Original Article

Relationship between Social Capital and Digital Competence in Indonesia Senior High School Population

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Abstract: Employee performance is the issue that gets the most attention in every scientific study. Once performance is important for an organization's progress, policymakers must know the factors affecting employee or organizational performance. This study aims to determine the effect of digital competence, social capital, and emotional intelligence on teacher performance through job satisfaction as an intervening factor. Data were obtained by distributing questionnaires to 419 public high school teachers in Batam City. The research uses qualitative and quantitative approaches. The data analysis method is a structural equation model using the Smart-PLS device. The study's results found that digital competence, social capital, and emotional intelligence directly positively and significantly affected teacher job satisfaction. Second, digital competence, emotional intelligence, and job satisfaction have a direct positive and significant effect on teacher performance. In contrast, social capital directly does not have a significant effect on teacher performance. Third, job satisfaction fully mediates the effect of social capital and emotional intelligence on teacher performance, but job satisfaction does not mediate the effect of digital competence on teacher performance. The results of this study recommend that school leaders or principals at State High Schools improve digital competence and social capital.

Keywords: Digital Competence, Social Capital, Emotional Intelligence, Job Satisfaction, Teacher Performance

1. Introduction

In recent years, digital competence has become a key term in various policy-related papers, articles, and seminars (Ilomäki et al., 2016a). Given the rapid development of information and communication technology, educational institutions must review their goals and practices (Pettersson, 2018; Spante et al., 2018). Efforts need to be made to design the most appropriate and best methods by which they can provide educational experiences for their students rather than methods based on indoctrination. In this context,

serious thought is needed in designing systems for transferring, displaying, circulating, and obtaining information based on information technology and multimedia.

The COVID-19 pandemic has opened the eyes of educational institutions and educational staff to how digital skills become crucial when the learning process must be done online (Mishra et al., 2020). Most teaching staff are still foreign and unfamiliar with digital tools supporting the distance learning process (Safonov et al., 2022). Not only that, but some of the teaching staff are still not used to and are getting used to using digital devices in the face-to-face learning process. The learning method tends to be monotonous in the traditional lecture and discussion method without being mediated by digital devices (Aagaard, 2015). The problem is when teaching staff do not have adequate digital competence and are not supported by adequate digital tools in most educational institutions, especially in remote areas.

The Industrial Revolution 4.0 (4IR) has arrived and has been dubbed the new disruptor in emerging technology and software tools in the industrial world to develop user perspectives with the latest gadgets and ways of doing things. However, little thought has been made to engage digital skills for teachers and teaching staff (Connolly & McGuinness, 2018; Khan et al., 2021). As a result, learning methods become stagnant and monotonous, lacking direct participation from users in the design of information systems compared to traditional engineering-oriented system designs. In addition, social capital also plays an important role in today's very rapid technological developments. Social capital is an individual's ability to earn profits based on one's membership or association in a social network. The position of this kind of network determines the advantage one can gain over another. In an organizational context, employees in strategic social networks can leverage these network relationships to influence their job performance through knowledge sharing and problem-solving and achieve positive career outcomes. Social capital is perceived as capital that can create a competitive advantage for individuals or groups in influencing their interests and pursuing their goals.

Digital competence and social capital possessed by an employee are not yet perfect in bringing themselves to optimal achievement and performance and success in communicating and interacting digitally and in direct social interaction without emotional intelligence. Emotional intelligence refers to a person's ability to monitor one's own and other's emotions, to distinguish different emotions and label them appropriately, and to use emotional information to direct thought and behavior (Goleman, 2001). Organizations consider emotional intelligence an important skill because it significantly impacts various aspects of the business community, especially employee development, employee performance, and productivity (Goleman, 2001).

Digital competence, social capital, and emotional intelligence are the areas of focus in this research. Previous literature has identified the importance of social capital, although there is insufficient evidence in these areas (Portes & Landolt, 2000; Shiell et al., 2020; Wiesinger, 2007). It is not easy to find research conducted in an Indonesian context that investigates the relationship between social capital and teacher performance at the education office in Indonesia. Therefore, the main objective of this study is to determine whether there is a significant influence between digital competence, social capital, and emotional intelligence on teacher performance. The research framework comprises two independent variables (competence and social capital) and the dependent variable (teacher performance). Therefore, the purpose of this study is to test the hypothesis. The research is cross-sectional. It means it is collected only at one point because of the time horizon. From an empirical perspective, several previous studies have tried to examine the effect of digital competence on employee performance.

However, the research findings are still different and inconsistent regarding the relationship's nature, significance, and strength between digital competence and employee performance. For example, Elizabeth's results show that employees' digital abilities are related to individual performance through their perceived ease of use. The findings suggest an important role for digital literacy as an antecedent to more general determinants of technology adoption and in organizational interventions designed to encourage digital workplace adoption. From an empirical perspective, some previous studies have tried to examine the effect of digital competence on employee performance. However, the research findings are still different and inconsistent regarding the relationship's nature, significance, and strength between digital competence and employee performance.

2. Literature Review

2.1. Social Media

Social capital is defined by Coleman (1988) as a function with different entities that have two characteristics in common, namely various aspects of the social structure and aspects within that structure. However, Song (2016) categorizes social capital as network, norms, and trust, which allows members in the network to perform a combination of common goals more effectively. Social capital means real-world relationships between groups or individuals, networks of friends, family networks, networks of ex-colleagues, and so on. Our shared norms, values, and understandings are less actual than those of our

social networks. Social capital is like human or financial capital; it is productive, creates value, gets things done, achieves goals, fulfills a life mission, and contributes to the world. Scientifically proven the benefits of relationships for people, groups and companies in the business world. Many resources are available to us within and across personal and business networks. Individuals who build and use social capital get better jobs, better salaries, faster promotions, and are more influential and effective than peers who cannot take advantage of the power of social capital (Baker, 2000).

2.2. Digital Competence

Digital competence is a relatively new term that is not yet well defined. It first appeared in policy-related documents and papers (Ilomäki et al., 2016b); there is still no clear concept of digital competence. While some believe that digital competence is the technical use of information and communication technology, others know it more broadly as applying twenty-first-century knowledge or skills (Gallardo-Echenique et al., 2015). Meanwhile, Ilomäki et al. (2016) sees it as a developing concept related to the development of digital technology and political goals and expectations of citizenship in a knowledge society. Meanwhile, Nawab et al. (2015) see that digital competence is a general term used to describe or explain the ability of a student, a teacher, etc., to use information technology (IT) in a particular context.

2.3. Employee Performance

First, Campbell defines performance as behavior, which is something an employee does. This concept distinguishes performance from results. Outcomes are partly the result of individual performance but are also the result of other influences. In other words, more factors determine outcomes than just employee behavior and actions. Campbell makes an exception when defining performance as behavior. For example, he explains that performance does not have to be a directly observable action of an individual. Regardless of whether the performance of interest is mental or behavioral. Employee performance is defined as the ability of employees to use resources efficiently and effectively to achieve personal and organizational goals (Daft).

2.4. Emotional Intelligence

Goleman (2001) defines emotional intelligence as the ability by which a person can filter his emotions, the emotions of others, distinguish between various emotions and label them. Consequently, he can use this emotional information to guide his thinking and behavior. Schutte et al. (2013) argue that a person is considered competent in the perception of emotions if he can recognize the sounds associated with the emotions and facial cues of others and is aware of one's emotional state and reactions. It is a powerful skill to understand one's own emotions, the emotions of others, and the causes and consequences of those emotions (Iriantini et al., 2020).

3. Materials and Methods

3.1. Design of the Study

This study presents a new comprehensive understanding of the influence of teacher competence on performance. Previous research has focused more on finding the relationship between pedagogic competence, professional competence and social competence, while this study tries to explore a more specific study, namely digital competence. Digital competence is a competency that must be possessed by teaching staff in the industrial era 4.0. One of the successes of teachers in transferring knowledge in the current digital era depends on their digital competence. This study was conducted to confirm the theory based on sample data that focused on the problem of job satisfaction as a mediating variable associated with teacher performance as the dependent variable and became the object of research as well as the variables of digital competence, social capital and emotional intelligence as independent variables and also as subjects. in this researcher. Thus, this study consists of five variables that were studied and observed and their influence analyzed. Operationally, this research was conducted with the aim of obtaining valid and reliable data, information and facts.

3.2. Data Source

Primary data sources, namely data directly collected by researchers (or officers) from the first source. As for the primary data sources in this study were teachers at the Public High School in Batam City, Riau Islands. Secondary data sources, namely data directly collected by researchers as support from the first source. It can also be said that data is arranged in the form of documents. In this study, documentation and questionnaires are secondary data sources.

3.3. Data Collection Technique

The data collection technique used variable measurement using a questionnaire instrument. Each employee respondent was given five questionnaire instruments to be a source of measuring the variables studied namely digital competence variables, social capital, emotional intelligence, and job satisfaction and teacher performance. The data collection in this study used an instrument in the form of a questionnaire with a Likert Scale model with five categories, namely: 1) strongly agree, 2) agree, 3) undecided, 4) disagree, 5) strongly disagree. The restriction on the positive statement category is strongly agree with a weight of 5, agree with a weight of 4, doubtful with a weight of 3, disagree with a weight of 2, strongly disagree with a weight of 1. On the other hand, negative statements are weighted with the opposite value. The research instrument as stated above (Ketchen, 2013).

3.4. Instruments

The data analysis technique uses a questionnaire instrument to measure the variables of digital competence, social capital, emotional intelligence, job satisfaction and teacher performance by using data validity and reliability tests. Before data collection was used, the instrument was tested by testing the validity and calculating the reliability coefficient on 30 employee respondents using SEM-PLS, and employee respondents who had been used for testing were no longer used as respondents for further research data collection. Because the item scale is a five-point scale like the Likert model scale, the calculation of the validity test uses the product moment correlation, while the reliability uses the Cronbach alpha instrument. This instrument was developed on the basis of theoretical studies, then defined in conceptual definitions, operational definitions, and developed through an instrument grid.

3.5. Data Analysis

The data analysis technique used descriptive statistics and statistical analysis to test the significance of the path coefficients. Descriptive statistics to present data in the form of frequency distribution tables, histograms, and statistical quantities such as media, mode, mean, variance, and standard deviation. Statistical tests were used to test the significance of the path coefficients. Descriptive statistics are a description of the demographics of the respondents (gender, gender, age, marital status, education level, length of service) and an overview of the research variables. Through descriptive analysis, simple calculations were carried out. This is to get an idea of the respondents' answers regarding the variables used.

4. Results

Table 1. Testing the Significance of the Path Coefficient (Structural Model).

Variable	Original Sample (O)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
KD -> KK	0.38	0.10	3.71	0.00
TO -> KK	0.23	0.08	2.66	0.01
MS -> KK	0.39	0.12	3.24	0.00

Table 1 shows that all of the statement points (1) Digital Competence (KD) has a significant effect on Job Satisfaction (KK) with a coefficient value of 0.38 and a significant value (p-value) of 0.00 (significant at the level of 1%). This means that if digital competence increases, it will also increase the job satisfaction of public high school teachers in Batam City. (2) Social Capital (MS) has a significant effect on Job Satisfaction (KK) with a coefficient value of 0.23 and a significant value (p-value) of 0.01 (significant at the 1% level). This means that if social capital increases, it will also increase the job satisfaction of State Senior High School teachers in Batam City. (3) Emotional Intelligence (KE) has a significant effect on Job Satisfaction (KK) with a coefficient value of 0, 39 and a significant value (p-value) of 0.00 (significant at the 1% level). This means that if emotional intelligence increases, it will also increase the job satisfaction of public high school teachers in Batam City.
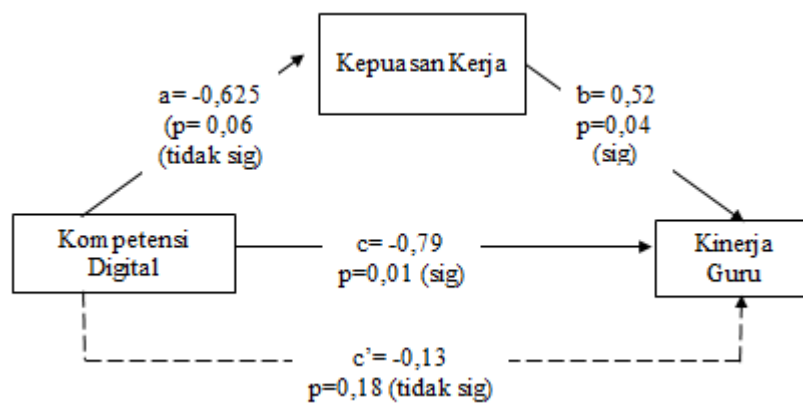
Figure 1. Testing the Mediation Effect of KD-KK-KG

Table 2 shows to find out whether job satisfaction mediates the effect of social capital support on the performance of SMA Negeri teachers in Batam City.

Table 2. R Square Value of Each Sub Structure

	R Square	R Square Adjusted
Sub Structure 1		
KK	0.94	0.94
Sub Structure 2		
KG	0.25	0.24
Sub Structure 3		
KK	0.95	0.95
KG	0.06	0.05

Table 3 shows it can be explained that the R-Square Value of Sub structure 1, namely the influence of Digital Competence (KD), Social Capital (MS) and Emotional Intelligence (KE) on Job Satisfaction is 0.94 and the R Square Adjusted value is 0.94, meaning that Digital Competence (KD), Social Capital (MS) and Emotional Intelligence (KE) are able to explain Job Satisfaction by 94% (very strong explanatory power) and the remaining 6% is explained by other variables not included in this study. Furthermore, it can be explained that the R-Square value of Sub structure 2, namely the influence of Digital Competence (KD), Social Capital (MS), Emotional Intelligence (KE) and Job Satisfaction on Teacher Performance (KG) is 0.25 and the R Square Adjusted value is 0.24 , meaning that Digital Competence (KD), Social Capital (MS), Emotional Intelligence (KE) and Job Satisfaction (KK) are able to explain Teacher Performance by 25% (weak explanatory power) and the remaining 75% is explained by other variables not included in this research.

Furthermore, it can be explained that the R-Square Value of Sub structure 3a, namely the influence of Digital Competence (KD), Social Capital (MS), Emotional Intelligence (KE) and Job Satisfaction on Teacher Performance is 0.95 and the R Square Adjusted value is 0.95, meaning Competence Digital (KD), Social Capital (MS) and Emotional Intelligence (KE) are able to explain Job Satisfaction (KK) by 95% (very strong explanatory power) and the remaining 5% is explained by other variables not included in this study. Then it can be explained that the value of R-Square sub structure 3b. namely the influence of Digital Competence (KD), Social Capital (MS), Emotional Intelligence (KE) on Teacher Performance through Job Satisfaction is 0.06 and the R Square Adjusted value is 0.05, meaning Digital Competence (KD), Social Capital (MS) and Intelligence Emotional (KE) is able to explain teacher performance through job satisfaction only 6% (very weak explanatory power) and the remaining 94% is explained by other variables not included in this study.

5. Conclusions

This study concludes that Religious moderation is an approach or strategy in understanding religious teachings with various approaches, so that peace and comfort and democracy are realized in people's lives. While Islam education is the process of optimizing all human potential which is carried out based on the norms (Nash, 2021) that exist in Islam. The quality of Islam education is Islam education that is managed based on careful planning, supported by excellent service so that the results are in accordance with community expectations while still based on established procedures. The relationship between religious

moderation and Islamic education is very close, like two sides of a coin that are interrelated and determined. This means that religious moderation is the main indicator of the quality of Islam education, and Islam education can be the right place to socialize religious moderation.

This study has weaknesses and limitations, even though this research has used good and correct research principles or methods. These weaknesses or limitations cannot be avoided because they are beyond the researcher's ability. However, the existing weaknesses and limitations do not reduce the validity and quality of this dissertation; but rather, the limitations of this research will encourage further, more comprehensive research. The study results indicate that digital competence can increase the job satisfaction of state high school teachers in Batam City. Therefore, it is expected that the leadership at every State Senior High School in Batam City will continue to strive to improve the digital competence of teachers through training and providing digital devices in schools. School leaders or principals are also expected to motivate SMA Negeri teachers in Batam City to carry out their duties in new, simpler and cost-effective ways, because some teachers still complain that they have not been able to carry out their work in new ways fully.

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