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The Impact of Digital Leadership on the Use of Digital Resources by Students in the Library and Information Science Program at Universitas Negeri Jakarta

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ABSTRACT

This study focuses on how digital leadership affects students' use of digital or electronic resources. Access to electronic resources should be well supported so that students can make the best use of the digital materials available. The study uses a descriptive qualitative method. The population and sample include all 79 students from the Library and Information Science Study Program, Faculty of Education, class of 2025. The sampling method uses total sampling, meaning every student was included in the study. Data were collected using a questionnaire shared through Google Forms, along with observation and literature review. The data were analyzed using the Statistical Package for the Social Sciences (IBM SPSS) with a simple regression analysis. The results show that digital leadership significantly affects how students use digital resources. However, the digital resources managed by the UNJ Library should be regularly updated and supported by strong internet access. This support will help students access and use the materials more effectively.

Keywords: *Digital Leadership, Digital Resources, Uses of digital resources*

1. INTRODUCTION

Accessibility, efficient, and inclusive access to information in the field of education has become an unavoidable necessity amid the current wave of digital transformation (Ahmad, 2024). To create quality education, policies are needed to support equitable access to digital information, along with efforts to enhance digital skills (Eynon, 2021). Educational institutions, such as universities, play a strategic role in ensuring that educators, faculty, and students have optimal access to digital resources to support the quality of learning (Ullah & Usman, 2023). A leadership style that adopts a digital culture and digital competencies is required to create a digital ecosystem (Cyfert, Dyduch, Szumowski, & Prause, 2025). Citing Sağbaş & Alp Erdoğan in (Tulungen et al., 2022), digital leadership is a leadership style that implements digital transformation and enables the digitization of the organizational environment and

work culture of the organization being led. The importance of the leader's role in managing digital transformation in higher education is highlighted by Msila in (Muhammad Rizki, 2024); higher education leaders need to understand and effectively adopt digital technologies to enhance student access and success.

Leadership capable of adapting to the times is a crucial element in today's educational landscape, which has entered the digital era (Kusumawati, 2023). A leader, whether at the university or faculty level, has the authority to set strategic direction, allocate resources, and build an academic culture that supports access to digital information sources (Adhiatma, Fachrunnisa, Nurhidayati, & Rahayu, 2023). Leaders in higher education need to understand and effectively adopt digital technologies to enhance student access and learning success (Muhammad Rizki, 2024). Students use digital information sources as a vital component in supporting their various academic activities, as access to information is no longer limited to physical collections but extends to various digital platforms such as e-journals, e-books, online databases, institutional repositories, and other open-access resources accessible via the internet (Adamu, Mohammed, Daudu, Umar, & Mu'azu, 2024). Effective leadership, such as that of a faculty dean or faculty leadership, can encourage students to adopt interactive, research-based digital learning methods, thereby promoting the optimal use of digital information sources or the library's digital collections. Leaders with a clear digital vision, effective communication, and support for technology-enhanced learning can boost staff and user motivation and participation in utilizing digital services (Ehlers, 2020).

According to Ehlers (2020) in his study titled Digital Leadership in Higher Education, there are three dimensions that a leader must understand when implementing digital leadership in higher education, namely: 1) The positioning of higher education institutions in the digital world. There are several aspects of the digital leadership dimension regarding the positioning of higher education institutions in the digital era, namely having a position that maximizes the use of digital content and tools for teaching purposes and various student activities conducted at the institution; further, the institution develops binding structures and procedures to create and utilize content in digital teaching; the exchange of information regarding digital teaching practices and the implementation of the digital student lifecycle; and the presence of an integrated digital learning architecture. 2) Vision and digital transformation strategy. The leadership action dimensions in this aspect relate to the existence of a shared vision across all university units for digital transformation; the integration of digital transformation concepts into existing strategies and guidelines; digitalization as part of the university's business activities and business model; partnerships among universities undergoing digital transformation; and the perceived relevance of the digital architecture and the digital student lifecycle within the university. 3). Implementation and promotion of digital transformation; this aspect relates to several issues regarding equitable implementation of the digital ecosystem, namely: integration of data protection, intellectual property rights (IPR), Digital Rights Management (DRM), and copyright regulations within the higher education environment; appreciation and motivation to integrate digital media and tools into the teaching and learning process as well as the digital student lifecycle; the use of such digital content and tools in the teaching and learning process; forums, tools, and structures for exchanging experiences within the higher education environment by integrating digitalization into teaching; quality concepts for the digital transformation of the student experience in teaching, administration, and research; the professional development of faculty and staff for digital transformation; the development of digital competencies; and guidance and support for the development of digital practices in teaching and administration (Ehlers, 2020).

The presence of university libraries as units that provide information plays a crucial role as

centers for information resources, both in print and digital formats that support the processes of learning, research, and community service (Abayomi, Adenekan, Abayomi, Ajayi, & Aderonke, 2020). The most important task of an academic library is to expand access to knowledge for its users (Septiyantono, 2021). Universitas Negeri Jakarta (UNJ), as one of the higher education institutions, has gradually implemented an information technology-based learning ecosystem and provided various digital collections to support learning on campus through the Technical Implementation Unit (UPT) Library. However, there are several challenges in its implementation, such as a lack of policies to encourage the utilization of digital information resources. Another challenge is the absence of academic systems or mechanisms that emphasize the use of library collections in the learning and research processes. In this context, digital leadership plays a strategic role in shaping policies and an academic culture that leverages technology and digital information resources.

Based on the background described above, research is needed to examine the influence of digital leadership at the UNJ Faculty of Education on the utilization of digital information resources by students within the UNJ Faculty of Education. UNJ Library. In the context of academic libraries in Indonesia, research specifically examining the relationship between digital leadership and the utilization of digital collections remains limited. This study is expected to provide an empirical understanding of the extent to which digital leadership styles contribute to the level of digital collection usage by the academic community, while also serving as a foundation for the development of strategic policies to enhance digital library services within the university.

2. RESEARCH METHOD

This study employs a quantitative research design, wherein quantitative research is a method used to investigate a specific population or sample with the aim of testing a pre-established hypothesis. This quantitative research method, utilizing a descriptive approach, was conducted using data collected through the distribution of questionnaires to respondents (Ali et al., n.d.). The population in this study consists of 2025-cohort students in the Library and Information Science program at the State University of Jakarta. This population was selected because this program is a new one currently establishing its academic orientation, and the 2025 cohort is in a phase of a more mature curriculum, yet remains a cohort still adapting to the university's academic culture. The sampling technique used in this study is total sampling, with a sample size of 79 respondents. This sampling technique was chosen because the entire population was used as the sample (Amin et al., 2023).

The data collection methods used in this study were questionnaires, literature review, and observation. This study utilized a questionnaire to facilitate the calculation of the research data obtained. The data obtained were analyzed using a Likert scale, assigning values to all responses provided by the respondents. Responses were measured using a score ranging from 5 (strongly agree), 4 (agree), 3 (neutral/undecided), 2 (disagree), and 1 (strongly disagree). The primary framework of this study is based on the model of digital resource utilization. The use of digital collections or digital resources is characterized by being easier and faster to access, thereby facilitating the fulfillment of users' information needs. Digital collections are collections that utilize information technology as a medium for access anytime and anywhere, via smartphones or computers, making it easier for users to search for reference materials digitally.

The information needs fulfillment model, according to David Reith as cited in (Maulana, 2023), distinguishes the functions of a library as follows: 1). As a repository, the role of storing and managing community documents by acquiring (collecting), preserving, and describing human-created documents; 2). Distributing collections of data (information); 3). Educational role, linking formal and informal learning

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functions, organizing instruction by providing up-to-date and useful information to encourage lifelong learning; 4). Social advocacy role, which involves disseminating library resources, related to library documentation tasks, and providing effective services for social and cultural activities; 5). A cultural center, where this role supports the dissemination of local community culture and inspires the community to participate in the local environment; 6). General and specialized information services that support local economic and government activities, as well as research and education; 7). A place of refuge, meaning it serves as a public space where socially vulnerable groups, such as troubled families and the homeless, can utilize this space.

The hypotheses in this study are as follows:

1) H0: Digital leadership does not have a significant effect on the utilization of digital resources.
2) H1: Digital leadership has a significant effect on the utilization of digital resources.

In this study, the first step was to collect data from the questionnaires completed by the respondents. The data were then analyzed using IBM SPSS (Statistical Package for the Social Sciences), employing simple linear regression analysis following the completion of classical assumption tests, which included tests for multicollinearity, normality, heteroscedasticity, and linearity. Subsequently, tests for the coefficient of determination, simultaneous effects, and partial effects were conducted.

3. RESULTS AND DISCUSSION

The This study was conducted among all students in the Library and Information Science program, Class of 2025, at the Faculty of Education, Jakarta State University. The analysis examined several aspects, including the number of student visits to the library by faculty and statistics on the use of electronic or digital resources managed by the UNJ Library. The usage patterns of these electronic or digital resources revealed that, in 2025 alone, based on data compiled by the UNJ Library Unit regarding access requests for its electronic resources in January – March 2025, Emerald ranked highest in usage among the digital collections subscribed to by the UNJ Library Unit compared to two other digital collections or sources, namely Ebsco and the UNJ E-Library, with the highest statistic at 2,241 (per item request) in March 2025. Then, from April to June 2025, Emerald once again became the most-used digital collection or resource by library users, with a usage rate of 3,455 (per item request); similarly, from June to September 2025, Emerald recorded a usage rate of 3,060 (per item request). This indicates a high level of interest among students in accessing and using the digital resources managed by the UNJ Library.

Data Analysis

The data analysis in this study employs simple linear regression to understand and predict how changes in the dependent variable (Y) are influenced by changes in the independent variable (X). In simple linear regression analysis, several conditions must be met for the data to be considered valid, such as conducting a coefficient of determination test (r^2), a simultaneous test (F), and a partial test (t-test), as noted by Iba and Wardhana in (Haryanti et al., 2025).

The results of the residual tests in this study show a significance level of $p < 0.05$. This indicates that, based on the significance criteria, the residual distribution of the Y variable is not fully normally distributed statistically. However, in the P-Plot graph shown in Figure 1, there is a relatively symmetrical pattern of data points around the diagonal line, with slight deviations in the areas near the tails of the distribution. The residuals in this table do not show excessive skewness or extreme outliers. The normality assumption is considered practically met, provided that the deviations are deemed minor and have been justified based on visual evidence and sample size.

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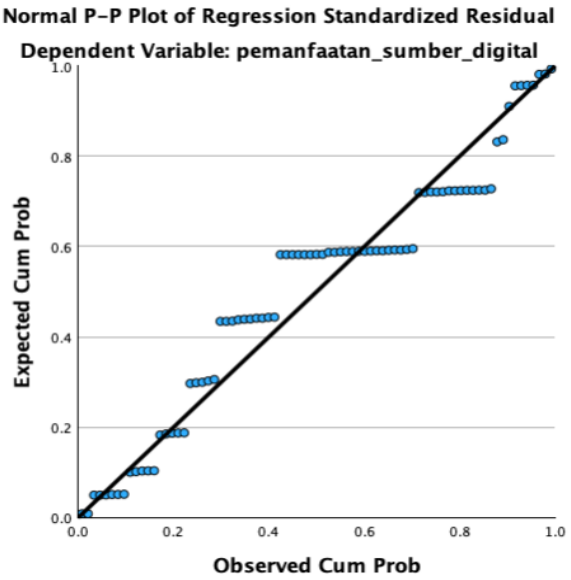

Figur 1. P-Plot Normality Chart
Source: SPSS data processed in 2025

Furthermore, in the heteroscedasticity test conducted in this study, an examination of the scatter plot of standardized residuals against predicted values showed a random, unpatterned distribution around the horizontal zero line, with no evidence of a funnel or curvilinear pattern. In this study, this indicates that the variance of the residuals is constant at every level of prediction. Therefore, the assumption of homoscedasticity is met. The next test was the linearity test, conducted to ensure that the relationship between the digital leadership variable (x) as the predictor and the digital resource utilization variable (y) as the dependent variable follows a linear relationship pattern, thereby ensuring the linear regression model is appropriately applied. The results show that the variation in digital resource utilization does not exhibit a deviating linear curve relationship. Furthermore, as seen in the scatterplot in Figure 2 below, between the standardized residuals and the standardized predicted values, the random distribution of points without a pattern confirms the linearity of this model.

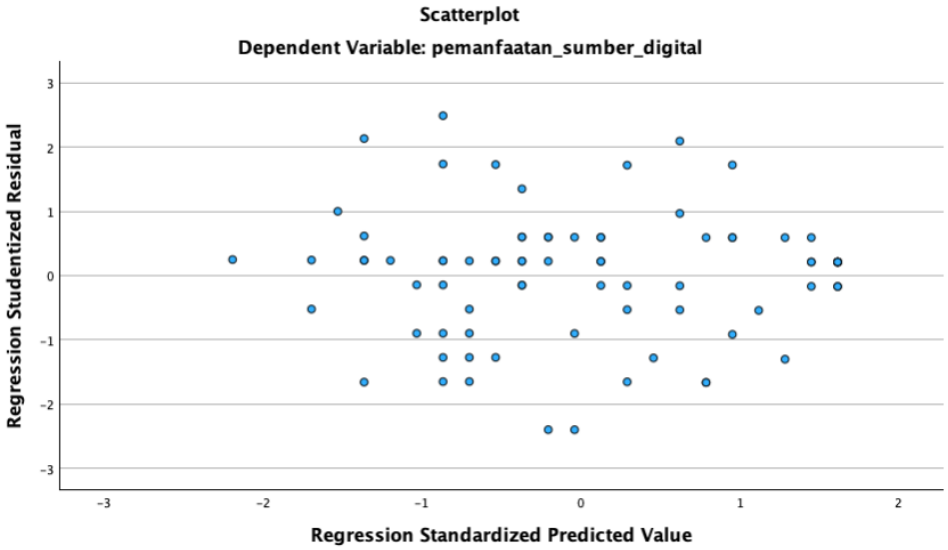

Figure 2. Graph of the Distribution of Variable Variants

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Source: Processed SPSS data, 2025

The next test conducted was the F-test, or a simultaneous significance test. In the table below (Table 1, the ANOVA table), the results show that the analysis of variance for linear regression between the digital leadership variable (x) and the digital resource utilization variable (y) The calculated F-value is 398.335 with a significance level of p < .001, confirming that the model is statistically significant simultaneously and aligns with the guidelines for interpreting the F-test in regression, specifically when p is less than the α = 0.05. Therefore, it can be concluded that the independent variables included in the model predict the dependent variable, meaning the regression model is not random and has the ability to explain changes in the utilization of digital resources based on digital leadership.

Table 1. Results of the simultaneous test (f)

ANOVA[a]						
Model		**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
1	**Regression**	2871.083	1	2871.083	398.335	<.001[b]
	Residual	554.993	77	7.208		
	Total	3426.076	78			
a. Dependent Variable: pemanfaatan_sumber_digital						
b. Predictors: (Constant), kepemimpinan_digital						

Source: Processed SPSS data, 2025

Next, in the t-test, as shown in Table 6 below (the coefficients table), the results indicate that the digital leadership variable (x) has a significant effect on the digital resource utilization variable (y). The regression coefficient (B) of 1.004 indicates that for every one-unit increase in the digital leadership variable (x) is followed by an increase of 1.004 units in the digital resource utilization variable (y). Additionally, the calculated t-value is 19.958 with a significance level of p < .001, indicating that p < α = 0.05, or a 95% confidence interval, signifying high reliability. The standardized beta value of 0.915 indicates that the contribution of the digital leadership variable (x) is in the very strong category regarding changes in the digital resource utilization variable (y).

Table 2. Results of the Partial Test (t)

Coefficients[a]						
Model		**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
		B	**Std. Error**	**Beta**		
1	**(Constant)**	-.735	1.798		-.409	.684
	kepemimpinan_digital	1.004	.050	.915	19.958	<.001
a. Dependent Variable: pemanfaatan_sumber_digital						

Source: Processed SPSS data, 2025

The next analysis is the analysis of the coefficient of determination, also known as R^2, in Table 3 below, or in the model summary table, the results of the coefficient of determination indicate that R^2

= 0.838 and Adjusted R^2 = 0.836; these two figures indicate that 83% of the variation in digital resource utilization can be explained by the digital leadership variable through the regression model used. An R^2 value in the category of over 0.80 indicates the ability of digital leadership to serve as the primary factor influencing the utilization of digital resources.

Table 3. Results of the Coefficient of Determination (R^2) Test

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.915[a]	.838	.836	2.685
a. Predictors: (Constant), kepemimpinan_digital				
b. Dependent Variable: pemanfaatan_sumber_digital				

Source: Processed SPSS data, 2025

Results

1) Results of the Hypothesis Testing on the Effect of Digital Leadership on the Utilization of Digital Resources

The results of this study refer to the research hypothesis (Ha), which states that digital leadership has a significant effect on the utilization of digital resources. The results of the linear regression analysis show that the regression coefficient (B) for the digital leadership variable has a value of 1.004 with a t-statistic of 19.958 and a significance level of $p < .001$. Since the p-value is far below the error tolerance threshold ($\alpha = 0.05$), the decision is to reject Ho and accept Ha. In other words, there is a real and truly significant effect—not merely a coincidence—between digital leadership and the utilization of digital resources. The standardized beta value of 0.915 also indicates that the magnitude of the effect falls into the "very strong" category. Testing via the F-test also yields the same consistent conclusion; with a calculated F-value of 398.335 and $p < .001$, this indicates that the regression model as a whole is significant in explaining the variability in the utilization of digital resources.

These results reinforce that digital leadership not only has an individual impact but also influences structural policies, thereby enhancing the model's predictive quality regarding digital resource utilization behavior. Furthermore, the R-square value (R^2 = 0.838) indicates that 83.8% of the variance in digital resource utilization can be explained by digital leadership variables. The adjusted R^2 value of 0.836 also demonstrates the model's consistency and stability, despite the relatively small sample size used in this study. The validity of this study's results is further strengthened by the fulfillment of regression assumptions, as no multicollinearity was found at all (tolerance 1.000; VIF 1.000), meaning there is no correlation interference among predictors.

The high value of the coefficient of determination (R^2 = 0.838) further indicates that digital leadership is not merely a supporting factor but a dominant factor influencing students' utilization of digital resources. These results indicate that the successful use of digital resources in an academic setting is determined not only by the availability of technology or access to information, but also by the ability of academic leaders to foster a digital culture that supports the utilization of such technology. In the context of the Library and Information Science Program, faculty members and program leaders serve as change agents who shape students'

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habits, perceptions, and level of acceptance regarding the use of digital resources in learning activities.

Furthermore, the high value of the influence coefficient (β = 0.915) also indicates that digital leadership has a very strong relationship with students' behavior in utilizing digital resources. This occurs because the learning process in higher education fundamentally positions faculty members as the primary reference source in determining students' learning patterns. When faculty actively utilize electronic journals, digital repositories, online learning platforms, and various technology-based information sources, students tend to follow the same patterns in their academic activities. Thus, digital leadership functions not only as a mechanism for managing technology but also as a means of fostering a digital academic culture that influences students' information-seeking and utilization behaviors.

The findings of this study demonstrate that digital leadership plays a strategic role in building a learning environment that is adaptive to advancements in information technology. When academic leaders demonstrate openness to digital innovation, encourage the use of online learning platforms, and integrate digital resources into the learning process, students tend to be more active in utilizing various electronic information sources. This aligns with the concept of social influence in technology adoption, which explains that user behavior is often influenced by figures perceived as having authority or competence within a social environment.

2) Profile of Digital Leadership in the Academic Environment

Based on the results of the research conducted, digital leadership practices within the Library and Information Science Program demonstrate efforts to integrate technology into the learning process and academic activities. Students noted that instructors have utilized various digital resources and integrated technology into daily learning activities. This situation indicates that the implementation of digital-based learning has become an integral part of the academic process, supported by policies and directives from program and faculty leadership in driving digital transformation within higher education.

These findings suggest that digital leadership practices within the Library and Information Science Program are proceeding quite effectively, particularly regarding the integration of technology into the learning process. Faculty members' use of digital resources indicates that digital transformation does not stop at the policy level but has also been implemented in daily academic activities. This situation demonstrates a commitment from academic leaders and faculty to promote the use of technology as part of a learning process that is more effective and relevant to the developments of the digital era.

However, the research findings also indicate that there are still several challenges related to technological infrastructure support. Limitations in supporting facilities have the potential to hinder the optimal use of digital resources by students. These findings suggest that the success of digital transformation in an academic environment requires not only leadership that is adaptable to technology but also adequate digital infrastructure to ensure that technology-based learning processes can be maximized.

3) Characteristics of Students' Use of Digital Resources

Based on the results of the research conducted, the use of digital resources has become an important part of the academic activities of students in the Library and Information

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Science Program. Students utilize various digital information resources to support the learning process, reference searches, assignment completion, and independent knowledge development. This situation indicates that students have adapted to advancements in information technology and shifts in information access patterns, which increasingly favor the use of digital-based resources. The use of digital resources is no longer viewed as an alternative but has become a primary necessity in supporting academic activities within the university environment.

The high level of digital resource utilization also indicates that students possess a sufficient level of readiness to utilize information technology to meet their learning needs. The ability to access and use various electronic information sources reflects the development of digital literacy among students. Nevertheless, optimizing the use of digital resources still requires institutional support through the provision of adequate technological infrastructure, access to high-quality information sources, and an academic environment that encourages the use of technology in the learning process. With such support, the use of digital resources can develop more optimally and make a greater contribution to the quality of learning in higher education.

4) Interpretation of Research Findings

The results of the study indicate that digital leadership has a very strong influence on students' use of digital resources. The high value of the coefficient of determination (R^2 = 0.838) suggests that variations in the use of digital resources can largely be explained by digital leadership factors. This finding indicates that the successful utilization of digital resources in an academic environment depends not only on the availability of technology but also on the ability of academic leaders to foster a learning culture that supports the use of digital technology. In other words, the roles of faculty members and academic leaders are critical factors in shaping students' behaviors regarding accessing and utilizing various digital information sources.

These findings demonstrate that digital leadership functions not only as a means of technology management but also as an instrument of change capable of driving academic behavioral transformation. Through guidance, setting an example, and integrating technology into the learning process, academic leaders can enhance student engagement in utilizing digital resources. Therefore, the success of digital transformation in higher education institutions is not sufficient if supported solely by investments in technology and infrastructure; it also requires strengthening leadership capacity capable of guiding, motivating, and building a sustainable digital culture.

Conceptually, the results of this study demonstrate that digital leadership is one of the aspects capable of creating a more active and productive ecosystem for the use of digital resources. This is because digital leadership itself encompasses technical skills and a digital mindset that enable these digital leaders to identify and capitalize on the opportunities presented by digitalization. Digital leaders are not merely managing organizations; they are the primary drivers of change in the digital era. This underscores the need for leaders to adapt existing processes and foster a culture of digital engagement (ÖZMEN et al., 2022). Furthermore, according to Fisk (2002), the pioneer of the "digital leadership" concept, a digital leader is a visionary who motivates change, combines business ideas for projects, and builds connections for partnerships, joint ventures, outsourcing, and other forms of collaboration

(Fisk, 2002). Furthermore, Wujarso, et al (2023) explain that digital leadership is the art of guiding, influencing others, and initiating sustainable change through access to information and building relationships to anticipate changes essential for organizational success (Wujarso et al., 2023). Digital leadership can also be described as a "process of social transformation," where this leadership relies on digital technology as its medium, enabling leaders to manage and lead organizations and individuals within a digital environment (Avolio et al., 2000).

4. CONCLUSION

The state of digital leadership at the Faculty of Education at UNJ is considered to be sufficiently established; however, there are still several areas that can be further optimized, particularly the updating of digital resources needed by students, as well as improvements to the internet network to meet students' needs for accessing digital resources, which are currently managed in part by the UNJ library. A new finding in this study is that the university has actually provided a digital learning system that is considered user-friendly by students, so that students themselves have begun to frequently use digital resources even before being directed to do so by the lecturers teaching their respective courses. However, the UNJ Faculty of Education should reassess internet access speeds so that students can access digital information sources efficiently.

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