

International Journal of Business, Economics and Social Development

-	e-ISSN	2722-1156
	p-ISSN	27722-1164

Vol. 6, No. 2, pp. 192-204, 2025

The Effect of Digital Literacy, Soft Skills, and Learning Motivation on Student Learning Achievement

Uli Aznikhah^{1*}, Suci Fitriyani², Edy Hartono³ ^{1,2,3} Universitas Swadaya Gunung Jati, Cirebon, Indonesia *Corresponding author email: edy.hartono@ugj.ac.id

Abstract

This study aims to analyze the effect of digital literacy, soft skills, and learning motivation on students' academic achievement at private universities in Cirebon. The approach used in this study is a quantitative method. The research locations include several private universities in Cirebon. The research population was all students of the Faculty of Economics in the 2024-2025 academic year. The sample used was 100 students, selected through a stratified random sampling technique proportionally to obtain a balanced representation. Determination of the sample size was carried out using the Slovin formula. Data were collected by distributing a 1-5 Likert scale questionnaire using Google Form. Data analysis was carried out using IBM SPSS Statistic 26.0 software through classical assumption tests such as normality and multicollinearity tests, multiple linear regression tests, and coefficient of determination tests. The results of the multiple linear regression analysis on the t-test showed that digital literacy had a positive and significant effect on learning achievement with evidence of 3.185 > 1.984; soft skills have a positive and significant effect on student learning motivation does not have a positive and significant effect on student learning achievement at private universities in Cirebon. While learning motivation does not have a positive and significant effect on student learning achievement at private universities in Cirebon.

Keywords: Digital Literacy, Soft Skills, Learning Motivation, Learning Achievement, Private Universities

1. Introduction

Education must be built so that the latest technological developments can run hand in hand with the educational process in facing competition in this global era. Quality humans will be produced by an educational process that advances with technological advances. Competent individuals are individuals who are raised in the education system (Pratiwi, 2017). One of the main goals of human resource development in Indonesia is to improve the quality of higher education. Students as agents of change must have extraordinary abilities both in academic and extracurricular areas. Higher education leaders rely on human resources, faculty, education staff, and other supporting positions to produce desired results within a specified time frame (Hartono, 2022).

Based on data from the Central Statistics Agency (BPS), in August 2024 the number of unemployed in Indonesia reached 7.465.599 people. As many as 842.378 people or 11.28% of them were unemployed D4, S1, S2, and S3 graduates. When compared to ten years ago, the number of unemployed graduates in 2024 has doubled. Based on BPS data, in February 2013, out of 7.240.897 people or around 5.87% of the total population, only 425.042 people or around 5.87% were unemployed graduates. In February 2019, the percentage of unemployed graduates reached 12.41%. With a proportion of 12.12% in February 2024, the percentage of unemployed new bachelor's graduates is approaching its peak value (Taufiqurrahman, 2024).

Ida Fauziyah, Minister of Manpower of the Republic of Indonesia for the 2019-2024 period, stated that the minimal connection between higher education and employment was the cause of the high number of "unemployed graduates". In an effort to reduce unemployment rates for college graduates, it is necessary to pay attention to learning achievements during their time as students. Another thing that needs to be considered is encouraging students to master digital technology to increase their competitiveness and integrate technology-based learning into study programs, and it is very important for students to have high soft skills.

Higher education is very important to create skilled and competitive human resources in the era of globalization. Student learning achievement is the main metric used to assess how well the educational process in higher education is

running. So far, the criteria for assessing schools in producing quality graduates who meet industry standards, superior leaders, and future human resources who can be relied on for the country is academic achievement (Setapa et al., 2023). However, learning achievement is not only determined by internal factors, but is also influenced by various external aspects that are relevant to the development of the times. By understanding the importance of learning achievement and implementing the right strategies, students can achieve maximum results in their learning (Fahriyanto & Sulistari, 2020).

Cirebon Private Universities have a strategic role in supporting the equalization of higher education and providing access to higher education for the community. Every private university certainly has challenges, such as improving the quality of teaching and fostering student competencies, as a result of the increase in student enrollment each year. However, a number of problems, including inadequate facilities, differences in the quality of lecturers, and the level of student readiness, often hinder the improvement of teaching standards. Therefore, it is important to identify the extent to which digital literacy, soft skills and the learning achievements of private university students in this region.

As one of the centers of educational and economic activities in West Java, Cirebon is unique because its students come from diverse social, cultural, and economic backgrounds. This condition makes it important to understand the extent to which learning motivation, soft skills, and digital literacy influence the academic achievement of students at private universities in the region. Research on this topic has its own urgency, especially for students in private campus environments, considering that these three factors have been proven to make a significant contribution to study success. Private universities are considered an ideal place to study this because of the flexibility and freedom they have in designing curricula and implementing innovative learning methods.

In this study, there are four private universities that will be used as research survey locations. The four are Universitas Swadaya Gunung Jati (UGJ), Universitas Muhammadiyah Cirebon (UMC), Universitas 17 August 1945 (UNTAG) and Universitas Islam Bunga Bangsa Cirebon (UI BBC). The researcher conducted a research survey at private universities in the city and district of Cirebon. The selection of research survey locations was based on the number of students of the Faculty of Economics of private universities in the city and district of Cirebon.

The shortcomings of previous research inspired this research. In previous research, this research looked at two variables, namely learning achievement and digital literacy. The total population consisted of 53 respondents divided into students from various classes. Sugiantoro (2024) used 42 samples. Meanwhile another study conducted by Anwar et al. (2018) investigating how learning achievement is influenced by soft skills in relation to the total student population there are 137 and the sample will be 92. Meanwhile, another study conducted by Elawati et al. (2023) used 159 students as research samples and 263 students as population. The gap is related to digital literacy, soft skills, and learning motivation towards learning achievement. Meanwhile, research conducted by researchers related to digital literacy, soft skills, and learning motivation towards learning achievement has a population of all students of the Faculty of Economics of Cirebon Private Universities of 5.075 people based on a sample of 100 participants.

The researcher found that previous studies discussing this topic were less conclusive and lacked concrete findings regarding the influence of digital literacy, soft skills, and learning motivation of Cirebon Private University students on their learning achievement. A number of studies have been conducted simultaneously to examine the influence of digital literacy, soft skills, and learning motivation of Cirebon Private University students on their learning achievement. Although many studies have examined these three factors separately, there are still few studies that analyze the influence of these three variables simultaneously. By investigating the combined effects of digital literacy, soft skills, and learning motivation on students' academic achievement at a private university in Cirebon, this study seeks to close the gap. Therefore, the researcher is interested in conducting a study entitled "The Effect of Digital Literacy, Soft Skills, and Learning Motivation on Student Learning Achievement ". By understanding the relationship between these variables, strategies can be identified to improve student learning achievement in an academic environment.

2. Literature Review

2.1 Digital Literacy

Digital literacy according to Nuri et al. (2024) is the ability to understand and use information from various digital sources in various formats effectively and efficiently. Critical thinking skills are needed to use digital media and obtain certain information. Certainly, a person's curiosity drives him to seek relevant information, which is where the information he finds begins (Rini et al., 2022). Digital literacy is described in a classic book (Gilster, 1997) as the capacity to understand and use information in various formats that come from various sources and are displayed on a computer (Techataweewan et al., 2018).

Paul Gilster first coined the idea in 1997. He explained that digital literacy includes not only reading comprehension, but also the capacity to understand and use information in a meaningful way. Digital literacy involves more than just clicking buttons, as it also requires the ability to think critically when interacting with various sources

of digital information (Hamzah B, 2016). Because it enables students to utilize digital technology devices, digital literacy has a significant impact on the learning process to change learning activities (Rochmatika & Yana, 2022). In the digital literacy, it was found that there is still a lot of use of technology for less productive activities. This is due to the use of digital literacy which is not optimal in supporting learning achievement.

Previous research conducted by Sugiantoro (2024) and Yudha et al. (2023) showed that factors related to digital literacy can improve learning outcomes. According to research by Techataweewan et al. (2018), there are four factors that can be used as dimensions of digital literacy, namely operational skills, thinking skills, collaboration skills, and awareness skills. The markers of the first dimension include presentation, cognition, and discovery. Indicators of analysis, evaluation, and innovation are related to the second dimension. While the third dimension is characterized by networking, sharing, and teamwork. Self-defense, legal literacy, and ethics are indicators of the fourth dimension.

2.2 Soft Skills

In general, soft skills are the ability to adapt, and interpersonal skills can contribute to academic achievement. By understanding this relationship, universities can implement programs that support the development of soft skills to help students achieve better academic results. So that it can help reduce the unemployment rate for college graduates (Sobirin, 2021). Private universities often strive to improve the quality of their education to be more relevant to industry needs. Institutions can create more effective training programs and curricula to help students build soft skills by looking at how these abilities affect academic achievement. Along with digital literacy, one initiative to improve student achievement is soft skills.

Soft skills include non-technical talents, non-technical skills that are difficult to see but essential to success, and non-technical skills that can be learned. The ability to excel in any job is commonly referred to as "soft skills", although there is no widely agreed-upon definition of the phrase (Faizah, 2018). Where soft skills help people to adapt and behave positively so that they can face the challenges of their professional and daily lives effectively (Mwita et al., 2023). One initiative to raise student learning achievement is the development of soft skills. In today's job market, soft skills can be viewed as a substantial additional value that enables more extensive and worthwhile accomplishments (Caggiano et al., 2020). Since learner habituation is intimately linked to soft skills, soft skills must be able to teach engineering in a variety of learning domains by combining cognitive and psychomotor elements in a proportionate and simultaneous manner.

Soft skills are skills that go beyond technical and academic aspects, emphasizing the importance of developing abilities in six main aspects, namely teamwork and interpersonal skills (group skills), leadership, logical and creative thinking, organizational skills, and communication skills both verbally and in writing (communication skills). The findings in this study are in line with the results of previous research conducted by (Anwar et al., 2018) which showed that soft skills have a positive and significant influence on students' academic achievement.

2.3 Learning Motivation

Highly motivated students are more likely to be committed to their studies, which helps them achieve superior learning outcomes. Similar to the workplace, motivation can inspire workers to be more passionate in their work to meet organizational goals and objectives (Lestari et al., 2023). Learning motivation is a sequence of actions in response to certain situations or conditions. A person is free to act as he pleases in this situation. Student learning success can be primarily driven by internal incentives such as the desire to understand the subject matter or achieve personal goals, as well as external motivation such as recognition or admiration of the environment (Mustikarini & Puspasari, 2021). According to Uno (2016), motivation is the desire to change a behavior or activity from the past for the better, triggered by internal and external stimuli (Hamzah B, 2016).

Understanding motivation is critical to one's success, a person's drive or strength to develop a desire to be better and strive to achieve his goals in his own way is the source of learning motivation. A person will be more positively affected and find it easier to achieve their goals if they are motivated from within. If the right motivation is present in the learning environment, then this learning motivation can motivate a person to participate in learning activities in order to maximize the results. This study is also consistent with previous research by (Elawati et al., 2023), who found a positive and highly significant relationship between learning achievement and learning motivation.

2.4 Learning Achievement

According to Sutratinah Tirtonegoro, learning achievement is a form of assessment of the results of the learning process shown through words, symbols, letters, or numbers, which reflect student achievement over a certain period of time (Hasan & Komalasari, 2021). From another perspective, learning achievement is defined as output in the form of abilities developed by students after following the learning process for a certain period of time. These

achievements are seen in the form of changes in behavior, increased knowledge, and skills which are then assessed through numbers or scores. Based on observations, weaknesses in time management can be an obstacle in the student learning process, especially when they are unable to allocate time optimally to study, do assignments, and carry out other responsibilities. Learning itself is defined as a process that causes changes in the individual's personality, which is reflected in the increase in the quality and quantity of understanding, thinking skills, and knowledge possessed (Amalda & Prasojo, 2018). The term learning achievement consists of two syllables, namely achievement and learning. According to the Popular Scientific Dictionary, achievement refers to the outcomes attained. According to Noehi Nasution, learning in its broadest sense can be understood as a process that permits a behavior to emerge or change as a result of the main response, so long as the behavior change or emergence of new behavior is not brought on by immaturity or transient changes brought on by something.

Meanwhilen according to Arianto (2019), learning achievement reflects the level of mastery or success achieved by students after undergoing the teaching and learning process over a certain period of time. This achievement can be seen through changes in behavior, skills, and insights which are then measured and evaluated in the form of values, either in the form of numbers or descriptive statements. Assessment of learning achievement usually includes various components such as daily tests, midterm exams, individual or group assignments, and final semester exams. Thus, learning achievement can be interpreted as a transformation of behavior that includes cognitive, affective, and psychomotor aspects, namely mastery, application, and organization of various forms of knowledge and skills obtained through the learning process and various factors that influence it, which are then expressed in the form of values.

3. Materials and Methods

This study uses a causal associative research type. According to Siregar (2015), associative research aims to determine the relationship between two or more variables, while causal research focuses on testing the causal relationship between independent variables and dependent variables. The approach used in this study is a quantitative approach, with data analyzed in statistical form. The research was conducted at several private universities in Cirebon, namely Universitas Swadaya Gunung Jati (UGJ), Universitas 17 August 1945 (UNTAG), Universitas Islam Bunga Bangsa Cirebon (UI BBC), and Universitas Muhammadiyah Cirebon (UMC). The research period took place from November to February 2025. The data collection technique was carried out by distributing questionnaires containing 40 statements covering 4 variables and 40 indicators, which were distributed via Google Form to 100 student respondents. In the research model, there are four main hypotheses (H1-H4) which are described as follows:

H1: There is a significant influence between digital literacy and learning achievement.

H2: There is a significant influence between soft skills and learning achievement.

H3: There is a significant influence between learning motivation and learning achievement.

H4: There is a significant simultaneous influence between digital literacy, soft skills, and learning motivation on learning achievement.



Figure 1: Thinking Framework

This research involved all active students of the Faculty of Economics, Cirebon Private College in 2024-2025. The total population is 5.075 active students from the Faculty of Economics in four private universities in Cirebon, data collection from the entire population is not possible due to practical limitations, including time, cost, and accessibility. Therefore, in accordance with statistical theory, the Slovin formula (Yamane, 1967) is used with a 10% error rate to determine the appropriate and manageable sample size. The calculation results produce a minimum requirement of

around 98.6 respondents, which is then rounded up to 100 respondents for better research. This approach ensures that the sample remains sufficiently representative of the population while maintaining research efficiency and data quality. Then the researcher used a proportional stratified random sampling technique with the following calculations (Sugiyono, 2017):

Cirebon Strata Private University	Population	Sampling Techniques	Samples Used
Universitas Swadaya	3.052	3.052/5.075x100	60
Gunung Jati (UGJ) Universitas 17 August	69	69/5 075 x 100	1
1945 (UNTAG)	07	0)/J.075 X 100	1
Universitas	1.368	1.368/5.075x100	27
Muhammadiyah			
Cirebon (UMC)			
Universitas Islam	586	586/5.075 x 100	12
Bunga Bangsa			
Cirebon (UI BBC)			

Table 1: Sampling Techniques of Private Universities in Cirebon

The collected data were analyzed using IBM SPSS Statistics 26.0 software by applying several analysis techniques, namely multiple linear regression, normality test, multicollinearity test, test and coefficient of determination test. The main method used in this study is multiple linear regression analysis which functions to test the effect of independent variables on dependent variables. According to (Ghozali, 2021), regression analysis aims to measure the extent to which independent variables affect the variables that are the main focus of the study.

Multiple Regression Formula:

$$Y = a + b_1 X_1 + b_2 X_2 + b_3 X_3 \dots + b_n X_n$$

Where:

Y = Dependent variable

 $X_1 =$ First independent variable

 X_2 = Second independent variable

 X_3 = Third independent variable

Xn = Independent variable

a = constant

 b_1 , b_2 , b_3 , b_n = regression coefficient

4. Results and Discussion

4.1 Results

A total of 100 students of the Faculty of Economics, class of 2024-2025, took the time to fill out a questionnaire about the influence of learning motivation, soft skills, and digital literacy on the learning achievement of private university students in Cirebon. Researchers used Google Forms to collect data on various topics, including the characteristics of the participants who filled out the research questionnaire.

The following information is shown in Table 2:

Characteristics	Frequency	Percentage
Gender		
Male	36	36%
Female	64	64%
Age		
17-19 years old	14	14%
20-22 years old	69	69%
23-25 years old	15	15%
>26 years old	2	2%
Student Level		
Level 1	5	5%
Level 2	16	16%
Level 3	23	23%
Level 4	38	38%
Level >4	16	16%
	100	100

Table 2: Respondent Characteristics

Based on gender characteristics, the majority of respondents were female (64, or 64%), followed by male (36 or 36%). Based on age characteristics, 14% of respondents were between 17 and 19 years old, 69% were between 20 and 22 years old, 15% were between 23 and 25 years old, and the remaining 2% were over 26 years old. This can also be seen from the characteristics of the student level shown in the table above that out of 100 respondents, 5% were at level 1; 16% were at level 2; 23% were at level 3; 38% were at level 4; and 16% were at level >4.

Validity Test Results

The validity or otherwise of the questionnaire research instrument is assessed using a validity test (Ghozali, 2021). If statement items have a substantial relationship with the overall score or are considered valid r count > r table (2-sided test with significance 0.05), a statement outlining the purpose of the questionnaire is required.

Table 3 : X_1 Validity Test Results							
Number	R _{count}	R _{table}	Description				
1	0.560	0.1966	Valid				
2	0.490	0.1966	Valid				
3	0.460	0.1966	Valid				
4	0.442	0.1966	Valid				
5	0.461	0.1966	Valid				
6	0.292	0.1966	Valid				
7	0.305	0.1966	Valid				
8	0.339	0.1966	Valid				
9	0.316	0.1966	Valid				
10	0.350	0.1966	Valid				
11	0.370	0.1966	Valid				
12	0.425	0.1966	Valid				

It can be concluded that each statement for the digital literacy variable (X_1) is valid based on the results in the table boye which shows that each statement has a calculated r count > r table. Thus it can be said that each statement in the

Table 4: X2 Validity Test Results								
Number	R _{count}	R _{table}	Description					
1	0.428	0.1966	Valid					
2	0.354	0.1966	Valid					
3	0.363	0.1966	Valid					
4	0.484	0.1966	Valid					
5	0.377	0.1966	Valid					
6	0.418	0.1966	Valid					
7	0.388	0.1966	Valid					
8	0.436	0.1966	Valid					
9	0.449	0.1966	Valid					
10	0.303	0.1966	Valid					
11	0.472	0.1966	Valid					
12	0.497	0.1966	Valid					

It can be concluded that each statement for the digital literacy variable (X_1) is valid based on the results in the table above which shows that each statement has a calculated r count > r table. Thus it can be said that each statement in the digital literacy variable instrument (X_1) is suitable for use in the data analysis process.

Each statement for the soft skills variable (X_2) has a calculated r count > r table, according to the results in the previous table, which shows that each statement is valid. Thus, it can be said that all statements of the soft skills instrument (X_2) are suitable for use in data analysis procedures.

Table 5: X ₃ Validity Test Results								
Number	R _{count}	R _{table}	Description					
1	0.684	0.1966	Valid					
2	0.662	0.1966	Valid					
3	0.628	0.1966	Valid					
4	0.647	0.1966	Valid					
5	0.510	0.1966	Valid					
6	0.568	0.1966	Valid					

It can be concluded that each statement for the learning motivation variable (X_3) is valid based on the results of table 5 which show that each statement has a calculated r count > r table. Thus it can be said that all statements of the learning motivation instrument (X_3) are suitable for use in data analysis procedures.

Table	Table 6: Y Validity Test Results								
Number	R_{count}	R _{table}	Description						
1	0.582	0.1966	Valid						
2	0.513	0.1966	Valid						
3	0.587	0.1966	Valid						
4	0.535	0.1966	Valid						
5	0.427	0.1966	Valid						
6	0.411	0.1966	Valid						
7	0.396	0.1966	Valid						
8	0.391	0.1966	Valid						
9	0.511	0.1966	Valid						
10	0.538	0.1966	Valid						

Each statement for the learning achievement variable (Y) has a calculated r count > r table, according to the data in table 6, which shows that each statement is valid. Thus, it can be said that all statements of the learning achievement instrument (Y) are suitable for use in data analysis procedures.

Reliability Test Results

Through statistical testing using Cronbach Alpha (α), a construct or variable is declared reliable if the resulting alpha value exceeds 0.70. Based on the results of the reliability test, variables such as digital literacy, soft skills, learning motivation, and learning achievement show values above 0.70, which means that all four meet the reliability criteria and are suitable for use in statement analysis. The test results can be seen in Table 7.

Table 7: Reliability Test Results							
Variables	Alpha Cronbach	N Number of Items	Description				
Digital Literacy	0.754	12	Reliable				
Soft Skills	0.775	12	Reliable				
Learning Motivation	0.839	6	Reliable				
Learning Achievement	0.810	10	Reliable				

Normality Test Results

Based on the normality test in table 8 with the Kolmogorov-Smirnov Test, the Asymp. Sig. (2-tailed) value is 0.123 > 0.05, which means that the standardized residuals are normally distributed.

Table 8: Normality Test Results						
One-Sample Kolmogorov-Smirnov Test						
		Unstandardized Residual				
N 10						
Normal Parametersa,b	Mean	0.0000000				
	Std. Deviation	2.77105238				
Most Extreme	Absolute	0.079				
Differences	Positive	0.079				
	Negative	-0.048				
Test Statistics		0.079				
Asymp. Sig. (2-tailed) 0.123						

Multico	llineari	tv T	'est	R	lesu	lts

The purpose of multicollinearity testing is to determine whether the regression model can detect the relationship between independent variables. If there is no correlation, the regression model is considered valid among the independent variables. Based on Table 9 The digital literacy variable has a tolerance value of 0.421 which means > 0.10 and a VIF of 2.374 which means < 10.00. The tolerance value for the soft skills variable is 0.531 > 0.10, and its VIF is 1.884, which is < 10.00. The tolerance value for the learning motivation variable is 0.537 > 0.10, while its VIF is 1.747 < 10.00. Therefore, it can be said that the problem of multicollinearity does not exist in this regression model. The multicollinearity test is presented in table 9.

	Table 9: Multicollinearity Test Results							
				Standard				
		Unstan	dardized	Coefficien				
		Coef	ficient	t			Collinearity S	Statistics
			Standard					
	Model	В	Error	Beta	Т	Sig.	Tolerance	VIF
1	(Constant)	4.657	3.059		1.409	0.162		
	Digital Literacy	0.316	0.099	0.336	3.185	0.002	0.421	2.374
	Soft Skills	0.328	0.079	0.389	4.145	0.000	0.531	1.884
	Learning Motivation	0.156	0.124	0.114	1.266	0.209	0.537	1.747

Multiple Linear Regression Analysis Test Results

T-Test Results

The t-test is conducted to test whether each independent variable has a significant influence on the dependent variable. The t-test (partial) can be known by using a comparison t count > t table then the research hypothesis is partially accepted (significant) and if t count < t table then the research hypothesis is partially rejected (not significant).

		Table 10: T-Test Results					
		Unstan Coef	dardized ficient	Standard Coefficient			
			Standard				
	Model	Beta	Т	Sig.			
1	(Constant)	4.657	3.305		1.409	0.162	
	Digital Literacy	0.316	0.099	0.336	3.185	0.002	
	Soft Skills	0.328	0.079	0.389	4.145	0.000	
	Learning Motivation	0.156	0.124	0.114	1.266	0.209	

From the results of the t-test analysis in table 10 it shows that:

- a. The regression test of the digital literacy variable has a significance value of 0.002 < 0.05 and a calculated t count of 3.185 > t table 1.984. So it can be concluded that Ha is accepted and H0 is rejected, this means that there is a positive and significant influence between digital literacy and learning achievement.
- b. The regression test of the soft skill variable has a significance value of 0.000 < 0.05 and a calculated t count of 4.145 > t table 1.984. So it can be concluded that Ha is accepted and H0 is rejected, this means that there is a positive and significant influence between soft skills and learning achievement.
- c. The regression test of the learning motivation variable has a significance value of 0.209 < 0.05 and a calculated t count of 1.266 < t table 1.984. So it can be concluded that Ha is rejected and H0 is accepted, this means that there is no influence between learning motivation and learning achievement.

F Test Results

	Table 11: F Test Results							
	Model	Sum of Squares	Df	Mean Square	F	Sig.		
1	Regression	930.396	3	310.132	39.165	0.000^{b}		
	Remainder	760.194	96	7.919				
	Total	1690.590	99					

Table 11 shows that F count is 39.165 with a significance level of 0.000. This figure is then compared with F table which produces a value of 2.70 when calculated with the denominator degree of freedom (denominator df) of 96 and the numerator degree of freedom (numerator df) of 2 at a level of 0.05. Thus, the sig value is less than 0.05 and the F count > F table, which is 39.165 > 2.70. Ha is accepted, meaning H0 is rejected. This shows that the factors of digital literacy (X₁), soft skills (X₂), and learning motivation (X₃) simultaneously have a positive and significant influence on learning achievement (Y).

Based on the results of the t-test in table 10, it is known that there is one independent variable that partially does not have a significant effect on the dependent variable, namely the learning motivation variable on learning achievement. However, the results of the F-test in table 11 show that all independent variables simultaneously have a significant effect on the dependent variable. This indicates that although individually one of the variables does not have a strong influence, together the three variables are able to explain changes in the dependent variable well.

Results of Determination Coefficient Test

In principle, the ability of a model to explain the variation of the dependent variable is measured by the coefficient of determination (R^2) (Ghozali, 147:2021). The R^2 value is in the range of 0 to 1. If the R^2 value is low, this indicates that the ability of the independent variable to explain the variation of the dependent variable is also low. Conversely, if R^2 approaches one, it means that most of the variation in the dependent variable can be explained by the independent variable. Table 12 shows the Adjusted R Square value which is a form of the determination coefficient that has been adjusted for the number of variables used and the sample size in the study. This adjustment is important to reduce the possibility of bias when the number of variables or sample size increases. In this study, the collective influence of digital literacy, soft skills, and learning motivation on student learning achievement is reflected in the Adjusted R Square value of 0.536, which means that the three variables together affect learning achievement by 53.6%. The rest, other variables that are not included in the 46.4% or 0.464 are influenced by other factors outside the study. Other factors outside of digital literacy, soft skills, and learning motivation that can influence learning achievement include: educational environment, individual learning style, access to learning resources, and physical and mental health.

Table 12: Results of Determination Coefficient Test									
Model Summary									
Model	R	R Square	Adjusted R Squared	Standard Error of					
				Estimate					
1	0.742a	0.550	0.536	2.814					

4.2 Discussion

The Effect of Digital Literacy on Learning Achievement

Based on the regression test regarding digital literacy on learning achievement with a calculated t count > t table, namely 3.185 > 1.984, it can be concluded that digital literacy has a positive and significant effect on learning achievement. The significance value is less than 0.05, then Ha is accepted and H0 is rejected. It is clear that students in private universities in Cirebon get many benefits from digital literacy in terms of their academic achievement. The results of this study are in line with previous studies conducted by Yudha et al. (2023) and Sugiantoro (2024) showed that digital literacy has a positive and significant influence on student learning achievement.

From the data obtained during the study through the questionnaire, the statement of the digital literacy variable showed the highest average value with a score of 4.44 on number X1P7 "I feel that digital technology helps me in completing group assignments effectively". The lowest average value was found in the score of statement number X1P8 with a score of 3.72 "I actively build networks or relationships through digital platforms".

The findings of this study allow the conclusion that The digital literacy variable is good, but needs to be improved because there are several phenomena that occur, including the use of technology for less productive activities due to the use of digital literacy that is not optimal in supporting learning achievement, and also the lack of digital skills still occurs, students who do not have digital skills due to inadequate facilities. This needs to be evaluated so that students will be better prepared to face obstacles by taking advantage of the opportunities or chances presented by this digital era to succeed academically so that they can achieve higher learning achievements.

The Effect of Soft Skills on Learning Achievement

Based on the test results on the soft skills variable on learning achievement, the t-value is 4.145, which is greater than the t table of 1.984 with a significance level of 0.000 which is below 0.05. These results indicate that H0 is rejected and Ha is accepted, so it can be concluded that soft skills have a positive and significant effect on the learning achievement of students at Cirebon Private Universities. This finding is in accordance with the results of research by Anwar et al. (2018) which states that soft skills have a significant and strong effect on student learning achievement.

Examples of the relationship between academic achievement and soft skills include adaptability and interpersonal skills that can improve academic achievement. Developing soft skills is important for improving academic achievement. In addition to achieving academic success, students who develop soft skills will be better prepared to face obstacles in the workplace. Strong soft skills are often associated with high academic achievement.

Based on the data obtained during the research through a questionnaire, the soft skills variable statement obtained the highest average score, namely a score of 4.29 for the statement X2P12 "I actively participate in group discussions and make meaningful contributions". The lowest mean value was found in X2P7 statement with a score of 3.64 "I am able to identify problems that arise in work or projects".

The results of this study indicate that the soft skills variable is correct, but needs to be improved because there are several phenomena that occur, including a lack of self-confidence in contributing to a student group project because of fear of failure and also a lack of ability to identify existing problems. This needs to be evaluated in order to minimize errors that occur by continuing to hone and provide challenges and further understanding by attending seminars or workshops and can also study it through materials in the curriculum or related courses.

The Effect of Learning Motivation on Learning Achievement

Based on the test of learning motivation on learning achievement, it is shown through the results of statistical analysis which shows a value of 1.266 > 1.984 with a significance level of 0.209 < 0.05. This shows that H0 is accepted and Ha is rejected accepted, so it can be concluded that learning motivation does not have a positive and significant influence on student academic achievement at private universities in Cirebon. This finding is not in line with the results of previous research by Elawati et al. (2023) which states that learning motivation has a positive and significant influence on student academic achievement.

From the data collected during the research process through the distribution of questionnaires, it is known that the statement that obtained the highest score on the learning motivation variable is in item X3P3, namely "I am motivated to learn in order to achieve my dreams" with an average value of 4.46. This shows that students are very motivated to learn in order to realize their dreams in the future. Meanwhile, the statement that obtained the lowest average score is in item X3P2, namely "I am motivated to learn because I want to achieve good learning outcomes" with a value of 4.25, which shows that learning outcomes are not the main factor that motivates some students to learn.

Overall, the learning motivation variables in this study are still not in accordance with expectations. There are several phenomena that need attention. One of them is that educational success is reflected in the mastery of the material in each course. Students who have high learning motivation tend to be actively involved in learning activities and generally get high final grades. However, there are still significant obstacles that hinder the achievement of learning objectives, one of which is a lack of self-confidence. To overcome this, an evaluation needs to be carried out

through activities such as seminars or motivational training, so that students can set realistic learning goals, increase the level of difficulty faced gradually, and change negative mindsets to positive ones. These steps are expected to build self-confidence and gradually increase students' learning motivation.

The Effect of Digital Literacy, the Influence of Soft Skills, and the Influence of Learning Motivation on Learning Achievement

The adjusted R Square value for student learning achievement of 0.536 indicates that digital literacy, soft skills, and learning motivation together have a simultaneous influence on learning achievement of 53.6%. Other factors outside this study have an influence on other variables not included in 46.4% or 0.464. Other factors outside of digital literacy, soft skills, and learning motivation that can influence learning achievement include: educational environment, individual learning style, access to learning resources, and physical and mental health. The variables of digital literacy, soft skills, and learning motivation together have a positive and significant influence on student learning achievement at Private Universities in Cirebon, it can be concluded that F count 39.165 > F table 2.70 which means H0 is rejected Ha is accepted.

5. Conclusion

This study concludes that digital literacy, soft skills have a positive and significant effect on the learning achievement of PTS Cirebon students. While learning motivation does not have a positive and significant effect on learning achievement. In the results of the f test shows that digital literacy, soft skills, and learning motivation have a simultaneous effect on learning achievement. This indicates that although individually the learning motivation variable does not have a strong influence, together the three variables are able to explain changes in the dependent variable well. Logically, these findings are in line with previous studies that emphasize the importance of digital competence, interpersonal skills, and intrinsic and extrinsic motivation in improving learning achievement. The implication of this study is the need for universities to further optimize digital literacy development programs by providing better technological facilities and applicable digital training. In addition, universities should design a curriculum that supports the development of students' soft skills, such as communication skills, time management, and critical thinking skills through extracurricular activities, training, or more interactive learning methods. Strategies are needed that can increase student motivation during the academic process, such as reward systems, academic guidance, and a supportive learning environment, from a learning motivation perspective. To ensure that students' abilities are in line with the demands of the job market, universities can also collaborate with the business world. If implemented properly, the findings of this study can be the basis for improving the standards of private higher education and preparing students to face academic and professional obstacles in the future.

Reference

- Amalda, N., & Prasojo, LD (2018). The Influence of Teacher Work Motivation, Teacher Work Discipline, and Student Discipline on Student Learning Achievement. Journal of Educational Management Accountability, 6. Https://Doi.Org/10.21831/Amp.V6i1.7515
- Anwar, C., Trisnaningsih, S., & Munari. (2018). The Influence of Soft Skills and Learning Methods on Accounting Students' Learning Achievement at Wiraraja University, Sumenep Regency. Https://Www.Ejournalwiraraja.Com/Index.Php/Prd/Article/View/580
- Arianto. (2019). Improving Student Learning Achievement at Mts Al Mubarok Bandar Mataram, Central Lampung. Ri'ayah: Journal of Social and Religious Sciences, 4 (No. 01 (2019): Moderation of Islamic Education). Https://E-Journal.Metrouniv.Ac.Id/Index.Php/Riayah/Article/View/1508
- Elawati, Muljadi, & Sutrisno. (2023). The Influence of Learning Motivation and Learning Style on the Learning Achievement of Private Junior High School Students in Tangerang City in English Lessons. Dhammavicaya Journal: Https://Doi.Org/10.47861/Dv.V6i2.55
- Fahriyanto, & Sulistari, E. (2020). The Influence of Organizational Activities and Time Management on Student Learning Achievement of the Faculty of Teacher Training and Education, Satya Wacana Christian University, Salatiga. Https://Doi.Org/Https://Ejournal.Uksw.Edu/Ecodunamika/Article/View/1745

Faizah. (2018). Student Soft Skill Profile. 9(1). https://Doi.Org/10.31943/Gemawiralodra.V9i1.34

Hamzah B, U. (2016). Motivation Theory and Its Measurement: Analysis in the Field of Education. PT Bumi Aksara.

- Hartono, E. (2022). Organizational Politics in Private Universities, and Performance Aspirations: Work Conflict and Stress as Mediators. Minds Journal: Idea and Inspiration Management, 9(2), 321-340. Https://Doi.Org/10.24252/Minds.V9i2.31816
- Komalasari, E., & Hasan, N. (2021). Analysis of Literacy Culture on Learning Achievement of Grade III Students of SD Jaya Plus Montessori, South Tangerang. In Pensa: Journal of Education and Social Sciences (Vol. 3, Issue 3). Https://Ejournal.Stitpn.Ac.Id/Index.Php/Pensa
- Lestari, D., Hartono, E., & Wibowo, SN (2023). The Effect of Compensation and Work Motivation on Employee Performance at PT. Rajawali II Sugar Factory Tersana Baru. Https://Doi.Org/10.32493/Frkm.V5i2.12603
- Mustikarini, SA, & Puspasari, D. (2021). The Influence of Learning Motivation, Self-Control, and Critical Thinking on the Learning Achievement of Students in the Office Administration Education Study Program, Surabaya State University. Pajar Journal (Education and Teaching), 5(5), 1222. Https://Doi.Org/10.33578/Pjr.V5i5.8428
- Mwita, K., Kinunda, S., Obwolo, S., & Mwilongo, N. (2023). Soft Skill Development in Higher Education. International Journal of Business and Social Science Research (2147-4478), 12(3), 505-513. Https://Doi.Org/10.20525/Ijrbs.V12i3.2435
- Nuri, M., Azzahra, A., & Fauzi Rachmanc, I. (2024). Building a Connected Future: Education and Digital Literacy in the Era of the Industrial Revolution 4.0. Journal of Education and Teaching. Https://Jurnal.Kolibi.Org/Index.Php/Cendikia/Article/View/1563
- Pratiwi, SS (2017). The Influence of Student Activeness in Organizations and Learning Motivation on Student Learning Achievement of the Faculty of Economics, Yogyakarta State University. Https://Doi.Org/10.9644/Sindoro.V7i9.6566
- Rini, R., Suryadinata, N., & Efendi, U. (2022). Students' Digital Literacy and Factors That Influence It. Journal of Accountability in Educational Management, 10(2), 171-179. https://Doi.Org/10.21831/Jamp.V10i2.48774
- Rochmatika, I., & Yana, E. (2022). The Influence of Digital Literacy and Learning Styles on Critical Thinking Skills of Students of Sman 1 Tukdana. Perspectives on Education and Teacher Training, 13(1), 64-71. Https://Doi.Org/10.25299/Perspektif.2022.Vol13(1).9491
- Setapa, M., Mamat, M., Zin, SM, Ramli, NH, Siddiq, DM, Khumayah, S., Nuryanti, M., & Hadiyati, SN (2023). Factors Affecting Academic Achievement of Business Management Students in Malaysia and Indonesia During Covid-19. Wseas Transactions On Business And Economics, 20, 2326-2343. Https://Doi.Org/10.37394/23207.2023.20.200
- Siregar, S. (2015). Quantitative Research Methods. Prenadamedia.
- Sobirin, A. (2021). Organizational Behavior (Haryati & Irmawaty, Eds.). Open University.
- Sugiantoro, M. (2024). The Influence of Digital Literacy on Student Learning Achievement in the Learning Evaluation Course at Panca Sakti University, Bekasi. Journal of Nusantara Generation Education (Jpgenus), 2 (No.2). Https://Doi.Org/10.61787/N0ssst90
- Sugiyono. (2017). Quantitative, Qualitative, and R&D Research Methods. Alfabeta, Cv.
- Taufiqurrahman, Y. (2024, December 11). The percentage of "unemployed graduates" in Indonesia has doubled over the past decade. GOODSTATS.https://data.goodstats.id/statistic/persentase-sarjana-pengunjunguran-di-ri-meningkat-dua-kali-lipat-jual-1-dekade-terakhir-9ah2d
- Techataweewan, W., & Prasertsin, U. (2018). Development of Digital Literacy Indicators for Thai Undergraduate Students Using Mixed Methods Research. Kasetsart Journal of Social Sciences, 39(2), 215-221. Https://Doi.Org/10.1016/J.Kjss.2017.07.001
- Yudha, DK, Irawan, I., & Khuntari, D. (2023). The Influence of Digital Literacy on the Learning Achievement of Students of SMP Pusaka Bangsa Karawang. Scientific Journal of Information and Communication Management, 7(1), 17-28. Https://Doi.Org/10.56873/Jimik.V7i1.261