

The Influence of Digital Competence and Technology Management on Teachers' Innovation Behavior and Job Performance

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Abstract

Background: Ash-Shiddiiqi School has integrated iPad-based technology into the learning process as part of its commitment to implementing digital transformation in education. In this context, the effective use of educational technology is not only determined by access to digital tools, but also by teachers' ability to manage technology and apply it innovatively. Therefore, this study was conducted to examine the influence of digital competence, technology management, and innovative behavior on teacher performance at Ash-Shiddiiqi School.

Aims: The objective of this research is to analyze the influence of digital competence and technology management on the innovative behavior and job performance of teachers and educators at Ash-Shiddiiqi Integrated Islamic School in Jambi.

Methods: This research employs a quantitative methodology, with data gathered through the distribution and collection of questionnaires via Google Forms. The data were analyzed using Partial Least Squares-Structural Equation Modeling (PLS-SEM) to formulate a model that elucidates the relationships among the variables examined in the study.

Results: The results of the study indicate that digital competence and technology management have a significant effect on innovative behavior but do not affect job performance. However, innovative behavior has a positive effect on job performance. The results of this study confirm that improving teacher performance is not only determined by the level of digital competence and technology management skills, but also by the extent to which these skills are manifested in innovative behavior in the educational process.

Conclusion: This study concludes that job performance is influenced by the innovative behavior of teachers. However, it should be noted that there are many factors that influence this innovative behavior, such as digital competence and management technology, which enable teachers to use technology to generate creative ideas and solutions in their work.

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INTRODUCTION

Technology has brought significant changes to various aspects of life over time. The impact of technology is now widely accepted in various sectors such as health, government, and education. Technological development can be said to be successful if it can improve human capacity, capabilities, and potential as a whole without replacing them. The use of technology can encourage the use of digital technology-based tools and systems to improve and enhance various aspects of human life (Fahmi et al., 2024).

One aspect of human life that has been greatly affected by technological developments is the ease of doing work. In the field of education, technology helps teachers deliver lessons so that learning objectives can be achieved. Referring to Baskaran et al, (2020) Technology is really important in the workplace because it can help reduce human error and improve the efficiency and speed of

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communication at work. Therefore, every human resource in the workplace has become an asset to their organization, so they must be able to accept technological changes and adopt new technologies, as well as emphasize approaches, behavioral skills, and digital concepts, commonly referred to as digital competence. If an organization does not have human resources with digital competencies, it will have an impact on the organization. Conversely, if human resources have digital competencies, it will be very beneficial in completing work (Hidayat et al., 2023). Digital competence is very useful in supporting work, especially when combined with technology management skills. Technology management strategies include identifying technologies that are relevant to needs, developing policies, and ensuring the security and privacy of user data (Rachmad et al., 2024). Utilizing technology-based management systems will not only improve operational efficiency but also drive innovation by enabling quick access to information and resources.

Ash-Shiddiqi Integrated Islamic School is an educational institution that has fully integrated technology into the learning process. Teachers and students use iPad devices as the main learning medium, which are connected to an integrated system and network in each school unit. All technology access is centrally managed by the Smart Classroom Unit, which is authorized to open and close access to applications and learning content according to academic needs. This centralized and controlled technology integration system certainly presents new challenges for teachers. Teachers are not only required to have basic digital competencies to carry out learning, but also adaptive and innovative abilities in managing technology in accordance with the established system. This condition means that the use and management of technology will affect the quality of teachers' performance in learning. Teachers who can make optimal use of iPad technology tend to show more innovative behaviors, such as developing learning media, utilizing educational applications, and increasing the effectiveness of learning planning and evaluation (Onia, 2022). This condition makes SIT Ash-Shiddiqi a unique research context, because the use of iPads requires teachers to have adequate digital competence, effective technology management skills, and innovative behavior so that technology can be utilized optimally and meaningfully in the learning process.

Most previous studies tend to place digital competence and technology management as variables that influence teacher performance, without examining the implementation process in learning practices. Referring to research Jabid et al, (2023) The ability of human resources to use technology is one of the factors that can affect work performance. Human resources with good technological skills are considered a highly sought-after asset because they can carry out their work using new approaches and innovative ideas, as well as perform their duties efficiently. This is supported by the opinion Saeful & Ekhsan (2024) High-quality human resources tend to perform their duties responsibly and are able to use their full potential competently and effectively. Digital proficiency has been shown to have a direct and significant relationship with job performance. The greater the digital skills possessed by employees, the better the level of performance they are likely to achieve (Emperatriz & Yudet, 2022). However, mastery of technology does not automatically lead to changes in learning. The research gap is increasingly relevant in the context of schools that have adequate facilities, such as the use of iPads in learning. Even though technological devices are available and teachers have sufficient competence and management skills, it is not certain that this will improve teacher performance. Based on this gap, researchers position innovative behavior as a key mechanism that can explain the relationship between the variables of digital competence, technology management, and teacher performance. Understanding the correlation between these variables will help formulate strategies for human resource development, particularly for teachers, as well as the effective application of technology in the workplace.

METHOD

This study employed a quantitative survey methodology, administered via Google Forms from September 4 to 14, 2025. This approach entails the systematic gathering and examination of numerical data to address research inquiries in a scientific manner (Ghanad, 2023). The evaluation and measurement of the model were performed using data processing in SmartPLS 3.2, adhering to the Partial Least Squares Structural Equation Modeling (PLS-SEM) technique, to assess the interconnections among variables within the conceptual framework.

A total of 25 online survey questions were derived from prior studies. Digital competence was assessed with 10 items sourced from [Scheel et al., \(2022\)](#), technology management with 5 items from [Fangqi et al., \(2023\)](#), innovative behavior with 5 items from [De Jong & Den Hartog, \(2010\)](#), and job performance with 5 items based on [\(Yildiz & Angosto, 2024\)](#). Responses were gathered on a 5-point Likert scale, ranging from 1 (Unable) to 5 (Very Able) (Table 1). The use of a 1-5 scale has a clear midpoint that is easily understood by respondents as a neutral or middle option (value 3). In addition, a 1-5 Likert scale can capture variations in respondent attitudes without creating too many confusing options. This makes the data more sensitive to differences in respondent attitude [\(Koo & Yang, 2025\)](#).

These questions are neutral, dependable, and yield thorough data that capture the viewpoints of staff at the Ash-Shiddiqi Integrated Islamic School in Jambi. The instrument was translated from English into Indonesian.

Table 1. Main Variable, Source and Construct

Construct	Adapted From	Construct (25 items)
Digital Competence	Sheel et al., (2022)	Digital Competence (DC1, DC2, DC3, DC4, DC5, DC6, DC7, DC8, DC9, DC10)
Technology Management	Fangqi, et al (2023)	Technology Management (TM1, TM2, TM3, TM4, TM5)
Innovative Behavior	De Jong & Den Hartog (2010)	Innovative Behavior (IB1, IB2, IB3, IB4, IB5)
Job Performance	Yildiz & Angosto (2024)	Job Performance (JP1, JP2, JP3, JP4, JP5)

This study used random sampling techniques. This technique is a random sampling technique for populations whose members are very homogeneous [\(Noor et al., 2022\)](#). The use of this technique ensures that the sample represents the population and minimizes bias [\(Makwana et al., 2023\)](#). A total of one hundred teachers and educators were randomly chosen to participate in the survey. This study chose Ash-Shiddiqi as the research location because the school has implemented integrated technology-based learning through the use of iPads in teaching and learning activities. In addition, Ash-Shiddiqi is the only school in Jambi that has a smart classroom unit, where learning activities and student access to iPads are controlled through a centralized system. This system is designed not only to support academic activities, but also to support the tahfidz program effectively and in a controlled manner. These conditions make Ash-Shiddiqi a relevant context for examining digital competence, technology management, innovative behavior, and job performance.

Data was collected from 100 teachers and educators at Ash-Shiddiqi Integrated Islamic School in Jambi, consisting of 66% women (66 people) and 34% men (34 people). The respondents who filled out the survey came from various positions and ages. The average age of those who filled out the questionnaire was under 40 years old. This survey was conducted through Google Forms and checked periodically during the research period to reduce the amount of inaccurate or missing data during the data collection period.

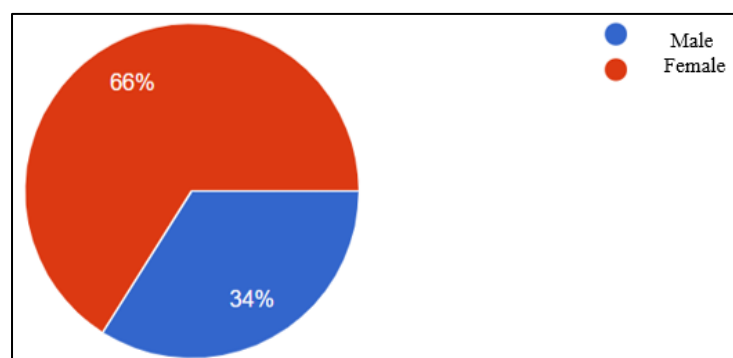


Figure 1. Frequency Distribution of Respondents Based on Gender

Description of Research Data

Below the author displays a demographic description of the participants.

Table 2. Demographics

Variable	Demographic	Frequency	Percentage
Age	< 40 (1)	75	75%
	> 40 (2)	15	15%
	Total	100	100%
Gender	Male (1)	34	34%
	Female (2)	66	66%
	Total	100	100%
Unit	TK1	0	0%
	TK2	2	2%
	SD1	26	26%
	SD2	11	11%
	SMP	18	18%
	SMA	9	9%
	MA	7	7%
	Stewardship	27	27%
	Total	100	100.0

Table 2 shows the descriptive statistics, which indicate that based on demographics, teachers and educators at Ash-Shiddiiqi Integrated Islamic School in Jambi are divided by age into those under 40 years old (75%) and those over 40 years old (15%). Respondents were also divided based on gender, namely male (34%) and female (66%), and then divided based on the units at Ash-Shiddiiqi Integrated Islamic School in Jambi.

RESULTS AND DISCUSSION

Results

Measurement refers to evaluation procedures to test reliability and validity. Reliability tests are conducted to examine the consistency of findings. Reliability assessments check the consistency of results, while validity tests confirm the accuracy of findings or evaluate how effectively a measurement tool fulfills its purpose (Sürücü & Maslakci, 2020). The reliability of the constructs was assessed using Cronbach's Alpha and Composite Reliability. Meanwhile, parameters such as loading factor and AVE were used to test validity in order to assess the average variance captured by a construct (Heale & Twycross, 2015). The severity of multicollinearity in regression models is measured using the VIF (Variance Inflation Factor) test. To identify the correlation between variables, measurements using path coefficients are required, and to measure discriminant validity, HTMT data must be examined.

Reliability Test

In this research, a reliability assessment was performed to verify if the tested items would be consistent if repeated using the same measuring instrument (Canatay et al., 2022). The reliability tests conducted were composite reliability (CR) and Cronbach's Alpha (α). According to Hair et al, (2011) The composite reliability test is acceptable if the result obtained is higher than 0.70 (in exploratory research, a range of 0.60 to 0.70 is considered acceptable). Based on Table 2, the CR result is > 0.70 for all variables. Therefore, the results of this composite reliability meet the requirements so that the variables can be tested at the next stage.

Referring to Hair et al, (2011) The reliability of internal consistency is measured using Cronbach's Alpha. Developed by Lee Cronbach, this metric assesses the degree to which all items in a test or scale are interrelated. Internal consistency must be established before the items can be used in validity tests (Tavakol & Dennick, 2011). Generally, the Cronbach's Alpha value requirement is 0.7 or above.

Based on the results, the Cronbach's Alpha values exceed 0.7, indicating they are acceptable and the measures can be classified as reliable.

Validity Test

The initial step in assessing data validity involves examining the loading factor. An indicator is deemed valid if its outer loading value surpasses 0.70. If an indicator's outer loading falls below this threshold, then the indicator must be removed because it does not meet the requirements or can be considered invalid (Hair et al., 2011). From the loading factor evaluation, it was found that all indicators obtained a value >0.70 except for indicator DC2, so indicator DC2 was removed. Therefore, 24 valid items could be continued for further testing in the PLS-SEM analysis. After the loading factor test was conducted, the AVE test was then performed to assess the average for each variable. To obtain the AVE calculation results, researchers must square the load of each indicator and then calculate the average value (Purwanto & Sudargini, 2021). Referring to Hair et al, (2011) A value can be considered valid if its AVE test is above 0.50. Based on the results, all variables achieved values exceeding 0.50, classifying them as valid.

VIF (Variance Inflation Factor)

VIF is used to measure the standard criteria for detecting multicollinearity in linear regression involving two independent variables. Multicollinearity refers to a situation where there is correlation between independent variables that are not mutually independent (Akinwande et al., 2015). A VIF value >10 indicates that there is a serious multicollinearity problem between variables. VIF values obtained in Table 3 show that all items have a value <10, confirming that the data obtained does not have a multicollinearity problem.

Table 3. Description variable, loading factor, Cronbach's, CR, AVE, and VIF

Variabel	Item	Loading	A	CR	AVE	VIF
Digital Competence	DC1	0.813	0.912	0.928	0.566	2.622
	DC2	0.508				1.406
	DC3	0.758				2.176
	DC4	0.843				3.299
	DC5	0.709				2.310
	DC6	0.716				2.427
	DC7	0.787				3.178
	DC8	0.833				3.609
	DC9	0.774				3.307
	DC10	0.772				2.894
Technology Management	TM1	0.923	0.867	0.904	0.654	2.129
	TM2	0.938				2.070
	TM3	0.934				2.183
	TM4	0.920				3.410
	TM5	0.906				2.566
Innovative Behavior	IB1	0.942	0.923	0.942	0.764	2.697
	IB2	0.935				3.549
	IB3	0.949				2.683
	IB4	0.952				3.821
	IB5	0.951				2.997
Job Performance	JP1	0.932	0.893	0.922	0.702	3.064
	JP2	0.945				2.595
	JP3	0.936				2.987
	JP4	0.934				2.819
	JP5	0.950				1.743

Path Coefficient & HTMT

Path coefficients indicate the magnitude of the direct influence of one variable on another, when other related influences have been taken into account (Wong, 2013). The table shows that the values of digital competence and management technology on job performance have a P value > 0.1. These outcomes indicate that there is no substantial positive correlation between digital competence, technology management variables and job performance. HTMT is a measurement used to assess discriminant validity (Rasoolimanesh, 2022). The accepted HTMT limit value is <0.9 (Roemer et al., 2021). The findings in Table 4 demonstrate that the derived HTMT values span from 0.585 to 0.877 (<0.9), meaning that HTMT is acceptable.

Table 4. Path Coefficient

No	Path	Path Coefficient	Standard Error	t-statistic	p-value	Significance
1	Digital Competence → Innovative Behavior	0.300	0.313	0.093	3.225	p < .01 Yes
2	Digital Competence → Job Performance	0.093	0.104	0.120	0.775	p < .01 No
3	Innovative Behavior → Job Performance	0.389	0.387	0.148	2.624	p < .01 Yes
4	Technology Management → Innovative Behavior	0.593	0.583	0.101	5.868	p < .01 Yes
5	Technology Management → Job Performance	0.179	0.172	0.122	1.471	p > 0.1 No
6.	Digital Competence → Innovative Behavior → Job Performance	0.117	0.123	0.062	1.899	p < .01 Yes
7.	Technology Management → Innovative Behavior → Job Performance	0.231	0.226	0.095	2.425	p < .01 Yes

Tabel 5. Ratio of Heterotrait-Monotrait (HTMT)

	Digital Competence	Innovative Behavior	Job Performance	Technology Management
Digital Competence				
Technology Management	0.877	0.817		
Innovative Behavior	0.827			
Job Performance	0.585	0.658	0.634	

R Square

R-squared is a statistical measure that quantifies the extent to which independent variables (exogenous) impact dependent variables (endogenous). Its values range from 0 to 1. As per Hair et al., (2014) an R-squared value of 0.75 indicates substantial accuracy, 0.50 suggests moderate accuracy, and 0.25 reflects weak accuracy. This study found that innovative behavior and job performance acted as dependent variables. Based on the data, the results show that the R-squared for innovative behavior is 0.721 or 72.1%, meaning that 72.1% of the innovative behavior variable can be attributed to digital competence and technology management variables. Regarding job performance, the R-squared value is 0.389, equivalent to 38.9%, signifying that 38.9% of the variance in job performance is accounted for by digital competence, technology management, and innovative behavior.

Table 6. R Square (R^2)

	R Square	R Square Adjusted
Innovative Behavior	0.721	0.715
Job Performance	0.389	0.369

F Square

F-squared is a metric employed to assess alterations in the R-squared value when a particular variable is excluded from the model, thereby evaluating whether the removed variable exerts a significant influence on the dependent variable. An F-Square value of 0.02 signifies a small effect, 0.15 denotes a moderate effect, and 0.35 indicates a large effect (Hair et al., 2014). From the F-Square data in Table 7, it's clear that digital competency variables can explain the innovative behavior variables ($F^2 = 0.126$), and job performance ($F^2 = 0.005$) is relatively small. The ability of technology management to explain innovative behavior is relatively large ($F^2 = 0.432$), while technology management does not influence job performance ($F^2 = 0.014$). Finally, the ability of the innovative behavior variable to explain job performance is moderate, with an F^2 value of 0.069.

Table 7. F Square (F^2)

	Digital Competence	Innovative Behavior	Job Performance	Technology Management
Digital Competence		0.126	0.005	
Innovative Behavior			0.069	
Job Performance				
Technology Management		0.432	0.014	

Q Square (Q^2)

Q^2 value analysis is a method used to evaluate how effectively a model produces observed values and estimates parameters. A Q^2 Square value > 0 indicates that the model under study has good predictive relevance. A Q^2 value close to 1 indicates that the level of relevance in making predictions is increasingly better (Ermawati, 2018).

Table 8. Q Square (Q^2)

Variable	Q^2
IB1	0.583
IB2	0.410
IB3	0.481
IB4	0.582
IB5	0.588
JP1	0.290
JP2	0.242
JP3	0.137
JP4	0.226
JP5	0.203

Structural Model Assesment

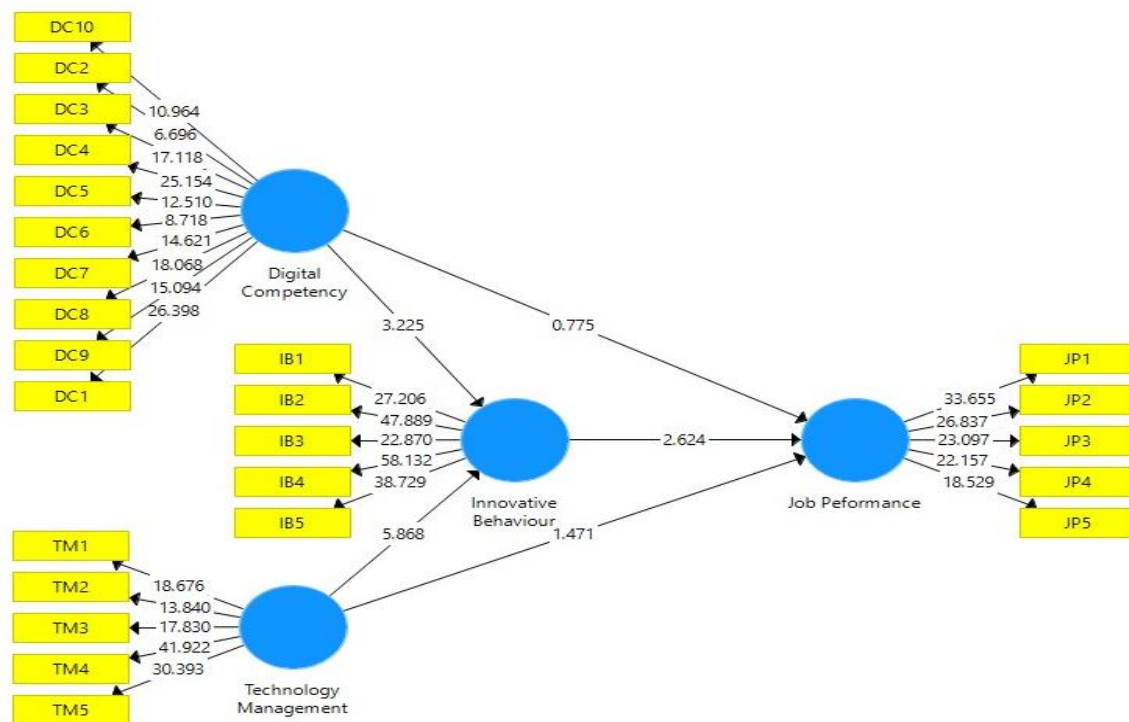


Figure 3. Evaluation of Structure Model

Discussion

This research investigates the influence of digital competence and management technology on innovative behavior and job performance of teachers and educators at Ash-Shiddiqi Integrated Islamic School in Jambi. Based on Table 3, there are path coefficient results that describe the influence between one variable and another. The impact of digital competence variables on innovative behavior variables yielded a P-value of 0.001, indicating statistical significance at the 0.1 level ($P < 0.1$). This value indicates a positive correlation between digital competence and innovative behavior. Individuals possessing advanced digital proficiency tend to demonstrate a greater propensity for innovative conduct. Digital competence is currently used to facilitate knowledge exchange and innovation processes. Digital competence plays an important role in shaping individuals who are able to adapt, innovate, and make the right decisions, thereby developing professionalism in the workplace (Paoki & Moedjahedy, 2023). Ash-Shiddiqi Integrated Islamic School has integrated technology into its learning process. Therefore, teachers are required to be fully proficient in technology. Teachers with digital skills will certainly create various digital solutions to make their teaching more interesting, effective, and flexible in line with the times. Teachers with digital competence can also realize the latest ideas to improve suboptimal processes, communicate and collaborate optimally, and solve problems related to digital technology (Sriulina & Anatan, 2025).

In the subsequent variable, the analysis reveals non-significant association between digital competence and job performance. This is evidenced by the P-value of 0.439 ($P > 0.1$), indicating that digital competence does not significantly impact the job performance of the research participants. Conversely, a substantial body of literature suggests that digital competence generally has a positive influence on job performance, as demonstrated by Madrid et al., (2022), who observed that increased levels of digital competency development are linked to higher work performance. An individual's digital readiness will bring positive changes to the company or organization where they work, because utilizing digital tools at work can increase engagement in the workplace (Mazurchenko & Zelenka, 2022). If an organization or company successfully implements digitization, it will provide long-term benefits in the form of investment in the skills of employees or workers that will continue to be used, so that their work performance can improve (Egor, 2020). However, this influence is not always absolute because it may not have an effect due to other factors that were not examined in

this study, such as dedication, work stress caused by technology, motivation, and other influencing factors (Mumtaz et al., 2023).

The path coefficient between innovative behavior and job performance obtained a positive value. The P value was 0.009 ($P < 0.1$), indicating that innovative behaviors such as creativity, generalization of ideas, and implementation of new ideas can affect job performance. These results are supported by research Sary et al., (2023) which demonstrates that innovative behavior exerts a significant influence on teacher performance. Educational institutions ought to foster awareness initiatives to cultivate a positive work environment for educators, thereby affording them opportunities to develop, share, and implement novel ideas that enhance the effectiveness of their performance (Bershka et al., 2020). The next result illustrates the connection between technology management variables and innovative behavior. It obtained a P-value of 0.000 ($P < 0.01$), showing a positive relationship. This shows that effective technology management can encourage individuals to exhibit innovative behavior, thereby fostering creativity in the work environment. Based on this study, Sasvari (2014) The adoption of technology and the integration of new technological tools can incorporate ideas and concepts from various scientific fields to establish a range of innovative practices in the workplace. Therefore, technology management is needed to encourage teachers or employees to generate new ideas that can help them in their work.

The findings in Table 3 demonstrate the connection between technology management and work performance. The P-value calculated is 0.142, which is greater than 0.1. This shows that, based on the data gathered, there is no significant link between technology management and work performance. A potential reason for these findings could be the existence of other factors that have a stronger impact on job performance, although these were not explored in this study. Other factors that can influence job performance include motivation, workload, rewards, and others (Darmawan & Tanuwijaya, 2023). In addition, work discipline, limited facilities, and rewards can also influence a person's job performance (Lestarina & Safitri, 2024). Another factor that may influence the lack of correlation between technology management and teacher performance in this study is the non-technical aspects of teacher performance. Teacher performance is not only about the use of digital technology or how to manage it in the learning process, but also other aspects such as communication, pedagogical competence, leadership, and others. Technology management can certainly help improve work performance, but there are many other aspects that have a greater influence on teacher performance at Ash-Shiddiqi Integrated Islamic School in Jambi.

Based on the research findings, digital competence and technology management do not have a significant effect on job performance when they are not implemented through innovative behavior. Teachers who possess strong technological skills and effective technology management capabilities do not necessarily demonstrate improved job performance in the absence of innovative practices in their work. Innovative behavior functions as a mediating variable that enables digital competence and technology management to exert a meaningful impact on job performance. Without innovative behavior, teachers tend to use technology merely as a formality in the learning process, resulting in no substantial improvement in their overall work performance.

When teachers at Ash-Shiddiqi position technology in the form of iPads as merely a learning tool, the results obtained are also limited to replacing learning tools, which will not affect the performance of teachers' work. Conversely, if teachers at Ash-Shiddiqi position the iPad as a pedagogical medium that allows teachers to develop new ideas, apply creative learning methods using technology, and create more interactive learning, the result will be teachers who are eager to experiment and try new approaches, thereby improving their work performance. This is in line with the research by Guillén-Gamez et al., (2024), which states that digital competence and technology management will be important inputs, but without innovative behavior as the implementation process, these inputs cannot yet be a real driver of teacher performance.

This implementation must be fully supported by the school environment in order to place innovative behavior as the main focus in the utilization of digital competencies and technology management. Schools need to support this development in a structured manner, starting from training, ongoing mentoring, and the formation of a teacher learning community that focuses on technology-based learning. Support from schools that are open to change and renewal will encourage teachers to

implement digital competence and technology management in the form of innovative behavior, which will ultimately drive improvements in teacher performance. According to [Meng & Hsuan-Po \(2024\)](#), when teachers feel this multi-layered support, they will feel a sense of achievement and satisfaction in teaching. This experience will motivate teachers to adopt innovative teaching methods and improve the quality of teaching.

Implications

The results of this study have several implications for parties involved in education. The finding that digital competence and technology management can influence innovative behavior shows the importance of continuously developing these two skills for teachers and educators. Teachers and educators who are proficient in using and managing technology will be better able to create new ideas and solutions in their work. In addition, this research can also be used as a reflection on how schools or educational institutions can optimally support the use of digital competence and technology management so that it has an impact on work performance. Therefore, a follow-up strategy is needed so that these two variables can increase the productivity of teachers and educators in schools.

Research contribution

The present research enhances the scholarly literature on digital competence, technology management, innovative behavior, and job performance, with a specific focus on educational institutions that incorporate Islamic values. Moreover, it offers a foundation for such institutions to formulate strategies aimed at boosting teacher performance by reinforcing digital competence and technology management.

Limitations

Although this study has positive implications and contributions, it is undeniable that it also has limitations. These limitations are as follows:

1. This study was only conducted at one institution, namely Ash-Shiddiqi Integrated Islamic School in Jambi, so the results cannot necessarily be generalized to other schools.
2. There are other variables that have the potential to influence the performance of teachers and educators, such as technological stress, motivation, and organizational culture.
3. This study was conducted at a single point in time, so it did not capture the dynamic development of teachers and educators' digital competence.

Suggestions

Subsequent investigations could incorporate mediating factors, such as technological stress or motivation, to deepen the comprehension of the interconnections among variables. Furthermore, longitudinal studies might be undertaken to track the progressive development of teachers' and educators' digital and technological management proficiencies in a dynamically.

CONCLUSION

Research findings indicate that digital competence and technology management influence innovative behavior. Individuals who have digital competence and are able to implement technology management in their work will have ample space to think creatively, generate and apply new ideas that can be implemented in their work environment. Currently, teachers need competence and management of technology to support innovative behavior in their work. In addition, innovative behavior will affect work performance. The higher a person's level of innovative behavior, the higher their work performance will be. Someone who can develop innovative behavior in the workplace will always generate new ideas that will help their work, so that it is easier to complete in new ways.

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