
ANALYSIS OF INNOVATIVE LEARNING AND SELF-EFFICACY ON TEACHER MOTIVATION WITH DIGITAL LITERACY AS AN INTERVENING VARIABLE IN JUNIOR HIGH SCHOOL COUNTRY 1 PINTU RIME GAYO, BENER MERIAH REGENCY

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Abstract

This study aims to analyze the influence of innovative learning and self-efficacy on teacher motivation, with digital literacy as an intervening variable at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency. Teacher motivation is a crucial factor in improving the quality of education, which can be influenced by teachers' ability to innovate, self-confidence in teaching, and skills in using digital technology. The approach used in this study was quantitative with the path analysis method. Data were collected through questionnaires distributed to all teachers at the school. The results showed that innovative learning and self-efficacy have a positive and significant effect on teacher motivation, both directly and through digital literacy as an intervening variable. Digital literacy has been shown to strengthen the relationship between learning innovation and self-efficacy on work motivation. These findings emphasize the importance of technology training and continuous teacher capacity development to improve professionalism and work enthusiasm in the school environment.

Keywords: *Innovative learning, self-efficacy, teacher motivation, digital literacy*

INTRODUCTION

The role of teachers as agents of change in education requires competencies that are not only technical but also innovative and high self-efficacy. In the context of 21st-century education, teachers are required to be able to design innovative learning and demonstrate confidence in their own abilities to navigate the dynamics of learning. Innovative learning involves creative, participatory, and integrative approaches to technology, thereby increasing student engagement and the quality of learning outcomes (Hadi & Mahmud, 2022). Teachers who implement innovative learning tend to be more enthusiastic and motivated in carrying out their professional duties. On the other hand, teacher self-efficacy, which is the belief in one's ability to carry out professional duties effectively, also influences teacher enthusiasm, persistence, and commitment to teaching (Tschannen-Moran & Hoy, 2020). Teachers with high self-efficacy are more confident in facing learning challenges and are more motivated to achieve optimal results. However, these two aspects need to be supported by skills in using digital technology as a teaching medium.

Digital literacy is a key factor in bridging innovative learning and self-efficacy, contributing to teacher motivation. Digital literacy extends beyond technical skills in using devices, encompassing critical thinking skills, digital communication, and the ethical and effective use of technology in the learning process (Ng, 2022). Teachers with high digital literacy are able to maximize learning innovation and adapt it to current needs. Teacher motivation in teaching is a crucial variable that directly impacts the quality of classroom learning. Robbins and Judge (2022) state that work motivation is an internal psychological force that drives individuals to achieve specific goals, including in educational contexts. Highly motivated teachers will be more committed, enthusiastic, and productive in carrying out their duties. SMP Negeri 1 Pintu Rime Gayo, as one of the junior high schools in Bener Meriah Regency, faces challenges in developing adaptive, innovative, and technology-based learning. Therefore, it is important to examine how innovative learning and teacher self-efficacy influence teaching motivation, with digital literacy as an

intervening variable. This research is expected to contribute to the development of strategies to improve teacher motivation and professionalism in facing the demands of modern education.

LITERATURE REVIEW

Theoretical Framework

Motivation

Understanding Motivation

According to Robbins & Judge (2022), motivation is a process that explains an individual's intensity, direction, and persistence in achieving goals. In the educational context, teacher motivation refers to the internal and external drives that influence a teacher's enthusiasm, commitment, and consistency in optimally carrying out their duties of teaching, educating, and guiding students.

Motivation Indicators

Based on Robbins & Judge (2022), indicators of teacher teaching motivation can be described as follows:

1. **Need for Achievement**
Teachers have a strong desire to achieve optimal results in learning activities.
2. **Commitment to Teaching Assignments**
The teacher's seriousness in designing, implementing and evaluating the teaching and learning process.
3. **Intrinsic Satisfaction in Teaching**
Teachers feel happy, proud, and satisfied when carrying out the learning process.
4. **Perseverance and Consistency**
Teachers demonstrate perseverance in facing learning challenges and remain consistent in carrying out their role as educators.
5. **Orientation towards Student Success**
Teachers are motivated by student development and achievement, not solely by external factors such as salary or awards.

Digital Literacy

Understanding Digital Literacy

According to Ng (2022), digital literacy is the ability to effectively use digital technology, communication tools, and networks to find, evaluate, create, and communicate information in various formats. In the educational context, teacher digital literacy encompasses pedagogical and technological skills in utilizing digital technology to enhance the learning process.

Digital Literacy Indicators

Based on Ng (2022), teachers' digital literacy indicators can be detailed as follows:

1. **Ability to Access and Use Digital Technology**
Teachers are able to operate hardware and software for learning purposes.
2. **Ability to Select and Evaluate Digital Information**
Teachers can sort relevant and credible information from digital sources.
3. **Creativity in Using Digital Media**
Teachers are able to utilize various applications or platforms to create teaching materials innovatively.
4. **Digital Ethics and Cybersecurity**
Teachers understand the importance of ethical use of technology, such as copyright, data privacy, and information security.
5. **Digital Collaboration**
Teachers are able to communicate and collaborate online with students, fellow teachers, or other parties in the educational context.

Self-Efficacy

Understanding Self-Efficacy

According to Tschannen-Moran & Hoy (2020), teacher self-efficacy is a teacher's belief in his/her ability to organize and implement the actions needed to achieve the desired learning outcomes, especially in facing challenges and differences in student characteristics.

Self-Efficacy Indicators

Sequence of Teacher Self-Efficacy Indicators according to Tschannen-Moran & Hoy (2020):

1. Efficacy in Classroom Management
Teachers' confidence in creating and maintaining a conducive and orderly learning environment.
2. Efficacy in Overcoming Teaching Difficulties
The ability of teachers to remain effective despite facing obstacles in learning activities.
3. Efficacy in Student Engagement and Support
The teacher's commitment and belief that he or she can reach and help all students, including those with learning difficulties.
4. Efficacy in Adapting Learning Strategies
Teacher flexibility in adjusting learning methods or approaches based on classroom situations.
5. Efficacy in Improving Learning Outcomes
The belief that the teaching methods used can have a direct positive impact on students' academic achievement.

Innovative Learning

Understanding Innovative Learning

According to Sulaiman & Arifin (2021): Innovative learning is a learning approach that integrates creativity, technology, and various teaching strategies to create a learning process that is fun, meaningful, and facilitates active student involvement.

Innovative Learning Indicators

Based on the synthesis of Sulaiman & Arifin (2021):

1. Utilization of Technology in Learning
Teachers utilize digital media or learning technology to support the teaching and learning process interactively and effectively.
2. Use of Varied Teaching Methods
Teachers not only use lectures, but also adopt methods such as problem-based learning, project-based learning, blended learning.
3. Facilitating Active and Participatory Learning
Teachers encourage student engagement through discussions, group collaboration, simulations, educational games, or hands-on practice.
4. Empowering Students' Critical and Creative Thinking
Learning is focused on how students can develop ideas, solve problems, and think out-of-the-box.
5. Adaptation of Learning to Student Needs and Characteristics
Teachers design learning that is flexible and responsive to students' interests, talents, and learning styles.

Conceptual Framework

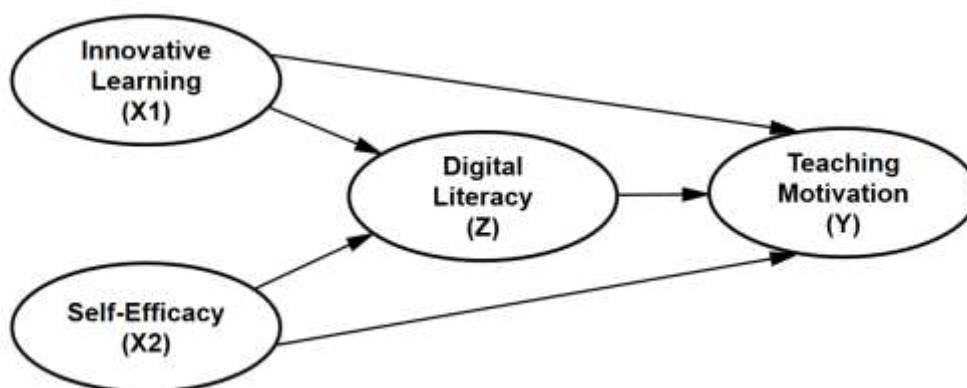


Figure 1. Conceptual Framework

Research Hypothesis

H1: Innovative learning has a positive and significant influence on teaching motivation in Pintu Rime Gayo 1 Public Middle School, Bener Meriah Regency.

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- H2: Innovative learning has a positive and significant effect on digital literacy at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.
- H3: Self-efficacy has a positive and significant effect on teaching motivation at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.
- H4: Self-efficacy has a positive and significant effect on digital literacy at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.
- H5: Digital literacy has a positive and significant effect on teaching motivation at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.
- H6: Innovative learning has a positive and significant effect on teaching motivation through digital literacy at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.
- H7: Self-efficacy has a positive and significant effect on teaching motivation through digital literacy at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.

RESEARCH METHOD

Types of research

The type of research used by the researcher was quantitative. This quantitative research was conducted to create a study that aimed to adapt a research and to analyze the analysis of academic supervision and organizational culture on teacher performance, with job satisfaction as an intervening variable at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.

Research Location and Research Time

The research location was conducted at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency, located on Jl. Raya Bireuen - Takengon, Alur Gading, Pintu Rime Gayo District, Bener Meriah Regency, Aceh. The research period was carried out for 3 months, from May to July 2025.

Population and Sample

This study employed a population of 64 people, consisting of 55 civil servants (ASN) and 9 PPPK teachers. The sample used in this study was a saturated sample, as the entire population was sampled due to its relatively small size and the possibility of comprehensive research.

Research Data Sources

The data sources used in this study are primary data.

RESULTS AND DISCUSSION

Outer Model Analysis

Outer Model Analysis using *PLS Algorithm*, produce:

Validity Test

Table 1. Values Outer Loadings

	Digital Literacy	Innovative Learning	Self-Efficacy	Teacher Motivation
X1.1		0.805		
X1.2		0.807		
X1.3		0.852		
X1.4		0.838		
X2.1			0.786	
X2.2			0.849	
X2.3			0.804	
X2.4			0.882	
X2.5			0.855	

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	Digital Literacy	Innovative Learning	Self-Efficacy	Teacher Motivation
Y.1				0.775
Y.2				0.752
Y.3				0.769
Y.4				0.794
Y.5				0.706
Z.1	0.821			
Z.2	0.798			
Z.3	0.766			
Z.4	0.834			
Z.5	0.832			

Source: Smart PLS Output, 2025

Based on the values in Table 1 above, it shows the results of testing the outer model through the loading factor value /Based on outer loadings, all indicators for each variable had loading values ≥ 0.70 . This indicates that each indicator represents the construct being measured validly and robustly. Therefore, all items in the questionnaire met convergent validity criteria and could be used in further analysis.

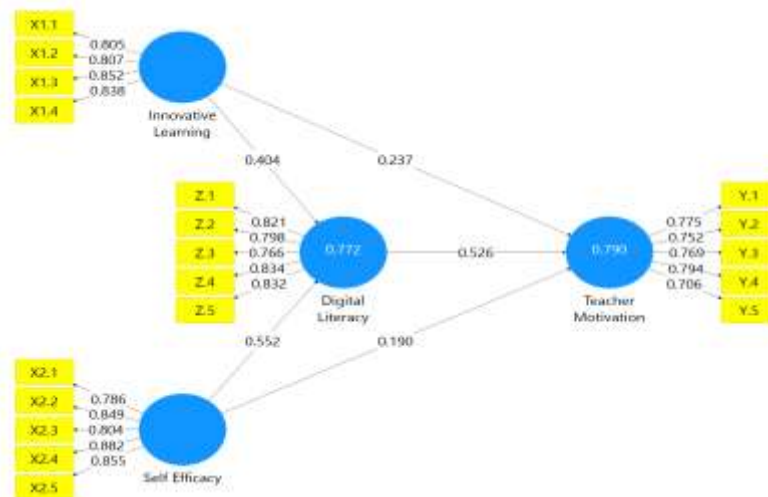


Figure 1. Outer Loadings

In this study there is an equation and the equation consists of two substructures for substructure 1:

$$Z = \beta_1 X_1 + \beta_2 X_2 + e_1$$

$$Z = 0.404X_1 + 0.552Z + e_1$$

For substructure 2:

$$Y = \beta_2 X_1 + \beta_3 X_2 + \beta_3 Z + e_2$$

$$Y = 0.237X_1 + 0.190X_2 + 0.526Z + e_2$$

Reliability Test

Table 2. Construct Reliability and Validity Test

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Digital Literacy	0.869	0.871	0.906	0.657
Innovative Learning	0.844	0.845	0.896	0.682
Self-Efficacy	0.892	0.896	0.921	0.699
Teacher Motivation	0.817	0.821	0.872	0.577

Source: Smart PLS Output, 2025

Table 2 above shows that the reliability test results show that the Cronbach's Alpha and Composite Reliability values for all constructs are above 0.70. This indicates that all indicators have high internal consistency and can be relied upon to measure their respective constructs. Therefore, the research instrument is deemed reliable and suitable for use in testing the structural model.

Coefficient of Determination (R²)

Evaluating a model with PLS begins by examining the R-square for each dependent latent variable. The table below shows the results of R-square estimation using SmartPLS.

Table 3. R Square Results

	R Square	R Square Adjusted
Digital Literacy	0.772	0.769
Teacher Motivation	0.790	0.786

Source: Smart PLS, 2025

In table 3, there is an R square value for both dependent variables for the digital literacy variable, there is an R square value of 0.736, meaning the influence of innovative learning and self-efficacy is 0.772 or 77.2%, the remainder is on other variables outside the model. The R square value for teaching motivation is 0.790, meaning innovative learning, self-efficacy, and digital literacy are 0.790 or 79%, the remainder is on other variables outside the model.

Structural Model Testing (Inner Model)

Hypothesis Testing

Direct Influence Between Variables

The direct influence between variables can be seen in the path coefficients. The data processing results show the direct influence values, as shown in the following table.

Table 4. Path Coefficients (Direct Effect)

	Original Sample	T Statistics	P Values	Conclusion
Innovative Learning -> Teacher Motivation	0.237	3,032	0.003	Accepted
Innovative Learning -> Digital Literacy	0.404	5,461	0,000	Accepted
Self-Efficacy -> Teacher Motivation	0.190	2,344	0.019	Accepted
Self-Efficacy -> Digital Literacy	0.552	8,614	0,000	Accepted
Digital Literacy -> Teacher Motivation	0.526	5,475	0,000	Accepted

Source: Smart PLS Output, 2025

In the results of Table 4 there are direct influence values which will be explained as follows:

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1. Innovative learning has a positive and significant effect on teaching motivation with a t-statistic value of 3.032 above 1.96 and a significance value of 0.003 below 0.05, meaning that innovative learning has a positive and significant effect on teaching motivation because the significance value is below 0.05. The results of this study are in line with the results of previous research which stated that innovative learning has a positive and significant effect on teaching motivation (Wulandari & Nisrina, 2023).
2. Innovative learning has a positive and significant effect on digital literacy with a t-statistic value of 5.461 above 1.96 and a significance level of 0.000 below 0.05, indicating that innovative learning has a positive and significant effect on teaching motivation, as the significance value is below 0.05. This finding aligns with previous research that found innovative learning to have a positive and significant effect on digital literacy (Surur, 2024).
3. Self-efficacy has a positive and significant effect on teaching motivation with a t-statistic value of 2.344 above 1.96 and a significance level of 0.019 below 0.05, indicating that self-efficacy has a positive and significant effect on teaching motivation because the significance value is below 0.05. The results of this study are in line with previous research which stated that self-efficacy has a positive and significant effect on teaching motivation (Pramudya, G., & Mardikaningsih, 2021).
4. Self-efficacy has a positive and significant effect on digital literacy with a t-statistic value of 8.614, above 1.96, and a significance level of 0.000 below 0.05, indicating that self-efficacy has a positive and significant effect on teaching motivation, as the significance value is below 0.05. This finding aligns with previous research that found self-efficacy to have a positive and significant effect on digital literacy (Hendaryan et al., 2022).
5. Digital literacy has a positive and significant effect on teaching motivation, with a t-statistic value of 5.475 above 1.96 and a significance value of 0.000 below 0.05. This means that innovative learning has a positive and significant effect on teaching motivation because the significance value is below 0.05. The results of this study are in line with previous research which stated that digital literacy has a positive and significant effect on teaching motivation (Wulandari & Nisrina, 2023).

Indirect Influence Between Variables

The indirect influence between variables can be seen in the specific indirect effects values. The data processing results show the indirect effect values, as shown in Table 5 below.

Table 5. Specific Indirect Effects

	Original Sample	T Statistics	P Values	Conclusion
Innovative Learning -> Digital Literacy -> Teacher Motivation	0.212	4,611	0,000	Accepted
Self Efficacy -> Digital Literacy -> Teacher Motivation	0.290	4,128	0,000	Accepted

Source: Smart PLS, 2025

In table 5 there is an indirect influence between variables which will be explained as follows:

1. Innovative learning has a positive and significant effect on teaching motivation through digital literacy with a t-statistic value of 4.611 and a significance value of 0.000 means that digital literacy plays a role as an intervening variable between innovative learning and teaching motivation.
2. Self-efficacy has a positive and significant effect on teaching motivation through digital literacy with a t-statistic value of 4.128 and a significance value of 0.000, meaning that digital literacy acts as an intervening variable between innovative learning and teaching motivation.

CONCLUSION

1. Innovative learning has a positive and significant effect on teaching motivation at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.
2. Innovative learning has a positive and significant impact on digital literacy at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.
3. Self-efficacy has a positive and significant effect on teaching motivation at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.
4. Self-efficacy has a positive and significant effect on digital literacy at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.

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5. Digital literacy has a positive and significant effect on teaching motivation at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.
6. Innovative learning has a positive and significant effect on teaching motivation through digital literacy at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.
7. Self-efficacy has a positive and significant effect on teaching motivation through digital literacy at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.

SUGGESTION

1. For the innovative learning variable, the indicator with the lowest score was the statement, "I often use a different learning approach than usual." One suggestion is to continue exploring and evaluating various learning approaches that suit student characteristics to make learning more effective and less monotonous.
2. Teaching self-efficacy with the statement "I am confident in being able to manage the class well in various situations." Maintain this belief by continuing to develop adaptive classroom management strategies through training or reflection on teaching practice.
3. For the digital literacy variable, the statement "I use online learning applications or platforms in teaching" is used. Take advantage of interactive features in online learning platforms to increase student engagement and participation during the learning process.
4. Motivate your teaching by stating, "I feel responsible for my students' learning success." Increase this responsibility by regularly evaluating student progress and providing constructive feedback.

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