

How Digital Literacy, Big five Personalities, and Competence Shape Teaching Performance: Evidence from Madrasah Tsanawiyah Negeri in Kebumen

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Abstrak

Penelitian ini menginvestigasi pengaruh literasi digital, ciri-ciri Kepribadian Big Five, dan kompetensi guru terhadap kinerja guru di Madrasah Tsanawiyah Negeri di Kebumen. Menggunakan pendekatan kuantitatif dengan Structural Equation Modeling (SEM), penelitian ini menganalisis data yang dikumpulkan dari 170 responden. Hasil penelitian menunjukkan bahwa literasi digital berpengaruh signifikan terhadap kinerja guru, dengan peningkatan keterampilan digital yang dapat meningkatkan efektivitas pengajaran. Selain itu, Big Five Personality, khususnya ciri seperti kecermatan dan stabilitas emosional, secara positif memengaruhi kinerja guru. Penelitian ini juga menunjukkan bahwa kompetensi guru memainkan peran penting dalam meningkatkan kinerja, terutama dalam memahami kebutuhan siswa dan mengembangkan strategi pengajaran yang efektif. Temuan ini menyarankan bahwa peningkatan literasi digital guru, pengembangan ciri kepribadian positif, dan peningkatan kompetensi mereka dapat secara kolektif meningkatkan kinerja mereka dalam konteks pendidikan. Penelitian ini memberikan kontribusi teoretis dengan menekankan pentingnya faktor-faktor ini dalam membentuk kinerja guru dan menawarkan implikasi praktis bagi institusi pendidikan, dengan merekomendasikan intervensi yang ditargetkan untuk meningkatkan literasi digital, mendukung perkembangan kepribadian, dan memperbaiki pelatihan guru.

Kata Kunci: Literasi Digital, Big Five Personality, Kompetensi, Kinerja Guru.

Abstract

This study investigates the influence of digital literacy, The Big Five Personality traits, and teacher competence on teacher performance at Madrasah Tsanawiyah Negeri in Kebumen. Employing a quantitative approach with Structural Equation Modeling (SEM), the research analyzes data collected from 170 respondents. The findings reveal that digital literacy significantly affects teacher performance, with improved digital skills enhancing teaching effectiveness. Furthermore, The Big Five Personality traits, specifically traits such as conscientiousness and emotional stability, positively influence teacher performance. The results also show that teacher competence plays a crucial role in improving performance, especially in understanding student needs and developing effective teaching strategies. These findings suggest that enhancing teachers' digital literacy, fostering positive personality traits, and improving their competence can collectively improve their performance in educational settings. The study provides theoretical contributions by emphasizing the importance of these factors in shaping teacher performance and offers practical implications for educational institutions, recommending targeted interventions to boost digital literacy, support personality development, and improve teacher training.

Keywords: Digital Literacy; Big Five Personality; Competency; Teacher Performance

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INTRODUCTION

Human resources are a crucial element in the success of an organization, serving not only as an asset but also as a strategic factor that can drive productivity, innovation, and competitive advantage. In an increasingly complex global environment, the quality and capacity of individuals significantly determine the competitiveness and success of

organizations. The era of globalization and rapid technological development has heightened the demand for competent and adaptive workers. In achieving a progressive, independent, and prosperous nation and society, education plays a vital role. Technology has become one of the main pillars across various sectors, including education.

Recent educational policies implemented in Indonesia still face numerous challenges, as the digitalization of education significantly affects teacher performance (Ahyani et al., 2024). Performance is defined as the work results achieved by employees in carrying out their duties in accordance with the responsibilities assigned to them (Mangkunegara, 2013). Performance appraisal refers to the evaluation of an employee's current and/or past performance relative to established performance standards (Dessler, 2014). A teacher's performance is considered a reflection of their success in fulfilling their duties and responsibilities at school, indicating how effectively and efficiently a teacher achieves learning goals and contributes to school improvement (Anwar & Mubin, 2020). Therefore, teachers must continuously enhance their competencies and skills. Maximizing teacher performance becomes a major organizational priority and a crucial factor in achieving overall performance excellence. This reflects an ongoing effort to optimize teacher performance, which is a key determinant in improving the quality of education (Ridani & Sudadi, 2022).

There are 8 State Madrasah Tsanawiyah in Kebumen, with a total of 7,111 students and 549 teachers. The high student-to-teacher ratio may impact teachers' performance in delivering optimal instruction. When a single teacher is responsible for too many students, their ability to provide guidance, conduct thorough evaluations, and understand the individual needs of each student becomes limited. The performance evaluation criteria for teachers at State Madrasah Tsanawiyah in Kebumen encompass several key aspects, including pedagogical competence, professionalism, social skills, and personality. Each of these aspects has specific thresholds that must be met for a teacher's performance to be considered optimal.

Table 1 Teacher Performance Scale

Score	Scale
1	$0\% < X \leq 25\%$
2	$25\% < X \leq 50\%$
3	$50\% < X \leq 75\%$
4	$75\% < X \leq 100\%$

Source: Technical Guidelines for Madrasah Teacher Performance Assessment, 2021.

Based on Table 1, the threshold for teacher performance evaluation is measured using a scale ranging from 1 to 4. The lowest performance score (PKG) is 1, while the highest is 4. Most teachers have met the minimum standard by achieving a PKG score of 3; however, there are still some teachers who have not reached this score range, and several aspects of their performance require improvement to achieve optimal results. Interviews with the leadership of State Madrasah Tsanawiyah in Kebumen indicate that, although overall teacher performance is considered good, it has not yet fully reached the expected threshold of the performance evaluation standards.

Based on interviews with teachers, curriculum changes requiring a shift toward digitalized education systems remain a significant challenge in improving teacher performance. The advancement of digital technology offers new opportunities to support the learning process through digital media, classroom management applications, technology-based teacher attendance systems, and electronic performance reporting. However, these developments also present obstacles, as not all individuals possess adequate digital literacy skills. Aziz (2022) emphasizes that teachers must continuously stay updated with technological advancements in order to effectively integrate information technology into their teaching and learning methods.

Previous research has shown varying results regarding the factors influencing teacher performance. According to Dharma (2022), digital literacy has a positive and significant

impact on teacher performance. In contrast, Putra et al. (2023) found that digital literacy does not have a significant effect. Similarly, Paus (2022) demonstrated that the Big Five personality traits positively and significantly influence performance, while a study by Emin (2014) revealed a negative relationship between personality traits and individual performance. Nabilah et al. (2024) noted that most teachers have integrated technology such as computers, the internet, LCD projectors, and digital materials into their teaching practices, and that the use of ICT (Information and Communication Technology) has a positive and significant impact on performance, especially among teachers with higher competence levels. However, Faizal et al. (2022) reported contrasting findings, indicating that competence has a negative effect on performance. These conflicting findings suggest a research gap that warrants further investigation into the roles of digital literacy, personality traits, and competence in shaping teacher performance, particularly within the context of State Madrasah Tsanawiyah in Kebumen.

LITERATURE REVIEW

Performance

Performance is commonly defined as the outcome of an individual's or organization's work, which must be demonstrated through concrete and measurable results in comparison to predetermined standards. Duha (2018) defines performance as the ability of an individual or group to deliver satisfactory results within their designated roles in the workplace. Similarly, Sunyoto (2012) describes performance or work achievement as the accomplishment attained by an individual in completing assigned tasks. According to Supardi (2014), the performance indicators are as follows:

1. The ability to prepare lesson plans.
2. The ability to implement teaching and learning activities.
3. The ability to establish interpersonal relationships.
4. The ability to conduct assessments of learning outcomes.
5. The ability to provide enrichment activities.
6. The ability to carry out remedial actions.

Digital Literacy

Digital Literacy is the ability to understand and use information in various forms from a wide range of sources accessed through computers (Gilster, 1998). It encompasses reading skills, but requires a critical thinking process to evaluate the information found through digital media, both in terms of usage and application. Digital Literacy is the ability to use information and communication technology (ICT) to find, evaluate, utilize, create, and communicate content or information with both cognitive and technical proficiency (Aulia et al., 2021). It refers to the ability to use digital media, communication tools, or networks to find, evaluate, use, create information, and use it wisely (Masitoh, 2018). In conclusion, Digital Literacy is the ability to understand and use information from various digital sources with critical and wise thinking. The indicators of Digital Literacy according to Choi et al. (2023) are as follows:

1. Information and Communication
2. Content Management and Creation
3. Caution and Security

Big Five Personality

The Big Five Personality refers to human personality organized through five dimensions, which are constructed using factor analysis. These five personality factors are designed to examine the most important aspects of an individual's character in life (Widhiastuti, 2014). John (1990) coined the acronym OCEAN to represent these five

personality factors: Openness to experience, Conscientiousness, Extraversion, Agreeableness, and Neuroticism. Personality traits are dimensions of individual differences that manifest through consistent patterns of thoughts, feelings, and behaviors. The trait concept is useful for summarizing, predicting, and explaining an individual's behavior (Yulisa et al., 2023). Based on this, it can be concluded that a person's personality is measured based on their thought patterns, behaviors, and feelings as outlined in the Big Five Personality theory proposed by Goldberg (1981), which consists of the following five indicators:

1. Openness to experience
2. Conscientiousness
3. Extraversion
4. Agreeableness
5. Neuroticism

Competency

Competence refers to an individual's fundamental characteristics that indicate how they behave or think across a wide range of situations and persist over time (Widodo & Yandi, 2022). According to Yasin (2023), competence is the ability to perform or carry out a job or task based on skills and knowledge, supported by the work attitude required by the job. Meanwhile, Sarumaha (2022) defines competence as an individual's ability to support the implementation of organizational strategies and to adapt to any changes initiated by leaders in response to environmental changes. It can be concluded that teacher competence is the ability that individuals must possess to fulfill their responsibilities in any working environment. The indicators of teacher competence according to Article 8 of Law Number 14 of 2005 on Teachers and Lecturers are:

1. Pedagogical Competence
2. Personality Competence
3. Social Competence
4. Professional Competence

Hypotheses Development

Digital Literacy is defined as the ability to use and understand information as well as apply electronic devices (Irhandayaningsih, 2020). According to research by Kaliola (2023), the implementation of digital literacy by teachers has a significant impact on teacher performance, providing numerous benefits for education in the current digital era. This aligns with the findings of Dharma (2022), which indicate that digital literacy skills have a positive and significant influence on teacher performance. This suggests that the better a teacher's digital literacy skills, the more they can enhance and support their performance in fulfilling their professional duties.

H1: Digital Literacy significantly affects teacher performance.

The Big Five Personality is a consistent approach to observing and assessing an individual's personality through the factor analysis of descriptive adjectives. The concept of traits is useful for summarizing, predicting, and explaining an individual's behavior (Yulisa et al., 2023). Personality is one of the crucial factors that contribute to performance success, particularly regarding self-confidence in completing specific tasks, as it involves interests, strengths, and generalizations (Sharma, 2018). This is consistent with the findings of Yusuf (2021), which suggest that a positive Big Five Personality can significantly support teacher performance. Additionally, Paus (2022) found that the Big Five Personality has a positive and significant impact on teacher performance.

H2: The Big Five Personality significantly affects teacher performance.

Competence is the ability to perform a task or job based on skills and knowledge, supported by the work attitude required for the job (Yasin, 2023). According to Sarumaha

(2022), competence is defined as an individual's ability to support the implementation of organizational strategies and adapt to changes initiated by leaders to face environmental shifts. Research by Ambarwati et al. (2022) shows that competence has a positive and significant impact on performance. This aligns with the findings of Widodo and Yandi (2022), which suggest that the better a teacher's competence, the better the performance they deliver to the organization.

H3: Competence significantly affects teacher performance.

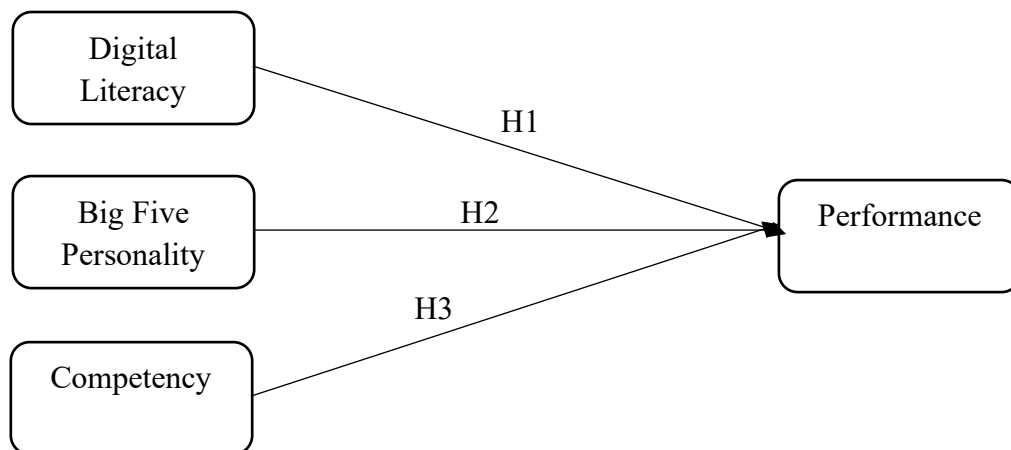


Figure 1. Conceptual Framework

METHOD

This research is a quantitative study. The population of this study consists of all teachers at Madrasah Tsanawiyah Negeri in Kebumen, with a sample of all Civil Servant Teachers (ASN) at Madrasah Tsanawiyah Negeri in Kebumen, totaling 177 individuals. According to Hair et al. (2010), an appropriate sample size typically ranges from 100 to 200 respondents. To calculate the success rate of respondents in the study, the calculation method can refer to Sugiyono (2023), which suggests that if the response rate is below 80%, it may lead to bias. The sample collected will then be analyzed using Structural Equation Modeling (SEM) with the Partial Least Squares (PLS) method, utilizing SmartPLS 4 software. This analysis technique will test the hypotheses through three stages: testing the outer model, testing the inner model, and testing the hypotheses.

RESULTS AND DISCUSSION

The respondents in this study consisted of 177 civil servant teachers from MTs N 1, MTs N 2, MTs N 3, and MTs N 7. Of the questionnaires distributed, 170 were returned, while 7 were not, resulting in a response rate of 96%. The demographic profile of the respondents is presented as follows:

Table 2 Demographic by age

No	Age Range	Total	Percentage
1	20-30	4	2,35%
2	31-40	22	12,94%
3	41-50	80	47,06%
4	51-60	64	37,65%
Total		170	100%

Source: Data Collected, 2025

The majority of respondents in this study were within the mature age groups, particularly those aged between 41 and 60 years, indicating that most participants have substantial professional experience. This distribution suggests a strong representation of seasoned educators who are likely to possess both the knowledge and practical insights relevant to the focus of the study. The relatively smaller proportion of younger respondents may also reflect generational dynamics within the teaching workforce at the selected institutions.

Table 3 Demographic by Sex

No	Sex	Total	Percentage
1	Male	64	37,65%
2	Female	106	62,35%
	Total	170	100%

Source: Data Collected, 2025

The demographic composition of the respondents based on sex shows a greater representation of female participants compared to male. This suggests that the teaching workforce in the selected institutions is predominantly female, reflecting broader trends often observed in the education sector, particularly at the school level.

Table 4 Demographic by Educational Background

No	Education Level	Frequency	Percentage
1	Bachelor's Degree (S1)	127	74,71%
2	Master's Degree (S2)	41	24,12%
3	Doctoral Degree (S3)	2	1,18%
	Jumlah	170	100%

Source: Data Collected, 2025

The majority of respondents hold a bachelor's degree, indicating that undergraduate education is the most common level of academic attainment among the participants. A smaller portion of the respondents have pursued graduate and doctoral studies, suggesting varying levels of academic advancement within the teaching workforce. This educational background reflects a solid foundation for professional practice, with some individuals demonstrating a commitment to further academic development.

Table 5 Convergent Validity and Reliability

Item	Outer Loadings	AVE	Cronbach Alpha
X1.1	0,758	0,584	0,861
X1.2	0,719		
X1.3	0,752		
X1.4	0,752		
X1.5	0,791		
X1.6	0,808		
X2.1	0,719	0,585	0,839
X2.2	0,784		
X2.3	0,826		
X2.4	0,799		
X2.5	0,762		
X3.1	0,844	0,628	0,806
X3.2	0,792		
X3.3	0,782		
X3.4	0,749		
Y1.1	0,783	0,607	0,858
Y1.2	0,771		
Y1.3	0,733		
Y1.4	0,797		

Y1.5 0,748

Y1.6 0,755

Source: Data Processed, 2025

Based on the results presented in Table 5, all items demonstrate outer loading values above the recommended threshold of 0.70, indicating strong indicator reliability. The Average Variance Extracted (AVE) values for each construct exceed 0.50, suggesting that each construct explains more than half of the variance of its indicators, thus meeting the criteria for convergent validity. Furthermore, the Cronbach's Alpha values for each construct are well above the acceptable limit of 0.70, confirming good internal consistency and reliability. Overall, the measurement model satisfies the requirements for both convergent validity and construct reliability.

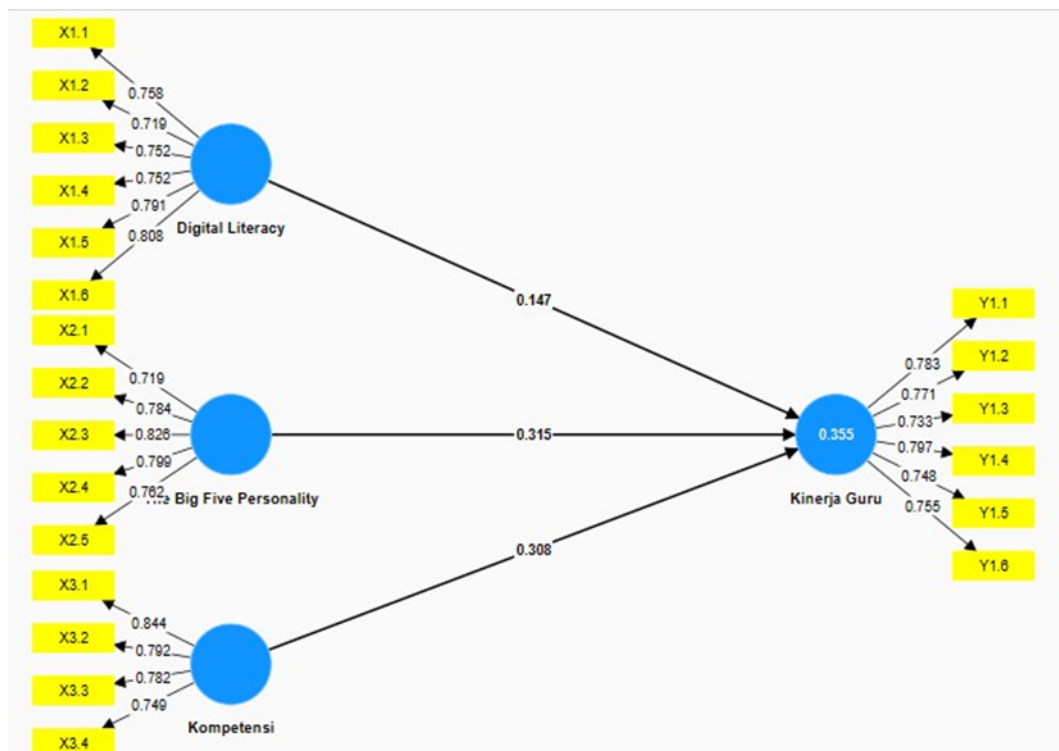


Figure 2. Analysis of Partial Least Square Structural Equation Model (PLS-SEM)

Table 6 Discriminant Validity (Heterotrait-Monotrait Ratio)

Variable	Digital Literacy	Performance	Competency
Digital Literacy			
Performance	0,297		
Competency	0,238	0,581	
Big Five Personality	0,201	0,571	0,618

Source: Data Processed, 2025

Based on the guideline provided by Henseler et al. (2015), a good discriminant validity is indicated when the HTMT (Heterotrait-Monotrait Ratio) value is below 0.90. Therefore, if the HTMT values in this study are consistently below this threshold, it would suggest that the constructs demonstrate good discriminant validity, ensuring that each construct is distinct and not highly correlated with others.

Table 7 R-Square (R^2)

Variable	R-Square	R-Square Adjusted
Performance	0,355	0,344

Source: Data Processed, 2025

The R-Square value for Performance is 0.355. This means that approximately 35.5% of the variance in the Performance variable can be explained by the independent variables used in the model. It indicates that the model has a moderate level of explanatory power. Meanwhile, the adjusted R-Square value is 0.344. This slightly lower value takes into account the number of predictors, offering a more accurate reflection of the model's overall fit.

Table 8 PLS Predict

	Q ² predict	PLS-SEM_RMSE	LM_RMSE
Y1.1	0,215	0,420	0,445
Y1.2	0,174	0,478	0,510
Y1.3	0,102	0,494	0,522
Y1.4	0,249	0,428	0,433
Y1.5	0,134	0,486	0,514
Y1.6	0,195	0,481	0,510

Source: Data Processed, 2025

Based on the table above, it can be observed that all error values from the PLS model (Root Mean Square Error) are smaller than the error values from the regression model. Therefore, it can be concluded that the research model has strong predictive power.

Table 9 Hypotheses test

	Original Sample	T-Statistics	P-Value
Digital Literacy -> Kinerja Guru	0,147	2,106	0,035
The Big Five Personality -> Kinerja Guru	0,315	4,083	0,000
Kompetensi -> Kinerja Guru	0,308	3,949	0,000

Source: Data Processed, 2025

The findings suggest that Digital Literacy has a positive and statistically significant impact on Teacher Performance. Additionally, the Big Five Personality traits exert a stronger and highly significant influence on Teacher Performance. Competency also plays a significant role in enhancing Teacher Performance. Overall, the results indicate that both personal traits and competencies are crucial factors in improving teacher performance, with the Big Five Personality traits having the most substantial effect.

Discussion

This study set out to investigate the relationship between digital literacy and teacher performance, particularly within the context of Madrasah Tsanawiyah Negeri in Kebumen. The analysis revealed a statistically significant and positive influence of digital literacy on teacher performance, as evidenced by a T-statistic value of 2.106 and a P-value of 0.035. These results confirm the acceptance of Hypothesis 1, which posits that the higher a teacher's digital literacy, the better their performance outcomes tend to be. This finding underscores the crucial role of digital competencies in today's educational environment, where the integration of technology into teaching and administrative processes has become increasingly essential. Teachers who are digitally literate are not only more efficient in delivering learning materials but are also more capable of utilizing digital platforms to enhance student engagement and learning outcomes. Furthermore, this result is consistent with prior studies, such as that of Kaliola (2023), who also found a significant and positive effect of digital literacy on teacher performance. Such alignment strengthens the validity of

the current findings and reinforces the view that fostering digital literacy among educators is a strategic move toward improving educational quality and effectiveness in the digital age.

The study also explored the role of The Big Five Personality traits in shaping teacher performance. The findings showed a strong positive relationship, with a T-statistic of 4.083 and a P-value of 0.000, leading to the acceptance of Hypothesis 2. This suggests that personality traits, particularly those associated with the Big Five, significantly contribute to teacher performance at Madrasah Tsanawiyah Negeri in Kebumen. Previous studies by Yusuf (2021) and Paus (2022) have similarly found that positive Big Five traits, such as conscientiousness and emotional stability, enhance teacher effectiveness, underscoring the significance of personality in teaching success.

Finally, the study analyzed the impact of competency on teacher performance, revealing a significant and positive influence, with a T-statistic of 3.949 and a P-value of 0.000, leading to the acceptance of Hypothesis 3. These results emphasize the importance of competency in improving teacher performance at Madrasah Tsanawiyah Negeri in Kebumen. Supporting this, research by Ambarwati et al. (2022) has shown that higher competency levels are strongly correlated with better teacher performance, highlighting the need for continuous professional development to enhance teaching quality.

CONCLUSION

Based on the findings from the research on the influence of digital literacy, The Big Five Personality traits, and competence on teacher performance at Madrasah Tsanawiyah Negeri in Kebumen, it can be concluded that all three variables significantly impact teacher effectiveness. Digital literacy emerged as a key factor that enhances the ability of teachers to integrate technology into teaching and manage digital tools efficiently, thereby improving instructional quality. Additionally, The Big Five Personality traits—particularly those related to emotional stability and stress management—play an essential role in fostering a positive and productive learning atmosphere, which is critical for both student engagement and classroom management. Competence, on the other hand, enables teachers to craft effective learning strategies that are tailored to the diverse needs and characteristics of students, ensuring that educational goals are met more efficiently. These findings highlight the importance of holistic teacher development that not only focuses on technical skills but also considers personality and pedagogical capabilities. Thus, it becomes increasingly vital for educators to engage in continuous professional development, nurture personal qualities that support resilience and adaptability, and refine their teaching competencies to achieve optimal performance in the classroom.

However, this study has some limitations in terms of the variables examined and the approach used. Future research is recommended to include additional variables or adopt a qualitative approach to explore other factors that may influence teacher performance, such as personal experience, organizational culture, or existing educational policies. Overall, the findings of this study make an important contribution both practically and theoretically, demonstrating the significant roles of digital literacy, The Big Five Personality traits, and competence in supporting improved teacher performance, especially in the face of challenges in the digitalization of education.

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