

The Influence of Self-Efficacy and Digital Culture On Teacher Performance Mediated By Work Motivation Among Public Elementary School Teachers In Serang Regency

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Abstract.

This study aims to analyze the role of Digital Culture, Self-Efficacy, and Work Motivation in explaining Teacher Performance. The analysis was conducted using the Structural Equation Modeling approach based on Partial Least Squares (SEM-PLS) with the help of SmartPLS 4.1.1.8. The test results show that all constructs meet the validity and reliability criteria, so they can be used in the structural model analysis. Digital Culture is proven to have a positive and significant effect on Teacher Performance and Work Motivation. Work Motivation also has a positive and significant effect on Teacher Performance. Furthermore, Self-Efficacy has a positive and significant effect on Work Motivation, while the direct effect of Self-Efficacy on Teacher Performance shows a negative but significant direction. The results of the mediation test show that Work Motivation significantly mediates the relationship between Digital Culture and Teacher Performance and the relationship between Self-Efficacy and Teacher Performance. The R-square value shows that Digital Culture and Self-Efficacy are able to explain the variation in Work Motivation by 75.6%, while Digital Culture, Self-Efficacy, and Work Motivation are able to explain the variation in Teacher Performance by 85.1%. These findings emphasize the importance of strengthening digital culture, increasing self-confidence, and developing work motivation as interrelated components in supporting improved teacher performance.

Keywords: *Digital Culture, Self Efficacy, Work Motivation, Teacher Performance and SEM-PLS.*

I. INTRODUCTION

Educational management is the process of effectively and efficiently managing various educational resources to achieve educational goals and improve the quality of learning. In primary education, the success of educational management is determined not only by the curriculum, facilities and infrastructure, and policies, but also by the quality of teachers as the primary implementers of the learning process. Teachers are responsible for planning, implementing, evaluating, and developing learning according to student needs. Therefore, teacher performance is a crucial aspect in achieving quality primary education.

Teacher performance demonstrates the ability to carry out professional duties, including lesson planning, teaching and learning activities, assessment, student guidance, competency development, and learning innovation. Demands on teacher performance are increasingly complex with the implementation of the Independent Curriculum and the development of digital technology. These conditions require teachers not only to possess pedagogical and professional competence, but also to possess self-confidence and strong work motivation.

One factor thought to influence teacher performance is self-efficacy. Self-efficacy relates to teachers' beliefs in their abilities to complete tasks, overcome obstacles, manage the classroom, and achieve learning objectives. Teachers with high self-efficacy tend to be more confident, persistent in the face of difficulties, and open to innovation. Ulum et al. (2024) demonstrated the importance of self-efficacy in supporting teaching effectiveness. Similar results were also demonstrated by Anriyani et al. (2024), who examined the relationship between self-efficacy, work motivation, and teacher performance.

Digital culture is becoming an increasingly important environmental factor within school organizations. Digital culture encompasses values, habits, communication patterns, collaboration, and work practices that utilize technology to support the achievement of educational goals. A positive digital environment can encourage teachers to adapt and innovate. Recent studies have shown that digital skills are positively related to teacher motivation and efficacy, making digital aspects increasingly relevant in human resource management in education (Tian et al., 2025).

Another factor is teacher work motivation. Motivation drives teachers to devote their abilities, energy, and time to optimally carrying out their duties. Work motivation also has the potential to be a bridging variable between the influence of self-efficacy and the digital environment on teacher performance. Recent

studies have shown that work motivation is related to teacher performance, while digital factors can also contribute to increased motivation and performance through specific mechanisms.

In public elementary schools in Serang Regency, there are demands for teachers to improve the quality of learning, develop learning media, utilize digital technology, conduct assessments, and adapt to changes in education policy. A preliminary survey conducted in the reference group indicated differences in levels of self-confidence, readiness to adapt to technology, work environment support, and motivation to carry out tasks. This situation can lead to problems such as uneven teacher ability to adapt to technology, innovate in learning, develop learning media, and maintain optimal performance.

Previous research shows that teacher performance is influenced by various individual, motivational, and work environment factors. Ulum et al. (2024) emphasized that teacher self-efficacy plays a crucial role in supporting teaching effectiveness. Muffidah et al. (2024) found that self-efficacy is related to the performance of public elementary school teachers. Jaisah et al. (2024) demonstrated that work motivation influences teacher performance. Muflihan et al. (2024) demonstrated a strong relationship between teacher motivation and performance. Furthermore, Maswana et al. (2025) demonstrated the relationship between digital factors and teacher motivation and work engagement.

Studies have shown that self-efficacy is related to teacher performance, while work motivation plays a role in improving performance and can act as a connecting mechanism. Studies on digital factors also demonstrate the importance of digital capabilities and support for teacher motivation. However, previous research has tended to examine self-efficacy, digital factors, motivation, and performance separately or using the constructs of digital self-efficacy and digital competence.

The novelty of this research lies in the development of a model that integrates self-efficacy as an individual psychological factor and digital culture as a work environment factor to explain teacher performance, with work motivation as a mediating variable. Unlike previous studies that often place digital capabilities or digital self-efficacy as the focus, this study positions digital culture as values, habits, communication patterns, collaboration, and technology-based work practices within the school environment. Contextual novelty also lies in the focus on public elementary school teachers in Serang Regency, resulting in a more specific understanding of the formation of teacher performance in an increasingly digitalized educational environment.

II. LITERATURE REVIEW

Self-Efficacy

Self-efficacy is an individual's belief in their ability to organize and carry out the actions necessary to achieve specific goals. In the educational context, teacher self-efficacy is reflected in their ability to manage classes, conduct learning, face obstacles, and complete professional tasks. Teachers with high self-efficacy tend to be more confident, persistent, and able to face various learning challenges. Muffidah et al. (2024) showed that self-efficacy has a positive effect on teacher performance, while Ulum et al. (2024) emphasized the importance of self-efficacy in supporting teaching effectiveness.

Digital Culture

Digital culture is a set of values, habits, communication patterns, collaboration, and work practices that utilize digital technology within an organization. In a school environment, digital culture can be reflected through the use of learning technology, digital communication, information sharing, digital platform-based collaboration, and openness to innovation. A strong digital culture can help teachers adapt to technological changes and improve the quality of their work. Tian et al. (2025) demonstrated the relationship between digital skills and teacher motivation and work efficacy, while Afrizal et al. (2025) emphasized the importance of digitalization and digital competency for teacher educational performance.

Work motivation

Work motivation is a drive originating from within or outside the individual that directs a person to exert their abilities, energy, and time to achieve work goals. In the teaching profession, work motivation is reflected in a passion for teaching, persistence in completing tasks, a desire to improve competence, and a

commitment to providing optimal educational services. Strong motivation can improve the consistency and quality of work implementation. Muflihan et al. (2024) found a strong relationship between motivation and teacher performance, while Jaisah et al. (2024) showed that work motivation influences teacher performance in the school environment.

Teacher Performance

Teacher performance is the level of success of teachers in carrying out professional duties and responsibilities according to established standards. Performance includes learning planning, learning implementation, learning outcome assessment, student guidance, competency development, and learning innovation. Teacher performance is a crucial indicator in achieving educational quality because teachers play a direct role in the learning process. Muffidah et al. (2024) demonstrated a positive influence of *self-efficacy* on teacher performance, while Muflihan et al. (2024) showed that motivation has a strong relationship with teacher performance.

Thinking Framework

Influence Self-Efficacy on Teacher Performance

Self-efficacy describes a teacher's belief in their ability to carry out tasks, overcome obstacles, manage learning, and achieve educational goals. Teachers with high self-efficacy tend to be more confident, persistent, responsible, and able to complete tasks optimally. Maharani (2023) demonstrated a positive influence of self-efficacy on teacher performance, while Parjianti et al. (2024) found a positive and significant influence in kindergarten/early childhood education teachers.

H₁: Self-efficacy suspected to have an impact on teacher performance.

The Influence of Digital Culture on Teacher Performance

Digital culture reflects the values, habits, communication, collaboration, and work practices that utilize technology in the school environment. Teachers with a positive digital culture tend to be more adaptable to change, able to use digital learning media, and open to innovation. Jannah et al. (2024) showed that digital culture has a positive and significant impact on elementary school teacher performance. This finding is supported by Rahmawati et al. (2025) regarding the importance of digital adaptability in teacher professionalism.

H₂: Digital culture is thought to influence teacher performance.

Influence Self-Efficacy on Work Motivation

Self-efficacy can be a psychological resource that drives teacher work motivation. Teachers who are confident in their abilities tend to have the courage to face challenges, persevere in completing tasks, and the drive to achieve learning goals. Anriyani et al. (2024) showed a positive relationship between *self-efficacy* and teacher work motivation, while Parjianti et al. (2024) emphasized that self-confidence supports teacher enthusiasm and resilience in carrying out tasks.

H₃: Self-efficacy is thought to influence work motivation.

The Influence of Digital Culture on Work Motivation

A growing digital culture within the school environment can create a work environment that encourages teachers to learn, innovate, collaborate, and utilize technology productively. Positive technology habits can improve teachers' readiness to face job demands and encourage engagement in learning. Kundu et al. (2021) demonstrated a link between technology use and teacher motivation, while Tian et al. (2025) found a relationship between digital skills and teacher motivation and work efficacy.

H₄: Digital culture is thought to influence work motivation.

The Influence of Work Motivation on Teacher Performance

Work motivation is the driving force that guides a teacher's enthusiasm, effort, perseverance, and responsibility in carrying out their work. Teachers with high motivation tend to be more disciplined, active, creative, and diligent in carrying out their teaching tasks. Jaisah et al. (2024) demonstrated that work motivation influences teacher performance, while Muflihan et al. (2024) demonstrated the influence of motivation on teacher performance in Indonesia through their study.

H₅: Work motivation is thought to influence teacher performance.

Influence Self-Efficacy on Teacher Performance through Work Motivation

Self-efficacy can increase work motivation because confidence in one's abilities encourages teachers to strive and persist in the face of challenges. Increased motivation then encourages teachers to carry out their duties more optimally. Anriyani et al. (2024) demonstrated the relationship between self-efficacy and teacher motivation and performance, while Maharani (2023) demonstrated the influence of self-efficacy on performance. Therefore, work motivation can conceptually serve as a connecting mechanism between self-efficacy and teacher performance.

H₆: Work motivation is thought to mediate the influence of self-efficacy on teacher performance.

The Influence of Digital Culture on Teacher Performance through Work Motivation

Digital culture can encourage teachers to be more adaptive, innovative, and actively utilize technology in carrying out their duties. A supportive digital environment can increase work motivation through opportunities for learning, collaboration, and competency development. Furthermore, high work motivation can improve the quality of task implementation and teacher performance. Tian et al. (2025) demonstrated the relationship between digital skills and motivation and work efficacy, while Jaisah et al. (2024) demonstrated the role of motivation in teacher performance.

H₇: Work motivation is suspected to mediate the influence of digital culture on teacher performance.

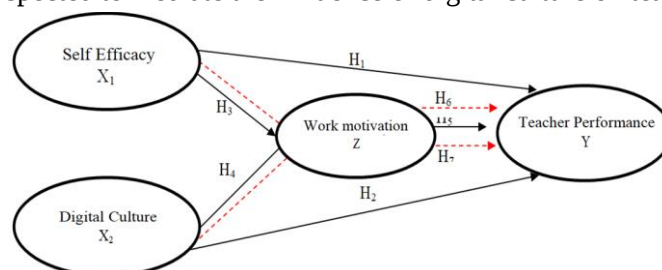


Fig. 1. Research Thinking Framework

III. METHOD

The research method was designed to obtain an empirical picture of the influence of self-efficacy, and digital culture on teacher performance, with work motivation as an intervening variable. A quantitative approach was used because the relationship between variables is measured objectively through structured instruments and analyzed statistically. Testing for direct and indirect relationships was conducted using SEM-PLS, allowing the research model to be tested simultaneously.

Research Design

This study employed a quantitative approach with an explanatory research design using a survey method. This design was used to explain the causal relationship between self-efficacy, digital culture, work motivation, and teacher performance. Data were collected cross-sectionally through a structured questionnaire from public elementary school teachers in Serang Regency. Analysis of the relationships between variables was conducted using Partial Least Squares-based Structural Equation Modeling (PLS-SEM), which is suitable for testing structural models with multiple latent constructs simultaneously (Sarstedt & Liu, 2024).

Time and Place of Research

The research was conducted from February to May 2026 at a public elementary school (SD) in Serang Regency, Banten Province. The location was selected based on population characteristics that aligned with the research objectives, with elementary school teachers as the unit of analysis. Implementation activities included instrument development and testing, data collection, data processing, analysis using SEM-PLS, and preparation of research results. The use of an elementary school context is also relevant to studies on teacher self-efficacy, digital competence, and performance (Afrizal et al., 2025).

Population and Sample

The study population comprised all 6,569 public elementary school teachers in Serang Regency. The sample size was determined using the Slovin formula with a 5% error rate, resulting in a sample size of 377 teachers. Sampling was directed at teachers who met the inclusion criteria, namely active teachers at public elementary schools who were officially registered and willing to participate as respondents. To maintain regional representation, the sample was distributed proportionally across 29 sub-districts based on the number of teachers in each region.

Data Collection Techniques

The primary data were collected using a closed-ended questionnaire structured based on indicators for each variable: self-efficacy, digital culture, work motivation, and teacher performance. Each statement used a five-level Likert scale, ranging from 1 = strongly disagree to 5 = strongly agree. Before being used in primary data collection, the instrument was reviewed through content validation and tested to ensure the clarity of each statement. Data collection was conducted both in person and online, depending on the school's circumstances. The use of a structured questionnaire enabled consistent construct measurement and supported PLS-SEM model testing (Sulistiani & Dewi, 2024).

Data analysis

Data analysis was conducted using Partial Least Squares Structural Equation Modeling (PLS-SEM) with the help of SmartPLS software. The first stage was an outer model analysis to test convergent validity through outer loading and AVE, discriminant validity through HTMT and Fornell-Larcker, and reliability through Cronbach's Alpha and Composite Reliability. Next, the inner model was used to test the path coefficients, R^2 , f^2 , and Q^2 . Hypothesis testing was conducted through bootstrapping with a significance level of 5%. The relationship was declared significant if the t-statistic value > 1.96 and p-value < 0.05 (Sarstedt & Liu, 2024). The indirect effect test was used to determine the role of work motivation as an intervening variable in the relationship between self-efficacy and digital culture on teacher performance.

IV. RESEARCH RESULTS AND DISCUSSION

Research result

The research results were obtained through data processing using SmartPLS 4.1.1.8. The analysis included instrument validity and reliability testing, measurement model evaluation, structural model evaluation, and hypothesis testing through bootstrapping. Respondents numbered 377 teachers, while initial instrument validity testing was conducted on 30 respondents with an r-table value of 0.361.

Table 1. Validity Test Results for All Variables

Variables	Item	r-count	r-table	Is.
Self Efficacy	SE1–SE12	0,547–0,735	0,361	Valid
Digital Culture	BD1–BD16	0,561–0,728	0,361	Valid
Work motivation	MK1–MK16	0,573–0,729	0,361	Valid
Teacher Performance	KG1–KG15	0,572–0,718	0,361	Valid

Source: Processed data, 2026.

Based on Table 1, all statement items in the variables Self-Efficacy, Digital Culture, Work Motivation, and Teacher Performance have a calculated r-value greater than the r-table of 0.361. The lowest calculated r-value is found in the Self-Efficacy item at 0.547, while the highest value is 0.735. In Digital Culture, the values are between 0.561–0.728; Work Motivation 0.573–0.729; and Teacher Performance 0.572–0.718. Thus, all instrument items are declared valid and can be used in the next stage of analysis.

Table 2. Reliability Test Results

No.	Variables	Number of Items	Cronbach's Alpha	Information
1	Self Efficacy	10	0,918	Reliable
2	Digital Culture	10	0,903	Reliable
3	Work motivation	10	0,927	Reliable
4	Teacher Performance	10	0,911	Reliable

Source: Processed data, 2026.

Table 2 shows that all variables have Cronbach's Alpha values above 0.70. The highest value was obtained by Work Motivation at 0.927, followed by Self-Efficacy at 0.918, Teacher Performance at 0.911,

and Digital Culture at 0.903. These results indicate that each construct has excellent internal consistency. Thus, the instrument used has an adequate level of reliability to consistently measure the constructs of Self-Efficacy, Digital Culture, Work Motivation, and Teacher Performance.

Table 3. Evaluation of Convergent Validity Based on Outer Loading

Construct	Criteria	Evaluation Results	Information
Self Efficacy	$\geq 0,50$	All indicators are met	Valid
Digital Culture	$\geq 0,50$	All indicators are met	Valid
Work motivation	$\geq 0,50$	All indicators are met	Valid
Teacher Performance	$\geq 0,50$	All indicators are met	Valid

Source: Processed data, 2026.

The outer loading evaluation results indicate that the indicators for all four constructs meet the feasibility threshold. The reference document explains that a loading value of 0.5 is generally considered to meet convergent validity, and no indicators were found with values below 0.5. Therefore, the indicators for Self-Efficacy, Digital Culture, Work Motivation, and Teacher Performance are deemed worthy of being retained in the measurement model. These results reinforce the findings of the previous validity test and demonstrate that the indicators adequately represent the constructs being measured.

Tabel 4. Composite Reliability

Variables	Cronbach's Alpha	Composite Reliability (rho_a)	Composite Reliability (rho_c)
Digital Culture	0,950	0,954	0,956
Teacher Performance	0,957	0,958	0,962
Work motivation	0,944	0,947	0,950
Self Efficacy	0,946	0,950	0,953

Source: Processed data, 2026.

Table 4 shows that all constructs have composite reliability values greater than 0.70. The highest composite reliability rho_c value is found in Teacher Performance at 0.962, while the lowest value is found in Work Motivation at 0.950. These values indicate excellent internal consistency across all constructs. Thus, the measurement model has met reliability requirements and can proceed to evaluate the structural model and test the relationships between variables.

Table 5. R-Square Measurement Results

Endogenous Variables	R-Square	R-Square Adjusted	Category
Teacher Performance	0,851	0,850	High
Work motivation	0,756	0,755	High

Source: Processed data, 2026.

Table 5 shows the model's ability to explain endogenous variables. Teacher Performance obtained an R-Square of 0.851, meaning 85.1% of its variation can be explained by the predictor constructs in the model. Work Motivation had an R-Square of 0.756, so 75.6% of its variation can be explained by Self-Efficacy and Digital Culture. Both values are in the high category. These results indicate that the structural model has strong explanatory power for Teacher Work Motivation and Performance.

Table 6. F-Square Results

Variable Relationship	F-Square	Category
Digital Culture → Teacher Performance	0,376	Big
Digital Culture → Work Motivation	0,585	Big
Work Motivation → Teacher Performance	0,438	Big
Self Efficacy → Teacher Performance	0,023	Small
Self-Efficacy → Work Motivation	0,063	Small

Source: Processed data, 2026.

Based on Table 6, Digital Culture has a large effect size on Teacher Work Motivation and Performance, at 0.585 and 0.376, respectively. Work Motivation also has a large effect size on Teacher Performance at 0.438. Meanwhile, Self-Efficacy has a small effect size on Teacher Performance at 0.023 and

on Work Motivation at 0.063. These results show that Digital Culture and Work Motivation provide a relatively stronger contribution in the model than Self-Efficacy.

Table 7. Results of Direct Effect Testing

Hypothesis	Connection	Coefficient	T-statistics	P-values	Results
H ₁	Digital Culture → Teacher Performance	0,533	8,658	0,000	Accepted
H ₂	Digital Culture → Work Motivation	0,677	11,631	0,000	Accepted
H ₃	Work Motivation → Teacher Performance	0,516	10,177	0,000	Accepted
H ₄	Self Efficacy → Teacher Performance	-0,109	2,622	0,009	Accepted
H ₅	Self-Efficacy → Work Motivation	0,222	3,401	0,001	Accepted

Source: Processed data, 2026.

Table 7 shows that all direct relationships are significant because the T-statistics are greater than 1.96 and P-values are smaller than 0.05. Digital Culture has the strongest influence on Work Motivation with a coefficient of 0.677. Furthermore, Digital Culture influences Teacher Performance by 0.533 and Work Motivation on Teacher Performance by 0.516. Self-Efficacy has a positive effect on Work Motivation by 0.222, but has a negative direction on Teacher Performance by -0.109.

Table 8. Results of Indirect Effect Testing

Hypothesis	Indirect Relationship	Coefficient	T-statistics	P-values	Results
H ₆	Digital Culture → Work Motivation → Teacher Performance	0,349	8,676	0,000	Accepted
H ₇	Self-Efficacy → Work Motivation → Teacher Performance	0,114	2,959	0,003	Accepted

Source: Processed data, 2026.

Table 8 shows that Work Motivation proved to be a significant mediator in both indirect relationships. The influence of Digital Culture on Teacher Performance through Work Motivation obtained a coefficient of 0.349, a T-statistic of 8.676, and a P-value of 0.000. Meanwhile, the influence of Self-Efficacy on Teacher Performance through Work Motivation obtained a coefficient of 0.114, a T-statistic of 2.959, and a P-value of 0.003. Both relationships are significant so that H₆ and H₇ declared accepted.

Discussion

The discussion focuses on interpreting the relationships between variables based on the results of hypothesis testing. The focus of the discussion is not only on statistical significance but also on explaining the meaning of these relationships in the context of teacher work. Each hypothesis is compared with previous findings to determine their suitability, strength, and differences. Thus, the analysis provides an understanding of the role of self-efficacy, digital culture, and work motivation in shaping teacher performance.

1. The Influence of Digital Culture on Teacher Performance

The test results show that Digital Culture has a positive and significant effect on Teacher Performance with a coefficient of 0.533, a T-statistic of 8.658, and a P-value of 0.000. This means that the stronger the digital culture that develops in schools, the better the teacher performance. Digital culture encourages the use of technology in learning, communication, administration, collaboration, and innovation development. A school environment accustomed to using technology also enables teachers to work more adaptively and efficiently. This finding is in line with Rasdiana et al. who showed a positive relationship between digital culture and teacher performance. Afrizal, Indryani, and Aina (2025) also showed the importance of digitalization and digital competence in supporting teacher performance.

2. The Influence of Digital Culture on Work Motivation

Digital Culture has been shown to have a positive and significant influence on Work Motivation with a coefficient of 0.677, a T-statistic of 11.631, and a P-value of 0.000. This coefficient is the largest in a direct relationship, thus indicating the strong role of the digital environment on teacher motivation. Digital culture

provides a space for learning, communicating, collaborating, and developing new skills. Teachers who receive technological support tend to have greater opportunities to improve their competence and complete their work effectively. This finding is in line with Tian et al. (2025), who showed the relationship between digital skills and teacher motivation and work efficacy. Thus, digital culture can be a source of both intrinsic and instrumental motivation in teachers' work.

3. The Influence of Work Motivation on Teacher Performance

Work motivation has a positive and significant effect on teacher performance with a coefficient of 0.516, a T-statistic of 10.177, and a P-value of 0.000. These results indicate that teachers with high work motivation tend to show better performance in planning, implementing, and evaluating learning. Motivation provides psychological energy that encourages perseverance, responsibility, creativity, and commitment to work. This finding supports Jaisah et al. (2024) and Muflihan et al. (2024), which show a relationship between motivation and teacher performance. Prasetyo and Hidayat (2024) also place work motivation as an important predictor of teacher performance, while Yusuf, Rahmawati, and Firmansyah (2025) emphasize its role in facing digital transformation.

4. The Influence of Self-Efficacy on Teacher Performance

Self-Efficacy has a significant influence on Teacher Performance, but the coefficient direction is negative, namely -0.109, with a T-statistic of 2.622 and P-value of 0.009. This result differs from the theoretical tendency that is positive. Statistically, the relationship remains significant, but after Digital Culture and Work Motivation are included in the model, the direct effect of Self-Efficacy changes to negative. This condition can indicate a suppression effect, namely when the presence of other predictors changes the direction of the direct relationship. This finding differs from Maharani (2023) who found an effect of Self-Efficacy on performance, and Anriyani et al. (2024) who showed a relationship between Self-Efficacy and teacher motivation and performance. Therefore, the influence of Self-Efficacy seems to be more appropriately understood through the mechanism of motivation.

5. The Influence of Self-Efficacy on Work Motivation

Self-efficacy has a positive and significant effect on work motivation with a coefficient of 0.222, a t-statistic of 3.401, and a p-value of 0.001. These results indicate that teachers' confidence in their abilities can increase their motivation to carry out tasks. Teachers who believe they can complete their work tend to be more confident in facing obstacles, maintaining their efforts, and striving to achieve their goals. This relationship is in accordance with the Social Cognitive Theory perspective, which places self-efficacy as an important factor in regulating individual effort and perseverance. This finding is also in line with Rahman, Hidayat, and Prasetyo (2024), who showed that self-efficacy is positively related to work motivation. Thus, strengthening self-confidence can be one of the foundations for increasing teachers' professional motivation.

6. The Influence of Digital Culture on Teacher Performance through Work Motivation

The test results show that Digital Culture has a positive and significant effect on Teacher Performance through Work Motivation, with an indirect coefficient of 0.349, a T-statistic of 8.676, and a P-value of 0.000. These results indicate that digital culture not only has a direct impact on performance but also works through increasing teacher motivation. A supportive digital environment provides opportunities for teachers to learn, collaborate, obtain information, and develop new ways of working. These conditions increase motivation which is then translated into performance. This finding is consistent with Tian et al. (2025) regarding the relationship between digital skills and motivation and Jaisah et al. (2024) regarding the relationship between motivation and teacher performance. Thus, Work Motivation is an important mechanism that bridges digital culture and performance.

7. The Influence of Self-Efficacy on Teacher Performance through Work Motivation

Self-efficacy has been shown to have a positive and significant effect on teacher performance through work motivation, with a coefficient of 0.114, a t-statistic of 2.959, and a p-value of 0.003. This finding is significant because it demonstrates a difference in direction between direct and indirect influences. Directly, self-efficacy has a negative coefficient, while through work motivation, its effect becomes positive. This means that teacher self-confidence will be more effective in improving performance if it first encourages

work motivation. These results align with Sari and Nugroho (2023), who found that work motivation mediates the relationship between self-efficacy and teacher performance. Rahman, Hidayat, and Prasetyo (2024) and Lestari, Firmansyah, and Kurniawan (2025) also emphasize the importance of motivation as a mechanism linking self-efficacy to performance.

Thus, the test results indicate that all seven hypotheses are accepted. The strongest finding is seen in the relationship between Digital Culture and Work Motivation, while Work Motivation proves to be an important mechanism in explaining improvements in Teacher Performance. Specifically for Self-Efficacy, the results show that the direct and indirect effects have different directions, thus making the role of Work Motivation increasingly important in the model.

V. CONCLUSION

This study aims to analyze the influence of Self-Efficacy and Digital Culture on Teacher Performance, with Work Motivation as an intervening variable. Based on the analysis results using SmartPLS, all proposed hypotheses were accepted. Digital Culture was proven to have a positive and significant effect on Teacher Performance and Work Motivation. These findings indicate that a school environment that supports the use of technology, digital collaboration, and learning innovation can improve work enthusiasm and the quality of teacher performance in carrying out professional duties.

Work motivation has also been shown to have a positive effect on teacher performance, indicating that the higher a teacher's motivation, the better their performance in the planning, implementation, and evaluation of learning. Self-efficacy has a positive effect on work motivation, indicating that teachers' confidence in their abilities can boost their work enthusiasm and commitment. However, the direct effect of self-efficacy on teacher performance is negative, indicating a suppressive effect or the influence of other variables in the model.

The results of the mediation test demonstrated that work motivation mediated the relationship between digital culture and self-efficacy on teacher performance. Therefore, enhancing school digital culture, strengthening teacher self-confidence, and developing work motivation are important strategies for sustainably improving teacher performance and adapting to developments in educational technology.

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