

# The Influence of Digital Competence, Digital Literacy, and Emotional Intelligence on Teacher Performance (Case Study at Senior High School 14, Tangerang City)

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## ABSTRACT

This study investigates the influence of digital competence, digital literacy, and emotional intelligence on teacher performance within a public high school in Tangerang. The research employs a quantitative approach using a survey method, with teachers as the respondents, analyzed through multiple linear regression. Findings demonstrate that digital competence, digital literacy, and emotional intelligence each exert a positive and significant effect on teacher performance. Collectively, these factors also contribute to strengthening overall professional effectiveness in the classroom. The study underscores the growing importance of integrating digital skills with emotional intelligence to enhance teacher adaptability and resilience in meeting the demands of contemporary education. Practical implications suggest that schools should provide continuous professional development focusing on technological capacity building and soft skills reinforcement. The study contributes to the literature by highlighting the complementary roles of digital and emotional competencies in shaping sustainable teacher performance.

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## INTRODUCTION

Education serves as the primary pillar of national development. The educational sector is undergoing significant transformation in the midst of globalization and rapid technological advancement, particularly in learning approaches and information management. Consequently, there is a pressing need to improve the quality of human resources in education, especially teachers. Teachers are expected not only to master subject matter but also to adapt to technology, develop strong digital literacy, and manage emotions effectively in carrying out their professional responsibilities. As educators, teachers are responsible for teaching, guiding, assessing, and training students, as well as planning, implementing, and evaluating educational processes (Priansa, 2018). To support these tasks, teachers must possess adequate competence. Integrating digital technology or information and communication technology (ICT) into learning activities and administrative preparation has

become an essential way for teachers to enhance their performance (Johanes et al., 2022). The importance of this is reinforced by the rapid growth of ICT supported by internet accessibility and devices such as smartphones, computers, and laptops (Salmita et al., 2024).

The educational paradigm has been reshaped by the advancement of digital technology, shifting from conventional methods to technology-based learning. In the present era, teachers must not only understand technology but also be capable of utilizing it to improve student learning outcomes (OECD, 2020; UNESCO, 2021). Digital skills have therefore become crucial for teachers in addressing the complexities of twenty-first century education (Roschelle et al., 2021). Digital competence refers to the ability of teachers to apply technology to create interactive and effective learning, including the use of e-learning applications, data visualization tools, and other interactive platforms (Anderson, 2020). This competence functions as a critical measure of success in digital classrooms. In the context of economics education, for example, digital technology can make lessons more engaging through market simulations or digital games based on supply and demand principles (Smith & Brown, 2020; Widodo, 2021).

Digital literacy also plays a vital role in enhancing teacher performance. In order to respond to the constantly changing demands of the digital era, educators must understand and master technological skills. The current educational system emphasizes the development of digital literacy to strengthen national character and prepare students for the independent curriculum (Aang Soenandi et al., 2021). With various tools available, teachers who effectively apply digital literacy can better fulfill their professional tasks. Competence in accessing and utilizing digital educational resources is one of the reasons digital literacy is indispensable (Surur et al., 2023). Teachers with strong digital literacy are able to search, evaluate, and use reliable online resources, as well as apply digital media such as presentations, videos, and interactive software to enrich learning.

Emotional intelligence is equally critical for human success (Ramanda et al., 2020). Teachers inevitably encounter various challenges in their teaching, which cannot always be resolved through rational intelligence alone. Emotional skills are required to handle such situations effectively. Goleman defines emotional intelligence as the ability to motivate oneself, endure in distressing conditions, control impulses and moods, and prevent overwhelming feelings from impairing rational thinking (Ramanda et al., 2020). Teacher, principal, and supervisor performance significantly affects school outcomes and overall educational quality (Nilamartini et al., 2021). Emotional management is thus an essential factor influencing teacher quality. Previous studies suggest that teachers' emotional tendencies need further examination to understand their impact on performance (Imran et al., 2020). While intellectual intelligence accounts for only a small portion of success, the larger share is determined by emotional intelligence (Abas et al., 2020). Therefore, this research aims to examine the relationship between teachers' emotional intelligence and their professional performance.

Teacher performance improves when teachers master and develop subject content, demonstrate creativity, maintain discipline, and show loyalty and commitment to teaching.

Additional aspects include collaboration with school stakeholders, leadership that inspires students, integrity, objectivity, and accountability (Lonto, 2017; Saâ, 2018). At SMAN 14 Tangerang, technology has been partially integrated into teacher performance, for example through the use of Moodle applications for student examinations, which allow teachers to instantly access scores and attendance records. Nevertheless, the broader use of modern technology such as e-learning platforms remains limited. This gap provides a critical context for evaluating how digital competence, digital literacy, and emotional intelligence influence teacher performance at SMAN 14 Tangerang.

Teachers and education staff at SMAN 14 Tangerang demonstrate high integrity, professionalism, dedication, and commitment to advancing the school. Most have met the required qualifications and are able to perform their duties responsibly. Their role extends beyond earning a livelihood; they view teaching as a personal calling, showing genuine concern and contribution to education.

The current phenomenon, however, reveals a gap between the demands of twenty-first century competencies and the actual conditions of teachers. Although digital platforms such as Moodle are available, many teachers still struggle to optimize their use due to limited digital competence and weak digital literacy, which affects the accuracy of learning resources. Emotional challenges, including stress, lack of empathy, and difficulty in managing conflict, further influence teacher–student relationships and overall performance. Ontologically, teacher performance is shaped by digital competence, digital literacy, and emotional intelligence as measurable realities in the school environment. Epistemologically, this research employs a quantitative approach through surveys and statistical regression to examine the relationships systematically.

The research gap lies in the limited studies that simultaneously investigate these three variables in Indonesian public high schools, particularly where digital learning platforms are implemented. This study seeks to fill that gap by providing a comprehensive understanding of how digital competence, digital literacy, and emotional intelligence jointly affect teacher performance.

## METHODS

This study adopts a quantitative research design with a survey approach to examine the influence of digital competence, digital literacy, and emotional intelligence on teacher performance. A quantitative design was selected because it allows for systematic measurement of variables and statistical testing of relationships among them, providing objective and generalizable results. The survey method was considered appropriate to capture data directly from teachers regarding their competencies and performance.

The population of this research consisted of all teachers at SMAN 14 Tangerang in the academic year of 2025. Considering the relatively limited population, a total sampling technique was applied, in which all teachers were included as respondents. This ensured comprehensive representation and avoided sampling bias, making the findings reflective of the actual conditions of the school.

Primary data were collected using a structured questionnaire developed based on established theoretical frameworks and previous studies. The questionnaire consisted of statements measuring digital competence, digital literacy, emotional intelligence, and teacher performance, all using a Likert scale ranging from strongly disagree to strongly agree. Before distribution, the instrument underwent expert validation to ensure clarity, relevance, and content validity.

The operationalization of variables was guided by reliable sources. Digital competence indicators were adapted from Monggilo et al. (2021), digital literacy indicators from Hague in Mendrofa (2024), emotional intelligence indicators from Goleman's framework (adapted in Novianti & Khikmah, 2024), and teacher performance indicators from CARONG (2025). The final instrument consisted of multiple items for each dimension, enabling accurate measurement of constructs.

The questionnaire was tested for validity and reliability prior to hypothesis testing. Validity was assessed using item–total correlation to ensure each indicator contributed meaningfully to its respective construct. Reliability was evaluated using Cronbach's alpha, with a threshold value of 0.70 to confirm internal consistency. Only valid and reliable items were retained for further analysis.

Data were analyzed using multiple linear regression to test both partial and simultaneous effects of the independent variables on teacher performance. Classical assumption tests, including normality, multicollinearity, and heteroskedasticity, were performed to ensure the robustness of the regression model. The significance of each predictor was examined through the t-test, while the joint influence was evaluated using the F-test. The coefficient of determination ( $R^2$ ) was also calculated to assess the explanatory power of the model. The research procedure followed several steps: preparation of the research instrument, pilot testing for reliability, distribution of questionnaires to all teachers, collection and coding of responses, statistical testing of assumptions, and hypothesis testing. Each stage was carefully implemented to maintain methodological rigor and enhance the credibility of the findings.

## RESULTS AND DISCUSSION

### Respondent Characteristics

This study involved 52 respondents from SMAN 14 Tangerang, with data collected online via Google Forms. Respondent characteristics were categorized by age, gender, education, and length of employment. The age distribution shows that the majority of teachers were between 40–50 years (34.6%) and 50–60 years (30.8%), followed by 30–40 years (28.8%) and a small portion aged 20–30 years (5.8%). Gender distribution indicates that female teachers dominate the sample at 57.7%, compared to 42.3% male teachers. Regarding education, most respondents hold a bachelor's degree (S1) at 50%, while 36% had completed senior high school or its equivalent, and smaller proportions held diploma (7%) and master's (7%) qualifications.

In terms of work experience, 46.2% of respondents had worked for 15–20 years, followed by 19.2% with 6–10 years, 17.3% with 20–25 years, and smaller proportions in other categories such as 1–5 years (9.6%), 10–15 years (5.8%), and 25–30 years (1.9%). These findings suggest that the majority of teachers at SMAN 14 Tangerang are highly experienced educators with long tenure, complemented by strong academic qualifications. The demographic profile highlights a mature, predominantly female teaching workforce with substantial professional backgrounds, supporting the school's ability to deliver stable and high-quality education.

### Descriptive Statistics

The descriptive analysis of research variables demonstrates that teachers at SMA 14 Tangerang City show high levels of digital competence, digital literacy, and emotional intelligence, which all fall into the “Very Good” category. For Digital Competence (X1), the overall mean was 4.33, with the highest score (4.53) for the statement regarding effective use of digital tools, while the lowest still remained above 4.09, reflecting strong capabilities. Digital Literacy (X2) achieved an overall mean of 4.38, with the highest score (4.55) for safe and ethical use of digital technology, while some indicators such as information analysis were slightly lower but still positive. Emotional Intelligence (X3) was also rated very highly, with an average of 4.37, indicating teachers' ability to manage emotions, build interpersonal relationships, and maintain social balance in their professional environment.

Teacher Performance (Y) received the strongest results, with an overall mean score of 4.61, placing it firmly in the “Very Good” category. All performance indicators exceeded 4.35, with the highest scores of 4.75 for motivation and responsibility in teaching duties. These findings confirm that teachers not only possess strong digital and emotional competencies but also translate them into outstanding professional performance. The consistently high results across all variables highlight a strong alignment between digital skills, literacy, emotional intelligence, and overall teacher performance, underscoring their readiness to adapt to educational demands and deliver effective learning outcomes.

### Validity Test

The validity test is an essential step to ensure that the research instrument truly measures what it is intended to measure. According to Sugiyono (2021), validity refers to the accuracy between collected data and the actual conditions of the object studied.

**Table 1.** Validity Test of Digital Competence (X<sub>1</sub>)

Item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item–Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
X1.1	38.8077	14.08	0.527	0.484	0.839
X1.2	38.7885	14.052	0.633	0.576	0.832
X1.3	38.8077	13.727	0.453	0.409	0.848
X1.4	38.9038	13.932	0.530	0.554	0.839

Item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item–Total Correlation	Squared Multiple Correlation	Cronbach’s Alpha if Item Deleted
X1.5	38.9038	14.128	0.521	0.556	0.840
X1.6	39.1538	12.721	0.727	0.616	0.820
X1.7	39.1346	13.531	0.564	0.502	0.836
X1.8	39.0192	13.431	0.605	0.558	0.832
X1.9	39.2308	13.906	0.504	0.735	0.841
X1.10	39.1923	13.962	0.499	0.675	0.842

Based on the table above, the corrected item–total correlation values are greater than the r-table value (0.273), indicating that all items are valid.

**Table 2.** Validity Test of Digital Literacy (X<sub>2</sub>)

Item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item–Total Correlation	Squared Multiple Correlation	Cronbach’s Alpha if Item Deleted
X2.1	30.5577	9.663	0.571	0.578	0.811
X2.2	30.6538	9.329	0.599	0.534	0.806
X2.3	30.7885	8.641	0.655	0.578	0.797
X2.4	30.8846	9.124	0.61	0.463	0.804
X2.5	30.8269	8.891	0.516	0.477	0.820
X2.6	30.4808	9.627	0.587	0.532	0.809
X2.7	30.5577	9.663	0.453	0.750	0.825
X2.8	30.5192	9.588	0.508	0.753	0.818

Based on the table above, the corrected item–total correlation values are greater than the r-table value (0.273). This indicates that all items are valid.

**Table 3.** Validity Test of Emotional Intelligence (X<sub>3</sub>)

Item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item–Total Correlation	Squared Multiple Correlation	Cronbach’s Alpha if Item Deleted
X3.1	39.3846	17.888	0.673	0.565	0.930
X3.2	39.4423	18.487	0.736	0.647	0.925
X3.3	39.2885	18.288	0.760	0.700	0.924
X3.4	39.2308	18.181	0.826	0.723	0.921
X3.5	39.4808	18.333	0.703	0.636	0.927
X3.6	39.3654	18.511	0.692	0.649	0.928
X3.7	39.3269	18.224	0.841	0.741	0.920
X3.8	39.2308	18.691	0.767	0.670	0.924
X3.9	39.2115	18.876	0.785	0.718	0.924
X3.10	39.2692	18.710	0.627	0.521	0.931

Based on the table above, the corrected item–total correlation values are greater than the r-table value (0.273), indicating that all items are valid.

**Table 4.** Validity Test of Teacher Performance (Y)

Item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item–Total Correlation	Cronbach’s Alpha if Item Deleted
Y1	50.9423	19.82	0.675	0.946
Y2	50.9423	19.977	0.686	0.945
Y3	50.7115	20.445	0.624	0.947
Y4	50.6923	19.59	0.814	0.940
Y5	50.8462	20.486	0.654	0.946
Y6	50.6154	20.555	0.760	0.942
Y7	50.6154	20.359	0.810	0.941
Y8	50.7115	20.523	0.716	0.944
Y9	50.5962	20.245	0.857	0.939
Y10	50.5577	20.369	0.867	0.939
Y11	50.5962	20.245	0.857	0.939
Y12	50.5577	20.369	0.867	0.939

Based on the table above, the corrected item–total correlation values are greater than the r-table value (0.273), indicating that all statements are valid.

### Reliability Test

The reliability test is an essential stage in research to ensure that the instrument used has sufficient consistency and dependability in measuring the studied variables. According to Sugiyono (2022), reliability testing aims to determine the extent to which a questionnaire, as an indicator of research variables, can produce consistent results when repeated at different times or under similar conditions.

**Table 5.** Reliability Statistics for Digital Competence (X<sub>1</sub>)

Cronbach’s Alpha	Cronbach’s Alpha Based on Standardized Items	Number of Items
0.851	0.854	10

The Cronbach’s Alpha value of 0.851 indicates that the instrument has very good reliability. This means that the questionnaire items are consistent and homogeneous in measuring the same construct. The standardized item alpha (0.854) is only slightly higher, confirming that the raw data are already stable and the scale is well designed. With a total of ten items, the alpha value of 0.851 is considered optimal, neither too low (which would indicate inconsistency) nor excessively high (>0.95, which may suggest redundancy).

**Table 6.** Reliability Statistics for Digital Literacy (X<sub>2</sub>)

Cronbach’s Alpha	Cronbach’s Alpha Based on Standardized Items	Number of Items
0.831	0.835	8

The Cronbach’s Alpha value of 0.831 indicates that the instrument has high and very good reliability. This shows that the items are consistent in measuring the same construct.

The standardized item alpha (0.835) is slightly higher, confirming that the items are measured uniformly and proportionally. With eight items, this alpha value is considered ideal, sufficiently high to ensure reliability, yet not excessively high, meaning the items still reflect meaningful variation.

**Table 7.** Reliability Statistics for Emotional Intelligence ( $X_3$ )

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Number of Items
0.932	0.936	10

The Cronbach's Alpha value of 0.932 indicates that the instrument has very high reliability. This shows that the items are consistent and homogeneous in measuring a single construct. The standardized alpha of 0.936 is slightly higher, confirming technical and statistical consistency of the scale. With ten items, an alpha above 0.90 is considered ideal, though values exceeding 0.95 may suggest redundancy. In this case (0.932), the reliability remains excellent and acceptable.

**Table 8.** Reliability Statistics for Teacher Performance ( $Y$ )

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Number of Items
0.947	0.952	12

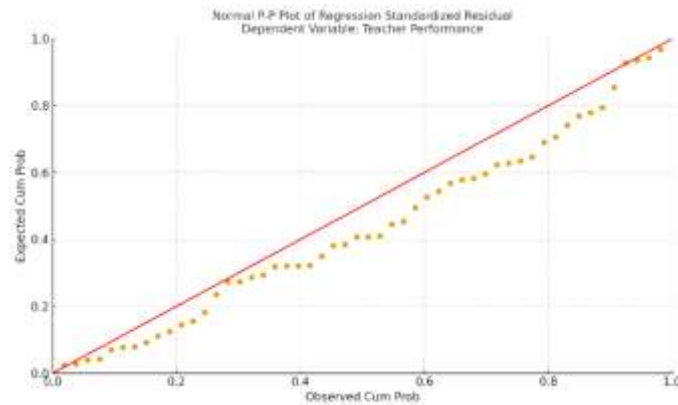
The Cronbach's Alpha value of 0.947 indicates very high reliability, meaning that the questionnaire items are highly consistent in measuring the same construct. The standardized alpha (0.952) is slightly higher, suggesting that the measurement scale is uniform and stable across respondents. With twelve items, an alpha above 0.90 reflects excellent reliability, though excessively high values ( $>0.95$ ) may indicate redundancy. In this case (0.947–0.952), the reliability is still ideal and very strong.

### Classical Assumption Test

The classical assumption test is an essential stage in regression analysis to ensure that the data meet the necessary statistical requirements for producing valid and unbiased model estimations. According to Ghazali (2018), the purpose of this test is to identify potential violations of basic assumptions, such as normality, multicollinearity, heteroscedasticity, and autocorrelation, that may affect the accuracy of regression results. Therefore, conducting the classical assumption test serves as a fundamental step prior to hypothesis testing, ensuring that the interpretation of research findings is objective and scientifically accountable.

### Normality Test

The normality test is an important stage in regression analysis to ensure that the residuals of the regression model are normally distributed. According to Ghazali (2018), this test aims to examine whether the error terms or residuals in the model follow a normal distribution, so that the estimation results can be interpreted validly and without bias. In this study, normality was tested using the Kolmogorov-Smirnov method and a normal probability plot in SPSS output. Data are considered normally distributed if the significance value is greater than 0.05, allowing further analysis without violating the basic assumptions of multiple linear regression.



**Figure 1.** Normality Test P-Plot

The points on the plot closely follow the diagonal line, indicating that the residuals are normally distributed. No curved patterns or extreme deviations are observed, suggesting no significant departures from normality. Based on the Normal P-P Plot, it can be concluded that the residuals are normally distributed, meaning the normality assumption in regression analysis is fulfilled. Therefore, the regression model is appropriate for further analysis.

### Multicollinearity Test

The multicollinearity test is an important stage in regression analysis to ensure that the independent variables in the model are not highly correlated, which could affect the accuracy of regression parameter estimates. According to Ghazali (2018), this test aims to detect the presence of strong linear relationships among independent variables so that regression results can be interpreted validly and without bias. In this study, multicollinearity was tested using the tolerance value and Variance Inflation Factor (VIF). The model is considered free from multicollinearity if the tolerance value is greater than 0.10 and the VIF value is less than 10. Thus, conducting the multicollinearity test is essential to guarantee the validity of the regression model before further hypothesis testing.

**Table 9.** Collinearity Statistics

Model	Variable	Tolerance	VIF
1	(Constant)	–	–
	Digital Competence	0.513	1.95
	Digital Literacy	0.287	3.483
	Emotional Intelligence	0.371	2.695

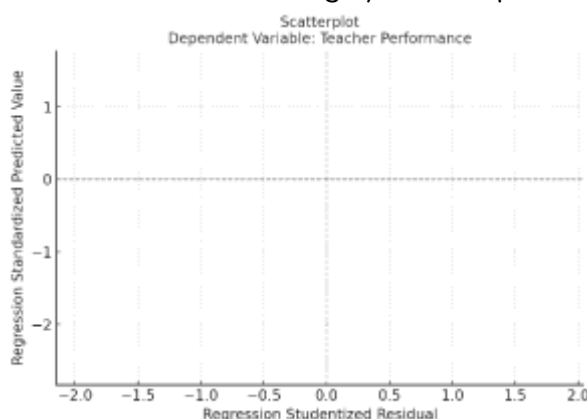
Based on the tolerance values (all above 0.10) and VIF values (all below 10), it can be concluded that there is no indication of multicollinearity among the independent variables (Digital Competence, Digital Literacy, and Emotional Intelligence). Therefore, the regression model is appropriate for further analysis.

### Heteroscedasticity Test

The heteroscedasticity test is an important stage in regression analysis to ensure that the model meets the basic statistical assumption of equal residual variance across predictor

levels. According to Ghozali (2018), this test aims to detect whether residual variances differ from one observation to another. If residual variances are not constant, heteroscedasticity occurs, which may lead to inefficient parameter estimates and biased interpretations. Therefore, testing heteroscedasticity is essential to ensure the validity and reliability of the model before further analysis.

Based on the *Scatterplot of Regression Standardized Residual vs. Regression Standardized Predicted Value*, the assumption of homoscedasticity is fulfilled. There is no significant indication of heteroscedasticity, as the residual points are randomly and evenly distributed around the zero axis without showing systematic patterns such as cones or fans.



**Figure 2.** Heteroscedasticity Test Scatterplot

Based on the scatterplot, there is no indication of heteroscedasticity. This means that the residual variance is constant (homoscedastic) across the entire range of predicted values. Thus, the homoscedasticity assumption is fulfilled, and the regression model is appropriate for further analysis.

### Multiple Linear Regression Test

Multiple linear regression analysis is a statistical method used to determine the effect of more than one independent variable on a dependent variable simultaneously. According to Sugiyono (2022), this analysis aims to test and measure the extent of contribution of each independent variable, both individually and collectively, in predicting or explaining variations in the dependent variable.

**Table 10.** Coefficients

Model	Variable	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.
1	(Constant)	17.98	2.28	–	7.887	0.000
	Digital Competence	-0.164	0.066	-0.168	2.482	0.017
	Digital Literacy	0.498	0.111	0.405	4.483	0.000

Model	Variable	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.
	Emotional Intelligence	0.618	0.071	0.693	8.718	0.000

The results of the multiple linear regression analysis are:  $Y = 17.980 - 0.164X_1 + 0.498X_2 + 0.618X_3$ . Digital Competence has a negative and significant effect on Teacher Performance, with an unstandardized coefficient (B) of -0.164, a standardized coefficient (Beta) of -0.168, and a significance value of 0.017 ( $< 0.05$ ). This means that higher digital competence, in this context, does not necessarily improve performance, and may even reduce it if not balanced with other factors such as adaptability or readiness to apply digital skills effectively. The negative coefficient suggests that while teachers may possess digital skills, their integration into teaching activities may not always translate into higher performance without proper alignment with pedagogy.

In contrast, Digital Literacy and Emotional Intelligence both show strong and positive significant effects. Digital Literacy has a coefficient (B) of 0.498, Beta of 0.405, with a significance of 0.000, indicating that better digital literacy skills contribute substantially to teacher performance. Emotional Intelligence emerges as the strongest predictor, with a coefficient (B) of 0.618, Beta of 0.693, and a significance of 0.000, demonstrating that the ability to manage emotions and interpersonal relationships is highly influential in enhancing teacher performance. Overall, these findings highlight that while digital skills are essential, emotional intelligence and the effective use of digital literacy play a more dominant role in determining performance outcomes.

### Analysis of the Coefficient of Determination

The analysis of the coefficient of determination is an essential step in quantitative research to measure how much the independent variables can explain the variation in the dependent variable.

**Table 11.** Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.942	0.888	0.881	1.465

The results show that the multiple regression model consisting of Digital Competence, Digital Literacy, and Emotional Intelligence has a very strong relationship with Teacher Performance ( $R = 0.942$ ) and explains 88.8% of its variation ( $R^2 = 0.888$ ). Thus, the regression model is highly effective in predicting teacher performance based on these three independent variables.

### Discussion

This study aimed to examine the influence of Digital Competence, Digital Literacy, and Emotional Intelligence on Teacher Performance at SMAN 14 Tangerang City. Based on the

results of multiple linear regression analysis, the interpretations are as follows: The regression coefficient is positive and significant at 0.498 (Sig. = 0.000), indicating that digital literacy has a significant positive effect on teacher performance. Interpretation: The higher the teachers' ability to understand, evaluate, and use digital information, the better their performance in delivering lessons, managing classrooms, and utilizing technology for learning. The regression coefficient is positive and significant at 0.618 (Sig. = 0.000), making it the most dominant variable influencing teacher performance (Beta = 0.693). Interpretation: High emotional intelligence enables teachers to manage their own emotions, understand the emotions of others (especially students), and build good interpersonal relationships. This is crucial for creating a conducive learning climate, which directly improves performance. The R Square value is 0.888, meaning that 88.8% of the variation in Teacher Performance can be explained by the three variables. The remaining 11.2% is influenced by other factors not examined in this study.

Overall, the study shows that Digital Literacy and Emotional Intelligence have significant positive effects on Teacher Performance, with Emotional Intelligence being the most dominant factor. Meanwhile, Digital Competence shows a significant negative effect, indicating the need for evaluation of how technology is applied by teachers so that its use becomes more effective and purposeful.

#### 1. Influence of Digital Competence on Teacher Performance

The regression coefficient is negative and significant at -0.164 (Sig. = 0.017 < 0.05). This means that the higher the digital competence, the more likely it is to reduce teacher performance. This may occur because, although teachers possess digital skills, the technology is not always effectively applied in teaching. It may also result from insufficient integrated training or a mismatch between the technology mastered and the actual learning needs. Thus, Digital Competence has a negative and significant effect on teacher performance, as shown by the significance value of 0.017 (<0.05) and the negative regression coefficient of -0.164. This implies that if digital skills are not effectively integrated into the learning process, they may negatively impact teacher performance.

#### 2. Influence of Digital Literacy on Teacher Performance

Digital Literacy has a positive and significant effect on teacher performance, with a significance value of 0.000 and a positive regression coefficient of 0.498. This indicates that teachers with stronger abilities to understand, evaluate, and properly utilize digital information tend to demonstrate better performance.

#### 3. Influence of Emotional Intelligence on Teacher Performance

Emotional Intelligence also has a positive and significant effect, with a significance value of 0.000 and the highest regression coefficient of 0.618. This means that teachers with high emotional intelligence are able to manage emotions, build good interpersonal relationships, and create a conducive learning environment, thereby greatly enhancing their performance.

## CONCLUSION

This study concludes that teacher performance is significantly influenced by the integration of digital competence, digital literacy, and emotional intelligence. The findings highlight that digital literacy and emotional intelligence contribute positively to the enhancement of teacher performance, with emotional intelligence emerging as the most dominant factor. Teachers who are able to understand, evaluate, and utilize digital information effectively demonstrate stronger classroom management, clearer communication, and better use of technology in the learning process. In addition, teachers with high emotional intelligence are capable of managing their own emotions, understanding the feelings of students, and fostering positive relationships, which in turn creates a supportive and productive learning environment. Conversely, digital competence was found to exert a negative influence on teacher performance. This suggests that while teachers may possess technical skills, these abilities are not always aligned with pedagogical needs or effectively applied in classroom practice. Such findings emphasize the need for continuous professional development and training programs that not only strengthen digital skills but also integrate them meaningfully into teaching strategies. Overall, the results underline the importance of balancing technical capabilities with emotional and cognitive skills, ensuring that teachers are well-prepared to face the challenges of modern education and to optimize learning outcomes.

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