Analysis of Junior High School Teacher's Professional Commitment with Digital Literature Perspective and SelfEfficiency

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Analysis of Junior High School Teacher's Professional Commitment with Digital Literature Perspective and Self-Efficiency

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ARTICLE INFO	ABSTRACT
	One aspect that contributes to the quality of education in Indonesia, which is still low, is the commitment of the teaching profession to carry out the work. Based on the data and direct observation, it was found that the professional commitment of the teacher was quite good but not optimal. This study aims to analyze the positive and significant influence of digital literacy on the commitment of the teaching profession in the Rantepao District. The survey is quantitative to find factual facts in decision-making. With a population of State Junior High School teachers in the Rantepao sub-district and the research, the sample is 122 state ASN teachers in Rantepao District, using a questionnaire instrument. The instrument was validated by experts and tested on 30 teachers of ASN 3 SMP Negeri in North Toraja Regency to obtain a valid and reliable instrument. Based on the analysis results obtained conclusions through a simple regression equation = 1.840 + 0,600X. The digital literacy regression coefficient is positive at 0.600 with a sig value of 0.002. smaller than α= 0,05. There is a positive and significant effect of digital literacy on the commitment of the teaching profession by 32,3%, and other factors influence the rest.

I. Introduction

According [2], the low quality of education in Indonesia is undoubtedly related to the status of each element of the education system, including the equity and quality of teachers, curriculum, teaching materials and resources, infrastructure, and an evenly conducive learning environment. The quality of teachers is the key to improving the quality of education [2]. This is because teachers are the main link in implementing education in schools. As a profession, teachers are required to meet quality standards according to the rules in Law No. 14 of 2005 concerning Teachers and Lecturers, Chapter IV article 8 states, "teachers are required to have academic qualifications, competencies, educator certificates, physically and mentally healthy, and can realize the goals of national education." Included in the law are competencies including pedagogic, personality, social, and professional [3]. To improve teacher performance, teachers' professional commitment is needed personally and in an organization [4]. The commitment of the teaching profession directs the school to achieve a change in the goal setting the school.Said [5] that loyalty to the task has a considerable influence on the commitment of the teaching profession, which can be seen through the attitude of teachers who are responsible and able to innovate with the development of science and technology, namely digital literacy.

Digital literacy is the ability to find, evaluate, generate and communicate information using information and communication skills, which require cognitive and technical skills, this shift occurs when digital technology becomes more common, and the amount of information available is wider [6]. Analyzing messages in different formats for written identification, achievements, and perspectives, as well as evaluating content quality and effectiveness [7]. Digital literacy that is less than optimal poses a risk to teachers with low credibility in providing information sources. Based on the percentage of public school certification in Rantepao District, North Toraja Regency, the teachers at the school have not been 100% certified because they have not met the requirements, one of which

is that they have not passed the UKG, meaning that the commitment of the teaching profession can be said to be still low. Quality report card data from one of the public schools in Rantepao District, North Toraja Regency, namely SMP Negeri 2 Rantepao, in 2019 and 2020, especially the value on the standard process has decreased. Based on the data and direct observations at the school, it was found that the professional commitment of the teacher was quite good but not optimal because the SNP achievement category had a lower limit of 6.67 and an upper limit of 7 from the score data obtained by the school the achievement was leading.

Best (1994) in [8] states that Committed people perform specific actions that they believe are morally right and not personally beneficial. Where the expertise of the professional profile must be made explicit, periodic feedback should be provided to support the individual in directing his behavior to meet better job expectations [9]. The definition aspect is knowledge, applicative abilities/skills. It has become the standard for assessing the teaching profession because teachers must commit to the school [10]. According to [11], professional commitment becomes a teacher's reference in work. A high level of professional dedication on the part of an educator as an implementer of the educational process will foster trust and preserve the reputation of the profession and its institutions. In the field of education, the dedication of educators to their vocation is vital. Teachers with high commitment can carry out their duties and responsibilities well through planning to evaluation [12]. According to [13], higher returns/results and less absenteeism are factors that develop in individual commitment to the organization. According to Ali (2020), the teaching profession's commitment helps them devote themselves to their profession as teachers. Every teacher is committed not only to their pupils and their school, but also to the teaching profession as a lifelong learner. Based on this concept, it can be concluded that the teaching profession's commitment is the teachers' dedication to their profession with a strong desire for professional development in providing equal opportunity and equal distribution of success for all students. Thus, the indicator of commitment to the teaching profession uses five dimensions of commitment to the teaching profession: commitment to the learner, commitment to the society, commitment to the profession, commitment to excellence for professional actions, and commitment to fundamental values.

Digital literacy is the capability to access, organize, interpret, utilize, and communicate information from multiple sources using computer devices [14]. Paul Gilster in [15] groups them into four core competencies that a person needs to possess so that they can be said to be digitally literate, namely Internet Searching, Hypertextual Navigation, Content Evaluation, and Knowledge Assembly. This is in line with one of the main goals of education, which is to provide them with the ability to sort and choose positive things online and offline. The minutes also remind the need for multi-stakeholder collaboration in digital literacy. Undeniably, the digital era that contributes to the dissemination and creation of digital information has an impact on information anxiety, therefore, teachers must be technologically proficient, especially in digital literacy. Educators need the skills to apply information and communication technology in the teaching and learning process to develop professional competencies that they must have, although not all teachers can use them [16]. Slamet et al. (2021) explain that finding, evaluating, and correctly and responsibly obeying the law in interacting with digital literacy as knowledge and skills in applying digital media is the definition of digital literacy.

In the regulation of the Minister of Education and Culture No. 23 of 2015, for 15 minutes before starting the learning process, reading compulsory literature [17] in digital form, gathering in a network makes literacy activities very enjoyable [18] because of the digital literacy of teachers, namely skills are also an inevitable need to encourage the development of quality information and education [19]. The era of the industrial revolution 4.0 requires innovative teachers who can implement curriculum demands with technology currently applied to junior and senior high school education [3]. According to [1], digital literacy is critical to be mastered by everyone because it is essential to participate in the development of the times and hope that it will not be affected by the dissemination of information that can cause losses due to incorrect or false information. Therefore, teacher digital literacy can be interpreted as the ability of teachers to apply information technology and communicate in the learning process. Exchanging various information is the general meaning of communication and does not question whether the activity is persuasive or informative. And nowadays, teachers are challenged to create, collaborate and share various digital content that can be accounted for..

II. Methods

This research will be carried out using a quantitative approach. Collecting data in the study utilizing a questionnaire/questionnaire instrument as a measuring tool to determine digital literacy and commitment to the teaching profession. Data collection by distributing questionnaire sheets. Then the data were collected and processed to prove the hypothesis using a Likert scale. Based on the results of the research analyzed using SPSS 26 software. The research data that has been collected will then be processed so that the results of this study can be found.

III. Result and Discussion

Questionnaires were distributed to 122 respondents with 79 questions, each with 24 statements on the digital literacy variable, and 25 on the variable commitment to the teaching profession. Collecting data in research using a questionnaire/questionnaire instrument as a measuring tool to determine digital literacy and responsibility to the teaching profession. Data collection by distributing questionnaire sheets. Then the data were collected and processed to prove the hypothesis using a Likert scale. Based on the results of the research, which were analyzed using SPSS 26 software (Statistical Product and Service Solutions) for windows, the statistical description of the research data was obtained as follows:

Table 1. Description of Research Result Data

Description	Variable	
	X (Digital Literacy)	Y (Teacher Professional Commitment)
N	122	122
Range	1.79	1.36
Minimum	3.13	3.64
Maximum	4.92	5
Mean	4.37	4.46
Std. Deviation	0.30	0.31

Source: Processed results of SPSS 26, 2022

According to table 1 above, 122 research respondents obtained the mean of each variable, teacher professional commitment (Y) 4.45 and digital literacy (X) 4.37. This means that respondents tend to respond more and more very well to each variable. The average value of the teacher commitment variable has the highest value. The standard deviation of the variable of teacher professional commitment (Y) is 0.31, and digital literacy (X) is 0.30, meaning that the variation in the data for each variable of teacher professional commitment (Y) and digital literacy (X) tends to be almost the same.

The distribution of scores for the commitment of the teaching profession, digital literacy, and teacher efficacy in the study can be seen in the following:

Table 2. Distribution of Research Results Data Score

Variable	Interval	Category	Frequency	Percentage
Digital literacy	> 4.20	Very good	85	69.67
	$3.41 < x \le 4.20$	Good	36	29.51
	$2.61 < x \le 3.40$	Enough	1	0.82
	$1.81 < x \le 2.60$	Bad	0	0
	≤ 1.80	Very Bad	0	0
	Total		122	100
Teacher Professional Commitment	> 4.20	Very good	93	76.23
	$3.41 < x \le 4.20$	Good	29	23.77
	$2.61 < x \le 3.40$	Enough	0	0
	$1.81 < x \le 2.60$	Bad	0	0
	≤ 1.80	Very Bad	0	0
	Total		122	100

Source: Results of data processing using Microsoft Excel, 2022

According to table 2, it can be seen that the teacher's perception score on digital literacy with the highest frequency or number of respondents is > 4.20, as much as 85 or 69.67%; the second is $3.41 < x \le 4.20$ with a frequency of 36 or 29.51%; and the third is $2.61 < x \le 3.40$ with a frequency of 1 or 0.82%. The average perception score of ASN teachers at State Junior High Schools in the Rantepao

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District regarding digital literacy is 4.37 in the interval > 4.20. Digital literacy is in the very good category based on respondents' opinions. The teacher's perception score of teacher professional commitment with the highest frequency or number of respondents is > 4.20, as much as 93 or 76.23%, the second is 3.41 < x ≤ 4.20 with a frequency of 29 or 23.77%. The average perception score of ASN teachers at State Junior High Schools in the Rantepao District regarding the commitment to the teaching profession is 4.46, which is in the interval > 4.20 if the teacher's professional commitment is in a very good category, according to the opinion of the respondents.

Below is a table containing the results of a simple regression analysis of variables X and Y

Table 3. Results of Simple Regression Analysis X and Y

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.840	.339		5.427	.000
	DIGITAL LITERACY	.600	.077	.577	7.746	.000
a. Dependent Variable: TEACHER PROFESSIONAL COMMITMENT						

Source: Results of data processing with SPSS 26

Following Table 3 above, the results of simple regression analysis between digital literacy variables and teacher professional commitments at the SPSS 26 output from the coefficients table, in column B a constant of 1.840 is obtained and a regression coefficient of 0.600. The simple linear regression equation becomes = 1,840 + 0.600X. From this equation, it can be explained that every one one unit increase in digital literacy is followed by an increase in the commitment of the teaching profession by 0.600 units at a constant of 1,840. The digital literacy regression coefficient of 0.600 means that digital literacy has increased by one, then the commitment of the ASN teacher profession at State Junior High Schools throughout the Rantepao District will increase by 0.600.

Below is the result of a simple correlation test calculation of the X variable to the Y variable.

Table 4. Simple Correlation Test Results X Against Y

Correlations		Digital Literacy	Teacher Professional Commitment
Digital Literacy	Pearson Correlation	1	.577**
	Sig. (2-tailed)		.000
	N	122	122
Teacher Professional Commitment	Pearson Correlation	.577**	1
	Sig. (2-tailed)	.000	
	N	122	122
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: Data processed with SPSS 26, 2022

Table 4 shows that the sig value of 0.000 is smaller than $\alpha = 0.05$, which means that the correlation coefficient between X and Y is significant. Because the value of the correlation coefficient is positive, namely 0.577. It was concluded that the digital literacy variable had a positive and significant effect on the commitment of the ASN teacher profession at State Junior High Schools in Rantepao District, with a moderate relationship on the interpretation of the correlation coefficient between digital literacy and the commitment of the teaching profession.

Research hypothesis:

$H_a: \beta = 0$:There is no positive and significant effect between digital literacy and the commitment of the ASN teacher profession at State Junior High Schools in the Rantepao District.

$H_a: \beta \neq 0$:There is a positive and significant influence between digital literacy and the commitment of the ASN teacher profession at State Junior High Schools throughout the Rantepao District.

The results of the t-test analysis of digital literacy variables on the commitment of the ASN teacher profession at State Junior High Schools in the Rantepao District are:

Table 5. T-test of Variable X against Y

Variable	t_{count}	t_{table}	Value Significance
X against Y	3,182	1,980	0.002

Source: Data processed with SPSS 26, 2022

From table 5, it is obtained that t_{count} is 3.182 and the significance is 0.002. Because $t_{count} > t_{table}$ (3.182 > 1.980) and the significance value < significant level (0.002 < 0.05). Digital literacy has a significant effect on the commitment of the teaching profession with a positive relationship direction at a significant level of 0.05 (5%), or digital literacy has a positive and significant (significantly significant) effect on the commitment of the teaching profession with a 95% confidence level.

The following is a table of the results of calculating the coefficient of determination of the X variable.

Table 6. Model Summary Determination of Variable X

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.577a	.333	.328	.25735	.333	59.995	1	120	.000

a. Predictors: (Constant), DIGITAL LITERACY

Source: Data processed with SPSS 26, 2022

From the SPSS output in the summary model table, it can be seen that the value of R square is 0.333, meaning that the contribution of the digital literacy variable to the variable commitment of the ASN teacher profession at State Junior High Schools in Rantepao District is 33.3%. Other factors influence the remaining 66.7%.

Teacher digital literacy is defined as the teacher's ability to apply information technology and communicate in the learning process. Based on the results of testing the effect of digital literacy on the commitment of the teaching profession, the results obtained that digital literacy has a positive and significant (significantly significant) impact on the commitment of the teaching profession at the 95% confidence level, which can be seen in the tcount > ttable (3,182 > 1,980) and the significance value < significant level (0.002 < 0.05). The regression coefficient of the digital literacy variable (X) is 0.182, which means that when digital literacy (X) increases by 1 unit, the contribution to the commitment of the teaching profession (Y) increases by 0.182. The coefficient is positive on the commitment of the teaching profession (Y) the more digital literacy (X) increases, the more commitment of the teaching profession (Y). Based on the descriptive analysis, it can be seen that the digital literacy of state junior high school ASN teachers in Rantepao District, North Toraja Regency, is in the very good category with an average of 4.37 digital literacy variables. Technology-skilled teachers will increase their professional commitment by creating innovation and creativity through digital literacy. Likewise, with the results of a simple regression analysis through a simple linear regression equation = 1.840 + 0.600X, it can be explained that each increase in one unit of digital literacy is followed by a rise in the commitment of the teaching profession by 0.600 units at a constant of 1.840. This means that if the value of digital literacy is 0, then the commitment of the teaching profession is 1,840. The digital literacy regression coefficient of 0.600 indicates that digital literacy has increased by one, then the commitment of the ASN teacher profession at State Junior High Schools throughout the Rantepao District will increase by 0.600 Such conditions are a challenge for state junior high school ASN teachers in the Rantepao Distri to be able to continue to improve the quality of digital literacy so that it will increase again because the era of the industrial revolution 4.0 requires innovative teachers who can implement curriculum requirements with technology that is currently applied to junior secondary education [3]. From the results of simple regression analysis, the t-count p-sig value of 0.000. Based on the comparison of p-sig with $\alpha = 0.05$, according to the test criteria, p-

sig 0.000 is smaller than the significance level of $\alpha = 0.05$. So it can be concluded that there is a positive and significant influence between digital literacy and the commitment of the ASN teacher profession at State Junior High Schools in the Rantepao District. Also, in the correlation analysis test, the sig value of 0.000 is smaller than $\alpha = 0.05$, which means the correlation coefficient between X1 and Y is significant. Because the correlation coefficient value is positive, namely 0.577, it can be concluded that there is a positive and significant influence between digital literacy and the commitment of the teaching profession at State Junior High Schools in the Rantepao District.

Digital literacy by state school ASN teachers is one of the competencies that can increase the commitment of the teaching profession, which is directly related to learning activities carried out by teachers in the learning process and other school activities. Improving the quality of learning is the goal of digital literacy by state junior high school ASN teachers in the Rantepao District. Digital literacy by State Junior High School ASN teachers in the learning process must be professionally involved in utilizing digital learning resources in the teaching and learning process, assessing, empowering students, and being able to become facilitators maximally and adequately so that it affects increasing the digital literacy competence of State Junior High School ASN teachers in the Rantepao District which has an impact on the commitment of the teaching profession. The results showed that it was still 29.51% in the good category and 0.82% in the good enough category. And from the correlation coefficient value, which is 0.577, it can be concluded that there is a moderate relationship between digital literacy and the commitment of ASN teachers in State Junior High Schools in the Rantepao District $(0.400 - 0.599)$ on the interpretation of the correlation coefficient between digital literacy and commitment to the teaching profession. As educators, teachers need skill in applying information technology in the teaching and learning process to develop professional competencies that must be possessed, although not all teachers have these abilities [16]. As stated in Law number 15 of 2005 regarding teachers and lecturers in chapter IV article 8.

Therefore, with good cooperation, teacher competence will further develop through professional assistance and support from the school and related parties. Education is carried out continuously and programmed because it can increase the pedagogical elements of the commitment of the teaching profession by referring to the digital literacy competency frame of reference for teachers as educators, including professional teacher involvement, digital learning resources, teaching and learning, assessment, empowering learners and being able to facilitate learners with digital competencies [20]. The high digital literacy competence of ASN teachers at State Junior High Schools in the Rantepao District will increase the teaching profession's commitment to improving the quality of learning. Because through the research results from the SPSS output summary model, the coefficient of determination shows that the R square value is 0.333, which means that the contribution of the digital literacy variable to the teacher professional commitment variable is 33.3%.

IV. Conclusion

Digital literacy has a positive and significant effect (significantly significant) on the commitment of the ASN teacher profession at State Junior High Schools in Rantepao District at a 95% confidence level which can be seen in the value of t count > t table $(3.182 > 1.980)$ from the simple linear regression equation to $= 1.840 + 0.600X$. The digital literacy regression coefficient of 0.600 means that digital literacy has increased by one, then the commitment of the ASN teacher profession at State Junior High Schools throughout the Rantepao District will increase by 0.600. From the analysis, results obtained a t-count sig value of 0.002. according to the test criteria, sig 0.002 is smaller than the significance level $\alpha = 0.05$. With an influence of 33.3%, the rest is influenced by other factors.

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