IJEMR
INTERNATIONAL JOURNAL OF ECONOMICS AND MANAGEMENT REVIEW

The currentissue and full text archive of this journal is available on International Journal of Economics and management review (IJEMR) Insight at: https://jurnal.smartindo.org/index.php/ijemr

The Influence of Digital Literacy and Information Technology Development on Human Resources Quality Mediated by Reading Interests

Marianus Euricho Gutero[1]*, Syamsul Hadi[2], Mohammad Ahyar Syafwan Lysander[3]
[1,2,3] Bachelor of Management, Faculty of Economics, Sarjanawiyata Tamansiswa University, Indonesia

Abstract
Purpose - This study aims to examine the influence of Digital Literacy and Information Technology Development on the Quality of Human Resources (HR) of students of the Faculty of Economics, Sarjanawiyata University Tamansiswa Yogyakarta, with Reading Interest as a mediating variable.
Design/methodology/approach - The approach used in this study is quantitative with a survey method. The research sample consisted of 95 students selected using the simple random sampling technique. Data analysis was carried out using the Partial Least Squares Structural Equation Modeling (PLS-SEM) method through the assistance of the SmartPLS application.
Originality - This study contributes to understanding the relationship between digital literacy, information technology development, and the quality of human resources in the context of higher education, by considering the mediating role of reading interest.
Findings and Discussion - The results of the study indicate that Digital Literacy and Information Technology Development have a positive and significant effect on Human Resource Quality. However, Digital Literacy does not show a significant effect on Reading Interest. In addition, Reading Interest also does not have a significant effect on Human Resource Quality, and does not mediate the relationship between Digital Literacy and Information Technology Development on Human Resource Quality.
Conclusion - These findings indicate that improving the quality of human resources does not solely depend on strengthening digital literacy and information technology, but also requires supporting strategies such as strengthening practical skills and innovation in learning methods.

Keywords - Digital Literacy, Information Technology Development, Reading Interest, Human Resource Quality

Introduction

In the era of globalization and the rapid development of information technology, the quality of Human Resources (HR) is the main factor in increasing the competitiveness of a country. According to Anggraeni et al. (2023) the competitiveness of HR quality can be measured through various indicators such as motivation, personality and skills possessed by the workforce. Based on

© Gutero et al. Published in International Journal of Economics and Management Review (IJEMR). Published by SmartIndo (Smart Training Indonesia). This article is published under the Creative Commons Attribution (CC BY 4.0) license. Anyone may reproduce, distribute, translate, and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this license may be seen at http://creativecommons.org/licences/by/4.0/legalcode

GoodStats data (2023), Indonesia's HR competitiveness is still lagging behind several other Asian countries, with a score of 51.13 which is still in the category of High but not optimal Human Development. This shows that improving the quality of HR, especially in the university environment, is an urgent need.

In the context of higher education, students need skills and knowledge to operate and utilize IoT (Internet of Things) technology effectively (Judijanto et al., 2024). IoT participates in improving the quality of human resources by optimizing tasks, supporting data-based decision making, and training digital skills in the Industrial Revolution 4.0. Therefore, universities need to adapt to technological developments in order to equip students with skills that are relevant to the digital era.

Sarjanawiyata Tamansiswa University (UST), as one of the leading private universities in the Special Region of Yogyakarta, has an important role in improving the quality of student human resources. The Faculty of Economics UST (FE UST) is committed to producing competent graduates in the fields of economics, business, and entrepreneurship. However, to achieve this goal, a strategy is needed that not only focuses on the academic curriculum, but also on improving digital literacy and students' reading interests as the main foundation in improving the quality of human resources.

The results of a survey of UST FE students showed that participation in various academic and non-academic competitions is still low. Out of 10 respondents, 9 students showed unpreparedness and lack of interest in participating in the competition. Most students only read the competition information without intending to register, even those who were interested were reluctant to try because they felt less confident and did not have sufficient skills. This low participation reflects a lack of motivation to develop themselves and the courage to compete, which can ultimately impact their competitiveness in the world of work.

Digital literacy refers to an individual's understanding and ability to utilize digital media, including communication devices and internet networks (Anita et al., 2024). A person's ability to access, understand, and utilize technology-based information is a crucial skill in both the academic and professional worlds. Students with good digital literacy are able to search for, select, understand, and communicate information effectively. Conversely, low digital literacy hinders students' ability to sort out credible information and develop their critical thinking.

In addition to digital literacy, information technology also plays an important role in supporting the effectiveness of student learning and improving the quality of human resources. Information technology allows wide access to learning resources, but the tendency of students to choose fast and instant methods rather than reading in depth hinders the improvement of human resource quality (Munti & Syaifuddin, 2020).

Interest in reading is also an important aspect in efforts to improve the quality of human resources. Based on observations at the UST Library UPT, student visits to the library are still low, especially for early-level students. The lack of reading habits from an early age causes students' critical and analytical thinking skills to be weak. Low reading interest affects students' low levels of knowledge and insight, which ultimately affects their competitiveness in the

world of work. (Hidayat et al., 2019).

A number of previous studies have revealed that digital literacy and information development have a positive and significant influence on the quality of human resources (Judijanto et al., 2024; (Ramadhani P et al., 2021). However, other studies such as (Budi Februari et al., 2024), shows that soft skills training in digital literacy does not have a significant impact on improving the quality of human resources. In addition, Ningsih's (2020) study found that the role of digital literacy was not significant in increasing students' reading interest. This research gap indicates that there is still uncertainty regarding the relationship between digital literacy, information technology development, reading interest, and human resource quality.

Based on existing research, this study focuses on "The Influence of Digital Literacy and Information Technology Development on the Quality of Human Resources Mediated by Reading Interest". This study is expected to provide insight into how digital literacy, information technology, and reading interest contribute to the development of human resources in the digital era. In addition, this study aims to encourage UST students to increase their reading interest as a basis for maximizing their academic and professional potential.

Literature Review

Digital Literacy

Digital literacy is understood as a fundamental need in the development of a modern society, which focuses on the application of strategies in searching, obtaining, processing, and conveying information (Gutiérrez-Ángel et al., 2022).

Development of Information Technology

Ineffective use of information technology can occur if human resources (HR) do not have adequate skills in operating the technology (Kartika & Akbar, 2019). The use of information technology needs to be supported by the ability of competent employees to operate the technology. This is due to the fact that most information technology managers are human resources, so companies need to pay attention to employee skills in using the information technology applied (Gultom & Nurbaeti, 2023).

Reading Interset

Interest in reading is a strong source of motivation for someone to analyze, remember and evaluate the reading that has been read, which is a pleasant learning experience that will influence the form and intensity of someone in determining their ideals in the future (Febrian et al., 2020). Therefore, reading culture should be made an academic activity in schools and universities. Reading interest is an important factor in developing literacy and understanding. Reading interest is not only related to reading frequency, but also the desire and motivation to seek information.

Quality of Human Resources

In the era of the industrial revolution 4.0, Human Resources (HR) who have an understanding of technology have stronger provisions to face the challenges of this era. (Ramadhani P et al., 2021). This includes aspects such as

education level, technical and interpersonal skills, critical thinking skills, creativity, adaptability, motivation, work ethic, and teamwork. Performance theory in human resource management focuses on understanding and improving individual performance in organizations.

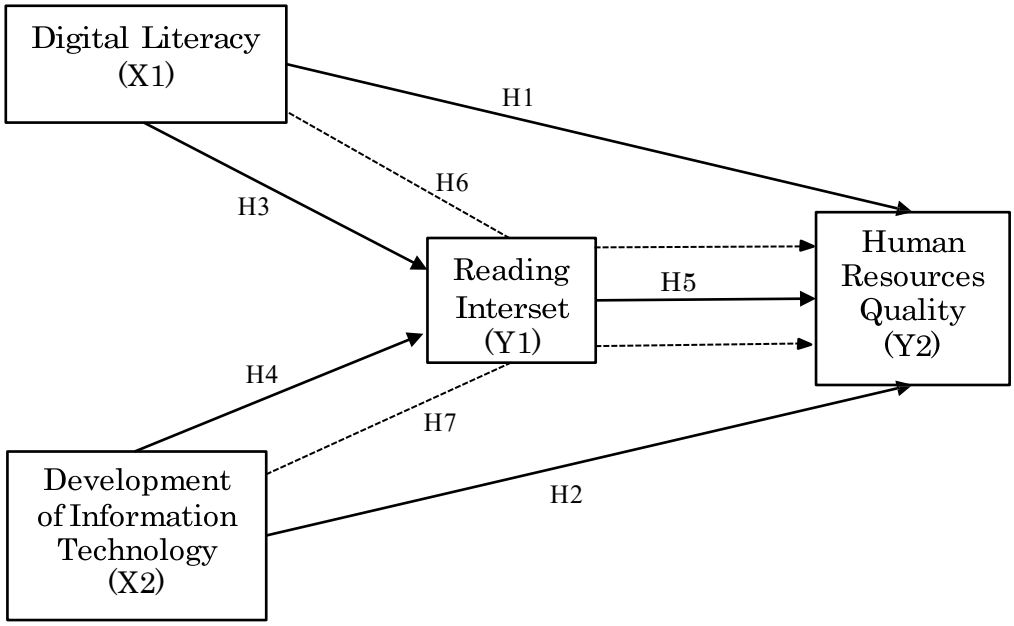

Figure 1. Research Framework

Methods, Data, and Analysis

Subject and Objects of Research

This study involved students of the Faculty of Economics, Sarjanawiyata Tamansiswa University (UST) Yogyakarta as subjects. The sample taken was 95 students, selected from a total population of 1,896 students from the 2021 to 2024 intake, using the Slovin formula with an error rate of 10%. The object of this study is students' perceptions regarding the influence of digital literacy and the development of information technology on the quality of human resources, which is mediated by reading interest.

Population and Sampel

According to Torano (2023) population is the entire object of research consisting of humans, objects, animals, plants, symptoms, test scores, or events as a source of data that has certain characteristics in a study. The population in this study were all students of the Faculty of Economics, Sarjanawiyata Tamansiswa University (UST) Yogyakarta, based on direct interviews with the Administration of the Faculty of Economics UST, the number of FE UST students from the 2021 to 2024 intake was 1,896 students.

A sample is a representation of a small part of a population that has certain characteristics according to research needs. The sample can be seen from the following Slovin formula (Torano, 2023):

$$n = \frac{N}{1 + N\ (e)^2}$$

Given:
N = 1,896 (Population Number)
e = 10% (Error Rate)

$$n = \frac{1.896}{1+1.896\ (0,10)^2} = 95$$

Based on the calculation results using the Slovin formula with an error rate of 10%, a sample size of 95 students was obtained. The sample is part of the student population of the Faculty of Economics, Sarjanawiyata Tamansiswa University (UST) Yogyakarta from the 2021 to 2025 intake, which was selected to represent the entire population in this study.

Operational Definition of Variable

This study uses quantitative methods by examining certain groups or samples, collecting data through research instruments, analyzing data numerically, and testing established hypotheses. This study involves exploring various factors:

1. Dependent Variable: Human Resource Quality (Y2)
2. Independent Variable: Digital Literacy (X1) and Information Technology Development (X2)
3. Mediating Variable: Reading Interest (Y1)

Types and Methods of Data Collection

The measurement instrument in this study uses a Likert scale, which is designed to determine the level of respondent agreement with the statements presented. This scale consists of five categories of answer choices, namely: Strongly Agree (SS), Agree (S), Neutral (N), Disagree (TS), and Strongly Disagree (STS).

Data Types

This study uses primary data as the main source. Primary data is a type of data collected directly by researchers from primary sources through an independent data collection process. Primary data collection techniques that can be used include observation, interviews, focused discussions, and questionnaire distribution. Researchers use the questionnaire distribution method in this study as a primary data source. (Torano, 2023).

Data Collection Methods

The data collection process includes sending surveys online using Google Forms. Then the data is processed using SmartPlS 4. The scale used as the basis for measurement is the Likert scale.

Descriptive Analysis

This descriptive analysis technique is used to provide an overview of the research variables derived from respondents' answers. This analysis aims to describe the data into clearer information. Descriptive analysis is used to provide a general overview of the data obtained, by paying attention to the average value (mean), the most frequently occurring value (mode), the middle value (median), and the distribution of data shown through the standard deviation, minimum value, and maximum value. Descriptive statistical tests are conducted to provide an overview or summary of data obtained from research samples, by highlighting the maximum value, minimum value, average value (mean), and standard deviation value as indicators of data distribution (Hariyanto & Ghozali, 2020).

1. Validity Test

The criteria for determining the validity of a question item are determined based on the Corrected Item Total Correlation value or calculated r value, which must be above 0.5. This indicates that if the r value is below 0.5, then the question item has a weak relationship with other items, so it is considered invalid and unsuitable for use in measurement (Torano, 2023).

2. Reliability Test

An instrument is said to have good reliability if its Cronbach's Alpha value exceeds 0.60. This level of reliability is measured through an alpha scale ranging from 0 (zero) to 1 (one), where the higher the alpha value indicates stronger internal consistency between items in the instrument. The criteria for testing reliability are if r t ≥ r table means reliable, conversely if r tt < r table means unreliable. r table refers to the r table for one-way tests. In assessing the level of reliability of a research instrument, the r alpha value that is in the range of more than 0.60 to 0.80 is categorized as reliable or has good consistency. Meanwhile, if the value is above 0.80 to close to 1.00, then the instrument is considered very reliable or has a very high level of reliability (Torano, 2023).

3. Hypothesis Test

The inner model or structural model test aims to evaluate the extent to which independent variables affect dependent variables. The assessment of the feasibility of this model is carried out through the R-squared value as an indicator of goodness of fit. In addition, the test also considers the parameter coefficient value and the statistical significance of t to determine the strength and meaning of the relationship between the constructs studied.

Results

Data Analysis with SmartPLS

Data analysis using SEM approach based on the model developed by the researcher, data analysis begins by entering respondent data into excel, then doing it to SmartPLS. After that, researchers, researchers can analyze this study using analysis tools with SmartPLS. To analyze the data there are:

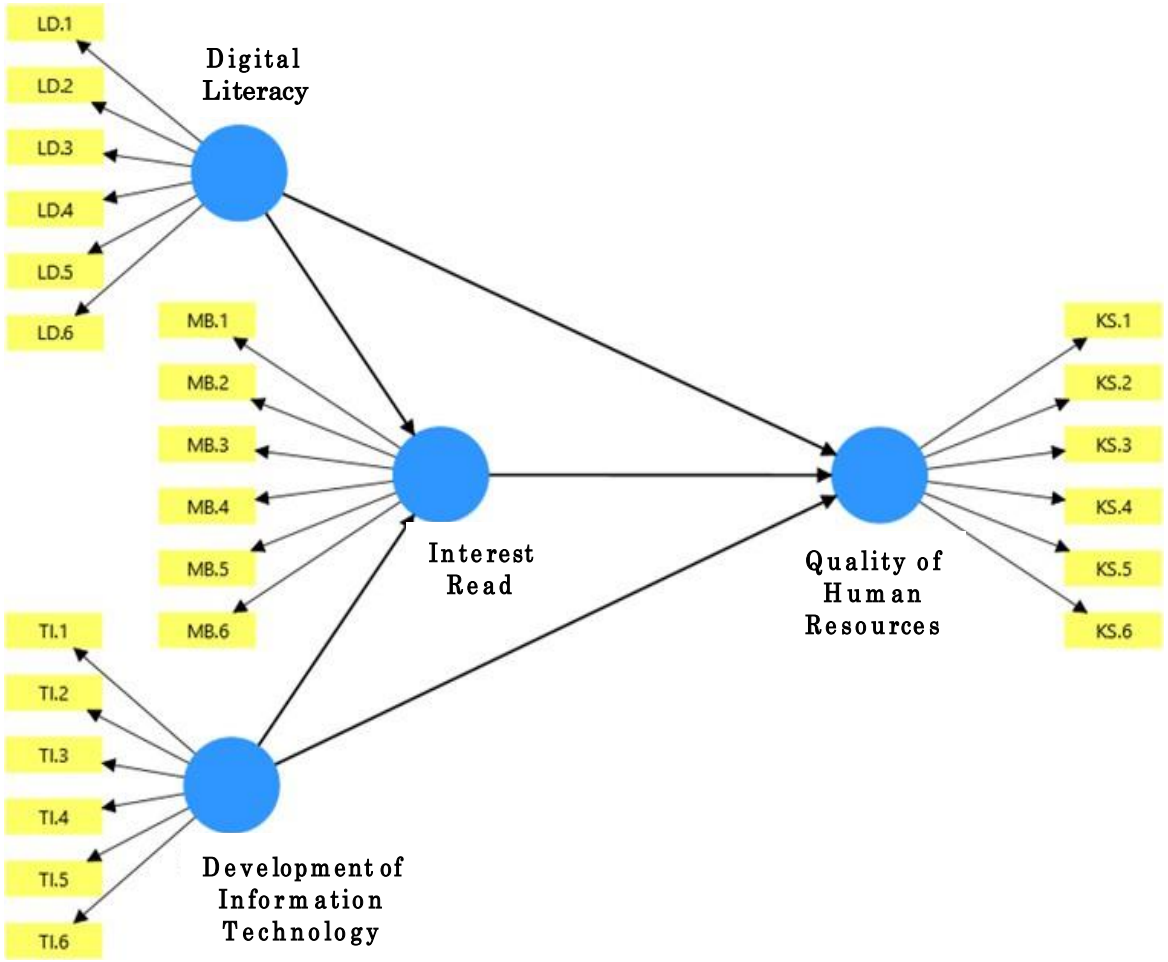

Figure 2. Sructural Model

1. Outer Model

In the Partial Least Squares-Structural Equation Modeling (PLS-SEM) approach, the outer model or measurement model is used to explain the relationship between latent constructs—variables that cannot be measured directly—with observable indicators and are used as representations of these constructs (Ririn Furadantin, 2018).

Convergent

Convergent validity refers to the principle that indicators used to measure a construct should have a high degree of correlation with each other, because they all represent the same concept (Ririn Furadantin, 2018). Convergent validity testing in the PLS method is done by looking at the loading factor value, namely the correlation between the indicator score and the construct score it measures. For constructs measured using reflective indicators, convergent validity is evaluated through the Average Variance Extracted (AVE) value. The AVE value is considered qualified if it reaches 0.5 or more, indicating that the construct is able to explain at least 50% of the variation of the indicators that form it (Ririn Furadantin, 2018). Loading Factor Value In PLS analysis,

convergent validity testing is done by evaluating the loading factor value, namely the level of correlation between the indicator score and the construct score it measures. An indicator is declared valid if it has a correlation value above 0.70, although in some cases a value above 0.60 can still be accepted as a fairly adequate minimum limit. If there is an indicator that does not meet the requirements, it must be discarded. The following are the results of the convergent validity test explained in the table below:

Table 1. Outer Loading Results of Convergent Validity Test Stage 1

Instrument	Digital Literacy	Development of Information Technology	Interest Read	Quality of Human Resources	Ket.
LD. 1	0.705				Valid
LD. 2	0.566				Invalid
LD. 3	0.756				Valid
LD. 4	0.782				Valid
LD. 5	0.684				Invalid
LD. 6	0.665				Invalid
TI.1		0.577			Invalid
TI.2		0.718			Valid
TI.3		0.758			Valid
TI.4		0.850			Valid
TI.5		0.754			Valid
TI.6		0.825			Valid
MB.1			0.804		Valid
MB.2			0.752		Valid
MB.3			0.743		Valid
MB.4			0.827		Valid
MB.5			0.812		Valid
MB.6			0.683		Invalid
KS.1				0.748	Valid
KS.2				0.782	Valid
KS.3				0.761	Valid
KS.4				0.801	Valid
KS.5				0.771	Valid
KS.6				0.804	Valid

Source: SmartPLS Output 2025

Based on the results of convergent validity testing through the outer loading value in the first stage. Digital Literacy variable, there are three invalid indicators (LD.2, LD.5, LD.6). In the Information Technology Development variable, there is one invalid statement instrument (TI.1) and for the Reading Interest variable, there is one invalid statement instrument, namely (MB.6). Statements that have a value < loading factor 0.7 or 0.6 must be deleted and retested. The following are the results of the loading factor test stage

Table 2. Outer Loading Results of Convergent Validity Test Stage 2

Instrument	Digital Literacy	Development of Information Technology	Interest Read	Quality of Human Resources	Ket.
LD.1	0.815				Valid
LD.3	0.858				Valid
LD.4	0.833				Valid
TI.2		0.709			Valid
TI.3		0.763			Valid
TI.4		0.865			Valid
TI.5		0.778			Valid
TI.6		0.826			Valid
MB.1			0.847		Valid
MB.2			0.735		Valid
MB.3			0.729		Valid
MB.4			0.849		Valid
MB.5			0.828		Valid
KS.1				0.747	Valid
KS.2				0.785	Valid
KS.3				0.757	Valid
KS.4				0.803	Valid
KS.5				0.77	Valid
KS.6				0.805	Valid

Source: SmartPLS Output 2025

The output of the loading factor value of the second stage of testing is all variable statements. Digital literacy, Information technology development, Reading interest and HR quality have values > loading factor 0.70 so that all are said to be valid. This shows that the indicators or statements used are able to reflect a strong relationship between the indicator score and the construct or variable being measured, thus strengthening the validity of the construct in the measurement model through the Average Variance Extracted (AVE) value. Convergent validity in constructs using reflective indicators is assessed through Average Variance Extracted (AVE). A construct is considered to meet the convergent validity criteria if it has an AVE value of 0.5 or more. This value indicates that the construct is able to explain at least 50% of the variance of the indicators that make it up (Ririn Furadantin, 2018).

Table 3 Convergent Validity Results on

Variable	Average Variance Extracted	Information
Digital Literacy	0.698	Valid
Development of Information Technology	0.624	Valid

Variable	Average Variance Extracted	Information
Interest in Reading	0.639	Valid
Quality of HR	0.605	Valid

Source: SmartPLS Output 2025

Based on the results of the Average Variance Extracted (AVE) analysis in table 4.2, all variables in the study have an AVE value above 0.5, which indicates good convergent validity. The Digital Literacy variable (X1) is 0.698, Information Technology Development (X2) is 0.624, Reading Interest (Y2) is 0.639 and Human Resource Quality has an AVE value of 0.605. These values indicate that each construct is able to explain more than 50% of the variance of its indicators. Thus, it can be concluded that this research instrument has been valid in measuring the intended concept.

Discriminant validity test

To test the discriminant validity, the researcher used the cross loading method. The evaluation was carried out by comparing the cross loading values of each construct to ensure that the correlation between the construct and its measuring indicators was higher than the correlation with other constructs. (Ririn Furadantin, 2018). Here are the cross loading results:

Table 4. the results of discriminant validity testing carried out using the cross loading method.

Instrument	Digital Literacy	Development of Information Technology	Interest Read	Quality of Human Resources	Ket.
LD.1	**0.815**	0.374	0.248	0.366	Valid
LD.3	**0.858**	0.410	0.294	0.399	Valid
LD.4	**0.833**	0.435	0.367	0.393	Valid
TI. 2	0.247	**0.709**	0.41	0.352	Valid
TI. 3	0.392	**0.763**	0.415	0.395	Valid
TI. 4	0.428	**0.865**	0.428	0.458	Valid
TI. 5	0.342	**0.778**	0.426	0.365	Valid
TI. 6	0.489	**0.826**	0.483	0.515	Valid
MB.1	0.251	0.501	**0.847**	0.316	Valid
MB.2	0.249	0.364	**0.735**	0.359	Valid
MB.3	0.255	0.297	**0.729**	0.28	Valid
MB.4	0.360	0.507	**0.849**	0.395	Valid
MB.5	0.337	0.482	**0.828**	0.310	Valid
KS.1	0.381	0.478	0.366	**0.747**	Valid
KS.2	0.415	0.439	0.284	**0.785**	Valid
KS.3	0.207	0.374	0.310	**0.757**	Valid
KS.4	0.392	0.427	0.334	**0.803**	Valid
KS.5	0.290	0.413	0.346	**0.770**	Valid

Instrument	Digital Literacy	Development of Information Technology	Interest Read	Quality of Human Resources	Ket.
KS.6	0.437	0.341	0.303	**0.805**	Valid

Source: SmartPLS Output 2025

Based on the results of the discriminant validity test using the cross loading method, each indicator or statement shows a higher value on the latent construct it measures compared to other constructs. This finding indicates that the model has met the criteria for discriminant validity. Thus, each construct has a unique indicator and there is no overlap with other constructs in the model.

Reliability Test

After conducting a validity test, PLS can also test reliability. The reliability test itself is used to measure the internal consistency of the measuring instrument. The analysis in this study uses measuring instruments in the form of composite reliability and Cronbach's alpha. Composite reliability values that are in the range of 0.6 to 0.7 indicate a good level of reliability, while the ideal Cronbach's alpha value is expected to be above 0.7 (Ririn Furadantin, 2018).

Table 5. Reliability Test Results

Variables	Cronbach's alpha	Composite reliability	Ket.
Digital Literacy	0.785	0.874	Reliable
Development of Information Technology	0.848	0.892	Reliable
Interest in Reading	0.858	0.898	Reliable
Quality of HR	0.870	0.902	Reliable

Source: SmartPLS Output 2025

Based on the table above, it can be concluded that all constructs (variables) have a good level of reliability. This is indicated by the Cronbach's alpha and composite reliability values, each exceeding 0.7. Thus, all variables in this study meet the criteria and can be declared reliable.

Model Fit Test

Standardized Root Mean Square Residual (SRMR) is an indicator that describes the average standardized residual between the observed correlation matrix and the hypothesized correlation matrix. (Ririn Furadantin, 2018). The following are the output results from the fit model that has been analyzed:

Table 6. Model Fit Test Results

Testing	Estimated	Estimated model	Ket.
SRMR	< 0,10	0.077	Fit
d_ULS	> 0,05	1.132	Fit
d_G	> 0,05	0.568	Fit
Chi-square	$x2\ Statistik \geq$ $x2$ Tabel	297.463 ≥ 30.144	Fit
NFI	Approaching value 1	0.716	Fit

Source: SmartPLS Output 2025

Based on the results of the model feasibility test, the data in the table shows that the research model has a good level of suitability, as indicated by several indicators used in the evaluation: SRMR (Standardized Root Mean Square Residual), The SRMR value in the model is 0.077 which is smaller than the limit of 0.10. This indicates that the difference between the observed correlation matrix and the hypothesis matrix is quite small, so the model is considered fit. d_ULS (Squared Euclidean Distance - Unweighted Least Squares), The d_ULS value of 1.132 which is greater than 0.05 indicates that the model can handle mismatches well and still meets the model fit criteria. d_G (Geodesic Distance), The d_G value of 0.568 which is greater than 0.05 indicates that the error rate in the model is still within acceptable limits, so the model remains fit. Chi-Square — The Chi-Square value in this model is 127.124, which is higher than the critical value in the table of 21.026. This result indicates that the model has an adequate level of goodness of fit to the data, making it suitable for use in further analysis. NFI (Normed Fit Index) — The NFI value of 0.716 indicates that the model has a fairly good level of fit to the data used in the study. Although it has not reached the ideal value close to 1, this number still reflects an acceptable model fit.

1. Inner Model

Inner Model in PLS-SEM describes the relationship between latent variables and is evaluated to see the strength and significance of the relationship. The evaluation includes three main aspects: Significance of the relationship (Hypothesis Testing), R Square and Effect Size.

R Square (R2)

The coefficient of determination (R^2) is used to assess the extent to which endogenous constructs can be explained by exogenous constructs in a model. The R^2 value ranges from 0 to 1, where a value of 0.75 indicates a strong model, 0.50 indicates a moderate model, and 0.25 reflects a weak model. (Ririn Furadantin, 2018). The following presents the results of the R-Square (R^2) value of the model used in this study:

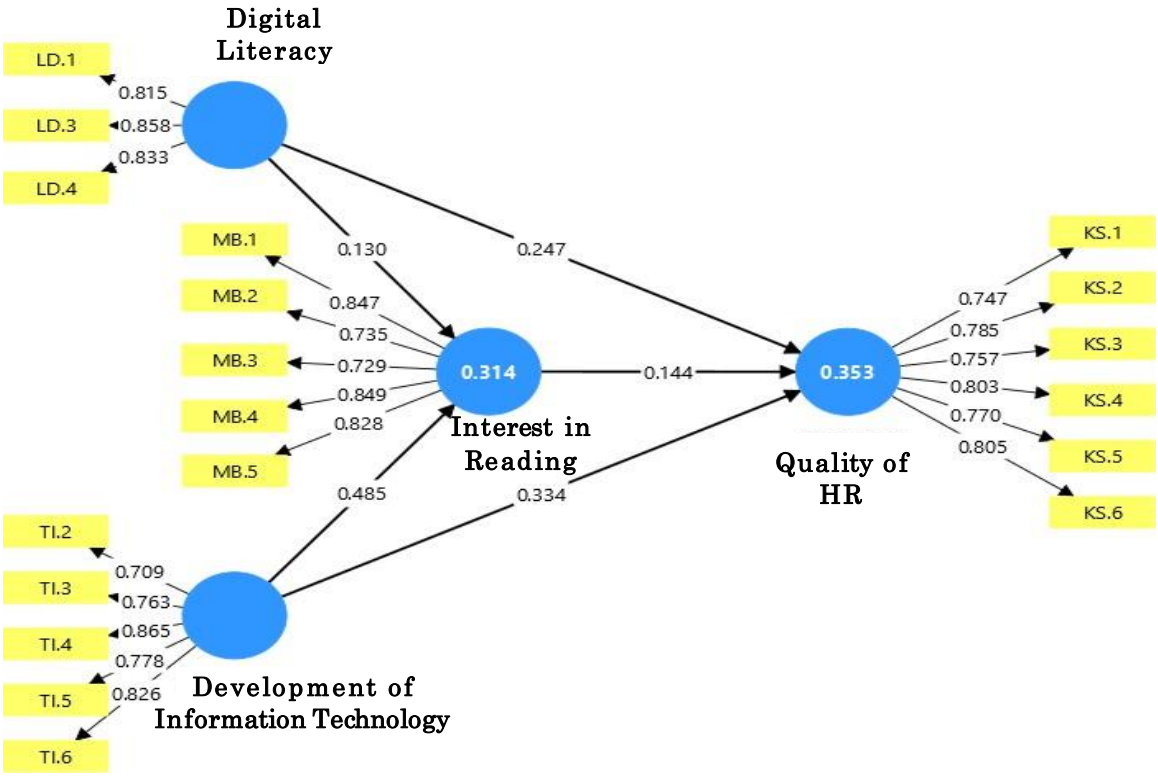

Figure 2. PLS SEM Algorithm model output

The R-Square test results show that the Reading Interest variable has an R-Square value of 0.314 and an adjusted R-Square of 0.299. This indicates that the independent variables in this study are able to explain 31.4% of the variation that occurs in Reading Interest, while the rest, which is 68.6%, is influenced by other factors outside the research model. The slightly lower adjusted R-Square value (0.299) reflects an adjustment to the number of independent variables in the model, thus providing a more accurate estimate of the model's predictive ability.

Meanwhile, the Human Resource Quality variable has an R-Square value of 0.353 and an adjusted R-Square of 0.331. This means that the independent variables in this study are able to explain 35.3% of the variation in Human Resource Quality, while the remaining 64.7% is influenced by other factors outside the model studied. The difference between the R-Square and adjusted R-Square values indicates an adjustment to the number of predictor variables used, in order to minimize potential bias. Although this value is quite good, it still reflects that there are still other external factors that have not been included in the model and also influence Human Resource Quality.

Significance (Hypothesis Testing)

The significance test of the relationship in PLS-SEM is carried out to determine whether the relationship between latent variables in the model can be considered statistically significant. This process generally uses the bootstrapping technique, which is a method of resampling data to calculate the path coefficient value and its standard error. The results of this test are usually presented in the form of a t-statistic or p-value. A relationship

is considered significant if the p-value is smaller than the specified significance level (in this study, a significance level of 0.05 was used). A significant path coefficient indicates that there is strong statistical support for the relationship between the independent and dependent latent variables, so that the proposed hypothesis can be accepted. Through the bootstrapping procedure, the t-statistic value is obtained for each relationship path used in hypothesis testing. (Ririn Furadantin, 2018). The following presents the bootstrapping results of the research model that has been analyzed.

Direct effect bootstrapping results

The results of bootstrapping the direct effect can be seen in table 5.5 as follows:

Table 7. Path Coefficients Test Results

Path Coefficient	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P value	Ket.
Digital literacy → human resource quality	0.247	0.246	0.11	2.237	0.013	Proven
Development of Information Technology→ human resource quality	0.334	0.346	0.116	2.869	0.002	Proven
Digital literacy → reading interest	0.130	0.132	0.107	1.208	0.114	Not Proven
Development of Information Technology → reading interest	0.485	0.491	0.103	4.725	0.000	Proven
reading interest → human resource quality	0.144	0.141	0.127	1.129	0.130	Not Proven

Source: SmartPLS Output 2025

Discussion

The Influence of Digital Literacy on the Quality of Human Resources (HR)

The results of the analysis show that Digital Literacy has a path coefficient of 0.247 with a T-Statistic value of 2.237 and a p-value of 0.013. Because the p-value is smaller than the significance level of 0.05, the relationship is declared significant. This indicates a positive relationship between Digital Literacy and Human Resource Quality. The influence is strong and consistent enough that it can be concluded that increasing digital literacy directly contributes to improving the quality of human resources.

The Influence of Information Technology Development on the Quality of Human Resourcesv(HR)

The development of Information Technology has a path coefficient of 0.334, with a T-Statistic value of 2.869 and a p-value of 0.002. Since the p-value is below the significance threshold of 0.05, this relationship is proven to be statistically significant. This is because the more information technology develops, the greater its influence on improving the quality of human resources. Developing information technology allows wider access to information, increased skills, and efficiency in learning and work, thus contributing positively to the quality of human resources for students.

The Influence of Digital Literacy on Reading Interest

Digital Literacy has a path coefficient of 0.130, with a T-Statistic value of 1.208 and a p-value of 0.144. Because the p-value exceeds the significance limit of 0.05, the relationship is not proven to be statistically significant. This means a person's level of digital literacy does not directly increase reading interest. This may be due to the tendency to use digital technology to access more information instantly, such as through social media or visual content, rather than reading longer or academic texts.

The Influence of Information Technology Devolopment on Reading Interest

The development of Information Technology shows a path coefficient of 0.485 with a T-Statistic value of 4.725 and a p-value of 0.000. Since the p-value is below the significance threshold of 0.05, this relationship is proven to be statistically significant. This indicates that the development of information technology has a positive influence on reading interest. The more rapid the development of technology, the easier it is to access various reading sources, such as e-books, online articles, and digital journals, which ultimately encourages an increase in reading interest. This allows students to read more often and increase their interest in various types of information available digitally.

The Influence of Reading Interest on the Quality of Human Resources (HR)

Reading Interest has a path coefficient of 0.144 with a T-Statistic value of 1.129 and a p-value of 0.130. Since the p-value exceeds the significance limit of 0.05, this relationship is not proven statistically significant. Thus, it can be

concluded that reading interest does not have a direct influence on the quality of human resources. Although reading can improve one's insight and skills, other factors such as the application of knowledge, practical experience, and formal training and education may have a greater role in determining the quality of human resources. This shows that increasing reading interest alone is not enough to improve the quality of human resources without the support of other factors such as more effective learning methods and a conducive environment for the development of student skills.

Indirect effect bootstrapping results

The bootstrapping results for indirect effects can be seen in Table 4.6 below:

Table 8. Indirect effect bootstrapping results

Path Coefficient	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values	KET.
Digital Literacy → Interest Read → Human Resources Quality	0.019	0.018	0.027	0.698	0.243	Not Proven
Development of Information Technology → Reading Interest → Human Resources Quality	0.070	0.068	0.066	1.062	0.144	Not Proven

Source: SmartPLS Output 2025

The Influence of Information Technology Development on Human Resource Quality Mediated by Reading Interest

The results of the analysis show that the indirect relationship between Digital Literacy and the Quality of Human Resources through Reading Interest has a path coefficient of 0.19, with a T-Statistic value of 0.698 and a p-value of 0.243. Because the p-value is greater than 0.05, the relationship is not proven statistically significant. This shows that even though someone has a high level of digital literacy, if the increase only has an impact on reading interest without being supported by other factors, then its influence on the quality of human resources will not make a significant contribution. In other words, increased reading interest due to digital literacy does not necessarily directly improve human resource quality without the application of the knowledge gained.

The Influence of Information Technology Development on Human Resource Quality Mediated by Reading Interest

The indirect relationship between Information Technology Development and Human Resource Quality through Reading Interest shows a path coefficient of 0.070, with a T-Statistic value of 1.062 and a p-value of 0.144. Because the p-value exceeds the significance limit of 0.05, this relationship is not proven to be statistically significant. This means that although information technology development can increase reading interest, its final impact on improving the quality of SSDM is still weak or not strong enough. This shows that other factors such as practical skills, work experience, and formal education may have a greater influence in improving the quality of human resources than simply increasing reading interest due to better access to technology. In other words, Information Technology Development and Human Resource Quality mediated by Reading Interest is a partial mediation.

Conclusion

Based on the results of the analysis that has been carried out regarding the influence of Digital Literacy and the Development of Information Technology on the Quality of Human Resources (HR) with Reading Interest as a mediating variable, the following conclusions can be drawn: The results of the study show that digital literacy has a positive and significant influence on the quality of human resources. This means that the higher the level of digital literacy of students, the better the quality of human resources produced. This is in line with previous studies which state that digital literacy can improve individual skills, understanding, and competitiveness in the world of work and academia. The development of Information Technology has been proven to have a positive and significant influence on the Quality of Human Resources. Technological advances allow students to access information more quickly and efficiently, and improve the skills needed in the academic and professional world. Digital Literacy does not have a significant influence on Reading Interest. This shows that even though students have good digital literacy skills, they tend to prefer instant media over reading long academic texts or literature. The development of information technology has a positive and significant influence on reading interest. Technological advances provide convenience in accessing various digital reading sources, such as e-books, online journals, and scientific articles, so that it can increase the frequency of students' reading. Reading interest does not have a significant influence on the quality of human resources. Although reading can increase insight and knowledge, other factors such as practical experience, training, and formal education play a greater role in improving the quality of student human resources. Reading interest cannot be a significant mediating variable in the relationship between digital literacy and human resource quality. This means that increasing digital literacy does not necessarily improve human resource quality through increasing reading interest. Reading interest also cannot be a significant mediating variable in the relationship between the development of information technology and the quality of human resources. This shows that the increase in reading interest due to the development of information technology is not strong enough to directly improve

the quality of human resources without other supporting factors.

Limitation

This study has several limitations that need to be considered. First, the scope of the study only covers students of the Faculty of Economics, Sarjanawiyata Tamansiswa University, Yogyakarta, so the results cannot be generalized to a wider population. Second, the approach used is cross- sectional so it cannot describe the dynamics of change over time. Third, the data collected through self-reported questionnaires have the potential to contain respondent subjectivity bias. Fourth, this study only focuses on the variables of digital literacy, information technology development, reading interest, and human resource quality, without considering other factors such as learning motivation, academic environmental support, or socio-economic background that also affect the quality of human resources.

References

Anita, F., Roza, D., & Suriadiman, N. (2024). Pengaruh Literasi Digital terhadap Kemampuan Minat Baca Mahasiswa Program Studi Ilmu Komunikasi. Journal on Teacher Education, 5(4), 78–87. https://doi.org/10.31004/jote.v5i4.30557

Budi Februari, Zuhrani Gumas Damanik, Siti Chairinnisa Hardi, & Zainarti. (2024). Pengaruh Pelatihan Soft Skill, Pelatihan Hard Skill, dan Tingkat Pendidikan Terhadap Kualitas Sumber Daya Manusia di UMKM Tominase UIN Sumatera Utara. Jurnal llmiah Ekonomi dan Manajemen, 2(6), 823–839. https://doi.org/10.61722/jiem.v2i6.1706 Febrian, F., Irawadi, H., Aziz, I., & Mardela, R. (2020). Minat Baca Mahasiswa 2.

Gultom, L. K. & Nurbaeti. (2023). Pengaruh Penerapan Teknologi Informasi Terhadap Kinerja Sumber Daya Manusia pada Penyelenggaraan MICE. Jurnal Manajemen Perhotelan dan Pariwisata, 6(1), 158–164. https://doi.org/10.23887/jmpp.v6i1.58371

Gutiérrez-Ángel, N., Sánchez-García, J.-N., Mercader-Rubio, I., García- Martín, J., & Brito-Costa, S. (2022). Digital literacy in the university setting: A literature review of empirical studies between 2010 and 2021. Frontiers in Psychology, 13, 896800. https://doi.org/10.3389/fpsyg.2022.896800

Hariyanto, D. B., & Ghozali, I. (2020). Pengaruh Environment Social, Governnce (ESG) Disclosure Terhadap Nilai Perusahaan

Hidayat, R., Pitoewas, B., & Nurmalisa, Y. (2019). Pengaruh Perkembangan Teknologi Informasi Komunikasi Terhadap Minat Baca Peserta Didik di Perpustakaan.

Judijanto, L., Zulkifli, Z., Utami, E. Y., Lamatokan, S. C., & Isma, A. (2024). Analisis Peran Teknologi Internet of Things (IoT), Literasi Digital, dan Kolaborasi Industri dalam Meningkatkan Kualitas SDM dalam Industri Manufaktur di Indonesia. Jurnal Multidisiplin West Science, 3(01), 56–68. https://doi.org/10.58812/jmws.v3i01.945

Kartika, R., & Akbar, G. G. (2019). Pemanfaatan Teknologi Informasi terhadap

Kualitas Sumber Daya Manusia dalam Mewujudkan Kualitas Penatausahaan Pelaporan Keuangan Pada Satuan Kerja Perangkat Daerah (SKPD) Kabupaten Garut. 13(01).

Munti, N. Y. S., & Syaifuddin, D. A. (2020). Analisa Dampak Perkembangan Teknologi Informasi Dan Komunikasi Dalam Bidang Pendidikan. 4.

Ningsih, I. S. (2020). Jurnal Mahasiswa STKIP Al Maksum. 2.

Ramadhani P, H. C., K.N., I. M., Ainul Yaqin, M., Zulfikar, M., Aditya Wicaksono, S., & Nurulita, L. (2021). Peran Literasi Digital dalam Upaya Peningkatan Sumber Daya Manusia pada Era Revolusi Industri 4.0. Jurnal Implementasi.

Ririn Furadantin, N. (2018). Analisis Data Menggunakan Aplikasi SMARTPLS V.3.2.7.

Torano, N. (2023). Pengaruh Kualitas Produk terhadap Keputusan Pembelian Smartphone Vivo pada Mahasiswa (Studi Kasus Mahasiswa STIE Mah Eisa). 05(04).