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## Analyzing Teacher Performance in the Digital Era: The Interplay of Cyberloafing Behavior, Digital Competence, and Work Motivation (Case Study: 3 Muhammadiyah Vocational Schools in Cianjur).

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**Abstract:** This study explores the influence of cyberloafing behavior, digital competence, and work motivation on teacher performance at SMK Muhammadiyah Cianjur. Using a quantitative approach, this study involved 100 teachers as samples and analyzed the data using the Partial Least Squares (PLS) method. The results showed that digital competency has a significant positive effect on work motivation and teacher performance, while cyberloafing has a negative impact on performance. Work motivation was found to mediate the relationship between digital competencies and teacher performance. This research highlights the importance of digital competency training to support technology-based learning, while reducing cyberloafing behavior that can reduce productivity. Institutional support and clear policies are important factors in motivating teachers to achieve optimal performance. The findings offer practical and theoretical insights to improve education quality through more effective human resource management in the digital era.

**Keyword:** Cyberloafing, Digital Competency, Work Motivation, Teacher Performance.

### INTRODUCTION

The development of information technology in the digital era has had a significant impact on the world of education, including in the Vocational High School (SMK) environment. Teachers, as a key element in education, have an important role in ensuring the quality of teaching in the midst of digital transformation. At SMK Muhammadiyah Cianjur, teachers are required not only to have competence in teaching materials, but also digital capabilities to support the learning process. However, the phenomenon of cyberloafing, which is the use of the internet for non-productive activities during working hours, poses a serious challenge. Widespread internet use in Cianjur district increases the risk of cyberloafing among teachers, such as accessing social media or online shopping while at work. (Nuraeni et al., 2023) This has a negative impact on productivity and teaching quality. In addition, teacher performance is also influenced by work motivation, which involves intrinsic and extrinsic drives to perform

tasks well. Motivated and digitally competent teachers can utilize technology to improve student learning outcomes. This study identifies the relationship between digital competence, work motivation, and cyberloafing with teacher performance, especially in SMK Muhammadiyah Cianjur.

## Research Objectives

1. Examine the influence of digital competence on cyberloafing behavior of teachers of SMK Muhammadiyah Cianjur.
2. Analyzing the relationship between work motivation and teacher cyberloafing.
3. Find out the impact of digital competence on teacher performance.
4. Examine the effect of work motivation on teacher performance.
5. Explain the relationship between cyberloafing and teacher performance.
6. Understand the role of cyberloafing in mediating the effect of digital competence on teacher performance.
7. Exploring the role of cyberloafing in mediating the relationship between work motivation and teacher performance.

This research is expected to provide theoretical contributions to the development of education science in the digital era and practical benefits for teachers and school management to improve educational performance through wise use of technology.

## METHOD

This study uses a quantitative approach to examine the relationship between the variables studied, namely cyberloafing, digital competence, work motivation, and teacher performance. The purpose of this approach is to obtain objective and measurable results based on the data collected.

Data analysis was conducted using Structural Equation Modeling (SEM) method based on Partial Least Squares (PLS), using SmartPLS software. The PLS-SEM approach was chosen because of its ability to handle data that does not meet the assumption of normal distribution, as well as its flexibility in measuring latent variables using multiple indicators. This method is suitable for exploratory research that aims to understand the relationship between variables.

## RESULTS AND DISCUSSION

### Convergent Validity Testing

The results of the preliminary research model calculations using SmartPLS 3.2.9 software are presented in the following image:

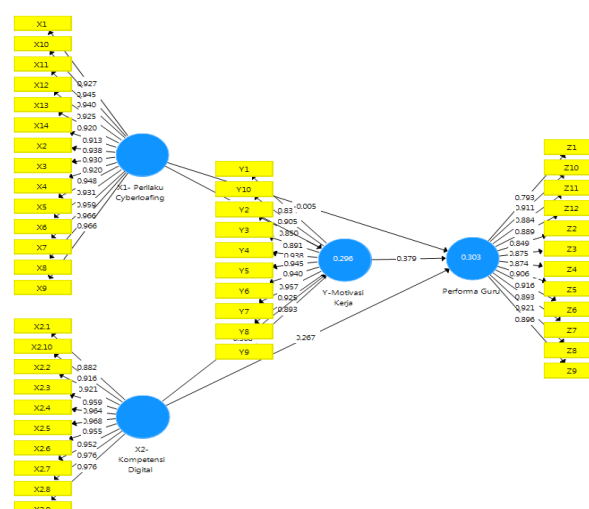


Figure 1. Calculation Results

In testing convergent validity, the outer loading value or loading factor is used to assess the extent to which the indicators in the measurement model reflect the latent construct being measured. Indicators are declared to have good convergent validity if the outer loading value is  $> 0.7$ .

because all factor loadings are above this threshold. The results for the AVE value are as follows:

Table 1 Average Variant Extracted (AVE).

Variable	Average Variance Extracted (AVE)
Performa Guru	0,782
X1- Perilaku Cyberloafing	0,880
X2-Kompetensi Digital	0,897
Y-Motivasi Kerja	0,826

Source : smartPLS Report

All constructs in the model meet convergent validity because the AVE value for all constructs is  $> 0.5$ . High AVE values (above 0.7) indicate that all latent constructs are very good at explaining the variance of their indicators.

Table 2 Composite Reliability

Variable	Composite Reliability
Z-Performa Guru	0,977
X1- Perilaku Cyberloafing	0,990
X2-Kompetensi Digital	0,989
Y-Motivasi Kerja	0,979

Source : smartPLS Report

Composite Reliability (CR) shows the reliability values for the four latent constructs: Teacher Performance, Cyberloafing Behavior, Digital Competence, and Work Motivation. All constructs have a Composite Reliability  $\geq 0.7$ , which indicates that all latent constructs have excellent reliability.

### Inner Model

Table 3 is the result of R-square estimation using SmartPLS 3.2.9

Table 3 R-Square

Variable	R Square
Performa Guru	0,303
Y-Motivasi Kerja	0,296

Source : smartPLS Report

Teacher Performance has an R-Square of 0.303. This indicates that this variable explains about 30.3% of the variance in the dependent variable. Y-Work Motivation has an R-Square of 0.296. This indicates that this variable explains about 29.6% of the variance in the dependent variable.

Teacher Performance and Work Motivation. Both latent constructs (Teacher Performance and Work Motivation) have  $R^2$  values in the weak category according to Chin (1998). The R-Square value only shows the proportion of variance explained by the model. It does not indicate how good the model is at predicting individual values of the dependent variable.

## Hypothesis Testing

Hypothesis testing is done through bootstrapping analysis, taking into account the t-statistic, p-value, and path coefficient values to assess the strength, direction, and significance of the relationship between latent constructs.

Tabel 4 *path coefficient*

### Path Coefficients

Mean, STDEV, T-Values, P-Values	Confidence Intervals	Confidence Intervals Bias Corrected	Samples	Copy to Clipboard:	
	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ( O /STDEV)	P Values
X1- Perilaku Cyberloafing -> Performa Guru	-0.005	-0.006	0.093	0.055	<b>0.956</b>
X1- Perilaku Cyberloafing -> Y-Motivasi Kerja	-0.347	-0.358	0.129	2.700	<b>0.007</b>
X2-Kompetensi Digital -> Performa Guru	0.267	0.262	0.098	2.738	<b>0.006</b>
X2-Kompetensi Digital -> Y-Motivasi Kerja	0.568	0.576	0.097	5.853	<b>0.000</b>
Y-Motivasi Kerja -> Performa Guru	0.379	0.375	0.107	3.544	<b>0.000</b>

Source : smartPLS Report

### Of the five paths tested:

Three paths showed a positive significant effect (H3, H4, H5).

One path showed a negative significant effect (H1).

One path is not significant (H2).

The variable Digital Competence (X2) showed a positive significant effect on both work motivation and teacher performance.

The variable Cyberloafing Behavior (X1) has a significant negative impact on work motivation but not significant on teacher performance.

The Work Motivation variable (Y) is a mediator variable that has a significant positive effect on teacher performance.

The following are the results of hypothesis testing obtained in this study through the bootstrapping test.

Table 5 Path Coefficients Hypothesis Test Results

No	Hipotesis	Path Coefficient	T-Statistic	P-Value	Kesimpulan
1	X1 (Perilaku Cyberloafing) → Z (Performa Guru)	-0,005	0,055	0,956	Tidak signifikan
2	X1 (Perilaku Cyberloafing) → Y (Motivasi Kerja)	-0,347	2,700	0,007	Signifikan
3	X2 (Kompetensi Digital) → Z (Performa Guru)	0,267	2,738	0,006	Signifikan
4	X2 (Kompetensi Digital) → Y (Motivasi Kerja)	0,568	5,853	0,000	Signifikan
5	Y (Motivasi Kerja) → Z (Performa Guru)	0,379	3,544	0,000	Signifikan

Source : smartPLS Report

From the path coefficients test, there are 4 hypotheses that are accepted because they have a significant relationship according to the t-statistic and p-value criteria. Meanwhile, 1 hypothesis was rejected, namely the relationship X1 (Cyberloafing Behavior) → Teacher Performance, which was not significant.

## CONCLUSION

The study analyzes the relationships between cyberloafing behavior, digital competence, work motivation, and teacher performance. The findings reveal several key insights regarding how these variables interact and influence each other.

X1 (Cyberloafing Behavior) → Z (Teacher Performance)

Interpretation: There is no significant influence between cyberloafing behavior on teacher performance. This shows that teachers' cyberloafing behavior does not directly affect their performance.

X1 (Cyberloafing Behavior) → Y (Work Motivation)

Interpretation: There is a significant negative influence between cyberloafing behavior and work motivation. This means that the higher the cyberloafing behavior, the lower the teacher's work motivation.

X2 (Digital Competence) → Z (Teacher Performance)

Interpretation: Digital competency has a significant positive influence on teacher performance. This means that increasing digital competence can significantly improve teacher performance.

X2 (Digital Competence) → Y (Work Motivation)

Interpretation: Digital competence has a significant positive influence on work motivation. Teachers with good digital competence tend to have higher work motivation.

Y (Work Motivation) → Z (Teacher Performance)

Interpretation: Work motivation has a significant positive influence on teacher performance. The higher the teacher's work motivation, the better the work performance shown.

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