

Digital Literacy, Organizational Support, and Learning Community in Independent Teaching Platform towards Teacher Performance

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Abstract

The aim of the research is to examine the influence of digital literacy, organizational support, and community learning in independent teaching platform on the performance of teachers. The research method used is quantitative with survey. The population in this study were all teachers of Senior High School at West Java Province, totaling 55.820 teachers. By using Slovin formulation with 10% of error degree, the research samples are 100. The researcher uses random sampling to determine the respondents to be sample of this research. The data collection technique uses a questionnaire with a Likert scale. The data analysis technique uses multiple regression using the SPSS Version 22 program. The research results are: 1. There is effect of digital literacy on the performance of teachers of Senior High School of West Java Province; 2. There is effect of organizational support on the performance of teachers of Senior High School of West Java Province; 3. There is effect of community learning in independent teaching platform on teachers of Senior High School of West Java Province; and 4. There are effect of digital literacy, organizational support, and community learning in independent teaching platform on the performance of teachers of Senior High School of West Java Province..

Keywords: *Digital literacy; organizational support; community learning in independent teaching platform; the performance of teachers.*

Introduction

Teachers are people who are very influential in improving the quality of education in Indonesia. Teachers who have professional qualities at work will be able to advance the quality of education. Without the professional quality of teachers in teaching, quality education. Human resource development will be difficult to achieve. Therefore, the quality of professionalism of teachers greatly influences the achievement of the human development index which depends on the quality of the knowledge of the Indonesian people.

Based on data from the Ministry of Education, Culture, Research and Technology, the number of Indonesian teachers in the 2023/2024 academic year will reach 3.36 million. From this data, there are teachers who have good competence and quality. However, there is research which finds that the quality of teachers in Indonesia is generally still relatively low. World Bank research shows that many teachers have low competency and ability in teaching.

(Uy, 2024) teacher performance refers to a teacher's proficiency in carrying out educational duties in classrooms and having obligations for students under their supervision in order to raise student accomplishment or learning outcomes. (Law of the Republic of Indonesia Number 14 of 2005, on Teachers and Lectures, 2005) there are four indicators, namely: pedagogic, personality, professional, and social competencies. Teacher performance is very important for a school because the performance of teachers can contribute to the achievement of the educational process organized by the school. (Setyawan et al., 2022) (Nurhasnawati et al., 2024) state that the factors that influence performance of teachers include organizational support, education, self-efficacy, skills, work ethic attitudes, nutrition and health, income levels, work environment and work climate, technology, production facilities, social security, management (leadership), achievement opportunities.

(Setyawan et al., 2022) (Mulyana et al., 2024) states that good teacher performance is influenced by digital literacy skills and organizational support. (Isrokatun et al., 2022) digital literacy needs the ability to access, produce, and use a developing technology in the learning process. (Marmoah, 2024) Digital literacy is a significant need in the 21st-century world. Mastery of digital literacy in the context of learning can

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streamline and improve learning processes and outcomes. Digital literacy is a new life skill currently. (Liu et al., 2020) said increasing digital literacy can improve the ability of educational institutions to develop new concepts in learning in the digital era.

Based on research results from (Setyawan et al., 2022) Organizational support has been shown to have a direct positive and significant impact on teacher performance. These results indicate that with the existence of organizational support, the performance of teachers at the Lentera Kasih School is increasing. Providing support to teachers in terms of welfare, availability of work support facilities, and various professional development programs and open career paths can make them feel obliged to work better and ultimately improve their performance. (Wahib, 2024) (Sari et al., 2024) Mulyana, D., Pugu, M. R., Rahmat, Zuwardi, Al-Amin, Judijanto, L., & Cahyono. (2024). THE WELL-BEING OF AN HONORARY TEACHER AND THE LONG JOURNEY TO THE ADVANCEMENT OF THE PROFESSION. *Community Practitioner*, 21(6), 1030 – 1040. <https://doi.org/10.5281/zenodo.11667494>

Nurhasnawati, Al-Amin, Susanto, N., Judijanto, L., Fios, F., Haris, M., & Hosaini. (2024). MADRASAH'S STRATEGY IN FACING THE CHALLENGES OF GLOBALIZATION AND RELIGIOUS MODERATION. *Community Practitioner*, 21(4), 405 – 416. <https://doi.org/10.5281/zenodo.10964724>

Sari, N. R., Judijanto, L., Andespa, W., Al-Amin, Juardi, M. S. S., Aditiya, R., & Fajrin, F. (2024). CONTRIBUTION OF MUDHARABAH AND MUSYARAKAH FINANCIAL PERFORMANCE: LEARNING FROM BSP'S POST-MERGER. *Community Practitioner*, 21(5), 213 – 224. <https://doi.org/10.5281/zenodo.11120174>

Organizational support has the potential to enhance the significance of labour. Teachers are more likely to make substantial contributions to the company in exchange for the assistance they receive from the institution or school when they receive assistance from the organization. (Johny Taroreh et al., 2023) Organizational support is the degree to which employees show a high level of participation in the organization, have a stronger desire to keep working and be able to continue to contribute to the achievement of goals, to be involved in their work, and to be willing to put forth considerable effort for the benefit of the South Minahasa District Education Office. (Malau, 2023) Organizational support is part of employees' expectations when performing specific tasks. Thus, employees' expectations that the organization appreciates their efforts will increase, leading them to the more remarkable achievement of organizational goals.

One of the novelties in this research is that researchers involve the Independent Learning Community platform variable programmed by the Ministry of Education and Culture as a variable that can improve teacher performance. At this time, the Ministry of Education and Culture is asking teachers to create learning communities as a forum for improving teacher competency. (Prodgers et al., 2023) the term “learning community” is contested in Higher Education, with no two groups sharing. (Vizcaíno-Verdú & Abidin, 2023) say the online learning community has (1) ‘responsibility’, which consists of how they share educational content as a service with their students and peers. Specifically, this approach addresses the pedagogical competence of the teacher, and how he/she is charged with the duty to share knowledge with others; (2) ‘commitment’, which consists of how they manage their digital content to ensure ethical issues. In this case, teachers have to manage their time and planning to deal with issues that are not inherently related to subjects teaching (e.g. empathy towards students, other teachers, etc.); (3) ‘authority’, which consists of building a status in front of their followers. This indicator suggests that teachers should assume a model role of integrity in addition to that assumed by the students' families; and (4) ‘recognition’, which consists of the appreciation and complaints received by the teacher. This last aspect the authors address how teachers feel about others commenting on their professional work. (Ni et al., 2023) Professional Learning Communities consist of “a group of people sharing and critically interrogating their practice in an ongoing, reflective, collaborative, inclusive, learning-oriented, growth promoting way operating as a collective enterprise.

Based on the background of the problem above, the researcher formulated the problem in this research as follows: 1. Is there an influence of digital literacy on the performance of teachers?. 2. Is there an influence

of organizational support on the performance of teachers?. 3. Is there an influence of community learning in independent teaching platform on the performance of teachers?. 4. Is there influence of digital literacy, organizational support, and community learning in independent teaching platform on the performance of teachers?.

Methodology

The research method used is quantitative with survey. The population in this study were all teachers of Senior High School at West Java Province, totaling 55.820 teachers. By using Slovin formulation with 10% of error degree, the research samples are 100. The researcher uses random sampling to determine the respondents to be sample of this research. The data collection technique uses a questionnaire with a Likert scale. The data analysis technique uses multiple regression using the SPSS Version 22 program.

The researcher tested the research questionnaire before the researcher conducted research on research respondents. The researcher used the product moment correlation formula to test the validity of research questionnaire items with an alpha of 5%. The results of the questionnaire item validity test can be seen below.

Table.1. Results of the Validity Test of the Performance Teacher Instrument

Number	Statement	R Account	R Table	Decision
1	I am able to plan the learning process, carry out learning, and evaluate student learning outcomes well.	0.683	0.1548	Valid
2	I have a good personality as a teacher and I am a good role model in the family, school and community.	0.690	0.1548	Valid
3	I have education that is appropriate to the field I teach and I master the material I teach to my students well.	0.601	0.1548	Valid
4	I am able to communicate well with students, parents, other teachers, the principal and the community.	0.599	0.1548	Valid

Table.2. Results of the Validity Test of Digital Literacy Instrument

Number	Statement	R Account	R Table	Decision
1	I am able to use social media for the learning that I present to students.	0.632	0.1548	Valid
2	I am able to create ICT-based learning media to teach my students.	0.707	0.1548	Valid
3	I use learning resources from the Internet as	0.585	0.1548	Valid

	material for designing the learning process.			
4	I like taking webinar training to develop my abilities in teaching my students.	0.574	0.1548	Valid

Table.3. Results of the Validity Test of Organizational Support Instrument

Number	Statement	R Account	R Table	Decision
1	My school values my contributions as a teacher.	0.669	0.1548	Valid
2	My school listens to my complaints as a teacher.	0.770	0.1548	Valid
3	My school prospers me as a teacher.	0.724	0.1548	Valid
4	My school treats me fairly as a teacher.	0.845	0.1548	Valid

Table.4 Results of the Validity Test of Learning Community In Independent Teaching Platform Instrument

Number	Statement	R Account	R Table	Decision
1	I am responsible for studying with the Learning Community In Independent Teaching Platform.	0.752	0.1548	Valid
2	I am committed to sharing the results of the training and materials with the Learning Community In Independent Teaching Platform.	0.788	0.1548	Valid
3	I am a good example for other teachers in learning with the Learning Community In Independent Teaching Platform.	0.593	0.1548	Valid
4	I am ready to receive input and complaints from learning community participants or teachers who have not yet joined the learning community.	0.624	0.1548	Valid

After the researcher carried out a validity test, the researcher carried out a reliability test on the instruments of digital literacy, organizational support, and learning community in independent teaching platform, and teacher performance . The results of the reliability test can be seen below.

Table.5. Reliability Test Results

Number	Variable	Reliability value	Decision
1	Teacher performance	0.814	Reliable
2	Digital literacy	0.804	Reliable
3	Organizational support	0.884	Reliable
4	Learning community in independent teaching platform	0.843	Reliable

Results

Characteristics of Respondents

Table.6. Characteristics of Respondents

Information	Quantity	Percentage (%)
Number of Samples	100	100
Gender:		
Men	34	34
Women	66	66
Age:		
23-34	26	26
35-40	25	25
41-45	23	23
46-59	26	26
Education:		
Bachelor	82	82
Post Graduate	18	18

Hypothesis Test

The influence of digital literacy on the performance of teachers

Table.7. T Test Results

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.256	1.220		4.307	.000
	X1	.739	.068	.737	10.809	.000

a. Dependent Variable: Y

Based on the table above, the hypothesis test produces a significant value of 0.000 and a calculated t of 10.809. Because the significant value is $0.000 < 0.05$, it means that there is an influence of digital literacy on the performance of teachers.

The influence of organizational support on the performance of teachers

Table.8 T Test Results

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	10.519	1.225		8.589	.000
	X2	.452	.070	.547	6.469	.000

a. Dependent Variable: Y

Based on the table above, the hypothesis test produces a significant value of 0.000 and account t is 6.469. Because the significant value is $0.000 < 0.05$, it means that there is an influence of organizational support on the performance of teachers.

The influence of community learning in independent teaching platform on the performance of teachers

Table.9. T Test Results

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	9.556	1.303		7.333	.000
	X3	.520	.076	.567	6.816	.000

a. Dependent Variable: Y

Based on the table above, the hypothesis test produces a significant value of 0.000 and account t is 6.816. Because the significant value is $0.000 < 0.05$, it means that there is an influence of community learning in independent teaching platform on the performance of teachers.

The influence of digital literacy, organizational support, and community learning in independent teaching platform on the performance of teachers

Table.10. F Test Results

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	191.185	3	63.728	46.217	.000 ^b
	Residual	132.375	96	1.379		
	Total	323.560	99			

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

Based on the table above, the hypothesis test produces a significant value of 0.000 and account F is 46.217. Because the significant value is $0.000 < 0.05$, it means that there is influence of digital literacy, organizational support, and community learning in independent teaching platform on the performance of teachers.

Discussion

The influence of Digital Literacy on the performance of teachers

The results of hypothesis testing have proven that there is a significant influence of digital literacy on the performance of Senior High School teachers in West Java Province. Digital literacy has indicators, namely the ability to use social media for learning, create learning media based on information and communication technology, use learning resources from the Internet, and take part in webinar training on education. These four indicators of digital literacy will improve teacher performance in the 21st century which requires digital-based teacher abilities in presenting digital-based learning processes such as digital learning media. (Nugraha, 2024) mengatakan digital literacy partially has a significant favorable impact on teachers' performance, indicating the necessity for digital literacy skills to assist teachers' performance. (Wayan Widana, 2020) The digital literacy factor has become one of the variables that significantly affects the ability of teachers to develop HOTS-based assessment. Without mastering digital literacy properly, teachers will have difficulty developing HOTS-based assessment. It is expected that teachers have good digital literacy skills. (Muntu, 2023) Digital Literacy that teachers optimally utilize by uploading material to internet sites and being able to organize digital devices in learning can have an impact on improving class management. Digital Literacy owned by schools with the ability for teachers to manage it can make it easier for teachers to understand the difficulties of learning materials for students. In addition, teachers can proactively redo the learning material adequately. (Qulub & Budiyo, 2022) There is a relation between the level of teachers' digital literacy and the quality of online learning, in detail the level of teachers' digital literacy has a positive effect on the quality of online learning.

The influence of organizational support on the performance of teachers

The results of hypothesis testing have proven that there is a significant influence of organizational support on the performance of Senior High School teachers in West Java Province. Organizational support can be shown by giving awards to teachers who have contributed to the progress of the school, listening to complaints and criticism from teachers, improving the economic welfare of teachers, and treating teachers fairly. Schools that provide support to teachers to develop their abilities in teaching will be able to improve teacher performance. Teachers must be supported so that teachers have loyalty to improve their abilities at work. Teachers who receive awards for their contributions will try to always provide the best performance to improve the quality of learning. Next, teachers who provide constructive criticism for the school's progress will provide input for the school to improve the quality of learning. Furthermore, teachers who are given high salaries and fairness, teachers will try to work and provide good quality work. (Setyawan et al., 2022) Organizational support has been shown to have a direct positive and significant impact on teacher performance. (Wahib, 2024) organizational support has a positive effect on teacher creativity. Institutional support in the form of appreciation for teacher contributions, concern for teacher welfare, and satisfaction can stimulate an increase in creative ideas for teachers. Organizational support has a positive effect on the meaning of work. The organizational support provided by the institution, in the form of appreciating teacher contributions, caring about teacher welfare and satisfaction, and being proud of success, will increase the meaningfulness of performance. (Johny Taroreh et al., 2023) Organizational support has a positive and significant effect on the success of implementing technology in learning for junior high school teachers. (Malau, 2023) Organizational support can directly affect employee performance.

The influence of community learning in independent teaching platform on the performance of teachers

The results of hypothesis testing have proven that there is a significant influence of community learning in an independent teaching platform on the performance of Senior High School teachers in West Java Province. One of the novelties in this research is that researchers involve the variable community learning in independent teaching platforms as a variable that can influence teacher performance. Community learning in independent teaching platform is a program launched by the Ministry of Education and Culture of the Republic of Indonesia to improve teacher competency in Indonesia. The existence of community learning in independent teaching platforms has increased teachers' desire to take part in online training regarding education. Increasing teacher competency through community learning in independent teaching platforms will improve teacher performance. (Doppelt et al., 2009) Not only are the individual features of the professional development important, but the combination of all three is powerful. For example, the

collaborative community builds around the active learning activities, and then the distributed workshops allow lessons from the classroom to be shared within the community. Active learning activities make salient the challenging features of the curriculum, which later workshops can then build upon by connecting pedagogical content knowledge questions that arise in the classroom with experiences from prior workshops. (Graham, 2007) The main strength of the professional learning community model is that it opens up opportunities for teachers to learn from other teachers and learning communities provide benefits for teachers to develop their abilities. Learning communities are an effective way that can be used to develop teacher abilities. (Vescio et al., 2008) Participation in learning communities impacts teaching practices as teachers become more student-centered. Additionally, teaching culture is enhanced because learning communities increase collaboration, focus on student learning, teacher authority or empowerment, and continuous learning; when teachers participate in learning communities, students also benefit, as demonstrated by increased achievement scores over time. (Elster, 2010) Learning communities are groups of individuals who share the same set of concerns, problems, and interests in a particular topic. They come together to fulfil both individual and group goals. They focus on sharing experiences, appraising good practices, and creating new forms of knowledge.

The influence of digital literacy, organizational support, and community learning in independent teaching platform on the performance of teachers

The results of hypothesis testing have proven that there is a significant influence of digital literacy, organizational support, and community learning in independent teaching platform on the performance of Senior High School teachers of West Java Province. Teacher performance can be improved by increasing digital literacy skills, organizational support, and community learning in independent teaching platforms. Digital literacy possessed by teachers is teachers who can create information and communication technology-based learning media, teachers who can use internet-based learning resources, and teachers who are enthusiastic about taking part in online training that teaches how to become a quality teacher so that teachers can improve its performance. Teacher performance will not be able to improve if the school does not provide support to teachers to express their opinions regarding the school's progress. Teachers must be given the freedom to express opinions regarding how to improve the quality of learning and improve teacher performance. Teachers must also be given a decent salary so that teachers receive welfare so that teachers no longer think about the economic condition of their families. Teachers who do not have a decent salary will look for side jobs other than teaching so that teachers do not focus on their work as teachers. Next, teachers must be given awards because they have contributed to improving the progress of the school and improving its performance. Furthermore, teacher performance can be improved by forming a learning community in an independent teaching platform. The Independent Teaching Learning Community is a forum for teachers, education staff and educators who want to contribute to the transformation of learning, especially the Implementation of the Independent Curriculum. It is hoped that learning communities in schools can improve the competence of educators and build a culture of sustainable learning together, thereby having an impact on improving student learning outcomes. The benefit of learning communities for teachers is that they educate community members to improve the quality of education. The quality in question is the degree or level of intelligence, skills related to the teaching and learning process. To sum up, variable of digital literacy, organizational support, and community learning in independent teaching platform on the performance of teachers of Senior High School of West Java Province.

The Conclusions

In conclusion, the performance of teachers of Senior High School of West Java Province can be improved by increasing the variables of digital literacy, organizational support, and community learning in independent teaching platforms. The performance of teachers who have Pedagogic, Personality, Professional and Social Competency indicators can be improved with indicators from the independent variables as follows: Digital literacy indicators, namely the ability to use social media for learning, create learning media based on information and communication technology using learning resources from the Internet, and attend webinar training. Indicators of Organizational Support are that the school appreciates teacher contributions, the school listens to teacher complaints, the school makes teachers prosperous, and

the school treats teachers fairly. Learning community indicators in the independent teaching platform, namely the teacher is responsible for learning with the learning community in the learning community in the self-teaching platform, the teacher is committed to sharing learning results with the learning community in the learning community in the self-teaching platform with other teachers, the teacher is a good example for other teachers in learning with the learning community in the learning community on an independent teaching platform, and teachers are ready to receive input and complaints from learning community participants or teachers who have not yet joined the learning community.

Recommendations

Researcher provides the following suggestions: School principals must improve teacher performance by providing training on digital literacy, such as training in creating learning media based on information and communication technology and designing learning processes that use internet sources. Next, the principal must provide support to teachers to develop their abilities, appreciate teachers' work and contributions, provide opportunities for teachers to express their opinions regarding the progress of the school, and improve the welfare of teachers in terms of economics and income. Furthermore, the Principal must provide training and outreach regarding community learning in independent teaching platforms because this platform will be used as an e-performance assessment for teachers. School principals must also immediately create a learning community at school as a forum for developing teacher competency. Next, teachers must improve digital literacy skills by participating in training that develops abilities in using and creating information and communication technology-based learning media, teachers must also be committed to following organizational regulations as a form of supporting school programs, and teachers must be consistent and committed to learn and develop their competencies through learning communities in schools and learning communities on independent teaching platforms. The limitation in this research is that the researcher used a margin of error of 10% and the indicators of the variables studied were still limited so that future researchers are expected to be able to use a margin of error of 5% and add indicators such as hypertextual navigation, content evaluation, and career and identity. management on digital literacy variables. Next, an indicator of organizational support that must be added in further research is that the principal will notify teachers when teachers make mistakes at work and there is concern from the school about teacher satisfaction in their work. The variables of community learning in independent teaching platforms that must be studied by future researchers are Professional culture, Leadership, Focus on students, Focus on professional learning, and Performance and development.

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