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# Analysis of Teacher Professional Commitment with Self-Efficacy and Digital Literacy Prefective

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## ABSTRACT

**This study aims to investigate the effect of digital literacy and self-efficacy on the commitment ofthe teaching profession at the Pangudi Luhur Foundation Jakarta. Teachers have an important rolein educating, guiding, and assessing learners at various levels of education. The teacher qualification standards stipulated by Law No. 14/2005 emphasize the importance of pedagogic, personality, social, and professional competencies in carrying out their duties. The commitment of the teaching profession greatly affects the effectiveness of the learning process, while digital literacy and self-efficacy are internal factors that influence this commitment. The research methodused was quantitative using Likert scale questionnaires. The research sample consisted of 104 teachers at Yayasan Pangudi Luhur Jakarta. The results showed that digital literacy had a positiveand significant influence on the commitment of the teaching profession, with a regression of 0.909 and a determination of variance of 0.827. Similarly, teacher self-efficacy also had a significant influence on professional commitment, with a regression of 0.828 and a determination of varianceof 0.686. However, when digital literacy and self-efficacy were considered together, the effect became stronger with a regression of 0.926 and a determination of variance of 0.858. These findings provide important implications for education practitioners, school principals, and educational foundations in developing strategies to increase the commitment of the teaching profession. Suggestions include organizing workshops and seminars to improve teachers' digital literacy and self-efficacy, as well as support from school principals and foundations in this regard.Thus, this research makes a significant contribution in understanding the factors that influence the commitment of the teaching profession and provides a foundation for the development of more effective education in the future.**

**Keywords:** cognition, self-efficacy, professional commitment, teacher, and digital literacy

## INTRODUCTION

High-quality education is one of the fundamental pillars for the development of competitive human resources in Indonesia. The quality of education is not only influenced by infrastructure and policies, but also depends heavily on the quality of human resources involved in the educational process, especially teachers. Teachers play a vital role in education because theynot only act as conveyors of knowledge but also as implementers of curriculum

and effective users of learning resources. Therefore, the pedagogic, personality, social, and professional competenceof teachers becomes the main determinant in learning effectiveness.

Indonesia's National Education System Law emphasizes the importance of highly qualified teachers, which includes academic mastery and specific competencies such as digital literacy. In the era of globalization and the industrial revolution 4.0, digital literacy skills are very crucial. Teachers are required to be able to integrate information technology in learning to improve the quality and effectiveness of education.

Teachers today are required to be able to create, collaborate, and share digital content responsibly. Therefore, principals, educational resources, and teachers need to understand the importance of digital literacy in learning. Explaining digital literacy begins with the ability to analyze and evaluate. Analyzing messages in various forms can identify authors, goals, and pointsof view and evaluate the quality and credibility of content (Simarmata et al, 2021: 53). Teachers who have not mastered digital literacy well are certainly not able to perform this task, with the riskof the information obtained having low credibility.

However, research at Yayasan Pangudi Luhur in South Jakarta indicates a lack of commitment to the teaching profession, particularly in digital literacy and self-efficacy—teachers' confidence in their ability to use technology and implement innovative learning strategies. The COVID-19 pandemic has sharpened the understanding of the importance of these competencies, not only for administrative purposes but also for improving the overall quality of education.

With this background, this study is designed to investigate the influence of digital literacyand self-efficacy on the commitment of the teaching profession within the Pangudi Luhur Foundation. The purpose of this study is to provide insights that can be used in the development of effective strategies to improve teacher performance and in general, the quality of education in Indonesia.

## LITERATURE REVIEW

According Slamet et.al (2021: 776) states that digital literacy is the knowledge and abilityto use digital media, communication tools, or networks in finding, evaluating, using, creating information, and utilizing it in a healthy, wise, intelligent, careful, appropriate, and law-abiding manner in order to foster communication and interaction in everyday life. Meanwhile, Yuliati (2017: 22) stated the importance of literacy because literacy skills arefundamental things that must be possessed by students in facing the global era to be able to meet the needs of life in various situations because digitalization is inevitable in the world of education,especially but it requires a readiness from both educators and students in facing, managing and skilled in the use of technology to produce resources Humans who excel in digitalization and are able to compete in the global market.

So, it can be concluded that teacher digital literacy can be interpreted as the ability of teachers to apply information and communication technology in carrying out the learning process. Communication is a general term that encompasses various information exchange activities without questioning that the activity is persuasive or informative. And now teachers are required to be able to create, collaborate and share digital content responsibly.


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Digital competencies for educators according to Hidayati et. al. (2023) include;

1) Professional engagement,
2) Digital learning resources,
3) Teaching and learning,
4) Assessment,
5) Empowering learners,
6) Facilitating learners with digital competencies.

With this concept, it can be concluded that teachers' digital literacy is not only able to read information through digitalmedia, but also teachers are able to search, identify, evaluate, and even use information that has been obtained through communication. Thus, the digital literacy indicator of teachers is the digital literacy competency frame of reference for educators (Hidayati et. al., 2023). Self-efficacy can be interpreted as an individual's feeling of confidence in his competence in completing various tasks and obligations assigned to him and the individual's ability to deal withvarious situations. This is in line with the statement of Hajovsky et. al. (2020: 143) Self-efficacy is generally defined as belief in one's ability to initiate and maintain the actions necessary to produce positive results, besides that efficacy can also be interpreted as self-confidence that is ableto determine whether someone will try to overcome various difficult situations or not. A teacher'sself-efficacy indicates the teacher's confidence in the teacher's ability to manage the class, engaging students with effective strategies. (Pereira, Gonçalves, & Assis, 2021). From some of the descriptions above, it can be concluded that teacher efficacy is a belief in the teacher about his ability to carry out his duties so that he can produce positive things. In other words, teachers are able to deal with various situations, and are confident in the ability to manage the various obstacles that will be faced.

According to Skaalvik &; Skaalvik (2017), aspects of teacher self-efficacy can be classifiedas follows;

1) Instruction,
2) Adapt Instruction to Individual Needs,
3) Motivate students,
4) Maintain discipline,
5) Cooperate with Colleagues and Parents,
6) Cope with Change.

Commitment to the profession is present as a reference for teachers in acting and doing (Ariani, 2021: 3). With a commitment to a high profession, teachers and other education providersgain trust and can maintain the good name of the profession and institution. The increasing trust from all elements of society has led to an increase in the number of public participations in the importance of education for the future of their children. So, the commitment of teachers to the profession is needed in the world of education. A teacher who has a high commitment will be ableto carry out his duties perfectly, from planning to arriving at evaluation and assessment (Mangiri,Sihotang &; Sinaga, 2021: 487). According to Ali (2020: 13733) The commitment of the teaching profession helps them devote themselves to their profession as teachers. Every teacher who is committed not only to theirstudents and their school but also a lifelong learner who is committed to the teaching profession. Therefore, the commitment of the teaching profession can be interpreted as a belief in expertise asa teacher to devote themselves as a professional education provider.

The commitment of the teaching profession has five dimensions (Devi, 2018: 3), namely:

a. Commitment to the learner, the commitment of the teacher as an educator implies genuine love and affection for the teacher's students, tolerance for their mistakes, commitment to their progress and development, concern for their human empowerment and care for the development of quality of life among the students. That includes self-analysis of teachers as educators about their learners' aggressive behavior and writing down individual experiences to understand their reactions and modify their behaviour.
b. Commitment to the society, refers to teachers as educators who are not only accountableto the community but teachers must also serve the community faithfully and carefully. The dimensions of teachers' professional commitment are basically concerned with developing a senseof justice among poor students and illiterate parents, willingness to take initiative advising parentsfor the enrichment of their children, community mobilization, involvement in activities related tothe eradication of social evils, developing close coordination and linkages between educational institutions, communities and contributing constructively and meaningfully to the good of community development through various social activities and counselling.
c. Commitment to the profession, this dimension involves the essential components of feeling proud of one's existence in teaching/education of the teaching profession of teachers. Thisincludes dedication to teacher professionalism, extending wholehearted cooperation and collegiality to other teachers, giving respect to peers and students and a positive attitude towards technological changes.
d. Commitment to achieve excellence for professional actions, This dimension includes statements that reflect teachers' efforts to acquire the best knowledge and excellence through theirperformance as teachers in terms of the acquisition and transmission of knowledge and skills through their words and actions. This also includes teacher educator involvement in various professional development activities, innovating in learning and establishing good communicationwith teachers in schools to know the reality on the ground to overcome one's own shortcomings tobe better.
e. Commitment to basic values: Teachers' commitment to basic values is also very important, especially in the context of the value crisis in today's world. The value system always acts as a radar and shows humans the path to follow, although it differs not only from communityto community but also from person to person. However, there are certain common values, other than those enshrined in the constitution, that need to be reflected in the feelings, will, deeds and earnestness of teachers as manifestations of their behavior as teachers. This includes adherence tocertain common values, e.g. honesty, cooperation, love, truth, objectivity, order, rationality, dignity, hard work etc. by the teacher educator to be a role model for his students.

## METHODS

This type of research is a type of survey method. According to Widiasworo (2019: 46), quantitative research carried out on a number of individuals or units of analysis, so that it is expected to find facts about the symptoms of a group or individual behaviour, and then the resultsare used as material for making plans or decision making. This survey research is a quantitative study and surveys use questionnaires as a data collection tool. The research variables to be studiedare related variables, namely digital literacy (X1) and self-efficacy (X2) with the connecting variable, namely teacher professional commitment (Y). The population in


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this study is all teachers at the Pangudi Luhur Foundation from 4 levels,namely kindergarten, elementary, junior high school and high school consisting of 4 schools. Teacher data based on location and number obtained the following data:

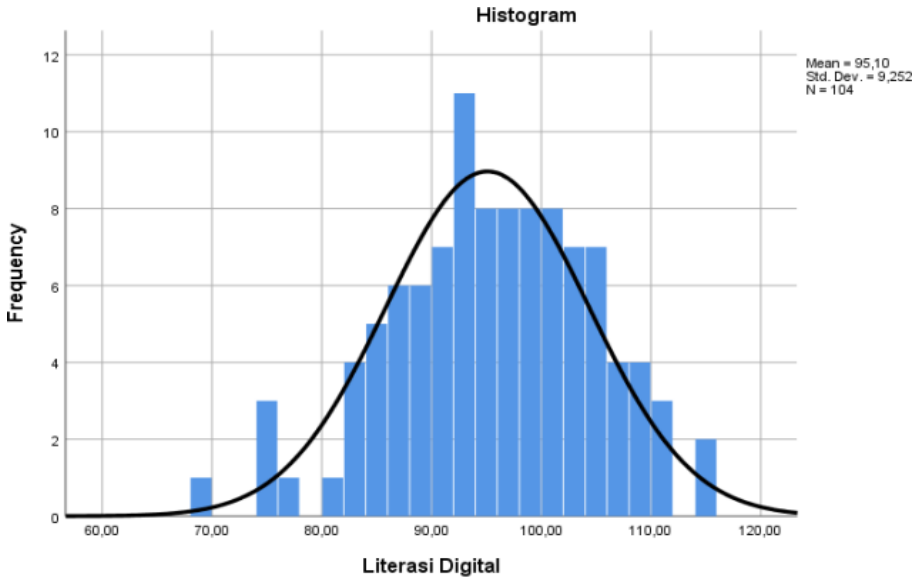
| No | School Name | Number of Teachers |
|---|---|---|
| 1. | Kindergarten, | 12 |
| 2. | Primary school | 35 |
| 3. | Junior High School | 30 |
| 4. | High School | 26 |
| | **Total** | 104 |

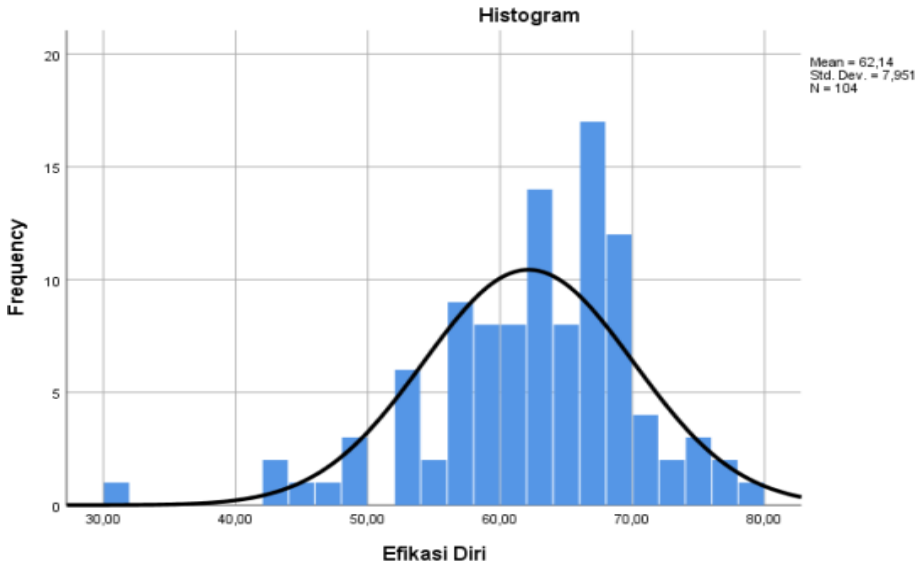
The sample in this study was all teachers from 4 schools within Yayasan Pangudi Luhur, South Jakarta with a total of 104 teachers. In this study the population is equal to the sample. The trial sample was carried out with used trials on the 104 teachers.

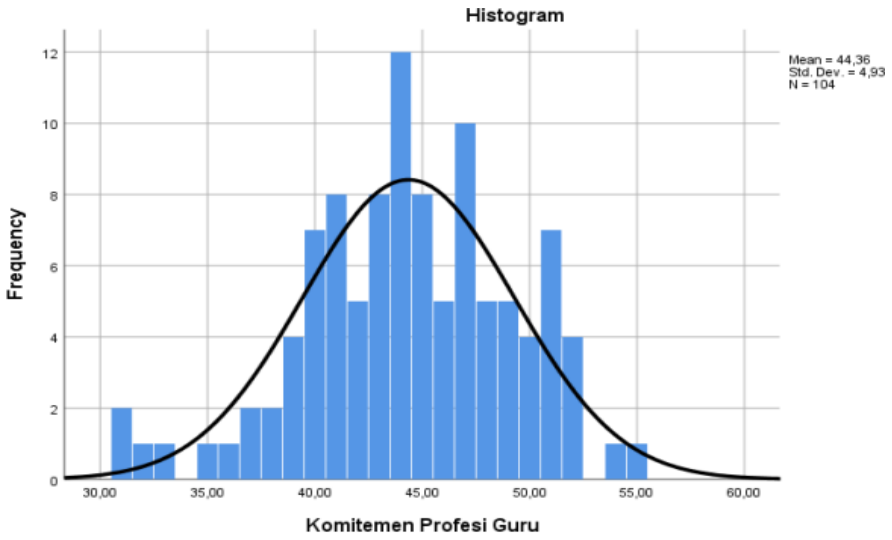
## RESULTS

### Descriptive and Histogram Data

Based on the results of data description for digital literacy variables (X1), namely an average of 95.09; a median of 95; a mode of 92 and a standard deviation of 9.2, thus obtained databelow the average of 54 or 52%, while above the average of 50 or 48%. As for the self-efficacy variable (X2), which is an average of 62.14; median 63; mode 67 and standard deviation 7.95; Thus, data is below the average of 41 or 39%, while above the average of 63 or 61%. Then, for thevariable of teacher professional commitment (Y) is an average of 44.35; median 44; mode 44 andstandard deviation 4.93; thus, obtained data below the average of 52 or 50%, while above the average of 50 or 50%. The data can be described in the histogram below:






**Partial Correlation Data**

**Digital Literacy Variable (X1) with Teacher Professional Commitment (Y)controlled with Self-Efficacy (X2):**

| Correlations | | | | |
|---|---|---|---|---|
| Control Variables | | | Digital Literacy | Teacher Professional Committee |
| Self-efficacy | Digital Literacy | Correlation | 1,000 | ,739 |
| | | Significance (2-tailed) | . | ,000 |
| | Df | | 0 | 101 |
| | Teacher Professional Committee | Correlation | ,739 | 1,000 |
| | | Significance (2-tailed) | ,000 | . |
| | | Df | 101 | 0 |

From the table above, the partial correlation test results of 0.739 or 73.9% were obtained, meaning that digital literacy variables have a significant influence on increasing teacher professional commitment if controlled with self-efficacy.

**Self-efficacy Variable (X2) with Teacher Professional Commitment (Y) Controlled with Digital Literacy (X1):**

| Correlations | | | | |
|---|---|---|---|---|
| Control Variables | | | Teacher Professional Committee | Self-efficacy |
| Digital Literacy | Teacher Professional Committee | Correlation | 1,000 | ,422 |
| | | Significance (2-tailed) | . | ,000 |
| | | Df | 0 | 101 |
| | Self-efficacy | Correlation | ,422 | 1,000 |
| | | Significance (2-tailed) | ,000 | . |
| | | Df | 101 | 0 |

From the table above, the partial correlation test results of 0.422 or 42.2% were obtained, meaning that the self-efficacy variable has a significant influence on increasing teacher professional commitment when controlled with digital literacy.

**Reggression Data**
**Digital Literacy Variable (X1) with Teacher Professional Commitment (Y):**

| Model Summary | | | | |
|---|---|---|---|---|
| Type | R | R Square | Adjusted RSquare | Std. Error of theEstimate |
| 1 | .909a | ,827 | ,825 | 2,06168 |
| a. Predictors : (Constant), Digital Literacy | | | | |

| ANOVA a | | | | | | |
|---|---|---|---|---|---|---|
| Type | | Sum of Squares | Df | Mean Square | F | Sig. |
| 1 | Regression | 2070,283 | 1 | 2070,283 | 487,065 | ,000b |
| | Residuals | 433,554 | 102 | 4,251 | | |
| Total | | 2503,837 | 103 | | | |
| a. Dependent Variable : Teacher Professional Committee | | | | | | |
| b. Predictors : (Constant), Digital Literacy | | | | | | |

| Coefficients a | | | | | | |
|---|---|---|---|---|---|---|
| Unstandardized Coefficients | | | | StandardizedCoefficients | T | |
| Type | | B | Std. Error | Beta | | Sig. |
| 1 | (Constant) | -1,725 | 2,098 | | -,822 | ,413 |
| | Digital Literacy | ,485 | ,022 | ,909 | 22,070 | ,000 |
| a. Dependent Variable : Teacher Professional Committee | | | | | | |

From the results of calculating the regression test, the results for digital literacy variables were obtained namely, regression 0.909 or 90.9% and determination of variance 0.827 or 82.7% illustrate that digital literacy has a strong influence on the commitment of the teaching profession.When viewed from the results of calculating the anova table, it was found to be significant by 0.00< 0.05, meaning that digital literacy variables have a very significant influence on the commitment of the teaching profession. The linear regression line for the

digital literacy variableto the commitment of the teacher profession is $\hat{Y}$ = -1.725 + 0.485X1, meaning that if the digital literacy of teachers is increased, the commitment of the teaching profession will also increase.

**Self-efficacy Variable (X2) with Teacher Professional Commitment (Y):**

| Model Summary | | | | |
|---|---|---|---|---|
| Type | R | R Square | Adjusted RSquare | Std. Error of theEstimate |
| 1 | .828a | ,686 | ,683 | 2,77534 |
| a. Predictors : (Constant), Self-Efficacy | | | | |

| ANOVA a | | | | | | |
|---|---|---|---|---|---|---|
| Type | | Sum of Squares | Df | Mean Square | F | Sig. |
| 1 | Regression | 1718,178 | 1 | 1718,178 | 223,066 | ,000b |
| | Residuals | 785,659 | 102 | 7,703 | | |
| | Total | 2503,837 | 103 | | | |
| a. Dependent Variable : Teacher Professional Committee | | | | | | |
| b. Predictors : (Constant), Self-Efficacy | | | | | | |

| Coefficients a | | | | | | |
|---|---|---|---|---|---|---|
| Unstandardized Coefficients | | | | Standardized Coefficients | T | Sig. |
| Type | | B | Std. Error | Beta | | |
| 1 | (Constant) | 12,432 | 2,155 | | 5,770 | 0 |
| | Self-efficacy | 514 | 34 | 828 | 14,935 | 0 |
| a. Dependent Variable : Teacher Professional Committee | | | | | | |

From the results of calculating the regression test, the results for the self-efficacy variablewere obtained namely, regression 0.828 or 82.8% and determination of variance 0.686 or 68.6% illustrates that teacher self-efficacy has a strong influence on the commitment of the teacher profession. When viewed from the results of calculating the anova table, it was found to be significant by 0.000 < 0.05, meaning that the self-efficacy variable has a very significant influenceon the commitment of the teaching profession. The linear regression line for the variable teacher self-efficacy to teacher professional commitment is $\hat{Y}$ = 12.432 + 0.514X2, meaning that if the self-efficacy of teachers is increased, then teacher professional commitment will also increase.

**Digital Literacy (X1) and Self-Efficacy Variables together with TeacherProfessional Commitment (Y):**

| Model Summary | | | | |
|---|---|---|---|---|
| Type | R | R Square | Adjusted RSquare | Std. Error of theEstimate |
| 1 | .926a | ,858 | ,855 | 1,87789 |
| a. Predictors : (Constant), Self-Efficacy, Digital Literacy | | | | |

| ANOVA a | | | | | | |
|---|---|---|---|---|---|---|
| Type | | Sum of Squares | Df | Mean Square | F | Sig. |

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | Regression | 2147,662 | 2 | 1073,831 | 304,505 | ,000b |
| | Residuals | 356,174 | 101 | 3,526 | | |
| | Total | 2503,837 | 103 | | | |
| a. Dependent Variable : Teacher Professional Committee | | | | | | |
| b. Predictors : (Constant), Self-Efficacy, Digital Literacy | | | | | | |

| **Coefficients a** | | | | | | |
|---|---|---|---|---|---|---|
| Unstandardized Coefficients | | | | StandardizedCoefficients | T | Sig. |
| Type | | B | Std. Error | Beta | | |
| 1 | (Constant) | -1,244 | 1,913 | | -,650 | ,517 |
| | Digital Literacy | ,363 | ,033 | ,680 | 11,036 | ,000 |
| | Self-efficacy | ,179 | ,038 | ,289 | 4,684 | ,000 |
| a. Dependent Variable : Teacher Professional Committee | | | | | | |

From the results of the regression test calculation, results were obtained for the variables digital literacy and self-efficacy together, namely, regression 0.926 or 92.6% and determination of variance 0.858 or 85.8% illustrate that digital literacy and teacher self-efficacy together have a strong influence on the commitment of the teaching profession. When viewed from the results of calculating the anova table, it was found to be significant by 0.000 < 0.05, meaning that the variables of digital literacy and self-efficacy together have a very significant influence on the commitment of the teaching profession. The linear regression line for the variables of digital literacy and teacher self-efficacy carried out together against the commitment of the teacher profession is $\hat{Y} = -1.244 + 0.363X1 + 0.179X2$, meaning that if the digital literacy and self-efficacyof teachers are improved together, the commitment of the teacher profession will also increase.

## DISCUSSIONS

### Digital Literacy Variable (X1) with Teacher Professional Commitment (Y)

Digital literacy skills in the technological age are very important, especially for teachers inthe learning process who tend to change from classical to digital. One form of commitment to the teaching profession in the learning process is also related to the desire of teachers to improve their abilities in the field of learning technology, through the results of this study it was found that digital literacy can have a positive and very significant influence on the commitment of the teaching profession starting from kindergarten to high school with the acquisition of regression of 0.909 or 90.9% and the determination of variance of 0.827 or 82.7% on significance α 0.000 < 0.05. Digital literacy skills at Pangudi Luhur Foundation have a significant relationship with the commitment of the teaching profession, because one of the commitments of the teaching profession is to develop science, including science in mastering digital literacy.

### Self-efficacy Variable (X2) with Teacher Professional Commitment (Y)

The commitment of the teaching profession also has many indicators that influence it, in addition to digital literacy skills above, it can also be influenced by teacher self-efficacy which reflects an individual self-image as an educator which can later be implemented in daily tasks in schools both from kindergarten to high school. This study also proved that self-efficacy has a positive and significant influence on teacher commitment with regression results of 0.828 or

82.8%and variance determination of 0.686 or 68.6% at a significance level of α 0.00 < 0.05. Teacher self-efficacy greatly determines the commitment of teachers in carrying out their professional duties. In self-efficacy, teachers recognize the abilities in themselves as educators, because with positive self-efficacy, teachers can carry out their professional duties with a feeling of pleasure and continue to develop their abilities.

**Digital Literacy (X1) and Self-Efficacy (X2) Variables Together with Teacher Professional Commitment (Y)**

Research data proves that digital literacy and self-efficacy are indicators in increasing teacher professional commitment in today's digital era, therefore if these two indicators are implemented together, it will have a very strong and significant influence on teachers from kindergarten to high school in their professional commitment in accordance with the results of 0.926 or 92.6% and the determination of variance of 0.858 or 85.8% in significance α 0.00 < 0.05.Together, digital literacy is an ability that needs to be added in a teacher in the age of technology, a teacher who has positive self-efficacy has a deep desire to learn more, including learning digitalliteracy for his commitment to his profession as a teacher.

## CONCLUSIONS

From the results of research conducted at the Pangudi Luhur Foundation, several significant findings were obtained related to the ability and commitment of teachers. First, it foundthat 48% of teachers at the Foundation had fairly good digital literacy skills, although there was still room for further improvement. Second, teacher self-efficacy is very dominant, with a percentage reaching 61%, indicating that teachers there have understood their duties and commitments as educators well.

Furthermore, data analysis shows that digital literacy has a positive and very significant influence on the commitment of the teaching profession at all levels of education, from kindergarten to high school. This is evidenced by the regression gain of 0.909 or 90.9% and the determination of variance of 0.827 or 82.7%, at a significance level of 0.000 which is much smallerthan 0.05. In addition, self-efficacy was also shown to have a positive and significant influence onteacher commitment, with regression results of 0.828 or 82.8% and variance determination of 0.686 or 68.6%, at the same level of significance. Another important conclusion from this study is that digital literacy and self-efficacy, whenapplied together, have a very strong and significant influence on the commitment of the teaching profession in today's digital era. This is evidenced by the results of a joint regression of 0.926 or 92.6% and a determination of variance of 0.858 or 85.8% at a significance level of 0.00. This shows the importance of these two indicators in increasing the commitment of teachers from various levels of education in carrying out their professional duties.

## SUGGESTIONS

Based on the results of research that has been conducted, there are several recommendations proposed to support the increase in the commitment of the teaching profession.First, to the Principal, it is advisable to take strategic steps in improving teachers' soft skills, especially in the field of digital literacy. This can be done through organizing workshops both internally and externally. In addition, the Principal is also expected to assist teachers in improving self-efficacy through personality or motivation seminars that can improve their ability to teach and interact with students.


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Second, for teachers, it is very important to continue to hone digital literacy skills. This canbe achieved through participation in workshops and also through personal initiatives such as learning how to create digital learning media through YouTube and other applications. By developing these capabilities, teachers not only improve the quality of teaching but also ensure that they are not left behind by rapid technological developments, so as to meet the learning needsof students who are also transforming.

Third, the Foundation responsible for school management must be proactive in providing support, both in the form of motivation and funds, for the development of digital literacy and teacher self-efficacy. This support can be channeled through units related to teacher professional development so that they can continue to increase their professional commitment as educators. Through this structured support, the Foundation can ensure that the development of education quality and teacher professionalism is maintained, which will ultimately contribute to the improvement of the overall quality of education.

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