

Model of Digital Literacy and Organizational Support in Determining Teacher Performance: An Empirical Study



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ABSTRACT: The rapid development of information technology today requires teaching staff or teachers to be able to achieve successful learning based on skills in using information technology and media. In addition to mastering information technology in learning, there needs to be organizational support that will later convince them in teaching, and meet the learning achievement standards set. This study aims to analyze and explain the role of digital literacy and organizational support in determining self-efficacy, as well as their effect on teacher performance at Lentera Kasih School.

This study employs a quantitative methodology and polls all of the 109 instructors that work at Lentera Kasih Schools in Bali, Jakarta, and Makassar. While the study's samples were all drawn from the general community. The SEM-PLS study demonstrates that the rise in teachers' self-efficacy is influenced by both organizational support and digital literacy. While digital literacy does not directly affect teacher performance, both organizational support and self-efficacy have a direct positive and considerable impact. Digital literacy can significantly affect teachers' performance if self-efficacy is used as a mediator.

KEYWORDS: Digital literacy; organizational support; self-efficacy; teacher performance

I. INTRODUCTION

Technological developments have changed the world of education in carrying out various activities. The Covid-19 pandemic has provided wisdom, one of which was the accelerated use of digital technology, especially in the world of education (Kahveci, 2021). Where teachers, education personnel, and students become accustomed to using digital facilities to transform data and information that needs to be accessed. The presence of technology forms a digital society. Digital literacy skills are the most basic and crucial thing in dealing with technological developments to facilitate educational activities (Prior, et al., 2016). Digital literacy skills are absolutely owned by the entire academic community within the scope of the world of education.

The productivity of an educational organization was determined by the performance of its members. Performance is the results achieved by a person according to the measures applicable to the job of the person (As'ad, 2012). On the other hand, Bernardin & Russell (2013) defined performance as the results achieved by certain functions and positions in a certain period of time. So, performance was defined as a record of the output produced by a particular job function or activity carried out in a certain period of time. The performance of teachers in schools referred to the behavior of teachers in carrying out teacher work, namely teaching. Teacher performance was closely related to lesson planning, the process of teaching and learning activities in the classroom, and follow-up learning. Based on this view, teacher performance was the behavior associated with teaching activities carried out by a teacher in the classroom (Gaynor, 2018).

The performance of teachers that is expected to be achieved refers to Law Number 14 of 2005 concerning Teachers and Lecturers. Article 10 paragraph (1) states that "Teacher competencies as referred to in Article 8 includes pedagogical, personality, social, and professional competencies obtained through professional education" Pedagogical competencies are the ability to understand students, design and implement learning, evaluate learning outcomes, and develop students to actualize their various potentials. Personality competencies is a personal ability that reflects a steady, stable, mature, wise, and authoritative personality, a role model for students, and a noble character. Professional competencies are a broad and deep mastery of learning materials, which includes mastery of the subject curriculum material at school and the scientific substance that overshadows the material, as well as mastery of the scientific structure and methodology. Social competencies is the teacher's ability to communicate and associate effectively with students, education personnel, students' parents/guardians, and the surrounding community.

Model of Digital Literacy and Organizational Support in Determining Teacher Performance: An Empirical Study

In the digital era like today, it can no longer be avoided, therefore high digital literacy skills are also needed in every teacher. With digital literacy skills at this time, information will be obtained very easily. Permadi, et al. (2018) stated that digital literacy was a person's ability to use information and communication technology to be able to find, evaluate, utilize, create and communicate information, with competitive skills, ethics, social, emotional, and technological aspects.

Another factor that affects teacher performance is self-efficacy. Bandura (1997) stated that self-efficacy was a belief in one's ability to perform a task in order to achieve goals and overcome various obstacles encountered. Self-efficacy was one's own perception of how well one can function in a given situation. Self-efficacy was related to the belief that the self has the ability to perform the expected actions. Magistra, et al. (2021) said that self-efficacy can affect teacher performance. Karim, at al. (2021) also said that self-efficacy was a vital aspect to be able to teach well and get good academic results.

The next factor that also affects teacher performance was organizational support. Organizational support was an employee's perception of how much the organization has valued employee contributions and organizational concern for employee conditions and needs (Chiang & Hsieh, 2012). The teachers who believe that the organization values their contributions and cares about their well-being tend to reciprocate by doing good work and assignments (Andriany & Meiyanto, 2021). Teachers who feel cared for and valued by the institution will tend to feel more satisfied and more committed to their work. This shows that the perception of organizational support can encourage higher teacher performance. Siregar, et al. (2022), in his research, stated that there is a positive and significant influence between organizational support and self-efficacy. Research conducted by Wijaya & Ie (2021) and Riantoko, et al. (2017) found that perceived organizational support can positively and significantly affect performance.

Meanwhile, digital literacy can also determine self-efficacy. Improved digital literacy skills can strengthen a person's self-efficacy. This is in accordance with the results of the study of Muslims & Eid (2020) that the use of digital applications to obtain valuable and useful information will convince them to interact on-line. Akbar & Anggraeni (2017) also found a significant relationship between digital literacy and self-directed learning in the learning process. In addition, organizational support also determines self-efficacy. Organizational appreciation and concern will foster self-efficacy for employees to carry out their duties and work well (Chiang & Hsieh, 2012). The results of research conducted by Andriany & Meiyanto (2021) and Firnanda & Wijayati (2021) have found that the more effective organizational support will increase the self-efficacy of employees.

In this study, efforts will be examined to explain the self-efficacy of teachers in the learning process based on digital literacy and organizational support. Based on this, it is able to improve the performance of teachers in applying the values of education and service to students at the Lentera Kasih Schools.

II. LITERATURE REVIEW AND RESEARCH MODEL

A. Digital Literacy

Basically, literacy is the oral and written language used in everyday life that includes reading, writing, speaking and listening. Media literacy in general according to Baran (2013) is the ability to effectively and efficiently understand and use all forms of mediated communication. Communication serves to bridge the relationship between humans in society (Cangara, 2015), so to support the achievement of that function, humans need to have good literacy skills in order to utilize all types of media effectively and efficiently. Digital media is associated with skills in using computers, social media, and the Internet (Hobbs, 2010). Koltay (2011) presents the concept of digital literacy as the awareness, attitude, and ability of individuals to use digital tools and facilities appropriately to identify, access, manage, integrate, evaluate, analyze, synthesize digital resources, build new knowledge, create media expressions, and communicate with others.

The European Commission developed teachers' digital competencies consisting of four basic competencies namely information competencies (European Commission, 2014). Including teachers' competencies in searching for information via the internet, assessing the accuracy of the information, and responsible use of that information; communication competencies, including teachers' competencies to participate in discussion forums and use various social media features to communicate; content creation competencies, including teachers' competencies to create and submit various content and documents; and security competencies, including teachers' competencies to maintain data security and privacy via the internet.

B. Organizational Support

Organizational support is an teachers' perception of how much the organization has valued employee contributions and organizational concern for the conditions and needs of teachers' (Sharma & Dhar, 2016). This teachers' perception assesses that the organization has valued contributions, listened to complaints, paid attention to the lives and welfare of teachers', and treated teachers' fairly. Teachers perceive that the organization is a source of socio-emotional needs such as appreciation, care,

Model of Digital Literacy and Organizational Support in Determining Teacher Performance: An Empirical Study

and tangible benefits. In addition, teachers develop perceptions of organizational support to meet needs for approval, appreciation, and membership (Rhoades & Eisenberger, 2012).

Teachers' perceptions of organizational support are considered to have an influence on teachers' performance. Teachers' who believe that the organization has valued contributions and cares about employee welfare tend to reciprocate by doing a good job (Chiang & Hsieh, 2012). Even when teachers' performance is considered unsatisfactory, organizations can improve teachers' performance by paying attention to employee needs. Employees will improve their performance and sense of responsibility for their work so that organizational goals can be achieved. An analysis conducted by Rhoades & Eisenberger (2012) shows that employees perceive three organizational treatments that have a relationship with perceived organizational support, namely fairness, supervisor support, and organizational rewards and favorable job conditions.

C. Self-Efficacy

Self-efficacy is an attitude or belief in one's own abilities so that in their actions one is not too anxious, feel free to do things according to their wishes and takes responsibility for their actions, are polite in interacting with others, has a sense of achievement and can recognize their own strengths and weaknesses (Bandura, 1997). The formation of self-confidence is a process of learning how to respond to various stimuli from outside himself through interaction with his environment (Kadi, 2016). Self-efficacy is one of the important aspects of personality in a person. Self-efficacy is the belief that a person is able to solve a problem in the best way and can provide something pleasant for others. Self-efficacy is needed by both children and parents, individually and in groups (Ghufron & Risnawati, 2019). Based on some of these definitions, it can be concluded that self-efficacy is an individual's awareness of his strengths and abilities, belief in his confidence that can act according to his certainty, and the ability to control it in achieving his expected goals.

Ghufron & Risnawati (2019) mentioned the indicators contained in self-efficacy, among others, belief in one's own abilities, namely a person's positive attitude about himself that he really understands what he is doing, optimism, namely a positive attitude of the person who always has a good view in the face of everything about himself, his hopes and abilities, objectively looking at problems or everything according to the truth as it should be, not according to personal truth or according to himself, responsible, namely a person's willingness to bear everything that has become a consequence, and rational, namely analyzing a problem, a thing, an event by using thoughts that are accepted by reason and in accordance with reality.

D. Teacher's Performance

Hasibuan (2017) states "performance is a result of the work achieved by a person in carrying out the tasks assigned to him which is based on skills, experience, and seriousness and time". In contrast, Sedarmayanti (2009) states that aspects of performance include: quality of work, promptness, initiative, capability, and communication. Even these five aspects can be used as a measure in conducting an assessment of the level of employee performance. From Indonesian Law Number 14 (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. Meanwhile Sutrisno (2012) state that the factors that influence employee (teachers) performance 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. This research focuses on efforts to improve teacher performance which is determined by the role of digital literacy, organizational support, and self-efficacy. Thus, the following research model can be proposed in Figure 1.

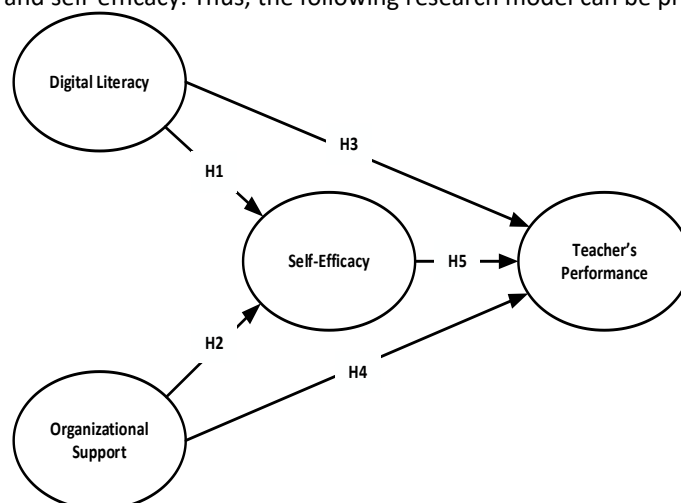


Figure 1. Research Model

Model of Digital Literacy and Organizational Support in Determining Teacher Performance: An Empirical Study

Based on the explanation above, it can be determined five hypotheses in this study.

- H1: Digital literacy has a positive effect on self-efficacy.
- H2: Organizational support has a positive effect on self-efficacy.
- H3: Digital literacy has a positive effect on teachers' performance.
- H4: Organizational support has a positive effect on teachers' performance.
- H5: Self-efficacy has a positive effect on teachers' performance.

III. RESEARCH METHODOLOGY

This research was survey research using a questionnaire as the main research instrument to explain the effect of digital literacy and organizational support through self-efficacy on teachers' performance. The population in this study were all teachers from three Lentera Kasih Schools from Bali, Jakarta, and Makassar, which had 109 teachers. While the samples used in this study were all members of the population. The Likert five-point scale is used to get the perception of teachers of the indicators related to the variables studied, from strongly disagree with a score of 1 to strongly agree with a score of 5.

In the research instrument, the digital literacy variables applied multi-item indicators from European Commission (2014), namely: information and data literacy, communication and collaboration, digital content creation, safety, and problem-solving. Organizational support variable used of multi-item indicators refers to Rhoades & Eisenberger (2012), namely: appreciation, carrier development, working condition, and welfare. For self-efficacy variables, multi-time indicators by Ghufroon & Risnawati (2019) were used, namely: self-confidence, optimism, responsible, rational, and objective. In teachers' performance variables, measurements used four indicators adapted from Indonesian Law Number 14 (2005), namely: pedagogic, personality, professional, and social competencies. Before the questionnaire was delivered to the target, a trial was carried out using 35 sample units. This is done to ensure the calibration of the research instrument with the validity and reliability test (Ghozali, 2014).

The results of the questionnaire data were collected and a descriptive analysis was performed to explain the respondent's profile. Followed by inferential structural equation modeling analysis with the Smart-PLS v.3.0 program to test the hypothesis and to test the mediation effects.

IV. RESULTS AND DISCUSSIONS

A. Results

A study of the characteristics of the respondents was done in order to explain the relationship between organizational support provided by self-efficacy and the impact of digital literacy on teachers' performance at Lentera Kasih Schools. The purpose of this study is to create a profile of the responder, including information on their gender, age, educational background, and working year. Table 1 displays the findings of the analysis conducted.

Table 1. Characteristics of Respondents

Information	Quantity	Percentage (%)
Number of Samples	109	100
Gender:		
Men	33	30.3
Women	76	69.7
Age:		
21-30 years old	31	28.4
31 - 40 years old	50	45.9
>40 years old	28	25.7
Education:		
Bachelor	98	89.9
Post Graduate	11	10.1
Working year:		
< 1 year	24	22.0
1 – 5 years	46	42.2
6 – 10 years	24	22.0
> 10 years	15	13.8

Model of Digital Literacy and Organizational Support in Determining Teacher Performance: An Empirical Study

The characteristics of respondents based on gender shows that female teachers are dominating by contributing of 69.7 percent, while male teachers only have a distribution of 30.3 percent. Characteristic based on age shows that respondents aged 31-40 years have the highest distribution of 71.8 percent, followed by age 21-30 with 28.4 percent and teachers who were above 40 years old with 25.7 percent. From the education background, teachers at Lentera Kasih Schools with bachelor degrees were dominating the distribution by having 89.9 percent then followed by post-graduate teachers with 10.1 percent. Most of the respondents had been working at Lentera Kasih Schools for 1-5 years by having 42.2 percent of the distribution, followed by <1 year of work and between 6-10 years of working with 22.0 percent, the least percentage was those who had been working there for more than 10 years.

Inferential Analysis: Testing Direct and Indirect Effect

Using SEM-PLS analysis and the Smart-PLS v.3.0 tool, this study examined hypothesis testing and the function of mediation. This analysis method is being used to investigate the influence of self-efficacy mediation variables and predict and explain the impact of organizational support and digital literacy on teachers' performance.

Outer Model Evaluation

According to convergent validity analysis findings (Table 2), all variable constructs have outer loading values greater than 0.7 and AVE values greater than 0.50. These findings suggest that every variable's indication be examined as a valid and reliable (Ghozali, 2014).

Additionally, discriminant validity testing is required. by contrasting the value of each variable's Square Root of the Average Variance Extracted (**√AVE**) with a correlation between latent variables (Ghozali, 2014). Because the square root of the average variance extracted (**√AVE**) value is bigger than the correlation coefficient of its latent variable, all variable constructs have a decent discriminant, as shown in Table 3.

When evaluating the dependability of variable constructs, Cronbach's alpha analysis and composite reliability are applied (Hair, et al., 2011). According to data from Table 4, Cronbach's Alpha and Composite Reliability Values are all greater than 0.70 for every variable that was examined. These findings show that all variables have a high degree of reliability (Ghozali, 2014).

Table 2. Convergent Validity Analysis

Variables	Indicators	Outer Loading	AVE
Digital Literacy	X1.1	0.903	0.821
	X1.2	0.920	
	X1.3	0.904	
	X1.4	0.903	
	X1.5	0.900	
Organizational Support	X2.1	0.889	0.818
	X2.2	0.907	
	X2.3	0.907	
	X2.4	0.915	
Self-Efficacy	Y1.1	0.928	0.823
	Y1.2	0.907	
	Y1.3	0.924	
	Y1.4	0.877	
	Y1.5	0.898	
Teacher Performance	Y2.1	0.950	0.876
	Y2.2	0.936	
	Y2.3	0.944	
	Y2.4	0.914	

Table 3. Discriminant Validity Analysis and Reliability Test

Variables	AVE	√AVE	DL	OS	SE	TP	Cronbach's Alpha	Composite Reliability
Digital Literacy (DL)	0.821	0.906	0.906	0.690	0.694	0.852	0.945	0.958
Organizational Support (OS)	0.818	0.904	0.690	0.904	0.741	0.784	0.926	0.947
Self-Efficacy (SE)	0.823	0.907	0.694	0.741	0.907	0.816	0.946	0.959
Teacher's Performance (TP)	0.876	0.936	0.852	0.784	0.816	0.936	0.953	0.966

Model of Digital Literacy and Organizational Support in Determining Teacher Performance: An Empirical Study

Inner Model Evaluation

The predictive relevance model (Q^2), which measures how well the observed values are generated by the model, is taken into consideration while evaluating the inner model. The coefficient of determination for all dependent variables forms the basis of Q^2 . The range of the magnitude of Q^2 is 0 to 1. The closer the value is to 1, the more accurate the model is (Hair, et al., 2011).

Table 5. Predictive Relevance Model Analysis

Variables	R Square (R^2)
Self-Efficacy	0.613
Teacher's Performance	0.841
Calculation: $Q^2 = (1 - [(1 - R_1^2) (1 - R_2^2)]) = (1 - [(1 - 0.613) (1 - 0.841)]) = 0.9385$	

The predictive relevance model (Q^2) calculation results show that the value is 0.9385, which is nearly equal to 1. (Table 5). This outcome can demonstrate the structural model's strong compatibility. 93.85% of the data can be described by the model, and the remaining 6.15 percent can be attributed to errors or other variables that are not included in the model, according to the analysis's findings.

In this study, five direct effect hypotheses will be investigated. If both the T-Statistic value and the coefficient of the positive pathway are greater than 1.96 at the level of significance (P-value) of 0.50, the hypothesis can be accepted. The outcomes hypothesis testing can be presented in Table 6.

The results of hypothesis testing on the direct effect (Table 6) show that digital literacy has a positive and significant effect on self-efficacy, so H1 is accepted. This result is indicated by a positive path coefficient of 0.350 with T-statistic = 2.946 (T-statistic > 1.96). In the H2 test, organizational support has a positive and significant effect on self-efficacy. This result is indicated by the positive path coefficient of 0.500 with T-statistic = 4.130 (T-statistic > 1.96). Furthermore, digital literacy has a positive and significant effect on teachers' performance and accepts H3. This result is indicated by the path coefficient of 0.480 with T-statistic = 4.654 (T-statistic > 1.96). Organizational support is proven to have a positive and significant on teacher performance with a path coefficient of 0.211 and T-statistic = 2.459 (T-statistic < 1.96), thus H4 is accepted. Self-efficacy has a positive and significant effect on teacher performance with a positive path coefficient of 0.327 with T-statistic = 2.895 (T-statistic > 1.96), thus accepting H5.

Table 6. Testing The Direct Effect Hypothesis

Effects	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T-Statistic (O/STDEV)	P Values	Remarks
Digital Literacy	0.350	0.361	0.119	2.785	0.003	H ₁ accepted
Organizational Support	0.500	0.494	0.121	3.885	0.000	H ₂ accepted
Digital Literacy	0.480	0.488	0.103	4.518	0.000	H ₃ accepted
Organizational Support	0.211	0.207	0.086	2.446	0.014	H ₄ accepted
Self-Efficacy	0.327	0.322	0.113	2.828	0.004	H ₅ accepted

The testing the indirect effect, an analysis was carried out using specific indirect effects on the Smart-PLS output (Ghozali, 2014). The results of testing the indirect effect of the research model can be presented in Table 7 below.

Table 7. Indirect Effect Testing

Specific Indirect Effects	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T-Statistic (O/STDEV)	Remarks
Digital Literacy	0.114	0.117	0.059	1.946	No Significant
Organizational Support	0.163	0.158	0.067	2.418	Significant

The results of the indirect effect examination in Table 7 above can be conveyed that self-efficacy is proven not to mediate the indirect effect of digital literacy on teacher performance. This is because the T-statistic on the specific indirect effect is not significant ((T-statistic < 1.96). On the other indirect effect, self-efficacy can mediate the indirect effect of organizational support

Model of Digital Literacy and Organizational Support in Determining Teacher Performance: An Empirical Study

on teacher performance with a T-statistic of 2,418 (T-statistical > 1.96). For the results of the overall analysis of this study can be shown in Table 8 and Figure 2.

Table 8. Recapitulation of Direct, Indirect, and Total Effects

Effect	Direct Effect	Indirect Effect	Total Effect
Digital Literacy	0.350 ^S	-	0.350
Organizational Support	0.500 ^S	-	0.500
Digital Literacy	0.480 ^S	0.114 ^{NS}	0.594
Organizational Support	0.211 ^S	0.163 ^S	0.374
Self-Efficacy	0.327 ^S	-	0.327

Remark: S = Significant (T- statistic > 1.96); NS = No Significant (T- statistic < 1.96)

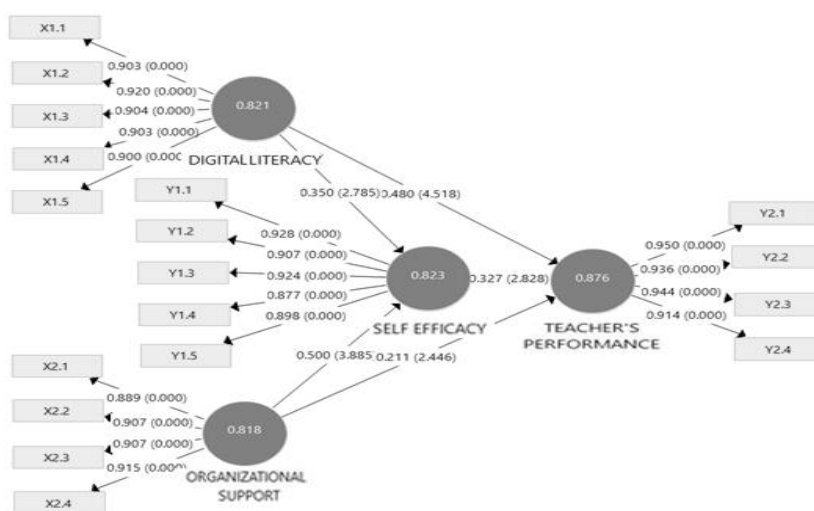


Figure 2. Full Model Smart-PLS (Bootstrapping)

B. Discussion

Digital literacy has been shown to have a positive and significant effect on self-efficacy. These results indicate that increasing digital literacy can strengthen the self-efficacy of teachers at Lentera Kasih School. Digital literacy which is reflected in information and data literacy, communication and collaboration, digital content creation, security, and problem-solving can increase self-efficacy. This finding is in line with the research conducted by Prior, et al. (2016) that the application of digital literacy is very important for strengthening self-efficacy. The same thing was also found by Kahveci (2021) that the higher the digital literacy mastered, the higher the teacher's self-efficacy. In addition, Akkoyunlu & Yilmaz (2011) ensure that efforts to increase the level of digital literacy need to be carried out with continuous guidance for teachers.

Organizational support has a positive and significant effect on self-efficacy. These results indicate that increasing organizational support can increase the self-efficacy of teachers at Lentera Kasih School. Organizational support is reflected in the provision of rewards, development, working conditions, and welfare. Organizational support in the form of appreciation by assessing the contribution of teachers through positive feedback (verbal persuasion) on employee work performance, will encourage teachers to participate more actively in improving their ability to complete work/tasks (Chiang & Hsieh, 2012). The support of the organization builds strong trust in the individual. This will increase self-efficacy by creating confidence and hope that the organization cares about its well-being by always being ready to provide material or emotional assistance and resources when needed (Sihag & Sarikwal, 2015). Attention to employee welfare is also organizational support that can increase employee self-efficacy and ultimately increase employee willingness to work (Mete, et al., 2014). Andriany & Meiyanto (2021) found that employees who work in a work environment where the company values contributions and cares about the welfare of its employees will increase self-efficacy employee. In addition, the findings of Purwaningtyas & Septyarini (2021) show that high self-efficacy has an impact on high employee work involvement. Employees with high self-efficacy are more prompt in completing their tasks (Firnanda & Wijayati, 2021).

Digital literacy has been shown to have a direct positive and significant impact on teacher performance. These results indicate that increasing digital literacy can improve teacher performance at Lentera Kasih School. These results are following the findings

Model of Digital Literacy and Organizational Support in Determining Teacher Performance: An Empirical Study

of Wordu, et al. (2021) that the components of digital literacy include digital communication, digital security, and digital creativity on teacher performance. With good mastery of digital literacy, teachers can find safe learning resources and develop them to help the learning process in the classroom. Individuals can communicate more easily and quickly in completing their work (Moharrami, et al., 2020). These findings are following the findings of Abas, et al. (2019) and Hoseini, et al. (2020) which state that digital literacy has a positive and significant effect on individual performance. However, the indirect effect of digital literacy on teacher performance through self-efficacy mediation showed insignificant results. These results indicate that digital literacy that has been applied so far by teachers at Lentera Kasih School seems to still not convince themselves to support the learning process, so they cannot determine the achievement of their work in educating students. This finding by Agim & Azolo (2021) when individuals still consider digital literacy to be not important, their confidence in using digital literacy to support and complete their work is very low.

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. These results are in accordance with those found by Abou-Moghli (2015), Weny, et al. (2021), and Shabbir, et al. (2021). The indirect effect of organizational support on teacher performance through self-efficacy mediation also shows significant results. These results give meaning, organizational support can provide the strengthening self-confidence of teachers in educating students so that their work results will increase. According to the findings of Chen, et al. (2019), employees who feel there is support from the organization in carrying out their duties and work will be more confident in themselves to carry out their work properly and responsibly, so in the end, their performance will increase.

Self-efficacy has been proven to have a positive and significant effect on teacher performance. These results indicate that by having higher self-efficacy, teachers can improve their performance at Lentera Kasih School. Self-efficacy which is reflected in self-confidence, optimism, responsibility, rationality, and objectivity can improve teacher performance. High self-confidence and optimism make teachers sure they can complete the task well. This finding is in agreement with Nusannas, et al. (2020) who state that the higher the level of one's self-efficacy, the higher the belief in one's ability to complete work. Similarly, the empirical results from Machmud (2018), Turay, et al. (2019), and Rahmazal & Dewi (2022) also found that self-efficacy had a positive and significant effect on individual performance.

V. CONCLUSION

From the result of the analysis and discussion carried out, it can be concluded that digital literacy and organizational support can both increase teachers' self-efficacy at Lentera Kasih Schools. An increase in a teacher's self-efficacy can increase the teacher's performance. In addition, it was found that organizational support can determine teachers' performance, either directly or indirectly through the mediation of self-efficacy. In other information, digital literacy does not affect teachers' performance through the mediation of self-efficacy. However, digital literacy was found to have no indirect effect on teacher performance through mediating self-efficacy

The results of this study provide suggestions for guidance for the managers of the Lentera Kasih School to increase organizational support in the form of appreciation for the performance of teachers, provide more opportunities for teachers to develop themselves, pay more attention and improve the conditions of facilities and the work environment and pay more attention to the welfare of teachers. Support in this form can directly provide a sense of obligation to carry out tasks and work well, or indirectly increase self-efficacy to carry out tasks and work well, both of which can improve teacher performance even better. The digital literacy skills of teachers at Lentera Kasih Schools must be maintained or improved. Initial training for new teachers and further training around digital competencies including accessing and using data and information, communicating using digital media, creativity using digital media, and maintaining security in digital media must always be routinely held and developed. The formation of a digital team or digital literacy coordinator can help teachers to get the latest information, the latest tips, and other developments in the digital world. Future research can adapt the research model that has been produced by developing more relevant indicators used in each variable. In addition, the opportunity to use other factors in the digital literacy model to improve individual performance.

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