

THE EFFECT OF WORK ENVIRONMENT AND TEACHER DIGITAL LITERACY ON THE QUALITY OF EDUCATION WITH TEACHER PERFORMANCE AS AN INTERVENING VARIABLE IN LOKHSUMAWE

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Abstract

The decline in the quality of education is largely caused by various factors, both internal and external. Therefore, an in-depth study is needed to find a solution to overcome this problem. Like this study will test whether there is an influence of the work environment and digital literacy of teachers on the quality of education with teacher performance as an intervening variable in Lokhsumawe. The collection of research data used a quantitative data approach with 150 samples in all State Senior High Schools (SMAN) in Lhoksumawe City. The results of the study showed that there was an influence of the Work Environment and Digital Literacy on teacher performance at Lhoksumawe City Senior High Schools. Furthermore, there was also an influence of the Work Environment, and Teacher Digital Literacy on the Quality of Education at Lhoksumawe City Senior High Schools. Likewise, there is an influence of Teacher Performance on the Quality of Education at Lhoksumawe City Senior High Schools, then there is an influence of the Work Environment and Digital Literacy on the Quality of Education through Teacher Performance at Lhoksumawe City Senior High Schools.

Keyword : Work Environment, Teacher Digital Literacy, Education Quality, Teacher Performance.

INTRODUCTION

Aceh Province has a strategic role in human resource development in Indonesia through the education sector. With schools spread across all districts and cities, Aceh is trying to increase access to education for the community, including in remote areas. The Aceh government has implemented various programs to encourage education participation rates, such as scholarship programs, school construction, and improving teacher quality (Purba et al., 2019). However, Aceh still faces challenges such as the gap in educational facilities between urban and rural areas, as well as a fairly high dropout rate, especially at the upper secondary level.

Lhokseumawe City, as one of the strategic cities in Aceh Province, has an important role in the development of quality human resources. The quality of education in this city is a determining factor in creating a competent and

competitive generation (Ingtias et al., 2022; Amal et al., 2022)). With a sufficient number of schools, Lhokseumawe has great potential to become a center of superior education in Aceh. However, achieving optimal education quality is still a challenge, especially in ensuring that every student not only gets access to education but also quality education according to their level.

In this context, increasing APM must be in line with improving the quality of education, such as innovation in learning methods, improving teacher competence, and managing a conducive work environment. Innovation is an important element in improving the quality of education. Teachers as the main actors in learning are required to continue to innovate, both in teaching methods and in the use of technology. Innovation allows the creation of a dynamic and interactive learning environment, so that students can more easily understand the learning material. In addition, innovation also encourages improved teacher performance, which in turn contributes to achieving better quality education. However, this innovation will not be maximized without the support of an adequate work environment and the availability of decent compensation.

Teacher digital literacy in Lhokseumawe is one of the crucial aspects in improving the quality of education, especially in today's digital era (Siahaan et al., 2022; Ampera et al., 2020). Tech-savvy teachers are able to integrate digital devices into learning, thus creating relevant and engaging learning experiences for students. In addition, innovation in curriculum and teaching methods is needed to ensure that students gain 21st-century skills, such as critical thinking, collaboration, and creativity. Government and community support is key in providing training and facilities that support digital literacy. The quality of education in Lhokseumawe also depends on the work environment and teacher welfare (Syafrizal et al., 2022; Sutiah et al., 2021). A conducive work environment allows teachers to carry out their duties optimally, while decent compensation is an additional motivation for teachers to continue to improve their performance. In this context, teacher performance is an important variable that connects various factors. Therefore, based on the background described above, this study was conducted to examine the influence of the work environment, the influence of the work environment and teacher digital literacy on the quality of education with teacher performance as an intervening variable in Lhokseumawe.

RESEARCH METHODS

The data approach used in this study is a quantitative data approach using a survey research method. The statistical technique used is a descriptive statistical technique, where this technique focuses on describing the results

of statistical calculations as a whole until a conclusion is found that is the answer to the research hypothesis (Sugiyono, 2009). Furthermore, this study also uses an inferential statistical approach which is useful for drawing conclusions from data obtained from research respondents to test each research hypothesis that has been formulated. The implementation of this research was carried out in all State Senior High Schools (SMAN) in Lhoksumawe City. In this study, the population of the study was all teachers at SMAN in Lhoksumawe City.

This study used the SEM sample collection technique with a minimum requirement of 150 respondents. The data sources used by researchers in this study were secondary and primary data. The data collection technique used was the questionnaire method. The research questionnaire was designed using a Likert scale with five categories of respondent answers (scores). Documentation method is a method obtained from journals and theoretical literature related to the research being conducted.

Hypothesis Testing

Testing of all hypotheses proposed in this study was carried out by analyzing the t-value and probability (P) values from the results of data processing obtained and then compared with the required statistical limits, which are above 1.96 for the t-value and below 0.05 for the P value. If the results of data processing show values that meet these requirements, then the proposed research hypothesis can be accepted. Discussion on hypothesis testing is carried out in stages according to the order of the proposed hypotheses.

In partial testing (t-test) it is carried out using a $t\text{-value} > 1.96$. While for joint testing (F-test) it can be done using the loading factor value in the full model fit with a value > 0.5 . The variables studied in this study are principal leadership, organizational climate and motivation as independent variables, lecturer performance as an intervening variable, and education quality as a dependent variable. The following is a structural model design that explains the pattern of relationships between latent variables and their indicators.

RESULT AND DISCUSSION

The Influence of the Work Environment on the Quality of Education

The work environment is a multifaceted concept that encompasses the physical, social, and psychological conditions in which employees perform their tasks. The work environment plays a significant role in shaping employee behavior, productivity, and overall organizational success. Academics and researchers have long recognized the importance of the work environment in determining employee satisfaction, performance, and retention. Robbins and

Judge (2020) define the work environment as a combination of physical, social, and organizational factors that influence how effectively employees perform in their roles. This broad definition highlights the interaction between tangible elements, such as workspace design, and intangible factors, such as social interactions and organizational culture. Similarly, Dessler (2016) emphasizes the impact of these factors in shaping employee behavior and productivity, underscoring the importance of well-structured workplace policies and supportive relationships.

The work environment also plays a central role in Herzberg's Two-Factor Theory (1959), where it is categorized as a hygiene factor. Herzberg argued that while elements such as lighting, safety, and ergonomics of the workspace do not necessarily motivate employees, their absence can lead to dissatisfaction. This perspective is in line with Maslow's (1943) Hierarchy of Needs, where the work environment contributes to meeting basic needs for safety and belonging, which provide the basis for higher motivation and self-actualization.

Cummings and Worley (2015) expand on this by describing the work environment as a system of conditions and relationships that facilitate collaboration and innovation. They emphasize the role of leadership, organizational culture, and inclusiveness in creating an atmosphere where employees feel valued and supported. Armstrong (2020) adds to this by highlighting the importance of employee psychological safety and well-being, which are increasingly recognized as essential components of a positive work environment.

Hackman and Oldham (1980) integrated the work environment into their Job Characteristics Model, identifying it as a key determinant of job satisfaction. Factors such as task variety, feedback, and autonomy are critical in fostering engagement and productivity. Similarly, Hofstede (1991) linked the work environment to organizational culture, exploring how different cultural dimensions influence employee behavior and workplace dynamics. Gibson et al. (2012) offer a comprehensive perspective by considering both tangible aspects of the work environment, such as workspace design, and intangible elements, such as interpersonal relationships and organizational norms. This holistic view is consistent with Schermerhorn et al. (2014), who describe the work environment as the foundation upon which individual and team experiences are built.

The work environment is not simply a backdrop for employee activity, but rather a dynamic system that directly impacts organizational outcomes. From Herzberg's hygiene factors to Armstrong's emphasis on psychological safety, scholars have consistently demonstrated that a supportive, well-

designed work environment is critical to fostering employee satisfaction, innovation, and productivity. The interaction between these physical, social, and psychological dimensions makes the work environment an important focus area for organizations seeking to optimize performance and retain talent. The work environment is a combination of physical, social, and psychological factors that affect employee performance and comfort in carrying out their duties. Based on the sources mentioned, the work environment can be grouped into physical dimensions, social dimensions, and psychological dimensions. Mulyasa (2013) explains that the quality of education includes input, process, and output of education.

The intended educational input is something that is needed or required by educational institutions/institutions for the continuity of the educational process which includes educational resources, teaching process tools, as well as the vision, mission and objectives of the educational institution. The intended educational process is the process of implementing or sustaining education and learning in an educational institution/institution which includes planning, management of educational institutions and programs, learning processes, monitoring to evaluation of education. While the intended educational output is the result obtained from the entire learning process in the form of school achievements to graduates produced. According to Julinar (2023), the quality of education is the ability or competence of educational institutions in utilizing and managing educational resources, which are used to improve students' learning abilities as optimally as possible.

The Influence of Digital Literacy on the Quality of Education

Digital literacy is the ability to use digital tools and technologies effectively and critically for a variety of purposes, including communication, information seeking, and problem solving. Digital literacy involves not only technical skills but also cognitive and social competencies to interact with digital content meaningfully and responsibly. Paul Gilster (1997) defines digital literacy as the ability to understand and use information in a variety of formats from a variety of digital sources. This definition emphasizes the importance of being able to understand information from a variety of platforms. Eshet-Alkalai (2004) describes digital literacy as a combination of technical, cognitive, and social skills needed to complete tasks in a digital environment. This definition expands the understanding of digital literacy as a complex and multidimensional skill. UNESCO (2011) emphasizes that digital literacy includes the ability to access, manage, understand, integrate, communicate, evaluate, and create information safely and appropriately through digital technologies. Martin (2005) defines digital literacy as the awareness, attitude, and ability to use digital tools effectively for learning, communication, and collaboration.

This approach highlights the role of digital literacy in lifelong learning. Hague and Williamson (2009) underline the critical and creative dimensions of digital literacy, particularly in enabling users to actively engage with digital content and create innovative solutions.

Similarly, Bawden (2008) describes digital literacy as a set of skills required to interact with information in digital formats, including the ability to search for, evaluate, and create digital content. Ng (2012) expands the definition of digital literacy to include technical, cognitive, and social-emotional skills required to function effectively in the digital environment. Belshaw (2012) mentions eight elements of digital literacy, including cultural, cognitive, constructive, communicative, confident, creative, critical, and civic aspects. Meyers et al. (2013) highlight that digital literacy involves the ability to participate meaningfully in the digital environment, with a focus on interaction and collaboration. Rheingold (2014) emphasizes the importance of digital literacy in fostering critical thinking, attention management, and digital citizenship.

Digital literacy is not only related to the use of technological tools, but also includes the ability to think critically, interact socially, and solve problems in the digital world. With the development of technology, digital literacy has become an essential skill for all individuals in facing the challenges of the digital era. This approach also provides a framework for understanding how individuals can make the most of technology for learning, work, and everyday life. Another benefit of digital literacy is encouraging innovation and creativity. By using digital tools, students can create content such as videos, projects, or presentations that are interactive and engaging. Belshaw (2012) explains that digital literacy includes elements of creativity that help students solve problems in innovative ways, while Rheingold (2014) highlights the importance of digital literacy in encouraging critical thinking and the ability to innovate. In addition, digital literacy facilitates collaboration between students, teachers, and even the global community. With tools such as Google Classroom or Zoom, collaboration can be done across locations, allowing students and teachers to work together on group projects virtually. Meyers et al. (2013) show that digital literacy not only helps students interact in the digital environment but also develops teamwork skills needed in the workplace.

Teachers also benefit greatly from digital literacy. They can use digital tools to design learning materials, manage classes, and evaluate student learning outcomes more efficiently. Martin (2005) and UNESCO (2011) emphasize that with digital literacy, teachers can focus on interactions with students and improve the quality of teaching. In addition to the benefits of

learning, digital literacy also builds digital awareness, including an understanding of cybersecurity, digital ethics, and responsible use of information. Rheingold (2014) and Belshaw (2012) show that digital literacy helps students become smart, critical, and responsible users of technology. Overall, digital literacy provides broad benefits in education, from increasing access to information to preparing students to face the challenges of the world of work. Digital literacy not only improves the quality of learning, but also shapes students and teachers into adaptive, creative, and responsible individuals in the digital era. Because this will affect the quality of existing education.

The quality of education is a concept that refers to the level of achievement of educational goals according to established standards. This concept covers various aspects, from the learning process, educational outcomes, to stakeholder satisfaction, including students, parents, teachers, and the community. Sallis (2002) defines educational quality as the ability of educational institutions to meet the needs of internal and external customers through the provision of quality educational services. This perspective emphasizes the importance of the involvement of all parties in supporting a superior educational process.

According to Tilaar (2002), educational quality is the degree of conformity between educational outcomes and applicable standards, both in academic and non-academic aspects. This includes students' ability to master basic skills, think critically, and have attitudes that are in accordance with cultural and societal values. Meanwhile, UNESCO (2005) emphasizes that educational quality is not only seen from the final results, but also from the relevance of the learning process, the internal efficiency of the education system, and the effectiveness of the results that enable students to achieve their maximum potential.

The Influence of Work Environment on Teacher Performance

The teacher's work environment includes everything around employees that can affect how they do the work assigned to them. The work environment of an organization can form a strong working relationship between employees (Nitisemito, 2009; Amin et al., 2021). This is because the work environment of an organization affects the level of employee satisfaction (Mulyasa, 2013; PS et al., 2022). The work environment usually gets better because it is influenced by positive activities. Therefore, every educational institution in the government structure must pay attention to its work environment. Because this will greatly affect teacher performance. Teacher performance is one of the important aspects in the success of education.

Kazem et al. (2025) define teacher performance as the efficiency of education evaluated within the framework of total quality management. This includes the teacher's ability to deliver material in a way that maximizes student learning outcomes. Al Sultan (2024) emphasizes that teacher performance is highly dependent on their ability to motivate and engage students, which contributes directly to students' academic success. From a pedagogical perspective, Márquez et al. (2024) state that teacher performance is seen from their ability to apply didactic strategies effectively. This involves developing student skills and encouraging reflection in the learning process. In contrast, in the context of rural communities, Makhado et al. (2025) highlighted the importance of a trauma-informed approach to teaching to support students facing emotional challenges.

Furthermore, Catalán (2024) described teacher performance as the ability to obtain excellent teaching evaluations and support the development of students' talents through a multidimensional approach. This is in line with the research of Umar et al. (2024) which shows that good pedagogical methodology plays an important role in improving teacher performance, especially in language teaching. Teacher performance is also influenced by psychological factors. Cristian et al. (2024) emphasized the relationship between teacher anxiety management and appropriate decision-making in the teaching process. On the other hand, Lai & Wu (2024) showed that parental involvement can improve teacher performance, especially in the context of family support for student learning.

Teacher motivation is another relevant factor in supporting their performance. Wright & McCartney (2024) linked teacher motivation to the selection of effective instructional tools, which is in line with scientific literature and the best teaching methods. Opiyo (2024) added that good classroom management has a direct influence on teacher performance and student learning outcomes. Overall, teacher performance is a combination of technical skills, pedagogical approaches, and emotional factors that reflect their effectiveness in supporting student success. These perspectives show that teacher performance is not only determined by teaching ability, but also by how they interact with students, manage challenges, and create an inclusive and productive learning environment.

The Influence of Education Quality on Teacher Performance

Education quality is one of the important aspects in assessing the current level of education quality in Lokhsumawe. As Mulyasa (2013) added, education quality involves two main aspects: process and results. The process includes effective learning management, innovation in teaching methods, and the use of technology to support learning. Education outcomes are measured

based on student competency achievement, both in cognitive, affective, and psychomotor aspects. In this view, education quality is not only oriented towards numbers or grades, but also on the development of students' character and life skills.

Hoy and Miskel (2013) view education quality as the ability of school organizations to produce high performance through effective management of human resources, curriculum, and work environment. In this context, education quality is not only the responsibility of teachers, but also involves all elements of the education system, including principals, administrative staff, and policy makers. With this holistic approach, education quality becomes an indicator of the success of the education system in meeting the needs of society or teacher performance.

Teacher performance is certainly a determining factor in improving the quality of education today. Currently, teachers refer a lot to the level of curriculum created by the government. According to Sudarmayanti (2008), teacher performance can be in the form of achievement, implementation, achievement, or results of work, or for work or job performance. With the current quality of education, teachers are expected to display better and quality performance. Thus, the quality of education is the result of a combination of various factors, including teacher quality, technology support, a conducive work environment, and effective leadership (Lailatussaadah, 2015; Natsir et al., 2022). This concept is not only relevant in the scope of schools, but also in the management of the education system as a whole. Through continuous improvement and innovation, the quality of education can continue to be improved to meet global demands and ensure the success of future generations.

The Influence of the Work Environment on the Quality of Education Mediated by Teacher Performance

According to Fielmand (2011) the work environment is when someone feels happy in their workplace and there is a positive relationship between the two, and the work environment affects how well an organization's work performance is. Physical, chemical, biological, physiological, mental, and socio-economic factors affect the work environment which affects human abilities and work performance. Therefore, to create quality and quality education in the school environment (Elfita et al., 2019). Several of these factors must be considered in an educational institution.

Because basically quality education can be defined as education that runs smoothly and efficiently. According to Suryadi & Tilaar (1993) explains that the quality of education is the ability of the education system that is directed effectively to increase the added value of input factors in order to

produce the best output. Learning outcomes are indicators or standards that can be used to measure the quality of education (Anggreni, 2020; Amal et al., 2022; Purba et al., 2020). Government Regulation No. 19 of 2005 stipulates the National Education Standards (SPN). So it is clear that in improving the quality of education today, teachers must be able to improve their performance so that the quality of education can be achieved.

According to Rohman (2020), teacher performance can be defined as a condition that shows a teacher's ability to complete his/her responsibilities at school and describes the actions shown by the teacher when carrying out cooperative learning activities. Therefore, performance is related to teachers or teacher performance. Teacher performance is defined as the teacher's ability to use his/her skills to complete certain tasks with the desired results (Purba & Saragih, 2023). Teacher performance is defined as a sense of moral responsibility for the tasks or professional mandates he/she carries. All of this will be seen in compliance and loyalty in carrying out his/her educational duties inside and outside the classroom. Teacher performance indicators are assessments of the performance of target teachers that are assessed.

The Influence of Digital Literacy on the Quality of Education Mediated by Teacher Performance

Digital literacy according to Gilster, as quoted by Chairul Rizal, means the ability to understand and use various types of information in various formats (Vidia, 2023; Ampere et al., 2020). Literacy is not only the ability to read, but also the ability to read with meaning and understand what is read. Then emphasizes the critical thinking process rather than the technical skills needed to understand digital media. It can also emphasize the critical evaluation of what has been found through digital media rather than the technical skills needed to access it. According to Gilster, "in addition to the art of critical thinking, the competencies needed are learning how to structure knowledge, and being able to build information obtained from several sources." People who are digitally literate must learn to search and make plans to use search engines.

Digital literacy will be very useful in improving quality education and learning for an educational institution. Because increasing digital literacy is very important to emphasize to every teacher. Building the quality of educational institutions is the result of the performance of educational institutions in providing good educational services and achieving quality standards (Amin et al., 2018; Ingtyas et al., 2021). The strategy of building the quality of educational institutions as a manifestation of educational services continues to be a strategic issue for government policies and educational management innovations, according to various educational management

journal literature (Huda, 2017; Amin et al., 2021). Fortier et al. (1995) found that optimizing teacher performance is very important to improve school quality. Research conducted by Fortier et al. also discusses how the situation in madrasas as a whole affects school performance (Skourdoumbis, 2017; Purba et al., 2018). This is because teacher performance is considered an important factor in improving school quality (Aunga & Masare, 2017).

CONCLUSION

In accordance with the results of the research analysis above, several conclusions were found that there is an influence of the Work Environment and Digital Literacy on the quality of education in Lhoksumawe City High Schools. Furthermore, there is also an influence of the Work Environment and Teacher Digital Literacy on teacher performance in Lhoksumawe City High Schools. Likewise, there is an influence of the quality of education on Teacher Performance in Lhoksumawe City High Schools. Furthermore, there is an influence of the Work Environment and Digital Literacy on the Quality of Education through Teacher Performance in Lhoksumawe City High Schools. So it can be said that the work environment and digital literacy are very important in improving the quality of education and teacher performance.

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