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THE INFLUENCE OF WORK CLIMATE, ACHIEVEMENT MOTIVATION, AND DIGITAL LITERACY ON THE PERFORMANCE OF HIGH SCHOOL TEACHERS IN PRINGSEWU REGENCY

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Abstract

This study aims to analyze the influence of work climate, achievement motivation, and digital literacy on teacher performance in senior high schools in Pringsewu Regency. Using regression analysis methods, the study involved 98 teachers as respondents. The results show that the work climate significantly and positively impacts teacher performance, contributing 80.3%, with the regression equation $\hat{Y} = 1.540 + 0.812X1$. This indicates that a conducive work environment promotes improved teacher performance. Additionally, achievement motivation positively influences teacher performance by 69.30%, with the regression equation $\hat{Y} = 6.406 + 0.877X2$. High achievement motivation encourages teachers to work more optimally, boosting enthusiasm and energy in fulfilling teaching duties. Digital literacy, measured through work discipline, significantly and positively impacts teacher performance, contributing 87.6%, with the regression equation $\hat{Y} = 1.802 + 0.965X3$. Teachers' ability to leverage digital technology in teaching has been proven to enhance the quality of teaching and overall teacher performance. Simultaneously, work climate, achievement motivation, and digital literacy positively influence teacher performance, contributing 90.6%. The regression equation for the simultaneous effect is $\hat{Y} = 1.071 + 0.355X1 + 0.064X2 + 0.688X3$. These findings strengthen the argument that improving teacher performance requires creating a conducive work environment, providing appropriate motivation, and developing digital literacy. Therefore, the enhancement of educational quality is strongly influenced by these three factors, which collectively encourage teachers to achieve better performance and deliver higher-quality teaching.



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1. INTRODUCTION

In the world of education, teacher performance is one of the key factors that determines the quality of learning and student learning outcomes. Teachers who perform well are able to create a conducive learning atmosphere, deliver material effectively, and inspire students to reach their best potential. Teachers who have high performance are able to create an effective learning process, increase student achievement, and make a positive contribution to achieving educational

goals. However, teacher performance cannot be separated from various factors that influence it, both internally and externally. In Pringsewu Regency, the issue of teacher performance is still a major concern, considering the important role of teachers in improving the quality of education in the area.

In connection with efforts to improve the quality of education, teachers are required to be professional in carrying out their duties and responsibilities. This is stated in the law that teachers are professional

educators who are obliged to continuously improve academic qualifications and competencies in line with developments in science, technology and art. [1]

A conducive work climate will greatly influence teacher performance and the achievement of the school's vision and mission. The work climate for teachers is a relationship between various factors that influence each other, including personal, social and environmental factors that can influence teacher performance. By establishing a conducive work climate for teachers, teacher performance will improve and will ultimately be able to improve the quality of education and be able to achieve the expected educational goals.[2] A teacher's motivation is needed to increase work morale and to achieve career advancement. Teachers who have high achievement motivation will always work with the desire to achieve so that teachers always work based on careful and precise planning. Teachers who work with high achievement motivation will always improve their abilities to produce quality performance. [3]

Achievement motivation which includes an internal drive to achieve the highest achievements and complete tasks well highlights the importance of internal factors in encouraging individuals to achieve success. This is in line with motivation theories such as self-determination theory which emphasizes the importance of intrinsic motivation in achieving goals. [4] So achievement motivation will make people continue to strive to develop and become better every day. [5] Furthermore, achievement motivation is defined as a strong drive from within a person to carry out an activity to overcome all challenges Achievement motivation is also explained as an incentive or stimulus for someone to do something to achieve certain goals. [6]

Technological developments have developed rapidly nowadays, a professional teacher is required to understand and be able to integrate digital technology to support a teacher's abilities in line with current developments in the teaching and learning process. [7] On the other hand, the development of information technology can help teachers in the teaching and learning process in the classroom. [8] Likewise, students can obtain learning resources in a wider scope by utilizing digital technology. [9] (Munawar et al., 2021). The use of digital technology in the learning process first requires teachers to be competent in all information technology and digital media developments. [10]

Apart from that, the current technological development of teachers in managing learning has been greatly helped by the existence of digital technology so that access to obtaining references can be obtained easily which results in achieving educational goals being greatly helped. [11] Likewise in obtaining information in the development of a quality learning system. With the rapid development of technology, currently a professional teacher is required to understand and master technology to support a teacher's

abilities. [12] The importance of digital literacy in integrating technology in learning and improving the quality of teaching cannot be doubted. Teachers who have good digital literacy can create innovative learning environments and interact with students more effectively through various digital tools and platforms.

The implementation of this policy in achieving educational goals will of course be greatly influenced by the teacher's ability and performance in carrying out their duties because it is the teacher who will carry out the delivery of learning material to students. [13] Teacher performance is the teacher's ability or attitude in carrying out learning tasks which is reflected in his duties as a teacher which can be seen in the activities of planning, implementing and assessing the learning process. [14] The teacher is the main actor who determines the success of education because it is the teacher who will embody the curriculum or policy in classroom learning. Achieving educational goals will be greatly influenced by the ability and performance of teachers in carrying out their duties. [15]

Pringsewu Regency, as one of the regions that continues to strive to improve the quality of education, faces challenges in optimizing the performance of high school teachers. Based on the Pringsewu District Education Office report. There are variations in teacher performance that can be attributed to differences in work climate, achievement motivation, and digital literacy. Some teachers show good performance, while others still face obstacles in carrying out their duties. This is thought to be related to differences in the work climate, level of achievement motivation, and digital literacy possessed by each teacher. Therefore, this research aims to analyze the influence of work climate, achievement motivation, and digital literacy on the performance of high school teachers in Pringsewu Regency.

II. LITERATURE

2.1. Theory work climate

Work climate refers to the atmosphere and work environment in a school which includes interpersonal relationships, principal leadership, availability of facilities, school policies, and support for teacher professional development. Work climate indicators are: (a) Relations between school residents (teachers, principals, students); (b) Principal leadership; (c) Availability of learning support facilities; (d) Policies that support work balance; and (e) Level of comfort and sense of security in the work environment. The measurement instrument uses a Likert scale in the questionnaire, with statements that measure teachers' perceptions about the working atmosphere in schools, such as the level of support, cooperation and available facilities.

2.2. Theory achievement motivation theory

Achievement motivation is internal and external encouragement for teachers to achieve optimal work results, increase competence, and gain recognition for

the achievements achieved in carrying out teaching duties. Indicators of achievement motivation are: (a) a. The desire to achieve the best results in work; (b) Efforts to improve self-competence; (c) Perseverance in completing tasks despite facing difficulties. (d) Hope to receive recognition or awards for achievements.; and (e) Ability to set clear professional goals. The measurement instrument used is a questionnaire with a Likert scale, which includes statements regarding the teacher's level of ambition, dedication and satisfaction in achieving success.

2.3. Theory digital literacy

Digital literacy is a teacher's ability to understand, use and integrate digital technology in the learning process, managing administrative tasks and professional communication. Digital literacy indicators are: (a) Ability to use technology devices such as computers, tablets, and projectors; (b) Understanding of digital applications and platforms for learning; (c) Ability to access and utilize online learning resources; (d) Use of technology for evaluation and administration; and (e) Adaptation to the latest technological developments. The measurement instrument used is a questionnaire with a Likert scale, which measures the teacher's level of understanding and skills in utilizing digital technology in learning.

2.4. Theory teacher performance

Teacher performance is the level of success of teachers in carrying out their professional duties, including planning, implementing and evaluating learning, as well as their role in student and school development. Teacher performance indicators are: (a) Learning program planning; (b) Implementation of learning according to the curriculum; (c) Evaluation of student learning outcomes; (d) Ability to create a conducive learning atmosphere; and (e) Contribution to school activities outside of learning. The measurement instrument used is a questionnaire or performance assessment with indicators based on teacher professional standards, using a Likert scale to assess teachers' and principals' perceptions of the performance achieved.

III. RESEARCH METHODS

The method used is a quantitative method. Quantitative methods are also called traditional methods, because this method has been used for a long time so that it has become a tradition as a method for research. This method is called a positivistic method because it is based on the philosophy of positivism. This method is a scientific method because it meets scientific principles, namely concrete, empirical, objective, measurable, rational and systematic. This method is also called the discovery method because with this method various new science and technology can be discovered and developed. This method is called a quantitative method because the research data is in the form of numbers and analysis uses statistics. [16]

The population used in this research were teachers at State High Schools throughout Pringsewu Regency, totaling 743 teachers. The sampling technique used in this research, namely Probability Sampling, is a sampling technique that provides an equal opportunity for each element (member) of the population to be selected as a member of the sample. From the Probability Sampling technique, simple random sampling was used because the sampling of sample members from the population was carried out randomly without paying attention to the strata in the population. From a total population of 743 high school teachers in Pringsewu Regency and the sample taken was SMAN 1 Ambarawa, totaling 62 teachers. and IMBOS Pringsewu High School, which has 36 teachers with a total of 98 teachers.

The technique used by the author in collecting data is using a questionnaire. This questionnaire is used to obtain answers to questions addressed to respondents as well as several alternatives/ answers. The questionnaire in this research is in the form of a number of written questions with alternative answers. The form of questionnaire used is a closed form with 5 (five) alternative answers where respondents only provide a check list mark (\surd) on answers that are appropriate to the situation. This questionnaire is used as a tool to measure or obtain data about work climate, achievement motivation and digital literacy, as well as performance in high schools throughout Pringsewu Regency. This questionnaire is used to collect data about teacher pedagogical competence, teacher achievement motivation and education quality culture.

Proving the hypothesis in this study uses simple and multiple regression analysis, where simple regression analysis is to predict or predict the dependent variable (Y) if the independent variable (X) is known because it is based on a functional relationship or cause-and-effect relationship of the independent variable (X) to the variable bound (Y). Meanwhile, multiple regression analysis is an analytical tool for forecasting the value of the influence of two or more independent variables on the dependent variable to prove whether or not there is a functional relationship or causal relationship between two or more independent variables (X1), (X2), (X3), ..., (Xn) with one dependent variable (Y).

IV. RESULTS

Based on the results of research data analysis including work climate, achievement motivation, digital literacy and teacher performance, then analysis research using SPSS obtained the following description and analysis:

4.1. Description of research data

Descriptive analysis aims to create a systematic picture of factual and accurate data regarding the facts and relationships between the phenomena being investigated or researched. This data is the result of quantification of respondents' answers, in this case high school teachers in Pringsewu District, to the questionnaire given by researchers.

Table 4.1 Description of Teacher Performance Statistical Data

Y	Statistics	
	Valid	Missing
N	98	0
Mean	47.6020	
Median	49.0000	
Mode	55.00	
Std. Deviation	6.85301	
Variance	46.964	
Minimum	31.00	
Maximum	57.00	

Based on the data description table above, it is known that an average of 47.60 was obtained; standard deviation of 6.85301; variance of 46.964; median of 49; and mode of 55.

Table 4.2 Description of Work Climate Statistical Data

X1	Statistics	
	Valid	Missing
N	98	0
Mean	56.7551	
Median	59.0000	
Mode	64.00	
Std. Deviation	7.56424	
Variance	57.218	
Minimum	41.00	
Maximum	66.00	

Based on the data description table above, it is known that an average of 56.7552 was obtained; standard deviation of 7.56424; variance of 57.218; median of 59; and the mode is 64.

Table 4.3 Description of Statistical Data on Achievement Motivation

X2	Statistics	
	Valid	Missing
N	98	0
Mean	46.9490	
Median	50.0000	
Mode	52.00	
Std. Deviation	6.50356	
Variance	42.296	
Minimum	34.00	
Maximum	57.00	

Based on the data description table above, it is known that an average of 46.9490 was obtained;

standard deviation of 6.50356; variance of 42.296; median of 50; and the mode is 52.

Table 4.4 Description of Digital Literacy Statistical Data

X3	Statistics	
	Valid	Missing
N	98	0
Mean	47.4796	
Median	50.0000	
Mode	53.00	
Std. Deviation	6.65068	
Variance	44.232	
Minimum	34.00	
Maximum	55.00	

Based on the data description table above, it is known that an average of 47.4796 was obtained; standard deviation of 6.65068; variance of 44.232; median of 50; and the mode is 53.

4.2. Prerequisite test analysis

Data analysis includes prerequisite tests, namely (1) normality test; (2) linearity test; and (3) Multicollinearity test. The three prerequisite tests are used as considerations before carrying out hypothesis testing, namely the simple regression test and the multiple regression test. The results of the prerequisite test analysis show that the data obtained meets the three prerequisite tests.

4.3. Hypothesis Testing

Hypothesis testing includes a simple linear regression test to (1) determine the effect of work climate on teacher performance in high school in Pringsewu Regency, (2) determine the effect of achievement motivation on teacher performance in high school in Pringsewu Regency and (3) determine the effect of digital literacy on teacher performance at high school in Pringsewu Regency. Meanwhile, multiple regression tests were used to determine the influence of work climate, achievement motivation and digital literacy at school on teacher performance at high schools in Pringsewu Regency.

Hypothesis Testing of the Effect of Work Climate on Teacher Performance

This test was carried out to prove the analysis of the first research objective, namely to determine the effect of work climate (variable X1) on teacher performance (variable Y) which was carried out using the SPSS program. The results of the analysis of hypothesis testing using the SPSS application obtained the first output of the summary model which is presented in table as follows:

Table 4.5. Analysis of Model Summary Test Results on the Effect of Work Climate on Teacher Performance
Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.896 ^a	.803	.800	3.06134	.803	390.083	1	96	.000

a. Predictors: (Constant), X1

b. Dependent Variable: Y

Based on the table above, the SPSS output results show that in the R Square column, a value of .803 (read: 0.803) is obtained. This value means that the percentage level of influence of work climate (variable

X1) on teacher performance (variable Y) is 80.3%. Next, the output of the two ANOVAs is presented in table as follows:

Table 4.6. Analysis of ANOVA Test Results on the Effect of Work Climate on Teacher Performance
ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3655.786	1	3655.786	390.083	.000 ^b
	Residual	899.693	96	9.372		
	Total	4555.480	97			

a. Dependent Variable: Y

b. Predictors: (Constant), X1

Based on the table above, the SPSS output results show that in the sig. obtained a value of 0.000^b (read: 0.000), then based on the test criteria determined that the sig. 0.000 is smaller than 0.05, which means that

there is a significant influence of work climate (variable X1) on teacher performance (variable Y). Furthermore, the third output of Coefficients is presented in table as follows:

Table 4.7. Analysis of Coefficients Test Results on the Effect of Work Climate on Teacher Performance
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
		B	Std. Error			
1	(Constant)	1.540	2.353		.655	.514
	X1	.812	.041	.896	19.751	.000

a. Dependent Variable: Y

Based on the table above the SPSS output results, it is known that in the unstandardized coefficients point B section, the Constant value is 1,540 (read: 1.540) and the X1 value is .812 (read: 0.812) indicating the regression equation model $Y=1.540+0.812X1$. The simple linear regression model shows that a constant value of 1.540 indicates that if there is no work climate (variable X1) then the consistent value of teacher performance (variable Y) is 1.540. Meanwhile, the regression coefficient figure is 0.812, which means that for every 1% additional work climate (variable).

The results of the analysis show that the general work climate in senior high schools in Pringsewu Regency according to the 98 teachers who were respondents, namely achievement motivation in general has a positive effect on teacher performance of 0.803 with a contribution of 80.3%. The regression equation formed is $\hat{Y}=1.540+0.812X1$. The results of hypothesis testing show that the work climate influences teacher performance at Pringsewu Regency High School. This indicates that high teacher performance is determined by a conducive work

climate. Thus, the more conducive the work climate created in the madrasah environment, the higher the resulting teacher performance. Therefore, the comfort felt by teachers in the school environment will motivate them to carry out their routine duties, namely carrying out learning activities. A conducive work climate will make the school environment comfortable so that it will be an incentive for teachers to carry out their duties well. That one of the important aspects that supports the success of the learning process is the madrasa climate. This is in line with Hasana's [17] research results which prove that work climate influences teacher performance. In his research also proved that the work climate influences employee performance, the better the work climate, the more positive the influence on employee performance. This indicates that the influence of work climate on performance is not only found in educational institutions, but also in general organizations. [18] The results of this research also strengthen the findings of Ridwan [19] who found that the work climate in a school greatly influences the behavior of teachers and other employees. This

description explains that in the process of controlling the school work climate, the key role lies with the school principal with the support of the teachers and staff. In her research proved that school climate has a positive effect on teacher performance. Thus, Sawianti's research results are supported by the results of this research which both prove the influence of the work climate in madrasas on teachers' ability to perform. [20]

Test the hypothesis of the influence of achievement motivation on teacher performance

This test was carried out to prove the analysis of the first research objective, namely to determine the effect of achievement motivation (variable X2) on teacher performance (variable Y) which was carried out using the SPSS program. The results of the analysis of hypothesis testing using the SPSS application obtained the first output of the summary model which is presented in table as follows:

Table 4.8. Analysis of Model Summary Test Results on the Effect of Achievement Motivation on Teacher Performance
Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.833 ^a	.693	.890	3.81417	.693	217.136	1	96	.000

a. Predictors: (Constant), X2; b. Dependent Variable: Y

Based on the table above, the SPSS output results show that in the R Square column, a value of .693 (read: 0.693) is obtained. This value means that the percentage level of the influence of achievement

motivation (variable X2) on teacher performance (variable Y) is 69.3%. Next, the output of the two ANOVAs is presented in table as follows:

Table 4.9. Analysis of ANOVA Test Results on the Effect of Achievement Motivation on Teacher Performance. Work on Teacher Performance
ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3158.879	1	3158.879	217.136	.000 ^b
	Residual	1396.601	96	14.548		
	Total	4555.480	97			

a. Dependent Variable: Y ; b. Predictors: (Constant), X2

Based on the table above, the SPSS output results show that in the sig. obtained a value of 0.000b (read: 0.000), then based on the test criteria determined that the sig. 0.000 is smaller than 0.05, which means that

there is a significant influence of achievement motivation (variable X2) on teacher performance (variable Y). Furthermore, the third output of Coefficientsa is presented in table follows:

Table 4.10. Analysis of Coefficientsa Test Results on the Effect of Achievement Motivation on Teacher Performance
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
		B	Std. Error			
1	(Constant)	6.406	2.822		2.270	.025
	X2	.877	.060	.833	14.736	.000

a. Dependent Variable: Y

Based on the table above the SPSS output results, it is known that in the unstandardized coefficients point B section, the Constant value is 6.406 (read: 6.406) and the X2 value is .877 (read: 0.877) indicating the regression equation model $Y=6.406+0.877X1$. The simple linear regression model shows that a constant value of 6.406 indicates that if there is no achievement motivation (variable X2) then the consistent value of teacher performance (variable Y) is 6.406. Meanwhile, the regression coefficient figure is 0.877, which means that for every 1% addition of achievement motivation

(variable X2), teacher performance (variable Y) will increase by 0.877 with a positive value indicating achievement motivation (variable Y).

The results of the analysis show that achievement motivation in general at Pringsewu Regency High School according to the 98 teachers who were respondents, namely achievement motivation in general has a positive effect on teacher performance of 0.693 with a contribution of 69.30%. The regression equation formed is $\hat{Y}=6.406+0.877X2$. Thus, achievement motivation has a significant positive effect on teacher performance. States that work motivation is

a driving force or driver within a person to want to behave and work diligently and well in accordance with the duties and obligations that have been given to him. The element of need for achievement has aspects of the drive to excel, excel based on a set of standards, strive hard to be successful. [21]

Furthermore, it is also stated that the existence of achievement motivation can change teachers' mindsets so that teachers will be more inclined to make efforts to improve their performance in order to fulfill their competence as a teacher. [5] An inappropriate mindset will affect a teacher's interest or desire to fulfill their duties and obligations. Therefore, a healthy and appropriate mindset will also make a teacher always try to improve or update every task or obligation. This will really help in improving a teacher's performance because basically learning is dynamic.

There is a correlation between increasing achievement motivation and increasing teacher performance. Found that there was an influence between the level of teacher achievement motivation

and teacher performance. [22] That personal achievement has a big impact on teacher performance. [23] Found that the level of teacher achievement motivation influences teacher performance. States that achievement motivation influences teacher performance. According to research by Hafitriani [24] teacher pedagogical competence and its consequences for student learning are both influenced by the teacher's intrinsic drive to succeed. According to Haftriani's findings, achievement motivation significantly increases teacher performance. [25]

Test the hypothesis of the influence of digital literacy on teacher performance

This test was carried out to prove the analysis of the second research objective, namely to determine the effect of digital literacy (variable X3) on teacher performance (variable Y) which was carried out using SPSS. The results of the hypothesis testing analysis using SPSS obtained the first output of the summary model which is presented in table as follows:

Table 4.11. Analysis of Digital Literacy Summary Model Test Results on Teacher Performance Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.936 ^a	.876	.875	2.42204	.876	680.553	1	96	.000

a. Predictors: (Constant), X3; b. Dependent Variable: Y

Based on the table above, the SPSS output results show that in the R Square column, a value of .876 (read: 0.876) is obtained. This value means that the percentage level of influence of digital literacy

(variable X3) on teacher performance (variable Y) is 87. 6%. Next, the output of the two ANOVAs is presented in table as follows:

Table 4.12. Analysis of ANOVA Test Results on the Effect of Achievement Motivation on Teacher Performance. Work on Teacher Performance ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3992.317	1	3992.317	186.337	.000 ^b
	Residual	563.163	96	5.866		
	Total	4555.480	97			

a. Dependent Variable: Y; b. Predictors: (Constant), X3

Based on the table above, the SPSS output results show that in the sig. obtained a value of 0.000b (read: 0.000), then based on the test criteria determined that the sig. 0.000 is smaller than 0.05, which means that

there is a significant influence of Digital Literacy (variable X3) on teacher performance (variable Y). Furthermore, the third output of Coefficientsa is presented in table as follows:

Table 4.13. Analysis of Coefficientsa Test Results on the Effect of Work Discipline on Teacher Performance Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
		B	Std. Error			
1	(Constant)	1.802	1.773		1.016	.312
	X3	.965	.037	.936	26.087	.000

a. Dependent Variable: Y

Based on the table above the SPSS output results, it is known that in the unstandardized coefficients point

B section, the Constant value is 1.802 (read: 1.802) and the X3 value is .965 (read: 0.965) indicating the regression equation model $Y=1.802+0.965X2$. The

simple linear regression model shows that a constant value of 1.802 indicates that if there is no digital literacy (variable X3) then the consistent value of teacher performance (variable Y) is 1.802. Meanwhile, the regression coefficient number is 1.802, which means that for every 1% additional digital literacy (variable X3), teacher performance (variable Y) will increase by 1.802 with a positive value indicating digital literacy (variable Y).

Digital literacy in general at Pringsewu Regency High School according to the 98 teachers who were respondents, namely work discipline in general has a positive effect on teacher performance of 0.876 with a contribution of 87.6%. The regression equation formed is $\hat{Y}=1.802+0.965X3$. Important aspects of digital literacy have a significant influence on teacher performance. In the era of increasingly advanced information and communication technology, the ability to use and utilize digital effectively has become a necessity in the world of education. The ability to manage digital information is a crucial aspect for teacher performance. Teachers who are able to utilize various digital sources to collect teaching materials, update knowledge and skills, and search for relevant information will have an advantage in creating quality learning. [26]

In the digital era, there are so many sources of information that are easily accessible, therefore, teachers need to have the ability to carefully select and evaluate the information found. [27] Furthermore, the aspect of digital literacy that influences teacher performance is the ability to teach online. Currently, many schools are adopting distance learning or blended learning, so teachers need to have skills in teaching virtually. [28] Teachers need to master online communication and collaboration technology, such as distance learning platforms or video conferencing, in order to organize and manage the learning process effectively. [29] The ability to teach online also allows

teachers to continue the learning process in emergency situations, such as the pandemic we are currently experiencing.

In order to improve teacher performance in digital literacy, governments, schools and educational institutions need to provide adequate training and support. Training in the use of digital technology and the development of digital literacy should be an integral part of teacher professional development programs. Teachers must always strive to continue to follow developments in digital technology and explore various sources of knowledge and information related to digital literacy. Digital literacy plays a very important role in improving teacher performance. The ability to manage information, teach online, develop interesting learning materials, and maintain digital security are some of the crucial aspects that teachers must master. [30] The right support and training will help teachers to develop strong digital literacy and face the challenges in an increasingly digital world of education. In an ever-evolving world with increasingly sophisticated digital technology, it is important for teachers to develop their digital literacy effectively. Digital literacy is the ability to use, evaluate and participate in the digital world wisely. Teachers have a very important role in helping students develop their digital literacy, so that it can influence their effective and quality performance.

Hypothesis testing of the influence of work climate, achievement motivation and digital literacy in schools on performance

This test was carried out to prove the analysis of the third research objective, namely to determine the simultaneous influence of work climate (variable X1), achievement motivation (variable X2) and digital literacy (variable X3) on teacher performance (variable Y). The results of the hypothesis testing analysis using SPSS obtained the first output of the summary model which is presented in table as follows:

Table 4.14. Analysis of Digital Literacy Summary Model Test Results on Teacher Performance Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
						F Change	df1	df2	
1	.952 ^a	.906	.903	2.13789	.906	300.900	3	94	.000

a. Predictors: (Constant), X3, X2, X1; b. Dependent Variable: Y

Based on the table above, the SPSS output results show that in the R Square column, a value of .906 (read: 0.906) is obtained. This value means that the percentage level value simultaneously influences work climate (variable X1), achievement motivation

(variable X2) and digital literacy (variable X3) on teacher performance (variable Y) is 90.60%. Next, the output of the two ANOVAs is presented in table as follows:

Table 4.15. Analysis of ANOVA Test Results on the Effect of Work Climate, Achievement Motivation and Digital Literacy on Teacher Performance ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4125.847	3	1375.282	300.900	.000 ^b
	Residual	429.633	94	4.571		

Total	4555.480	97		
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a. Dependent Variable: Y; b. Predictors: (Constant), X3, X2, X1

Based on the table above, the SPSS output results show that in the sig. obtained a value of 0.000b (read: 0.000), then based on the test criteria determined that the sig. 0.000 is smaller than 0.05, which means that there is a significant influence of

work climate (variable X1), achievement motivation (variable X2) and digital literacy (variable X3) on teacher performance (variable Y). Furthermore, the third output of Coefficientsa is presented in table as follows:

Table 4.16. Analysis of Coefficientsa Test Results on the Influence of Work Climate, Achievement Motivation and Digital Literacy on Teacher Performance Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
		B	Std. Error			
1	(Constant)	1.071	1.679		1.638	.525
	X1	.347	.066	.370	5.068	.000
	X2	.064	.074	.061	.862	.000
	X3	.688	.168	.667	9.539	.000

Based on the table above the SPSS output results, it is known that in the unstandardized coefficients point B section, the Constant value is 1.071 (read: 1.071), the X1 value is .347 (read: 0.347); The X2 value is .064 (read: 0.064) and the X3 value is .688 (read: 0.688) indicating the regression equation model $Y = 1.071 + 0.347X1 + 0.064X2 + 0.688X3$. The multiple linear regression model shows that a constant value of 1.071 indicates that if there is no work climate (variable X1), achievement motivation (variable X2) and digital literacy (variable Meanwhile, the regression coefficient figures are 0.347 on variable X1, 0.064 on variable X2 and 0.688 on variable teachers (variable Y) will increase by 1.099 (the sum of the coefficients of variable X1, the coefficient of variable X2 and the coefficient of variable X1), achievement motivation (variable X2) and digital literacy (variable X3) have a positive effect on teacher performance (variable Y).

Work climate, achievement motivation and digital literacy simultaneously have a significant positive influence on teacher performance. The influence of achievement motivation and work discipline on teacher performance is 0.906. Meanwhile, the simultaneous contribution of the two variants is 90.6%. The regression equation formed is: $\hat{Y} = 1.071 + 0.355X1 + 0.064X2 + 0.688X3$. This shows that in simple terms work climate, achievement motivation and digital literacy have a positive effect on teacher performance as reflected in the predicted value of changes in grades above.

Teachers are the front guard in advancing education. Teachers are the component that has the most influence on creating quality educational processes and outcomes. [31] Teachers must have high performance to be able to achieve quality education. A teacher who has high performance is expected to be able to make learning better and of better quality so that he is truly able to develop students holistically. [32]

Factors that can influence and improve teacher performance include work climate, achievement

motivation and digital literacy. Teacher performance in planning learning, implementing learning and assessing learning outcomes is an important and main factor in achieving educational goals. [33] So teachers should make serious efforts to comply with all applicable rules and regulations relating to their profession as teachers and be given motivation and assistance from the school so that their performance is of higher quality and professionalism.

Real educational success will occur if there is interaction between teaching staff and students. Teachers as educators are educational leaders, they are very decisive in the learning process in the classroom, and their roles and duties, this means that performance is a very determining factor for the quality of learning which will have implications for the quality of educational output after graduating from school. The importance of digital literacy for teachers in improving performance cannot be ignored. In the ever-growing digital era, teachers' ability to understand and master technology is very important in adapting to the demands of the ever-changing times. Nowadays, digital literacy needs to be developed in the world of education to build a better national character and be better prepared to face the era of the independent curriculum. [34]

Student achievement is also not optimal considering this situation, so schools need human resources who are professional and have high work motivation. High work motivation is a must, because they will be able to carry out their duties with full responsibility. Teacher work motivation is closely related to encouragement from within and from outside the teacher. a teacher who has high work motivation can face and play a role in any situation and is able to reflect all the competencies and capacities he has in facing challenges and various work situations. [35]

V. CONCLUSION

Based on the results of the analysis carried out, the following conclusions were obtained:

1. The general work climate has a positive effect on teacher performance with a value of 0.803, which shows a contribution of 80.3%. This shows that a conducive work environment really supports improving teacher performance.

2. Achievement motivation generally has a positive effect on teacher performance with a value of 0.693, which contributes 69.3%. This means that motivation for achievement encourages teachers to improve their performance in carrying out educational tasks.

3. Digital literacy generally has a positive effect on teacher performance with a value of 0.876, contributing 87.6%. Teachers' ability to utilize information and communication technology effectively plays a major role in improving the quality of their performance.

4. Work climate, achievement motivation and digital literacy simultaneously have a positive influence on teacher performance with a total contribution of 87.6%. This shows that these three factors together have a significant impact on improving teacher performance in schools.

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