help people understand and use digital tools especially social media experts who know digital literacy well. (Restianty, 2018). In his 2017 publication Hobbs documented that digital literacy displays adaptable and dynamic traits through social media as technology develops in social settings. Digital literacy refers to how well someone understands digital devices and how to use information from multiple sources. (Gilster, 1997). Through digital literacy people gain the ability to reach other society members and effectively interact with both users and workers. This enhanced communication improves the ability to learn and apply digital skills quickly. (Sense, 2009) Digital literacy included the very most important three things namely: Users need to know how to operate devices along with identifying technology systems and learning Digital content environments. According to (Wright, 2015) there are very most benefits of digital literacy which name are: Our research found that digital literacy improves performance speed and helps students learn faster while lowering costs and filtering valuable data to everyone. The enjoyable digital content helps people develop positive ideas.

Computer Self Efficacy

(Prihastuty, Yustini, Trihastuti, & Pandin, 2023) According to the statement, computer self-efficacy is the belief in one's ability to effectively use a computer to accomplish one's objectives. Self-efficacy of computers CSE can boost people's self-confidence in recognizing academic assignments, defining standards for the most crucial actions to accomplish the goal, and accepting accountability for their own academic performance. The concept of self-efficacy is stated as an individual's confidence in their capacity to plan and do tasks or labor for themselves (Feist & Feist, 2010). Computer self-efficacy is highly advantageous for evaluating skills and knowledge in the computer department and performing information technology (IT)-related tasks, claim Compeau and Higgins (1995). An evaluation of an individual's capacity to accomplish a distinct activity in order to fulfil their abilities and skills is known as self-efficacy. Bandura (1997). Self-efficacy evaluation influences people's propensity to complete activities, as well as their degree of effort and stamina (Bandura, 1997).

According to Bandura (1997), self-efficacy is a situation- or domain-specific construct that can change depending on the activity and task type. Compeau and Higgins (1995) define computer self-efficacy, or CSE for short, as the ability to use a computer with confidence, as well as the knowledge of computer hardware and software to evaluate computer skills and abilities and perform information technology (IT)-related tasks.

Functional Skills

Functional skills, comprising literacy, numeracy, and ICT skills, are essential for effective participation in professional and social life. These skills serve as the foundation for workforce adaptability and lifelong learning. Enhancing functional skills is critical for both individual development and broader socioeconomic progress.

Functional skills are defined as the fundamental competencies required to handle real-world problems effectively (Department for Education, 2018). They include the ability to communicate clearly, solve problems, and utilize technology efficiently. These skills are crucial for empowering individuals to engage in society and contribute to economic growth (OECD, 2019).

Enhancing teachers' functional skills is essential for fostering effective teaching practices and improving overall educational outcomes. Functional skills, including literacy, numeracy, and ICT capabilities, enable teachers to effectively deliver curriculum content, manage classroom dynamics, and incorporate technology into teaching practices. Research highlights that professional development programs focusing on these skills significantly improve teacher performance and student engagement (Darling-Hammond et al., 2017). For instance, integrating ICT training into teacher education equips educators with the ability to utilize digital tools effectively, enhancing their instructional methods (Anderson, 2020).

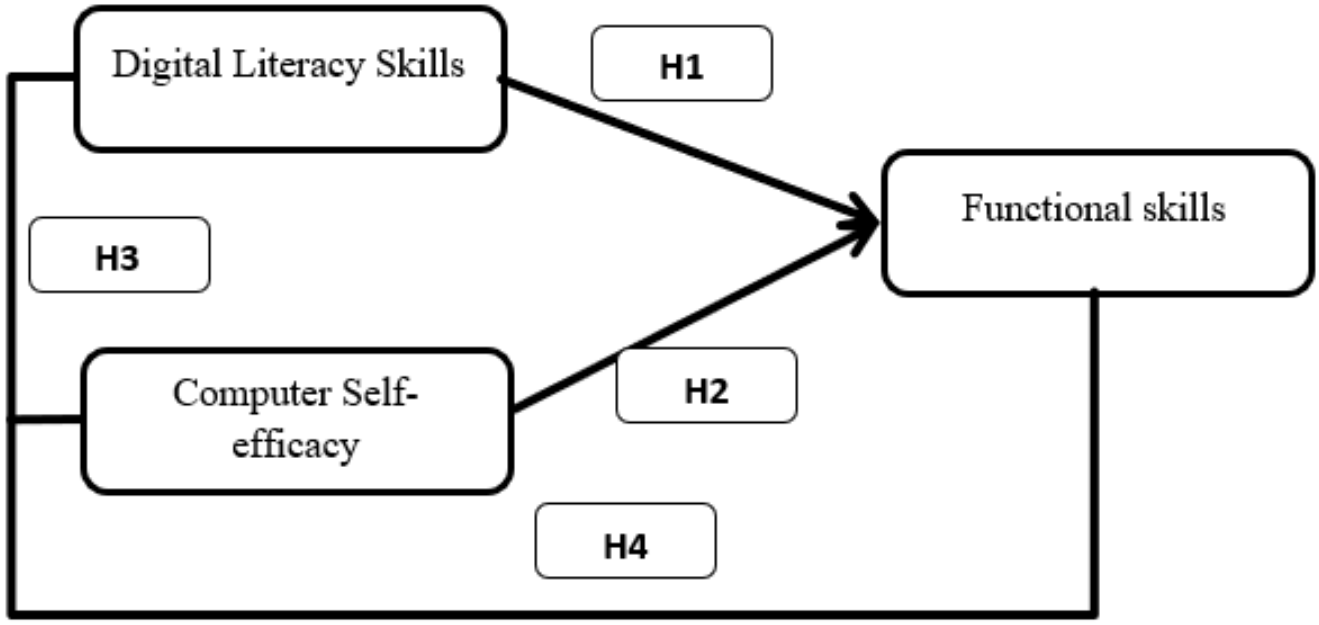
Furthermore, competency-based workshops and real-world application exercises have been shown to enhance teachers' problem-solving and communication abilities (Kolb, 2014). Despite these benefits, challenges such as limited access to resources and inadequate training frameworks often hinder skill enhancement efforts, particularly in under-resourced areas (Selwyn, 2020). Addressing these barriers through targeted policies, investment in teacher training infrastructure, and ongoing support can bridge gaps in functional skills and promote a more competent and adaptable teaching workforce.

CONCEPTUAL FRAMEWORK

This study uses a conceptual framework that helps measure how computer self-efficacy, digital literacy, and improved classroom skills affect teachers at Islamic secondary schools in Pakistan’s Muzaffargarh district

The study examines how computer self-confidence and digital skills affect functional education development for Islamic secondary teachers in Pakistan's Muzaffargarh district. The conceptual framework of this research is as follows:

Conceptual Framework



HYPOTHESIS

Based on the theory that has been explained, the research hypothesis is as follows:

Hypothesis 1: The use of digital literacy tools affects how effectively Islamic secondary school teachers in Muzaffargarh district south Pakistan use computers.

Hypothesis 2: Digital literacy skills affect the way teachers in Islamic secondary schools use practical skills at their schools in Muzaffargarh's southern district of Pakistan.

Hypothesis 3: The level of computer self-efficacy affects the development of functional skills for teachers at Islamic secondary schools throughout Muzaffargarh district's southern region in Pakistan.

Hypothesis 4: Our research shows how teachers' laptop skills and self-confidence about computers affect teaching aid usage at Pakistan's Islamic secondary schools.

RESEARCH METHODOLOGY

For this study the researchers selected a quantitative research design. Researchers know from (Sugiyono's 2017) work that studies following empiricism philosophy use statistics to test scientific hypotheses on representative groups of people. The research selected the Purposeful Sampling method as its sampling approach. Purposeful Measurement allows researchers to choose their research sample based on well-defined standards and assumptions (Sugiyono, 2017). This study employed a research device to collect precise digital tool and skill data through Google Form surveys

from 450 teachers in Islamic secondary schools across district Muzaffargarh south Pakistan. We examined our data through the SPSS latest version to verify reliability tests while ensuring both validity and multiple correlation outputs. The t-test analysis tested our defined research aims.

DATA SOURCE AND COLLECTION

Since research needed accurate results from pure truth the selection was a quantitative approach. The researcher created questionnaires and provided them to respondents who shared their primary data through responses. As defined by Sugiyono (2017) direct data acquired directly from data sources makes up primary data which this study obtained from Islamic secondary school teachers in kot addu south Pakistan. The researcher shared the form to Islamic secondary teacher participants through Google Forms which they completed directly on the platform. The research team got responses from all available teachers of Islamic secondary schools in Pakistan's southern 450 Muzaffargarh district.

Hypothesis Testing

To determine if test results signify teacher performance we use hypothesis testing. The study's hypothesis testing demonstrates fundamental features of simultaneous investigation using frequency distribution methods. Various statistical methods help check if variable X affects the outcome of variable Y. Our study evaluates three digital literacy concepts computer self-efficacy and functional skills as X variables. The research analyzes how Islamic secondary students in Muzaffargarh district of South Pakistan use their functional skills. This study uses the t test is as follows: According to Widjarjono (2010) the t test helps find out how much each individual independent variable influences the dependent variable.

Table No.1

Influence of the digital literacy skills on functional skills

	Kot Addu	**Ali Noor**	**Chobara**	**Chowk Khan**
Male	13.62%	15.18%	12.09%	12.44%
Female	7.32%	8.65%	10.76%	20.97%
Total	20.94%	25.83%	20.84%	31.39%

It shows that male teachers in Kott Addu Tehsil did 13.62% of the work and female Expertise distribution shows male educators handled 15.18% while female teachers performed 8.65% tasks for a combined 25.83%. Under Ali Noor Tehsil administration male teachers completed 15.18% of tasks but female teachers handled only 8.65% duties for a combined ratio of 25.83%. Female teachers in

Tehsil Chobara staffed 10.76% of the workforce alongside male teachers who staffed 12.09% bringing the total staff to 20.84%. Across the Tehsil Chowk Khan region male teachers taught 12.44% of classes alongside female teachers who delivered 20.9% of instruction.

Together, they did 31.3 percent. Female educators in Tehsil Chowk Khan brought a 20.97% improvement to teaching results which surpasses Tehsil Chobara's 12.09% teacher gap. Female teachers in Tehsil Chowk Khan delivered greater performance when studying digital literacy enhancing functional skills courses compared to the male teachers in Tehsil Ali Noor.

Table 2.

Impact of Computer self-efficacy on functional skills

	Kot Addu	**Ali Noor**	**Chobara**	**Chowk Khan**
Male	15.44%	15.13%	11.59%	12.42%
Female	9.30%	10.96%	12.00%	23.95%
Total	24.74%	26.07%	23.59%	36.37%

Men teachers in Kott Addu Tehsil worked 15.44% of the classroom time while women teachers spent 9.30%. Together, they did 24.74%. Men accounted for 15.13% of Ali Noor Tehsil's teaching tasks while women performed 10.96%. Together, they did 26.07%. The total workforce in Tehsil Chobara consisted of male teachers doing 11.59% while female teachers worked 12%. Together, they did 23.59%. The analysis reveals that in Tehsil Chowk Khan men contributed 12.42% while females took care of 23.95% of classroom work.

Together, they did 36.37%. The 23.95 percent higher performing record from female teachers stands out for Tehsil Chowk Khan versus 11.59 percent by male teachers in Tehsil JChobara. Women teachers of Tehsil Chowk Khan demonstrated superior performance than men teachers of Tehsil Chobara in teaching digital skills and technology operations.

Table 3.

Combines effect of digital literacy and computer self-efficacy on functional skills, relationship between digital literacy skills and computer self-efficacy on the enhancing the teacher's functional skills.

Sr no.	***Tehsil***	***Performance by percentage***
1.	*Chowk Khan*	*34.4%*
2.	*Ali Noor*	*22.72%*
3.	*Chobara*	*26.00%*
4.	*Kot Addu*	*21.08%*

All teachers in one of four employed tehsils achieved 34.4% higher results than expected. Teachers in Ali noor exceeded expectations by 22.72%, Chobara registered 26% improvement, yet kit Addu teachers fell 21.08% below standards. Since teachers at Kit Addu tehsil failed to match performance standards across Kot Addu district's other tehsils the area needs to enhance its technology education.

RESULTS AND DISCUSSION

The Impact of Digital Literacy on Functional Skills	SS	S	TS	STS
1. I can effectively use educational software or online platforms (e.g., learning management systems, online quizzes) for teaching purposes.	19	80	3	4
2. I am able to use the internet to find reliable Islamic educational resources (e.g., Quranic references, Hadith, Islamic history).	16	72	18	0
3. Digital tools have improved my ability to communicate educational content more clearly to my students.	9	58	37	2

2 **The Influence of computer self-efficacy on Functional Skills**	SS	S	TS	STS
1. I feel confident using a computer (desktop or laptop) to prepare my lesson plans and teaching materials.	7	61	34	4
2. I am able to confidently use educational software and digital tools (e.g., learning management systems, interactive whiteboards) to enhance my teaching.	22	79	5	0

3. I believe I can easily troubleshoot common technical issues (e.g., software errors, internet connectivity issues) when using ICT tools in class.	14	85	7	0
3 **The Combined Effect of Digital Literacy and ICT Self-Efficacy on Functional Skills**	SS	S	TS	STS
1. I am confident in using digital devices (e.g., computers, tablets, smartphones) for teaching purposes.	13	72	20	1
2. I can use a variety of educational software tools (e.g., PowerPoint, word processors, spreadsheets) to enhance my teaching.	14	58	31	3
3. I am able to effectively search for and access educational resources on the internet (e.g., Quranic studies, Islamic history, teaching materials).	12	61	28	5

The results-these results of the study, which involved 450 participants, have undergone a verification process. Nine questions in all from the variables X1, X2, and Y have undergone validity testing and been deemed to be legitimate. This revealed that the nine questions could be used to gauge the much professors in secondary Islamic schools rely on computer self-efficacy, digital literacy, and functional skills. Since it employs 450 respondents with a 0.05 limit, according to the r table. Therefore, all of the variables evaluated have a value of > 0.1891 on the Pearson Correlation validity test. The validity of the nine items can then be determined. I believe I can handle computer-related issues. 7 61 34 4. I'm comfy using a computer. (desktop or laptop) to prepare my lesson plans and teaching materials. 22 79 5 0 I am able to confidently use educational software and digital tools (e.g., learning management systems, interactive whiteboards) to enhance my teaching l. 14 85 7 0 I believe I can easily troubleshoot common technical issues (e.g., software errors, internet connectivity issues) when using ICT tools in class.

Researchers find the testing instrument's results reliable and valid due to its Cronbach's alpha scoring (variable values) above 0.70 on three digital literacy and three computer self-efficacy questions. Our reliability assessment shows digital literacy with a Cronbach's alpha score of 0.873 and computer

self-efficacy reaching 0.883 while increasing functional skills achieved 0.959. The observational data demonstrates reliability because all variables achieved Cronbach's alpha values above 0.60. Our evaluation demonstrates that the functional skills scale achieves a Cronbach's Alpha statistic of 0.917. Our analysis shows that all measures deliver reliable outcomes. The normalcy test depends on two measurements: Skewness and Kurtosis. We use Kurtosiis for the peak of data distributions and employ Skewness to analyze its asymmetry. When skewness and kurtosis values stay close to zero a data set becomes normally distributed. Our research found that computer self-efficacy scores produce skewness of -0.438 and kurtosis of 0.455 while digital literacy scores show skewness of -0.173 and kurtosis of 0.962. Our data follows a normal distribution pattern.

The absorption rate of residuals functions as the dependent variable for the heteroscedasticity test in the Glejser method. The computer self-efficacy variable showed 82.6% significance (X1) while digital literacy measured 15.1% significance (X2), and functional skills revealed 7.7% significance (X3). Our analysis indicates heteroscedasticity does not exist because all three tested variables show significance values greater than 0.05 and 5%. Based on the results in the Collinearity Diagnostics table the Condition Index exceeded 30 at 46.609 while Eigenvalue remained at only 0.002 below 0.01. Our research data shows no evidence of multicollinearity between factors. The dependent variable in our analysis is Abs_RES based on the Glejser test results. The test results show that self-efficacy (X1) shows 82.6% significance and online literacy (X2) 15.1% significance. Activity Performance Scores (X) demonstrate 7.7% functional skill value in the results. Our results show the model is free from heteroscedasticity because significance values remained above 0.05.

Descriptive Statistics

	N	Range	Minimum	Maximum	Means	STD Deviation	Variances
Digital literacy skill(X1)	440	6	3	9	6,23	1,469	2.158
Computer Self-efficacy(X2)	440	7	3	10	6.07	1,456	2,119
Functional skills(Y)	440						
Valid N (listwise)	440	9	3	12	6.59	1,876	3,520

The results show our study reached 440 teachers. Self-confidence in using computers rates from 3 for beginners to 9 for experts. Computer self-efficacy scores on this test varied between 3 and 9. The 1.469 standard deviation stands above the overall 6.23 mean score. Computer data shows that people

rate self-confidence on a broad scale. Computer self-efficacy responses include all values between 3 and 10 due to the scale minimum of 3 and maximum of 10 Our data shows spread across all possible values because the standard deviation of 1.456 exceeds its median mark of 6.07. The functional skills scale measures from 3 to 12 and yields an average score of 6.59 plus or minus 1.876 points. Basic digital wallet features exist from level 6 to 12 with an average rating of 7.25 and standard deviation equal to 1.972.

Hypothesis Testing

t test

Coefficients a

Model	Unstandardized Coefficients B std. Error		Standardized Coefficients Betas	t	Sig.
1 (constant)	1,559	,527		2,959	,004
Digital literacy skills(X1)			,474	1,848	,067
Computer slf-efficacy(X2)	,637	,345			
Functional skills(Y)	,706	,172	,673	4,133	,000

These outcomes demonstrate digital literacy with a 0.090 significance above 0.05, computer self-efficacy at 0.067 greater than 0.05, and functional skills at 0.000 below 0.05. Research shows that H1 must be discarded. Computers do not help teachers in Islamic secondary schools of Muzaffargarh South Pakistan develop their work capabilities effectively. Since the significance value exceeds 0.05 the second hypothesis must be rejected. The South Pakistan teachers of Islamic secondary schools show similar progress in functional skills regardless of their digital literacy levels. Our analysis supports H3 since the 0.000 value is smaller than our 0.05 cutoff. The way Islamic secondary school professors in Muzaffargarh Pakistan use digital tools depends heavily on fundamental skill proficiency.

CONCLUSION

In accordance with the research that the researchers have done, it is concluded that:

1. Our research shows digital literacy skills do not affect functional skills at Islamic secondary schools for South Pakistan teachers. Therefore, we reject hypothesis one.
2. The computer self-efficacy variable does not affect functional skill development for teachers at Islamic secondary schools in Muzaffargarh south Pakistan. The test results show a t value

of -1.710 with a sig level 0.067 greater than 0.05. Our research findings proved that the second hypothesis needs to be discarded.

3. ILCC teachers demonstrate better functional skills when combining digital literacy and computer self-efficacy in their work at South Pakistan's Islamic secondary schools. Our analysis confirms that the theory holds true used that:
    1. The result of the t value in the linear regression test on the digital literacy skills variable is 1.848 with the sig. 0.067 > 0.05 which means that there is no significant effect of digital literacy skills on the enhancing functional skills in Islamic secondary school's teachers of Muzaffargarh south Pakistan, so it can be concluded that hypothesis 1 is rejected.
    2. The result of the t value in the multiple linear regression test on the computer self-efficacy variable is -1.710 with a sig. 0.067 > 0.05, also which means there is no significant impact on functional skills for in Islamic secondary school's teachers of Muzaffargarh south Pakistan. So it can be also concluded that the second hypothesis also rejected.
    3. In the other third one the result of the t value in the multiple linear regression test on the functional skills variable is 4.133 with a significance value of 0.000 <0.05, which means that both digital literacy and computer self-efficacy has an effect on the use of functional skill among in Islamic secondary school's teachers of Muzaffargarh south Pakistan. So, the second last third is it can be concluded that hypothesis is accepted.
    4. Our f test (Simultaneous) results show that computer self-efficacy, digital literacy, and functional skills produce significant outcomes at 0.000 level below 0.05 significance. Teacher computer self-confidence together with digital skills and functional abilities determines their digital tool usage choices at Islamiat Junior School Teachers of Muzaffargarh South Pakistan.

RECOMMENDATIONS

1. For Islamic secondary school's teachers of Muzaffargarh south Pakistan: Based on the result in district Muzaffargarh south Pakistan result shown that there was no effect of Digital literacy and computer self-efficacy on enhancing functional skills of Islamic secondary school's teachers also there was no effect of Digital literacy and computer self-efficacy in using and utilizing the computer self-efficacy and digital literacy on enhancing functional skills.
2. All these readers, teachers and scholars: with this research all these authors hoping that researcher and education department can enrich their insights use of today's digital literacy tools and computer self-efficacy.

3. For more addition: future researchers and readers, all hoped that they will be able to use Digital literacy tools and take more samples for study and for teachers training.

ACKNOWLEDGEMENT

The authors would like to extend warm regards to the teachers of the selected schools for their significant contributions in assisting and supporting this research. Their cooperation has greatly helped in effectively highlighting both the shortcomings and strengths of the study.

REFERENCES

Bandura, A. (1997). Self-Efficacy. The Exercise of Control. New York: WH Froeman and Company.

Compeau, DR, & Higgins, CA (1995). Computer Self-Efficacy: Development of a Measure and Initial Test. MIS Quarterly.

et al, KA (2005). The Influence of Trainee Gaming Experience and Computer Self-Efficacy on Learner Outcomes of Videogame-Based Learning Environments. Diane Publishing Co.

Dinata, KB (2021). Analysis of Students' Digital Literacy Ability. Journal of Education Vol.19, 106.

Dinata, KB (2021). Digital Literacy in Online Learning. Journal of Exponents Vol.11, 25. Eryadi, HT, & Yuliana, E. (2016). The Effect of Perceived Value and Socila Influence on 4G Smartphone Purchase Intention for Bandung Electronic Center Customers. eProceedings of Management Vol.3, 88.

Feist, J., & Feist, GJ (2010). Theories of personality. Jakarta: Salemba Humanika.

Gilster, P. (1997). Digital Literacy. New York: INC Publishers.

Hobbs, R. (2017). Create to Learn: Introduction to Digital Literacy. Inc. Publishers.

Jonathan, R., & Soelasih, Y. (2022). Formation of Intention to Use Digital Wallet Through Consumer Attitude. Journal of Management Vol.19, 41.

Mohammadyari, & Singh, H. (2015). Computers & Education Understanding the effect of elearning on individual performance: The role of digital literacy. Computers & Education.

Pandin, MY, Prihastuty, DR, Trihastuti, A., & Yustini, RS (2023). Mediation Effect of Computer Self-Efficacy, Between Learning Motivation and Learning Achievement. Journal of Management Economics, 27. Pradana, Y. (2018). Attribution of Digital Citizenship in Digital Literacy. Untirta Civic Education Journal Vol.3, 170.

Ramadhanty, VD, Permana, RI, Fauzia, BR, & Rahmawati, NA (2021). Factor Analysis of Digital Wallet Usage among Surabaya Higher Education Students. Journal of Informatics Engineering and Information Systems Vol.8, 313.

Restianty, A. (2018). Digital Literacy, A New Challenge in Media Literacy. Journal of Public Relations Vol.1, 74.

Wright, B. (2015). TOP 10 benefits of digital skills. Retrieved June 15, 2023, from Web Percent: http://webpercent.com/top-10-benefits-of-digital-skills/

Anderson, T. (2020). The theory and practice of online learning. Athabasca University Press.

Anderson, T. (2020). The theory and practice of online learning. Athabasca University Press.

Darling-Hammond, L., et al. (2017). Empowered educators: How high-performing systems shape teaching quality around the world. Wiley.

Selwyn, N. (2020). Education and technology: Key issues and debates. Bloomsbury Publishing.