

ABSTRACT

RINA HERLINA, 2026. **THE EFFECT OF DIGITAL LITERACY ON STUDENTS ACADEMIC ACHIEVEMENT IN ECONOMICS SUBJECTS: THE ROLE OF SELF-REGULATED LEARNING AS A MODERATING VARIABLE** (Survey on Grade X Students of the 2025/2026 Academic Year at SMA Negeri 1 Cisaga, Ciamis Regency). Department of Economic Education, Faculty of Teacher Training and Education, Universitas Siliwangi, Tasikmalaya. Supervised by Edi Fitriana Afriza, S.Pd., M.M. dan Astri Srigustini, S.Pd., M.Pd.

The problem addressed in this study is the variation in students' academic achievement, which serves as the basis for examining the influence of digital literacy and self-regulated learning. This study aims to determine the effect of digital literacy on academic achievement and to examine the role of self-regulated learning as a moderating variable among tenth-grade students in Economics classes at SMA Negeri 1 Cisaga, Ciamis Regency, in the 2025/2026 Academic Year. This study employed a quantitative approach using a survey method with 192 tenth-grade students as the research sample. Data were collected through questionnaires, while data analysis was conducted using linear regression and Moderated Regression Analysis (MRA). The results indicate that digital literacy has a positive and significant effect on academic achievement, with a significance value of $0.000 < 0.05$. Self-regulated learning also has a positive and significant effect on academic achievement, with a significance value of $0.000 < 0.05$. However, self-regulated learning was not able to moderate the effect of digital literacy on academic achievement, as indicated by a significance value of $0.404 > 0.05$. Therefore, self-regulated learning can be classified as a predictor moderator because it has a direct effect on academic achievement but does not moderate the relationship between digital literacy and academic achievement.

Keywords: *academic achievement, digital literacy, self-regulated learning.*