

The Influence of Digital Literacy and Digital Culture on the Digital Divide at Health Laboratory Company in West Java

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ABSTRACT

In enhancing company performance and customer needs, health laboratory companies continue to undergo digital transformation in line with technological advancements. However, in its implementation, there is a digital divide that hinders the progress of digital transformation in the company. This research aims to examine the influence of digital literacy and digital culture on the digital divide. The sample in this study consisted of 82 employees from one health laboratory company in Bandung. Purposive sampling methods were applied to Generation X and Y. Data was processed using SEM-PLS techniques, and the results showed that there is an influence of digital literacy on the digital divide, digital literacy on digital culture, and digital culture on the digital divide. The findings of this research are beneficial for other companies undergoing digital transformation to enhance digital literacy and digital culture within their organizations.

Keywords: *Digital Literacy, Digital Culture, Digital Divide.*

1. INTRODUCTION

The advancement of technology, particularly information technology, in Indonesia is continuously progressing. Since the discovery of the internet to artificial intelligence, the evolution in technology has developed in almost every aspect of life. The presence of this technology has transformed many aspects of human life, including learning, working, communicating, and engaging in other social activities. The development of information technology has become a crucial driver of change in various sectors and for every layer of society. Cecep, as cited in (Cholik, 2021), also suggests that the development of information technology has inadvertently enslaved humans, who were previously unaware of its existence. Unconsciously, humans have become highly dependent on the presence of digital technology, which facilitates their activities."

Alongside the development of digital technology, which has influenced every aspect of human life, this technological advancement is also felt in the business sector. With the change in human behavior facilitated by digital technology, organizational behavior within companies also changes. The business sector sees digital development as an opportunity to improve company performance and facilitate communication with consumers. Angelita, as cited in (Panggabean, 2021), suggests that with this technological development, companies are required to make changes quickly and effectively, especially in digital transformation. Digital transformation must be undertaken by companies to survive and compete amidst rapid changes. However, digital transformation by companies must be approached wisely and in line with the company's previously planned strategies. This means that if a company has not established a strategy or is not aligned with current developments, the company must adjust its previously prepared strategy (Hadiono & Noor Santi, 2020).

In carrying out digital transformation, companies need to develop strategies to ensure that the digital transformation process is carried out effectively. The success of digital transformation is closely tied to the digital readiness built within the company itself. This digital readiness is a key factor in the success of the digital transformation undertaken by the company. However, on the other hand, within organizations, there are multiple generations of human resources or employees. Each generation has its own characteristics and traits that evolve with the times and technology. A study conducted by (Arrochmah & Nasionalita, 2020) found that the generations in their research exhibited digital divides in each tested subvariable. Another study by Sukarjo, as cited in (Pramitra Sukarjo1 & Nasionalita2, 2022), found the existence of a digital divide between these two generations, particularly in the use of ICT (Information and Communication Technology).

Observing the phenomenon of digital divides impacting the digital transformation of companies, researchers are interested in examining the influence of digital literacy and digital culture on the digital divide. The research is conducted in a health laboratory company in West Java, with over 400 employees. As a company undergoing digital transformation, addressing digital divides is of particular concern to ensure that the digital transformation process proceeds smoothly.

The preliminary survey aimed to identify phenomena and was conducted through distributing questionnaires to 30 respondents from various generations. Out of the 30 respondents, 83% (25 individuals) were female employees, and 16% (5 individuals) were male employees. The majority belonged to Generation Y, accounting for 83%, followed by Generation X at 13%, and Generation Z at 3%. The preliminary survey focused on three indicators in this research: digital literacy, digital culture, and digital divide. From the results of the preliminary survey, the digital literacy score was 74% (Gap 26%), while the digital culture score was 71% (Gap 29%), and the digital divide score was 74% (Gap Score 26%). Being a company undergoing digital transformation, it is expected that there should be no digital divides within the organization. However, researchers found a 26% gap still exists. Hence, further research is needed to investigate whether there is an influence of (1) digital literacy on the digital divide, (2) digital culture on the digital divide, and (3) digital literacy on digital culture.

The term digital literacy was first popularized by Gilster (1997), who defined it as the ability to master and utilize information from digital sources. Hague, as cited in (Almi & Rahmi, 2020), suggests that digital literacy is a knowledge, skill, and understanding in utilizing digital technology. UNESCO provides a more detailed explanation, stating that digital literacy is the ability to access, manage, understand, integrate, communicate, evaluate, and use information safely in digital devices and technology networks (Rahman et al., 2020)

(Suparman et al., (2022) defines digital culture as a belief, assumption, and symbol practiced by companies in utilizing digital means to collaborate, formulate strategies, and foster innovation and creativity. (Ferdian et al., (2017) suggests that digital culture is a fundamental assumption that underlies, has roots, values, beliefs, and norms that characterize an organization's use of digital technology for the most effective work.

Digital divide is defined as the gap in internet usage skills (Arrochmah & Nasionalita, 2020). The origin of this digital divide is evident due to differences in easy access to communication and information technology (ICT). Nowadays, human quality of life is measured by how they engage with global information, economic knowledge, and information technology. Initially, the digital divide in humans was seen in how easily they were provided with computer usage. However, with the continuous development of the internet, the digital divide is now seen in how easily individuals can utilize and access the internet. Therefore, it is important for current life to keep pace with technological advancements, particularly in internet usage (Arrochmah & Nasionalita, 2020). The digital divide is also defined as the gap in access and ability or skill in using ICT (Pramitra Sukarjo1 & Nasionalita2, 2022). According to Anandita et al., (2024), the digital divide positively influences company productivity, owing to the digitization process implemented within the company.

Digital literacy possessed by employees is crucial to support the digital transformation process within the company. Suboptimal digital literacy results in the existence of a digital divide within the company. Susiana, (2023) found that digital literacy is needed to address the digital divide, especially among women. A study conducted by Ardiana et al., (2023), focusing on teaching digital literacy to the community, concluded that teaching digital literacy is necessary to minimize the digital divide. Based on the findings of these two studies, it is suspected that there is an influence of digital literacy on the digital divide. Thus, the hypothesis can be formulated as follows:

H1: There is an influence of digital literacy on the digital divide.

Digital culture is becoming increasingly important and needs to be implemented amidst the current technological developments. With the significant shift towards digitization, everyone needs to familiarize themselves with technology usage. Good digital literacy results in good digital culture. Digital literacy has become a necessary skill nowadays to enhance digital culture. Isabella et al. (2023) concluded that digital literacy is crucial in shaping the character of the digital community. Similarly, (Ardiana et al., (2023) found that digital literacy activities lead to an improvement in students' understanding of digital ethics. From these two studies, it is suspected that digital literacy influences digital culture. Thus, it can be formulated as follows:

H2: There is an influence of digital literacy on digital culture.

Every company undergoing digital transformation requires digital culture from every employee involved. This digital culture needs to be cultivated to reduce the digital divide. Every employee is expected to embrace digital culture so that digital transformation can proceed smoothly without any digital divides. Previous research found that internet utilization significantly influences the digital divide in the city of Pekalongan (Tyas et al., 2016). Another study

concluded that the digital divide in several regions in Indonesia is influenced by the skills, skill, and outcomes of digital device usage (Jayanthi & Dinaseviani, 2022). From these studies, we can tentatively conclude that digital culture influences the digital divide. Thus, the following hypothesis is formulated:

H3: There is an influence of digital culture on the digital divide.

2. RESEARCH METHOD

2.1. Research Design, Population and Sampling

This research will be conducted at one of the Health Laboratory Companies in West Java, which has a total of 455 employees from various generations. Due to the large population size, the researcher decided to use the Slovin formula with a margin of error limited to 10%. Based on the calculation of the formula, the minimum required sample size is 81.9, rounded up to 82 respondents. The sampling technique will involve distributing questionnaires and using purposive sampling method with criteria being Generation X and Generation Y from various levels of positions and education. The type of research is causal explanatory to explain the relationship between variables and test the hypotheses formulated above, in order to address the phenomenon in this study.

2.2. Operational Definition of Variables

This research uses two independent variables, consisting of Digital Literacy (LD) and Digital Culture (BD) and one dependent variable is Digital Divide (KD). Table 1 shows the indicator aspects for examining a variable.

Table 1. Indicator Table

Variable	Definisi	Indicator	Scale
Digital Literacy (LD) (Laila Salsabila, 2023)	Individual skills and knowledge in operating and implementing digital technology to carry out activities, including managing businesses.	Cultural Cognitive Constructive Critical Civic Creative Communicate Confident	Likert (1-5)
Digital Culture (BD) (Ferdian et al., 2017)	The beliefs, assumptions, and symbols practiced by a company in leveraging digital means to collaborate, strategize, and foster innovation and creativity.	Innovation Data Driven Decision-Making Collaboration Open Culture Digital First Mindset Agility and Flexibility Customer Centricity	Likert (1-5)
Digital Divide (KD) (Tyas et al., 2016)	An inequality in the development, dissemination, and utilization of digital media technology across various layers of society, as well as in other aspects of life.	Infrastructure ICT Skills Resource Utilization	Likert (1-5)

2.3. Analysis Techniques

The data collection technique used in this research is by distributing questionnaires using Google Form with a Likert 5 scale, where scale 1 indicates strongly disagree and scale 5 indicates strongly agree. The collected data will be processed in this study using the Structural Equation Model - Partial Least Square technique with SmartPLS 4.0 software. This technique is chosen as the data processing method after the data has been successfully collected, and Partial Least Square is suitable for studies with a small sample size ranging from 30 to 100 samples (Riana & Anatan, 2023). The data analysis technique using PLS has two tests, namely the Outer Model (Measurement Model) and Inner Model (Structural Model). The Outer Model is used for testing reliability and construct validity, while the Inner Model is used to test the influence and examine whether there is an effect between the variables under study (Sufi & Suharti, 2021). Both the outer model and inner model have the following Rule of Thumb (Noviyanti, 2019).

3. RESULTS AND DISCUSSIONS

3.1. Respondent Characteristics

The respondents in this study totaled 82 participants. From the total respondents, demographic data was collected, including generational classification, highest education level, length of employment, position, and field of work.

Table 2. Data Respondent

Characteristic	Criteria	Quantity	Percentage	Total
Generation	Generation X	14	17%	100%
	Generation Y	68	83%	
Education	Junior High School	2	2%	100%
	High School	3	4%	
	Diploma Degree	38	46%	
	Bachelor's Degree	36	44%	
	Master's Degree	3	4%	
Length of Service	Less than 1 year	2	2%	100%
	1 to 5 years	13	15%	
	5 to 10 years	16	20%	
	10 to 15 years	26	32%	
	15 to 20 years	17	21%	
	20 years or more	8	10%	
Position	Manager	8	10%	100%
	Supervisor	12	15%	
	Staff	56	68%	
	Non Staff	6	7%	

3.2. Measurement Model (Outer model)

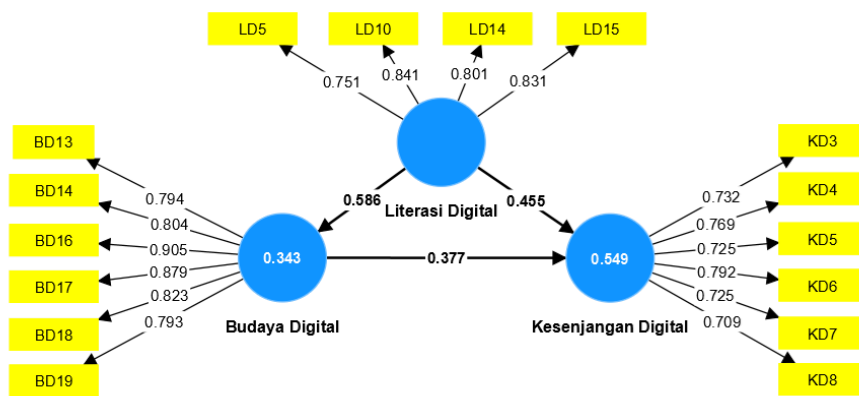


Figure 1. Measurement Model

The measurement model or outer model testing is viewed through three measurement criteria, namely convergent validity, discriminant validity, and reliability (composite reliability & Cronbach’s Alpha) (Sufi & Suharti, 2021). The first measurement model, which is the measurement of convergent validity in the PLS Algorithm, obtained outer loading values that did not meet the rule of thumb, which should have outer loading values above 0.70. Therefore, if values below 0.70 are found, those indicators should be excluded (Sufi & Suharti, 2021). Figure no. 1 displays the outer loading values of each variable that have met the above 0.70 threshold, thus can be considered valid.

After measuring the outer loading values, the next step is to examine the cross-loading values of those indicators. Cross-loading values are tested by observing whether the correlation with their own construct is higher than the correlation with other constructs. In Table no. 3, we can observe that all indicators have cross-loading values higher when correlated with their own construct compared to when correlated with other constructs.

After measuring the Cross Loading values, the next measurement we will conduct is AVE (Average Variance Extracted) and Reliability, which can be done simultaneously. According to the Rule of Thumb, an indicator is considered valid if it meets the AVE value above 0.5, while reliability can be measured by looking at the values of Cronbach’s Alpha and Composite Reliability, each above 0.70 (Sufi & Suharti, 2021).

In Table 4, we can see that the three indicators, namely digital culture, digital divide, and digital literacy, have validity values that meet the AVE criteria as they have values above 0.50. In addition to validity values, these three indicators also meet the reliability criteria both in terms of Cronbach’s Alpha and Composite Reliability, with values above 0.70 for both measures.

Therefore, after meeting the validity and reliability measurements in the 4 stages of measurement model testing (Outer model), these three indicators are considered to pass for further testing, which is the structural model testing (Inner Model).

Table 3. Measurement Model Cross Loading Value

Indicator	Digital Culture	Digital Divide	Digital Literacy	Result
BD13	0.794	0.451	0.481	Valid
BD14	0.804	0.513	0.476	Valid
BD16	0.905	0.578	0.566	Valid
BD17	0.879	0.532	0.573	Valid
BD18	0.823	0.585	0.375	Valid
BD19	0.793	0.557	0.446	Valid
KD3	0.452	0.732	0.427	Valid
KD4	0.349	0.769	0.484	Valid
KD5	0.618	0.725	0.585	Valid
KD6	0.536	0.792	0.551	Valid
KD7	0.518	0.725	0.496	Valid
KD8	0.279	0.709	0.408	Valid
LD10	0.536	0.566	0.841	Valid
LD14	0.444	0.602	0.801	Valid
LD15	0.536	0.567	0.831	Valid
LD5	0.344	0.419	0.751	Valid

Table 4. Validity and Reliability (AVE, Cronbach Alpha, Composite Reliability)

Variable	Average Variance Extracted (AVE)	Result	Cronbach's alpha	Result	Composite Reliability (rho_A)	Composite Reliability (rho_C)	Result
Digital Culture	0.696	Valid	0.912	Reliable	0.916	0.932	Reliable
Digital Divide	0.551	Valid	0.839	Reliable	0.846	0.88	Reliable
Digital Literacy	0.651	Valid	0.822	Reliable	0.834	0.882	Reliable

3.3. Structural Model (Inner Model)

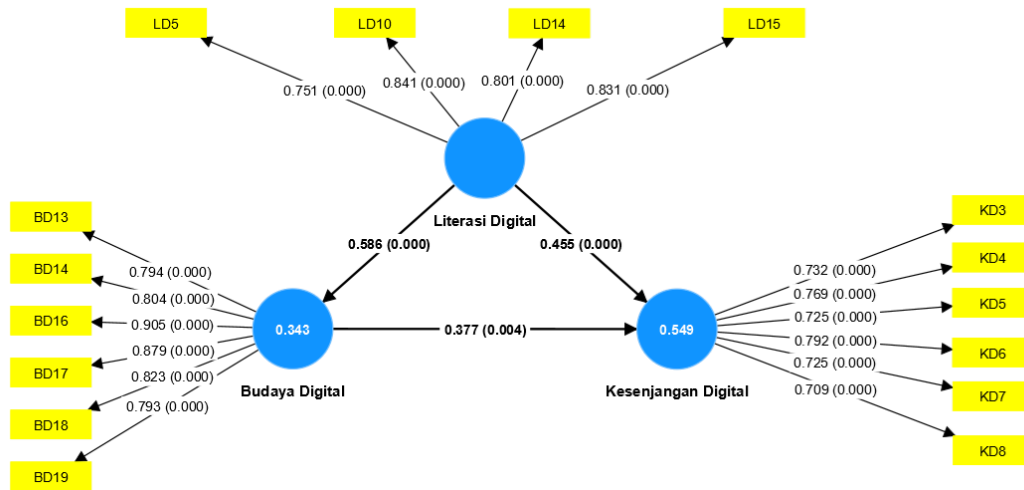


Figure 1. Inner Model

The Structural Model Testing, often referred to as the Inner Model, is used to determine the predictive power of a structural model. In the first test of the structural model, we will perform Multiple Linear Regression testing by examining the R-Square values from Smart PLS. The R-Square values in Table no. 6 show that the digital culture variable is 0.343, indicating that the digital literacy variable can explain the digital culture variable by 34.3%, categorized as a moderate model. Meanwhile, the R-square value of the digital divide variable is 0.549, indicating that the digital literacy variable can explain the digital divide by 54.9%, also categorized as a moderate model.

The next testing in the Inner Model is the calculation of Effect Size or F-Square calculation between variables in SmartPLS. From Table no. 7, we can see that the influence of digital culture on the digital divide is 0.207, categorized

as moderate, while the influence of digital literacy on digital culture is 0.523, categorized as high, and digital literacy on the digital divide is 0.301, categorized as moderate.

The next testing is the significance test or hypothesis testing obtained from bootstrapping facilities in SmartPLS. This test aims to see the positive or negative influence between variables as well as testing hypotheses. The test uses the Path Coefficient values in SmartPLS bootstrapping (Noviyanti, 2019). Based on Table no. 8, the significance value of digital culture on the digital divide is 0.004, indicating a positive influence of digital culture on the digital divide because the P values are below 0.05. Furthermore, the significance value of digital literacy on digital culture is 0.000, meaning that digital literacy and digital culture have a positive influence. Lastly, digital literacy also has a positive influence on the digital divide because the P Values are below 0.05, which is 0.000.

Table 5. R-square

Variable	R-square	Adjusted R-square
Digital Culture	0.343	0.335
Digital Divide	0.549	0.538

Table 6. Effect Size (F-Square)

Variable	Digital Culture	Digital Divide
Digital Culture		0.207
Digital Divide		
Digital Literacy	0.523	0.301

Table 7. Hypotheses Testing

Latent variables	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics ((O/STDEV))	P values
Digital Culture to Digital Divide	0.377	0.376	0.129	2.918	0.004
Digital Literacy to Digital Culture	0.586	0.592	0.095	6.159	0.000
Digital Literacy to Digital Divide	0.455	0.458	0.123	3.710	0.000

3.4. Discussion

The Digital Divide is of significant concern, especially for companies undergoing digital transformation. Digital transformation is pursued by many companies to support their performance in line with technological advancements. Several factors influence the digital divide, including access to technology, skills and capabilities in using technology, relevant content, and openness to information in society today (Sukarjo & Nasionalita, 2022). Considering the importance of anticipating the digital divide, digital literacy and digital culture play crucial roles within a company.

The results of the first hypothesis testing indicate an influence of digital literacy on the digital divide. In Table no. 9, the significance testing results for digital literacy show a t-statistic value of 3.710 > 2.58 and a P-value of 0.00 < 0.01. Thus, according to the rule of thumb, H1 is accepted, meaning Digital Literacy affects the digital divide. This is consistent with research conducted by Sali Susiana, concluding that digital literacy is necessary to address the digital divide (Susiana, 2023). From the testing, it can be said that employees who regularly use digital technology and understand how to use digital technology can help company in managing the digital divide that can hinder digital transformation.

Next, the testing of the second hypothesis shows an influence of digital literacy on digital culture. In Table no. 9, the digital literacy variable obtained a T-statistic value of 6.159 > 2.58 and a P-value of 0.00 < 0.01. Thus, according to the rule of thumb, H2 is also accepted, indicating that digital literacy has a positive effect on digital culture. These testing results are in line with previous research, concluding that digital literacy is crucial in shaping the character of digital society (Isabella et al., 2023). Therefore, it is important for employees to have good digital literacy skills so that they can engage in digital culture correctly, such as being able to assist the company in making informed decisions and prioritizing customer needs.

The final hypothesis testing reveals an influence of digital culture on the digital divide. In Table no. 9, the digital culture variable obtained a T-statistic value of 2.918 > 1.96 and a P-value of 0.004 < 0.05. Therefore, according to the rule of thumb, H3 is accepted, indicating that digital culture positively affects the digital divide. The results of testing H3 are consistent with previous research by Dyah Listianing Tyas, concluding that internal utilization significantly affects the digital divide (Dyah Listianing Tyas, A. Djoko Budiyanto, 2015). With actively digitally cultured employees,

the company finds it very easy to carry out digitization in all aspects. Digital divide won't occur because every employee already conducts their daily activities accustomed to utilizing digital technology.

Table 9. Hypothesis testing results.

Hypothesis	Original sample (O)	T statistics (O/STDEV)	P Value	Testing Result
H1: There is an influence of digital literacy on digital divide	0.455	3.710	0.000	Accepted
H2: There is an influence of digital literacy on digital culture.	0.586	6.159	0.000	Accepted
H3: There is an influence of digital culture on digital divide	0.377	2.918	0.004	Accepted

Source: Processed Data

4. CONCLUSION

In enhancing the performance of companies undergoing digital transformation, managing the digital divide within the organization is crucial. Managing the digital divide can be achieved through improving digital literacy and digital culture. This research indicates that digital literacy has a significant positive effect on the digital divide, digital literacy also has a significant positive effect on digital culture, and digital culture has a significant positive effect on the digital divide. Considering the importance of digital literacy and digital culture for the smoothness of digital transformation, several actions can be taken, such as providing digital-based training, being active in using technology both in work and communication, and fostering a digital culture within the company.

As for suggestions for further research, it is hoped that comparative research can be conducted among research subjects on the same variables in this study. This is because demographic factors such as age may be a strong factor in digital gaps within a company. Additionally, in future research, other variables that may affect digital gaps within a company could be developed.

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