DIFFERENCES IN STUDENTS' DIGITAL TALENTS BASED ON DEMOGRAPHIC CHARACTERISTICS

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ABSTRACT

This study aims to analyze the differences in digital talent based on the demographic characteristics of students in the management study program at Muhammadiyah University of Surakarta. This research is a type of quantitative research. The object of this research is the students of the Management Study Program, University of Muhammadiyah Surakarta with a total sample of 162 sample data obtained through the Slovin technique. Hypothesis testing in this study was carried out using the Two way ANOVA test using SPSS software. The results of the study show that there are differences in digital talent based on gender, education level and background of residence of students in the management study program at Muhammadiyah University of Surakarta. Meanwhile, based on educational background, age and income, there is no difference in digital talent in management study program students at Muhammadiyah University of Surakarta.

Keywords: Digital Talent, Demographic Characteristics, Students Digital Talent

INTRODUCTION

The development of the Fourth Industrial Revolution, also known as the digital revolution, has had a significant impact on the industrial world. Many industrial companies in the modern era are faced with increasingly fierce competition among companies, along with various challenges related to company performance, be it in the financial, human resources, operational, and other domains (Hakim & Sugianto, 2018). The intense competition in the industrial world has also led many companies to strive to enhance their capacity in order to succeed in this competitive landscape (Isa, 2018). This is marked by the presence of automation systems and connectivity in all aspects of work, making the movement in the industrial world faster and more efficient (Tjandarawinata, 2016).

Digital talent is defined as human resources (HR) with the ability to master digital technology (OJK, 2021). Capgemini (2017) defines digital talent or digital aptitude as someone who not only can use social media applications or digital technology but someone who has mastery and knowledge of how digital services can operate. The results of a study by Microsoft and IDC (2018) indicate that 93% of jobs in the next three years will undergo digital transformation, and it is estimated that 68% of jobs will be redirected to new positions that require retraining to be ready for digital transformation. This demonstrates that digital talent is a crucial factor in digital transformation.

The Ministry of Communication and Information Technology (2022) stated that Indonesia needs approximately 9 million digital talents from 2015 to 2030. This means there is a requirement for 600,000

cybersecurity experts per year. However, out of this total, only about 20% of the 4,000 universities in Indonesia offer Information and Communication Technology (ICT) programs. This indicates that there is still a significant need for digital talents to fill this gap, while the available digital talents fall far short (Kominfo, 2022). Karaboğa (2021) argues that the imbalance between demand and the availability of digital talent leads to a gap. McKinsey (2019) estimates that by 2030, at least 23 million jobs will be lost and replaced by automation. However, at the same time, 27-46 million new jobs can be created with the advent of this technology. Therefore, the shift towards automation in the industrial world necessitates a high demand for digital talent.

Lella (2021) asserts that digital talent is a crucial need for every company in the era of the fourth industrial revolution and digital transformation. Unfortunately, many countries, including Indonesia, still face a gap between demand and the presence of digital talent. This is influenced by two main factors: internal and external factors. Internal factors affecting digital talent include individual attitudes and interests. External factors influencing digital talent encompass socio-demographics, such as gender, age, parents' occupations, and the environment. Danoesastro, Stutts, and Ahern (2018) suggest that digital talent is influenced by an individual's skills, attitude, behavior, and their ability to adapt to changes. This relates to an individual's willingness to support or resist change, readiness, commitment, and openness to the changes that occur.

Development of Hypotheses

a. Gender-Based Differences in Digital Talent

Friedman and Schustack (2008) found that gender differences are related to an individual's psychological abilities, especially in areas involving thinking, perception, and memory. Generally, men tend to exhibit better spatial abilities, while women tend to demonstrate more advanced verbal skills when compared to men. The research conducted by Artika (2021) discovered a significant relationship between gender and the ability to adapt to technology, which is linked to the speed of individual digital talent development. Based on the results of this research, the following hypothesis can be formulated:

H1: There are differences in digital talent based on gender.

b. Differences in Digital Talent Based on Educational Background

Education is a long-term, organized process with systematic implementation procedures where an individual can learn something conceptually or theoretically for general purposes (Mangkunegaran, 2003). Differences in educational backgrounds are related to the focus of the subjects studied, which can impact the competitiveness among individuals from different educational backgrounds (Hariandja, 2002). The research conducted by Walangitan (2017) and Astono (2013) found a relationship between educational backgrounds and the adaptation to digital technology. Based on the results of this research, the following hypothesis can be formulated:

H2: There are differences in digital talent based on educational background.

c. Differences in Digital Talents Based on Education Levels

Education level is an individual's activity in developing their skills, attitudes, and behavioral patterns, whether for their future life through specific organizations or independently (Wirawan, 2013). Research conducted by Hawkins & Hoon (2019) found that the education level has a significant relationship with the interest in using or operating digital technology. Based on the results of this research, the following hypothesis can be formulated:

H3: There are differences in digital talents based on education levels.

d. Differences in Digital Talents Based on Age

Age is the stage or phase of life that a person has gone through, counted from their year of birth to the current year. Human age is closely related to the development of human life (Howard, 2010). Iftikhar (2019) found that age has a negative relationship with the willingness to adapt to digital technology. Based on the results of this research, the following hypothesis can be formulated:

H4: There are differences in digital talents based on age.

e. Differences in Digital Talents Based on Place of Residence Background

The place of residence background or geographical location is related to the availability of facilities and infrastructure that support individual skill development. For someone living in rural areas to pursue higher education, they may have to move to other cities or even different provinces. In contrast, consumers living in major cities find it easier to access all the facilities and infrastructure they need (Prayuda, 2014). Research conducted by Nafiah (2021) found that the incomplete development of IT infrastructure in rural areas and inadequate training without practical experience or internships affect the readiness of digital talents. Based on the results of this research, the following hypothesis can be formulated:

H5: There are differences in digital talents based on the place of residence background.

f. Differences in Digital Talents Based on Income

Income refers to the amount of earnings derived from one's work and is typically calculated on an annual or monthly basis (Prayuda, 2014). Income level, on the other hand, represents an individual's gross income from wages, salaries, business, and other sources (Purwidianti and Mudjiyanti, 2016). In this research, income is measured by the amount of pocket money received by students each month. Research conducted by Prayuda (2014) found that income is closely related to an individual's ability to develop their skills. Based on the results of this research, the following hypothesis can be formulated:

H6: There are differences in digital talents based on income.

METHOD, DATA, AND ANALYSIS

This research is of the explanatory research type, which aims to explain cause-and-effect relationships between two variables. The population in this study consists of students in the Management Program at Muhammadiyah University of Surakarta. Data collection was carried out by providing a set of written questionnaires to the respondents. The sample selection in this study used non-probability sampling with purposive sampling technique from a population of 2,448 students (according to pddikti.kemdikbud.go.id). The data analysis method used in this research is a two-way analysis of variance (ANOVA).

RESULT AND DISCUSSION

Data Description

The respondents in this study are students in the Management Program at Muhammadiyah University of Surakarta, with a total of 162 students.

Characteristics of Respondents Based on Gender

Table 1.1 Characteristics of Respondents Based on Gender

Gender	Number of Respondents	Percentage
Female	95	58,6%
Male	67	41,4%
Total	**162**	**100%**

Source: Data processed, 2022

Based on Table 1.1, it is evident that the majority of respondents in this study are female, with a total of 95 respondents (58.6%). Meanwhile, the number of male respondents is 67 (41.4%). Therefore, it can be concluded from these results that the majority of the respondents are female, constituting 58.6% of the total.

Characteristics of Respondents Based on Educational Background

Table 1.2 Characteristics of Respondents Based on Educational Background

Educational Background	Number of Respondents	Percentage
Formal School	160	98,8%
Islamic Boarding School	2	1,2%
Total	**162**	**100%**

Source: Data processed, 2022

Based on Table 1.2, it is evident that the majority of respondents in this study have a formal school background, with a total of 160 respondents (98.8%). Meanwhile, the number of respondents with a Pondok Pesantren educational background is 2 respondents (1.2%). Therefore, it can be concluded from these results that the majority of the respondents have a formal school background, constituting 98.8% of the total.

Characteristics of Respondents Based on Educational Level

Table 1.3 Characteristics of Respondents Based on Educational Level

Educational Level	Number of Respondents	Percentage
Semester 2	55	34,0%
Semester 4	45	27,8%
Semester 6	29	17,9%
Semester 8	33	20,4%
Total	**162**	**100%**

Source: Data processed, 2022

Based on Table 1.3, it is apparent that the majority of respondents in this study are in the 2nd semester of their education, totaling 55 respondents (34.0%). On the other hand, the respondents with the least representation in terms of educational level are those in the 6th semester, with a total of 29 respondents, accounting for 17.9%. Therefore, it can be concluded from these results that the majority of the respondents are in the 2nd semester of their education, making up 34.0% of the total.

Characteristics of Respondents Based on Age

Table 1.4 Characteristics of Respondents Based on Age

Educational Level	Number of Respondents	Percentage
18 tahun	64	39,5%
19 tahun	39	24,1%
20 tahun	29	17,9%
21 tahun	29	17,9%
> 21 tahun	1	0,6%
Total	**162**	**100%**

Source: Data processed, 2022

Based on Table 1.4, it is apparent that the majority of respondents in this study are 18 years old, totaling 64 respondents (39.5%). On the other hand, respondents with the least representation in terms of age are those above 21 years old, with only 1 respondent, accounting for 0.6%. Therefore, it can be concluded from these results that the majority of the respondents are 18 years old, making up 39.5% of the total.

Characteristics of Respondents Based on Place of Residence Background

Table 1.5 Characteristics of Respondents Based on Place of Residence Background

Place of Residence Background	Number of Respondents	Percentage
Village	65	40,1
Suburb	29	17,9
City	68	42,0
Total	**162**	**100%**

Source: Data processed, 2022

Based on Table 1.5, it is evident that the majority of respondents in this study reside in urban areas (Kota), with a total of 68 respondents (42%). On the other hand, the respondents with the least representation in terms of place of residence are those living in the suburbs, with a total of 29 respondents, accounting for 17.9%. Therefore, it can be concluded from these results that the majority of the respondents live in urban areas, constituting 42% of the total.

Characteristics of Respondents Based on Income

Table 1.6 Characteristics of Respondents Based on Income

Income	Number of Respondents	Percentage
Rp 500.000 - 1.000.000	79	48,8%
Rp 1.100.000 - 1.500.000	37	22,8%
Rp 1.600.000 - 2.000.000	18	11,1%
Rp 2.100.000 - 2.500.000	10	6,2%
Rp 2.600.000 - 3.000.000	7	4,3%
> 3.000.000	11	6,8%
Total	**162**	**100%**

Source: Data processed, 2022

Based on Table 1.6, it is evident that the majority of respondents in this study have an income between Rp 500,000 - Rp 1,000,000, with a total of 79 respondents (48.8%). On the other hand, the respondents with the least income representation fall within the range of Rp 2,600,000 - Rp 3,000,000, with a total of 7

respondents, accounting for 4.3%. Therefore, it can be concluded from these results that the majority of the respondents have an income between Rp 500,000 - Rp 1,000,000, constituting 48.8% of the total.

Data Analysis
Classical Assumption Test
Data Normality Test

Table 1.7 Results of the Normality Test

Statistic	df	*p-value*	Information
0,272	162	0,200	Normal Distribution

Source: Data processed, 2022

Based on the results of the normality test in Table 1.7, it is evident that the obtained p-value is 0.200. Since the p-value is greater than 0.05 (0.200 > 0.05), it can be concluded that the regression equation in this model has a normal data distribution.

Homogeneity Test

Table 1.8 Results of the Homogeneity Test

Levene Statistic	*p-value*	Information
1,280	0,315	Homogen

Source: Data processed, 2022

Based on the homogeneity test results in Table 1.8, it is observed that the obtained p-value is 0.315. Since the p-value is greater than 0.05 (0.315 > 0.05), it can be concluded that the regression equation in this model has a homogeneous data distribution. Therefore, it can be used for a two-way ANOVA test.

Hypothesis Test

Table 1.9 Two Way ANOVA Test Results

Variable	Mean Square	*F*	*Sign.*
Corrected Model	59,491	1,598	0,032
Intercept	635816,056	17078,516	0,000
Gender (X1)	202,602	5,442	0,024
LB Education (X2)	98,000	2,632	0,111
Education Level (X3)	227,344	6,107	0,001
Age (X4)	46,606	1,252	0,301
LB Residence (X5)	153,656	4,127	0,022
Revenue (X6)	28,897	0,776	0,572

Source: Data processed, 2022

Based on the results of the two-way ANOVA test in Table 1.9, the interpretation can be as follows:
a. Based on the table above, it is evident that the significance value for the gender variable (X1) is 0.024. Since the p-value is less than 0.05 (0.024 < 0.05), it can be concluded that there is a difference in digital talents based on gender.
b. Based on the table above, it is observed that the significance value for the educational background variable (X2) is 0.111. Because the p-value is greater than 0.05 (0.111 > 0.05), it can be concluded that there is no difference in digital talents based on educational background.

c. According to the table above, the significance value for the education level variable (X3) is 0.001. Since the p-value is less than 0.05 (0.001 < 0.05), it can be concluded that there is a difference in digital talents based on education level.

d. Based on the table above, the significance value for the age variable (X4) is 0.301. Because the p-value is greater than 0.05 (0.301 > 0.05), it can be concluded that there is no difference in digital talents based on age.

e. According to the table above, the significance value for the place of residence background variable (X5) is 0.022. Since the p-value is less than 0.05 (0.022 < 0.05), it can be concluded that there is a difference in digital talents based on the place of residence background.

f. Based on the table above, the significance value for the income variable (X6) is 0.575. Because the p-value is greater than 0.05 (0.575 > 0.05), it can be concluded that there is no difference in digital talents based on income.

Discusssion

Difference in Digital Talents Based on Gender

Based on the analysis results, it is observed that the significance value for the gender variable is 0.024. Since the p-value is less than 0.05 (0.024 < 0.05), it can be concluded that there is a difference in digital talents based on gender. This indicates that the first hypothesis in this study, which states that there is a difference in digital talents based on gender among students in the Management Program at Muhammadiyah University of Surakarta, is accepted.

Friedman and Schustack (2008) explained that gender differences are related to an individual's psychological abilities, especially in areas concerning thinking, perception, and memory. Typically, men tend to demonstrate better spatial abilities, while women show more advanced verbal skills when compared to men (Saputro, 2016). The research results align with a study conducted by Artika (2021), which found that gender is significantly related to technology adaptation skills.

The implementation of the findings of this research, which indicates a difference in digital talents based on gender, can be considered by companies when recruiting new employees. There is a tendency for differences in digital talents between males and females. As Gilch & Sieweke (2021) explain, in recruiting digital talent, companies need to understand the talents required to support the company's goals. Therefore, gender considerations are necessary in recruiting digital talent.

Difference in Digital Talents Based on Educational Background

Based on the analysis results, it is evident that the significance value for the educational background variable is 0.111. Because the p-value is greater than 0.05 (0.111 > 0.05), it can be concluded that there is no difference in digital talents based on educational background. This indicates that the second hypothesis in this study, which states that there is a difference in digital talents based on educational background among students in the Management Program at Muhammadiyah University of Surakarta, is rejected.

Education is a long-term, organized process with systematic implementation procedures where an individual can learn something conceptually and theoretically for general purposes (Mangkunegaran, 2003). Differences in educational backgrounds provide opportunities and experiences in using technology. Sigarlaki et al. (2019) explained that differences in educational backgrounds do not have a relationship with the development of digital talents. This is because each individual has the same opportunities and experiences to develop their digital talents. These research findings differ from the results of studies

conducted by Walangitan (2017) and Astono (2013), which stated a relationship between educational backgrounds and digital technology adaptation.

The findings of this research indicate that there is no difference in digital talents based on educational background. The implementation of these research results is that for all students who want to develop their digital talents, there is no need to hesitate to participate in various training activities. Because every student has an equal opportunity to develop their digital talents, even if they do not have a formal educational background such as high school (SMA) or vocational school (SMK).

Difference in Digital Talents Based on Educational Level

Based on the analysis of the data, it is evident that the significance value for the educational level variable is 0.001. Since the p-value is less than 0.05 (0.001 < 0.05), it can be concluded that there is a difference in digital talents based on educational level. This indicates that the third hypothesis in this study, which states that there is a difference in digital talents based on educational level among students in the Management Program at Muhammadiyah University of Surakarta, is accepted.

Educational level represents an individual's activity in developing their skills, attitudes, and behavior, either for their future life through specific organizations or in an unorganized manner (Wirawan, 2013). Ababneh et al. (2018) explain that individuals with higher educational levels tend to be more mature and focused on digitization, technology access, and personal experience in digital talent readiness. Individuals with lower educational levels tend to be more hesitant, afraid to try, fear failure, feel embarrassed, and are pessimistic about digital talent readiness. These research findings align with the results of a study conducted by Hawkins & Hoon (2019), which found a significant relationship between educational level and interest in using or operating digital technology.

The results of this research reveal that there is a difference in digital talents based on students' educational levels. The implementation of these research results suggests the need to introduce digital talent awareness to lower-level semester students through seminars or training provided by the university. This way, lower-level semester students can gain basic knowledge about digital talents, which are currently in high demand by various companies.

Difference in Digital Talents Based on Age

Based on the analysis results, it is observed that the significance value for the age variable is 0.301. Because the p-value is greater than 0.05 (0.301 > 0.05), it can be concluded that there is no difference in digital talents based on age. This indicates that the fourth hypothesis in this study, which states that there is a difference in digital talents based on age among students in the Management Program at Muhammadiyah University of Surakarta, is rejected.

Age represents the stages or phases of life that individuals have passed through, calculated from their year of birth to their current age. Human age is closely related to the development of an individual's life (Howard, 2010). The longer a person's age, the more it encourages the maturity of their attitudes and thinking abilities. However, age can also be a hindrance for someone to adapt to changes and can be a factor in the decline in the quality of a person's work (Artika et al., 2021). The research results align with the findings of Iftikhar (2019), who found a negative relationship between age and willingness to adapt to digital technology.

The results of this research reveal that there is no difference in digital talents based on age. Therefore, the implementation of this research suggests that companies in the technology and information field should not hesitate to recruit the required digital talent, even if the individuals are relatively young. This is because having a young age, coupled with the relevant digital talent needed by the company, can enhance the company's performance.

Difference in Digital Talents Based on Residential Background

Based on the analysis results, it is observed that the significance value for the residential background variable is 0.022. Because the p-value is less than 0.05 (0.022 < 0.05), it can be concluded that there is a difference in digital talents based on residential background. This indicates that the fifth hypothesis in this study, which states that there is a difference in digital talents based on the residential background of students in the Management Program at Muhammadiyah University of Surakarta, is accepted.

The background of the place of residence or geographical location is related to the availability of facilities and infrastructure that support the development of individual capabilities. For someone living in rural areas to pursue higher education, they often have to move to other cities or even provinces. In contrast, individuals living in large cities find it easier to access all the necessary facilities and infrastructure (Prayuda, 2014). The research conducted by Nafiah (2021) found that the incomplete development of IT infrastructure in rural areas and the suboptimal training without practical experience or internships have affected the readiness of digital talents.

The results of this research reveal that there is a difference in digital talents based on the residential background, with students from urban areas being more advantaged due to the various facilities and infrastructure that support the development of digital talents, compared to those living in rural areas. Therefore, the implementation of this research suggests the need for policies from both the central and local governments to provide facilities and infrastructure for the development of digital talents through training programs in rural areas. This would enable all individuals to become acquainted with, understand, and develop their digital talents.

Difference in Digital Talent Based on Income

Based on the analysis results, it is known that the significance level for the income variable is 0.575. Because the p-value is greater than 0.05 (0.575>0.05), it can be concluded that there is no difference in digital talent based on income. This indicates that the sixth hypothesis in this study, which suggests that there is a difference in digital talent based on the income of students in the Management Program at Muhammadiyah University of Surakarta, is rejected.

Income refers to the amount of earnings obtained from employment, usually calculated on an annual or monthly basis (Prayuda, 2014). The findings of this research assume that there is no difference in digital talent based on the income of students. This suggests that even though most students have low income, the interest of each respondent in developing digital talent is the primary driving factor for improving digital talent. Sapariah (2015) explains that interest enables individuals to have the intention to manifest specific behaviors and directs the realization of those behaviors.

The results of this study found that there is no difference in digital talent based on income. Therefore, the implementation of this research suggests that even if students do not have a high income or allowance, all students have an equal opportunity to develop their digital talents through various seminars and training sessions.

CONCLUSION

Based on the research and discussion conducted in this study, the following conclusions can be drawn:

    a) There is a difference in digital talent based on gender among students in the Management Study Program at Muhammadiyah University of Surakarta.

    b) There is no difference in digital talent based on the educational background of students in the Management Study Program at Muhammadiyah University of Surakarta.

    c) There is a difference in digital talent based on the educational level of students in the Management Study Program at Muhammadiyah University of Surakarta.

    d) There is no difference in digital talent based on the age of students in the Management Study Program at Muhammadiyah University of Surakarta.

    e) There is a difference in digital talent based on the residential background of students in the Management Study Program at Muhammadiyah University of Surakarta.

    f) There is no difference in digital talent based on the income of students in the Management Study Program at Muhammadiyah University of Surakarta.

Recommendations

The researcher would like to offer the following recommendations based on the research findings:

    a. Expansion of Research Variables

One limitation of this study is the limited number of variables examined. There are many other demographic variables beyond those investigated in this study. Future research is encouraged to explore additional variables outside those already examined.

    b. Diversifying Respondent Demographics

Due to time, resource, and budget constraints, this research had a limited sample size of 162 respondents. Additionally, the majority of the respondents had an educational background of high school (SMA) and were female, while other backgrounds were underrepresented. Future research should aim to diversify the demographics of respondents to obtain a more comprehensive understanding.

    c. Strengthening Research Instruments

To strengthen the conclusions of the research, a qualitative approach is recommended to provide a more in-depth perspective. The research instrument used in this study is susceptible to respondent perceptions, which may not fully represent their actual circumstances. Qualitative methods, such as direct observations and interviews, can help provide a more comprehensive understanding of the subject matter.

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