

ABSTRACT

Teacher performance is one of the main factors that determines the success of the educational process in schools. Quality teacher performance can increase student learning motivation and foster student enthusiasm for learning. Data shows that the number of teachers in Indonesia is large, but the quality of teacher performance is still low. This low quality of teacher performance can be improved, one way, through digital competency and self-leadership. Improving teacher performance has a vital role in improving the quality of learning and student learning outcomes

This research aims to evaluate teacher performance at the Indonesian Juara Foundation Elementary School. The aspects studied include digital competency and self-leadership and their impact on teacher performance. The impact of teacher performance is carried out by analyzing teacher competence in making learning plans, learning processes and assessing learning outcomes.

The phenomenon in this research was explored using the description method. Data collection techniques were questionnaires, interviews and secondary data collection. The resource persons involved were 103 (one hundred and three) Elementary School teachers. Primary School teacher resource persons at the Indonesia Juara Foundation through questionnaires, observations and interviews regarding digital competency and self-leadership as an impact on teacher performance. The benefits of this research are generated through theoretical aspects for advanced researchers and practical aspects which are solutions for foundations and school principals in improving elementary school teacher performance, especially at the Indonesia Juara Foundation.

The data was analyzed using descriptive analysis and hypothesis testing was carried out using structural equation modeling (SEM) using Smart PLS with outer test and inner model test requirements. Based on research findings, the Teacher Performance of Elementary School teachers at the Indonesia Juara Foundation is included in the effective category with an average percentage score of 84%. Digital competency influences teacher performance by 43%, and self-leadership influences teacher performance by 41%, while the remaining 16% is the influence of other variables not examined in this research. It is hoped that the results of this research can be used as an evaluation of improving the quality of teacher performance at the Indonesian elementary school level, especially at the Indonesian Champion Foundation. Apart from that, this research can be used as a direction in improving the quality of teacher professionalism in the context of realizing a golden Indonesia in 2028.

Keywords: *Digital competency, self-leadership, teacher performance*