



Determining teacher performance through digital literacy: emotional intelligence and competence

Author Name(s): Desi Permata Sari, Havids Aima, Elfiswandi Elfiswandi

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Determining teacher performance through digital literacy: emotional intelligence and competence



Desi Permata Sari^{*)}, Havids Aima, Elfiswandi Elfiswandi

Faculty of Economics and Business, Doctoral Program Management, Universitas Putra Indonesia YPTK Padang, West Sumatra, 25221, Indonesia

ABSTRACT

There are many factors that influence teacher performance through digital literacy, including emotional intelligence and competence. Based on the results of the achievement level values performance through UKG scores in Indonesia, it is proven that the quality of teachers is still not optimal. And it can be seen from the UTBK results that only 6 schools out of 17 schools are included in the National UTBK ranking. Research has a purpose For test and analyze in a way empirical influence direct intelligence emotional and competence to teacher performance. As well as influence No direct intelligence emotional and competence through mediation digital literacy towards teacher performance. Method used approach quantitative as well as use questionnaire. Deep sample study This using random sampling with total 253 people. Partial least squares (PLS) analysis method with application smartPLS. Research result This show teacher performance, intelligence emotional, competence and digital literacy as construct and reliability with coefficient the lowest is 0.6 and Cronbach's alpha is above 0.7. Study This show that intelligence emotional and competence own significant impact to teacher performance. Other research shows that intelligence emotional and skill own impact big on digital literacy and digital literacy has an impact on school teacher performance. There is influence significant digital literacy in mediation intelligence emotional to teacher performance. In addition, digital literacy influences and significant mediate competence to teacher performance. It is hoped that the results of this research can advance the science of human resource management and good behavior academics nor practical.

Keywords:

Teacher performance
Emotional intelligence

Corresponding author:

Desi Permata Sari,
Universitas Putra Indonesia YPTK Padang
Email: Desipermatasari735@gmail.co

Introduction

Education is something very important thing for the future something nation, success something nation in create source Power one quality human being the factor is decent and quality education, one factor the quality of that education reviewed on quality a teacher. Good teaching achieved through a teacher-led teaching and learning process. Therefore, teachers as teachers must be able to manage the class, using methods proper teaching. increase quality education through improving teacher achievement is one way that can be taken to improve quality learning at school (Catio & Sunarsi, 2020).

PP No. 74 of 2008 state that Teacher is educator primary duty certified professional guiding, training, and evaluating participant educate. Just like teachers and instructors, teachers are also expected to be able to carry out their duties by guiding students both inside and outside school. So

teacher expectations are very high, because it is one of the important things to achieve academic goals. According to (Wicaksono, 2017) teachers are someone who has ideas that must be realized For interest child educate so that support connection the best so that uphold tall develop and implement priorities relating to religion, culture and science. For That is the learning process that teachers must carry out customized with values, norms & morals so that form personality student . Appearance the teacher's duties known as teacher performance. (Mangkunegara, 2018) explain that performance is results work achieved individual or employee in carry out various duties and work in accordance with not quite enough answer that has been given Good in a way quality nor quantity. (Priansa, 2018) put forward teacher performance viz results work that has been done achieved by a teacher in environment school To use reach vision or objective school . A teacher's performance can said Good if the teacher Already implement and fulfill duties and obligations , so a teacher who has performance Good naturally will dedicated in effort enhancement quality source Power the human.

Teacher performance is expected capable become base in frame improve human resources. achievements continuing high school graduates to college high in 2019 has a target of 51.38 % realization of 42.16% and for 2020 has a target of 50.00 % realization of 27.13 in matter This can seen that happen the decline from 2019 to 2020 was 15.03 %, while in 2021 the target was 52.05% but only realized amounting to 46.85% in table Can seen that happen decline every year but happen increase in 2021 graduates who continue to college tall.

And Next can We Look that amount realization accepted high school graduates in this world business and industrial world happen decrease and increase from in 2019 the target is 29.92 % and realization of 46.12% in 2020 has a target of 50.00 % and realization of 27.59 % occurs increase again in 2021 by 45 %. Next At the beginning implementation of the UKG (Teacher Competency Examination) in 2015 the average score obtained was 55, then in 2015 the 2016 target set in 2015 was increased to 65 and continued to increase in 2017, increasing compared to the previous year to 70, in in 2018, the average value returned increase to 75, and there enhancement again in 2019 and 80. In table 1 we can see that the average UKG has not reached the expected criteria. Low competency according to with study (Kusumawati, 2017).

Then For less than high school level more than 17,353 students Only 6 high school students from 17 schools entered the 1000 ranking national. This UTBK value prove that high school grades still classified low. I'm sorry Cybercreation together Kata data released results survey National Digital Literacy 2020. From index 1 to 5, Indonesia's digital literacy is included category currently with value 3.47 points. According to Research Director Katadata, Mulya Amri, digital literacy is not yet there Enough Good with only reach score 3.47 points just. Because of that's the index must improved back to achieve score 4 or even 5 points.

According to (Sulaksono, 2019) Performance is due to work in terms of the quality and quantity of employees who can carry out work according to the work assigned to them. The phenomenon of low teacher performance is closely related to factors that influence their performance, including intelligence emotional (Satriyono & Vitasromo, 2018) digital competence and literacy. According to (Goleman 2016) emotional intelligence is the ability to motivate oneself, survive in the face of various pressures, control desires, regulate mood, control stress so as not to paralyze the ability to think and the ability to empathize. Emotional intelligence can be related to the habit of knowing and recognizing the feelings felt by other people and considering them as one's own experience. In field education , intelligence, emotional resilience play a very important role in improving the equality of each teacher. The teacher's ability to recognize the feelings of himself and others is very helpful in improving subsequent performance. According to (Serdamayanti, 2011) Competence is ability For transfer skills and abilities to new situations in the field of work. Then digital literacy is one of the factors that influences teacher performance according to study (Lismawati & Trihantoyo, 2022) . digital literacy is combination from a number of Skills ie from technology and information, critical in accept information capable create cooperation with concerned parties and awareness self in do rights and obligations (Harjono, 2019) . In developing digital literacy has 8 (eight) parts important basis ie cultural, cognitive, constructive, communicative, trust self, creative, critical, and skills life (Samaray,

2022). According to (Devri Suherdi, 2021) explains digital literacy is knowledge as well as proficiency usage in utilizing digital media, such as tool communications, applications and deep internet networks find, do, evaluate, use information make information and use in a way wise, intelligent, careful right and of course obedient laws and rules in frame build communication and interaction positive in life daily.

Naturally based on phenomenon above, p This in a way No direct influence teacher performance. Therefore That circumstances This No in line with hope . Based on phenomenon that occurs in the field study This endeavor explained inconsistency about Connection Variable intelligence emotional and competence to teacher performance as well intelligence emotional and competence to digital literacy. Study This expected can contribute to development knowledge about influencing factors digital literacy and teacher performance, so can help company in formulate appropriate strategies and policies For increase teacher performance. Additionally, research this is also expected can give useful information for practitioners and academics in understand connection between intelligence emotional, competency, digital literacy and teacher performance.

Methods

Method used in study This is method study descriptive with approach causal . Method study This is a quantitative method that describes relationships between variable (Sugiyono, 2016) Study This study connection between the variables of teacher performance, digital literacy, intelligence emotional and competence. sample in study This using random sampling with total 253 people. Partial Least Square (PLS) analysis method with Application SmartPLS . Deep data processing techniques study This use The SEM method based on Partial Least Square (PLS) requires 2 stages For assessing research models, namely the outer model and inner model (Ghozali, 2016) External model assessment aim For evaluate correlation between score an item or indicators and scores the construct, which shows level validity a statement item. Outer model test done based on test results questionnaire that has been done For all variable study. There is three criteria in use technique data analysis for assessing the external model, ie Validity Convergent, Validity Discriminant and Reliability Composite. Something item or item statement is said to be valid if own mark correlation or mark validity converges above 0.7, but in stages development correlation 0.5 to with 0.6 considered Still adequate or Still can accepted.

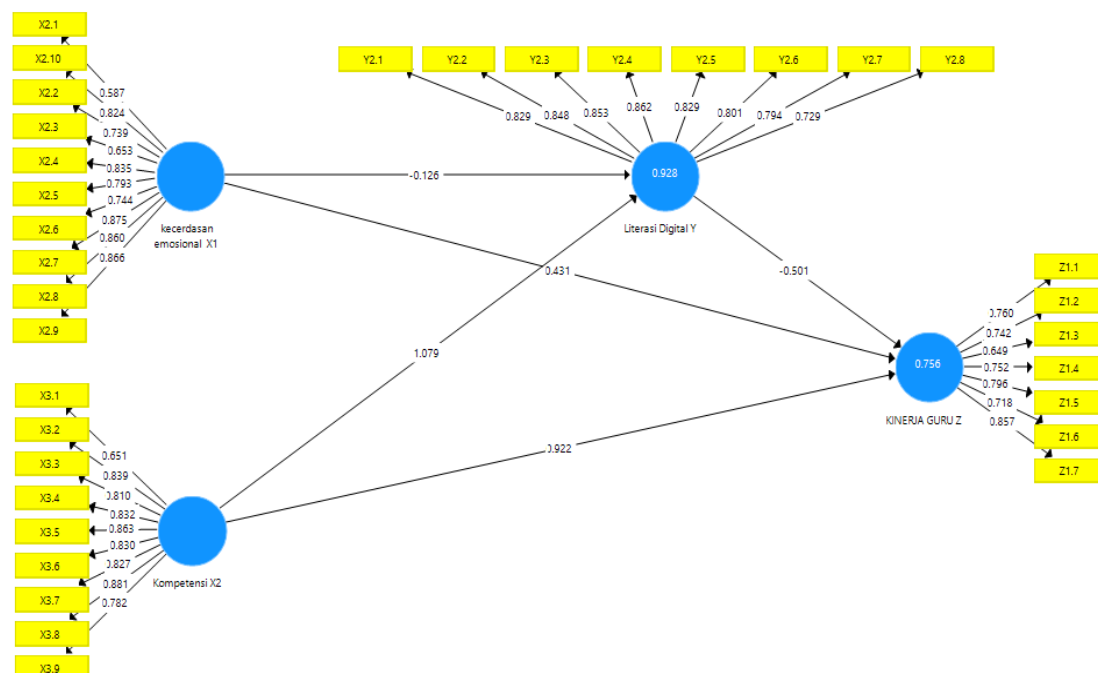


Figure 1. Model structure

Results and Discussion

Structural Model Testing

The following are the results of the first outer loading value measurement estimate by simply connecting each variable with all the construct values of Emotional Intelligence, Competence, Digital Literacy and Teacher Performance using one outer loading value measurement test estimate.

Table 1. R-Square (R2)

	R SQUARE	R Square Adjustable
Teacher Performance	0.756	0.754
Digital Literacy	0.928	0.928

Results in Table 2 above shows that the R-square value for digital literacy (Y1) is 0.928. And the R square value for teacher performance (Z) is 0.756. This value shows a change in emotional intelligence and emotional changes in digital culture (Y1) of 92.8% and the remaining 7.2% is determined by variables other than the variables of this research. And that the benefits also show changes in emotional intelligence and the ability to influence changes in teacher function (Z) of 75.6% and the remaining 24.4%. determined by variables other than variable study This . Nascence norms and Cronbach's Trust Ability Factors are used to determine trust ability clothes study This . When considering trust composition , Cronbach Alpha estimates belittle trust from those who change and trust have small elements (Ridwan, Mulyani, & Ali, 2020). If nascence Cronbach's is lower of 0.70, size That considered can reliable . As (Santoso, 2018), a variable is declared reliable if mark compoundability more trust low of 0.70.

Table 2. Construct Reliability and Validity

	Cronbach Alpha	Rho_A	Composite Reliability	(Ave)
Emotional Intelligence	0.928	0.935	0.940	0.613
Competence	0.936	0.938	0.947	0.665
Teacher Performance	0.874	0.886	0.903	0.571
Digital Literacy	0.930	0.934	0.942	0.671

The Cronbach's Alpha value is greater than 0.7 for all research variables, as shown in Table 3. Therefore, the indicators used in this study may seem reasonable. The AVE amount is tested by setting a threshold of 0.5 to see if it is a true change. There are no variables in Table 3 that have an AVE value lower than 0.50. Therefore, all indications and changes are considered valid.

Table 3. Discriminant Validity Values

	AVE Root
Performance Teacher	0.756
Competence	0.815
Digital Literacy	0.819
Emotional Intelligence	0.783

In table 4, comparing the AVE root values shows that each of these values is greater than the relationship between other variables, implying that all latent exchanges in this study have good structural coincidence and discrimination coincidence.

Based on table 4 can seen that the primary relationship between intelligence has a broad impact on digital literacy, it can be seen that T-data (2.013)> from T table (1.96), P-price (0.04) < from (0.05).

The relationship between the two competencies that influence digital literacy can be seen that t-Statistics (19.256) > (1.96), p-Value (0.000) < (0.05).

Hypothesis test

Table 4. Effect Results Direct

Hypothesis		Original sample	Q Statistics	P value	Note
H1	Emotional Intelligence -> Digital Literacy	-0.126	2,013	0.045	Hypothesis accepted
H2	Competence -> digital literacy	1,079	19,256	0,000	Hypothesis accepted
H3	Emotional intelligence -> Teacher performance	0.431	4,769	0,000	Hypothesis accepted
H4	Competence -> teacher performance	0.922	6,476	0,000	Hypothesis accepted
H5	Digital literacy -> Teacher performance	-0.501	4,877	0,000	Hypothesis accepted

The relationship between these three intelligences influences teacher performance. It can be seen that t-statistics (4.769) > (1.96), p-value (0.000) < (0.05). The relationship between these four competencies has a significant effect on teacher performance. It can be seen that the t-statistic (6.476) > 1.96), p-value (0.000) < (0.05). The fifth relationship that digital literacy influences teacher performance can be seen that t- statistics (4.887) > (1.96), p- value (0.000) < (0.05). Then certain indirect effects are shown in table 5.

Table 5. Results Indirect Effects

Hypothesis		Original sample	Q Statistics	P value	Note
H6	Emotional Intelligence ->digital literacy -> Teacher performance	0.063	2,673	0.005	Hypothesis accepted
H47	competency ->digital literacy -> Teacher performance	-0.540	4,481	0,000	Hypothesis accepted

Based on table 5, the first relationship between digital literacy has a significant effect in mediating emotional intelligence on teacher performance. It can be seen that t-statistics (2.673) > (1.96), p-value (0.005) < (0.05). The relationship between these two digital literacies has a significant influence in mediating competence on teacher performance. It can be seen that the t-statistic (4.481) > (1.96), p-value (0.000) < (0.05).

The Influence of Emotional Intelligence on Digital Literacy

The research results show that emotional intelligence has a significant influence on digital literacy. Emotional intelligence in place Work need digital literacy . With advances in information technology, every teacher has an obligation to increase their emotional intelligence and make the teaching process better. This exploration in line with study (ALPIAN, 2023) that There is influence positive and significant between emotional intelligence and digital knowledge , research (Yani et al., 2021) shows that there is a positive and significant influence between emotional intelligence on the digital knowledge of undergraduates at SMA Negeri 2 Purwokerto .

This finding is in line with the findings of (Uli Wildan Nuryanto 2021) that emotional intelligence has a positive and significant influence on media literacy. Case study at one of the private universities in Serang City, where digital literacy itself is part of media literacy, namely the latest literacy in the evolution of media literacy as has been mentioned previously . Test result on can seen Intelligence

Emotional own influence significant to Literacy . However if party related want to increase digital literacy through intelligence emotional so necessary thing _ carried out and observed by the parties school is Know emotions : abilities in know what you feel about yourself and use it in decision-making ; Manage emotions : abilities handle emotion so that impact positive to We ; Motivating self own : ability arrange emotion so that can control heart as well as own feeling motivation ; Know other people's emotions : abilities We can understand other people's feelings ; Building relationship : ability in build connection with other people. With so if the teacher can applying and implementing indicators from intelligence emotional so will impact to digital literacy .

Research result This explain and show below intelligence emotional own significant influence _ to appropriate digital literacy with study (Riki Purnama Putra, Indy Ramadhan, 2023) A participant educate If intelligence emotional Good so he will manage emotion become source information in frame understand self yourself as well as other people reach desired goal. This matter Because according to (Saputri et al., 2017) that internal factors that influence literacy namely : heredity, talent, intelligence, and interests, where in matter This intelligence emotional including to in group intelligence which can be said that intelligence emotional is one of the factor affecting ability literacy possessed a individual .

The Influence of Competency on Digital Literacy

The findings show that competence has a significant influence on digital literacy. This shows the competence possessed by teachers who are able to use the latest learning media and technology. As we all know, digital literacy is the use of digital media, the wise use of technological tools. From this point of view, in the current era of digital learning, school digital literacy must be implemented by teachers, and teachers must have good skills. The existence of these skills also requires teachers to continue to act as motivators, meaning that today's teachers are more than enough. Mastering digital literacy itself requires preparation and supervision so that teachers can master these skills. This research is in line with (Iqbal 2020) that there is a significant influence on digital literacy among PAI teachers at State Vocational Schools in Parepare City .

For increase digital literacy through competence , then necessary thing _ carried out and observed by the parties school is Designing, Implementing and Evaluation Learning: ability in design, implement and carry out evaluation learning; Master knowledge related: ability in understand field knowledge; Have morals noble: ability in give attitude friendly; Able to communicate with good: ability in communicate with Good. With so if party related with apply indicators from competence so will impact on digital literacy. From analysis of all competency and digital literacy instruments item questions that have been tested to respondents namely the teacher is declared valid and reliable. Where the instruments are valid and realible is condition absolute For get results valid and reliable research.

Research result This explain and show below competence own significant influence to digital literacy. Competence Digital literacy for teachers is very necessary in environment school or education in this era because prone to in consume information obtained. Skill base in use technology must controlled by the teacher. Study This in line with (Iqbal, 2020) that there is influence and significance to digital literacy among PAI teachers in State Vocational Schools in Parepare City. Backed by research (Rustandi Kartawinata & Ikhwan Mubaraq, 2018)

The Influence of Emotional Intelligence on Teacher Performance

Through emotional intelligence, teachers will be able to implement superior practices that will improve teacher performance. The teacher's level of emotional intelligence will be high if they can manage emotion them and motivate them themselves. If their emotional intelligence is high, they will be more capable overcome difficulty counter in do function they sand there by increasing performance Work they. However if party related want to increase teacher performance through intelligence emotional so necessary thing _ carried out and observed by the parties school is Know emotions: abilities in know what you feel about yourself and use it in decision- making; Manage emotions: abilities handle emotion so that impact positive to We; Motivating self own: ability arrange emotion so that can control heart as well as own feeling motivation; Know other people's emotions:

abilities We can understand other people's feelings; Building relationship: ability in build connection with other people. With so if the teacher can applying and implementing indicators from intelligence emotional so will impact to teacher performance. From analysis of intelligence instruments emotional and performance of all teachers item questions that have been tested to respondents namely the teacher is declared valid and reliable. Where the instruments are valid and realible is condition absolute For get results valid and reliable research.

Research conducted by (Acheampong 2021) shows that emotional intelligence has a positive and significant impact on performance, (Junior and Jimad 2022) shows that emotional intelligence has an influence on performance. This research also agrees with research conducted by (Satriyono & Vitasmoro, 2018) that emotional intelligence influences significant to performance teacher at SMP 4 Kediri City . Research result This in line with research conducted by (Satriyono & Vitasmoro, 2018) , (Wahyuddin, 2016) , (Ahmad, 2021) , (Yayuk Sri Mulyani Rahayu, 2022) , (Dwistanti, 2018) that intelligence emotional influential positive and significant to teacher performance.

The Influence of Competency on Teacher Performance

Test result on can seen that Competence own influence significant to Teacher Performance. For increase teacher performance through competence , then necessary thing _ carried out and observed by the parties school is Designing, Implementing and Evaluation Learning: ability in design, implement and carry out evaluation learning; Master knowledge related: ability in understand field knowledge; Have morals noble: ability in give attitude friendly; Able to communicate with good: ability in communicate with Good. With so if party related with apply indicators from competence so will impact on teacher performance. Competence related tightly with teacher performance. Clear that competence is one of the keys to improving teacher performance. This means that teaching competence, personal competence, social competence and professional competence influence teacher activities and supports enhancement Operational competence of secondary school teachers. Having skills will make it easier for teachers to carry out their duties as power professional educator.

From the analysis of all teachers' competency and performance instruments item questions that have been tested to respondents namely the teacher is declared valid and reliable . Where the instruments are valid and realible is condition absolute For get results valid and reliable research .

Research result This in line with study carried out by (Iskandar & Sumitra, 2012) , (Ahmad, 2021) , (Devi Elisa, Asdarina, 2022) , (Hidayat et al., 2020) can concluded that exists There is connectionsignificant direct _ between teacher competence with teacher performance . Research this is also in line with (Fathussyakir, M., Meutia, M., & Heriani, 2022) state that competence influential significant to performance of Bima City Vocational School teachers.

Influence Digital Literacy on Teacher Performance

Test result on can seen that Digital Literacy has influence significant to Teacher performance. However if party related want to increase teacher performance through digital literacy, then necessary thing _ carried out and observed by the parties school is ICT skill ability: ability in have ICT skills; Understanding culture and social: Improvement in ability digital culture and social; Internet ethics: Skills in understand ethics surfing the internet: Understanding security technology: have Skills in security technology. With so, if party related can apply and implement indicator from digital literacy ie ICT skills Knowledge, Understanding culture and social, Internet ethics, Understanding security technology and Resolve so will impact on teacher performance. From analysis of digital literacy instruments and teacher performance item questions that have been tested to respondents namely the teacher is declared valid and reliable. Where the instruments are valid and realible is condition absolute For get results valid and reliable research .

Research result This explain and show that digital literacy has significant influence _ to teacher performance . Deep effort realize digital literacy in schools with method change view educator from educational nature _ Still traditional to modern education . The best solution is with procurement activity training nor take part in educational webinars and via development qualification academic , giving understanding about Skills digital literacy for educators and citizens schools , supporting

facilities and infrastructure, and their existence policy school about digital literacy. Minimal Skills digital literacy that lies within environment, then need exists awareness school that importance Skills digital literacy is a must applied to educators and participants education in the era of revolution 4.0. Digital literacy is also shaping up note individual in build knowledge and communication. In activities learning necessity useful digital literacy For communicate with between Friend nor between teachers and students, as well can communicate in analyze A incident.

Research result This No in line with study (Hoseini et al., 2020) , (Johanes et al., 2022) , (Haz et al., 2022) , (Desi, Permata Sari, 2023) with results study showing that Teacher literacy in particular digital literacy has connection positive and significant with teacher performance

The Influence of Emotional Intelligence on Teacher Performance Through Digital Literacy

Intelligence emotional proven own influential role _ positive and significant as well as stated digital literacy capable mediate intelligence emotional to teacher performance . So it 's a necessary thing carried out and observed by the parties school is: Get to know emotions: abilities in know what you feel about yourself and use it in decision- making; Manage emotions: abilities handle emotion so that impact positive to We; Motivating self own: ability arrange emotion so that can control heart as well as own feeling motivation; Know other people's emotions: abilities We can understand other people's feelings; Building relationship : ability in build connection with other people. If party related notice matter above, then will impact on Ability ICT skills: ability in have ICT skills; Understanding culture and social: Improvement in ability digital culture and social; Internet ethics: Skills in understand ethics surfing the internet: Understanding security technology: have Skills in security technology. With so, if party related can apply and apply indicator from digital literacy ie ICT skills Knowledge, Understanding culture and social, Internet ethics, Understanding security technology and Resolve so will impact on teacher performance.

Influence Competence on Teacher Performance Through Digital Literacy

Competence proven own influential and significant role as well as stated digital literacy capable memediation competence to teacher performance. So that's necessary carried out and observed by the parties school is Designing, Implementing and Evaluation Learning: ability in design, implement and carry out evaluation learning; Master knowledge related: ability in understand field knowledge; Have morals noble: ability in give attitude friendly; Able to communicate with good: ability in communicate with Good.

If party related notice matter above, then will impact on Ability ICT skills : ability in have ICT skills; Understanding culture and social: Improvement in ability digital culture and social; Internet ethics : Skills in understand ethics surfing the internet: Understanding security technology : have Skills in security technology. With so , if party related can apply and implement indicator from digital literacy ie ICT skills Knowledge, Understanding culture and social, Internet ethics , Understanding security technology and Resolve so will impact on teacher performance .

Supporting research results with study (Haz, 2022) Can concluded that Literacy Teachers have connection positive and significant with Teacher Performance in This shows that influence Teacher literacy causes resulting performance will increase.

Conclusion

Research result This find intelligence emotional considered as factor most important in improve teacher performance. Measurement of loading factors that have influence biggest in study This is intelligence emotional Indicators used in study This can said reliable and valid. Then R-Squares explains that exogenous latent factors own effect substantive on endogenous latent variables. From the stated hypothesis that There is connection influence straight away, everyone hypothesis accepted. Analysis Indirect Effects (Mediation) for see is variable literacy can mediate connection between all variable exogenous and endogenous variables, namely teacher performance. From the results study This can concluded that intelligence emotional and competence can increase teacher performance .

through intelligence emotional. It means the more Good emotion so the more tall performance and results enhancement teacher performance. Likewise, HR competency also influences teacher performance through digital literacy.

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