

DOI: <https://doi.org/10.38035/dijefa.v7i4><https://creativecommons.org/licenses/by/4.0/>

Received: 05 August 2026 | Revised: 10 September 2026 | Accepted: 15 September 2026

Influence of Competence and Digital Transformation on Performance Through Work Motivation as an Intervening Variable Among Junior High School Teachers in Bangkalan Regency

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Abstract: This study aims to analyze the influence of competence and digital transformation on teacher performance, with work motivation serving as an intervening variable, among Junior High School (SMP) teachers in Bangkalan Regency. The demands of digital transformation in education require teachers to possess adequate competence and the ability to adapt to technology to enhance the quality of instruction and performance; however, challenges such as limited digital competence, low work motivation, and suboptimal technology utilization persist in the field. The study employs a quantitative approach using explanatory research. The population consists of 700 civil servant (PNS) junior high school teachers in Bangkalan Regency, with a sample of 186 respondents selected through proportionate stratified random sampling. Data were collected via questionnaires and analyzed using SEM-PLS. The results indicate that teacher competence and work motivation have a positive and significant effect on teacher performance. Digital transformation significantly influences work motivation but does not have a direct, significant effect on teacher performance. Work motivation was found to mediate the influence of competence and digital transformation on teacher performance. These findings are expected to provide insights for policymakers regarding enhancing teacher competence, strengthening digital transformation, and fostering work motivation to support improved teacher performance in the digital era.

Keywords: Competence, Digital Transformation, Work Motivation, Teacher Performance.

INTRODUCTION

Digital transformation is regarded as a strategic effort to improve effectiveness, The digital transformation is seen as a strategic effort to improve effectiveness, efficiency, and service quality through the integration of technology and strengthening human resource capacity (Ismail et al., 2025). Information technology development has driven change across various sectors, including the education sector, so organizations are required to adapt to the

dynamics of the digital era (Gkrimpizi et al., 2024). The education sector has become one of the areas experiencing accelerated digital transformation due to the shift of learning systems from conventional methods to technology-based learning models that are more flexible, collaborative, and adaptive to 21st-century needs (Zhu et al., 2024), especially since the COVID-19 pandemic encouraged widespread implementation of online learning. The Indonesian government also strengthens the digitalization of education through various programs, The Indonesian government also strengthens the digitization of education through various programs, such as online learning platforms and application-based administration systems. However, the implementation of digital transformation in education on the ground still faces various constraints. The use of digital platforms in schools often only occurs at the initial stage of implementation, then declines due to limited support and low readiness of human resources, and tends to be more used for administrative purposes rather than to support innovative learning. The success of education transformation greatly depends on teacher readiness and competence. Data from the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek, 2021) show that about 61.4% of teachers have not reached the competent category in utilizing learning technology, 58.9% of teachers still have difficulties in designing digitally adaptive learning, and only 40.6% of teachers are able to effectively conduct digital learning evaluations. This condition underscores that teacher competence in technology-based learning still needs to be strengthened.

Another aspect besides competence, work motivation becomes an important factor explaining How competence and digital transformation can drive improved teacher performance is another aspect. Motivation can be interpreted as inner drive that determines how strong, directed, and sustainable one is to work (Hasanah et al., 2023), as also stated by Ryan and Deci (2000) that motivation is the drive that moves individuals toward action through the interaction of intrinsic and extrinsic factors. Teachers with high self-efficacy tend to be more confident in utilizing technology and carrying out their professional tasks, while low motivation can hinder adaptation to changes in the educational environment. Meanwhile, performance reflects the level of an individual's success in fulfilling duties and responsibilities according to organizational goals, viewed not only from the final outcome but also from the work process and real contributions made (Kholifah et al., 2024). Laili and Safrizal (2021) state that performance reflects work achievement influenced by a number of internal and external organizational factors. National data also shows that the average results of the Teacher Competency Test (UKG) are still around 54.6, indicating that improving teacher performance requires adequate competence and support from digital transformation that can build sustained work motivation.

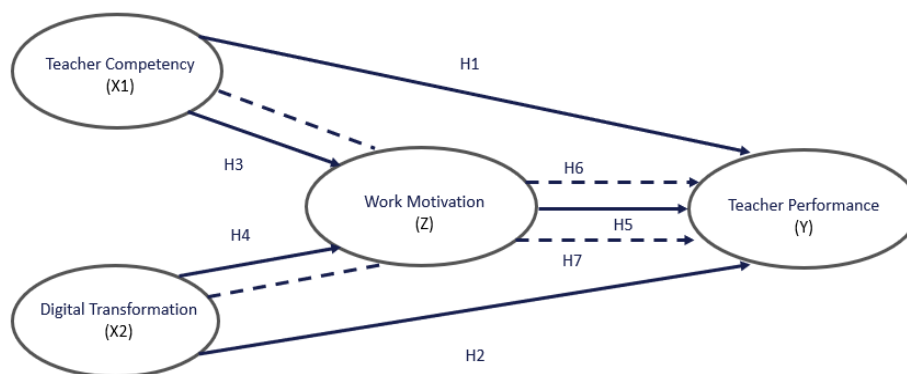
Bangkalan Regency was chosen as the research location because it represents the region transition in digital education transformation. The School Participation Rate (APS) for ages 16-18 in Bangkalan Regency is recorded at 53.30%, much lower than urban areas such as Kediri (92.87%) and Blitar (94.58%) (BPS-Provinsi Jawa Timur, 2025). The Human Development Index (IPM) of Bangkalan Regency is also 66.82, below the East Java Province average of 74.39 (BPS, 2023). This condition shows that the quality of education and readiness for digital transformation in this region still requires attention and ongoing reinforcement. This condition shows that the quality of education and readiness for digital transformation in this region still require ongoing attention and reinforcement. The problem of teacher competence in implementing digital learning also remains a challenge task submission through instant messaging applications, so that technology integration has not yet fully driven pedagogical innovation in the learning process. This phenomenon indicates that teachers' competence not only affects the quality of learning, but can also determine the level of teachers' motivation in facing the continuously evolving demands of digital education. Teachers' work is a form of individual performance that reflects the level of success in carrying out professional duties

effectively and responsibly in accordance with the established learning objectives (Kholifah et al., 2024). High competence supports teachers in carrying out their duties professionally and adapting to change, while digital transformation provides technological support that improves the effectiveness of learning. The influence of these two factors on teachers' performance is not always direct because work motivation acts as a mechanism that encourages teachers' spirit, commitment, and seriousness in carrying out their professional duties.

Based on the description above, this study aims to analyze the effect of competence and digital transformation on teachers' performance, both directly and through work motivation as a mediating variable, among junior high school teachers in Bangkalan Regency. This research uses the Resource-Based View (RBV) theory as the grand theory, which explains that teachers' competence and readiness for digital transformation are strategic resources that can become a school's competitive advantage in improving performance if they are managed and utilized optimally (Mailani et al., 2024). This research is expected to provide theoretical contributions to the development of studies in educational management and human resource management, particularly regarding the role of work motivation as an intervening variable that bridges the relationship between competence, digital transformation, and teachers' performance, and to provide practical contributions for the Education Office, principals, and teachers in formulating strategies to improve teachers' performance in the digital era.

Theoretical Review and Hypothesis Development

Resource-Based View (RBV) explains that an organization's competitive advantage comes from internal resources that are valuable, rare, difficult to imitate, and cannot be perfectly replaced by competitors (Mailani et al., 2024). Teachers' competence, readiness for digital transformation, and work motivation in the educational context can be viewed as strategic school resources which, when managed effectively, are able to create advantages in the form of optimal teacher performance. Teachers' competence reflects human resources (human capital) that are valuable because they contribute directly to the quality of learning. This perspective is in line with Sulistiarini et al. (2025), who emphasized that digital transformation must be supported by the development of human resource competencies to create sustainable organizational value. While digital transformation reflects organizational capability in utilizing technology to support work processes (Le et al., 2026; Hsiao, 2024). Work motivation, within the RBV framework, is considered an intangible resource that bridges the utilization of other resources so as to generate added value in the form of improved performance.



Source: Processed by the researcher (2026)

Figure 1. Thinking Framework

Explanation:

- - - - - : Indirect effect (mediation)
- : Direct effect

Based on a theoretical review and the results of previous research, this study develops seven hypotheses, namely: H1) competence affects teacher performance; H2) digital transformation affects teacher performance; H3) competence affects work motivation; H4) digital transformation affects work motivation; H5) work motivation affects teacher performance; H6) work motivation mediates the effect of competence on teacher performance; and H7) work motivation mediates the effect of digital transformation on teacher performance. All seven hypotheses are tested empirically using the Structural Equation Modeling-Partial Least Squares (SEM-PLS) approach as described in the research methods section.

METHODS

This study applies a quantitative approach with the type of explanatory research to analyze causal relationships among teacher competence, digital transformation, work motivation, and teacher performance. The study population is all First Middle School (SMP) teachers with the status of Civil Servants (PNS) in Bangkalan Regency, totaling 700 people, spread across 18 districts. Determining the sample size refers to the 10 times rule principle in PLS-SEM analysis, i.e., ten times the largest number of indicators (17 indicators), resulting in a minimum sample size of 170 respondents. The sampling technique uses probability sampling with proportionate stratified random sampling methods based on district area, and the final data collection results obtained 186 respondents. Primary data were collected through distributing questionnaires online (Google Form) and offline (printed questionnaires) to PNS SMP teachers who meet the criteria, namely actively teaching, having a minimum tenure of 1 year, and having used digital technology in learning or school administration. Secondary data were obtained from the Bangkalan Regency Education Office, school profiles, and relevant national and international scientific journals. The research instrument uses a Likert scale of 1-5 (Strongly Disagree to Strongly Agree), with each indicator measured through two questionnaire statements.

Table 1. Operationalization of Variables

Variable	Operational Definition	Indicator
Teacher Competency (X1)	Teachers' perceptions of the ability to utilize digital technology to support communication professional, learning management, learning resources digital learning, and learning evaluation.	Professional engagement; digital resources; teaching and learning; assessment (Tzafilkou <i>et al.</i> , 2023)
Digital Transformation (X2)	Teachers' perceptions of school readiness integrating digital technology through leadership, digital competency, and behavior technology use.	Digital leadership; digital competency; teacher technology behavior (Zhu <i>et al.</i> , 2024)
Work Motivation (Z)	Teachers' perceptions regarding internal and external that affect engagement, commitment, and enthusiasm in carrying out professional duty.	Intrinsic; identified; introjected,; external regulation; amotivation (Granziera <i>et al.</i> , 2026)
Teacher Performance (Y)	Teacher perception of the effectiveness of implementation professional tasks in learning, classroom management, and self-development.	Cognitive activation; classroom management; teaching clarity; student support; adaptation skills (Kholifah <i>et al.</i> , 2024)

Source: Processed by Researchers (2026)

Data analysis using Partial Least Square-Structural Equation Modeling method (PLS-SEM) processed through SmartPLS 4. Outer model evaluation is conducted through 4 itesting outer loading, average variance extracted (AVE), discriminant validity (HTMT and Fornell-Larcker), as well as composite reliability and Cronbach's Alpha. Inner model evaluation is carried out using the R-Square (R^2) value, effect size (f^2), and predictive relevance (Q^2). Hypothesis testing is performed through bootstrapping procedures with the criterion that the

hypothesis is accepted if the t-statistic value $> 1,96$ and the p-value $< 0,05$ at a 5% significance level. Mediation testing (indirect effect) is conducted to assess the role of work motivation in mediating the effect of competence and digital transformation on teachers' performance, with categories of full mediation, partial mediation, or no mediation.

RESULTS AND DISCUSSION

Respondent Characteristics

This study involved 186 PNS junior high school teacher respondents in Bangkalan Regency who are distributed across 18 districts, with the largest proportion coming from Bangkalan District (50 people; 26,88%) and Kamal District (23 people; 12,37%). Respondent characteristics based on gender, age, highest education, and tenure are presented in Table 2.

Table 2. Respondent Characteristics

Characteristics	Category	Number (People)	Percentage (%)
Gender	Male	69	37,10
	Female	117	62,90
Age	< 30 Years	5	2,69
	30–39 Years	33	17,74
	40–49 Years	99	53,23
	≥ 50 Years	49	26,34
Highest Education	S1	143	76,88
	S2	43	23,12
Work Period	1–3 Years	6	3,23
	4–6 Years	21	11,29
	7–9 Years	17	9,14
	≥ 10 Years	142	76,34

Source: Researchers' Data Processing (2026)

Table 2 shows that the research respondents were dominated by female teachers, the productive age group 40–49 years, S1 graduates, as well as teachers with a work period of more than 10 years. These characteristics indicate that most public junior high school (SMP) teachers in Bangkalan Regency are at a mature career stage with extensive teaching experience, which is an important asset in facing various changes in the work environment, including technological advancements and continuously evolving education policies.

Descriptive Statistics of Research Variables

Descriptive analysis was conducted to determine the tendency of respondents' perceptions toward each of the research variables based on a Likert scale of 1-5. A summary of the mean values of each variable is presented in Table 3.

Table 3. Descriptive Statistics of Research Variables

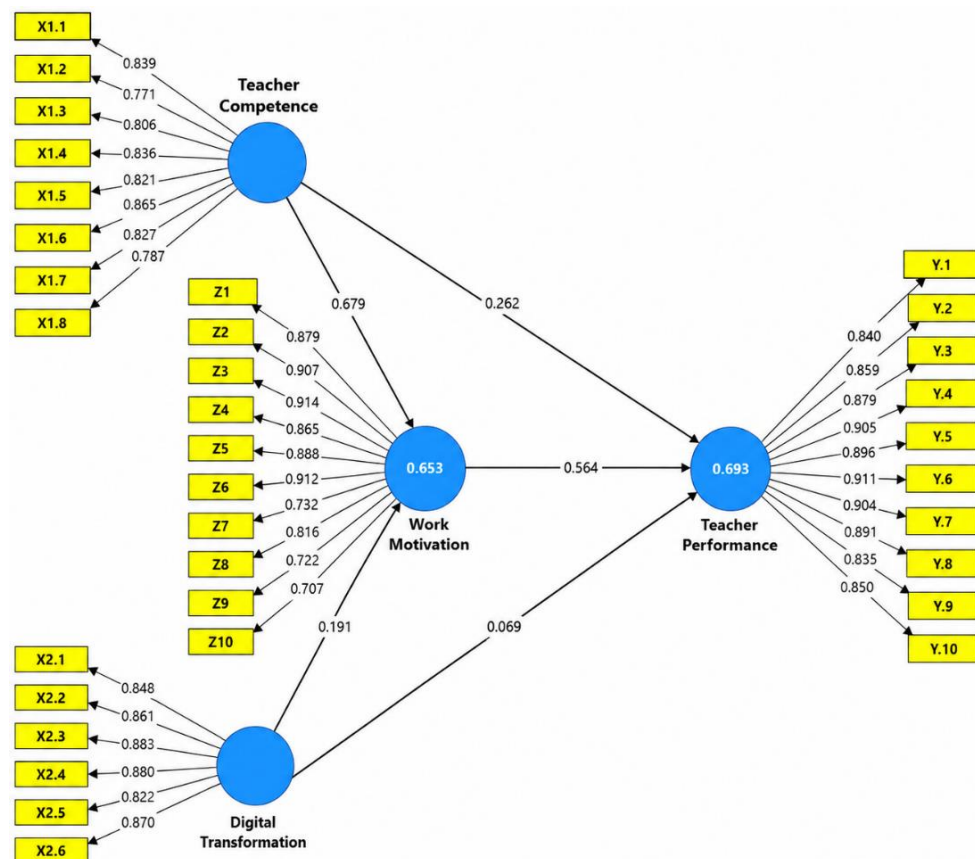
Variable	Mean Score	Category
Teacher Competency (X1)	4,33	Very High
Digital Transformation (X2)	4,29	Very High
Work Motivation (Z)	4,52	Very High
Teacher Performance (Y)	4,51	Very High

Source: Processing of Research Data (2026)

Table 3 shows that all research variables are in the very high category according to respondents' perceptions. The highest mean value is found in the Work Motivation variable (4,52), which indicates that civil-servant junior high school teachers in Bangkalan Regency have a strong work drive, whether it comes from intrinsic or extrinsic motivation. The Teacher Performance variable also shows a high mean value (4,51), reflecting that most respondents assess themselves as having carried out professional duties effectively. Meanwhile, the Teacher Competency (4,33) and Digital Transformation (4,29) variables show a relatively lower mean value compared with the other two variables, although they still fall into the very high category, indicating that there is still room for improvement in aspects of mastering digital competency and readiness for digital transformation in schools compared with the level of motivation and performance that teachers have already achieved.

Measurement Model Evaluation (Outer Model)

This test is conducted to ensure that each indicator can reflect the measured construct accurately and consistently. Outer model evaluation is carried out through tests of convergent validity using the outer loading values and Average Variance Extracted (AVE), and reliability testing using Cronbach's Alpha and Composite Reliability.



Source: SmartPLS data analysis (2026)
 Figure 2. Results of the PLS Algorithm

The results of the outer model evaluation show that all research indicators meet Validity and reliability criteria. Outer loading tests show that all items have values above the required threshold, with item X1.3 as the most dominant representation for the Teacher Competence construct, X2.3 for Digital Transformation, Z.3 for Work Motivation, and Y.6 for Teacher Performance. The average variance extracted (AVE) values for all constructs are above 0.50,

thus convergent validity is fulfilled. Discriminant validity testing via the Heterotrait-Monotrait Ratio (HTMT) shows values below 0.90 and the Fornell-Larcker criterion indicates that the AVE root of each construct is greater than the inter-construct correlations, thus discriminant validity is fulfilled. The values of composite reliability and Cronbach's Alpha for all constructs fall in the range 0.70–0.95, indicating good internal consistency of the instrument. The summary of the outer model evaluation is shown in Table 4.

Table 4. Outer Model Evaluation Summary

Construct	Outer Range Loading	AVE	Composite Reliability	Cronbach's Alpha
Teacher Competence (X1)	0,70–0,89	0,672	0,942	0,930
Digital Transformation (X2)	0,70–0,87	0,741	0,945	0,930
Work Motivation (Z)	0,70–0,91	0,702	0,959	0,952
Teacher Performance (Y)	0,70–0,88	0,770	0,971	0,967

Source: SmartPLS Data Processing (2026)

Structural Model Evaluation (Inner Model)

The inner model evaluation results show the R-Square value for the Work Motivation variable. The inner model evaluation results show an R-Squared value of 0.653 for the Work Motivation variable, meaning 65.3% of the variability in work motivation can be explained by teacher competence and digital transformation, while 34.7% is influenced by other factors outside the model. The R-Square value for the Teacher Performance variable is 0.693, meaning 69.3% of the variance in teacher performance is explained by teacher competence, digital transformation, and work motivation collectively, categorized from moderate to strong. The predictive relevance (Q^2) values for work motivation (0.634) and teacher performance (0.561) are both positive, indicating the study model has good predictive relevance.

Table 5. Results of Effect Size (f^2) Testing

Exogenous Variable → Endogenous	Effect Size (f^2)
Digital Transformation → Work Motivation	0,068
Digital Transformation → Teacher Performance	0,009
Teacher Competence → Work Motivation	0,856
Teacher Competence → Teacher Performance	0,078
Work Motivation → Teacher Performance	0,360

Source: SmartPLS Data Processing (2026)

Table 5 shows that teachers' competence provides the largest contribution to work motivation, while work motivation provides a significant contribution to teacher performance. In contrast, the direct contribution of digital transformation to teacher performance is almost negligible, indicating that the effect of digital transformation on teacher performance works more through work motivation than directly.

Hypothesis Testing

Hypothesis testing is conducted using a bootstrapping procedure in SmartPLS 4 with the hypothesis is accepted when t-statistic > 1.96 and p-value < 0.05. The results of testing the direct effects are presented in Table 6.

Table 6. Results of Hypothesis Testing of Direct Influence

Hypotheses	Relationships Between Variables	Coefficient	t-statistic	p-value	Decision
H1	Teacher Competence → Teacher Performance	0,262	2,715	0,007	Accepted
H2	Digital Transformation → Teacher Performance	0,069	0,958	0,338	Rejected
H3	Teacher Competence → Work Motivation	0,679	8,858	0,000	Accepted
H4	Digital Transformation → Work Motivation	0,191	2,192	0,028	Accepted
H5	Work Motivation → Teacher Performance	0,564	5,753	0,000	Accepted

Source: SmartPLS Data Processing (2026)

Mediation test results (indirect effect) are presented in Table 7.

Table 7. Mediation Hypothesis Testing Results

Hypotheses	Indirect Effect	Coefficient	t-statistic	p-value	Decision
H6	Teacher Competence → Work Motivation → Teacher Performance	0,383	4,873	0,000	Diterima
H7	Digital Transformation → Work Motivation → Teacher Performance	0,108	2,038	0,042	Diterima

Source: SmartPLS Data Processing (2026)

Discussion

Effect of Competence on Teacher Performance

The results of the first hypothesis test show that teacher competence has an influence. The results of the first hypothesis test indicate that teacher competence positively and significantly affects teacher performance in SMP Negeri PNS in Bangkalan Regency, with a path coefficient of 0.262, t-statistic value 2.715, and p-value 0.007 ($p < 0.05$), thus H1 is accepted. The positive coefficient indicates that the higher the competence possessed by teachers, the more optimal the performance demonstrated in carrying out their professional duties. Indicators measured in this study, namely professional involvement, utilization of digital learning resources, implementation of teaching, and assessment of learning outcomes, proved to be factors that realistically support the effectiveness of teachers' work in the field. This finding is reinforced by empirical conditions observed during data collection. Teachers in various schools show relatively good ability in utilizing digital learning media, independently preparing instructional materials, conducting learning assessments, and actively participating in professional development activities, even though school characteristics and the respondents' duty areas are quite diverse. The consistency of these patterns across schools indicates that competence is not merely an individual attribute, but a relatively stable and reliable work capacity that supports performance.

Theoretically, this finding strengthens empirical support for the Resource-Based View (RBV), which asserts that strategically valuable resources can be a primary factor in creating organizational competitive advantage (Allouche, 2024). Teacher competence is a school strategic asset because it directly contributes to learning quality and educational outcomes. This study's findings also align with Runge et al., (2023), Chiu and Sanusi (2024) showing that digital competence and technology literacy among teachers play a crucial role in improving professional performance, as well as Herzallah (2025) showing that mastery of Technological Pedagogical Content Knowledge (TPACK) and technological self-efficacy enhances digital learning effectiveness. Thus, improving teacher competence should continue to be a focus

through training, workshops, mentoring, and the formation of professional learning communities to optimize its impact on performance.

The Effect of Digital Transformation on Teacher Performance

Unlike the influence of competence, the results of the second hypothesis test actually digital transformation does not have a significant effect on teacher performance, with a coefficient of 0.069, t-statistic 0.958, and p-value 0.338 ($p > 0.05$), thus H2 is rejected. This finding indicates that the presence of infrastructure and digital transformation programs in schools does not automatically translate into improved quality of teachers' professional task performance. This insignificance should be read carefully, not as evidence that technology is irrelevant to performance, but as an indication that its utilization in the field has not touched the core of teaching practice. During the study, most teachers have utilized various digital platforms, such as Platform Merdeka Mengajar (PMM), Google Workspace, Dapodik, e-Rapor, and WhatsApp. Nevertheless, the use of the technology is still dominated by administrative purposes, namely the preparation of learning devices, reporting, and communication, while its implementation in creating innovative and interactive learning has not been carried out consistently. In other words, technology functions more as an administrative aid rather than as a means to improve teaching quality.

The Resource-Based View (RBV) perspective explains this phenomenon emphatically that The organizational advantage is not determined solely by ownership of resources, but by the organization's capabilities in managing, integrating, and leveraging those resources to produce real added value (Mailani et al., 2024). The various digital platforms available in schools are essentially organizational resources with the potential to improve learning quality, but that potential has not been realized optimally because their use remains focused on administrative activities and not fully integrated into classroom teaching practices. This finding differs from Pradas et al. (2021) who stated that digital transformation can directly improve performance through adequate digital readiness, and Li et al. (2021) who explained that the use of digital technology can enhance teachers' teaching behavior. This difference is most likely due to different digital adoption stages across contexts, so the effect of digital transformation on teacher performance in Bangkalan Regency appears to be indirect.

Effect of Competence on Work Motivation

The influence of competence on work motivation represents a direct influence pathway that The influence of competence on work motivation is a direct impact path the strongest among all relationships tested in this study. Teacher competence positively and significantly affects work motivation, with a coefficient of 0.679, t-statistic 8.858, and p-value 0.000, thus H3 is accepted, with an effect size (f^2) of 0.856 categorized as a large effect. These values show that mastery of competence is not only technical preparation for teachers but also a psychological foundation that builds self-confidence and the drive to work better. Teachers with high competence tend to be more self-confident and more motivated in carrying out their duties, including facing the demands of technology-based learning that continues to develop. This is in line with Tzafilkou (2023) explaining that mastery of digital competence can enhance teachers' confidence and readiness to implement learning, Feng dan Sumettikoon (2024) showing that improving competence through ongoing professional development programs can increase teacher engagement and motivation. In other words, competence functions as a resource that energizes teachers' motivation from within, not just as a standalone technical ability. Given the large contribution of this path to the overall research model, improving teachers' competence should be a sustained concern for the Education Department and schools, including through structured and tiered training programs, workshops, and mentoring.

The Effect of Digital Transformation on Work Motivation

Field findings show that schools supported by digital infrastructure and adequate support tends to display higher teacher enthusiasm in using technology to support their work tasks. This pattern is consistent with the results of the fourth hypothesis testing, which shows that digital transformation has a positive and significant effect on work motivation, with a coefficient of 0,191, a t-statistic of 2,192, and a p-value of 0,028, so H4 is accepted. Even so, the magnitude of the effect along this path ($f^2 = 0,068$) falls into the small-effect category when compared with the effect of competence on work motivation, so digital transformation plays a more supportive role rather than the main driver of teachers' motivation. Most public junior high schools in Bangkalan Regency have made use of various digital platforms to support both learning and school administration, and the availability of technology as well as the ease of accessing that information appears to help shape a more conducive work environment, thereby encouraging teachers' work spirit. The Resource-Based View (RBV) perspective explains that digital transformation is an organization's strategic capability that can increase the value of internal resources when technology is used optimally (Weritz et al., 2024). These findings are in line with Ajagbe (2021), who found that implementing digital learning can increase individual motivation, as well as Tian et al. (2025), who proved that digital competence has a positive relationship with teachers' work motivation. Therefore, schools' investment in digital infrastructure should be accompanied by adequate support so that the technology's benefits are genuinely felt by teachers, not merely available physically.

The Effect of Work Motivation on Teacher Performance

The Resource-Based View (RBV) framework views work motivation as a resource an intangible resource that is able to create organizational advantage when managed effectively. In line with this view, the results of the fifth hypothesis testing in this study show that work motivation has a positive and significant effect on teacher performance, with a coefficient of 0,564, a t-statistic of 5,753, and a p-value of 0,000, so H5 is accepted, with a large-effect category ($f^2 = 0,360$). These findings emphasize that work motivation is an important factor that encourages teachers to work more optimally in carrying out learning tasks. During the data collection process, teachers with high work motivation show greater involvement, as reflected in their willingness to prepare learning materials thoroughly, participate in the Musyawarah Guru Mata Pelajaran (MGMP) activities, and actively take part in training and workshops, even when they are faced with changes in education policy and rising administrative demands. These findings are consistent with Layek and Kumar (2024), who demonstrated that intrinsic and extrinsic motivation positively contributes to teacher performance, as well as Collie et al. (2024), who showed that motivation increases work engagement and teachers' readiness in using innovations in learning technology. With an effect size classified as large, this path confirms that strengthening work motivation deserves to be positioned as one of the main priorities in efforts to improve teacher performance.

The Mediating Role of Work Motivation

The sequence of findings from the five previous hypotheses points to one common thread namely, work motivation not only stands as a variable with a strong direct effect on performance, but also acts as a connecting pathway that explains how competence and digital transformation ultimately affect teacher performance. Mediation testing results show that work motivation is proven to significantly mediate the effect of teachers' competence on teachers' performance, with an indirect coefficient of 0,383, a t-statistic of 4,873, and a p-value of 0,000, so H6 is accepted. Because the direct effect of competence on performance remains significant after work motivation is included in the model, the role of work motivation along this path is partial mediation, which explains that competence influences teachers' performance both

directly and through strengthening work motivation. Teachers with good competencies tend to have higher self-confidence, are better prepared to face change, and in turn have high work motivation in achieving optimal performance.

Different patterns were found in the digital transformation pathway. Work motivation was also shown to be to significantly mediate the effect of digital transformation on teachers' performance, with an indirect coefficient of 0,108, t-statistic 2,038, and p-value 0,042, so that H7 is accepted. The direct effect of digital transformation on teachers' performance is not significant (H2 is rejected), whereas the indirect effect through work motivation is significant; therefore, work motivation acts as full mediation in the relationship between digital transformation and teachers' performance. Digital transformation only impacts improving teachers' performance if it can first foster work motivation. This shows that the mere availability of technology, without being accompanied by strengthening motivation, is not yet sufficient to drive performance directly. The Resource-Based View (RBV) approach states that organizations gain advantage when they are able to utilize and manage their strategic resources to the maximum (Mailani et al., 2024). The strategic value of teachers' competence will be maximized when supported by high work motivation, so that the competence possessed is not only a potential, but is reflected in productive work behavior. The implication is that schools and the Education Office need to integrate competence development and school digitalization programs with policies that explicitly support teachers' motivation, such as providing awards, opportunities for career development, and creating a conducive work environment, so that investment in competence and technology truly has an impact on improving teachers' performance.

CONCLUSION AND RECOMMENDATIONS

Conclusion

Based on the research results, it can be concluded that: (1) teachers' competence has an effect positive and significant on the performance of junior high school teachers in Bangkalan Regency; (2) digital transformation has a positive but not significant impact on teachers' performance; (3) teachers' competence has a positive and significant effect on work motivation; (4) digital transformation has a positive and significant effect on work motivation; (5) work motivation has a positive and significant effect on teachers' performance; (6) work motivation partially and significantly mediates the effect of teachers' competence on teachers' performance; and (7) work motivation fully and significantly mediates the effect of digital transformation on teachers' performance. Overall, teachers' competence is the variable with the most dominant influence on work motivation, while work motivation is a key factor that bridges the influence of competence and digital transformation on improving teachers' performance among civil servant junior high school teachers in Bangkalan Regency.

Limitations

This study uses questionnaire data and may still contain subjectivity of respondents. The research objects are also limited to junior high school teachers with civil servant status in Bangkalan Regency, so generalization of the results remains limited. In addition, the study only tests competence, digital transformation, work motivation, and teacher performance, so other factors that may influence performance have not been analyzed.

Recommendations

The Bangkalan Regency Education Office needs to strengthen competence development programs, digital literacy, as well as the provision of supporting facilities for digital transformation. The school principal it is expected to improve teachers' motivation through rewards, career development opportunities, and support for the use of technology. Future

research is suggested to add other variables, such as leadership, organizational culture, or job satisfaction, and to broaden the research objects so that the results are more comprehensive.

Author Contributions

This study shows that improving teachers' competence needs to be carried out in a continuous manner through training and professional development because competence has the greatest influence on work motivation. Work motivation has also been proven to play an important role in improving teachers' performance, so schools need to create a supportive work environment. In addition, digital transformation can increase work motivation, but its effectiveness on performance requires readiness of human resources. Therefore, competence development and digitalization programs need to be integrated with efforts to increase teachers' motivation.

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