

# The Influence of Digital Literacy Culture, Digital Competence, and Literacy Motivation on Teacher's E-Learning-Based Teaching Performance Islamic Religious Education Lecturers at Private Islamic Universities in Makassar City

Nasriah<sup>1</sup>, Abdul Rahman Mus<sup>2</sup>, Masdar Mas'ud<sup>2</sup>, Hasibuddin Mahmud<sup>3</sup>

<sup>1</sup>*Doctoral Student of Islamic Education Management, Universitas Muslim Indonesia (UMI), Makassar, Indonesia, [nasriah1602@gmail.com](mailto:nasriah1602@gmail.com)*

<sup>2</sup>*Faculty of Economy and Bussiness, Universitas Muslim Indonesia, Makassar, Indonesia*

<sup>3</sup>*Faculty of Islamic Religion, Universitas Muslim Indonesia, Makassar, Indonesia*

The importance of digital literacy in Islamic higher education is located at the intersection of academic and religious development. In an era where technology is advancing, the cultivation of digital literacy is crucial for learners to engage deeply with their faith and navigate the digital landscape. Digital literacy culture has a positive and significant influence on performance. Digital competence has a positive and significant influence on performance. Literacy motivation has a positive and significant influence on performance.

**Keywords:** Digital Literacy Culture, Digital Competence, Literacy Motivation, Teaching Performance.

## 1. Introduction

In Indonesia, higher education institutions have transformed into dynamic agents of societal advancement, surpassing their conventional functions. Higher education institutions have evolved from disseminating knowledge to fostering innovation. Higher education significantly influences the trajectory of societal development. They extend their influence

beyond the confines of the campus by actively participating in community service and research initiatives, which underscores this transformation (Adnan et al., 2024).

Education is a fundamental human right that is guaranteed to all individuals. Nevertheless, the education sector in the Indonesian regions is characterized by significant gaps. An equitable distribution of education is more desirable than either income or asset equality, as education generates new assets and improves the welfare of the entire society (Digdowiseiso, 2020).

To enhance the quality of education in higher education, it is essential to enhance the mastery of educational management among all personnel involved in its implementation. This is because effective educational management directly contributes to the production of high-quality education (Bunyamin et al., 2024).

According to Article 6 of Law No. 14 of 2005 concerning Teachers and Lecturers, the position of lecturers as professionals aims to implement the national education system and realize the goals of national education, which include the development of students' potential to become human beings with faith and devotion to God Almighty, noble character, health, knowledge, capability, creativity, independence, and to become democratic and responsible citizens.

The significance of digital literacy in Islamic higher education is situated at the intersection of academic and religious development. In an era where technology is advancing, the development of digital literacy is essential for learners to engage profoundly with their faith and navigate the digital landscape. Digital literacy enables learners to critically evaluate digital content, participate in digital discussions on Islamic topics, and access religious resources online, all of which contribute to the development of their religious beliefs. Simultaneously, it stimulates academic development by allowing students to access a wide range of online educational resources, engage in global collaboration, and cultivate the critical thinking skills that are essential for academic success (Muhamad et al., 2024).

Lecturers are educators who play an important role in developing digital literacy in universities. Innovative lecturers will employ an ICT-based learning support system. Technological progress closely correlates with the advancement of the times. This challenge forces educators to play an important role in using ICT media in all aspects of life. Lecturers must be involved in lifelong learning to keep up with the rapid development of science and technology; they must know where, when, and how to use information, what information they need and why they need it, and how to get and use it (Fauzan et al., 2022).

Lecturers must be digitally literate, know how to find information on the web, and understand and collect information from various print or digital sources. Hence, digital literacy entails mastering ideas rather than simply using technology. Digital literacy consists of three main dimensions: technical, cognitive, and socio-emotional. (1) The technical dimension concerns the skills required to use IT proficiently; (2) The cognitive dimension refers to the skills required to critically seek, evaluate, and synthesize digital information while also being aware of ethical, moral, and legal issues; (3) The socio-emotional dimension concerns the skills required to socialize online in an appropriate manner (Mardiana, 2021).

According to Hisyam et al.'s research, various trends in the information age indicate that information systems are an essential part of today's teaching systems. A virtual learning environment (VLE) such as Moodle has become an important part of teaching practice. This article aims to examine the digital competence of teachers in using Moodle and the Moodle Fit, also known as Task-Technology Fit (TTF), with a focus on their use of Moodle and task performance within the context of higher education institutions in Malaysia. Our SEM analysis showed a significant positive correlation between all the proposed constructs and their respective relationships. The findings can provide a better understanding of the educators' technological proficiency in using Moodle, which can lead to a better strategic and policy planning foundation in their activities. In addition, our results can corroborate the TTF theory in defining digital competence as an individual's ability to use any technology (Hisyam et al., 2021).

Furthermore, the results of research from Indah Komsiyah that lecturers still have limitations in carrying out teaching and learning activities related to their digital competence abilities such as: (1) Lecturers still rely on existing material in the learning management system; (2) Lecturers rarely upload links to learning videos that have been designed by themselves; (3) Lecturers more often direct students to use various electronic book sources (ebooks) as the main reference during the learning process; (4) Lecturers tend to lecture in online classes so that students are bored, (5) Lecturers provide a lot of tolerance to students if the assignments given have not been completed (Komsiyah, 2021).

The author explores the influence of digital literacy culture, digital competence, and literacy motivation on teaching satisfaction by examining the performance of Islamic education lecturers at private Islamic universities in Makassar city through e-learning.

## **2. Method**

This research is verification and descriptive, which aims to obtain a description of the characteristics of digital literacy culture variables, digital competence, literacy motivation, and e-learning-based teaching performance of Islamic Religious Education Lecturers at Private Islamic Universities in Makassar City. This study was conducted to explain the relationship between variables, namely independent variables, which include digital literacy culture, literacy competence, and literacy motivation (X), and the dependent variable is performance (Y), so the type of research used is quantitative with an associative type. The study was carried out in Makassar City, involving 132 respondents who are Islamic Religious Education Teaching Lecturers, using the total sampling technique.

## **3. Results and Discussion**

The influence of digital literacy culture on e-learning-based teaching performance

Community members practice a literacy culture that encompasses all individual efforts, including reading and writing activities. The main components in developing a literacy culture are reading, writing, and critical thinking activities. A literacy culture aims to foster a tradition of thinking through reading and writing, enabling the production of useful scientific

papers (Toharudin et al., 2021).

The study's results indicate that respondents, on average, gave a fairly agreeable score of 3.66 for the digital literacy culture variable. Respondents recognize the critical importance of implementing a digital literacy culture in educational institutions. To integrate a digital literacy culture, lecturers and students must collaborate.

The data indicates that respondents, on average, rated the digital literacy culture variable as fairly agreeable, with an average score of 3.66. Respondents recognize the critical importance of implementing a digital literacy culture in educational institutions. To integrate a digital literacy culture, lecturers and students must collaborate. The study's results show that digital literacy culture has a positive and significant effect on the correlation coefficient value of 0.459 and the  $p$ -value = 0.004 < 0.05. This means that as digital literacy culture goes up, so does the performance of Islamic religious education lecturers at private Islamic universities in Makassar City when using e-learning to teach. This means that hypothesis one is true.

The findings are consistent with those conducted by Surya Dharma, who found that a good literacy culture has a significant impact on teaching performance. Strong digital and information literacy skills enable education personnel to teach more effectively and innovatively, which in turn improves students' learning experience. As a result, developing a literacy culture in education should be a major focus to improve teaching quality (Dharma, 2022). The research results shed light on whether organizational culture (Z) significantly and positively influences employee performance (Y). The description of this condition suggests that an increase in the value of organizational culture leads to a significant increase in the value of employee performance, and vice versa (Hartono et al., 2023)

Press Release No. 15/ HM / KOMINFO / 01/2022 reveals that digital culture has significantly improved, as evidenced by its high scores in the 2021 Digital Literacy Index. The digital culture pillar achieved a score of 3.90 on a 5-point scale, followed by the digital ethics pillar at 3.53, the digital skills pillar at 3.44, and the digital safety pillar at 3.10. The Indonesian digital literacy roadmap 2020-2024, based on previous national research and UNESCO's measurements, guides the use of four pillars in the digital literacy index (Kuntari, 2022).

The influence of digital competencies on lecturers' e-learning-based teaching performance

Digital competence refers to the ability of lecturers to use information technology with a good understanding of pedagogical-didactic information technology, and to recognize how this can impact learning strategies and the formation of student education. From the outset, it is crucial for every lecturer to understand and identify the digital tools they will utilize for learning (Supyani & Fikri F, 2021). Digital competence consists of managing and keeping up with various digital devices and their software to use the Internet and digital technologies in an educational and critical way. As society becomes increasingly digitalized and new forms of media integrate into everyday life with greater mobility, digital competencies become increasingly important (Amhag et al., 2019).

The study's findings indicate that respondents generally rated the digital competency variable as fairly agreeable, with an average score of 3.62. Digital resources provide a diverse array

of information and knowledge, surpassing the scope of conventional textbooks. This enables learners to engage more deeply with the material, acquire a variety of viewpoints, and learn in a more interactive manner.

Based on the results of the study, digital competence has a positive and significant effect on performance with a correlation coefficient value of 0.191 and a p-value = 0.044 <0.05, indicating that an increase in the digital competency variable will be followed by an increase in the e-learning-based teaching performance of Islamic Religious Education Lecturers at Private Islamic Universities in Makassar City.

The results of the above study align with the findings of Sarinten and Setya Rahardja, demonstrating a positive and significant impact of teacher digital competence on readiness for change by 46.8%, a positive and significant effect of teacher readiness for change on teacher teaching performance by 34.2%, a positive and significant direct effect of teacher digital competence on teacher teaching performance by 30.4%, and a positive and significant indirect effect of teacher digital competence on teacher teaching performance, mediated by teacher readiness for change by 16% (Sarinten & Raharja, 2023). Nelly Chandrawati Manalu conducted the same research and found that digital competence can significantly boost the teaching satisfaction of public high school teachers in Batam City (Manalu, 2024).

One of the main responsibilities of higher education institutions is to provide professional teaching qualifications to prepare students for the future. In terms of professional and academic competence, in addition to mastery of materials and scientific fields, creativity, and professionalism, digital competence is a prerequisite for a lecturer to prepare competent scholars. Lecturers' attitude towards the use of digital technology is a major concern in the education sector to improve their digital competence capabilities (Shofiana et al., 2024).

The influence of literacy motivation on lecturers' e-learning-based teaching performance

Literacy motivation is a complex and multifaceted concept. Experts in the field assert that one cannot reduce motivation to a single factor that a person either possesses or lacks. The conceptual framework of literacy motivation is based on the well-known motivational constructs of current motivation theories. Individual beliefs, values, and achievement goals influence some of these constructs, while intrinsic and extrinsic motivation, as well as social motivation, influence others (Farokhbakht & Nejadansari, 2015).

The study's findings clearly show that respondents perceive the literacy motivation variable as having an average value of 3.74, indicating agreement. This encouragement to actively engage in online communities demonstrates that there is a desire and interest among individuals to further their understanding of digital literacy and e-learning. This is a critical stage in the enhancement of digital competence and individual technology knowledge.

Based on the results of the study, literacy motivation has a positive and significant effect on performance with a correlation coefficient value of 0.371 and a p-value = 0.014 <0.05, indicating that an increase in the literacy motivation variable will be followed by an increase in the e-learning-based teaching performance of Islamic Religious Education Lecturers at Private Islamic Universities in Makassar City.

The research results of Yuliani Dahman et al. reveal that work motivation significantly influences employee performance, followed by work ability, and digital literacy significantly

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influences employee performance. In this scenario, enhancing digital literacy can enhance an employee's competitiveness and improve their performance (Dahman et al., 2023).

There are several causes of the lack of motivation for literacy, especially in today's society, including lecturers, because most of them prefer other activities that are not too boring for them, such as playing games, chatting on WhatsApp, shopping, chatting, looking at YouTube, and others (Karwati, 2020).

#### **4. Conclusion**

Digital literacy culture has a positive and significant influence on performance with a correlation coefficient value of 0.459 and a p-value = 0.004 <0.05, indicating that an increase in the digital literacy culture variable will be followed by an increase in the e-learning-Based performance of Islamic education lecturers at private Islamic universities in Makassar City.

Digital competence has a positive and significant influence on performance with a correlation coefficient value of 0.191 and a p-value = 0.044 <0.05, indicating that an increase in the digital competency variable will be followed by an increase in the performance of e-learning-based Islamic education lecturers at private Islamic universities in Makassar City.

Literacy motivation has a positive and significant influence on performance with a correlation coefficient value of 0.371 and a p-value = 0.014 <0.05, indicating that an increase in the literacy motivation variable will be followed by an increase in the e-learning-based performance of Islamic Education Lecturers at Private Islamic Universities in Makassar City.

According to this research, the most important digital competencies for lecturers are improving their ability to access and analyze digital information, using technology to support learning, research, and community service, and thinking critically and innovatively. In an increasingly complex digital era, it is necessary to improve lecturers' digital literacy culture in order to improve the quality of teaching, research, and community service. In an increasingly complex digital era, it is necessary to increase lecturers' literacy motivation to improve the quality of teaching, research, and community service. Effective strategies include training, managing a supportive environment, and developing infrastructure that supports digital literacy motivation.

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