The Influence of Digital Literacy and Reading Interest on the Use of Google Scholar as an Academic Reference Source Through the Role of Self-Efficacy in Students of the Faculty of Economics and Business, Universitas Negeri Jakarta

Afrah Farhanah Sonnia Putri [1*], Helga Alanda Fatmanto[2], Osly Usman[3]

[1]Office Administration Education, Faculty of Economics and Business, Universitas Negeri Jakarta, Jakarta, Indonesia.
[2] Office Administration Education, Faculty of Economics and Business, Universitas Negeri Jakarta, Jakarta, Indonesia.
[3]Faculty of Economics and Business, Universitas Negeri Jakarta, Jakarta, Indonesia.

Email: (afrahsonnia@gmail.com)[1*], (helgaalanda26@gmail.com)[2], (oslyusman@unj.ac.id)[3]

Abstract. This research is motivated by the gap between easy access and lack of understanding of students regarding Google Scholar. The purpose of this study is to analyze the factors that influence the use of Google Scholar in students. This type of research is a quantitative approach with cross sectional processed with Smart PLS. The research population is all active students registered at the Faculty of Economics and Business, Jakarta State University from all semesters. While the research sample is students of the Faculty of Economics and Business, Jakarta State University who have experience using Google Scholar. The results of the study indicate that there are 3 accepted hypotheses, namely digital literacy towards the use of Google Scholar and self-efficacy, reading interest towards self-efficacy. While 4 hypotheses are rejected, namely reading interest, self-efficacy, digital literacy through self-efficacy, and reading interest towards self-efficacy towards the use of Google Scholar.

Keywords: Google Scholar, Digital Literacy, Reading Interest, Self Efficacy, Influence

Introduction

The development of information and communication technology (ICT) provides convenience in accessing information more widely, quickly, and efficiently. This has also changed the way students search for, manage, and utilize academic references. In an increasingly digital academic environment, students are required to have adequate skills to search for, evaluate, and use information from trusted sources. This ability is highly dependent on digital literacy, which is now one of the main competencies in supporting academic success. In this condition, the use of digital references such as Google Scholar is becoming increasingly important. However, with the many sources of information available on the internet, students must have good digital literacy skills in order to utilize this platform effectively and avoid mistakes in using references.

Google Scholar plays a very important role as a digital reference source for their academics. The platform provides access to various journals, articles, theses, books, and other academic documents that can help students in conducting research. According to existing field data, one of the main advantages of Google Scholar recognized by respondents is ease of access. This platform can be used for free without requiring a special login, so anyone can use it without administrative barriers. Another advantage is ease of search. Students simply enter a few keywords, and Google Scholar will display a list of relevant journals. However, many students still have difficulty in utilizing Google Scholar optimally due to limited digital literacy. The main difficulties faced include a lack of understanding of Google Scholar's features, limited access to paid journals, and a relatively long search time to find relevant references.

Reading interest is the foundation for forming good academic habits, including understanding scientific texts, analyzing the author's arguments, and integrating various sources in writing scientific papers. Google Scholar does provide convenience from a technical perspective, but without reading interest, students will not be able to optimally utilize the available references. In fact, they may only cite journals without really reading and understanding their contents thoroughly, which ultimately reduces the quality of their scientific writing.

Apart from digital literacy and reading interest, other factor self-efficacy or an individual's belief in their own ability to complete academic tasks also plays an important role in the use of digital reference sources such as Google Scholar. Self-efficacy high scores allow students to feel more confident in exploring Google Scholar's various features, trying different search strategies, and facing the challenges of finding relevant journals.

The gap between easy access and students's understanding of Google Scholar indicates the need for further research on the influence of digital literacy on students' ability to utilize Google Scholar as a source of academic reference. This study is expected to provide novelty with the presence of a moderating variable, namely self-efficacy in influencing the use of Google Scholar. The purpose of this study is to determine the factors that influence the effectiveness of Google Scholar utilization by students and to determine the relationship between digital literacy, reading interest, self-efficacy regarding the use of Google Scholar.

Literature Review

Digital Literacy

Paul Gilster (1997) in his book Digital Literacy defines digital literacy as the ability to understand and use information in various forms from a very wide range of sources accessed through computer devices. Gilster emphasizes the importance of understanding and using information in a broader context, which includes skills to manage and disseminate information. Bawden (2001) added that digital literacy is rooted in computer literacy and information literacy, which have developed along with technological advances. Computer literacy emerged in the 1980s, while information literacy developed further in the 1990s when access to information became easier. Thus, digital literacy is more associated with technical skills in accessing, organizing, understanding, and disseminating information.

The components of digital literacy according to Digital Literacy Across the Curriculum (Hague & Payton, 2010) include, (1) Functional Skill and Beyond, (2) Creativity, (3) Collaboration, (4) Communication, (5) The Ability to Find and Select Information, (6) Critical Thinking and Evaluation, (7) Cultural and Social Understanding, (8) E-Safety.

Interest in Reading

Sinambela (in Sudarsana and Bastiano, 2010: 4.27) defines reading interest as a positive attitude and a sense of attachment in children towards reading activities and being interested in reading books. Rahim (2011: 28) states that reading interest is a strong desire accompanied by an individual's effort to read. Dalman (2014: 141) defines reading interest as the urge to understand each word and the content contained in the reading text, so that the reader can comprehend the ideas expressed in the text.

According to Sudarsana and Bastiano (2010: 427) there are four aspects to knowing reading interest, (1) Enjoyment of reading, (2) Awareness of utilizing reading, (3) Frequency of reading, (4) Quantity of reading.

Self-Efficacy

Albert Bandura (1977) defines self-efficacy as an individual's belief in organizing and carrying out a series of actions to achieve desired results, which influences a person's way of thinking, feeling, motivation, and behavior. Jeanne Ellis Ormrod (1998, 2008) states that self-efficacy is a person's belief in their ability to carry out certain behaviors or tasks, which greatly determines effort and success in facing challenges. Santrock (2003) adds that self-efficacy is an individual's belief in their ability to master a situation and produce profitable results.

According to Albert Bandura, there are three main indicators of self-efficacy, namely (1) Magnitude, (2) Generality, and (3) Strength, which are related to the level of difficulty of tasks that one believes can be completed, the ability to generalize self-confidence in various situations, and the strength of an individual's confidence in facing obstacles and persevering in completing tasks.

Utilization of Google Scholar

According to Hernandez (2020), Google Scholar is designed to help users find various academic literature across disciplines. This platform indexes various types of documents, such as journal articles, theses, books, and conference reports, making it very easy for researchers to obtain relevant information. Sari (2023) added that Google Scholar provides a citation tracking feature, which is very helpful for researchers in monitoring

the extent to which their work has been cited by others. This feature is an important indicator in measuring the impact and contribution of research to the development of science.
According to Maya Lestari (2024), Wannisak Khairiyah (2023), and UNP Research (2024), indicators that can be used to measure the use of Google Scholar include, (1) Intention to Use, (2) User Satisfaction, (3) Relevance to User Needs, (4) Frequency and Intensity of Use, and (5) Information Needs Fulfilment.

Research Framework and Hypothesis

Based on the literature review described above, a flow of connections between variables can be formulated to form the basis of this study. The connections between these variables are described in the form of a conceptual framework that illustrates the hypothesized influence of digital literacy and reading interest on the use of Google Scholar, with self-efficacy as the mediating variable. This framework aims to provide direction for empirical testing and clarify the position of each variable in the research model.

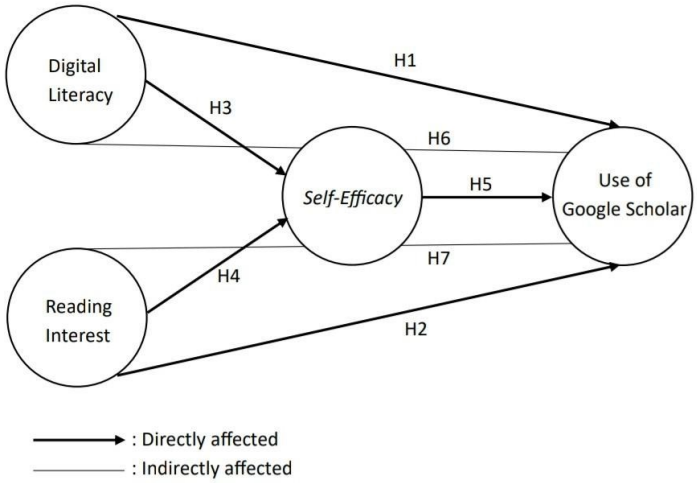

Figure 1. Research model

Methods

This research was conducted for approximately two months and two weeks since the research permit was issued, namely from April to May 2025. This research method is quantitative using primary and quantitative data obtained through the distribution of online questionnaires to active students of the Faculty of Economics and Business, Jakarta State University. The population of this study was all active students registered at the Faculty of Economics and Business, Jakarta State University from all semesters. The research sample was taken using the technique purposive Sampling, namely FEB students who have experience in using Google Scholar as an academic reference. The sample size in this study will be determined by the Slovin formula ranging from 100 to 150 people. The data analysis technique will be analyzed using the Structural Equation Modeling - Partial Least Squares (SEM-PLS) method with 7 hypotheses, namely (1) Digital literacy has a direct effect on the use of Google Scholar, (2) reading interest has a direct effect on the use of Google Scholar, (3) digital literacy has a positive effect on self-efficacy, (4) reading interest has a positive effect on self-efficacy, (5) self-efficacy has a positive effect on the use of Google Scholar, (6) digital literacy influences the use of Google Scholar through self-efficacy, and (7) reading interest influences the use of Google Scholar through self-efficacy.

Result and Discussion

Table 1: Respondent Profile by Study Program

Study program	Number of Respondents	Percentage (%)
Office Administration Education	36	33%
Management	11	10%
Digital Office Administration	7	6%
Accounting Education	4	4%
Economic Education	5	5%
Accountancy	10	9%
Business Education	13	12%
Public Sector Accounting	5	5%
Digital Business	8	7%
Digital Marketing	10	9%

Based on the results of distributing questionnaires to 109 respondents, it shows that the most involvement is from students of the office administration education study program at 33% or 36 respondents. The involvement of students of the business education study program is 12% or 13 respondents. The involvement of students of the management study program is 10% or 11 respondents. The involvement of students of the digital marketing and accounting study programs has the same percentage, namely 9% or 10 respondents. The involvement of students of the digital business study program is 7% or 8 respondents. The involvement of students of the digital office administration study program is 6% or 7 respondents. The involvement of students of the public sector economics and accounting study programs has the same percentage, namely 5% or 5 respondents. Meanwhile, the least involvement is from students of the accounting education study program at 4% or 4 respondents. The high and low involvement of students in filling out the questionnaire is not a relevant reason in this study. This can be caused by the uneven distribution of the questionnaire.

Table 2: Respondent Profile by Semester Level

Semester	Number of Respondents	Percentage (%)
Semester 2	33	30%
Semester 4	59	54%
Semester 6	10	6%
Semester 8	7	6%

Based on data obtained from questionnaires distributed through google form to 109 respondents showed that the majority of respondents came from semester 4 as many as 59 respondents or 54% of the total respondents. Furthermore, semester 2 students totaling 33 respondents (30%), semester 6 as many as 10 respondents (6%), and the least came from semester 8, namely 7 respondents (6%). The dominance of the largest number of respondents shows that semester 4 students involved in this study are in the middle stage of the academic process. Semester 4 students tend to start being active both in activities outside campus such as scientific paper competitions or projects in class that require finding credible literature studies. Therefore, the involvement of semester 4 students in this study is relevant, because they are active in using Google Scholar in finding literature studies to support the learning process (Hunawaet al., 2025).

Tabel 3: Loading factor dan Average Variance Extract (AVE) value

Variables	Indicator	Loading Factor		AVE	Information
Digital Literacy (X1)	X1.1	0,722		0,553	Valid
	X1.2	0,767			
	X1.3	0,746			
	X1.4	0,733			
	X1.5	0,741			
	X1.6	0,716			
	X1.7	0,784			
	X1.8	0,738			
Interest in Reading (X2)	X2.1	0,789		0,590	Valid

	X2.2	0,728			
	X2.3	0,736			
	X2.4	0,807			
	X2.5	0,778			
Utilization of Google Scholar (Y)	Y1	0,798		0,592	Valid
	Y2	0,821			
	Y3	0,797			
	Y4	0,753			
	Y5	0,738			
	Y6	0,767			
	Y7	0,704			
Self-Efficacy (AND)	Z1	0,718		0,560	Valid
	Z2	0,735			
	Z3	0,721			
	Z4	0,739			
	Z5	0,804			
	Z6	0,768			

From the results of data processing with SmartPLS which is used to assess convergent validity In table 3 it can be seen that all indicators in each variable have a value loading factor more than > 0.7. Value loading facto r with indicators > 0.7 it can be said to be valid (Riyanto & Setyorini, 2024) So through table 1 it can be said that all indicators of each variable have a value loading factor> 0.7 (valid). Other methods used to assess convergent validity namely by looking at the value Average Variance Extracted (AVE) on the variable. Value Average Variance Extracted (AVE) presented in table 3 shows that all variables are > 0.5 so they can be said to be valid.

Table 4: Composite Reliability and Cronbach's alpha values

Variables	**Composite Reliability**	**Cronbach's alpha**	**Information**
Digital Literacy (X1)	0,908	0,884	Reliable
Interest in Reading (X2)	0,878	0,826	Reliable
Utilization of Google Scholar (Y)	0,910	0,885	Reliable
Self-Efficacy (WITH)	0,884	0,842	Reliable

Based on table 4 shows the results composite reliability and cronbach's alpha which is reliable with variable values above 0.70. This shows the consistency and stability of the instruments used in this study (Hairet al., 2019). So that all constructs or variables in this study are good and the statements used in measuring each variable have good reliability.

Table 5: Fornell-Larcker criterion value

	Digital Literacy (X1)	Interest in Reading (X2)	Utilization of Google Scholar (Y)	Self-Efficacy (WITH)
Digital Literacy (X1)	0,744			
Interest in Reading (X2)	0,819	0,768		
Utilization of Google Scholar (Y)	0,882	0,771	0,769	
Self-Efficacy (WITH)	0,812	0,810	0,742	0,748

In table 5 of the Fornell Larcker Criterion, it can be explained that the highest value is with the Google Scholar Utilization variable 0.769, the Reading Interest variable 0.748, the Utilization variable Self Efficacy 0.748, and the variable Digital Literacy 0.744.Based on table 5, it can be seen that each question indicator has a loading factor value that is tested from its latent construct, meaning that each question indicator can be estimated well by each latent construct or it can be interpreted that the discriminant validity is valid, so it can be concluded that the results of the table show that all constructs have met the discriminant validity criteria.

Table 6: R-Square and Adjusted R-Square Values

Dependent Variable	R-Square	R Square Adjusted
Utilization of Google Scholar	0,786	0,780
Self-Efficacy	0,723	0,718

Based on table 4.7, it states that the value R-Square the variable for utilizing Google Scholar is 0.786. The value R-Square google scholar utilization variables explained by the variable digital literacy, interest in reading, and self-efficacy amounted to 78.6%, while 21.4% was explained by other variables outside the variables studied in this study. For the value R-Square on the variable self-efficacy of 0.723. The value R-Square variable self-efficacy which is explained by the variable digital literacy and interest in reading by 72.3%, while 27.7% is explained by other variables outside the variables studied in this study. The greater the R-Square value indicates the greater the independent variable can be explained by the dependent variable, thus the better the structural equation (Sugiyono, 2019).

Table 7: Direct Effect Hypothesis Test

Hypothesis	Original Sample	T Statistics	P Value	Information
X1->Y	0,756	4,205	0,000	Influential
X1->Z	0,453	5,059	0,000	Influential
X2->Y	0,142	1,010	0,313	No effect
Z2->Z	0,439	4,053	0,000	Influential
Z->Y	0,013	0,092	0,926	No effect

From the results of hypothesis test 1, it is known that the path coefficient is 0.756 and the P-value is value which forms the influence of digital literacy on the use of Google Scholar is 0.000, while the positive T-Statistic value is 4.205. Based on rule of thumb which p-value <0.05 and T-statistic >1.96, then it can be stated that hypothesis 1 is accepted. This proves that digital literacy has a positive and significant influence on the use of Google Scholar. This result is in accordance with the supporting constellation of Patmanthara & Hidayat's (2018) research which confirms that digital literacy contributes to digital learning outcomes such as Google Scholar, with a contribution of 29.9%. This shows that the higher the digital literacy of students, the more optimal they are in utilizing Google Scholar as a source of scientific references.

From the results of hypothesis test 2, the path coefficient is known to be 0.453 and the P-value is value which forms the influence of digital literacy on self-efficacy is 0.000, while the positive T-Statistic value is 5.059. Based

on rule of thumb which p-value <0.05 and T-statistic >1.96, then it can be stated that hypothesis 2 is accepted. This proves that digital literacy has a positive and significant influence on self-efficacy. This finding is in line with the supporting constellation put forward by Makmur Solahudin (2022), which states that the higher a person's digital literacy, the higher their self-efficacy. This is proven in the context of this study through the significant influence of digital literacy in shaping students' self-confidence in using digital learning technology.

From the results of hypothesis test 3, the path coefficient is known to be 0.142 and the P-value is value which forms the influence of reading interest on the use of Google Scholar is 0.313, while the positive T-Statistic value is 1.010. Based on rule of thumb which p-value <0.05 and T-statistic >1.96, then it can be stated that hypothesis 3 is rejected. This proves that reading interest does not affect utilization of google scholar. This finding supports the opposing constellation of Herawati and Lestari (2025), who stated that even though digital technology such as IoT is available, students' reading interest remains low because their attention is more drawn to digital entertainment. This shows that high reading interest alone does not guarantee that students will utilize Google Scholar optimally, especially if it is not accompanied by adequate motivation or digital skills.

From the results of hypothesis test 4, the path coefficient is known to be 0.439 and the P-value is value which forms the influence of interest in reading self-efficacy is 0.000, while the T-Statistic value is 4.053. Based on rule of thumb which p-value <0.05 and T-statistic >1.96, then it can be stated that hypothesis 4 is accepted. This proves that digital literacy has a positive and significant influence on self-efficacy. These results support the supporting constellation of Ni Putu Udianingrum Setiawan (2023), who found that the higher the reading interest, the higher the students' reading self-efficacy and literacy competence. Thus, in the context of UNJ students, high reading interest can strengthen their self-confidence in understanding and using academic information.

From the results of hypothesis test 5, the path coefficient is known to be 0.013 and the P-value is value which forms an influence self-efficacy towards the use of Google Scholar is 0.926, while the T-Statistic value is 0.092. Based on rule of thumb which p-value <0.05 and T-statistic >1.96, then it can be stated that hypothesis 5 is rejected. This proves that self-efficacy does not affect the use of Google Scholar. This result is in line with research by Faiz Alotaibi (2020) through the Task-Technology Fit theory which emphasizes that the use of technology such as Google Scholar is more determined by the suitability between technology and tasks, not solely by the user's self-confidence. In this context, even though students feel confident (high self-efficacy), this is not enough to guarantee that they will use Google Scholar effectively.

Table 8: Indirect Hypothesis Test

Hypothesis	Original Sample	T Statistics	P Value	Information
X1->Z->Y	0,006	0,089	0,929	No effect
X2->Z->Y	0,006	0,089	0,929	No effect

The results of the hypothesis 6 test show that the path coefficient is 0.006 and the P-value forms the influence of digital literacy through self-efficacy regarding the use of Google Scholar is 0.929, while the T-Statistic value is 0.089. Based on the rule of thumb where p-value <0.05 and T-statistic >1.96, it can be stated that hypothesis 6 is rejected. This proves that digital literacy through self-efficacy does not affect the use of Google Scholar. This finding supports the constellation research from Prasetyo Adi Nugroho (2023), which states that the mediating effect of self-efficacy in the relationship between digital literacy and technology utilization is not always significant and is highly dependent on other factors such as growth mindset. This means that although digital literacy can increase self-efficacy, this indirect pathway is not strong enough to encourage the use of Google Scholar.

The results of the hypothesis 7 test show that the path coefficient is 0.006 and the P-value forms the influence of reading interest through self-efficacy on the use of Google. Reading interest does not have an indirect effect on the use of Google Scholar through self-efficacy. This result is also in accordance with the constellation of RESEARCH from Adi Nugroho (2023), which emphasizes that self-efficacy and reading interest are not

enough without the support of digital skills or access to technology. In other words, even though students have reading interest and self-confidence, they are not necessarily able to utilize Google Scholar optimally if their digital skills are limited.

Based on the data results above, Overall, of the seven hypotheses tested, only three paths are supported by the supporting constellation and proven to be statistically significant, namely: digital literacy towards the use of Google Scholar (H1), digital literacy towards self-efficacy (H2), and reading interest towards self-efficacy (H4). Meanwhile, the other four paths (H3, H5, H6, and H7) are not significant and fully support the opposing constellation. This confirms that digital literacy plays the most central role in encouraging the use of Google Scholar directly, whereas Self-efficacy and reading interest function more as internal psychological reinforcers that are not yet able to stand alone in influencing students' digital behavior without the support of strong technical skills.

Conclusion

This study aims to analyze the influence of digital literacy and reading interest on the use of Google Scholar as an academic reference source, by considering the mediating role of self-efficacy in students of the Faculty of Economics and Business, Jakarta State University. Based on the results of data analysis and statistical testing conducted, several important findings were obtained that provide a comprehensive picture of student behavior and abilities in accessing and utilizing digital-based academic reference sources. The results of the study stated that digital literacy has been proven to have a positive and significant influence on student self-efficacy. Reading interest also has a positive and significant influence on student self-efficacy. Self-efficacy as a mediating variable does not have a significant influence on the relationship between digital literacy and reading interest with the use of Google Scholar. Digital literacy has been proven to be the most dominant and significant factor in directly influencing the use of Google Scholar. The results of this study emphasize that the success of students in utilizing Google Scholar as an academic reference source is highly dependent on their digital literacy skills.

References

Alotaibi, F., & Johnson, F. (2020). Why we like Google Scholar: postgraduate students' perceptions of factors influencing their intention to use. Aslib Journal of Information Management, 72(2), 587–603.

Alotaibi, F., & Johnson, F. (2020). Why we like Google Scholar: postgraduate students' perceptions of factors influencing their intention to use. Aslib J. Inf. Manag., 72, 587-603. https://doi.org/10.1108/ajim-10-2019-0304.

Alwisol. (2017). Psikologi Kepribadian (ed. revisi). Universitas Muhammadiyah Malang.

Amin, F., Khasanah, N., & Achmad, C. A. (2023). Pengaruh Kemampuan Literasi Digital Terhadap Efikasi Diri dan Kemandirian Belajar Siswa. BIO-EDU: Jurnal Pendidikan Biologi, 8(3), 177–183. https://doi.org/10.32938/jbe.v8i3.3824

Arif, M. (2021). THE INFLUENCE OF READING INTEREST AND SELF-EFFICACY ON READING COMPREHENSION OF THE TENTH GRADE STUDENTS AT AS-SHOFA ISLAMIC SENIOR HIGH SCHOOL PEKANBARU. Journal of Education and Teaching. https://doi.org/10.24014/JETE.V3I1.8660. Bandura, A. (1977). Self-efficacy: toward a unifying theory of behavioral change. Psychological review, 84(2), 191.

Baron, R. A., & Byrne, D. E. Psikologi Sosial. Erlangga. Jakarta, 2003

Bawden. (2001). Information and digital literacies: A review of concepts. Journal of Documentation, 2(57), 218–259.

Bustanol, A. (2023). Keterampilan berpikir kritis di era digital: Menghindari Informasi yang Salah dan Menyaring Sumber yang Terpercaya.

Cahyaningrum, V. D., Tambunan, W., & Tampubolon, H. (2023). Pengaruh Efikasi Diri dan Literasi Digital terhadap Komitmen Profesi Guru (Studi Kasus di Sekolah Tarakanita Pluit Jakarta). Fondatia, 7(4), 891–902. https://doi.org/10.36088/fondatia.v7i4.4151

Dalman, H. (2014). Teori dan Praktik Literasi Bahasa Indonesia. Kencana.

Diana, R. D., Fahmy, R., & Rivai, H. A. (2025). Jurnal Informatika Ekonomi Bisnis Pengaruh Literasi Digital terhadap Employability dengan Efikasi diri sebagai Mediasi pada Alumni Peserta Pelatihan Kompetensi

Kerja. Jurnal Informatika Ekonomi Bisnsi, 7(2), 162–168. https://doi.org/10.37034/infeb.v7i2.1116

Eshet-Alkalai, Y. (2004). Digital literacy: A conceptual framework for survival skills in the digital era. Journal of Educational Multimedia and Hypermedia, 13(1), 93-106.

Fatmawati, E., Oktarika, D., Santoso, D., Puspitasari, H., Nurcahyo, R. W., & Sari, M. I. (2023). Kesiapan Kerja Siswa Ditinjau dari Harga Diri (Self-Esteem) dan Efikasi Diri (Self-Efficacy). Edukasi: Jurnal Pendidikan, 21(1), 1–14. https://doi.org/10.31571/edukasi.v21i1.5462

Gilster, P. (1997). Digital literacy. Wiley Computer Publishing.

Gusenbauer, M., & Haddaway, N. (2020). Which academic search systems are suitable for systematic reviews or meta-analyses? Evaluating retrieval qualities of Google Scholar, PubMed, and 26 other resources. Research Synthesis Methods, 11, 181 - 217. https://doi.org/10.1002/jrsm.1378.

Haddaway, N., Collins, A., Coughlin, D., Kirk, S., & Wray, K. (2015). The Role of Google Scholar in Evidence Reviews and Its Applicability to Grey Literature Searching. PLoS ONE, 10. https://doi.org/10.1371/journal.pone.0138237.

Hague, C., & Pavton, S. (2010). Digital literacy across the curriculum. Futurelab.

Hair, J. F., Black, W., Barry, J., & Anderson, R. (2019). Multivariate Data Analysis. Annabel Ainscow.

Haliq, A., Hamsa, A., & Universitas Negeri Makassar, Sulawesi Selatan, Indonesia. (2021). Literasi Digital: Tingkat dan Keandalan Sumber Referensi Mahasiswa dalam Menulis Esai Akademik. In *GERAM (GERAKAN AKTIF MENULIS)* (Vols. 9–9, Issue 2, pp. 163–164) [Journal-article].

Hardianti, N., & Marpaung, M. P. (2021). Pengaruh Efikasi Diri, Motivasi Belajar Dan Minat Baca Terhadap Hasil Belajar Speaking Siswa Kelas X. Jurnal Pendidikan, 22(1), 46–57. https://doi.org/10.33830/jp.v22i1.976.2021

Hernandez, J. (2020). Google Scholar: Memanfaatkan Alat Pencarian Literatur Akademik Lintas Disiplin Ilmu. Springer.

Hunawa, R., Djafar, T., & Niode, R. (2025). Hubungan Kesadaran Diri dengan Prokrastinasi Penyelesaian Skripsi pada Mahasiswa. An Idea Health Journal, 5(01), 91–96.

Husain, T. & Program Studi Sistem Informasi: STMIK Widuri, Jakarta, Indonesia. (2019). Analisis layanan Google Scholar sebagai bahan referensi terhadap kepuasan mahasiswa. In ULTIMA InfoSys: Vol. Vol. X (Issue No. 1, p. 69).

Kebudayaan., K. P. dan. (2021). Materi pendukung literasi digital. TIM GLN Kemendikbud.

Khairiyah, W., & Marlini, M. (2022). Pemanfaatan google scholar dalam pemenuhan kebutuhan informasi penelitian mahasiswa prodi perpustakaan dan ilmu informasi Universitas Negeri Padang. *Nautical: Jurnal Ilmiah Multidisiplin*, *1*(9), 1058-1071.

Khan, M., & Khan, S. (2021). Manfaat Google Scholar bagi akademisi dan peneliti: Sebuah analisis lintas disiplin. Journal of Information Science and Technology, 45(1).

Lestari, M. (2024). *Efektivitas Penggunaan Google Scholar Sebagai Media Temu Balik Informasi Mahasiswa Akhir Prodi Ilmu Perpustakaan* (Doctoral dissertation, UIN Ar-Raniry Fakultas Adab dan Humaniora).

Lilawati, A. (n.d.). (dalam Sudarsana, I., & Bastiano, M.). (2010). Pendidikan karakter dalam pembelajaran. Gramedia.

Makmur Solahudin, Heru Sujiarto, Usep Kosasih, Achmad Mudrikah, & Sutaryat Trisnamansyah. (2022). Peran Efikasi Diri Sebbagai Mediasi Pengaruh Kemampuan Literasi Digital Terhadap Resiliensi Akademik Mahasiswa. Risâlah, Jurnal Pendidikan Dan Studi Islam, 8(3), 597–572. https://doi.org/10.31943/jurnalrisalah.v8i3.314

Manubey, J., Koroh, T. D., Dethan, Y. D., & Banamtuan, M. F. (2022). Pengaruh Literasi Digital terhadap Hasil Belajar Mahasiswa. *EDUKATIF JURNAL ILMU PENDIDIKAN*, *4*(3), 4288–4294. https://doi.org/10.31004/edukatif.v4i3.2590

Mayes, T., & Fowler, C. (2006). Learning and knowledge: The challenge of e-learning. Routledge.

Merga, M., Roni, S., & Mason, S. (2020). Should Google Scholar be used for benchmarking against the professoriate in education?. Scientometrics, 125, 2505 - 2522. https://doi.org/10.1007/s11192-020-03691-3.

MIRA, I. (2024). *PENGARUH INTENSITAS PENGGUNAAN GOOGLE SCHOLAR TERHADAP KEMAMPUAN MAHASISWA PAI MENYUSUN TUGAS AKHIR* (Doctoral dissertation, UIN RADEN INTAN LAMPUNG).

Naim, M. (2013). Psikologi kebahagiaan: Teori dan Praktik. Rineka Cipta.
Nopriadi. (2024). Menjaga Privasi Digital : Studi Tentang Kesadaran Mahasiswa dalam Perlindungan Data Pribadi di Media Sosial. Polygon : Jurnal Ilmu Komputer Dan Ilmu Pengetahuan Alam, 2(6), 87–97.
Notoatmodjo, S. (2018). Metodologi Penelitian Kesehatan. Rineka Cipta.
Nugroho, P. A., Tambun, S., & Mevia, D. R. (2025). Pengaruh Literasi Gidital dan Efikasi Diri terhadap Digital Entrepreneurship Intention dengan Growth Mindset sebagai Pemoderasi. Jurnal Manajemen, Organisasi Dan Bisnia, 14(01), 38–48.
Ormrod, J. E., Anderman, E. M., & Anderman, L. H. (2023). Educational psychology: Developing learners. Pearson. One Lake Street, Upper Saddle River, New Jersey 07458.
Patmanthara, S., & Hidayat, W. (2018). Improving Vocational High School Students Digital Literacy Skill through Blended Learning Model. Journal of Physics: Conference Series, 1028(1).
Permatasari, A. Hubungan Antara Self-Efficacy dengan Stres Pada Mahasiswa yang sedang Menyusun Skripsi di Semester Ganjil 2013/2014. Fakultas Psikologi Esa Unggul . 2014
Purnama, S. I., Indrawati, C., & Akbarini, N. (2024). Pengaruh digital literacy dan self efficacy terhadap kesiapan kerja siswa SMK Negeri 1 Sukoharjo. JIKAP (Jurnal Informasi Dan Komunikasi Administrasi Perkantoran), 8(1), 65. https://doi.org/10.20961/jikap.v8i1.75699
Rafika, A. S., Putri, H. Y., Widiarti, F. D., & STMIK Raharja Tangerang. (2017). ANALISIS MESIN PENCARIAN GOOGLE SCHOLAR SEBAGAI SUMBER BARU UNTUK KUTIPAN. In *CERITA: Vol. Vol 3* (Issue No 2) [Journal-article].
Rahardja, U., M. T. I., Handayani, I., M. T. I., Buliali, J. L., M. Sc. ,Ph. D., Mutiara, A. B., SSi, SKom, Moedjiono, Dr., MSc, Winarno, Dr., Lesly, Dr. H., Putra, P. O. H., M. Sc., Henderi, H., Dewanto, I. J., MM, Sudatyono, Ir., S. Pd. ,. M. Pd, Sani, M., Widiastuti, Y., & Harahap, E. P. (2016). TechnoMedia Journal (TMJ). iLearning Journal Center (iJC). https://ijc@raharjagroups.info Algham, M., & Sideridis, G. (2025). Corrected goodness-of-fit index in latent variable modeling using non-parametric bootstrapping. Frontiers in Psychology.
Rahim, M. (2011). Pengantar pendidikan dan psikologi belajar. Penerbit Bumi Aksara.
Ririen, D., & Daryanes, F. (2022). ANALISIS LITERASI DIGITAL MAHASISWA. *Research and Development Journal of Education*, *8*(1), 210. https://doi.org/10.30998/rdje.v8i1.11738
Riyanto, S., & Setyorini, W. (2024). Metode Penelitian Kuantitatif dengan Pendekatan SmartPLS 4.0 (H. A. Mumtahana (ed.)). Deepublish Digital.
Santrock, J. W. (2007). Adolescent (11th ed.) New York:McGraw-Hill.
Shultz, M. (2007). Comparing test searches in PubMed and Google Scholar.. Journal of the Medical Library Association : JMLA, 95 4, 442-5 . https://doi.org/10.3163/1536-5050.95.4.442.
Sinambela, S. (n.d.). (dalam Sudarsana, I., & Bastiano, M.). (2010). Pendidikan dan pembelajaran: Konsep dan aplikasi. Rineka Cipta.
Sugiyono, P. D. (2019). Metode Penelitian Kuantitatif, Kualitatif, dan R&D (M. Dr.Ir.Sutopo.S.Pd (ed.)). Penerbit Alfabeta, Bandung.
Sugiyono. (2016). Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Alfabeta.
Woolfolk, A. (2003). Psikologi pendidikan (edisi ke-8, terj. Sarwono, S. W.). PT Indeks.
Woolfolk. Educational Psychology. Boston: Pearson Education Inc. 2004