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The Influence Of Teachers' Perceptions Of The Utilization Of Digital Technology In Classroom Management On Their Performance At Sma Negeri 1 Bengkalis

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Abstract

The rapid development of digital technology has brought significant changes to various sectors of life, including education. The presence of digital technology provides opportunities for teachers to implement more innovative and adaptive learning processes in accordance with the demands of the modern era. The utilization of digital technology in teaching and learning activities not only supports the effectiveness and efficiency of instruction but also creates a more interactive, engaging, and flexible learning environment. Furthermore, the use of digital technology can assist teachers in performing their professional duties more optimally. Based on these conditions, this study was conducted to analyze the influence of digital technology utilization on teacher performance at SMA Negeri 1 Bengkalis.This study employed a quantitative approach using a correlational method to examine the relationship between the variables under investigation. The population consisted of all 46 teachers working at SMA Negeri 1 Bengkalis. Since the population size was relatively small, a total sampling technique was applied, involving all members of the population as research participants. Data were collected through questionnaires, observations, and documentation studies. The collected data were analyzed using the Statistical Package for Social Sciences (SPSS) through a series of tests, including validity, reliability, normality, and simple linear regression analyses. The findings revealed that the level of digital technology utilization among teachers at SMA Negeri 1 Bengkalis was categorized as good. Various digital applications and platforms had been utilized to support the learning process, including Google Classroom, Microsoft Teams, Google Meet, Quizizz, and Kahoot. In addition, teacher performance was also classified as good, as reflected in their ability to design lesson plans, implement instructional activities, and evaluate students' learning

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outcomes. The regression analysis indicated that digital technology utilization had a positive and significant effect on teacher performance. In other words, the more optimally digital technology is utilized in learning activities, the higher the quality of teacher performance in carrying out their professional duties and responsibilities.Based on these findings, it can be concluded that digital technology plays an important role in supporting the improvement of teacher performance. Therefore, continuous efforts in the form of training, mentoring, and the provision of adequate technological facilities are necessary to maximize the utilization of digital technology in educational settings and to generate greater benefits for the learning process.

Keywords: Digital Technology, Teacher Performance, Digital Learning.

INTRODUCTION

The rapid development of digital technology in the era of the Industrial Revolution 4.0 has brought fundamental changes to various aspects of life, including the education sector. Advances in information and communication technology have encouraged transformations in the implementation of education, ranging from planning and instructional delivery to the evaluation of learning outcomes. The presence of digital technology has shifted conventional teacher-centered learning approaches toward more student-centered learning models. In this context, digital technology no longer functions merely as a supporting tool for instruction but has become an essential component in creating educational processes that are relevant to the needs of the twenty-first century, effective in implementation, and capable of fostering educational innovation.The implementation of digital technology in educational settings provides broader opportunities for teachers to improve the quality of instruction. Various digital applications and software can be utilized to deliver learning materials in a more engaging, communicative, and comprehensible manner for students. Furthermore, technological advancements enable learning activities to take place flexibly without limitations of time and space through various online learning platforms. Therefore, the ability to utilize digital technology has become one of the essential competencies that teachers must possess to conduct learning activities that are aligned with contemporary educational demands.According to Nurbaya et al. (2023), the development of technology-based learning requires educators to continuously improve their competencies in designing, implementing, and evaluating instructional activities. Teachers are expected to adapt to technological changes that occur dynamically and continuously. Mastery of digital

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technology has become an important factor in supporting teachers' success in carrying out their professional responsibilities. In this context, teachers serve not only as transmitters of knowledge but also as learning facilitators who are capable of effectively integrating technology into the learning process, enabling students to gain more meaningful learning experiences that meet their educational needs.

The utilization of digital technology is also in line with the demands of twenty-first-century education, which emphasizes the development of critical thinking, creativity, communication, and collaboration skills. Various technology-based learning media, such as educational videos, interactive simulations, e-learning systems, and internet-based learning applications, can be employed to create more active and participatory learning experiences. Through the effective use of these technologies, teachers have greater opportunities to establish learning environments that support the development of competencies required by students in the future.

In addition to providing positive impacts on students' learning processes, the use of digital technology also contributes to improving teacher performance. Teacher performance is one of the essential factors influencing the quality of education. Teachers with high levels of performance are more capable of carrying out their duties and responsibilities effectively, thereby enabling learning objectives to be achieved optimally. As stated by Lailatussaadah (2021), teacher performance encompasses the ability to develop lesson plans, implement instructional activities, manage classrooms, assess learning outcomes, and conduct follow-up actions based on evaluation results. All of these aspects require adequate competencies to ensure that educational processes are implemented effectively and with high quality.

Statement of the Problem

The rapid development of digital technology in the Industrial Revolution 4.0 era has brought significant changes to various sectors of life, including education (Schwab, 2019). Advances in information and communication technology have driven a transformation in the learning process, from planning and implementation to classroom management, to evaluating student learning outcomes (Munir, 2020). In the context of modern education, digital technology is no longer viewed merely as a learning aid, but has become an integral part of creating an effective, efficient learning process that meets the demands of the 21st century (Richey & Klein, 2018).

The use of digital technology in classroom management offers significant opportunities for teachers to improve the quality of learning and the effectiveness of

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classroom management (Arsyad, 2019). Various digital platforms and applications, such as Google Classroom, Microsoft Teams, Google Meet, Kahoot, and Quizizz, can be used to organize learning activities, monitor student attendance, manage assignments, facilitate communication, and conduct more systematic assessments (Clark & Mayer, 2016). Ideally, digital technology can help teachers create a more organized, interactive, and conducive learning environment so that learning objectives can be optimally achieved (Cole & Foster, 2018).

However, the successful use of digital technology in classroom management is not only determined by the availability of facilities and infrastructure, but is also influenced by teachers' perceptions of the technology (Davis, 1989). Teachers with positive perceptions tend to be more open to innovation, have higher motivation to utilize technology, and are able to integrate digital technology into learning activities and classroom management effectively (Venkatesh et al., 2003). Conversely, less positive perceptions can become barriers to technology utilization, reducing the effectiveness of its application in the learning process (Davis, 1989).

Teachers' perceptions of the use of digital technology are crucial because they can influence how teachers make decisions, manage their classrooms, and carry out their professional duties (Bandura, 1986). According to various studies, the acceptance and use of technology in education are strongly influenced by teachers' beliefs regarding the benefits, ease of use, and relevance of the technology to learning needs (Davis, 1989; Venkatesh et al., 2003). Therefore, positive teacher perceptions of digital technology are believed to improve the quality of teacher performance in carrying out educational duties (Nurbaya et al., 2023).

Teacher performance is one of the main factors determining the success of the educational process (Mulyasa, 2018). Teacher performance includes the ability to plan lessons, implement learning activities, manage classes, assess learning outcomes, and follow up on evaluation results (Lailatussaadah, 2021). Teachers with good performance will be able to create a more effective learning process and positively impact student learning outcomes (Mulyasa, 2018).

SMA Negeri 1 Bengkalis, as an educational institution that has implemented various digital technologies in its learning activities, is a relevant location to examine the relationship between teacher perceptions of the use of digital technology in classroom management and teacher performance. Although various digital facilities and platforms are available, teachers' level of technology utilization can vary depending on their individual perceptions and experiences (Hasibuan & Siregar, 2024). This raises questions

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about the extent to which teachers' perceptions of the use of digital technology in classroom management can influence their professional performance.

Based on this description, empirical studies are needed to explain the influence of teachers' perceptions of the use of digital technology in classroom management on teacher performance. The results of this study are expected to contribute to the development of school policies, the improvement of teachers' digital competencies, and the optimization of digital technology utilization to support improvements in the quality of education (Hasibuan & Siregar, 2024). Therefore, this study was conducted to analyze the influence of teachers' perceptions of the use of digital technology in classroom management on teacher performance at SMA Negeri 1 Bengkalis.

Research Objectives

1. To describe teachers' perceptions of the use of digital technology in classroom management at SMA Negeri 1 Bengkalis.
2. To describe the level of teacher performance at SMA Negeri 1 Bengkalis
3. Analyze the influence of teachers' perceptions regarding the use of digital technology in classroom management on teacher performance at SMA Negeri 1 Bengkalis.

LITERATURE REVIEW

Teachers' Perceptions of Digital Technology Utilization

Perception is an individual's process of receiving, organizing, and interpreting information obtained through the senses, resulting in an understanding of an object or event (Bandura, 1986). According to Bandura (1986), a person's perception is influenced by experiences, knowledge, beliefs, and the social environment that shape the way individuals view a particular phenomenon. In the educational context, teachers' perceptions of digital technology can influence their attitudes and behaviors in utilizing technology to support teaching and learning activities (Pratama et al., 2023).

Davis (1989), through the Technology Acceptance Model (TAM), explained that an individual's acceptance of technology is influenced by two primary factors: perceived usefulness and perceived ease of use. Teachers who perceive digital technology as useful and easy to use tend to have greater motivation to integrate technology into classroom instruction and classroom management (Venkatesh et al., 2003).

Teachers' perceptions of digital technology utilization reflect their level of confidence regarding the benefits, ease of use, effectiveness, and relevance of digital

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technology in supporting their professional responsibilities (Davis, 1989). Positive perceptions encourage teachers to utilize technology more actively, whereas negative perceptions may become obstacles to technology adoption within educational settings (Venkatesh et al., 2003).

Indicators of Teachers' Perceptions of Digital Technology According to Davis (1989) and Venkatesh et al. (2003), the indicators of teachers' perceptions of digital technology utilization include:

1. Perception of the ease of technology use.
2. Perception of the usefulness of technology in teaching and learning.
3. Perception of the effectiveness of technology in classroom management.
4. Perception of the relevance of technology to instructional needs.
5. Perception of readiness and self-efficacy in using technology.

Digital Technology in Classroom Management

Digital technology refers to various devices, applications, systems, and information technology-based media used to support teaching and learning processes as well as educational management (Munir, 2020). Munir (2020) stated that digital technology in education includes the use of computers, the internet, learning applications, Learning Management Systems (LMS), and other digital media that help make learning processes more effective and efficient.

Classroom management is a teacher's ability to organize and manage the learning environment in order to create conditions that support the achievement of learning objectives (Mulyasa, 2018). According to Mulyasa (2018), classroom management includes student organization, instructional activity management, learning environment arrangement, and behavior control during the learning process.

In the digital era, technology can be utilized to support classroom management through various platforms such as Google Classroom, Microsoft Teams, Moodle, Google Meet, Zoom, Kahoot, and Quizizz (Clark & Mayer, 2016). The use of these technologies assists teachers in organizing instruction, managing assignments, monitoring student attendance, facilitating communication, and evaluating learning outcomes more effectively (Cole & Foster, 2018).

Benefits of Digital Technology in Classroom Management

According to Clark and Mayer (2016), the utilization of digital technology in classroom management provides several benefits, including:

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1. Improving the efficiency of instructional management.
2. Facilitating communication between teachers and students.
3. Increasing student engagement in learning activities.
4. Simplifying assessment and evaluation processes.
5. Supporting flexible and interactive learning environments.

eacher Performance

Teacher performance refers to the work outcomes achieved by teachers in carrying out their professional duties and responsibilities in accordance with established standards (Mulyasa, 2018). According to Lailatussaadah (2021), teacher performance reflects teachers' abilities to plan, implement, evaluate, and follow up on instructional activities effectively.

Teacher performance is one of the key factors determining the quality of education because teachers are the primary implementers of the teaching and learning process in schools (Mulyasa, 2018). Teachers with high levels of performance are capable of creating conducive learning environments, enhancing students' motivation to learn, and achieving instructional objectives optimally (Lailatussaadah, 2021).

a. Indicators of Teacher Performance

Based on the Indonesian Ministry of National Education Regulation (Permendiknas) No. 16 of 2007 and Mulyasa (2018), the indicators of teacher performance include:

1. Ability to prepare lesson plans.
2. Ability to implement instructional activities.
3. Ability to manage classrooms.
4. Ability to utilize instructional media and learning resources.
5. Ability to assess student learning outcomes.
6. Ability to conduct follow-up actions based on evaluation results.
7. Responsibility and professionalism in carrying out duties.

b. The Relationship between Teachers' Perceptions of Digital Technology Utilization and Teacher Performance

Teachers' perceptions of digital technology utilization play an important role in determining the extent to which technology is used in teaching and classroom management processes (Davis, 1989). Teachers with positive perceptions of technology tend to utilize various digital devices and applications more actively to improve the quality of instruction (Pratama et al., 2023).

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According to the Technology Acceptance Model (TAM) proposed by Davis (1989), perceptions of usefulness and ease of use influence users' attitudes toward accepting and utilizing technology. In the educational context, teachers who perceive technology as beneficial are more likely to integrate it into instructional activities and classroom management practices (Venkatesh et al., 2003).

The optimal utilization of digital technology can improve teachers' work efficiency, facilitate classroom management, accelerate evaluation processes, and enhance the quality of interaction between teachers and students (Clark & Mayer, 2016). Therefore, the more positive teachers' perceptions of digital technology utilization in classroom management, the higher their performance in carrying out professional responsibilities (Hasibuan & Siregar, 2024).

1. E. Previous Studies

1. Hasibuan and Siregar (2024) found that digital literacy has a positive and significant influence on teacher performance in the era of educational transformation.
2. Nurbaya et al. (2023) concluded that teachers' digital competence has a strong relationship with the effectiveness of technology-based learning.
3. Hidayat and Rahmawati (2022) demonstrated that the utilization of digital learning technology improves classroom management effectiveness and students' learning outcomes.
4. Pratama et al. (2023) found that positive teacher perceptions of technology influence the level of technology adoption in teaching and learning activities.
5. Suryani (2021) concluded that the use of Learning Management Systems (LMS) contributes to increased teacher productivity and performance.

c. Conceptual Framework

Teachers' perceptions of digital technology utilization constitute a factor that may influence teachers' behavior in using technology to support instructional processes and classroom management (Bandura, 1986). Teachers with positive perceptions of digital technology are more motivated to utilize technology optimally (Davis, 1989). Effective technology utilization helps teachers plan instruction, manage classrooms, conduct evaluations, and improve the effectiveness of learning processes (Munir, 2020). Therefore, teachers' perceptions of digital technology utilization in classroom management are assumed to influence teacher performance (Hasibuan & Siregar, 2024).

d. Conceptual Framework

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X → Y

X = Teachers' Perceptions of Digital Technology Utilization in Classroom Management

Y = Teacher Performance

e. Research Hypotheses

Ha: There is a positive and significant influence of teachers' perceptions of digital technology utilization in classroom management on teacher performance at SMA Negeri 1 Bengkalis.

H0: There is no positive and significant influence of teachers' perceptions of digital technology utilization in classroom management on teacher performance at SMA Negeri 1 Bengkalis.

METHODOLOGY

Research Design

This study employed field research using a quantitative approach and a correlational research design. The quantitative approach was selected because the study focused on collecting numerical data that could be statistically analyzed to obtain an objective description of the relationships among the variables under investigation. According to Sugiyono (2023), quantitative research is a research method based on the philosophy of positivism, used to examine a particular population or sample through the measurement of variables and statistical data analysis in order to test predetermined hypotheses.

The use of a quantitative approach in this study was based on the objective of determining the extent to which digital technology utilization influences teacher performance in a measurable and systematic manner. Meanwhile, a correlational design was employed to identify both the relationship and the influence between the research variables. In this study, digital technology utilization served as the independent variable (X), while teacher performance was designated as the dependent variable (Y).

According to Sukardi (2022), correlational research is a type of research that aims to determine the degree of relationship between two or more variables without providing intervention or special treatment to the observed variables. Based on this approach, the study was focused on obtaining empirical evidence regarding the relationship between digital technology utilization and teacher performance. Furthermore, this research sought to explain the extent to which digital technology utilization contributes to improving the

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quality of teacher performance at SMA Negeri 1 Bengkalis in carrying out their professional duties and responsibilities.

Research Site and Time

This research was conducted at SMA Negeri 1 Bengkalis, located on Arif Rahman Hakim Street, Bengkalis District, Bengkalis Regency, Riau Province, Indonesia. The school was selected as the research site because it has implemented digital technology to support both instructional activities and school administrative processes. In addition, SMA Negeri 1 Bengkalis is recognized as one of the leading senior high schools in the region due to its achievements in both academic and non-academic fields.

The study was conducted over a three-month period, from September to November 2026. Prior to data collection, the researcher obtained research permission through the Faculty of Tarbiyah and Teacher Training and received approval from the school administration to conduct the study.

Research Subjects and Objects

In research, subjects refer to individuals or groups who serve as sources of information relevant to the research objectives. According to Sugiyono (2023), research subjects are individuals or groups selected based on specific characteristics to provide the data required for the research process. In this study, all teachers of SMA Negeri 1 Bengkalis were designated as research subjects. This decision was based on their involvement in utilizing digital technology during instructional activities and in carrying out their professional responsibilities as educators.

The research objects refer to the main focus of investigation. This study examined two variables: digital technology utilization as the independent variable (X) and teacher performance as the dependent variable (Y). The analysis of these variables was conducted to determine the extent to which digital technology utilization contributes to improving teacher performance in carrying out professional duties.

Population and Sample

Population refers to a group of individuals, objects, or units of analysis that possess certain characteristics and constitute the scope of a study. According to Arikunto (2021), a population is the entirety of elements that become the objects of observation and sources of data in a study. The population in this research consisted of all teachers at SMA Negeri 1 Bengkalis, totaling 46 teachers.

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Because the population size was relatively small and manageable, a total sampling technique was employed. Through this technique, all members of the population were included as research respondents. Therefore, the sample size was equal to the population size, namely 46 teachers.

Data Collection Techniques

Observation

Observation was used as one of the techniques for collecting data through direct observation of the research object. Through observation, the researcher was able to identify actual field conditions, including available technological facilities, the school environment, and the implementation of digital technology in teaching and learning activities.

The observation was conducted prior to the main research activities as a preliminary stage. This activity aimed to obtain initial information, identify phenomena related to the study, and examine the conditions of digital technology utilization at SMA Negeri 1 Bengkalis.

Questionnaire

Data collection in this study was conducted through questionnaires, which consisted of a series of written statements that respondents were required to answer according to their actual experiences and conditions. This instrument was chosen because it enables systematic and efficient data collection regarding the variables under investigation.

The questionnaire was used to measure digital technology utilization and teacher performance. Each statement item was developed based on a four-point Likert scale consisting of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The four-point scale was adopted to eliminate the neutral option, thereby encouraging respondents to express a clear position regarding each statement. Consequently, the data obtained were expected to provide a more objective representation of the actual conditions.

Documentation

Documentation was employed by reviewing various documents, archives, and records related to the research focus. The documentation sources included school profile

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data, information regarding the number of teachers, the organizational structure of the school, activity documentation, and other supporting documents relevant to the study.

The data obtained through documentation served as supporting information to complement the data collected through observation and questionnaires. In addition, documentation was used as a means of cross-checking information obtained from different data collection techniques. The inclusion of documentary evidence was expected to enhance the comprehensiveness, validity, and accuracy of the research findings.

Data Analysis Techniques

The data collected in this study were analyzed using the Statistical Package for Social Sciences (SPSS). The analysis was conducted to evaluate the quality of the research instruments through several statistical tests and to test the research hypotheses in accordance with the study objectives.

Validity Test

The validity test was conducted to determine the extent to which the research instrument accurately measured the variables under investigation. An instrument is considered valid if each statement item effectively measures the intended construct.

The validity of each item was determined by comparing the item correlation coefficient (r-calculated) with the critical value of r-table at a specified significance level.

The decision criteria were as follows:

a. If the calculated r-value exceeds the r-table value, the item is considered valid.

b. If the calculated r-value is lower than the r-table value, the item is considered invalid and unsuitable for use in the study.

Reliability Test

The reliability test was conducted to assess the consistency and stability of the research instrument in producing data. An instrument is considered reliable if it produces relatively consistent results under the same conditions.

In this study, reliability was assessed using Cronbach's Alpha coefficient calculated through SPSS.

The criteria for determining reliability were as follows:

a. The instrument is considered reliable if Cronbach's Alpha is greater than 0.60.

b. The instrument is considered unreliable if Cronbach's Alpha is less than 0.60.

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Normality Test

The normality test was conducted to determine whether the research data followed a normal distribution pattern. This test is important as one of the assumptions required for parametric statistical analysis.

In this study, data normality was examined using the Kolmogorov–Smirnov test through SPSS.

The decision criteria were as follows:

a. The data are considered normally distributed if the significance value (Sig.) is greater than 0.05.
b. The data are considered not normally distributed if the significance value (Sig.) is less than 0.05.

Hypothesis Testing

Hypothesis testing in this study was conducted using simple linear regression analysis. This method was selected because the study involved only one independent variable, namely digital technology utilization, and one dependent variable, namely teacher performance.

The simple linear regression equation used in this study was:

$Y = a + bX$

Where:

Y = Teacher Performance
X = Digital Technology Utilization
a = Constant
b = Regression Coefficient

The regression results were used to explain the extent to which digital technology utilization influences teacher performance. The acceptance or rejection of the hypothesis was determined based on the significance value (Sig.) obtained from the analysis. The decision criteria were as follows:

a. If the significance value (Sig.) is less than 0.05, H_0 is rejected and H_a is accepted. This indicates that digital technology utilization has a significant effect on teacher performance.

b. If the significance value (Sig.) is greater than 0.05, H_0 is accepted and H_a is rejected. This indicates that digital technology utilization does not have a significant effect on teacher performance.

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CONCLUSION

Utilization of Digital Technology by Teachers at SMA Negeri 1 Bengkalis

The findings of this study indicate that the level of digital technology utilization among teachers at SMA Negeri 1 Bengkalis falls within the good category. This finding suggests that most teachers have integrated various digital technologies into both instructional activities and school administrative tasks. A variety of digital platforms and applications, such as Google Classroom, Microsoft Teams, Google Meet, Quizizz, Kahoot, YouTube, and other supporting applications, have been utilized to facilitate the delivery of learning materials in a more engaging, effective, and comprehensible manner for students.

The implementation of digital technology provides numerous benefits for teachers in carrying out their professional responsibilities. Technology enables teachers to gain broader access to learning resources, develop instructional materials in a more structured manner, and create more innovative and interactive learning media. Furthermore, digital technology supports more effective communication between teachers and students, both during instructional activities and outside classroom hours. These conditions demonstrate that digital technology has become an essential component of educational practices in the modern era.

The findings of this study are consistent with the views of Nurbaya et al. (2023), who stated that the use of digital technology can enhance the quality of learning through the utilization of innovative technology-based media and platforms. Teachers who possess strong digital competencies are more capable of creating active, creative, and enjoyable learning environments. In addition, digital technology provides opportunities for teachers to adapt instructional methods to the diverse characteristics and needs of students.

The utilization of digital technology also supports flexibility in the learning process. Various digital platforms enable teaching and learning activities to be conducted online or through hybrid learning models without being constrained by limitations of time and place. UNESCO (2023) emphasizes that digital technology plays a strategic role in expanding access to education while simultaneously improving the quality of learning across different educational levels. Therefore, digital technology proficiency has become an essential competency that teachers must continuously develop in order to address the challenges of twenty-first-century education.

Nevertheless, this study also found that the level of digital technology utilization has not been evenly distributed among all teachers. Some teachers still have not utilized technology optimally, particularly in developing digital-based instructional innovations.

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These differences may be influenced by variations in digital literacy levels, technological experience, and opportunities to participate in professional development programs. Therefore, continuous efforts from the school are necessary through training programs, mentoring, and digital competency development initiatives to ensure that all teachers can maximize the use of technology in supporting the learning process.

CONCLUSION

Based on the results of data analysis and discussion regarding the influence of digital technology utilization on teacher performance at SMA Negeri 1 Bengkalis, several conclusions can be drawn as follows:

a. The level of digital technology utilization among teachers at SMA Negeri 1 Bengkalis is categorized as good. This is reflected in teachers' ability to integrate various digital applications and platforms, such as Google Classroom, Microsoft Teams, Google Meet, Quizizz, Kahoot, YouTube, and other digital learning media into instructional activities. The utilization of these technologies supports not only the delivery of learning materials but also the preparation of instructional plans, assessment implementation, school administrative management, and interaction between teachers and students.
b. Teacher performance at SMA Negeri 1 Bengkalis is also categorized as good. This condition is evident in teachers' ability to carry out various professional responsibilities, including preparing lesson plans, implementing instructional activities, assessing student learning outcomes, and providing follow-up actions through remedial and enrichment programs. These achievements indicate that teachers possess adequate competencies and are able to perform their roles as professional educators effectively.
c. The findings reveal that digital technology utilization has a positive and significant effect on teacher performance at SMA Negeri 1 Bengkalis. Increased use of digital technology tends to be accompanied by improvements in the quality of teacher performance. The presence of digital technology enables teachers to work more effectively and efficiently, facilitates the implementation of instructional activities, accelerates evaluation processes, and promotes the creation of more creative, innovative, and interactive learning environments. Therefore, digital technology can be regarded as one of the factors contributing to the enhancement of teacher performance and the achievement of educational objectives more effectively.

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Based on these findings, it can be concluded that digital technology makes a significant contribution to improving teacher performance. Therefore, schools should continue to develop programs that strengthen teachers' digital competencies, such as training, mentoring, and the provision of adequate technological facilities. These efforts are expected to optimize the utilization of digital technology in teaching and learning processes and to enhance the quality of education in a sustainable manner.

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