The Effect of Digital Literacy on Teacher Performance
With Creativity and Professionality
As An Intervening Variable

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ABSTRACT
Teachers need to have digital literacy to improve performance achievements, which is an important measure of the success of the educational process. In order to achieve maximum performance in the learning process, teacher creativity (creativity) and professionalism (mastery of duties and obligations) are required.The research results provide a description that the inner model estimation results for the direct influence of digital literacy on professionalism have a path coefficient value of 0.315, meaning that it shows the strong impact of digital literacy on professionalism. The inner model estimation results for the direct influence of digital literacy on creativity have a path coefficient value of 0.446,this shows the direct influence of digital literacy on teacher professionalism. Interesting results show that digital literacy on performance has a coefficient value of 0.025, which means there is not enough strong evidence that digital literacy directly influences performance.
Key: Digital Literacy. Creativity, Professionalism and Teacher Performance

I.   INTRODUCTION

The current dynamics of the world of education require educators to be able to plan the learning activity process optimally by adapting to student needs. The potential of educators is the main factor in achieving educational goals as well as in learning activities. Especially at this time, the role of technology in learning is very much needed to produce learning creativity.Paying attention to the readiness of educators, especially in areas that are not yet fully familiar with technological literacy, is very necessary to synchronize efforts between professionalism and technology. As a study conducted by Muzakki (2016) stated that the usefulness of using Information Technology (IT)

has a significant influence on performance. Ease of use of IT such as being easy to learn, controllable, clear and understandable, flexible, being skilled and easy to use.

Digital Literacy has been gradually introduced into school curricula, assessment tests and classroom practices over the last decade. Teachers also understand digital tools as the main tools in academic life which greatly influence the quality of education and get used to accessing, searching, using information carefully and intelligently. Teachers must have a sufficient level of digital literacy, so they can differentiate between true and false information to convey to students. Moreover, the COVID-19 pandemic has had a very significant impact on all aspects of life throughout the world, including the education system. Limiting every physical interaction requires the government to find ways to keep education running well and digital literacy is the best solution to be implemented at every level of education in Indonesia.

II.   LITERATURE REVIEW
Previous Research
1. Astrid SetianingHartanti; TjutjuYuniarsih. (2018). "Influence of School Principal and Organizational Climate Supervision on Teachers' Performance" professional Digital Literacy variables and work motivation on teacher performance variables. The results of this research can be concluded that teachers' professional Digital Literacy and work motivation have a positive and significant effect on teacher performance.
2. Hana Lestari; RidwanSiskandar; &ImaRahmawati. (2019). "Digital Literacy Skills of Teachers in Elementary School in The Revolution 4.0",. Digital literacy skills, Digital

competency. The results of this research show that the level of digital literacy among elementary school teachers in Bogor City is in the 'middle' in all aspects of Digital Literacy, both in terms of the Internet as a pedagogical tool which is the main factor in school performance, and that support from parents and teachers.

3. Fikri Adam &JenyKamase. (2019). "The Effect of Competence and Motivation on Satisfaction and Performance. Competence, Motivation, Satisfaction variables; Performance. The results of this research are job satisfaction, Digital Literacy has a positive and insignificant effect on employee performance. Digital Literacy has a positive and insignificant effect on employee performance through job satisfaction.

4. Rosmawati, NurAhyani&Missriani. (2020). "The Influence of Discipline, Teacher Professionalism on Teacher Performance", with the variables Work Discipline, Teacher Professionalism and Teacher Performance. There is a significant influence between discipline on teacher performance. Based on a simple regression test, the tcount value is 5.311 > the ttable price of 2.006, where the tcount value is greater than ttable, so Ho1 is rejected. There is a significant influence between teacher professionalism on teacher performance at SMK N 2 Prabumulih. Based on the significance test of the teacher professionalism variable on teacher performance, the tcount value was 4.593, where the tcount value was greater than ttable, so Ho2 was rejected. There is a significant joint influence between teacher discipline and professionalism on teacher performance at SMK N 2 Prabumulih. Based on the results of the Anova test, it was obtained that the F count of teacher discipline and professionalism together was 96.8% and the remaining 3.2% was influenced by other factors.

5. RoslinawatiKasmur, Riyanto& Agus Sutanto. (2021). The Influence of Creativity and Professionalism on Teacher Performance. Professionalism, Creativity and Performance Variables. The results of this research prove that there is an influence of creativity on the way SMPN educators work in Trimurjo sub-district, Central Lampung district. .

THEORY
Teacher Professionalism

The essence of a professional teacher is a teacher who is able to provide the best service for his students with his special abilities, so that students can receive and understand the delivery of the material provided. A teacher is not only required to have educational technical skills in carrying out his duties, but also must have a reliable character so that he can be a role model for students, families and the community. Teacher professional character development encourages continuous and sustainable development of teacher potential in accordance with each teacher's teaching needs. In relation to a person's professionalism, there are three levels of teacher professional qualifications as educational professionals;

1. Personal capability level, meaning that teachers are expected to have more stable and adequate knowledge, skills and attitudes as well as being able to manage the teaching and learning process effectively.

2. Teachers as innovators, namely as educational personnel who are committed to efforts for change and reform.

3. Teachers as developers, namely teachers must have a solid teaching vision and broad perspective (A.M. Sardiman, 2020)

Digital Literacy

An important element of digital literacy concerns what skills must be mastered in utilizing information and communication technology. The Ministry of Education and Culture in its Digital Literacy Supporting Materials describes digital literacy indicators in schools into three bases, namely: (Kemdikbud RI, 2017)

1. Class Base

a. Number of digital literacy training attended by school principals, teachers and education staff;

b. Intensity of application and utilization of digital literacy in learning activities;

c. The level of understanding of school principals, teachers, education staff and students in using digital media and the internet.

2. School Cultural Base

a. Number and variety of digital-based reading materials and teaching aids;

b. Frequency of borrowing digital-themed books;

c. Number of activities in schools that utilize technology and information;

d. Number of presentations of school information using digital media or websites;

e. Number of school policies regarding the use and utilization of information and communication technology in the school environment; And

f. The level of utilization and application of information and communication technology in terms of school services (for example, e-reports, financial management, dapodik, use of student data, school profiles, etc.)

3. Community Base
a. Number of facilities and infrastructure that support digital literacy in schools;
b. The level of involvement of parents, communities and institutions in developing digital literacy.

Creativity

Creativity is a fundamental part of human endeavor. According to the Big Indonesian Dictionary (KBBI), creativity is the ability to create. Inventiveness or creativity is a mental process that involves the emergence of new ideas or new relationships between existing ideas. From a scientific point of view, the results of creative thinking are usually considered to have authenticity and appropriateness. Everyone can create ideas, but not everyone can continue with good planning until it becomes a real work. An individual is said to be creative if he is able to prove himself as someone who produces a lot of relatively new work. (Sri Elny, 2021).

Creativity has the characteristic that it is something that is difficult to find and that not all humans can do. Educators continue to communicate to their students about new ideas as well as old ideas in new forms. (RoslinawatiKasmur, 2021). Creativity is a result of teaching activities that are designed without requiring a complicated teaching process. In an effort to understand the creative elements in teaching, the four basic skills outlined are the skill of making preparations, the skill of giving direction, the skill of giving guidance and the skill of giving stimulation. The importance of creativity in education among teachers cannot be ignored.

This is done by providing opportunities for individual teachers to generate new ideas. The idea of implementing educational programs based on creativity will grow more and more every day. Creativity-based education will involve creative elements which include, first, the individual concerned, second, the process that takes place, third, the product produced. So far, measuring the success of creativity education has been difficult to determine.

Performance

Teacher performance is the teacher's ability and effort to carry out learning tasks as well as possible in planning teaching programs, implementing learning activities and evaluating learning outcomes (Ministry of National Education, 2008:21). A teacher's performance as a teacher can be seen from his ability or Digital Literacy to carry out these tasks. Capabilities related to the teacher's duties as a teacher can be grouped into four abilities, namely planning the teaching and learning process, implementing and processing the teaching and learning process, assessing the progress of the teaching and learning process, mastering the learning material. (Sri Elny, 2021) Performance is the answer to whether or not someone achieves their goals. Robbins defines performance as a form of work produced by someone (Robbins and Judge, 2013).

In relation to the world of education, teacher performance can be defined as the extent to which a teacher works optimally according to ability in the teaching and learning process. Teacher performance is carrying out the learning process both in the classroom and outside the classroom in addition to carrying out other activities, such as carrying out school administration and learning administration, providing guidance and services to students, and carrying out assessments.
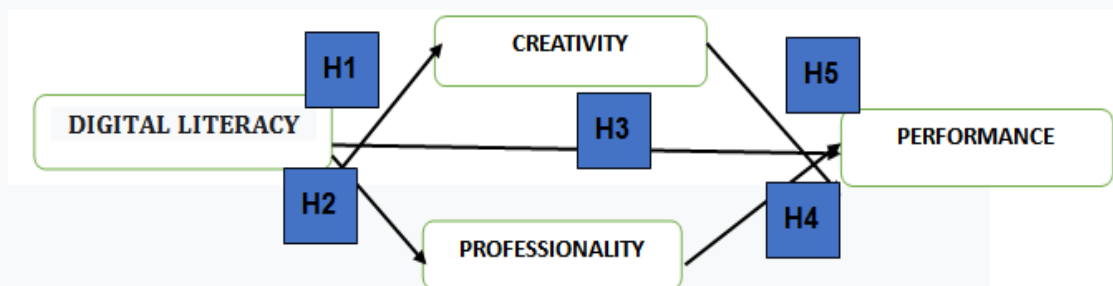

Figure: Conceptual Framework for Research

RESEARCH METHODS

This research is explanatory research which proves the causal relationship between variables. This research aims to show an overview of the influence between professionalism, Digital Literacy, creativity and performance. This research was carried out in descriptive and verification form, where descriptive research was carried out to obtain a systematic, factual and accurate picture or description of the facts, characteristics and relationships between phenomena of the variables studied (Nasir, 2005). Meanwhile, verification research is carried out to determine the relationship between one variable and other variables (Sugiyono, 2019).

Operational Variables

1. Professionalism is defined as certain elements that form school characteristics that influence every activity and individual, especially the performance of teachers in the learning process and carrying out organizational tasks with the indicators measured as follows:
• Compliance with Rules and Ethics: The level of individual compliance with the rules, norms and ethics of the profession.
• Responsibility: An individual's ability to take responsibility for assigned work and tasks.
• Work Quality: The quality of work results including accuracy, detail and compliance with quality standards.
• Communication Ability: An individual's ability to communicate clearly and effectively in a variety of situations.
• Personal Development: The degree to which an individual takes initiative to continuously learn and improve their skills and knowledge

2. Digital Literacy is defined as the use of technology and media by teachers to support learning methods in the classroom and assist teachers in promoting innovative thinking, collaborative work, ethical practices, and strengthening professional development with the indicators measured as follows.
- Online Navigation Ability: An individual's ability to search for information and interact with digital platforms
- Ability to Use Devices: Level of comfort and expertise in using digital devices such as computers, tablets or smartphones.
- Information Management Ability: An individual's ability to sort and critically analyze information from various online sources.

- Digital Communication Skills: The ability to communicate effectively through digital media, such as email, text messaging, or social platforms.

3. Creativity is defined as bringing together knowledge from various different fields of experience to produce new and better ideas with the indicators measured as follows.
- Alternative Thinking: An individual's ability to generate unconventional solutions or approaches.
- Innovation: The ability to generate new ideas that bring added value to a job or task.
- Creative Expression: The ability to express oneself creatively through various digital media such as graphic design, video or writing.

4. Performance is defined as the work results or work achievements achieved by teachers in accordance with authority and responsibility with indicators measured as follows:
- Productivity: Efficiency in completing tasks and achieving set goals
- Quality of Results: The level of excellence and accuracy in the work or work produced.
- Effectiveness: An individual's ability to achieve desired and fulfilling results
- Level of Goal Achievement: The individual achieves the goals set in the job or project.

The population and sample in this study were all teaching staff at the UPT Education Unit of SMP Negeri 1 Nguling, Pasuruan Regency, totaling 34 people. Determining the sample in research uses a saturated sampling technique or census where all members of the population are used as samples because the researcher considers the population to be relatively small. The data obtained was based on a questionnaire via a questionnaire addressed to respondents.Variables are measured with a questionnaire tool using a Likert Scale that has been modified by giving values on a scale of one to five.
a. Strongly Agree = 5
b. Agree = 4
c. Just agreeS = 3
d. Disagree = 2
e. Strongly Disagree = 1

Partial Least Square SEM Analysis Method
1. Testing the Measurement Model (Outer Model)
The outer model is a model that specifies the relationship between the latent variable and its

indicators or it could be said that the outer model defines how each indicator is related to the latent variable (Ghozali, 2021). In this research, the latent variable measurement structure uses second order.

2. Convergent Values (Convergent Validity)

The validity test in question is testing the indicators in the latent variable to ensure that the indicators used in this research can really be understood well by respondents so that respondents do not experience misunderstandings about the indicators used. Based on the outer loading for all variable indicators, the outer loading is greater than 0.6 so that the research indicators can be used in testing further research models.

3. Composite Reliability

The third part of the outer model is testing composite reliability. Composite reliability tests the reliability value between the indicator blocks of the constructs that form it. A construct is declared reliable if the composite reliability and Cronbach alpha values are above 0.7.

4. Construct Reliability

Construct Reliability (the same as Cronbach alpha measuring the reliability of a construct or latent variable) the value must be above 0.70 which is considered reliable. However, for exploratory research, moderate reliability of 0.5 – 0.6 is sufficient to justify the research results.

5. Goodness of fit Structural Model (Inner Model)

Model evaluation uses R-square (R2) for the dependent construct. The R-square value reflects the predictive power of the entire model (Pirouz, 2006) with the R-square value being greater than 0.10 or greater than 10 percent (or goodness-fit of the model).

RESEARCH RESULTS AND DISCUSSION

1. Testing the Measurement Model (Outer Model)

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Table: Outer Loading Values

	CREATIVITY	DIGITAL LITERACY	PROFESIONALITY	PERFORMANCE
KIN1				0,660
KIN2				0,782
KIN3				0,756
KIN4				0,668
KIN5				0,725
KIN6				0,736
KRE1	0,688			
KRE2	0,801			
KRE3	0,694			
LD1		0,754		
LD2		0,890		
LD3		0,796		
prof1			0,888	
prof2			0,931	
prof3			0,893	

prof4			0,860	

3.   Composite Reliability
The third part of the outer model is testing composite reliability. Composite reliability tests the reliability value between the indicator blocks of the constructs that form it. A construct is declared reliable if the composite reliability and Cronbach alpha values are above 0.7. The following is a table of composite reliability output results from PLS:

Table: Composite Reliability

	Composite Reliability
CREATIVITY	0,773
DIGITAL LITERACY	0,855
PROFESIONALITY	0,940
PERFORMANCE	0,867

Based on the table above, you can see the Composite reliability value for the variable where the Composite reliability value for the 6 constructs in the model is all greater for Creativity, Digital Literacy, Professionalism and Performance than 0.70, so it can be said that the measurement model or outer model with reflexive indicators has a very high level of validation. Because the validity of an indicator can be determined by its loading value, for exploratory research 0.5 to 0.6 is considered sufficient (Pirouz, 2006). Thus, it can be said that the indicators of Creativity, Digital Literacy, Professionalism AND performance are proven to mutually strengthen the latent variables or are truly able to measure the latent variables of the model in this research and have met composite reliability.

4. Construct Reliability
Construct Reliability (the same as Cronbach alpha measuring the reliability of a construct or latent variable) the value must be above 0.70 which is considered reliable. However, for exploratory research, moderate reliability of 0.5 – 0.6 is sufficient to justify the research results (Ferdinand, 2014). The following is a table of Construct reliability output results from PLS:

Table: Construct Reliability

	Cronbach's Alpha
CREATIVITY	0,561
DIGITAL LITERACY	0,747
PROFEIONALITY	0,915
PERFORMANCE	0,816

Construct reliability based on Cronbach's alpha value is sufficient

5. Goodness of fit Structural Model (Inner Model)
Model evaluation uses R-square (R2) for the dependent construct. The R-square value reflects the predictive power of the entire model (Pirouz, 2006) with the R-square value being greater than 0.10 or greater than 10 percent (or goodness-fit of the model). Goodness of fit in PLS can be known from the Q2 value. The Q2 value has the same meaning as the coefficient of determination (R-square / R2) in regression analysis. The higher R2, the better the model can be said to fit the data. A Q-Square value greater than 0 (zero) indicates that the model has predictive relevance, while a Q-Square value less than 0 (zero) indicates that the model lacks predictive relevance (Imam Gozali, 2021). From the table, the Q2 value can be seen as follows:
Q2 value = $1 - (1 - R21)(1 - R22)(1 - R23) \dots (1 - R2n) = 1 - (1 - 0.198)(1 - 0.099)(1 - 0.885) = 0.916901$

In this research model, the R-square value produced in the overall model equation is 91.69%, this means that the structural model has very high predictive relevance, the model is getting better and is suitable for use in predictions.

FIGURE: Smart PL Output Path Diagram
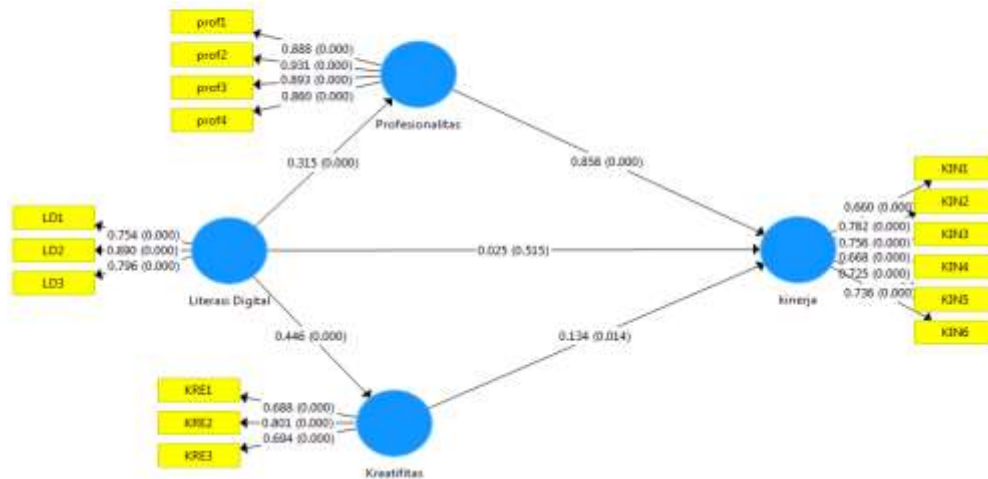
III. DISCUSSION

1. The influence of digital literacy on professionalism.

The inner model estimation results for the direct influence of digital literacy on professionalism have a path coefficient value of 0.315 with a significance value of 0.000. This shows that the direct influence of digital literacy on professionalism is significant. The resulting influence is positive, which means that the better the teacher's digital literacy, the greater the professionalism. This shows a teacher's ability to carry out professional duties and behave in a way that reflects professionalism. The higher a person's level of digital literacy, the greater the possibility of being able to manage tasks, work efficiently, communicate effectively via digital platforms and maintain a good professional image in a digital environment. This is in accordance with theoretical support that the level of teaching staff who have professionalism is the requirement to have knowledge, skills and skills as well as a more stable and adequate attitude (professionalism) so that they are able to manage the teaching and learning process effectively.(A.M. Sardiman, 2004: 134-135). Digital literacy has aspects that are relevant to professionalism. Such as online communication skills, the ability to adapt to developing technology and the ability to use digital tools productively.

2. The influence of digital literacy on creativity

The inner model estimation results for the direct influence of digital literacy on creativity have a path coefficient value of 0.446 with a significance value of 0.000. This shows that the direct influence of digital literacy on professionalism is significant. The resulting influence is positive, which means that the better the teacher's digital literacy, the greater the creativity. These results indicate that digital literacy has a significant direct influence on individual creativity levels. The path coefficient value of 0.446 indicates that there is a strong positive relationship between digital literacy and creativity. A significance value of 0.000 indicates that this relationship was found randomly, and not due to other factors. This means that the higher a person's level of digital literacy, the more likely they are to have a higher level of creativity in using technology and digital tools to create new things. In line with the theory put forward by Adobe, 2017, one of the benefits of digital literacy for the world of education is: Encouraging digital literacy is easier than you think (creativity).

3. The influence of digital literacy on performance

The inner model estimation results for the direct influence of digital literacy on performance have a path coefficient value of 0.025 with a significance value of 0.515. This shows that the direct effect of digital literacy on performance is

not significant, meaning the relationship between digital literacy and performance is not statistically strong enough to be called a significant relationship. In this case, there is not enough strong evidence to conclude that digital literacy directly affects performance. This research found that there is an influence of teacher Digital Literacy on performance. These findings do not support (contradict) the results of previous research that teachers' Digital Literacy has an influence on performance levels so that teachers' Digital Literacy levels become something that is very important to improve and implement in teaching and learning activities (Fikri Adam &JenyKamase. (2019), meaning there is other factors that influence teacher performance or many types of digital literacy such as pedagogical digital literacy, professional digital literacy, personality digital literacy, and social digital literacy. Digital literacy has not been fully implemented or used and developed to improve teacher performance.

4. The influence of digital professionalism on performance

The inner model estimation results for the direct influence of digital professionalism on performance have a path coefficient value of 0.858 with a significance value of 0.000. This shows that the direct influence of professionalism on performance is significant. This research found that there is an influence between professionalism and teacher performance. School climate refers to the social characteristics of the school in terms of relationships between students and teachers, learning and teaching emphasis, values and norms, as well as shared approaches and practices (Thapa et al., 2013), and discussing the correlation between school climate and teacher performance requires paying attention to several aspects such as their perception of the school and the behavior of leaders.

5. The influence of digital creativity on performance

The inner model estimation results for the direct influence of creativity on performance have a path coefficient value of 0.134 with a significance value of 0.000. This shows that the direct influence of creativity on performance is significant. This indicates that the level of creativity has a strong positive relationship with performance. The more creative you are in using digital aspects, the higher your performance. This research found that creativity influences teacher performance. School teachers' digital literacy plays a major role in the teaching and learning process of students, every teacher should consider it their personal responsibility to improve themselves digitally for the benefit of students and schools should meet the specific needs of their teachers and students in this regard. (Kumari and D'Souza, 2016). Furthermore, teachers are required to use technology and information, not only limited to mastering content such as Mathematics, Science and Language; but also integrate it into pedagogy to foster interdisciplinary ideas.

6. The use of technology and the internet can connect teachers and students from different places and the teaching and learning process can still run as it should. However, the large number of media or applications and the high cost of the internet are one of the obstacles in implementing digital literacy in Indonesia, especially in remote areas far from the capital city. Teachers in Indonesia generally use the WhatsApp application as a medium for carrying out teaching because it is easy and cheap for teachers and students. (Aswan, 2020) stated that messaging applications such as WhatsApp can be used as a medium for digital literacy activities and become a breakthrough learning medium in the world of education during the pandemic.

IV. CONCLUSION

a. Professionalism influences teacher performance. This research also found the role of the principal in creating a school climate.
b. Digital Literacy influences teacher performance. This shows that utilizing their abilities and skills optimally will have an impact on teaching performance.
c. Creativity influences teacher performance. By utilizing various existing technologies and digital media, especially the WhatsApp application, to continue providing teaching to students, and ultimately, influencing their performance during the COVID-19 pandemic.

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