The Influence of Digital Literacy Skills and KKG Program on Primary School Teacher Performance through Teacher Work Professionalism in Gugus 01 Raja Indragiri

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Article Info	ABSTRACT
	This research aims to determine the influence of Digital Literacy Skills and KKG Program on primary school Teacher Performance through Teacher Work Professionalism in Gugus 01 Raja Indragiri. The population in this study were all elementary school teachers who joined Gugus 01 Raja Indragiri. The sampling technique used in this research was a saturated sampling technique so that the number of samples used was 56 respondents. The data analysis method in this research uses the Structural Equation Modeling - Partial Least Square (SEM-PLS) analysis method with SmartPLS version 4.0 software. The research results show that (1) Digital Literacy Skills has a significant effect on Work Professionalism, (2) The KKG Program has a significant effect on Work Professionalism, (3) Digital Literacy Skills has a significant effect on Teacher Performance, (4) The KKG Program has a significant effect on Teacher Performance, (5) Professionalism Work has a significant effect on Teacher Performance, (6) Digital Literacy Skills has a significant effect on Teacher Performance through Work Professionalism, (7) The KKG Program has a significant effect on Teacher Performance through Work Professionalism.

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1. INTRODUCTION

Human resource management or better known as Human Resource Management (HRM) is very important for the continuity of an organization, company or agency. This also plays a very important role in educational institutions such as schools which of course also need quality human resource management so as to improve the competitive quality of the world of education. Competition in the world of education to produce quality students in an increasingly competitive era of globalization cannot be separated from the role of a teacher who must have optimal performance, qualifications, professionalism, and creativity and innovation in the face of increasingly diverse competition and changes. According to Supardi (2014) in [1], Teacher Performance is a form of a teacher's ability and success in carrying out learning tasks by developing learning plans, implementing learning programs, implementing interpersonal relationships, carrying out learning outcome assessments, implementing enrichment programs and implementing remedial

programs. In simple terms, it can be concluded that teacher performance can be seen from the quality and quantity of teachers in carrying out Teaching and Learning Activities (KBM) in schools.

As stated in Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, the position of teacher as an educator is a professional position. In line with the times, it has become a demand and need today that to improve performance, professionalism must also develop teachers. Especially in mastering science and technology, this is intended so that teachers can become quality human resources, have capabilities and be able to compete in an increasingly competitive era. Teachers play an important role in the world of education as a professional educator who guides, educates, provides knowledge and assessments and evaluates students to create quality alumni as expected. The task of becoming a teacher is certainly not an easy thing and not everyone can do it right. For this reason, it is necessary to improve teacher performance through professionalism to achieve the goals of national education.

Cluster 01 Raja Indragiri is one of the combined elementary school clusters of 5 schools located in Kempas District, Indragiri Hilir, Riau. The researcher conducted interviews and observations for approximately one month to provide an initial overview of the performance and professionalism of elementary school teachers. From the interviews and observations conducted by the researcher, in fact, the performance and professionalism of elementary school teachers in Cluster 01 Raja Indragiri are still classified as less than optimal. This can also be seen from the problem where teacher performance in learning planning, learning implementation, learning evaluation, and teacher performance in task discipline are not optimal. In addition, the less-than-optimal performance of teachers in Cluster 01 Raja Indragiri is also supported by a low level of professionalism in teacher work. It was found that there are still many teachers who are not optimal in the teaching

and learning process because the learning methods used are still somewhat less updated due to the low level of professionalism where certified teachers are still uneven.

Basically, there are many ways that can be done to improve the professionalism of teachers' work so that optimal performance can be achieved. As previously explained, as the times are getting more advanced, a teacher is required to master science and technology. In other words, a teacher must have digital literacy skills. Said in Haq & Safitri [2] Digital literacy is not to replace the traditional concept of literacy, but to update it to improve competencies related to digital devices, computers, social media and the internet. In the world of education, especially for an educator, Digital Literacy Skills is a description of a teacher's knowledge and proficiency in utilizing information and communication technology on digital media implemented in the learning process to achieve educational goals which is reflected in the ability to operate digital applications as learning support, proficiency in communicating using digital technology, and proficiency in utilizing technology and The meaning of information in learning [3].

Apart from digital literacy skills, in an effort to improve teacher performance so that the quality of their competencies and skills in the learning process is needed, there is a need for a coaching system that guarantees professional support for teachers to carry out their duties in the learning process. The professional coaching system in question is a mechanism for providing assistance to teachers to improve their professional abilities, especially in teaching and learning activities (KBM) so as to improve the quality of student learning outcomes. Efforts that can be made are the establishment of school clusters in accordance with the Decree of the Director General of Higher Education Number 079/C/Kep/I/1993, concerning guidelines for the implementation of the teacher professional development system through the formation of school clusters in elementary schools (SD) whose activities can be carried out through the Teacher Working

Group (KKG). The Teacher Working Group (KKG) is a community or professional activity group for elementary / middle school teachers who are still in one group/sub-district. The main goal of the KKG is to be a forum to improve the competence and skills of teachers, both inside and outside the classroom so that teacher performance is expected to improve and build professionalism in these teachers. Through this forum, teachers can work together in identifying and solving daily problems in the learning process in the classroom in an effort to improve teaching.

Overall, it can be concluded that more than half of the teachers who are members of Cluster 01 Raja Indragiri have not been able to optimize the teaching and learning process with some of the conditions above. The level of teacher performance and work professionalism that is not optimal is caused by several things that have not been managed properly, such as uneven digital literacy skills, and even it can still be said that it is far from developing, then the KKG program has not been managed properly so that the level of teacher professionalism is still not optimal. In fact, the role of teachers is very important in transforming educational inputs, so it can be ensured that in schools there will be no changes or improvements in quality without changes and improvements in the quality of the teachers themselves. So, further research needs to be carried out in order to provide solutions and become a source of knowledge for the public. The researcher decided to conduct a study on, "The Influence of Digital Literacy Skills and the KKG Program on Elementary School Teacher Performance Through Teacher Work Professionalism in Cluster 01 Raja Indragiri"

2. LITERATURE REVIEW

2.1 Teacher Performance

Teacher performance is related to the task of planning, learning management, and assessment of student learning outcomes. According to Gunawan [4], Teachers' performance is always closely related to the routine tasks they do. If you want to see the performance of a teacher whether it is good or bad, of course it is seen from the teacher's daily activities in carrying out his main tasks in the teaching and learning process. Meanwhile, according to Kestiati [5], Teacher performance is the ability of teachers to carry out their duties as teachers who have the expertise to educate students in the context of fostering students to achieve educational goals. In essence, teacher performance is the behavior produced by a teacher in carrying out his duties as an educator and teacher when teaching in front of the class, according to certain criteria.

2.2 Digital literacy skill

Digital literacy is a form of knowledge and proficiency of a person in running, using and utilizing digital media, digital-based communication tools or networks. The purpose of this knowledge is to find, evaluate, use, create information, and utilize it in a healthy, wise, intelligent, meticulous, precise, and law-abiding manner. In the world of education, especially for an educator, digital literacy proficiency is a description of a teacher's knowledge and proficiency in utilizing information and communication technology on digital media implemented in the learning process to achieve educational goals which is reflected in the ability to operate digital applications as learning support, proficiency in communicating using digital technology, and proficiency in utilizing technology and The meaning of information in learning [6].

2.3 Program KKG

The Teacher Working Group is a forum for professional activities for SD/MI/SDLB teachers who are in a group at the sub-district level consisting of a number of teachers from a number of schools. The Teacher Working Group (KKG) was formed to create teachers who are professional and have appropriate competencies in teaching. According to Suparlan (2008) in Hasmiati *et al* [7], the center of elementary school teacher activities abbreviated as KKG is a learning resource to innovate and overcome problems found in teaching and learning activities

where in this forum teachers can exchange ideas and share knowledge to evaluate learning. Related to teacher meetings in strategic teacher working groups to improve teacher performance and work professionalism. Therefore, it is necessary to empower KKG through planned programs.

2.4 Work Professionalism

According to Wijaya (2018) in Hapizoh *et al* [8] Teacher professionalism is related to the commitment of teachers to their profession to improve their professionalism abilities and continuously develop the strategies they use in doing work in accordance with their profession. Meanwhile, according to Utami Putri [9] Teacher professionalism is a mental attitude or commitment of a teacher in carrying out his profession to create quality learning. The main characteristic of a teacher's professionalism lies in his awareness as a human being. High self-awareness will encourage a person to move towards the quality of professionalism, through an attitude of improving the image of the profession [10].

3. METHODS

This research will be carried out in Cluster 01 Raja Indragiri which is located in Kempas District, Indragiri Hilir, Riau. The population in this study is all elementary school teachers who joined the Group 01 Raja Indragiri which totaled 56 people. The sampling technique used was saturated sampling so that the sample used in this study was all elementary school teachers who joined Cluster 01 Raja Indragiri which amounted to 56 people. This study uses a quantitative approach, namely an approach by conducting hypothesis testing, data measurement, and ending with drawing conclusions. With data sources, namely primary data and secondary data and data collection techniques used are interviews, observations, questionnaires and literature studies. Then, the data analysis method in this study uses the Structural Equation Modelling – Partial Least Square (SEM-PLS) analysis method with SmartPLS software version 4.0.

In this study, the researcher took reference to various previous research references so that the research framework could be prepared as follows:
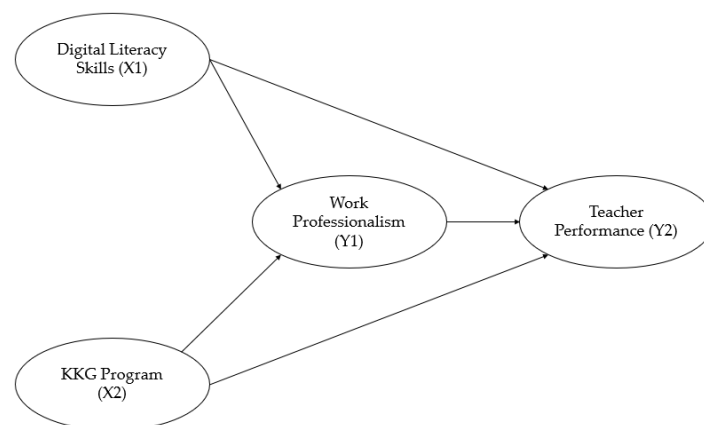

Figure 1. Research Outline

4. RESULTS AND DISCUSSION

It was carried out by the *Structural Equation Modelling - Partial Least Square (SEM-PLS)* approach method using the Smart-PLS Software program version 4.0 using two evaluation models, namely; *outer model evaluation and* inner model *evaluation*. The results of the analysis can be seen as follows:

3.1 Outer Model Evaluation

3.1.1 Uji Validitas *Convergent Validity*

It is done by looking at the value *of the loading factor* where in this case if the value of the *loading factor* > 0.7 then it is said to be valid, even though the value *of the loading factor* of 0.5 to 0.6 can still be considered sufficient. The results of the convergent validity test by

looking at the loading factor value of each indicator in each variable in this study can be seen as follows:

Table 1. Test Results *Convergent Validity (Loading Factor)*

Indicator	Digital Literacy Skills	KKG Program	Work Professionalism	Teacher Performance	Results
X1.1	0.774				Valid
X1.2	0.828				Valid
X1.3	0.717				Valid
X1.4	0.802				Valid
X2.1		0.887			Valid
X2.2		0.746			Valid
X2.3		0.825			Valid
X2.4		0.784			Valid
X2.5		0.748			Valid
Y1.1			0.848		Valid
Y1.2			0.845		Valid
Y1.3			0.714		Valid
Y1.4			0.823		Valid
Y1.5			0.805		Valid
Y2.1				0.875	Valid
Y2.2				0.818	Valid
Y2.3				0.767	Valid

In table 1, it can be seen that all indicators of each variable have a *loading factor* value of > 0.7, therefore it can be said to be valid. Then, in addition to looking at *the loading factor value*, the *convergent validity* test can also be done by looking at *the Averange Variance Extracted* (AVE) value. Which states that the indicator is considered valid if it has an AVE value > 0.5. The results of the *convergent validity* test by looking at the AVE value can be seen as follows:

Table 1. **Test Results** *Convergent Validity (AVE)*

	Averange Variance Extracted (AVE)	Results
Digital Literacy Skills	0.610	Valid
KKG Program	0.639	Valid
Work Professionalism	0.654	Valid
Teacher Performance	0.675	Valid

In table 2, it can be seen that the *Average Variance Extracted* (AVE) value is above 0.5 which means that all indicators have a correlation with variables. It also explains that all indicators in the variable construct meet *the requirements of convergent validity*.

3.1.2 Uji Validitas *Discriminant Validity*

Discriminant validity is a measure of validity by comparing the correlation of a variable indicator with other variables measured by looking at *cross loading* values. The results of *the discriminant validity* test by

looking at *the cross loading* value were obtained as follows:

Table 2. **Validity Test** *Discriminant Validity (Cross Loading)*

Indicator	Digital Literacy Skills	KKG Program	Work Professionalism	Teacher Performance
X1.1	**0.774**	0.602	0.659	0.527
X1.2	**0.828**	0.381	0.486	0.583
X1.3	**0.717**	0.445	0.546	0.678
X1.4	**0.802**	0.423	0.476	0.559
X2.1	0.447	**0.887**	0.500	0.595
X2.2	0.559	**0.746**	0.538	0.536
X2.3	0.262	**0.825**	0.297	0.451
X2.4	0.361	**0.784**	0.337	0.464
X2.5	0.637	**0.748**	0.592	0.651
Y1.1	0.677	0.466	**0.848**	0.515
Y1.2	0.583	0.458	**0.845**	0.557
Y1.3	0.537	0.503	**0.714**	0.437
Y1.4	0.583	0.464	**0.823**	0.733
Y1.5	0.457	0.524	**0.805**	0.699
Y2.1	0.672	0.639	0.571	**0.875**
Y2.2	0.680	0.480	0.567	**0.818**
Y2.3	0.510	0.590	0.681	**0.767**

In table 3, it can be seen that the *cross loading* value of all indicators of each variable has a greater value than the *cross loading* value of other variables. This explains that all indicators in each variable meet *the requirements of discriminant validity and* are declared valid. Then, another method that can be used to assess *discriminant validity* is measurement by the *Fornell-Larcker* method by looking at *the Averange Variance Extracted* (AVE) value that is rooted squared. The results of *the discriminant validity* test by looking at *the Square Root of Average* (AVE) value were obtained as follows:

Table 3. **Uji** *Discriminant Validity (Fornell-Lacker)*

Variable	Digital Literacy Skills	Teacher Performance	Work Professionalism	KKG Program
Digital Literacy Skills	**0.781**			
Teacher Performance	0.757	**0.821**		
Professionalism	0.701	0.737	**0.809**	
Program KKG	0.599	0.695	0.596	**0.800**

From table 4, it can be seen that the value *of the Square Root of Average* (AVE) along the diagonal line is greater in correlation between one construct and another, so it can be concluded that the construct has a good level of validity.

3.1.3 Reliability Test

In conducting reliability tests, there are 2 criteria used, namely by looking at the values of Cronbach's Alpha and Composite Reliability. The data can be said to be reliable, if the value of Cronbach's Alpha > 0.6. Then a construct can be said to have a high reliability

value if the composite reliability value > 0.7 even though the value of 0.6 is still acceptable. The results of the reliability test by looking at

Cronbach's Alpha and Composite Reliability values were obtained as follows:

Table 4. **Reliability Test** *(Cronbach's Alpha and Composite Reliability)*

Variable	Cronbach's Alpha	Composite Reliability	Ket
Digital Literacy Skills	0.786	0.862	Reliable
Program KKG	0.860	0.898	Reliable
Work Professionalism	0.867	0.904	Reliable
Teacher Performance	0.757	0.861	Reliable

From table 5, it can be seen that all variables have a *Cronbach's Alpha* value of > 0.6 and *a Composite Reliability* value > 0.7. This shows that all variables in the model that have been estimated meet the criteria (reliable).

3.2 Inner Model Evaluation

3.2.1 Uji *R-Square*

The R-Square *value* is used to measure the value of the degree of variation in the change of independent variables to the dependent variables. The results of *the R-square* test can be seen in the following table:

Table 5. **Test Results *R-Square***

Model Structural	R-square	R-square adjusted
Teacher Performance	0.707	0.690
Work Professionalism	0.540	0.522

In table 6, it can be seen that the *R-Square value* for the Teacher Performance variable is 0.707, which means that 70.7% of the Teacher Performance variable is influenced by Digital Literacy Proficiency, KKG Program and Work Professionalism. While the remaining 29.3% were influenced by other variables or factors that were not studied. Then, the *R-Square* value for the Work Professionalism variable is 0.540, which means that 54% of the Work Professionalism variable is influenced by Digital Literacy Skills and the KKG Program. While the

remaining 46% was influenced by other variables or factors that were not studied in this study.

3.2.2 Uji Hipotesis

The hypothesis test can be carried out by looking at the *Path Coefficients* value to find out the direct effects and the *Specific Indirect Effects* value to find out the indirect effects. The results of the hypothesis test by looking at the values *of Path Coefficients* and *Specific Indirect Effects* to determine the direct and indirect effects can be seen in the following table:

Table 6. *Output Path Coefficients (Direct Effects)*

Influence	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
Digital Literacy Skills -> Work Professionalism	0.560	0.545	0.103	5.454	0.000
KKG Program -> Work Professionalism	0.359	0.373	0.102	3.514	0.000
Digital Literacy Skills -> Teacher Performance	0.338	0.335	0.118	2.879	0.002
KKG Program -> Teacher Performance	0.200	0.205	0.087	2.306	0.011

Work Professionalism -> Teacher Performance	0.429	0.427	0.124	3.474	0.000

Table 7. *Output Specific Indirect Effects*

Influence	*Original sample* **(O)**	*Sample mean* **(M)**	*Standard deviation* **(STDEV)**	**T statistics (|O/STDEV|)**	**P** *values*
Digital Literacy Skills -> Work Professionalism -> Teacher Performance	0.241	0.236	0.092	2.608	0.005
KKG Program -> Work Professionalism -> Teacher Performance	0.154	0.156	0.055	2.783	0.003

Based on the above explanation, it can be concluded that the overall results of hypothesis testing in this study are t-statistics greater than t table (1.96) and p-value is smaller than 0.05. So all hypotheses are accepted.

5. CONCLUSION

The results of the study show that Digital Literacy Skills has a significant effect on Work Professionalism, the KKG Program has a significant effect on Work Professionalism, Digital Literacy Skills has a significant effect on Teacher Performance, the KKG Program has a significant effect on Teacher Performance, Work Professionalism has a significant effect on Teacher Performance, Digital Literacy Skills has a significant effect on Teacher Performance through Work Professionalism and the KKG Program have a significant effect on Teacher Performance through Work Professionalism. It is clear that Digital Literacy Skills and the KKG Program are two things that can affect Work Professionalism and Teacher Performance. Therefore, it is hoped that teachers and also several schools need to work together to improve these things in order to achieve the goal of quality national education.

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