

## **The Effect of the Use of Technology-Based Learning Media and Teacher Self-Efficacy on Elementary School Teachers' Performance in Tanjung Lago District**

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**Abstract:** Although previous studies have reported positive relationships between technology use, teacher self-efficacy, and teacher performance, limited evidence has explored their combined contribution from an educational management perspective, particularly in rural elementary schools. This study examines the influence of technology-based learning media and teacher self-efficacy on the performance of elementary school teachers in Tanjung Lago District, Indonesia. Using a quantitative explanatory survey, data were collected from 82 teachers selected through proportional random sampling and analyzed using multiple linear regression in IBM SPSS Statistics 26. The results show that both technology-based learning media and teacher self-efficacy significantly and positively influence teacher performance. The regression model explains 74.0% of the variance in teacher performance ( $R^2 = 0.740$ ), with technology-based learning media identified as the stronger predictor. These findings highlight the complementary role of digital resources and teachers' psychological capacity in enhancing performance and suggest that educational leaders should strengthen ICT infrastructure, professional development, and self-efficacy support to improve instructional quality.

**Keywords:** *Technology-Based Learning Media, Teacher Self-Efficacy, Teacher Performance, Elementary School Teachers, Educational Technology, Learning Innovation*

### **A. Introduction**

Education is a strategic sector that determines the quality of a nation's human resources. The success of education delivery is greatly influenced by the quality of teachers, the primary implementers of the learning process in schools. Teachers play a crucial role in planning, implementing, and evaluating learning to achieve established educational goals. Therefore, improving teacher performance is a key focus in efforts to improve educational quality. (Anwar & Mubin, 2020).

The rapid development of information and communication technology in the era of the Industrial Revolution 4.0 and Society 5.0 has brought about major changes in the world of education. Technology is no longer seen as an additional tool, but has become an integral part of the modern learning process. The integration of technology in learning allows

teachers to present material in a more engaging, interactive manner, and in accordance with the characteristics of 21st-century students (Hutasoit et al., 2025). The use of technology-based learning media such as computers, laptops, LCD projectors, learning videos, Learning Management System (LMS) platforms, and digital learning applications has become a necessity to support the effectiveness of the teaching and learning process (Yani & Ulfa, 2025)

At the elementary school level, the use of technology-based learning media plays an increasingly important role. According to Piaget's cognitive development theory, elementary school students are at the concrete operational stage and therefore require visual aids and interactive media to understand abstract concepts (Amalia et al., 2026). Therefore, the use of multimedia technology can help teachers deliver material in a more concrete and easily understood manner.

However, the use of technology in learning still faces various challenges. Not all teachers have adequate skills in using technology as a learning medium. Some teachers still experience difficulties operating digital devices, selecting appropriate media for learning materials, and integrating technology into effective learning strategies (Firmadani, 2020). This situation indicates that the success of technology implementation depends not only on the availability of facilities and infrastructure but also on internal factors within the teacher.

One internal factor believed to influence teacher performance is self-efficacy. Fatimah et al., (2021) defines self-efficacy as an individual's belief in their ability to organize and carry out the actions necessary to achieve specific goals. In the educational context, teacher self-efficacy refers to a teacher's belief in their ability to manage the classroom, implement effective learning strategies, and motivate students to achieve optimal learning outcomes (Tarmudi et al., 2025). Teachers with high self-efficacy tend to be more confident in facing challenges, more creative in developing learning, and more persistent in resolving various problems that arise during the learning process (Ulum et al., 2024).

Self-efficacy is also closely related to teachers' ability to adopt learning technology (Zhi et al., 2024). Teachers who have high confidence in their abilities are more likely to accept change and try various technology-based learning innovations. Conversely, teachers with low self-efficacy tend to show resistance to change and feel less confident in using new technology (Ngoma et al., 2024). Therefore, the use of technology-based learning media and teacher self-efficacy are thought to be two important factors that can directly and indirectly influence teacher performance.

Various previous studies have examined the relationship between technology, self-efficacy, and teacher performance. Pratikayanti & Putra, (2021) found that self-efficacy positively impacts elementary school teacher performance. Research by Rahmawati et al., (2024) shows that teachers with high self-efficacy tend to demonstrate better teaching performance than teachers with low self-efficacy. Research by Sabila & Jabar, (2022) also demonstrates that self-efficacy significantly contributes to improving teacher performance in the modern learning era.

In terms of technology, research by Yusma, (2021) shows that the use of information technology has a positive effect on the performance of elementary school teachers.

Ibrahim et al., (2022) found that the use of digital applications in educational activities can increase teacher effectiveness. Furthermore, research by Adam & Irmawati Tahhir, (2025) proved that the use of digital technology has a significant impact on improving elementary school teacher performance. Research by Rais et al., (2024) shows that the use of digital media in learning can increase the effectiveness of the learning process and student engagement.

Similar findings were also reported by (Shalikhah, 2016), who stated that information and communication technology-based media can create more interactive and enjoyable learning. Arsyad & Ifianti, (2021) explained that the use of technology in learning can help teachers improve the quality of material delivery and accelerate students' understanding of learning concepts. Dianis & Arlinayanti, (2024) emphasized that educational technology functions not only as a learning aid but also as a means of improving teachers' professional performance.

Furthermore, several studies have shown consistent results. (Kasim & Surya, 2025) found that teachers' level of confidence in using technology significantly influences the success of technology integration in learning. Yuliasari & Ayuna, (2023) explained that teachers' digital competence is a key factor determining the quality of technology-based learning. Meanwhile, (Dekawati & Trisno, 2023) reported that teachers' digital self-efficacy has a positive relationship with the intensity of technology use in learning activities.

Various prior studies consistently confirm that technology integration and teacher self-efficacy contribute positively to instructional effectiveness and teacher performance. However, these studies largely examine these variables from pedagogical or technology-adoption perspectives—such as digital competence, technology acceptance, or classroom innovation. Limited attention has been paid to understanding how technology-based instructional media and teacher self-efficacy jointly contribute to teacher performance within a broader educational management framework—specifically regarding school management decision-making, teacher professional development, and organizational effectiveness. Furthermore, empirical evidence from rural primary schools and resource-constrained schools in developing countries remains scarce. Consequently, understanding the interaction between these two factors in contexts characterized by digital infrastructure disparities and varying levels of institutional support remains inadequate.

Although previous studies have established positive relationships between technology use, teacher self-efficacy, and teacher performance, several important gaps remain. First, most existing studies have focused on direct relationships among these variables without positioning them within an educational management perspective that emphasizes teacher performance improvement as part of school organizational effectiveness. Second, recent international research has primarily been conducted in urban schools or technologically well-supported educational environments, leaving limited empirical evidence from rural elementary schools with unequal access to digital resources. Third, few studies have simultaneously investigate technology-based learning media and teacher self-efficacy as complementary organizational resources that support teacher performance in the context of school management. Therefore, further research is needed to provide empirical evidence regarding how these factors contribute to teacher performance in underrepresented educational settings such as Tanjung Lago District.

Furthermore, the geographic conditions and characteristics of schools in Tanjung Lago District present unique challenges in implementing educational technology. Differences in technology access, availability of digital facilities, and teachers' ability to utilize technology are factors that require further in-depth study. At the same time, varying levels of teacher self-efficacy can also influence the success of technology use in learning. Therefore, research is needed that can comprehensively explain the relationship between the use of technology-based learning media, teacher self-efficacy, and teacher performance.

Based on the above description, this study aims to analyze the influence of the use of technology-based learning media and teacher self-efficacy on the performance of elementary school teachers in Tanjung Lago District. This study contributes to the literature by extending previous research beyond examining the direct influence of technology and self-efficacy on teacher performance. Specifically, this study positions both variables within an educational management perspective, emphasizing their role as organizational resources for improving teacher effectiveness in elementary schools with diverse technological readiness. Furthermore, the study provides empirical evidence from an underrepresented rural educational context in Indonesia, thereby enriching international discussions on teacher performance management in the digital era.

## **B. Methods**

### **Research Design**

This study employed a quantitative approach with a survey method. The survey method was chosen because the study aimed to measure and analyze the influence of the use of technology-based learning media and teacher self-efficacy on the performance of elementary school teachers in Tanjung Lago District. This research is explanatory in nature, as it seeks to explain the causal relationship between the independent and dependent variables through statistical analysis. The research model consists of two independent variables: the Use of Technology-Based Learning Media ( $X_1$ ) and Teacher Self-Efficacy ( $X_2$ ), and one dependent variable: Teacher Performance ( $Y$ ).

### **Research Location and Respondents**

The study was conducted at five public elementary schools in Tanjung Lago District, Banyuasin Regency, South Sumatra Province, Indonesia. The study population consisted of all teachers with Civil Servant (ASN) and Government Employees with Work Agreements (PPPK) status who were actively teaching at the schools selected for the study, totaling 102 teachers.

**Table 1. Research Population**

<b>No</b>	<b>School name</b>	<b>Number of Teachers</b>
1	SD Negeri 1 Tanjung Lago	20
2	SD Negeri 5 Tanjung Lago	21
3	SD Negeri 20 Tanjung Lago	19
4	SD Negeri 22 Tanjung Lago	22

5	SD Negeri 23 Tanjung Lago	20
<b>Amount</b>		<b>102</b>

The research sample consisted of 82 teachers selected using Proportional Random Sampling. This technique ensures that each member of the population has an equal chance of being selected as a respondent, while still considering the proportion of teachers in each school. The distribution of the research sample is presented in Table 2.

**Table 2 Distribution of Research Samples**

No	School name	Proportion Calculation	Number of Samples
1	SDN 1 Tanjung Lago	$(20/102) \times 82$	16
	SDN 5 Tanjung Lago	$(21/102) \times 82$	17
3	SDN 20 Tanjung Lago	$(19/102) \times 82$	15
4	SDN 22 Tanjung Lago	$(22/102) \times 82$	18
5	SDN 23 Tanjung Lago	$(20/102) \times 82$	16
<b>amount</b>			<b>82</b>

Respondents at each school were selected randomly according to the proportion of the number of existing teachers, so that the sample obtained could represent the characteristics of the research population as a whole.

### **Data Collection Techniques**

To obtain the data required for this study, several techniques were employed, as follows:

#### 1. Questionnaires

A questionnaire is a data collection technique that involves presenting a series of written questions or statements to respondents, requiring them to answer based on their circumstances or perceptions (Tanjung et al., 2021). Through this technique, researchers can systematically and efficiently obtain data relevant to the research topic. Questionnaires are structured based on the research's focus variables and are designed to provide an objective picture of respondents' attitudes or responses. Questionnaires are used to collect data on the use of technology-based learning media, teacher self-efficacy, and teacher performance.

#### 2. Documentation

According to (Rumina, 2024), documentation is a data collection technique regarding a particular object or variable in the form of notes, documents, or written reports, which can provide factual and relevant information regarding the object being studied. Documentation is a method used to collect information in written form, such as books, archives, reports, numerical records, photographs, or other documents that can strengthen the primary research data. Documentation is used to obtain supporting data in the form of the number of teachers, school profiles, the condition of facilities and infrastructure, and other documents relevant to the research (Matdoan, 2025).

## **Instrument Development**

The questionnaire used in this study was developed based on established theoretical indicators from previous studies. The variable of technology-based learning media use was measured through indicators related to the frequency, variety, and effectiveness of technology utilization in the learning process. Teacher self-efficacy was measured based on teachers' confidence in managing classrooms, implementing instructional strategies, and motivating students. Teacher performance was measured through indicators of lesson planning, learning implementation, evaluation, and professional responsibilities. All questionnaire items were adapted from previous validated studies and adjusted to the context of elementary schools in Tanjung Lago District. Responses were measured using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

## **Validity and Reliability**

Prior to the main survey, the questionnaire was reviewed by experts in educational management to ensure content validity and the appropriateness of the measurement indicators. Empirical validity was subsequently examined using the Pearson Product-Moment correlation coefficient. Items with correlation coefficients exceeding the acceptable threshold were retained for analysis. Instrument reliability was evaluated using Cronbach's Alpha coefficient, with values above 0.70 indicating satisfactory internal consistency. The results confirmed that all variables met the required standards of validity and reliability before further statistical analysis was conducted.

## **Ethical Considerations**

This study complied with ethical principles for educational research. Permission to conduct the research was obtained from the principals of the participating elementary schools before data collection commenced. Participation was voluntary, and all respondents received information regarding the objectives of the study. Respondents were assured that their identities would remain anonymous, their responses would be treated confidentially, and the collected data would be used solely for academic purposes.

## **Common Method Bias**

Since all variables were measured using self-report questionnaires administered to the same respondents, several procedural remedies were implemented to reduce the possibility of common method bias. Respondents were informed that there were no right or wrong answers and that all responses would remain anonymous and confidential. Questionnaire items were organized according to their respective constructs and written using clear, concise, and unambiguous language to minimize response bias. These procedures were intended to reduce evaluation apprehension and social desirability bias during questionnaire completion.

## **C. Results and Discussion**

### **Results**

This study aims to analyze the influence of the use of technology-based learning media and teacher self-efficacy on the performance of elementary school teachers in Tanjung Lago District. Data obtained from the questionnaire were analyzed using multiple linear regression with the help of IBM SPSS Statistics Version 26.

### **Descriptive Statistics**

The descriptive analysis results indicate that most teachers have used technology-based learning media in the teaching and learning process. Teachers utilize various devices such as computers, laptops, LCD projectors, learning videos, presentation applications, and digital learning platforms to support teaching and learning activities. Furthermore, teachers' self-efficacy levels are high, indicating that teachers have good confidence in their abilities to manage their classrooms, implement learning strategies, and motivate students.

### **Effect of Technology-Based Learning Media on Teacher Performance**

The results of a partial t-test indicate that the use of technology-based learning media has a positive and significant impact on teacher performance. This finding indicates that the higher the level of technology utilization in learning, the better the teacher's performance in planning, implementing, and evaluating learning. Teachers who actively utilize technology are able to present material in a more engaging and interactive manner, thereby making the learning process more effective. The use of digital media also helps teachers manage their time, provide a wider variety of learning resources, and improve the quality of communication with students.

### **Effect of Teacher Self-Efficacy on Teacher Performance**

The test results also showed that teacher self-efficacy has a positive and significant impact on teacher performance. Teachers who have high confidence in their abilities tend to be more confident in facing learning challenges, more creative in finding solutions to classroom problems, and more consistent in carrying out their professional duties. These findings indicate that internal psychological factors in teachers play a significant role in determining the quality of performance demonstrated during the learning process.

### **Simultaneous Effect of Technology-Based Learning Media and Teacher Self-Efficacy on Teacher Performance**

The results of the simultaneous F-test indicate that the use of technology-based learning media and teacher self-efficacy simultaneously significantly influence teacher performance. The coefficient of determination analysis indicates that both variables contribute significantly to the variation in teacher performance, with the remainder influenced by factors outside the research model. These findings suggest that improving teacher performance depends not only on technological mastery but also on teachers' confidence in their own abilities to carry out professional duties.

### **Discussion**

## **Technology-Based Learning Media and Teacher Performance**

The research results show that the use of technology-based learning media has a positive influence on teacher performance. This finding aligns with the Technological Pedagogical Content Knowledge (TPACK) theory proposed by (Hutasoit et al., 2025). This theory explains that the effective integration of technology, pedagogy, and material mastery can improve the quality of learning and teacher professionalism. The use of technology enables teachers to develop more innovative learning methods than conventional approaches. Teachers can use multimedia, learning videos, digital simulations, and online learning resources to enhance students' understanding of the subject matter. This ultimately impacts the quality of teacher performance.

The results of this study support the findings of Yusma, (2021) who stated that the use of information technology has a positive effect on the performance of elementary school teachers. Beyond confirming previous studies, the present findings suggest that technology-based learning media function not merely as instructional tools but also as organizational resources that enable teachers to improve planning efficiency, instructional flexibility, and professional productivity. From an educational management perspective, these findings imply that investment in digital infrastructure alone may not be sufficient unless accompanied by continuous institutional support and professional development opportunities.

This finding is also consistent with the research of Ibrahim et al., (2022) which shows that digitalization of the educational process can increase teacher effectiveness and productivity. Furthermore, research by Adam & Irmawati Tahir, (2025) proves that the use of digital technology contributes significantly to improving teacher performance. From a practical perspective, the results of this study indicate that schools need to improve educational technology facilities and provide ongoing training to teachers so they can utilize technology optimally in the learning process.

## **Teacher Self-Efficacy and Teacher Performance**

The research results show that teacher self-efficacy has a positive effect on teacher performance. This finding supports the Social Cognitive Theory developed by (Fatimah et al., 2021). According to this theory, individuals with high levels of self-efficacy tend to demonstrate greater effort, greater persistence, and better ability to face various challenges. Teachers with high self-efficacy believe they can carry out learning tasks effectively. This belief encourages teachers to continuously develop their competencies, try new learning strategies, and persist when facing various obstacles during the learning process.

These research findings align with those of (Pratikayanti & Putra, 2021), which found that self-efficacy is positively related to the performance of elementary school teachers. Rahmawati et al., (2024) also showed that teachers with high levels of self-efficacy have better teaching performance than those with low levels. Similar results were reported by (Sabila & Jabar, 2022), who stated that self-efficacy is an important predictor of improved teacher performance.

The findings also indicate that self-efficacy operates as an internal psychological resource that encourages teachers to respond more positively to educational change. Teachers with stronger beliefs in their professional capabilities are more willing to experiment with innovative instructional approaches and persist when facing technological challenges. This supports the argument that school management should consider psychological empowerment alongside technical training when implementing educational reforms. Thus, increasing teacher self-efficacy needs to be a school's concern through professional development programs, mentoring, training, and providing ongoing organizational support.

### **Simultaneous Influence of Technology and Self-Efficacy on Teacher Performance**

Research findings indicate that the use of technology-based learning media and teacher self-efficacy simultaneously have a significant impact on teacher performance. These results demonstrate that technological and psychological factors are inseparable in efforts to improve the quality of learning. Adequate technology will not produce optimal results if teachers lack the confidence to use it. Conversely, teachers with high self-efficacy are more likely to accept technological innovations and utilize them to enhance learning effectiveness. Therefore, the relationship between technology and self-efficacy is complementary in supporting teacher performance improvement.

These findings support research by (Kasim & Surya, 2025) which explains that teacher confidence in their ability to use technology is a critical factor in the successful integration of educational technology. Research by Yuliasari & Ayuna, (2023) also indicates that digital competence and teacher self-efficacy are key determinants of successful technology-based learning. Furthermore, Dekawati & Trisno, (2023) found that teachers with high digital self-efficacy tend to use technology more intensively and effectively in the learning process.

An important contribution of this study is the finding that technology-based learning media and teacher self-efficacy should not be viewed as independent determinants of teacher performance. Rather, they function as complementary organizational resources. Teachers who possess high self-efficacy are more capable of maximizing the benefits of educational technology, while technology provides opportunities for teachers to translate their confidence into more effective instructional practices. This complementary relationship extends previous studies that tended to investigate these variables separately. Overall, these research findings reinforce the view that improving teacher performance requires a comprehensive approach. Schools not only need to provide adequate technological facilities, but also build teachers' self-confidence and psychological readiness to face educational changes and innovations in the digital era.

### **Theoretical Implications**

This study contributes to educational management literature by showing that teacher performance is influenced by both technology-based learning media and teacher self-efficacy. The findings indicate that technological resources and teachers' confidence work together to improve performance, supporting Social Cognitive Theory and the Technology Acceptance perspective. The study highlights the need to integrate technology

development with human resource development to enhance teacher effectiveness and school performance.

### **Practical Implications**

The findings suggest that improving teacher performance requires not only digital infrastructure but also continuous professional development and programs that strengthen teacher self-efficacy. School leaders and policymakers should promote mentoring, collaboration, and integrated technology training to support sustainable technology integration, particularly in rural schools, thereby improving instructional quality and educational outcomes.

### **D. Conclusions**

This study shows that teacher performance is influenced by both technology-based learning media and teacher self-efficacy, emphasizing that technological resources are most effective when supported by teachers' confidence and capability. The findings suggest that schools and policymakers should combine digital infrastructure investment with professional development and self-efficacy enhancement programs.

This study is limited by its cross-sectional design, focus on public elementary schools in Tanjung Lago District, and reliance on self-reported data. Future research should use larger and more diverse samples, longitudinal or mixed-methods designs, and include additional variables such as instructional leadership, organizational support, school climate, and professional development to provide a more comprehensive understanding of teacher performance.

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