

THE INFLUENCE OF DIGITAL SKILLS, WORK DISCIPLINE AND WORK MOTIVATION ON THE PERFORMANCE OF TEACHERS AT SMK NEGERI 1 LHOKSUKON

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Abstract

This study aims to analyze the Influence of Digital Skills, Work Discipline and Work Motivation on Teacher Performance at SMK Negeri 1 Lhoksukon. Data for this study was collected through a survey method using questionnaires as a data collection instrument. The respondents in this study were 65 teachers. This study uses a quantitative approach with multiple linear regression analysis using SPSS (Statistical Package for the Social Sciences) software. The results of the study show that partially digital skills have a positive and significant effect on teacher performance at SMK Negeri 1 Lhoksukon. Partially, work discipline has a positive and significant effect on Teacher Performance at SMK Negeri 1 Lhoksukon. Partially, work motivation has a positive and significant effect on teacher performance at SMK Negeri 1 Lhoksukon.

Keywords: *Digital skills, Work Discipline, Work Motivation, Teacher Performance*

INTRODUCTION

Human resources (HR) are the main element in every development effort, both at the individual, organizational, and national levels. Quality human resources include not only technical competence, but also include moral, emotional, and social aspects that allow individuals to make optimal contributions in various areas of life. Education plays an important role in human resource development, because through education, individual potential can be developed in a structured and sustainable manner. In this context, the role of educators, especially teachers, is crucial to ensure that the learning process runs effectively and is able to produce competent and characterful human resources. Along with the increase in the demand for quality education, teacher performance is a very important factor in determining the success of the teaching and learning process. As one of the vocational education institutions, SMK Negeri 1 Lhoksukon has a strategic role in producing graduates who are ready to enter the world of work and continue their education to a higher level. The performance of teachers in these schools not only affects students' learning outcomes, but also on their ability to master specific skills that suit the needs of industry and the job market.

Teachers' performance reflects their ability to carry out their duties and responsibilities, from managing the classroom, delivering materials effectively, to guiding students to reach their best potential. (Mulyasa, 2018). Teachers who perform well are able to integrate character education with mastery of vocational competencies, so that students not only excel academically, but also have the professional attitude needed in the world of work. Through optimal performance, teachers can continue to improve the quality of education and create competent and competitive graduates. Teachers with good performance not only meet the standards of professionalism, but also act as a driving force in creating an inspiring learning environment and supporting student development holistically. Through optimal performance, teachers can make a real contribution to improving the quality of education and achieving national education goals. A teacher has optimal performance in order to realize a quality and outstanding school, namely teachers must have commitment, teachers must master the material, teachers are responsible, teachers are able to think systematically and teachers are part of the learning community in their professional environment (Mulyasa, 2018). Based on observations made at SMK Negeri 1 Lhoksukon, it is shown that the quality of work of the Teacher Council is still found, this is reflected in the ability to manage digital, where only some teachers have digital skills out of a total of 65 teachers who teach at SMK Negeri 1 Lhoksukon. In terms of speed and accuracy of

work, it shows that in certain situations, for example, when facing a high workload, work efficiency tends to decrease, not all teachers proactively take creative steps to enrich teaching methods or solve students' problems independently, but the interaction between teachers, students, and colleagues is already very good. The decline in teacher performance at SMK Negeri 1 Lhoksukon is associated with several factors, including digital skills, work discipline and work motivation. One of the factors that affect teacher performance is Digital Skills (Liana et al., 2023). Digital skills is the ability to operate software and hardware, understand platform Learning Online, and leverage social media and digital collaboration tools for communication and interaction (Fathurrahmani et al., 2021). Digital skills For teachers, it is increasingly important to support an effective learning process in today's technological era. This ability allows teachers to create more interactive, creative, and relevant learning experiences for the generation that grew up with technology.

In addition, digital skills help teachers access a wider range of educational resources, evaluate student performance in real-time, and adjust teaching methods to suit individual needs. The more the ability to manage digital skills, the more teacher performance will increase. Previous research results concluded that Digital Skills Positive and significant effect on teacher performance (Elisnawati et al., 2023; Liana et al., 2023; Ngongo et al., 2023). While other research findings show that there is a negative and significant influence between Digital Skill and performance (Deswarta et al., 2024; Muhadib et al., 2023; Pratiwi, 2024). Digital skills have basic indicators such as access, application use, skills in running applications, ability to complete work and better results. The phenomenon related to digital skills in teachers at SMK Negeri 1 Lhoksukon shows that not all teachers have adequate access to digital devices and internet networks. Some teachers still use personal devices that are not suitable for use or share devices with family members at home. On the other hand, the often unstable internet connection in schools is also a major obstacle, especially when teachers need access to download learning materials or take part in online training. This limited access directly affects teachers' ability to make optimal use of technology in the learning process.

In terms of the ability to use the application, there is a significant difference between teachers who are proficient in using learning support applications such as Zoom and teachers who still find it difficult to understand the basic features of the application. Most teachers have the ability to develop digital learning applications or tools independently. Furthermore, in the indicator of skills in running applications, it can be seen that some teachers are able to create digital learning materials such as videos or presentations. However, this ability is not evenly distributed among all teachers. Some teachers still rely on traditional learning methods because they feel less confident or have difficulty using digital devices. These difficulties often lead to miscommunication or delays in the delivery of important information. Besides Digital Skills, work discipline is also able to affect teacher performance. Work discipline is a person's awareness and willingness to obey all agency regulations and applicable social norms (Enjarwati & Ahsani, 2024). Teacher discipline is one of the factors that affect the performance of teachers in carrying out their duties and responsibilities as educators. Teachers who are disciplined show compliance with professional rules, schedules, and responsibilities, such as being present on time, completing learning administration well, and being consistent in providing materials according to the curriculum. High discipline reflects a teacher's commitment to the quality of education, which ultimately contributes to optimal performance.

The results of previous research showed that work discipline had a positive and significant effect on teacher performance (Enjarwati & Ahsani, 2024; Hidayat et al., 2023; Liana et al., 2023). Meanwhile, other findings show that work discipline has no effect on performance (Muna & Isnawati, 2022; Tannady et al., 2022; Uleng et al., 2023). Work discipline in this study was measured by indicators of attendance, obedience, level of vigilance and ethical work. In the attendance indicator, the phenomenon that occurred showed that some teachers at SMK Negeri 1 Lhoksukon often experienced fluctuations in the attendance rate. Some teachers sometimes arrive late or even show up without clear notice, especially on certain days such as after weekends or long holidays. This is due to various reasons, such as long distances from residence, additional activities outside of school, or lack of motivation in maintaining consistency in attendance. As a result, the learning process is often disrupted due to the absence of teaching hours. In the indicator of regulatory compliance, the phenomenon that arises is that some teachers have not fully complied with the rules that have been set by the school, such as formal dress rules, filling out the attendance list on time, or completing the administration of learning according to schedule. For example, there are teachers who do not immediately submit important documents such as lesson plans or student evaluation reports. This reflects the need for stricter supervision from school management so that regulations can be implemented more consistently. Indicators of adherence to work standards show that there are differences in the application of work standards among teachers. Most teachers have carried out their duties according to the set standards, such as preparing lesson plans, providing structured evaluations, and ensuring that learning goals are achieved. However, there are also teachers who lack discipline in preparing teaching materials, so learning becomes less directed. This inconsistency has the

potential to affect the quality of student learning outcomes. In the alert level indicator, some teachers show suboptimal alertness in handling urgent situations, such as conflicts between students, disciplinary violations, or technical problems during the learning process. For example, there are teachers who are slow to respond to disruptive student behavior or are not quick to solve technical obstacles, such as disruptions to learning technology devices. This reflects the need for additional training to improve their alertness and ability to deal with unexpected situations. Then on the indicators of ethical work, the phenomenon that emerged was that most teachers had shown professional attitudes, such as being fair to students, maintaining ethics in communicating, and respecting colleagues. However, there are also phenomena where some teachers have not fully implemented the principles of work ethics, for example paying more attention to certain students or being less transparent in assessments. This has the potential to cause dissatisfaction among students and colleagues, thus affecting the work atmosphere at school.

Besides Digital Skills and work discipline, work motivation plays an important role in improving performance (Andriani et al., 2023). Teacher work motivation is a process that is carried out to move teachers so that their behavior can be directed to real efforts to achieve the goals that have been set (Hidayat et al., 2023). With the existence of work motivation, it will make employees try to realize what they want. Work motivation will encourage employees to do their jobs to achieve individual and organizational goals (Chien et al., 2020). The results of the study show that work motivation has a positive and significant effect on teacher performance (Elisnawati et al., 2023, Andriani et al., 2023; Hidayat et al., 2023). Meanwhile, other findings concluded that motivation did not have a significant influence on teacher performance (Azahra and Putri, 2023). The phenomenon of work motivation in teachers at SMK Negeri 1 Lhoksukon shows that the responsibilities carried out by teachers are often not balanced with adequate facilities and support. Some teachers feel the workload they are on, such as high administrative responsibilities outside of the main task of teaching, reduces their focus on teaching. This causes some teachers to feel less than optimal in carrying out their main responsibilities, thus affecting their work morale.

In terms of work performance, some teachers feel that their work is not appreciated by the management and students. Many teachers have tried hard to come up with creative teaching methods or improve the quality of learning, but have not received adequate feedback. A lack of appreciation for their achievements often makes teachers lose motivation to innovate or work harder. Regarding opportunities to advance, the phenomenon that occurs shows that some teachers find it difficult to develop themselves due to limited training or career development programs. Some teachers revealed that the opportunity to get professional training is still very limited and is more often given to certain teachers only. This creates a feeling of unfairness among other teachers, which has an impact on their decreased enthusiasm to contribute more to their work.

In the performance recognition indicator, some teachers feel that their hard work in teaching and managing the classroom often lacks recognition, both from the school and from students and parents. This condition causes some teachers to feel motivated because they feel that their contributions are not appreciated. In fact, recognition of performance is one of the important factors that can increase teachers' confidence and attachment to their work. Meanwhile, from the aspect of challenging work, the phenomenon that emerges is the variation in perception among teachers. Some teachers feel that their work is quite challenging, especially in dealing with students with diverse characters and technological challenges in learning. However, there are also teachers who feel that they lack new challenges that encourage them to continue learning and innovating. Monotonous work without challenges often makes some teachers lose their passion for work, which ultimately results in a decline in their performance. Based on the description above, the researcher is interested in conducting a research entitled "The Influence of Digital Skills, Work Discipline and Work Motivation on Teacher Performance at SMK Negeri 1 Lhoksukon".

LITERATURE REVIEW

The Relationship Between Digital Skills and Teacher Performance

Digital skills include the ability to operate software and hardware, understand online learning platforms, and utilize social media and digital collaboration tools for communication and interaction with students. This ability allows teachers to create more interactive, creative, and relevant learning experiences for the generation that grew up with technology. Digital skills help teachers access a wider range of educational resources, evaluate student performance in real-time, and tailor teaching methods to suit individual needs. The more digital skills improve, the more teacher performance will increase. Digital skills have a significant influence on the effectiveness of teacher learning (Wulandari, 2023). In addition, digital skills also play an important role in improving teacher performance in schools (Andriani et al., 2023). On the other hand, digital competence has an influence on employee performance with a significant positive influence (Elisnawati et al., 2023).

H1: Digital Skills have a significant effect on teacher performance at SMK Negeri 1 Lhoksukon.

The Relationship Between Work Discipline and Teacher Performance

Teacher discipline is one of the factors that affect the performance of teachers in carrying out their duties and responsibilities as educators. High discipline reflects a teacher's commitment to the quality of education, which ultimately contributes to optimal performance. Teachers who are disciplined show compliance with professional rules, schedules, and responsibilities, such as being present on time, completing learning administration well, and being consistent in providing materials according to the curriculum. Work discipline has a positive effect on employee performance and is the most dominant variable affecting performance (Liana et al., 2023). Other research shows that work discipline also has a significant effect on teacher performance, with an influence of 56.6% (Hidayat et al., 2023), and simultaneously work discipline, along with work motivation, has a significant effect on teacher performance (Enjarwati & Ahsani, 2024).

H2: Work discipline has a significant impact on teacher performance at SMK Negeri 1 Lhoksukon.

The Relationship between Work Motivation and Teacher Performance

Teacher work motivation is a process that is carried out to move teachers so that their behavior can be directed to real efforts to achieve the goals that have been set (Hidayat et al., 2023). With this motivation, it will make teachers try to realize what they want. Work motivation has a positive effect on employee performance (Liana et al., 2023). Research on vocational school teachers also showed that work motivation had an effect on teacher performance by 8.9%, although there were weaknesses in the intrinsic motivation dimension (Hidayat et al., 2023). In addition, work motivation has been shown to have a significant effect on teacher performance, both partially and simultaneously along with work competence and discipline (Enjarwati & Ahsani, 2024).

H3 : Work motivation affects the performance of teachers at SMK Negeri 1 Lhoksukon.

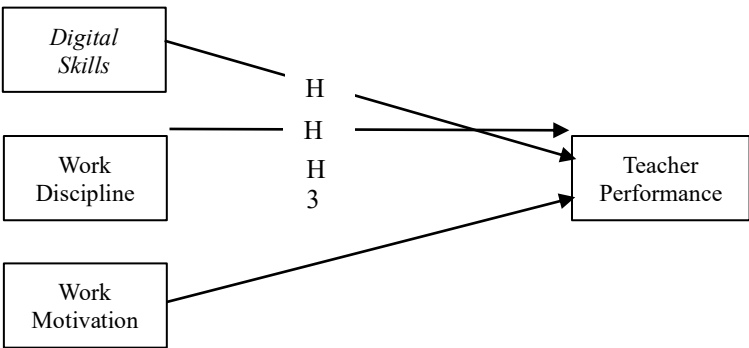


Figure 1 Research Conceptual Framework

METHOD

In this study, the researcher used a type of quantitative data, namely by providing a questionnaire for respondents or teachers at SMK Negeri 1 Lhoksukon. The questionnaire was developed based on the results of previous research by measuring digital skills Squirting (2023) Work Discipline (Hidayat et al., 2023), work motivation (Enjarwati & Ahsani, 2024) Teacher Performance Azahra and Putri (2023)). The sampling method used in this study is the census method (saturated sampling), which is a sample determination technique when all members of the population are used as samples. In this study, the sample taken amounted to 65 respondents. So the sample taken as a whole is a civil servant teacher of SMK Negeri 1 Lhoksukon

RESULTS AND DISCUSSION

Respondent Characteristics

Respondent characteristics refer to the characteristics and traits of the individual who is a research participant, such as age and gender. The characteristics analyzed in this study include age, education, and socio-demographic profiles of respondents in this study can be seen in Table 1 below:

Table 1 Socio-Demographic Profile of Respondents

Variable	Total (N = 65)	Percentage
Gender:		
Man	30	46.16
Woman	35	53.84
Age:		
20-30 years	3	4.60
31-40 years old	20	30.80
41-50 years old	27	41.50
>50 years old	15	23.10
Status:		
Marry	58	89.23
Unmarried	7	10.77
Education:		
Bachelor	59	90.76
Graduate	7	9.24
Working Duration:		
1-5 years	3	4.60
6-10 years	20	30.80
10-15 years	27	41.50
>15 years old	15	23.10

Source: Research Results (2025)

The results of the study presented in Table 1 above show that most of the respondents in this study are female, which is 53.84%, with an average age of 41-50 which is 41.50%, with an average of 89.23% marital status, with an average seen from Education which is 90.76%. Then seen from the length of work, the average answer with a working time of 10-15 is 41.50%. The data shows that most of those who work at SMK Negeri 1 Lhoksukon, namely women, are still productive. And dominated by those with a bachelor's education, it shows that at SMK Negeri 1 Lhoksukon controls personnel with digital skill competencies in the field of Education.

Research Instrument Evaluation Test

Furthermore, once the data is collected, the data is examined using validity and reliability tests. As presented in Table 2, all data can be declared valid and reliable, as the r-count value is greater than the r-table value. The Cronbach alpha coefficient, which is ≥ 0.60 (Ghozali, 2019), was used for the data reliability analysis, and all Cronbach alpha limit values were found to be more than 0.60. Thus, it is concluded that all the instrument items used in this study are reliable.

Table 2 Data Validity and Reliability Test Results

Variables and Questionnaire Items	r-count	Table r	Cronbach alpha coefficient (≥ 0.60)
Digital Skills:			
1. Access	0,620	0.244	0,611
2. Using the app	0,781		
3. Skills in running applications	0,734		
4. Ability to complete work	0,696		
5. Better results	0,325		
Work Discipline:			
1. Presence	0,714	0.244	0,810
2. Rule Compliance	0,760		
3. Compliance with work standards	0,840		
4. Alert level	0,778		
5. Work ethically	0,670		
Work Motivation:			
1. Responsibility	0,500	0.244	0,653

Variables and Questionnaire Items	r-count	Table r	Cronbach alpha coefficient (≥ 0.60)
2. Work performance	0,872		
3. Opportunities to progress	0,724		
4. Recognition of performance	0,596		
5. Challenging work	0,534		
Teacher performance:			
1. Quality of work	0,515	0.244	0,609
2. Speed/precision of work	0,750		
3. Initiative in work	0,721		
4. Employability	0,769		
5. Communication	0,397		

Source: Research Results (2025)

The next stage is to perform classical assumption testing which consists of a series of data normality test processes, heteroscedasticity test, and multicollinearity test. The results of the classical assumption test in this study are presented in Figure 1 and Table 3 below:

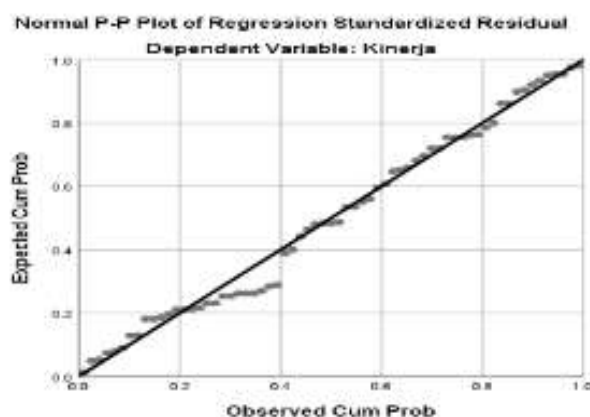


Figure 1 Normal P-Plot normality test

Source: Research Results (2025)

Figure 1 shows that the dots are scattered and close to the diagonal line, which indicates that the regression model has a normal distribution. This means that the assumption of normality is met, so that the regression model can be relied upon for further analysis. Furthermore, the results of the normality test can also be seen based on the histogram graph as follows:

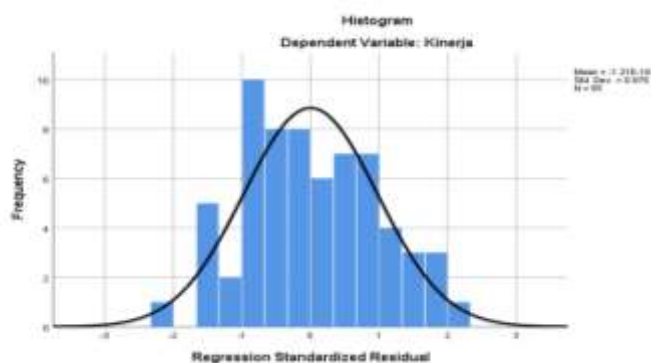


Figure 2 Normality Histogram test

Source: Research Results (2025)

Figure 2 shows the histogram and it can be concluded that the regression model meets the normality test assumption because the histogram is bell-shaped. Furthermore, to see the results of data processing for the data multicollinearity test in this study, it can be seen from the following table:

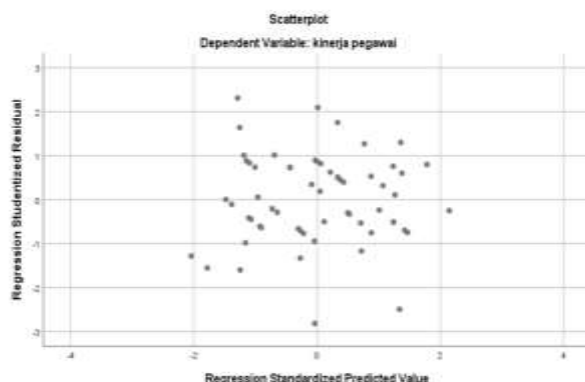
Table 4 Multicollinearity Test Results

Pattern	Collinearity Statistics	
	Tolerance	VIVID
Digital Skills	0.819	1.220
Work Discipline	0.895	1.118
Work Motivation	0.880	1.136

Source: Research Results (2025)

The table above explains that all independent variables have a Tolerance value of > 0.1 . And the VIF value < 10 . These values show that there is no problem of data multicollinearity in this research model. Furthermore, to assess whether there is no inequality of variance from one observation to another (Ghozali, 2018), a heteroscedasticity test was used, which in this study used a scatterplot test with the help of SPSS. The scatterplot test results can be seen in the following image:

Figure 1 Heteroscedasticity Test Results



Source: Research Results (2025)

Based on the image above, it can be seen that the dots are scattered in several directions, rising above the number 0 on the Y axis and do not form a specific pattern. So it can be concluded that there is no heteroscedasticity in the regression model, so it is feasible to use it to predict teacher performance with the variables Digital Skill, Work Discipline and Work Motivation.

Multiple Regression Analysis Results

Multiple linear regression analysis aims to determine whether there is an influence between independent variables on dependent variables or not. The independent variables in this study are Digital Skills, Work Discipline and Work Motivation. Meanwhile, the dependent variable is teacher performance. The results of data analysis through multiple linear regression in this study are shown in Table 4 below:

Table 4 Multiple Regression Analysis Results

Pattern	Non-Standard Coefficients		Standard Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.866	.451		1.919	.060
Digital Skills	.290	.097	.304	2.983	.004
Work Discipline	.230	.071	.317	3.255	.002
Work motivation	.310	.089	.343	3.489	.001

a. Dependent Variables: Teacher performance

The results of the multiple regression statistical analysis using SPSS version 25 explained that the Digital Skill variable had a significant influence on teacher performance at SMK Negeri 1 Lhoksukon by 0.290 or 90.2 percent. This result can also be evidenced by a t-count value of 1.670 which is much larger than the t-table value of 1.999, and a significance value (P) of 0.004 which is much smaller than the alpha value of 0.060. The results of the analysis concluded that accepting the first hypothesis (H1). The results of this study mean that Digital Skills can significantly improve teacher performance. The results of this study are in accordance with previous research that has been researched by Wulandari (2023) and Azahra and Putri (2023) which stated the significant influence between Digital Skill variables on teacher performance. Digital skills have a positive and significant effect on Teacher Performance at SMK Negeri 1 Lhoksukon. This is statistically proven that the tcal value of the digitak skill is 2.983 while the ttable value is 1,670 so that the tcount > ttable is $2.983 > 1.670$ with a significance value of 0.004 smaller than 0.05 (H1 accepted). Work discipline has a positive and significant effect on Teacher Performance at SMK Negeri 1 Lhoksukon. It is statistically proven that the tcal value of the work discipline is 3.255 while the ttable value is 1.670 so that the ttable > ttable is $3.255 > 1.670$ with a significance value of 0.002 smaller than 0.05 (H2 accepted). Work motivation has a positive and significant effect on Teacher Performance at SMK Negeri 1 Lhoksukon. This is statistically proven that the tcal value of work motivation is 3.489 while the ttable value is 1.670 so that the ttable > ttable is $3.489 > 1.670$ with a significance value of 0.001 smaller than 0.05 (H3 accepted).

CONCLUSION

From the results of the discussion, the following conclusions can be drawn:

Partially, digital skills have a positive and significant effect on Teacher Performance at SMK Negeri 1 Lhoksukon. This shows that the higher the teacher's ability to master digital skills, the better the performance shown in the learning process, administration, and the use of other educational technology. Partially, work discipline has a positive and significant effect on Teacher Performance at SMK Negeri 1 Lhoksukon. This shows that teachers who have a high level of discipline both in terms of time, responsibility, and work ethics tend to show more optimal performance in carrying out their duties. Partially, work motivation has a positive and significant effect on teacher performance at SMK Negeri 1 Lhoksukon. This shows that the enthusiasm and encouragement from within teachers, both intrinsic and extrinsic, can improve the quality of work, dedication, and productivity in carrying out the role of educators.

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