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The Influence of Digital Learning Facilities and Teachers' Digital Competence on Teacher Performance at SMK Negeri 5 Medan

Elfrida Simanungkalit[1*], Dwi Fany Fransiska Dewi Butar butar[2], Raymond Fransiskus[3]
[1-3]Program Studi Manajemen, STIE IBMI Medan, Indonesia
**Corresponding Author: elfridadamayanti205@gmail.com[1]*

Abstract. This study seeks to analyze the influence of digital learning facilities and teachers' digital competence on the performance of teachers at SMK Negeri 5 Medan. As the education sector undergoes rapid digital transformation, the ability of schools to provide sufficient digital facilities and the capacity of teachers to master digital skills have become critical factors in determining overall performance. The research applied a quantitative approach with a survey technique, involving 40 respondents drawn from the total population of 60 teachers through saturated sampling. Data were analyzed using multiple linear regression with the assistance of SPSS version 22. The results of the analysis reveal that both digital learning facilities and teachers' digital competence significantly and positively affect teacher performance, both individually and collectively. Furthermore, the Adjusted R Square value of 0.981 indicates that 98.1% of the variation in teacher performance can be explained by these two independent variables, while only 1.9% is influenced by other factors outside the model. These findings underscore the importance of ensuring the availability and accessibility of adequate digital learning facilities as well as strengthening teachers' digital competence through continuous training and professional development. By prioritizing these aspects, schools can optimize teacher performance and effectively respond to the challenges of the digital era.

Keywords: Digital Learning Facilities, SMK Negeri 5 Medan, Teachers' Digital Competence, Teacher Performance, Vocational high school

1. INTRODUCTION

The development of digital technology in the era of the Fourth Industrial Revolution and the transition toward Society 5.0 has brought fundamental changes in various aspects of human life, including education. Digital transformation is not only limited to the economic, social, and cultural sectors but also encompasses the education system, which serves as the main foundation for shaping high-quality human resources. Education, which once relied solely on conventional methods, is now undergoing a significant shift with the presence of technology-based innovations. Advances in information and communication technology, such as the internet, educational software, online learning platforms, and various other digital media, have created vast opportunities for more interactive, flexible, and effective learning processes.

Modern education requires integration between traditional learning methods and digital technology. The use of digital-based learning facilities is believed to enhance the quality of interaction between teachers and students, expand access to knowledge resources, and create a more engaging learning environment. Teachers are no longer the sole source of information but rather play the role of facilitators who guide students in processing, analyzing, and utilizing digital information. Therefore, the existence of digital facilities in education is no longer merely a complement but has become an essential need that must be optimized. However, the provision of digital facilities alone is not sufficient to ensure the success of the learning process.

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Teachers' digital competence plays a crucial role in determining the extent to which technology can be used productively. Teachers are required not only to master the subject content but also to acquire digital skills, which include the ability to operate technological devices, utilize learning applications, and create innovations in the form of digital-based teaching media. With these competencies, teachers can deliver learning that is more contextual, adaptive to the needs of the era, and relevant to the development of students who are increasingly familiar with the digital world.

In Indonesia, the government has directed education toward digitalization by implementing various policies and programs, one of which is the provision of technology-based learning facilities in schools. The school digitalization program, which includes computer laboratories, internet networks, multimedia devices, and online learning platforms, is expected to foster a conducive digital education ecosystem. Nevertheless, its implementation still faces several challenges, both in terms of infrastructure readiness and the quality of human resources, particularly teachers. A similar phenomenon is observed at SMK Negeri 5 Medan. The school has received support in the form of digital learning facilities such as computers, projectors, internet access, and various other technologies to support the teaching and learning process. However, the utilization of these facilities has not yet reached its full potential. One of the most notable obstacles is the uneven digital competence among teachers. Not all teachers possess sufficient understanding of how to use digital technology for instructional purposes. Some are limited to operating devices for basic functions without being able to develop creative methods or digital-based innovations in their teaching practices. This condition undoubtedly impacts teacher performance. Teacher performance is not only measured by their ability to deliver subject matter but also by how well they can utilize learning resources and media. Teachers with strong digital competence tend to integrate technology with teaching strategies, making learning more engaging, interactive, and able to stimulate active student participation. Conversely, teachers who lack digital skills risk being confined to conventional teaching approaches that are less adaptive to current needs, potentially reducing the quality of student learning outcomes. In line with the growing demands of the labor market and industry, vocational school graduates are expected to possess skills relevant to technological advancements. This means that the role of teachers in preparing competent graduates is inseparable from their ability to use digital facilities. Teachers who can deliver technology-based learning help students develop digital literacy, critical thinking skills, and the ability to adapt to technological changes. This aligns with labor market requirements that now emphasize technology-based competencies.Nevertheless, a significant gap remains between the provision

of digital facilities and teachers' competence in utilizing them. This gap presents an interesting phenomenon to be studied, particularly regarding the extent to which digital learning facilities and teachers' digital competence affect teacher performance. Empirical research is needed to explain this relationship and provide a clear picture of the current situation of teachers at SMK Negeri 5 Medan.

This research is expected to contribute to the development of education, especially in efforts to improve teacher performance through the optimization of digital facilities and the strengthening of digital competence. The findings may serve as valuable input for schools and policymakers in formulating appropriate strategies to address challenges in digitalization, whether through teacher training programs, improved provision of facilities, or curriculum integration that supports digital learning.Therefore, this study focuses on empirically examining the influence of digital learning facilities and teachers' digital competence on teacher performance at SMK Negeri 5 Medan. The school was chosen based on the real conditions showing a gap between the availability of digital facilities and teachers' ability to use them. This is important because teacher performance is a key factor in the success of education, and the quality of education ultimately determines the quality of human resources produced.

Overall, this study is expected to provide a more comprehensive understanding of the importance of digital facilities and digital competence in enhancing teacher performance. Moreover, it may also serve as a foundation for developing more effective, adaptive, and technology-based learning models that meet the demands of 21st-century education.

Research Problems

1. Does the use of digital learning facilities influence teacher performance?
2. Does teachers' digital competence influence teacher performance?
3. Do digital learning facilities and teachers' digital competence simultaneously influence teacher performance?

Research Objectives

1. To analyze the influence of digital learning facilities on teacher performance.
2. To analyze the influence of teachers' digital competence on teacher performance.
3. To analyze the simultaneous influence of digital learning facilities and teachers' digital competence on teacher performance.

2. LITERATURE REVIEW

Digital Learning Facilities

Digital learning facilities are a set of tools, equipment, and technology-based infrastructures used in the learning process to support the achievement of educational objectives. In the era of the Industrial Revolution 4.0, the availability of digital facilities has become one of the determinants of effective teaching and learning activities. Laurillard (2022) stated that digital learning facilities are not only limited to hardware such as computers and projectors but also include software, online learning platforms, and internet access that enable broader and more flexible learning interactions. Bates (2015) emphasized that the use of digital facilities in education can expand access to learning, improve the quality of material delivery, and facilitate independent learning for students. In the context of vocational high schools, the presence of digital facilities allows teachers to integrate practice-based content with technological simulations relevant to the professional world.

According to Arsyad (2019:95), the indicators of digital learning facilities can be categorized into the following aspects:

1. Availability and Accessibility – the extent to which digital learning facilities are available and can be accessed by teachers and students.
2. Quality and Relevance of Digital Content – the quality of digital content used in learning activities.
3. User-Friendliness – the ease with which teachers and students can use digital learning facilities.
4. Interactivity and User Engagement – the extent to which digital facilities enhance student involvement in the learning process.
5. Effectiveness in Improving Learning Outcomes – whether the use of digital learning facilities has a positive impact on student achievement.
6. Support and Teachers' Competence in Technology Use – the readiness and ability of teachers to use digital facilities effectively in teaching.

Teachers' Digital Competence

Teachers' digital competence refers to the ability of teachers to master, utilize, and integrate information and communication technology (ICT) into the teaching and learning process. Voogt et al. (2023) explain that digital competence is a combination of knowledge, skills, and attitudes in using digital technology for pedagogical purposes. Thus, digital competence not only involves technical skills in operating devices but also critical abilities to select, manage, and apply technology to improve the quality of learning.Koehler and Mishra

(2019) introduced the Technological Pedagogical Content Knowledge (TPACK) framework, which highlights that a digitally competent teacher is one who can integrate technology, pedagogy, and subject matter content. This concept emphasizes that mastering technology alone is insufficient without pedagogical strategies and deep content knowledge.

According to Milu (2020), indicators of teachers' digital competence include:

1. Adequate knowledge of ICT and information literacy.
2. ICT skills that strongly support professional duties.
3. Routine use of user-friendly ICT in daily tasks.
4. Ability to complete work quickly due to ICT proficiency.
5. More accurate and higher-quality work output through ICT mastery.

Teacher Performance

Teacher performance is the actual work achieved by teachers in carrying out their core duties as educators, in accordance with professional standards. Supardi (2015) defines teacher performance as the ability of teachers to plan, implement, and evaluate learning in order to achieve educational goals. Teacher performance reflects how well teachers apply pedagogical, professional, personal, and social competencies.Rivai (2020) adds that teacher performance is influenced by internal factors such as competence and motivation, as well as external factors such as school facilities, organizational climate, and educational policies. Therefore, teacher performance is not only measured by student achievement but also by the entire learning process conducted professionally.

According to Mangkunegara (2019:67), teacher performance indicators include:

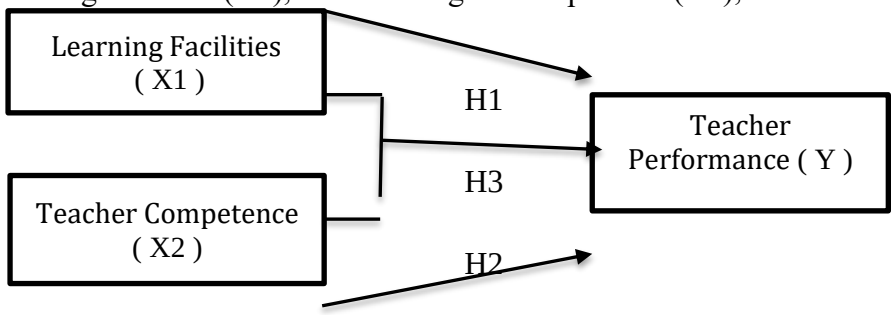
1. Quality of Work – accuracy, neatness, and relevance of work output.
2. Quantity of Work – the number of tasks accomplished within a certain period.
3. Responsibility – acceptance and accountability for assigned tasks.
4. Teamwork – willingness to collaborate with colleagues both vertically and horizontally.
5. Initiative – proactive efforts in performing tasks and solving problems without waiting for instructions.

Research Hypotheses

H1: Digital learning facilities have a positive effect on teacher performance.
H2: Teachers' digital competence has a positive effect on teacher performance.
H3: Digital learning facilities and teachers' digital competence simultaneously have a positive effect on teacher performance.

Conceptual Framework

The conceptual framework of this research illustrates the relationship between digital learning facilities (X1), teachers' digital competence (X2), and teacher performance (Y).



Picture 1. Conceptual Framework Model of the Research

3. RESEARCH METHOD

The research method employed in this study is a quantitative approach based on the philosophy of positivism. As explained by Sugiyono (2013:13), quantitative research is aimed at investigating a particular population or sample with the purpose of testing predetermined hypotheses. The primary data collection instrument in this study was a questionnaire consisting of structured statements related to the research variables.The research design combined descriptive statistics, which were used to describe the data as they are without generalization, and inferential statistics, which were used to test hypotheses by analyzing sample data so that the results could be generalized to the population. The type of research used was a quantitative survey, with the population being all teachers of SMK Negeri 5 Medan totaling 60 individuals. The sample was determined using a saturated sampling technique, resulting in 40 teacher respondents.

The research instrument was tested for validity and reliability before being used to ensure accuracy and consistency of measurement. Data were analyzed using multiple linear regression with the aid of SPSS version 22 software to determine the influence of independent variables, both partially and simultaneously, on the dependent variable, as well as to assess the extent of contribution of independent variables in explaining variations in the dependent variable.

4. RESULT

Validity Test

Variable: Digital Learning Facilities (X1)

Validity is used to measure whether a questionnaire is valid or not. A questionnaire is considered valid if the statements in the questionnaire are able to reveal what is intended to be measured by the questionnaire.

According to Iman Ghozali (2021:107), validity can be measured by correlating the score of each item statement with the total score of the construct or variable. The results of the validity test for the Digital Learning Facilities (X1) variable are as follows:

Tabel 1. Results of the Validity Test for the Digital Learning Facilities Variable (X1)

No.pernyataan	Corrected Item Total Correlation (rhitung)	Rtabel	Keterangan
Item 1	0,850	0,254	Valid
Item 2	0,841	0,254	Valid
Item 3	0.752	0,254	Valid
Item 4	0,873	0,254	Valid
Item 5	0,819	0,254	Valid
Item 6	0,681	0,254	Valid
Item 7	0,628	0,254	Valid
Item 8	0,851	0,254	Valid
Item 9	0,788	0,254	Valid
Item 10	0,668	0,254	Valid

Source: Researcher's Test Results Using SPSS version 22.

Based on Table I above, it is known that the validity values for the statements regarding Digital Learning Facilities are all valid because all values are greater than *r* table (n – 2 = 60 – 2 = 58 = 0.254). Thus, it can be seen that the highest Corrected Item Total Correlation (*r* count) for the Digital Learning Facilities variable was on item 4 with a value of 0.873, where the result of the analysis shows *r* count 0.873 > 0.254, and the lowest was on item 7 with a value of 0.628, where the result of the analysis shows *r* count 0.628 > 0.254. The test results indicate that all statement items for the Digital Learning Facilities variable have values greater than 0.254. Therefore, it can be concluded that all statement items of the Digital Learning Facilities variable are declared valid and can be used in further research.

Variable: Teachers' Digital Competence (X2)

The validity test is used to measure whether a questionnaire is valid or not. A questionnaire is considered valid if the statements are able to reveal what the questionnaire intends to measure. According to Iman Ghozali (2021:107), *"To measure validity, a correlation can be performed between the score of each item statement and the total score of the construct or variable."* The results of the validity test for the Teachers' Digital Competence variable (X2) are as follows:

Tabel 2. Results of the Validity Test for the Work Discipline Variable (X2)

No.pernyataan	Corrected Item Total Correlation (rhitung)	Rtabel	Keterangan
Item 1	0,902	0,254	Valid
Item 2	0,808	0,254	Valid
Item 3	0.779	0,254	Valid
Item 4	0,733	0,254	Valid
Item 5	0,798	0,254	Valid
Item 6	0,798	0,254	Valid
Item 7	0,902	0,254	Valid
Item 8	0,740	0,254	Valid
Item 9	0,777	0,254	Valid
Item 10	0,727	0,254	Valid

Source: Researcher's Test Results Using SPSS version 22.

Based on Table II above, it is known that the validity values for the statements regarding Teachers' Digital Competence are all valid because all values are greater than *r* table (n – 2 = 60 – 2 = 58 = 0.254). Thus, it can be seen that the highest Corrected Item Total Correlation (*r* count) for the Teachers' Digital Competence variable was on item 1 and item 9, both with a value of 0.902, where the result of the analysis shows *r* count 0.902 > 0.254, and the lowest was on item 10 with a value of 0.727, where the result of the analysis shows *r* count 0.727 > 0.254. The test results indicate that all statement items for the Teachers' Digital Competence variable have values greater than 0.254.

Therefore, it can be concluded that all statement items of the Teachers' Digital Competence variable are declared valid and can be used in further research.

Variable: Teacher Performance (Y)

The validity test is used to measure whether a questionnaire is valid or not. A questionnaire is considered valid if the statements are able to reveal what the questionnaire intends to measure. According to Iman Ghozali (2021:107), *"To measure validity, a correlation can be performed between the score of each item statement and the total score of the construct or variable."* The results of the validity test for the Teacher Performance (Y) variable are as follows:

Tabel 3. Results of the Validity Test for the Teacher Performance Variable (Y)

No.pernyataan	Corrected Item Total Correlation (rhitung)	rtabel	Keterangan
Item 1	0,825	0,254	Valid
Item 2	0,851	0,254	Valid
Item 3	0.821	0,254	Valid
Item 4	0,788	0,254	Valid
Item 5	0,851	0,254	Valid
Item 6	0,722	0,254	Valid
Item 7	0,712	0,254	Valid
Item 8	0,748	0,254	Valid
Item 9	0,693	0,254	Valid
Item 10	0,608	0,254	Valid

Source: Researcher's Test Results Using SPSS version 22.

Based on Table III above, it is known that the validity values for the statements regarding Teacher Performance are all valid because all values are greater than *r* table (n – 2 = 60 – 2 = 58 = 0.254). Thus, it can be seen that the highest Corrected Item Total Correlation (*r* count) for the Teacher Performance variable was on items 2 and 5 with a value of 0.851, where the analysis shows *r* count 0.851 > 0.254, and the lowest was on item 10 with a value of 0.608, where the analysis shows *r* count 0.608 > 0.254. The test results indicate that all statement items for the Teacher Performance variable have values greater than 0.254. Therefore, it can be concluded that all statement items of the Teacher Performance variable are declared valid and can be used in further research.

Reliability Test

Tabel 4. Results of the Reliability Test

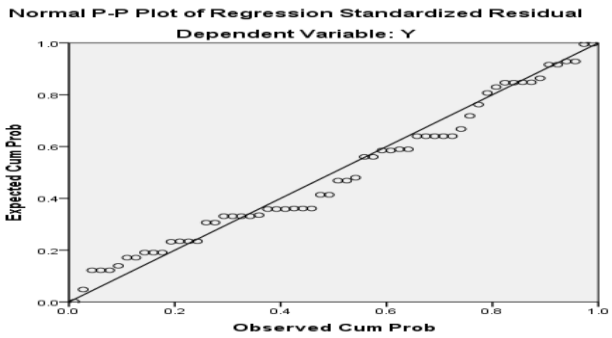
Variabel	Nilai *Cronbach Alpha*
Sarana Pembelajaran Digital (X1)	0.925
Kompetensi Digital Guru (X2)	0,932
Kinerja Guru (Y)	0.917

Source: Researcher's Test Results Using SPSS version 22.

Based on Table IV above, it is known that the Cronbach's Alpha value for the Digital Learning Facilities variable is 0.925 > 0.6, thus it is considered reliable. Meanwhile, the Teacher Digital Competence variable obtained a value of 0.932 > 0.6, which also indicates reliability. Similarly, the Teacher Performance variable recorded a value of 0.917 > 0.6, and is therefore concluded to be reliable as well. Based on these Cronbach's Alpha values, all three variables Digital Learning Facilities, Teacher Digital Competence, and Teacher Performance exceed the minimum reliability threshold. Therefore, it can be stated that these three variables are reliable and can be used for further analysis.

Classical Assumption Test

Normality Test



Source: Researcher's Test Results Using SPSS version 22.

Picture 1. Results of the Normality Test P-Plot

Picture II above shows that the data distribution can be said to be scattered around the diagonal line (not diverging far from the diagonal line). These results indicate that the data to be regressed in this study are normally distributed, or in other words, the normality requirement of the data is fulfilled. This means that the Digital Learning Facilities variable meets the normality requirement in relation to teacher performance at SMK Negeri 5 Medan.

Multicollinearity Test

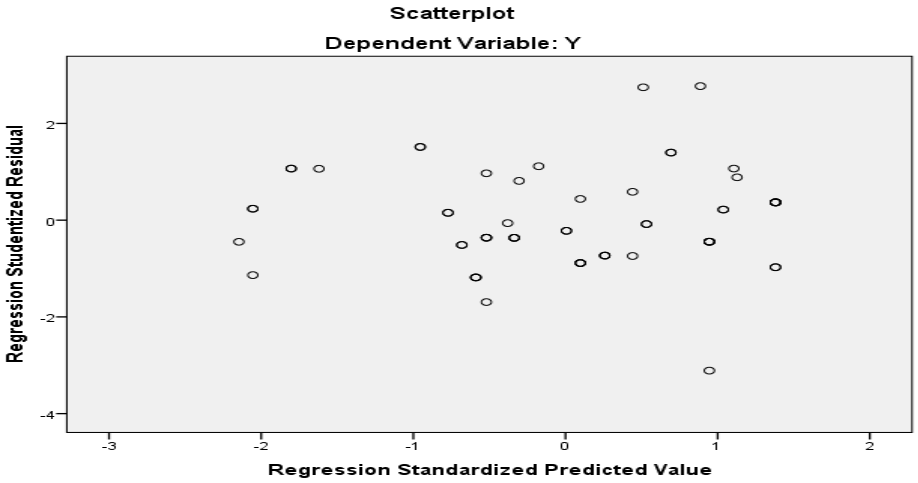
Table 5. Results of the Multicollinearity Test

Coefficients[a]								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2.480	.733		3.383	.001		
	X1	.502	.054	.543	9.220	.000	.093	10.788
	X2	.443	.057	.460	7.819	.000	.093	10.788

Source: Researcher's Test Results Using SPSS version 22.

Based on the results presented in Table V, the VIF and Tolerance values for all variables in this study indicate that there is no multicollinearity. This is shown by the VIF values of all independent variables being less than 10 and the Tolerance values well above 0.01. These results indicate that in this regression model, all independent variables do not experience multicollinearity problems.

Heteroscedasticity Test



Source: Researcher's Test Results Using SPSS version 22.

Picture 3. Results of the Heteroscedasticity Test

Picure III above shows that the plotted points are randomly scattered and do not form a specific trend pattern. The figure also shows that the data distribution is around the zero point. These test results indicate that this regression model is free from heteroscedasticity problems; in other words, the variables to be tested in this study do not exhibit heteroscedasticity.

Statistical Test Results

Multiple Linear Regression Analysis

The regression model is used to determine the extent to which the independent variables can increase or decrease the dependent variable, namely: Digital Learning Facilities (X1), Teacher Digital Competence (X2), and Teacher Performance (Y). The form of the multiple linear regression equation is as follows:

$$\mathbf{Y = a + b_1X_1 + b_2X_2 + e}$$

Y = Teacher Performance

a = Constant

b1, b2 = Regression Coefficients

X1 = Digital Learning Facilities

X2 = Teacher Digital Competence

e = error term (level of error)

Table 6. Results of the Multiple Linear Regression Test

Coefficients[a]								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2.480	.733		3.383	.001		
	X1	.502	.054	.543	9.220	.000	.093	10.788
	X2	.443	.057	.460	7.819	.000	.093	10.788

a. Dependent Variable: Y

Source: Researcher's Test Results Using SPSS version 22.

Based on Table VI above, the multiple linear regression equation in this study is:

$$\mathbf{Y = 2{,}480 + 0{,}502X1 + 0{,}443X2 + e}$$

The results can be interpreted as follows:

1. In this regression model, the constant value of 2.480 indicates that if the independent variables in the model are assumed to be zero, on average, variables outside the model will still increase Teacher Performance by 2.480 units. In other words, if Digital Learning Facilities and Teacher Digital Competence are not increased, Teacher Performance will still be 2.480.

2. The regression coefficient b1 of 0.632 in this study indicates that when Digital Learning Facilities increase by one unit, Teacher Performance will increase by 0.632 units.
3. The regression coefficient b2 of 0.443 in this study indicates that when Teacher Digital Competence increases by one unit, Teacher Performance will increase by 0.443 units.

Hypothesis Test

Partial Test (t-test)

Tabel 7. Hasil Uji Parsial (Uji t)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.480	.733		3.383	.001
	X1	.502	.054	.543	9.220	.000
	X2	.443	.057	.460	7.819	.000

Dependent Variable: Y

Source: Researcher's Test Results Using SPSS version 22

Based on Table VII, the results are as follows:

1. The significance value for the Digital Learning Facilities variable (0.000) is smaller than the alpha level of 5% (0.05), and the t-count = 9.220 > t-table 1.672 (n – k = 60 – 3 = 57). Based on these results, H0 is rejected and Ha is accepted for the Digital Learning Facilities variable. Thus, partially, the Digital Learning Facilities variable has a significant effect on Teacher Performance at SMK Negeri 5 Medan.
2. The significance value for the Teacher Digital Competence variable (0.000) is smaller than the alpha level of 5% (0.05), and the t-count = 7.819 > t-table 1.672 (n – k = 60 – 3 = 57). Based on these results, H0 is rejected and Ha is accepted for the Teacher Digital Competence variable. Thus, partially, the Teacher Digital Competence variable has a positive and significant effect on Teacher Performance at SMK Negeri 5 Medan.

F-Test Results

Table 8. Simultaneous Test (F-Test) Results ANOVA[a]

ANOVA[a]						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1785.654	2	892.827	1529.207	.000[b]
	Residual	33.279	57	.584		
	Total	1818.933	59			

a. Dependent Variable: Y

b. Predictors: (Constant), X2, X1

Source: Researcher's Test Results Using SPSS version 22

In the regression test results of this study, the significance value is 0.000. The requirement is that the F significance value must be less than 5% or 0.05, and F-count = 1529.207 > F-table 3.23 (df1 = k – 1 = 3 – 1 = 2, df2 = n – k = 60 – 3 = 57). Thus, it can be concluded that all independent variables, namely Digital Learning Facilities and Teacher Digital Competence, have a positive and significant effect on Teacher Performance at SMK Negeri 5 Medan.

Coefficient of Determination (R^2)

Table 9. Results of the Coefficient of Determination Test (R^2) Model Summary[b]

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	1.991[a]	.982	.981	.76410

a. Predictors: (Constant), X2, X1

b. Dependent Variable: Y

Source: Researcher's Test Results Using SPSS version 22

Based on Table IX, the following results were obtained:

1. The correlation coefficient value is 0.991, which indicates that collectively, Digital Learning Facilities and Teacher Digital Competence have a strong and positive contribution to Teacher Performance.
2. For more than one independent variable, the adjusted R Square is used. The R^2 value is 0.981 (98.1%). This means that 98.1% of the variation in the dependent variable, Teacher Performance, can be explained by the independent variables, Digital Learning Facilities and Teacher Digital Competence, while the remaining 1.9% is influenced by other variables outside the model.

3. The Standard Error of the Estimate is a measure of prediction error. It is also called the standard deviation. In this study, it is 0.76410. The smaller the standard deviation, the better the regression model.

5. CONCLUSIONS AND SUGGESTIONS

Based on the data analysis and discussion regarding the effect of Digital Learning Facilities and Teacher Digital Competence on Teacher Performance at SMK Negeri 5 Medan, the following conclusions can be drawn: (1). Partially, Digital Learning Facilities (X1) have a positive and significant effect on Teacher Performance at SMK Negeri 5 Medan. (2). Partially, Teacher Digital Competence (X2) has a positive and significant effect on Teacher Performance at SMK Negeri 5 Medan. (3). Simultaneously, Digital Learning Facilities (X1) and Teacher Digital Competence (X2) have a positive and significant effect on Teacher Performance at SMK Negeri 5 Medan. (4). The influence of Digital Learning Facilities and Teacher Digital Competence on Teacher Performance has a strong and positive contribution of 98.1%, while the remaining 1.9% is influenced by other variables outside the model, such as training, work motivation, and work discipline.

Suggestions

Based on the results of this study regarding the effect of Digital Learning Facilities and Teacher Digital Competence on Teacher Performance at SMK Negeri 5 Medan, the following suggestions are provided: (1). The school is expected to continuously improve the availability of digital learning facilities, such as computers, projectors, stable internet networks, and online learning platforms, to ensure the teaching and learning process runs effectively and efficiently. (2). Teachers are encouraged to continuously develop their digital competence through training, seminars, or self-learning. This is important so that teachers can manage learning technology effectively and improve the quality of their performance. (3). Future researchers are advised to examine other factors that may affect teacher performance, such as work motivation, school leadership, or workplace support, in order to produce more comprehensive research results.

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