



THE EFFECT OF DIGITAL LITERACY AND SELF REGULATION ABILITY ON THE PERFORMANCE OF JUNIOR HIGH SCHOOL TEACHERS IN BABELAN DISTRICT

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Abstracts

This study aims to determine the effect of digital literacy skills and self-regulation partially or jointly on the performance of junior high school teachers in the Babelan District. This study uses a quantitative approach using correlational. Data analysis using the Chi Square Test. The results of the study show that digital literacy skills have a significant effect on teacher performance. Digital Literacy Ability has an influence on Teacher Performance of 60.5%, the R value is 0.752. Self-Regulation has a significant effect on Teacher Performance. And found the value of R square (R) is 0.630. This shows that the self-regulation variable has an influence on teacher performance of 63.0%, and the R value in the table above is 0.774. Digital Literacy ability has a direct positive effect on Self-Regulation which can be accepted. Due to digital literacy skills and good self-regulation will improve quality and affect teacher performance.

Keyword:

Teacher Performance, Digital Literacy Ability, Self-Regulation

Introduction

The development of information and communication technology has changed education significantly. With easy access to the internet and digital resources, learning is no longer confined to the traditional classroom. Students and educators can access information, learning resources, and collaborate with people around the world.

Education also has a role as the front guard in facing the challenges of globalization. Globalization brings changes in various aspects of life, including in the economic, social and cultural fields. To be able to compete and adapt in an increasingly connected global world, qualified human resources are needed. Education has a responsibility to equip individuals with skills and knowledge that are relevant to the demands of the times, as well as to shape attitudes and values that are oriented towards cooperation, inclusivity, and cross-cultural understanding.

In the world of education, teachers are one of the parties who utilize information. The information needed by teachers is not only limited to print format. The Internet has presented

a different format of information, which is digital. This information is presented through various facilities provided by the internet, such as websites, weblogs, and the like. Finding references to teaching materials has become easier thanks to the development of the internet and digital technology. This creates a phenomenon where scientific reference sources are available in digital form and can be accessed to obtain millions of useful information as references for more up-to-date teaching materials. To maximize the use of learning materials in the learning process, digital literacy not only requires the ability to use digital devices well, but also understands all aspects related to these digital technologies.

Technology and information from digital devices can play an important role in increasing literacy and mastery of human resources. Easy access to the internet and various digital platforms provides an opportunity to access a rich and varied educational resources, information and learning materials. The use of technology can also facilitate interactive, collaborative, and up-to-date learning. Through webinar activities, Kominfo can convey various knowledge and information to the public regarding digital literacy. This provides an opportunity for the public to learn the right way to use digital technology, minimize risks, and avoid negative impacts.

Meanwhile, the launch of the Merdeka Teaching Platform by the Ministry of Education and Culture is also an important initiative in supporting the development of an independent curriculum. This platform not only contains materials and content from ministries, but also provides an opportunity for teachers to share their knowledge and experiences collaboratively. The Merdeka Mengajar Platform is expected to become a partner for teachers in the teaching process, help them develop innovations in learning, and enable learning that is relevant to the challenges of the times. With this platform, teachers have resources and support that can help them improve their teaching skills, develop careers, and deal with changes in the world of education. Digital literacy efforts carried out by the Ministry of Communication and Informatics (Kominfo) as well as the launch of the Merdeka Teaching Platform by the Ministry of Education, Culture, Research and Technology (Kemendikbudristek).

The digital literacy activities that are being activated by Kominfo in 2021 are a very important effort in teaching the public to be wise in using digital technology. The purpose of this activity is for people to understand the ethics of using digital literacy, recognize negative things in digital literacy, and use digital literacy for positive things that can improve life's welfare. The launch of the Merdeka Mengajar Platform also broadens the reach of the use of the independent curriculum, not only limited to driving schools, but can also be used by all educators and education staff in educational units that have not become driving schools. This provides an opportunity for all teachers to take advantage of technology to improve the quality of learning and develop themselves as better educators. Overall, digital literacy efforts and the launch of the Merdeka Mengajar Platform are important steps in improving the quality of education and developing human resources in Indonesia. By using technology wisely, teachers can become agents of change in education and better prepare future generations.

Self-Regulation or self-regulation is a person's ability to regulate their own achievements and actions, set targets for themselves, evaluate their success when achieving these targets, and reward themselves for achieving these goals. Individuals who are able to self-regulate well have a stable psychological state and self-control abilities that enable them to manage their perceptions of themselves and how they are perceived by others. People who are able to do self-regulation well tend to show behavior that reflects the goals and standards of effectiveness. The ability of self-regulation is an important aspect in one's life to adapt to the surrounding environment. Therefore learning and learning situations look active, critical and reflective, and a teacher is also able to provide guidance to students. Therefore, teachers who do self-regulation will easily control their own emotions and be more able to balance their psychological conditions when learning is taking place. If the teacher cannot regulate his own emotions, how will he manage the emotions and conditions of the students. Therefore, the

importance of self-regulation in teachers to improve student achievement. With students who excel, the teacher's performance increases, and learning objectives are achieved.

Based on the results of observations on Monday, March 6 2023, the research object was in Babelan District. So the growing development of digitalization in the world of education Teachers are required to be more literate about technology, one of which is digital literacy. At this time, the government has officially established the independent teaching platform as explained above that this platform will greatly facilitate teachers in the teaching and learning process because it involves technology. However, currently the teachers are in private junior high schools throughout the sub-district. Babelan there are still teachers who are aged and lack digital understanding so that teaching materials only focus on print media, and lack of understanding regarding the independent teaching platform and not using the platform. As well as teachers who are lacking in controlling emotions when the learning process takes place. When carrying out teacher supervision, it is known that the decline in teacher performance is caused by teachers who are lacking in bringing the classroom atmosphere and lacking in self-control so that the learning process takes place very monotonously while the times are very developed making all aspects especially in the field of education to keep abreast of digital developments, so as not to be left behind by the times. If teachers experience delays in digital, especially in digital literacy. Information related to learning materials is very easy to find and more cooperative than old printed media materials. Learning materials can use videos to make learning even more fun.

Methods

The use of quantitative methods in this study is the right approach to test and prove the hypotheses that have been made. Quantitative methods are based on the collection of numerical data that can be analyzed statistically to identify patterns, relationships, and significant differences. Collecting data in a study is very important to get accurate and justifiable data. So we need the right way to collect the data. Data collection techniques used in this study are.

Observation, In the context of research that involves direct observation of the target object, the author will make careful observations of the activities carried out by students and educators in schools. This observation is a research method that collects data by observing and recording behavior, interactions, or activities that occur directly in the research environment.

Questionnaire technique, Questionnaires are one of the data collection techniques commonly used in research. Questionnaire is a set of questions or written statements given to respondents to answer. However, the questionnaire in this study was given to students. When conducting research, the researcher distributed questionnaires to students to fill in and afterwards returned to the researchers. In preparing a questionnaire with a Likert scale, the gradations of answers generally have five alternative answers. Each alternative answer on the Likert scale reflects the level of approval or disapproval of the given statement. The following are examples of commonly used answers on a Likert scale with five alternatives: By using a Likert scale, each positive answer instrument has a value (SS: 5), (S: 4), (KS: 3), (TS: 2), (STS: 1). Documentation study, The documentation study in this research was by collecting data of an administrative nature including a list of names of Middle School Teachers in the Babelan District and the results of teacher supervision results.

Results and Discussion

Results

1. Normality test

The normality test is performed to evaluate whether the residual values in the regression equation follow a normal distribution or not. In this study, the normality test used the Kolmogorov-Smirnov method with the help of the SPSS 26.0 application. The normality test

criteria for each variable are checked by looking at the significance value (Sig) in the appropriate column. If the significance value obtained is greater than the value α (5%), then the sample comes from a population that has a non-normal distribution. Conversely, if the significance value obtained is less than the α value, then the sample comes from a population that has a normal distribution.

a. Teacher Performance Normality Test (Y)

Table 2 Teacher Performance Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Kinerja Guru
N		164
Normal Parameters ^{a,b}	Mean	132.98
	Std. Deviation	11.288
Most Extreme Differences	Absolute	.081
	Positive	.048
	Negative	-.081
Test Statistic		.081
Asymp. Sig. (2-tailed)		.011 ^c
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

The information provided in the table above presents the results of the normality test conducted for Teacher Performance, with a recorded value of 0.11. Typically, data is considered to be normally distributed when the significance value falls below 0.05. However, in this case, the significance value for the Principal Performance variable, as shown in the table, is higher than 0.05 (Sig-0.05). This implies that the data used for the variables in this study indeed conforms to a normal distribution.

b. Digital Literacy Ability Normality Test (X1)

Table 3. Digital Literacy Ability Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Kemampuan Literasi Digital
N		164
Normal Parameters ^{a,b}	Mean	138.25
	Std. Deviation	12.635
Most Extreme Differences	Absolute	.098
	Positive	.059
	Negative	-.098
Test Statistic		.098
Asymp. Sig. (2-tailed)		.081
a. Test distribution is Normal.		

b. Calculated from data.
c. Lilliefors Significance Correction.

The table above presents the results of the normality test conducted on Digital Literacy Ability, yielding a value of 0.81. Typically, data is considered normally distributed when the significance value is below 0.05. However, in this table, the significance value for the Teacher Performance variable, as indicated, exceeds 0.05 (Sig-0.05). This signifies that the data used for the variables in this study conform to a normal distribution.

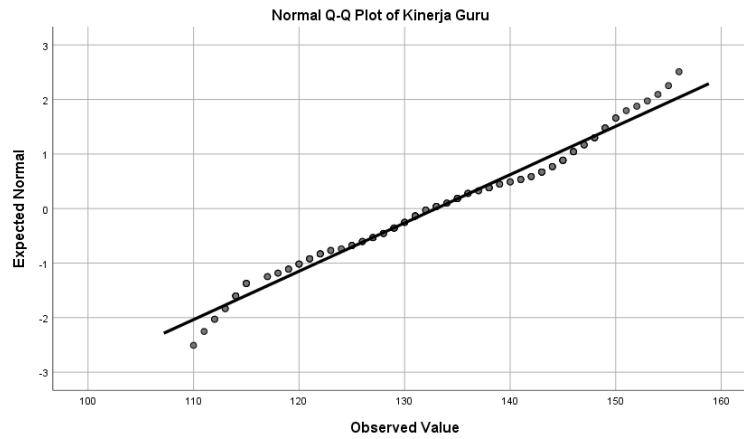
c. Self-Regulation Normality Test (X2)

Table 4.6 Self-Regulation Normality Test

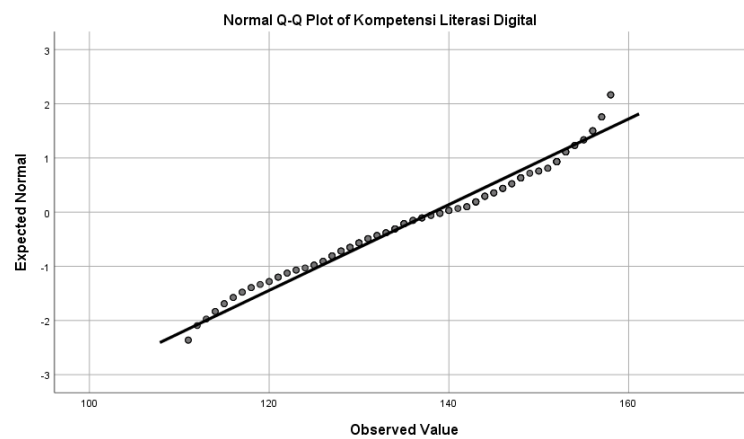
One-Sample Kolmogorov-Smirnov Test		
		Self regulation
N		164
Normal Parameters ^{a,b}	Mean	137.81
	Std. Deviation	12.991
Most Extreme Differences	Absolute	.100
	Positive	.070
	Negative	-.100
Test Statistic		.100
Asymp. Sig. (2-tailed)		.069
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

The provided table displays the outcomes of the normality test for Self-Regulation, which yielded a result of 0.69. Conventional practice considers data to be normally distributed when the significance value is below 0.05. Nevertheless, in this particular table, the significance value for the Principal Performance variable, as shown, exceeds 0.05 (Sig-0.05). This indicates that the data employed for the variables in this study conforms to a normal distribution.

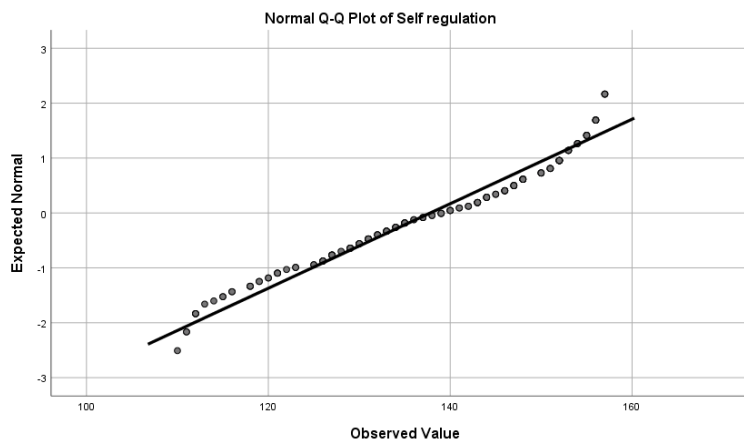
In addition to utilizing the One-Sample Kolmogorov-Smirnov Test statistic, the normality of the data can also be assessed via graphical methods to ascertain its adherence to a normal distribution. In such graphs, a normal distribution is expected to take the form of a diagonal line, with the residual data being compared to this diagonal line. If the residual data's distribution appears to be consistent with normality, the line representing the data will closely align with the actual diagonal line pattern, aligning with the data itself. Subsequently, the results of the chart analysis are presented.



After evaluating the normative plot graph as part of the normality test, it can be inferred that the data distribution on the graph closely resembles the diagonal line, which is characteristic of a normal distribution. This indicates that the regression model aligns with the normality assumption. Moreover, the graph representing the Digital Literacy Ability variable is illustrated below for reference.



The analysis of the normality test via the normative plot graph suggests that the plotted data distribution closely adheres to the diagonal line, indicating a pattern consistent with a normal distribution. This observation confirms that the regression model is in accordance with the assumption of normality. As for the Self-Regulation variable, the corresponding graph is depicted below for reference.



Evaluating the outcomes of the normality test using the normal plot graph, it can be inferred that the data points are distributed around the diagonal line, reflecting a distribution consistent with the normal distribution pattern. This observation underscores the importance of adhering to the normality assumptions for the regression model. It's

noteworthy that all three results obtained from variables X1, X2, or variable Y exhibit normality. Thus, the next essential test in line is the Linearity Test Linearity Test

2. The linearity test is used to determine whether the variables have a linear relationship or not significantly. Up linearity in this study is to see if there is a relationship between the Digital Literacy Capability variable (X1) and the Self-Regulation variable (X2) with the Teacher Performance variable (Y). This test is usually used as a prerequisite in correlation or linear regression analysis. The criteria for this test are if the sg deviation from linearity value is <0.05 , then it has a linear relationship. Linearity test uses the SPSS 26 application. Linearity test can be seen with the ANOVA table. Here are the results of the linearity test.

- a. Linearity Test of Digital Literacy Ability (X1) on Teacher Performance (Y)

Table 4 ANOVA to Test the Significance and Linearity of Digital Literacy Ability on Teacher Performance

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Kinerja Guru * Literasi Digital	Between Groups	(Combined)	11564.601	47	246.055	3.101	.000
		Linearity	6329.761	1	6329.761	79.772	.000
		Deviation from Linearity	5234.839	46	113.801	1.434	.063
	Within Groups		9204.344	116	79.348		
	Total		20768.945	163			

Based on table 4 it is known that the significance value of Digital Literacy (X) = 0.63 is greater than 0.05, which means that it is significantly linear between the variable Digital Literacy Ability (X1) on Teacher Performance (Y).

- b. Linearity Test of Self-Regulation Regression Equation (X2) on Teacher Performance (Y)

Table 5 ANOVA to Test the Significance and Linearity of Self-Regulation on Teacher Performance.

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Kinerja Guru * Self Regulation	Between Groups	(Combined)	11076.096	44	251.729	3.091	.000
		Linearity	6844.188	1	6844.188	84.027	.000
		Deviation from Linearity	4231.909	43	98.416	1.208	.212
	Within Groups		9692.849	119	81.453		
	Total		20768.945	163			

Based on table 5 it is known that the significance value of the effectiveness of Self-Regulation = 0.907 is greater than 0.05, which means that it is significantly linear between the variable Self-Regulation on Teacher Performance.

Discussion

1. Definition of Teacher Performance

The definition of teacher performance conveyed by several experts and those listed in these regulations have similarities in describing teacher performance as work performance that reflects success in carrying out their duties and responsibilities. Teacher performance can be seen from the results of an assessment of the process and work results achieved in carrying out teaching assignments.

Malayu Hasibuan argues that teacher performance also involves factors such as skill, experience, sincerity, and ability shown in carrying out tasks. The goal of teacher performance is to achieve results that are in accordance with established standards and contribute to the overall educational goals.

According to Bintoro Performance is in assessing teacher performance, there are performance standards that are used as a reference to determine the level of success of teachers in carrying out tasks. The abilities and specifications that must be owned by a teacher are also a consideration in assessing their performance. According to Darmadi, teacher performance is an ability that can be seen from how the teacher carries out his duties or work. Performance is said to be good and satisfactory when the teacher succeeds in achieving the goals according to predetermined standards.

In general, teacher performance reflects their level of success and effectiveness in carrying out teaching assignments and providing education to students. With reference to predetermined performance standards, teacher performance evaluations can be carried out to identify their strengths and weaknesses and provide feedback that can be used in developing and improving the quality of their work.

According to Erjati, the teacher's performance involves all the activities he does in carrying out his duties and responsibilities as an educator. This includes the process of educating, teaching, guiding, directing and guiding students to achieve the desired level of maturity and maturity.

Based on some of the opinions above, it can be concluded that teacher performance is an achievement that appears as a form of one's work success. Both in skill, experience, and sincerity. shown by the teacher in carrying out his duties or work in perfecting them in accordance with his responsibilities and authorities based on performance standards that have been set for a certain period within the framework of achieving educational goals. With Indicator:

- 1) Seriousness in carrying out their duties and responsibilities.
- 2) Ability to achieve learning objectives.
- 3) Carry out the teaching process.
- 4) Educating and guiding Learners.

2. Definition of Digital Literacy

According to Suyono digital literacy is a person's ability to understand, use, and interact with information presented in digital format. Digital literacy involves the ability to read, write, think critically, be innovative and creative in using digital technology.

Literally, digital literacy can be defined as the ability to use a computer to read and write in a digital format. However, the definition of digital literacy has evolved along with advances in technology and the development of an increasingly digitally connected society.

Digital literacy includes not only technical skills in operating devices and software, but also the ability to understand and analyze information presented in various formats such as text, images, audio, video and animation. Digital literacy also includes the ability to evaluate the authenticity and reliability of information, and understand the social, ethical and privacy implications of using digital technology.

Digital literacy has become an important competency in the information and digital technology era. The term digital literacy first appeared in the 1980s when computer technology started to become an integral part of everyday life.

Digital literacy is not only limited to the ability to use technological devices, but also involves the ability to receive and share information effectively. Digital literacy includes communication skills, socialization, responsibility, critical thinking, creativity and inspiration. This is important in achieving educational goals and obtaining prosperity in life.

According to the UNESCO definition, literacy involves the ability to recognize, understand, interpret, create, communicate, count, and use various forms of printed and written materials. Literacy helps individuals develop knowledge, explore their potential, participate actively in the community, and contribute to society. With the advancement of digital technology and increased access to information, digital literacy is becoming increasingly important for overcoming challenges and taking advantage of opportunities in everyday life. Having good digital literacy helps individuals to adapt, learn, and contribute in a digitally evolving world.

With the increasing application of digital literacy in education, it is hoped that students will be ready to face the demands of an increasingly digitally connected world. They will have skills relevant to technological developments and be able to use them effectively for learning, research and participating in an increasingly digital society.

Based on the GDH, internet or digital users in Indonesia in January 2023 reached 5.16 million people, which can be seen in Figure 4.



User Literasi Digital

(Global Digital Headlines 2023)

The application of digital literacy in schools demands the active role of the teacher as a facilitator in developing digital literacy skills in students. Teachers need to go beyond using traditional reading materials such as textbooks and also take advantage of existing learning resources, including magazines, newspapers, the internet, and digital media.

By expanding the learning resources used, teachers can ensure that what students learn is in accordance with the changing conditions and developments of the world. The internet and digital media provide access to a variety of information, perspectives and content that can enrich student learning experiences. This helps students to better understand actual issues, think critically, and develop a deep understanding of various topics.

Based on some of the opinions above, it can be concluded that digital literacy is a person's ability to operate a computer to read, write, and think in order to be proficient in communicating, socializing, thinking critically, creatively, and inspiringly as a digital capability, whether from a computer device or from a cellphone. With Indicator:

- 1) Ability to use technological devices.
- 2) Communicate and socialize using digital literacy.

- 3) Ability to think creatively and imaginatively through digital content creation.
- 4) The ability to find and select information.

3. Definition of Self-Regulation

Zimmerman defines self-regulation as a learning process that occurs through the influence of individual thoughts, feelings, strategies, and behaviors that are oriented towards achieving goals. In self-regulation, individuals have control over themselves and are able to regulate themselves in achieving the goals that have been set. This process involves the ability to monitor and evaluate one's progress, make adjustments, and use previous experience as feedback to improve current performance.

Self-regulation can be thought of as a cycle because feedback from previous behavior is used to make adjustments in current efforts. Individuals use previous experience and understanding to improve strategies, manage time and effort, and manage feelings and motivation in achieving desired goals. This adjustment is important to identify the steps needed to achieve the set goals. According to M. Yasdar, self-regulation also involves intrinsic motivation and strategies to do something. Individuals who are able to organize themselves effectively will have strong motivation to achieve the desired goals and use appropriate strategies in dealing with challenges and obstacles.

The concept of self-regulation is also defined by Corno and Mandinach as an attempt to deepen and manipulate associative networks in certain fields, not only limited to academic contexts. Individuals who are self-regulated are able to monitor and improve the cognitive and affective processes involved in completing daily tasks. This involves careful planning, self-monitoring, and improvement in learning and problem-solving processes. With self-regulation, individuals can develop the ability to regulate themselves, manage time and effort, manage feelings and motivation, and improve the quality of learning and achievement of goals in everyday life. Self-regulation is very important in the context of education, because it encourages students to be independent, responsible and effective in learning.

Based on some of the opinions above, it can be concluded that self-regulation is intrinsic motivation and a strategy to monitor and improve deep processes. Those who can control their own behavior both cognitively and affectively so that it supports the process of achieving goals.

With Indicator:

- 1) Have the motivation to improve their abilities.
- 2) Can control behavior.
- 3) Doing feedback from previous behavior.
- 4) Make achievement goals.

Analysis

The objective of this research is to investigate how digital literacy skills and self-regulation influence the performance of teachers in private junior high schools located in the Babelan district of Bekasi regency. After analyzing the research data, the subsequent section will present a discussion of the research findings as follows Effect of Digital Literacy Ability (X_1) on Teacher Performance (Y)

1. The application of digital literacy in schools does require the active role of the teacher as a learning facilitator who does not only rely on conventional learning sources such as textbooks, but also utilizes various learning resources available in the digital era. Teachers need to learn and master the use of various media and technology to support learning processes that are relevant to the current world conditions and developments. Digital Literacy can also assist teachers in administrative preparations, both from lesson plans, learning resources, learning media, even to evaluation or assessment processes that are carried out routinely by teachers to see children's development. All aspects become easier if the teacher understands, understands and is even able to use digital literacy. Not only that, the teacher's performance increases if the learning objectives can be achieved and the

learning process is not monotonous, if the teacher looks for teaching materials that are not focused on print media it makes learning more communicative, active and not boring.

Based on the calculations, it is evident that the significance value, at 0.00, is less than 0.05. Therefore, it can be concluded that Digital Literacy Ability significantly impacts Teacher Performance. Furthermore, the R Square (R) value associated with the Digital Literacy Ability variable demonstrates that it exerts an influence of 60.5% on Teacher Performance, with an R value of 0.752. This numeric representation is employed to assess the strength of the relationship between the Digital Literacy Ability variable and Teacher Performance, highlighting a robust correlation. In a related study conducted by Wagimin, an association between digital literacy and teacher performance was observed in Cluster 1, Pule Trenggalek District, with a correlation coefficient of 0.421 and a regression equation expressed as $Y = 72.476 + 0.342$

2. The Effect of Self-Regulation on Teacher Performance.

Self-control or what is called Self-Regulation is important for every individual to make a benchmark for how he can achieve the desired goals. Someone who exercises self-control well usually shows behavior that reflects the goals and standards of performance effectiveness. signs of emotional exhaustion, depersonalization, and decreased self-fulfillment that are symptoms of burnout. Burnout is a chronic stress condition that occurs due to excessive and continuous workload in the work environment. Burnout is often experienced by individuals who work in professions that require intense emotional interaction, such as service to others.

Emotional exhaustion refers to a state of depletion of an individual's energy and emotional resources. Individuals experiencing emotional exhaustion feel drained of energy and experience a decreased ability to provide care and affection for others. They may also feel that they are no longer able to provide good service.

Depersonalization is a negative attitude towards service recipients. Individuals who experience depersonalization tend to develop negative views of the people they serve. They can become less empathetic and lose their sense of emotional attachment to those around them.

The decrease in the achievement of self-satisfaction reflects a negative evaluation of oneself, especially in the context of work. Individuals who experience reduced self-satisfaction are likely to feel dissatisfied with their jobs, doubt their abilities, and may experience feelings of worthlessness. It is important to recognize that burnout can have a negative impact on an individual's well-being and work performance. If you experience any of these symptoms, it's important to seek support and take steps to deal with burnout, such as managing stress, managing a work-life balance, seeking social support, and taking care of your physical and mental health. Therefore the importance of Self Regulation on teacher performance.

The results of the calculations reveal that the significance value, with a value of 0.00, is less than 0.05. This suggests that Self Regulation has a notable impact on Teacher Performance. Additionally, the R square (R) value is 0.630, indicating that the Managerial Ability variable exerts a substantial influence, accounting for 63.0% of Principal's Performance. The R value in the table, which is 0.774, is employed to gauge the strength of the relationship between the Digital Literacy Ability variable and Teacher Performance, demonstrating a strong correlation. In a similar study by Sysditya Ekawanti, the findings suggest a significant association between self-regulation and teacher burnout. This significance is evidenced by the p-value of 0.017 and an r-value of -0.401. The negative direction of the r-value implies that as self-regulation improves, teacher burnout diminishes. This indicates that individuals with robust self-regulation abilities can effectively cope with

internal stress and emotions, as burnout typically stems from prolonged stress experienced by individuals.

3. Effect of Digital Literacy Ability and Self Regulation

Self-regulated learning (learning that is regulated independently) involves thoughts, feelings, and actions taken by individuals to plan, implement, and regulate their own learning process with the aim of achieving the desired learning outcomes. Therefore, there is a theoretical relationship between digital literacy and self-regulated learning. Self-regulated learning provides an appropriate framework for understanding how students use technology, especially digital literacy, in a learning context.

With digital literacy, individuals can develop the skills needed to access, evaluate, use and create information using digital tools and equipment. Digital literacy enables students to be more effective and efficient in their learning process.

In the context of self-regulated learning, digital literacy plays an important role as a tool to regulate and facilitate independent learning. Students can use digital literacy to find relevant information sources, evaluate the credibility and reliability of information sources, manage their study time using digital tools such as calendars or reminders, organize and store learning materials in digital formats, communicate with fellow students and instructors through digital platforms, and use a variety of digital tools and applications that support the learning process.

By utilizing digital literacy, students can optimize their potential in organizing and managing the learning process independently. They can become more active in finding and accessing information sources, managing time and assignments, communicating and collaborating with others, and creating creative and innovative learning content. This, digital literacy can be seen as an important tool in the context of self-regulated learning, enabling students to develop the skills and abilities needed to become independent, adaptive, and effective learners in today's digital era.

Digital literacy requires individual ability to adapt to current technological developments. Digital literacy is considered an important prerequisite skill for independent learning, especially in today's increasingly dominant online learning context.ⁱⁱ

According to the results of the path analysis calculations, a direct positive impact of Digital Literacy Ability on Self-Regulation was observed. The path coefficient was 0.014, and the t-count value was 3.845. At a significance level of $\alpha = 0.05$, the t-table value was 1.654. Since the t-count value exceeded the t-table value, the null hypothesis (H0) was rejected in favor of the alternative hypothesis (H1). Therefore, it is affirmed that Digital Literacy Ability has a direct and positive influence on Self-Regulation. The analysis of the third hypothesis confirms a direct and positive connection between Digital Literacy Ability and Self-Regulation. In summary, Digital Literacy Ability directly and positively affects self-regulation. Enhancing Digital Literacy Capability leads to an increase in Self-Regulation. In a related study conducted by Bagaskara and Mirmoadi, it was also observed that there is a significant positive association between digital literacy and self-regulated learning, albeit with a low correlation coefficient of 0.315 and a significance value of 0.00. The findings suggest that improving digital literacy contributes to an increase in self-regulated learning. Furthermore, the study indicates that digital literacy accounts for 9.9% of the variance in explaining self-regulated learning, with the remaining 90.1% attributed to unexamined factors in the study.

Conclusion

Based on the results of the above research it can be concluded as follows

1. There is a positive and significant influence between Digital Literacy Ability and the Performance of Private Middle School Teachers in the Babelan District.

2. There is a positive and significant influence between self-regulation and the performance of private junior high school teachers in Babelan district.
3. There is a positive and significant influence between Digital Literacy Ability and Self-Regulation together with the Performance of Private Middle School Teachers in the Babelan District.

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