Digital Competence and Teacher Work Motivation as Determinants of ASN Performance in Improving the Quality of Education at SMA Negeri 19 Medan

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Abstract

In the midst of technological developments and demands to improve the quality of education, the performance of ASN/teachers is an important factor that determines the success of the education process in schools. This study aims to analyze the influence of digital competence and work motivation on the performance of ASN/teachers in an effort to improve the quality of education at SMA Negeri 19 Medan. This study uses a quantitative approach with a survey method. The population in this study was also used as a sample, namely 42 ASN teachers. Data was collected through questionnaires and analyzed using multiple linear regression with the help of statistical tests that included validity, reliability, classical assumption tests, and hypothesis tests. The results of the study showed that digital competence had a positive and significant effect on the performance of ASN/teachers, which means that the better the teacher's ability to utilize digital technology, the better their performance in carrying out learning tasks and educational administration. Meanwhile, work motivation did not have a significant effect on performance, which shows that work motivation has not been the main factor that directly affects teacher performance. However, simultaneously, digital competence and work motivation still have an effect on the performance of ASN/teachers in supporting the improvement of the quality of education in schools.

***Keywords**: digital competence, work motivation, teacher performance*

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Introduction

In the era of the industrial revolution 4.0 and increasingly massive digital transformation, educational institutions are required to adapt quickly and comprehensively. Teachers as State Civil Apparatus (ASN) play a central role in realizing superior quality education. Teachers who have good digital skills tend to be better able to develop learning innovations, increase work productivity, and produce a higher quality learning process (Tian et al., 2025). The quality of teacher performance is not only determined by pedagogical ability, but also by digital competence and work motivation (Bawden, 2008; Voogt et al., 2013) (Voogt et al., 2013; Bawden, 2008).

Strengthening employee professional competence can be one of the important strategies to improve work outcomes and the quality of task implementation (Nofrizal et al., 2025). Research (Redecker, 2017) emphasizing that teachers' digital competencies include the ability to integrate technology in learning, manage digital information, communicate online, and create innovative digital content. Studies conducted by (Tondeur et al., 2016) It found that teachers who have high digital competence significantly contribute to improving the quality of the teaching and learning process and student learning outcomes. In Indonesia, Government Regulation Number 74 of 2008 concerning Teachers mandates the need to master information technology as part of the professional competence of ASN teachers.

Although competence is very important in the digital transformation in the world of education, it does not fully guarantee the achievement of good performance if it is not supported by high work motivation (Nurnabilah & Apriadi, 2025). (Saleh et al., 2024) also states that work motivation is one of the factors that affect employee performance. A teacher's ability to carry out his duties and duties at school is greatly influenced by his motivation, both from outside and from outside (Apriliani et al., 2025). Motivational theory put forward by (Deci & Ryan, 2000) Explains that intrinsic motivation, the drive born from within an individual due to a sense of satisfaction, interest, and relevance of tasks, has a greater impact on performance than extrinsic motivation. Work motivation is closely related to commitment to public service, perception of workload, reward system, and organizational climate (Perry & Wise, 1990). Several studies have shown a positive correlation between teachers' work motivation and organizational performance. Research (Colquitt et al., 2018) revealed that high work motivation has a direct effect on productivity, creativity, and organizational commitment.

SMA Negeri 19 Medan as one of the public high schools in Medan City faces real challenges in efforts to improve the quality of education. School quality report data for 2022-2023 shows that several quality indicators, especially in the dimensions of graduate competencies and learning processes, are still below the national average. Global digital competition and the demands of the Merdeka Learning curriculum emphasize the urgency of transforming teachers' digital competencies. A survey conducted by the Ministry of Education and Culture (2021) revealed that around 40% of teachers in Indonesia are still in the basic digital literacy category, not being able to utilize technology optimally in the learning process. This condition is also exacerbated by the COVID-19 pandemic which has forced the acceleration of the adoption of online learning without adequate competency readiness (Cahyani et al., 2020). At SMA Negeri 19 Medan, the researcher's initial observation found that there were still teachers who had difficulties in operating digital learning platforms, designing technology-based materials, and utilizing digital data for assessment purposes.

The performance of ASN in the education sector is measured through various dimensions, including the effectiveness of the implementation of teaching duties, work productivity, quality of service to students, and innovation in learning. Law Number 5 of 2014 concerning the State Civil Apparatus emphasizes that the performance of ASN must be results-oriented, accountable, and with integrity. Optimal teacher performance has direct implications for the achievement of nationally standardized quality of education through the National Education Standards (SNP). Research (Lunenburg & Ornstein, 2012) stated that teacher performance is the strongest

predictor of the quality of education at the school level. Based on the background description above, this study is designed to empirically analyze the influence of digital competencies and teachers' work motivation on the performance of ASN in improving the quality of education at SMA Negeri 19 Medan.

Literature Review

2.1 Teachers' Digital Competencies

According to(Wibowo, 2019), competence is an ability to carry out or perform work or tasks based on skills and knowledge, and supported by the work attitude set by the job. According to (Fikri et al., 2026) Digital competence is an individual's ability to use information and communication technology to support the implementation of work. Teachers' digital competencies are a set of knowledge, skills, attitudes, and strategies needed by an educator to utilize digital technology effectively, critically, creatively, and responsibly to support the learning process, professional development, and creation of new knowledge (Redecker, 2017). Meanwhile, (Voogt et al., 2013) explained that teachers' digital competence is reflected in the ability to effectively integrate technology, pedagogy, and learning content through the concept of *Technological Pedagogical Content Knowledge* (TPACK), which emphasizes that teachers must be able to integrate content, pedagogical, and technological knowledge synergistically Competent employees are able to understand tasks well, complete work effectively and efficiently, and minimize errors in work (Tanjung et al., 2026).

2.2 Teachers' Work Motivation

The needs of each employee are different, so the motivation needed or needed is different from each other. To achieve the goals of the predetermined work, high motivation is needed for each employee (Pragiwani et al., 2020). According to (Robbins & Judge, 2022) Motivation is a process that explains a person's intensity, direction, and perseverance in achieving a goal. Motivation is important because with this motivation it is expected that individuals or employees are willing to work hard and be enthusiastic to achieve maximum work performance (Scott, 2018). (Mangkunegara, 2020)) defines work motivation as a condition that moves employees to be able to achieve organizational goals effectively and efficiently. Teacher work motivation is defined as internal and external psychological motivation that drives, directs, and maintains teachers' work behavior consistently in order to achieve the set educational goals (Deci & Ryan, 2000). In research (Saleh et al., 2024) It is important to note that employee work motivation has two dimensions, namely the dimension of internal motivation and the dimension of external motivation. Work motivation can be a force that comes from within a person who is able to arouse, direct, and influence individuals to have intensity and perseverance in behaving voluntarily when carrying out work. Teachers who have high work motivation will show enthusiasm in developing competencies, improving the quality of learning, and contributing to the achievement of educational quality.

2.3 Performance of ASN (Teacher)

According to (Scott, 2020) Performance is the result of work that can be achieved by a person or a group of people in the organization, according to their respective authority and responsibility, in order to achieve the goals of the organization concerned legally, not against the law and in accordance with morals and ethics". Teacher performance reflects the level of success of teachers in carrying out the learning process, educational administration, professional development, and their contribution to improving the quality of education. According to (Armstrong & Taylor, 2023) Performance is the result of work related to the achievement of organizational goals as measured through certain quality and quantity standards. Meanwhile, (Mangkunegara, 2020) states that employee performance is the result of quality and quantity of work achieved by an employee in carrying out tasks in accordance with the responsibilities given. In the digital era, employee performance is greatly influenced by the ability to utilize technology (Fikri et al., 2026).

Research Methodology

This study uses a type of quantitative research with an associative approach. The quantitative approach is used to test the influence of digital competence and work motivation on the performance of ASN teachers at SMA Negeri 19 Medan objectively through statistical data processing. The population in this study is all ASN teachers who serve at SMA Negeri 19 Medan as many as 42 people. Given that the population is relatively small and less than 100 people, the sampling technique used is **saturated sampling (census),** where all members of the population are used as research samples. The data collection technique is carried out through the distribution of questionnaires using a five-point Likert scale, ranging from strongly disagree to strongly agree. The data analysis technique used was multiple linear regression analysis with the help of *the Statistical Package for Social Sciences* (SPSS) program. The multiple linear regression equation model used was:

$$\mathbf{Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + e}$$

Description:

Y : Performance of ASN Teachers
a : Konstanta
b_1, b_2 : Regression Coefficient
X_1 : Digital Competence
X_2 : Work Motivation
e : Error (interrupter error)

Results

4.1 Descriptive Statistical Analysis

Descriptive statistical analysis is an analysis method used to describe and summarize the characteristics of research data through statistical measures such as mean, percentage, frequency, and standard deviation (Sugiyono, 2023).

Table 1. Descriptive Statistical Analysis

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Digital Competence	42	14	28	19.98	4.135
Work Motivation	42	15	30	22.60	4.208
Employee Performance	42	1	8	5.07	2.146
Valid N (listwise)	42				

Based on Table 1 of descriptive statistical analysis, it is known that the number of respondents (N) is 42 people. The digital competency variable has a minimum value of 14, a maximum of 28, with an average of 19.98 and a standard deviation of 4.135 which shows quite diverse data variations. The work motivation variable has a minimum value of 15, a maximum of 30, with an average of 22.60 and a standard deviation of 4.208 which also shows a relatively varied data distribution. Meanwhile, the employee performance variable has a minimum value of 1, a maximum of 8, with an average of 5.07 and a standard deviation of 2.146 which shows that the level of respondent performance is in the medium category with a not too large data variation.

4.2 Test Instruments

a. Validity Test

Validity testing is a test to determine the accuracy of the research instrument in measuring the variables being studied, which is done by correlating the score of each question item with the total score and comparing the *calculated r* value with *the r* of the table or looking at its significance value (Sugiyono, 2023).

Table 2. Validity Test

Variabel	Indicators	r-count	r-table	Remarks
Digital Competence	X1.1	.637***	0,3044	Valid
	X1.2	.666***	0,3044	Valid
	X1.3	.485**	0,3044	Valid
	X1.4	.715***	0,3044	Valid
	X1.5	.404**	0,3044	Valid
	X1.6	.514***	0,3044	Valid
	X1.7	.469**	0,3044	Valid
	X1.8	.565***	0,3044	Valid
	X1.9	.387*	0,3044	Valid
	X1.10	.566***	0,3044	Valid
Work Motivation	X2.1	.622***	0,3044	Valid
	X2.2	.388*	0,3044	Valid
	X2.3	.661***	0,3044	Valid
	X2.4	.658***	0,3044	Valid
	X2.5	.554***	0,3044	Valid
	X2.6	.375*	0,3044	Valid
	X2.7	.480**	0,3044	Valid
	X2.8	.649***	0,3044	Valid
	X2.9	.650***	0,3044	Valid
	X2.10	.434**	0,3044	Valid
Employee Performance	Y1	.531***	0,3044	Valid
	Y2	.691***	0,3044	Valid
	Y3	.431**	0,3044	Valid
	Y4	.538***	0,3044	Valid
	Y5	.634***	0,3044	Valid
	Y6	.504***	0,3044	Valid
	Y7	.466**	0,3044	Valid
	Y8	.755***	0,3044	Valid

Based on Table 2 of the validity test, all indicators on the variables of digital competence, work motivation, and employee performance have a greater r-count value than the r-table (0.3044) so that all items are declared valid in measuring the research variable.

b. Reliability Test

Reliability testing is a test to determine the level of consistency and reliability of the research instrument, which is carried out by calculating the value of the reliability coefficient, generally using Cronbach's Alpha, where the instrument is declared reliable if the Alpha value ≥ 0.70 (Sugiyono, 2023).

Table 3. Reliability Test

Cronbach's Alpha	N of Items	Indicators	Remarks
.729	10	0,7	Reliabel
.718	10	0,7	Reliabel
.705	8	0,7	Reliabel

Based on Table 3 of the reliability test, all research variables had a Cronbach's Alpha > value of 0.70, which was 0.729; 0,718; and 0.705 so that all instruments are declared reliable or consistent for use in the study.

4.3 Classic Assumption Test

a. Normality Test

The normality test is a test carried out to find out whether the research data is normally distributed or not, which is generally carried out using the Kolmogorov-Smirnov, Shapiro-Wilk method, or looking at the significance value (Sig.) > 0.05 as an indicator of normally distributed data (Sugiyono, 2023).

Table 4. Kolmogorov-Smirnov test

One-Sample Kolmogorov-Smirnov Test

			Unstandardized Residual
N			42
Normal Parameters[a,b]	Mean		.0000000
	Std. Deviation		1.82288918
Most Extreme Differences	Absolute		.126
	Positive		.100
	Negative		-.126
Test Statistic			.126
Asymp. Sig. (2-tailed)[c]			.089
Monte Carlo Sig. (2-tailed)[d]	Say.		.089
	99% Confidence Interval	Lower Bound	.082
		Upper Bound	.097

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

Based on Table 4 of the Kolmogorov-Smirnov test, the value of Asymp. Sig. (2-tailed) is 0.089 > 0.05 so that it can be concluded that the residual data is normally distributed and meets the assumption of normality in the regression model.

b. Multicollinearity Test

The multicollinearity test is a test conducted to determine whether there is a very high relationship between independent variables in a regression model, which is generally seen from the values of Tolerance (> 0.10) and Variance Inflation Factor (VIF < 10) (Sugiyono, 2023).

Table 5. Multicollinearity Test

Coefficients[a]

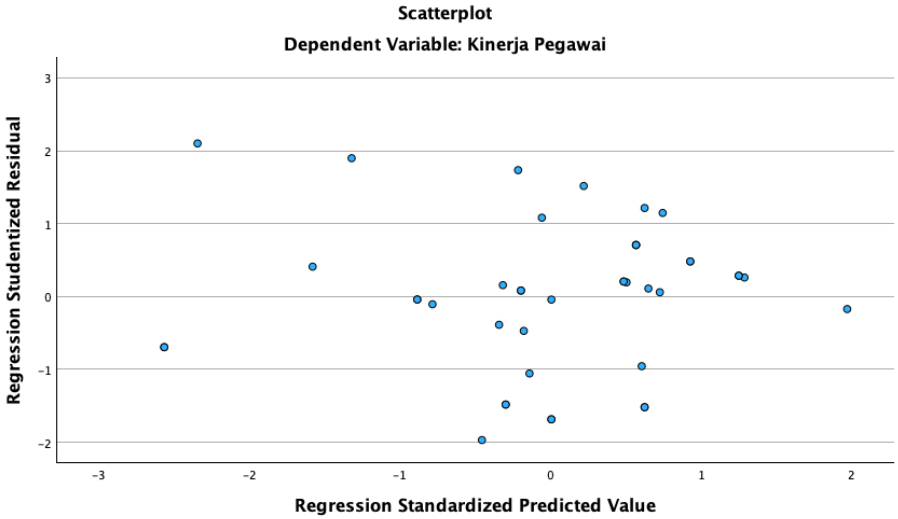
Model		Collinearity Statistics	
		Tolerance	LIVE
1	Digital Competence	.990	1.010
	Work Motivation	.990	1.010

a. Dependent Variable: Employee Performance

Based on Table 5 of the multicollinearity test, the variables of digital competence and work motivation have a tolerance value of 0.990 (> 0.10) and VIF of 1.010 (< 10), so it can be concluded that multicollinearity does not occur in the regression model.

c. Heterokedasticity Test

The heterokedasticity test is a test carried out to find out whether there is a residual variance inequality in the regression model, which is generally tested through a scatterplot or Glejser test, where the absence of a certain pattern indicates that heterokedasticity does not occur (Sugiyono, 2023).



Gambar 1. Scatterplot

Based on Figure 1 of the scatterplot, it can be seen that the dots are randomly spread above and below the zero line and do not form a specific pattern, so it can be concluded that the regression model does not experience symptoms of heterokedasticity and meets classical assumptions.

4.4 Multiple Linear Regression Analysis

Multiple linear regression analysis is a statistical method used to determine the influence of two or more independent variables on one dependent variable and predict the magnitude of changes in dependent variables based on changes in independent variables (Sugiyono, 2023).

Table 6. Multiple Linear Regression Analysis

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Say.
1	(Constant)	7.000	2.034		3.442	.001
	Digital Competence	.250	.071	.482	3.527	.001
	Work Motivation	.136	.070	.266	1.949	.059

a. Dependent Variable: Employee Performance

Based on Table 6 multiple linear regression analysis, the following regression equations are obtained:

$Y = 7.000 + 0.250X_1 + 0.136X_2$

Where X_1 is digital competence and X_2 is work motivation. The coefficient value shows that digital competence has a positive effect of 0.250 on employee performance, which means that every increase in one unit of digital competence will increase employee performance by 0.250 units assuming other variables are constant, while work motivation also has a positive effect of 0.136 which means that every increase in one unit of work motivation will increase employee performance by 0.136 units assuming other variables are fixed.

4.5 Uji Hypothesis

a. T test (Partial)

The t-test (partial) is a statistical test used to determine the influence of each independent variable on the dependent variable individually in a regression model, where the variable is declared to have an effect if the *t-value is calculated* > the t-value *of the table or the significance value < 0.05 (Sugiyono, 2023).*

Table 7. T-test (Partial)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Say.
1	(Constant)	7.000	2.034		3.442	.001
	Digital Competence	.250	.071	.482	3.527	.001
	Work Motivation	.136	.070	.266	1.949	.059

a. Dependent Variable: Employee Performance

Based on Table 7 of the t-test (partial) with a total of 42 samples, the degree of freedom (df) = 42 − 2 − 1 = 39 was obtained so that the t-value of the table at the significance level of 0.05 was 2.022. The test results showed that the digital competency variable had a t-count of 3.527 greater than the t-table of 2.022 with a significance value of 0.001 < 0.05, so that H_0 was rejected and H_1 was accepted, which means that digital competence has a positive and significant effect on the performance of ASN/teachers at SMA Negeri 19 Medan, so that the higher the digital competence of ASN teachers, the better their performance in supporting the improvement of the quality of education. Meanwhile, the work motivation variable has a t-count of 1.949 smaller than the t-table of 2.022 with a significance value of 0.059 > 0.05, so that H_0 is accepted and H_1 rejected, which means that work motivation does not have a significant effect on the performance of ASN/teachers at SMA Negeri 19 Medan.

b. F Test (Simultaneous)

The F test (simultaneous) is a statistical test used to determine the influence of independent variables together on dependent variables in a regression model, where it is stated to have an effect if the value *of F* is calculated > *Ftable* or the significance value < 0.05 (Sugiyono, 2023).

Table 8. Test F (Simultaneous)

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Say.
1	Regression	52.546	2	26.273	7.521	.002[b]
	Residual	136.240	39	3.493		
	Total	188.786	41			

a. Dependent Variable: Employee Performance

b. Predictors: (Constant), Work Motivation, Digital Competence

Based on Table 8 of the F test (simultaneous), the F value of the table was obtained from the distribution of F with the degree of freedom df1 = k − 1 (2 − 1 = 2) and df2 = n − k (42 − 2 − 1 = 39) at a significance level of 0.05, so that the F table was obtained around 3.24. The test results showed that the F-calculation value was 7.521 with a significance of 0.002 < 0.05, so that F-calculated > F-table (7.521 > 3.24). Thus, H_0 was rejected and H_1 was accepted, which means that digital competence and work motivation simultaneously had a significant effect on the performance of ASN/teachers at SMA Negeri 19 Medan in supporting the improvement of the quality of education.

4.6 Coefficient of Determination (R^2)

The determination coefficient (R^2) is a statistical measure used to find out how much an independent variable is able to explain the variation of dependent variables in a regression model, where the closer it is to 1 means the stronger the influence is (Sugiyono, 2023).

Table 7. Coefficient of Determination (R^2)

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.528[a]	.278	.241	1.869

a. Predictors: (Constant), Work Motivation, Digital Competence

b. Dependent Variable: Employee Performance

Based on Table 7 of the determination coefficient (R^2), an R Square value of 0.278 was obtained which means that digital competence and work motivation were able to explain the variation in the performance of ASN/teacher at SMA Negeri 19 Medan by 27.8%, while the remaining 72.2% was influenced by other variables outside the research model, and the Adjusted R Square value of 0.241 showed the ability of the adjusted model in explaining employee performance by 24.1%.

4.6 Discussion

a. The Influence of Digital Competence on ASN/Teacher Performance

The results of the study showed that digital competence had a positive and significant effect on the performance of ASN/teacher at SMA Negeri 19 Medan, based on the t-test which showed t-count 3.527 > t-table 2.022 with a significance of 0.001 < 0.05. This shows that the higher the digital competence of teachers, especially in the use of learning technology and digital administration, the better the performance produced in supporting the improvement of the quality of education in the school. This is in line with the research (Fikri et al., 2026) and (Nurnabilah & Apriadi, 2025) which states that digital competence affects employee performance.

b. The Effect of Work Motivation on ASN/Teacher Performance

The results of the study showed that work motivation did not have a significant effect on the performance of ASN/teacher at SMA Negeri 19 Medan, based on the t-test which showed t count 1.949 < t table 2.022 with a significance of 0.059 > 0.05. This indicates that the work motivation possessed by teachers has not been the main factor that determines performance improvement, because there may be other factors such as work systems, workloads, or technology support that are more dominant in influencing performance. In line with the research (Pragiwani et al., 2020) that motivation has no effect on employee performance.

c. The Effect of Digital Competence and Work Motivation Simultaneously on ASN/Teacher Performance

The results of the study show that digital competence and work motivation simultaneously have a significant effect on the performance of ASN/teachers at SMA Negeri 19 Medan, based on the F test with an F value of 7.521 > F table 3.24 and a significance of 0.002 < 0.05. This shows that the two variables together play a role in improving teacher performance, although the contribution of the model explanation is 27.8% (R^2), so there are still other variables outside the research that also affect performance in efforts to improve the quality of education.

Conclusion

Based on the results of the research that has been conducted at SMA Negeri 19 Medan, it can be concluded according to the research hypothesis as follows:

1. Digital competence has a positive and significant effect on the performance of ASN/teachers, which is proven through the t-test with a t-value of 3.527 > t table 2.022 and a significance of 0.001 < 0.05, so that H_0 is rejected and H_1 is accepted.
2. Work motivation has no significant effect on the performance of ASN/teachers, which is evidenced by the t-value calculated as 1.949 < t table 2.022 and the significance of 0.059 > 0.05, so that H_0 is accepted and H_1 is rejected.
3. Digital competence and work motivation simultaneously had a significant effect on the performance of ASN/teachers, as evidenced by the F test with F calculated 7.521 > F table 3.24 and a significance of 0.002 < 0.05, as well as an influence contribution of 27.8% (R^2), so that H_0 was rejected and H_1 was accepted.

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