





The role of digital literacy in increasing educators work motivation

Alifah Raihanah¹ 
Annisa Putri Andani² 
Fadhilah Rauf³ 
Pratiwi Rahmah Hakim⁴ 

¹⁻⁴ UIN Raden Mas Said Surakarta, Sukoharjo, Indonesia

ABSTRACT

This study aims to analyze and determine the role of digital literacy in increasing work motivation for teacher performance. Data collection uses study literature and uses a qualitative approach by analyzing research results from several existing journal articles. In this study, the authors analyzed the data listed in the results of the study. The results of this study show that the role of digital literacy in improving learning is very important in achieving learning goals and work motivation variables and has a positive influence on educator performance. The use of the latest technology produces human resources who have superior competence. Based on the results of the research and discussion that has been described, it can be concluded that digital literacy is very important in increasing teacher work motivation to be pursued by stakeholders so that these teachers have high creativity

KEYWORDS

digital literacy; work
motivation; educators

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Introduction

Teachers are one of the important factors in determining the quality of education. There are at least nineteen roles of teachers in learning activities. Motivation is an encouragement both internally and externally to do and not do something. Motivation can be interpreted as an action of a management in improving the career path through work achievements in an educational institution. Digital literacy is a person's ability to operate digital devices for the implementation of learning that is carried out online so that it requires teachers to hone their skills in operating all-digital equipment or mastering the digitization of learning (Ardian, 2019).

The relationship between motivation is close to work productivity, where the higher the level of motivation a person is, the more enthusiastic they are to complete work and results faster with quality according to established standards. Therefore, if the teacher has high work motivation, they usually have high performance as well. This means that any increase in teacher work motivation will provide a very meaningful improvement for the improvement of teacher performance in carrying out their work. So, the relationship between the variables of motivation and performance is that motivation has a positive effect on teacher performance (Sudargini, 2021).

This study focuses on the role of digital literacy in motivating educators. Inspirational teachers must have basic skills related to digital concepts. In the context of digital literacy, every teacher needs the ability to be able to access, analyze, create, reflect, and act using a variety of digital devices, as a form of strategy in communicating (Putra & Negara, 2021).

Literature review

Writer	Title	Country	Study Design
Anis Nurilahi, Dian Hidayati, Amirul Hidayat, Rahmannisa and JuwitaUsmar Education Management of UAD 2022	Instructional Principal Leadership in Improving Teacher Digital Literacy	Indonesian	Qualitative descriptive with observation, interview and documentation methods

CONTACT Annisa Putri Andani: annisa.aa49@gmail.com

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Writer	Title	Country	Study Design
M Yusuf, Ahmad Saifudin, Afi NuruzZahrok STAI Darussalam KrempyangNganjuk 2022	The Strategy of the Head of Madrasah in Improving Teachers' Digital Literacy Skills During the Covid-19 Pandemic	Indonesian	Qualitative Observation, interview, study of documentation
Wayan Pustika 2022	The Relationship between Work Motivation and Digital Literacy with the Creativity of Elementary School Teachers in Karangasem District	Indonesian	Quantitative correlational regression model

Methods

This research uses study literature using a qualitative approach with a method of analyzing research results from several existing journal articles. In this study, the authors only analyzed the data listed in the research results. The data that has been obtained will be reanalyzed using the stake model. Further action was drawn from a series of studies on the role of digital literacy in increasing educators' work motivation.

Results

Based on the results of journal searches through the Online data base, there are several journals that have met the requirements or meet the inclusion and exclusion criteria, then from the journal a systematic review of the journal is carried out. The journal's journal description is described in the table as follows:

Writer	Title	Country	Study Design	Subject/population	Results
Anis Nurilahi, Dian Hidayati, Amirul Hidayat, Rahmannisa and Juwita Usmar Education Management of UAD 2022	Instructional Principal Leadership in Improving Teacher Digital Literacy	Indonesian	Qualitative descriptive with observation, interview and documentation methods	Sample 5 respondents Stake model technique	Based on the results of the studydone shows that the role of digital literacy exert an influence that positive and significant against teaching performance of teachers; Teachers at SD Intis SchoolBalikpapan are teachersgreat that is vibrant and ready to deal with a variety of changes in the world of education, principals and administrators has successfully motivated teachersto continuously improveSelf-Ability as a Teacherand educators. Recognized by principal and strengthenedalso the recognition of the teachers, that they were very interested in with the upgrade programdigital literacy.
M Yusuf, Ahmad Saifudin, Afi NuruzZahrok STAI Darussalam KrempyangNganjuk 2022	The Strategy of the Head of Madrasah in Improving Teachers' Digital Literacy Skills During the	Indonesian	Qualitative Observation, interview, study of documentation	Sample 3 respondents Data reduction, data presentation and verification techniques	Based on the results of the study what is done shows That the role of digital literacy exert an influence that positive and significant against teaching performance of teachers; Implementation of the head strategy madrasa

Covid-19
Pandemic

in improving Digital literacy skills Teachers during the Pandemic covid-19 in MAN 1 Nganjuk; Evaluation of the strategy of the head of the madrasa shows that strategy it can improve teachers' digital literacy skills in the period of covid-19 pandemic inside Madrasah e-Learning Application which also has a menu monitoring so that there is There are improvements in performance teacher.

Wayan Pustika
2022

The Relationship between Work Motivation and Digital Literacy with the Creativity of Elementary School Teachers in Karangasem District

Indonesian

Quantitative correlational regression model

Research populations cluster random sampling techniques, and instrument trials

There is a significant relationship between digital literacy and creativity of elementary school teachers in the district Karangasem. Data analysis results shows that literacy digital has a relationship that Significant to Teacher Creativity by 81.7%. The relationship between Digital literacy and creativity very strong, only 18.3% creativity teachers are influenced by other factors; Work motivation and digital literacy are the dominant factors what affects the creativity of teachers at school.

Discussion

Digital literacy is an undeniable level of thinking expertise, as a support in developing achievements in academic, personal and professional fields, entering the era of Society 5.0 students are needed to dominate the digital world for a bright future they need to prepare for a more creative learning framework in the field of teaching and are ready to adapt to the educational plan according to mechanical improvements that can later lead students to a sophisticated world of work.

Work motivation does not only arise from within the teacher but also of environmental forces that influence teachers to do things based on pre-set goals to achieve. The motivational factor plays a very important role in achieving an increase in teacher professionalism. Therefore, the motivation of teachers' work is very important to be considered by the principal so that these teachers have high creativity.

The results of the data analysis showed that digital literacy has a significant relationship with teacher creativity by 81.7%. The relationship between digital literacy and creativity is very strong, only 18.3% of teachers' creativity is influenced by other factors. Teachers will experience difficulties in carrying out their daily duties if they do not have adequate digital literacy skills. This is in line with the results of research conducted by Widana, et.al. (2019) which states that to create new things in learning and assessment depends largely on the digital literacy that teachers have. Teachers' ideas or ideas to create an atmosphere of learning today will not be realized if they are constrained by digital literacy. It will not be possible for teachers to be able to utilize information technology-based learning media, or it will not be possible to achieve the implementation of online-based learning that is the demand

of today. This means that teachers' creativity will be hampered when teachers do not have adequate digital literacy skills.

The formulation of the madrasah head's strategy in improving the digital literacy skills of teachers during the Covid-19 pandemic by providing assistance in madrasah e-learning applications and synergizing with fellow teachers, in its implementation the head of the madrasah applies government regulations based on circulars by providing assistance and appeals to observe the suitability of news or information properly and providing flexibility for teachers to take part in workshops outside the madrasah institution. Meanwhile, strategy evaluation is carried out by intensifying supervision to determine the realization of behavior in the organization with the desired through the monitoring menu and teacher performance assessment.

Conclusion

The conclusion in writing this literature review is that in the context of digital literacy, every teacher needs the ability to be able to access, analyze, create, reflect, and act using various digital devices as a form of strategy in communicating in learning. To create new things in learning and assessment depends largely on the digital literacy that teachers have. Teachers' ideas or ideas to create an atmosphere of learning today will not be realized if they are constrained by digital literacy. It will not be possible for teachers to be able to take advantage of information technology-based learning media, or it will not be possible for teachers to be able to take advantage of information technology-based learning media.

It is possible to achieve the implementation of online-based learning which is the demand of today. Therefore, digital literacy is very important in increasing teacher work motivation to be pursued by stakeholders so that these teachers have high creativity.

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