



Teacher Performance in the Era of Digital Transformation: The Influence of Digital Competence and Organizational Support Moderated by Work Motivation

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Abstract

The rapid advancement of digital technology has significantly transformed the education sector, presenting both opportunities and challenges for improving teacher performance. This study investigates the influence of digital competence and organizational support on teacher performance, with work motivation serving as a moderating variable. A quantitative approach was employed using Moderated Regression Analysis (MRA) with SPSS software. The research sample consisted of 205 teachers from private senior high schools in Bandar Lampung, Indonesia. The results indicate that digital competence and organizational support both have a positive and significant impact on teacher performance. Moreover, work motivation significantly moderates the relationships between these independent variables and teacher performance, strengthening their effects. These findings highlight the importance of empowering teachers through continuous digital training and organizational initiatives. It is recommended that schools establish teacher learning communities, provide performance-based incentives, offer psychological support, and foster collaborative environments to enhance overall educational quality in the digital era.

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INTRODUCTION

The rapid advancement of digital technologies in the era of Society 5.0 has redefined the demands placed on human capital across sectors, including education (Kopp et al., 2019). In schools, teachers are increasingly expected to engage with digital tools not only as instructional aids but as essential components of pedagogical practice (Redecker, 2017; Çebi dan Reisoglu, 2020). However, navigating these shifts requires more than access to technology; it demands transformation in how teachers work, adapt, and perform within evolving institutional ecosystems (Lindfors et al., 2021).

Private senior high schools often experience greater volatility than their public counterparts. In regions such as Bandar Lampung, Indonesia, many of these institutions face high teacher turnover, inconsistent access to infrastructure, and fragmented policy implementation (Wijayanti, 2020). While national curricula mandate the integration of information and communication technologies (ICT), the local implementation often depends on each school's initiative. Some schools have adopted modern software-based learning tools, while others struggle with outdated methods due to limited digital infrastructure and weak institutional investment (Cahyarini, 2021; Indira et al., 2020). The infrastructural challenges are supported by findings from the Lampung Teacher Development Center (2025), which indicate poor internet access, limited laboratory space, and overcrowded environments as key factors hampering teaching performance. The preliminary findings from a study conducted in 54 private senior high schools in Bandar Lampung City indicate

that more than 60% of the schools face significant challenges related to the availability and adequacy of computer laboratories (see Figure 1).

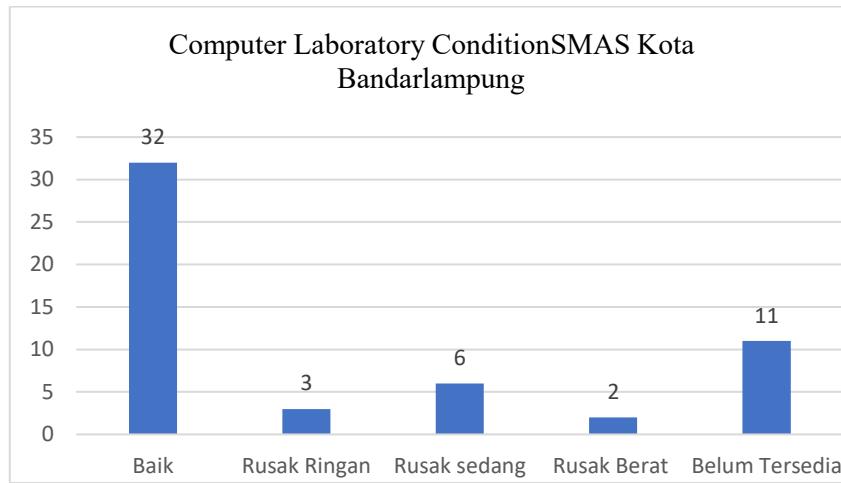


Figure 1. Number and Condition of Computer Laboratories in Senior High Schools in Bandar Lampung City, 2025

Most of the laboratories still use outdated equipment, have unstable internet connections, and lack sufficient space to support ICT-based learning activities. Some schools even reported having no dedicated laboratory at all, making it difficult for teachers to effectively integrate technology into the learning process. These findings reinforce the assumption that limited digital infrastructure weakens the effectiveness of implementing a curriculum based on digital competencies. These conditions often prevent teachers from experimenting with innovative instructional models or accessing professional development. As [Mateos-Moreno & Bravo-Fuentes \(2023\)](#) observed, even teachers who claim to have strong digital skills frequently express skepticism about their capacity to implement digital competence effectively in the classroom.

Performance disparities in such environments cannot be explained by institutional factors alone. Individual digital competence, defined not only by tool familiarity but also by the ability to select, evaluate, and integrate digital content, remains a crucial predictor of teacher effectiveness ([Cahyarini, 2021](#); [Gallardo et al., 2015](#); [Gilster & Watson, 1997](#)). Yet, evidence shows that digital competence alone may not guarantee improved performance unless paired with organizational support and intrinsic motivation ([Ngongo et al., 2023](#)). Organizational support, defined as the extent to which individuals perceive that their organization values their contributions and well-being, can significantly shape workplace behavior ([Alshaabani et al., 2021](#); [Eisenberger et al., 1986](#)). In educational settings, such support might include fair workloads, access to professional learning communities, and administrative responsiveness. [Salinas \(2020\)](#) found that perceived organizational support is positively correlated with teacher performance, particularly in schools that actively recognize effort and promote collaboration.

Yet the role of organizational support can be moderated by motivational factors. Research shows that motivated teachers are more likely to engage in self-directed learning and persist in overcoming obstacles ([Apriyanti, 2019](#)). Conversely, when motivation is lacking, even the most resource-rich environments may fail to yield improved outcomes. [Mylona & Mihail \(2019\)](#) further emphasize that organizational support loses its influence on development participation if the broader work environment is perceived as unsupportive or restrictive.

Recent empirical work confirms that motivation not only affects performance directly but also moderates the relationship between both competence and organizational support with performance ([Kurniasih et al., 2022](#)). Moreover, it can strengthen or weaken the translation of skills and resources into measurable outputs. For example, motivated teachers are more likely to utilize digital platforms creatively, despite limitations in infrastructure, while less motivated ones may underperform even when given optimal conditions.

Despite these dynamics, limited studies have simultaneously explored the interactive effects of digital competence, organizational support, and motivation on teacher performance, particularly in the context of Indonesian private high schools. Much of the existing literature focuses on public institutions or treats these variables in isolation, leaving a gap in understanding how they combine to influence performance outcomes in more volatile settings (Chen et al., 2020; Pacheco & Coello-Montecel, 2023; Tampubolon & Pakuan, 2022).

This study aims to examine how digital competence and perceived organizational support influence the performance of private senior high school teachers in Bandar Lampung, with work motivation serving as a moderating variable. By integrating these dimensions, the study contributes a more comprehensive understanding of teacher performance that accounts for both individual capabilities and institutional contexts. Unlike previous research that tends to isolate these factors, this study emphasizes their interaction, particularly in underexplored private school settings. The findings are expected to inform practical strategies for school leaders in designing support systems that not only build digital capacity but also enhance motivation. At the policy level, the study highlights the importance of aligning digital transformation initiatives with contextual realities, ensuring that teacher well-being and institutional support remain central to reform efforts.

METHOD

This study adopts a quantitative cross-sectional survey design to examine the relationships among digital competence, perceived organizational support, work motivation, and teacher performance. The population comprised all private senior high school teachers in Bandar Lampung, totaling 1,031 individuals, as documented in the 2025 database of the Ministry of Education and Culture. The sample size was determined using the recommendation by Hair et al. (2019) and Halpern et al., (2021), who suggest a minimum of 5–10 observations per estimated parameter. With 41 measurement items across all constructs, a minimum of 205 respondents was required. A probability sampling approach was employed, utilizing simple random sampling, to ensure that every teacher in the population had an equal chance of being selected.

Primary data were collected through a structured questionnaire administered directly to the selected respondents. All participants were briefed about the study's objectives and assured of anonymity and confidentiality. The research instrument used in this study consisted of four main constructs, each measured through multiple items adapted from validated sources. Digital competence was assessed using 15 items that captured teachers' abilities and confidence in utilizing digital tools for instructional purposes, managing digital resources, and integrating technology in pedagogical practices. These items were adapted from Redecker's (2017) framework, which emphasizes the multidimensional nature of digital skills in education, including technological literacy, digital communication, and innovation in teaching. The second construct, perceived organizational support, was measured using 6 items derived from the scale developed by Eisenberger et al. (1986). These items focused on teachers' perceptions of how much their institutions value their contributions, provide necessary resources, and demonstrate concern for their professional well-being. This construct reflects the institutional environment that can either enable or hinder individual performance. Work motivation, serving as a moderating variable, was operationalized through 16 items designed to capture both intrinsic and extrinsic motivational dimensions. These items were adapted from frameworks grounded in Maslow's theory and refined by Barzakhi (2020), encompassing aspects such as achievement, recognition, personal growth, job security, and salary satisfaction. The inclusion of motivation aims to capture the psychological mechanism through which digital competence and institutional support may translate into actual performance outcomes. Lastly, teacher performance was measured through four items adapted from Waeyenberg et al. (2020), which reflected task completion, goal attainment, instructional effectiveness, and professional commitment. These indicators were selected to represent observable and relevant outcomes aligned with institutional expectations and student learning quality.

All items were rated using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). All measurement items were pretested for clarity and relevance. Prior to

hypothesis testing, validity and reliability analyses were conducted to ensure the robustness of the measurement instruments.

The collected data were processed and analyzed using Statistical Package for the Social Sciences (SPSS) version 27. Descriptive statistics were used to characterize the sample, followed by inferential analysis. The main hypothesis testing employed Moderated Regression Analysis (MRA) to assess both the direct effects of digital competence and perceived organizational support on teacher performance, as well as the moderating role of work motivation in these relationships.

RESULTS AND DISCUSSION

Results

This section presents the results of the study, which aimed to examine the effects of digital competence and organizational support on the performance of private senior high school teachers in Bandar Lampung, with work motivation as a moderating variable. This study involved 205 teachers from private senior high schools in Bandar Lampung who responded to the administered questionnaire. Detailed information on the respondents' general characteristics is presented in Table 1.

Table 1. Respondent Characteristics

Category	Detail	Number	Percentage
Gender	Male	51 people	24,9 %
	Female	154 people	75,1 %
Age	31-35 years	28 people	13,7 %
	36-40 years	4 people	2,0 %
	41-45 years	10 people	4,9 %
	46-50 years	4 people	2,0 %
	51-55 years	14 people	6,8 %
	< 30 years	131 people	63,9 %
	>55 years	14 people	6,8 %
Educational Level	Less than a Bachelor's Degree	33 people	16,2 %
	Bachelor's Degree or higher	172 people	83,8 %

The Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO MSA) test was used to validate each questionnaire item. The validity testing approach employed in this study was factor analysis, conducted using the SPSS program. The results of the validity test measurements are presented in Table 2.

Table 2. Validity Test Results

Variable	Question Item	KMO Measuring of Sampling Adequacy	Loading Factor	Description (>0,5= valid)
Digital Competence	X1.1	0,967	0,720	Valid
	X1.2		0,702	Valid
	X1.3		0,728	Valid
	X1.4		0,771	Valid
	X1.5		0,776	Valid
	X1.6		0,744	Valid
	X1.7		0,830	Valid
	X1.8		0,766	Valid
	X1.9		0,789	Valid
	X1.10		0,736	Valid
	X1.11		0,751	Valid
	X1.12		0,781	Valid
	X1.13		0,762	Valid
	X1.14		0,761	Valid
	X1.15		0,762	Valid
Organizational Support	X2.1	0,874	0,746	Valid
	X2.2		0,714	Valid
	X2.3		0,763	Valid
	X2.4		0,723	Valid

Variable	Question Item	KMO Measuring of Sampling Adequacy	Loading Factor	Description (>0,5= valid)
Work Motivation	X2.5	0,919	0,754	Valid
	X2.6		0,778	Valid
	M.1		0,840	Valid
	M.2		0,841	Valid
	M.3		0,833	Valid
	M.4		0,822	Valid
	M.5		0,801	Valid
	M.6		0,812	Valid
	M.7		0,762	Valid
	M.8		0,750	Valid
	M.9		0,753	Valid
	M.10		0,739	Valid
	M.11		0,731	Valid
	M.12		0,750	Valid
	M.13		0,771	Valid
Teacher Performance	M.14	0,749	0,802	Valid
	M.15		0,822	Valid
	M.16		0,831	Valid
	Y.1		0,855	Valid
	Y.2		0,881	Valid
	Y.3		0,875	Valid
	Y.4		0,777	Valid

The validity test in this study aimed to ensure that each item in the questionnaire accurately measured the intended construct. An item is considered valid if it has a loading factor greater than 0.5. Based on the analysis of responses from 205 participants, as shown in Table 2, all items measuring the digital competence (X1) construct were found to be valid. Similarly, all items related to perceived organizational support (X2) and work motivation (Z) demonstrated satisfactory validity values. For the teacher performance (Y) construct, the Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO-MSA) value exceeded 0.5, indicating that the data were suitable for further analysis. Thus, all items in this research instrument were deemed valid and appropriate for use in the model testing.

In addition, the Cronbach's Alpha coefficient value of 0.7 indicates that all indicators have good internal consistency in measuring each variable (Sekaran, 2017). This finding reinforces the earlier results on validity and confirms that the instruments used in this study are reliable. The results of the reliability test are presented in Table 3.

Table 3. Reliability Test Results

Variable	Construct Reliability	Significance	Description
Digital Competence (X1)	0,947	0,7	Reliable
Organizational Support (X2)	0,841	0,7	Reliable
Work Motivation (M)	0,960	0,7	Reliable
Teacher Performance (Y)	0,869	0,7	Reliable

The results of the reliability test, as presented in Table 3, indicate that all variables in this study exhibit satisfactory internal consistency, with Cronbach's Alpha coefficients exceeding the recommended threshold of 0.7 (Sekaran, 2017). Specifically, the digital competence variable (X1) achieved a reliability score of 0.947, reflecting a very high level of internal consistency. The perceived organizational support variable (X2) obtained a Cronbach's Alpha of 0.841, suggesting that the items are strongly interrelated and consistently measure the intended construct. The work motivation variable (M) recorded the highest reliability score of 0.960, confirming the stability and coherence of the instrument in capturing motivational aspects. Lastly, the teacher performance variable (Y) showed a reliability coefficient of 0.869, indicating that the instrument reliably

measures teacher performance. These results collectively confirm that the measurement instruments used in this study are reliable and suitable for accurately assessing each construct.

The results of the hypothesis testing indicate that all independent variables significantly influence the dependent variable. The results of the Moderated Regression Analysis (MRA) test can be seen in Table 4.

Table 4. Results of the Moderated Regression Analysis (MRA)

Model	Coefficients ^a			t	Sig.
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta		
(Constant)	4,662	1,321		3,529	0,001
Digital Competence	0,048	0,018	0,194	2,650	0,009
Organizational Support	0,145	0,054	0,206	2,678	0,008
Digital Competence * Work Motivation	0,001	0,000	0,246	3,192	0,002
Organizational Support * Work Motivation	0,001	0,000	0,186	2,304	0,022

Table 4 presents the results of the regression analysis using the Moderated Regression Analysis (MRA) method, processed with SPSS version 27. The regression equation obtained from the analysis is as follows:

$$Y = 0,194 X_1 + 0,206 X_2 + 0,246 M * X_1 + 0,186 M * X_2 + e$$

Based on the results of the moderated regression analysis, several key conclusions can be drawn. The regression coefficient for the digital competence variable (X_1) is 0.194, indicating a positive effect on teacher performance. Similarly, organizational support (X_2) has a coefficient of 0.206, also reflecting a positive contribution to teacher performance. Furthermore, the interaction between digital competence and work motivation ($M * X_1$) yields a coefficient of 0.246, suggesting that work motivation enhances the influence of digital competence. Likewise, the interaction between organizational support and work motivation ($M * X_2$) shows a coefficient of 0.186, indicating that motivation strengthens the effect of organizational support. These results demonstrate that both individual and contextual factors, along with their interactions, contribute positively to improving teacher performance in private senior high schools in Bandar Lampung.

This conclusion is further supported by the T-test results, which reveal that the calculated T-values for each independent and interaction variable exceed the critical T-table threshold, with significance values (p-values) consistently below 0.05. These statistical findings confirm that digital competence (X_1), perceived organizational support (X_2), and the moderating role of work motivation (M) are significant predictors of teacher performance (Y). Consequently, all proposed hypotheses are accepted and empirically validated, emphasizing the importance of addressing both individual skills and institutional support systems alongside motivational factors when seeking to enhance teacher performance in private educational settings.

Discussion

A teacher's competence plays a critical role in determining their effectiveness in completing tasks and achieving performance targets. Teachers with high levels of competence, particularly in digital skills, tend to exhibit greater productivity and efficiency. Digital competence, which includes the ability to use information technology optimally, can enhance empowerment and self-confidence among teachers in fulfilling their professional roles (Bachrudin, 2025). The findings of this study support this notion, showing that digital competence has a significant positive effect on the performance of teachers in private senior high schools in Bandar Lampung. The hypothesis testing results through regression analysis show a coefficient of 0.194 for this variable, with a significance value below 0.05, indicating that the hypothesis asserting the influence of digital competence on performance is statistically supported.

In addition to individual competencies, organizational support is also proven to positively contribute to teacher performance. Schools that provide support through infrastructure, training, and a conducive work climate can encourage teachers to perform more effectively. This aligns with the findings of [Rasool et al. \(2021\)](#), which suggests that organizational support and well-being significantly contribute to improved work performance. The regression results in this study show that organizational support has a coefficient of 0.206 with a significance level below 0.05, indicating a significant positive effect on teacher performance. This support includes the provision of educational facilities, regular professional development programs, and recognition of teacher achievements.

Furthermore, work motivation is proven to moderate the influence of digital competence on performance. Teachers with high digital competence are more likely to be motivated to deliver optimal performance when they are internally driven. This finding is consistent with the views of [Ratri et al. \(2022\)](#) and [Berghe et al. \(2014\)](#), who suggest that work motivation strengthens the relationship between competence and performance. The regression analysis shows that the interaction between digital competence and work motivation has a coefficient of 0.246 with a statistically significant value, confirming that motivation enhances the effect of digital competence on teacher performance. This phenomenon is particularly relevant in private senior high schools in Bandar Lampung, where most teachers are young and tech-savvy, with a strong drive to grow professionally.

Similarly, the interaction between organizational support and work motivation shows a positive effect on performance, with a regression coefficient of 0.186. This means that organizational support becomes more effective when teachers are highly motivated. Motivation amplifies the influence of institutional conditions by enhancing teachers' psychological readiness to engage, persist, and perform. While [Saltson \(2015\)](#) found a direct link between organizational support and teacher performance, but he did not find a moderating effect of motivation. However, this study's findings are in line with [Kim et al., \(2016\)](#), who demonstrated that work motivation can strengthen the relationship between perceived organizational support and performance, particularly when extended to extra-role performance. In the case of Bandar Lampung, providing adequate school facilities and fostering an encouraging work environment can spark teachers' motivation, thereby enhancing their commitment and performance.

The hypothesis testing results further reinforce these relationships. The T-values for all independent and interaction variables exceeded the T-table values, and their p-values were less than 0.05. These results confirm that digital competence, organizational support, and their interactions with motivation all significantly influence teacher performance. Thus, the study affirms that performance is not merely a linear result of individual competence or institutional backing, but an outcome of their dynamic interplay with motivational factors. This insight has practical implications for school administrators and policymakers: empowering teachers requires both structural support and attention to their internal drive.

LIMITATION

This study has several limitations related to its scope and methodological approach. First, the research was conducted solely in private senior high schools in Bandar Lampung, which limits the generalizability of the findings to other educational levels or public schools with different organizational characteristics. Second, the measurement of work motivation and teacher performance relied exclusively on self-reported questionnaire data, which may be subject to respondent bias. Third, the study did not examine other potential external factors, such as local government policies or support from the educational community, which might also influence the dynamics among the studied variables. Future research should consider adopting a mixed-methods approach and expanding the sample scope to provide a more comprehensive understanding of the phenomena.

CONCLUSION

This study confirms that digital competence and organizational support each have a significant and positive effect on teacher performance in private senior high schools in Bandar

Lampung. Furthermore, work motivation serves as a moderating variable that strengthens these relationships, demonstrating that the combination of individual capability, institutional support, and internal drive plays a critical role in enhancing teacher performance. These findings suggest that sustainable improvements in teacher outcomes require not only the development of digital skills and adequate organizational support but also the fostering of a motivated and engaged teaching workforce. Future research should consider expanding the sample to include public schools or institutions from different regions to increase generalizability. It is also recommended to apply a mixed-methods approach in order to explore qualitative insights that may not be captured through quantitative data alone. Additionally, future studies could examine external influences such as government policy, community involvement, and leadership style as potential factors affecting the dynamics of teacher performance.

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