

**NEW LITERACY IN DIGITAL ERA STUDY: HOW ECONOMICS CREATIVE DEVELOP
REGIONAL ECONOMIC**

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ARTICLE INFO	ABSTRACT
<p>Article history:</p> <p>Received 21 April 2023</p> <p>Accepted 18 July 2023</p>	<p>Purpose: This study aims to see that new literacy in this global era can influence regional economic development in the digital era through creative economy actors. The focus of the new literacy of the current digital era is data literacy, technological literacy, and human literacy.</p>
<p>Keywords:</p> <p>Creative Economy; Digitalization; Data Literacy; Human Literacy; Technology Literacy.</p>	<p>Theoretical framework: This research takes the Theory of Planned Behavior which is based on the research of Juergens (2020), Claes and Philippette (2020), and Sander (2020), who stated that the behavior of creative economy actors in the digital era had been based on new literacy that has developed, namely data, technology, and humans. The ability of creative economy actors to control new literacy can impact economic developers in each region.</p>
	<p>Design/Methodology/Approach: This study uses an exploratory quantitative approach because it wants to see advanced phenomena that each variable cannot explain. The population in this study is very large because it covers all creative economy actors in Indonesia. The sample was calculated using Slovin with a tolerance of 10%, and a sample of 374 perpetrators was obtained. The sampling technique is random sampling, with the data collection technique being a questionnaire that is analyzed using the Structural Equation Model test with the help of WarpPLS as an analytical tool.</p> <p>Findings: This study reveals that the three new literacies affect regional economic development because those three new literacies can increase the progress of creative economics in the digital economy era. However, they have weak significance; the unconsciousness of creative economy actors indicates this to participate in developing their area. The government must make appropriate policies to increase new literacy for creative economy actors to increase regional development through the creative economy.</p> <p>Research, practical & social implication: This research is expected to be a recommendation material that benefits regional development and can primarily be implemented to develop creative economics actors who have an important meaning in regional economics.</p> <p>Originality/Value: This research focuses on new literacy that has developed rapidly in the global era to survive in the digital age. Data literacy, technology, and humans are taken as variables that had never existed before and applied to regional creative economy actors.</p> <p>Doi: https://doi.org/10.26668/businessreview/2023.v8i7.1447</p>

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NOVA ALFABETIZAÇÃO NO ESTUDO DA ERA DIGITAL: COMO A ECONOMIA CRIATIVA DESENVOLVE A ECONOMIA REGIONAL

RESUMO

Propósito: Este estudo visa ver que a nova alfabetização nesta era global pode influenciar o desenvolvimento econômico regional na era digital através de atores da economia criativa. O foco da nova alfabetização da era digital atual é a alfabetização de dados, a alfabetização tecnológica e a alfabetização humana.

Estrutura teórica: Esta pesquisa toma a Teoria do Comportamento Planejado, que é baseada na pesquisa de Juergens (2020), Claes e Philippette (2020), e Sander (2020), que afirmou que o comportamento dos atores da economia criativa na era digital tinha sido baseado em uma nova alfabetização que se desenvolveu, ou seja, dados, tecnologia e seres humanos. A capacidade dos atores da economia criativa de controlar a nova alfabetização pode afetar os desenvolvedores econômicos em cada região.

Design/Metodologia/Abordagem: Este estudo utiliza uma abordagem quantitativa exploratória porque quer ver fenômenos avançados que cada variável não pode explicar. A população neste estudo é muito grande porque abrange todos os atores da economia criativa na Indonésia. A amostra foi calculada usando a Eslováquia com uma tolerância de 10%, e uma amostra de 374 criminosos foi obtida. A técnica de amostragem é amostragem aleatória, com a técnica de coleta de dados sendo um questionário que é analisado usando o teste Modelo de Equação Estrutural com a ajuda de WarpPLS como uma ferramenta analítica.

Constatações: Este estudo revela que as três novas literacias afetam o desenvolvimento econômico regional porque essas três novas literacias podem aumentar o progresso da economia criativa na era da economia digital. No entanto, eles têm pouca importância; a inconsciência dos atores da economia criativa indica isso para participar no desenvolvimento de sua área. O governo deve fazer políticas apropriadas para aumentar a alfabetização dos atores da economia criativa a fim de aumentar o desenvolvimento regional através da economia criativa.

Pesquisa, implicação prática & social: Esta pesquisa é esperada para ser um material de recomendação que beneficia o desenvolvimento regional e pode ser implementado principalmente para desenvolver atores de economia criativa que têm um significado importante na economia regional.

Originalidade/Valor: Esta pesquisa se concentra em novas competências que se desenvolveram rapidamente na era global para sobreviver na era digital. A alfabetização de dados, a tecnologia e os seres humanos são considerados variáveis que nunca existiram antes e aplicadas a atores regionais da economia criativa.

Palavras-chave: Economia Criativa, Digitalização, Alfabetização de Dados, Alfabetização Humana, Alfabetização de Tecnologia.

ESTUDIO DE LA NUEVA ALFABETIZACIÓN EN LA ERA DIGITAL: CÓMO LA ECONOMÍA CREATIVA DESARROLLA LA ECONOMÍA REGIONAL

RESUMEN

Propósito: Este estudio pretende ver que la nueva alfabetización en esta era global puede influir en el desarrollo económico regional en la era digital a través de actores de la economía creativa. El foco de la nueva alfabetización de la era digital actual es la alfabetización en datos, la alfabetización tecnológica y la alfabetización humana.

Marco teórico: Esta investigación toma como punto de partida la Teoría de la Conducta Planificada que se basa en la investigación de Juergens (2020), Claes y Philippette (2020), y Sander (2020), quienes afirmaron que el comportamiento de los actores de la economía creativa en la era digital se había basado en la nueva alfabetización que se ha desarrollado, a saber, datos, tecnología y humanos. La capacidad de los agentes de la economía creativa para controlar la nueva alfabetización puede afectar a los promotores económicos de cada región.

Diseño/Metodología/Enfoque: Este estudio utiliza un enfoque cuantitativo exploratorio porque quiere ver fenómenos avanzados que cada variable no puede explicar. La población en este estudio es muy grande porque cubre a todos los actores de la economía creativa en Indonesia. La muestra se calculó utilizando Slovin con una tolerancia del 10%, y se obtuvo una muestra de 374 autores. La técnica de muestreo es el muestreo aleatorio, siendo la técnica de recolección de datos un cuestionario que se analiza utilizando la prueba del Modelo de Ecuaciones Estructurales con la ayuda de WarpPLS como herramienta analítica.

Hallazgos: Este estudio revela que las tres nuevas alfabetizaciones afectan el desarrollo económico regional porque estas tres nuevas alfabetizaciones pueden aumentar el progreso de la economía creativa en la era de la economía digital. Sin embargo, tienen poca importancia; la inconsciencia de los actores de la economía creativa indica que participan en el desarrollo de su área. El Gobierno debe formular políticas apropiadas para aumentar la alfabetización de los agentes de la economía creativa a fin de aumentar el desarrollo regional mediante la economía creativa.

Investigación, implicaciones prácticas y sociales: Se espera que esta investigación sea un material de recomendación que beneficie el desarrollo regional y pueda ser implementado principalmente para desarrollar actores de economía creativa que tengan un significado importante en la economía regional.

Originalidad/Valor: Esta investigación se centra en la nueva alfabetización que se ha desarrollado rápidamente en la era global para sobrevivir en la era digital. La alfabetización en datos, la tecnología y los seres humanos se toman como variables que nunca antes habían existido y se aplican a los actores regionales de la economía creativa.

Palabras clave: Economía Creativa, Digitalización, Alfabetización de Datos, Alfabetización Humana, Alfabetización Tecnológica.

INTRODUCTION

Currently, Indonesia is still struggling to stop the onslaught of the pandemic that is increasingly eroding the economy. Before the pandemic, life's concept had begun to change towards digital. The digital economy is starting to penetrate with many e-commerce and containers that hold it. The entire creative economy has begun to enter the digital era by changing its business concept to make it easier to develop through the internet. After the pandemic hit, all aspects of life were forced into the digital realm, including the economy, one of which was the creative economy.

There are few difficulties for creative economy actors when these demands come suddenly. Since the main source of this economy is the creativity of the perpetrators, such rapid change is a challenge for them. Brouillette (2020) explains that the next problem is how the literacy of economic actors is responsive to this digital change. To face the industrial revolution accompanied by rapid digitalization, new literacy is needed in addition to the old literacy. The old literacy is still used as capital to take part in people's lives.

Literacy is simply the ability to read and write (Li, 2020). Until now, literacy has become the essence of building people and society of a nation to make data changes for a better life. If we pay attention, literacy is developing so fast because literacy is the initial stage that every individual must have to live the life to come. The old literacy still believed today is the ability to read, write, and count. However, according to Devi et al. (2020), new literacy has emerged in this digital era, including data literacy, technological literacy, and human literacy.

Like the previous literacy, the new literacy also focuses on developing human resources in a more advanced direction (Rachmadtullah, 2020). Entering the era of the industrial revolution 5.0, creative economy players who still want to survive must master these three literacies. During this pandemic, data literacy helps creative economy players to analyze market movements and what society will need, both now and in the future (Sander, 2020). Karmi et al. (2020) countries whose creative economy actors need to be data literate tend to experience

delays in their improvement. The country must catch up to other countries with adequate data literacy capabilities. This ability is to analyze domestic data and foreign data that we can easily access. In addition, data literacy skills will minimize misinformation (Juergens, 2020; Claes & Philippette, 2020; Sander, 2020).

The economic development of the region requires very complex data. Data related to the regional economy is generally published so that the public can find out and become data material for needy people. Creative economy players can use this data to study their business market. In addition, existing data can be used as a reference if we want to develop a new business. Csizmazia (2019) The results showed that Singapore's creative economy actors could develop fast because they have a high level of data literacy awareness. In making decisions for their business, they use government-published data. All decisions taken by creative economy players in Singapore look at the state of the company and the global market, and the state of their own country to participate in developing the regional economy.

Singapore can become a developed country in its development, with one of its economic drivers being the creative economy. Meanwhile, in Indonesia, awareness of the importance of data literacy still needs to be improved. According to the Central Statistics Agency, users of the published data only come from academics. Data users from entrepreneurs and creative economy actors are only 26.7%. Keane (2009) In his research, it was found that regional economic development is not always successful with the data literacy ability of creative economy actors because not all published data describe regional economic conditions and what the region needs. In general, distributed data describes a general pattern, so the pattern is not necessarily usable in a particular area. Even so, data literacy is one of the skills that must be mastered in this digital era for all people, including creative economy actors.

H1: there is an influence of data literacy on regional economic development through creative economy actors

Technological literacy is understanding how machines work (Sari, 2021). The machine, in this sense, does not refer to conventional machines but specialized machines. Gravell (2020) revealed that all jobs require workers to understand technological literacy during the pandemic. It is because almost all work depends on technology, including in the field of the creative economy. The creative economy can no longer survive conventionally, but it must be able to rely on technology. It is no longer difficult to define since we can see that all components of life have begun to enter the direction of digitization. Of course, if a creative economist does not bring his business into this realm, he will lag his competitors.

Such as online marketing, online store management to online payments that facilitate consumer access, become a benchmark for how actors understand technological literacy well. Today's technology is very helpful for creative economy actors to survive and even produce something new (Cavalheiro et al., 2020). The reach of the creative economy will be wider along with the development of technology. However, technological literacy has two coins, one of which can be a sharp spearhead for creative economy actors.

Although it has a negative impact, technological literacy can still increase the development of the creative economy in this modern era (Puriwat & Tripopsakul, 2020; Ezziane, 2007). At least technological literacy will allow creative economy players to compete fiercely in the industrial era 5.0. This understanding of literacy must be accompanied by policies to minimize using this ability to harm others for personal gain.

H2: there is an influence of technological literacy on regional economic development through creative economy actors

Human literacy is closely related to the ability to communicate, collaborate, and think critically, creatively, and innovatively. Human literacy coincides with the ability to think high, which is being intensified in the world of education to produce highly competent graduates to keep up with the times. Maryanti et al. (2020) said that human literacy is the main milestone of the other three literacies. To understand data and technological literacy, human literacy skills must first be formed (Nazarova et al., 2020). Human literacy is closely related to the development of human resources. With good human literacy, it is a qualified human resource. Although data and technology have a rapidly evolving nature, humans have another trait: abstraction. So, learning something developing quickly and abstractly will be much more difficult. However, when a person can be literate, it will be easier for him to organize a new life in this digital age.

Man is developing rapidly; even today, his evolution is demanded to be fast due to the rapid changes of the times. Human evolution will follow the direction in which times are constantly changing, and today humans are required not only to think but also to think at a high level which means critical and creative (Korneeva et al., 2020). These two abilities are the main capital for creative economy actors. Dovgyi et al. (2020) proved that regions with good human literacy and human resources in their creative economy are very capable; even though the economy is not good, they can still support economic development with their creativity to advance their business endlessly.

H3: there is an influence of human literacy on regional economic development through creative economy actors

The presence of three new literacies that begin to shift old literacy can be a threat if creative economy actors need to become more familiar with this. The world is starting to change, especially with the pandemic that has changed all orders, making creative economy actors must be prepared with everything. The worst condition can be minimized by creative economy actors who know about the three new literacies and apply them in their business to develop the regional economy during times of crisis such as this pandemic crisis.

RESEARCH METHODS

This research uses an exploratory quantitative approach to deepen knowledge, look for new ideas in the symptoms of certain phenomena, and explain the occurrence of something in the study. This research was conducted in Semarang, Central Java, Indonesia, representing economic development through the creative economy. This study's population is all Semarang's creative economy actors, which amounts to 61,668. The sample was calculated using the Slovin formula with a margin of error of 10%, so we have 100 actors as the sample and use random sampling as a sampling technique. The data collection technique uses questionnaires analyzed using SEM with the warpPLS tool. This use is because it wants to see the construct of indicators between variables in the study. The questionnaire was closed with five answers according to the Likert scale. The questions in the questionnaire were tested for validity and reliability before conducting the study. Validity and reliability tests are calculated using WarpPLS software. Some invalid indicators have been replaced.

This study has three free variables: data literacy, technological literacy, and human literacy. The three literacies are related to human abilities in the era of revolution 4.0, which is still being developed. Data literacy is related to the ability to read, analyze, and make thinking conclusions based on data and information (big data) obtained. Technological literacy is related to the ability to understand how machines work. Application of technology and work based on technology products to get maximum results. Human literacy concerns communication, collaboration, critical thinking, and creative and innovative skills.

RESULT

Common Method Bias

Common method bias or common method bias test accounts for measurement errors. The use of survey methods may lead to general method bias because different construct measurements come from the same source. In this study, the common method test can be seen from the full collinearity value of VIFs, which results from full collinearity testing, which includes vertical and lateral multicollinearity. The criteria for full collinearity VIFs are < 3.3 .

Table 1. Full Collinearity VIFs

Variables	Full Collinearity VIFs
Data Literacy (X1)	2,740
Technology Literacy (X2)	2,717
Human Literacy (X3)	1,538
Regional Economic Development (Y)	1,864

Source: data processed 2022

As seen in the table above, the value of this on all variables in this study is < 3.3 . That is, this research model is free from problems, and there are no errors in the research model.

SEM Measurement and Model Analysis

Outer model

Evaluation of the outer model is carried out to construct each indicator from the existing variables to determine if errors occur. This evaluation includes assessing convergent validity and composite reliability. The construction of indicator values can be seen from the combined and cross-loadings values. The accepted outer model is indicated by the loading factor value of each indicator or question from each variable must be > 0.70 or < 0.40 . All the loading factor values in this study are acceptable, so they do not have to construct research indicators.

Table 2. Loading Factor P Value, AVE, Composite Reliability

Items	Loading Factors	P-Values	AVE	Composite Reliability
Data Literacy				
X1.1	0,819	< 0.001	0,647	0,889
X1.2	0,849	< 0.001		
X1.3	0,661	< 0.001		
X1.4	0,855	< 0.001		
X1.5	0,854	< 0.001		
X1.6	0,771	< 0.001		
Technology Literacy				
X2.1	0,843	< 0.001	0,648	0,889
X2.2	0,862	< 0.001		
X2.3	0,863	< 0.001		
X2.4	0,627	< 0.001		

X2.5	0,791	<0.001		
X2.6	0,820	<0.001		
Human Literacy				
X3.1	0,676	<0.001		
X3.2	0,891	<0.001		
X3.3	0,876	<0.001	0,622	0,874
X3.4	0,851	<0.001		
X3.5	0,664	<0.001		
X3.6	0,740	<0.001		
Regional Economic Development				
Y1.1	0,821	<0.001		
Y1.2	0,815	<0.001		
Y1.3	0,797	<0.001		
Y1.4	0,802	<0.001	0,624	0,899
Y1.5	0,806	<0.001		
Y1.6	0,712	<0.001		
Y1.7	0,773	<0.001		

Source: data processed 2022

The research model can be accepted if it can meet convergent validity and composite reliability. The convergent validity model is seen from the value of the loading factor for each indicator and AVE for each variable. In contrast, composite reliability is seen in the composite reliability coefficients for composite reliability where the condition is that the composite reliability coefficients value > 0.70 , then the questionnaire is declared valid and reliable.

Table 3. Correlations among Latent Variables and erros

	Data Literacy	Technology Literacy	Human Literacy	Regional Economic Development
Data Literacy	0,804	0,770	0,528	0,605
Technology Literacy	0,770	0,805	0,499	0,617
Human Literacy	0,528	0,499	0,789	0,524
Regional Economic Development	0,605	0,617	0,524	0,790

Source: data processed 2022

Based on the table above, there is a correlation between all variables in their diagonal values. All variables have a good correlation with other variables. It can be described that all variables meet the criteria of discriminant validity. So, based on the results of convergent validity, composite reliability, and discriminant validity, this research model with a sample of social science lecturers can be accepted so that the inner model can be analyzed further.

In the WarpPLS analysis, several sizes of model fit, and quality indices must be met. The following are the results of the model fit and quality indices in this study:

Table 4. *Model Fit and Quality Indices*

No.	Model Fit and Quality Indices	Fit Criteria	Result	Ref
1	APC	$p < 0.05$	0,259	Accepted
2	ARS	$p < 0.05$	$p = 0.002$ 0,480	Accepted
3	BCAAs	$p < 0.05$	$p < 0.01$ 0,463	Accepted
4	AVIF	Acceptable if ≤ 5 , ideally ≤ 3.3	$p < 0.01$ 2,495	Ideal
5	AFVIF	Acceptable if ≤ 5 , ideally ≤ 3.3	2,215	Ideal
6	GoF	Small ≥ 0.1 , medium ≥ 0.25 , large ≥ 0.36	0,552	Big
7	SPR	Acceptable if ≥ 0.7 , ideally = 1	1,000	Ideal
8	RSCR	Acceptable if ≥ 0.9 , ideally = 1	1,000	Ideal
9	SSR	Acceptable if ≥ 0.7	1,000	Accepted
10	NLBCDR	Acceptable if ≥ 0.7	1,000	Accepted

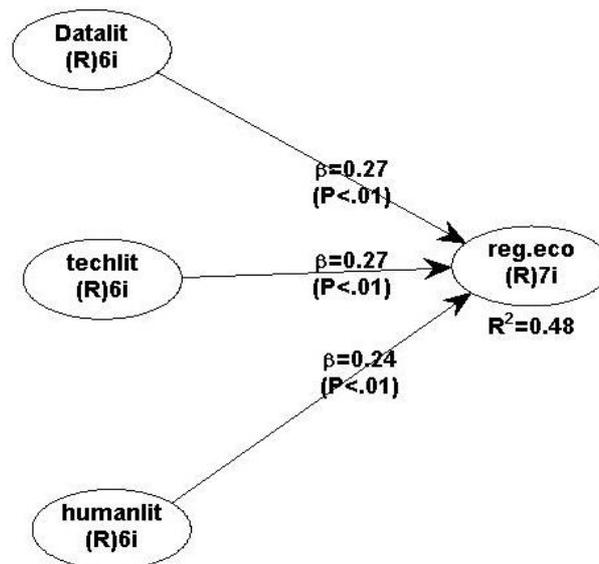
Source: data processed 2022

The table above shows that the overall results of the fit model and quality indices of the research model sample have met the criteria that must be met. This research can be continued to the hypothesis testing stage.

Hypothesis test

Model testing will be seen from the results and model values that come out in the SEM analysis that has been carried out. The criteria for testing this model are the same as the fit and quality indices models discussed above. The purpose of testing this model is to see the direction, relationship, and magnitude of the coefficients between variables.

Picture 1. Research Model



Source: data processed 2022

The test data from the above model is presented in the form of a table below:

Table 5. Research Model

No.	Path	Coefficient	P Value
1.	Data literacy of creative economic effect on regional economic development	0,27	< 0.001
2.	Technology literation of creative economic effect on regional economic development	-0,27	<0.001
3.	Human literation of creative economic effect on regional economic development	0,24	0,04

Source: data processed 2022

DISCUSSION

Data Literacy to Regional Economic Development Through Economics Creative Actors

The results showed that the data literacy variables owned by creative economy actors influenced regional economic development with a coefficient value of 0.27 and a p-value of < 0.001. The influence of data literacy on economic actors is strong and has a positive direction toward regional economic development. It means that this study received H1, which reads that there is an influence of data literacy on regional economic development.

The ability gained in data literacy is to analyze data and make a conclusion to overcome existing problems (Robertson & Tisdall, 2020). At the beginning of the pandemic, creative economy players in Semarang City showed a decrease in business by 13% usual. However, this lasted only a short time. It only took six months for creative economy players in Semarang to rise and develop to be stronger than usual. It happens because of the high data literacy of creative economy actors. They analyzed market data within the community during the pandemic for six months. Based on the analysis, they could conclude what they should do now and even in the future when the government implements the new normal in all aspects of life.

It is supported by Carmi and Yates (2020), who revealed that introducing data literacy will only feel the effect once it is very useful in serious situations. Data literacy skills will help individuals to work effectively and efficiently in solving a problem for the next life. This solution happened to creative economy actors in the city of Semarang. Although in 2021, the pace of economic growth will still be -1.6%, it is an increase from the beginning of the pandemic, which reached -3.7% due to the slowdown in the creative economy (BPS Central Java, 2021).

Improving economic growth can be an analysis that the economic development of a region will also increase. During these uncertain conditions, creative economy actors with good data literacy are better able to survive than those who do not have it. This ability can improve

the creative economy in Semarang City and help Semarang City carry out regional economic development after the pandemic.

Based on the results of this study, data literacy is very important for creative economy actors. Therefore, training to develop these capabilities needs to be carried out by local governments. Even so, the ability to use the data obtained effectively is still a concern in data literacy skills. This ability is only to develop a personal business that can positively impact the region.

Technology Literation to Regional Economic Development Through Economics Creative Actors

The results showed that the technological literacy variables owned by creative economy actors affect regional economic development with a coefficient value of -0.27 and a p-value < 0.001. The influence of technological literacy on economic actors is strong and has a negative direction toward regional economic development. It means that this research accepts H2, which reads that there is an influence of technological literacy on regional economic development. However, this study states that the relationship between the two variables is inversely proportional, which states that when the technological literacy of creative economy actors increases, it will reduce regional economic development.

This new literacy does have two sides, especially its implementation in this modern era. When there are many positive sides to the progress of the times and human life, there must be negative sides that follow. The negative side of this study refers more to human attitudes in responding to this technological literacy. The high ability of individual technological literacy, especially for creative economy actors, is expected to make it easier for them to introduce their businesses so that their products can be widely spread.

Currently, mastery of technology is not used responsibly (Falloon, 2020). Many individuals who understand technological literacy well actually take actions that can harm others. Technically, this is fine with the economic development of Semarang City, which is driven by the creative economy. Creative economy actors with high-tech literacy will easily adapt to the times. They will not be oppressed, especially during a pandemic like this, which must rely entirely on technology and the internet.

Until now, creative economy actors have been given much training on technological literacy issues to continue to develop in the current era and continue to work to encourage economic development in the city of Semarang. The negative impact of this irresponsible action

is a decrease in people's online consumption due to distrust of the personal data that will be uploaded to the internet. Facinelli et al. (2014) show that a person's technological literacy can reduce regional economic development. It happens because of intentional or unintentional data leaks from individuals with qualified technological literacy.

In this case, there needs to be a clear understanding of the importance of technological literacy for creative economy actors in Semarang. This understanding and knowledge must be accompanied by the acts of responsibility possessed by creative economy actors as individuals who must have technological literacy competencies. The ability possessed is only to develop personal businesses or develop the creative economy according to its subsectors simultaneously. Technological literacy skills must refrain from doing illegal things that can harm the region and even cause an economic slump because this will harm all levels of society. During this pandemic, there are indeed more negative impacts felt with technological literacy skills. Therefore, people's mindsets must be changed and laid out in a better direction.

Human Literacy to Regional Economic Development Through Economics Creative Actors

The results showed that the human literacy variables owned by creative economy actors influenced the development of the regional economy with a coefficient value of 0.24 and a p-value of 0.004. The influence of human literacy on economic actors needs to be stronger and has a positive direction toward regional economic development. It means that this research accepts H3, which reads that there is an influence of human literacy on regional economic development.

Human literacy refers to positive changes in thinking abilities, and the ability to think in new literacy refers to thinking creatively and critically. The main capital of creative economy actors is not money but creativity in creating ideas and the critical ability to develop ideas. The more creative economy actors with human literacy skills, the better their human resources and the more they can develop their businesses (Sukarno et al., 2020; Long & Magerko, 2020; Bulatova, 2020). Areas with good resources for creative economy actors will find it easier to invite actors to develop better. It is not easy to overthrow when experiencing the most difficult time (Ali et al., 2020).

In this study, the significance obtained was very weak. That is, human literacy may not influence the region's economic development. Human literacy is difficult to implement among all the new literacy that exists during this pandemic. Various ways are taken to continue living

life gradually during a crisis that does not know when it will end. According to Yum (2020), the economic recession caused by this pandemic is not only carried out with critical and creative human resources for economic recovery but human resources who are willing to fight and survive. Creativity is the key to survival, but defense is more needed in this situation than creativity.

In addition, there are indications in this study that creative economy actors are still selfish. They are thinking more about their own business, how to survive and advance during this crisis, and how they can still earn money and work to support themselves. With such attitudes and thoughts, they will only prioritize their business growth regardless of regional economic development by paying taxes and other contributions they can make to help Semarang City recover its post-pandemic economy. In this case, the government needs to embrace creative economy actors to take responsibility for their human literacy skills and start participating in encouraging the economy of the city of Semarang.

However, when the situation improves, it is ensured that with high human literacy, creative economy actors can help the development of the regional economy. It is based on data from 2019 (Central Statistics Agency, 2019), which states that 74.3% of the economy of Semarang City is supported by a growing creative economy and making a major contribution to the city of Semarang. One of the things that give the creative economy the biggest support in 2019 is the high number of human resources who manage the creative economy, where creativity is still very high. Individuals are easy to develop because there are no social boundaries, as is the case today.

The significant level of human literacy towards regional economic development through creative economy actors can be strengthened even though this method is challenging during this pandemic, making everything erratic. However, with the right policies, the human literacy ability of creative economy actors can be processed properly and produce positive things for the economic development of the Semarang City area during the pandemic and post-pandemic upcoming.

CONCLUSION

In this digitalization period, old literacy began to be replaced with new literacy, namely data literacy, technological literacy, and human literacy. These three literacies are capital for creative economy actors to increase their business and survive during an economic recession due to the pandemic. Creative economy actors who have literacy skills can easily improve their

business performance and can improve the regional economy. Digital literacy and technological literacy have a high level of significance, so the government needs to pay more attention to creative economy actors' digital and technological literacy capabilities. On the one hand, human literacy has a very weak influence on the region's economic development. It is shown in this study that there still needs to be more aware of creative economy actors to participate in helping their regions bounce back from the economic downturn caused by the pandemic. The high selfishness of creative economy actors in Semarang can obstruct the development of the Semarang area. It can be a concern for the government to embrace creative economy actors as a forum for regional economic development.

This research was conducted when the second wave of the pandemic came when many creative economy actors experienced a loss of opportunities due to many restrictions. Future research can be carried out when the post-pandemic period comes again or the second new normal wave when restrictions begin to ease. Creative economy actors can develop three new literacy skills.

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