**ABSTRAK**

Fatihah Zauzia Razak. NIM: 2061201066 Pengaruh Kompetensi Digital, Beban Kerja dan Motivasi Terhadap Kinerja Guru Pada Sekolah Menengah Kejuruan Islam Insan Mulia Tangerang. Di bawah bimbingan Ali Chaerudin.

Tujuan penelitian ini adalah untuk mengetahui Pengaruh Kompetensi Digital Terhadap Kinerja Guru, Beban Kerja Terhadap Kinerja Guru, Motivasi Terhadap Kinerja Guru dan Pengaruh Kompetensi Digital Beban Kerja dan Motivasi Terhadap Kinerja Guru Sekolah Menengah Kejuruan Islam Insan Mulia Tangerang. Desain penelitian ini menggunakan metode kuantitatif dengan pendekatan asosiatif dan teknik pengumpulan data penelitian kepustakaan (Library Research) serta penelitian lapangan (Field Research). Teknik analisis data yang dipakai dalam penelitian ini menggunakan uji kualitas data, uji asumsi klasik, uji regresi linier berganda, uji korelasi, uji determinasi, uji t dan uji f dengan menguji varaibel Kompetensi Digital (X1), Beban Kerja (X2), Motivasi (X3) dan kinerja guru (Y). Hasil penelitian ini menunjukkan dengan analisis linier berganda diperoleh nilai konstanta sebesar 1.285 artinya nilai konstanta positif menunjukkan pengaruh variabel independen. Bila variabel independen naik atau berpengaruh dalam satu satuan, maka variabel Kinerja Guru akan naik atau terpenuhi. Dar hasil uji t variabel Kompetensi Digital (X1) terhadap kinerja guru (Y) mempunyai Thitung (2.461)>Ttabel (2,012), uji t variabel beban kerja (X2) terhadap kinerja guru (Y) mempunyai Thitung (2.806) > Ttabel (2.012), variabel motivasi (X3) terhadap kinerja guru (Y) mempunyai Thitung (3.961) > Ttabel (2.012), sehingga dapat dinyatakan bahwa Kompetensi Digital (X1), Beban Kerja (X2) dan Motivasi (X3) mempunyai pengaruh secara parsial terhadap kinerja guru (Y). Nilai signifikas sebesar sebesar 0.000 < 0,05 dan di peroleh nilai Fhitung (67,462) > Ftabel (3,20)n maka dapat disimpulkan bahwa Kompetensi Digital, Beban Kerja dan Motivasi berpengaruh simultan/memiliki pengaruh secara bersama-sama terhadap Kinerja Guru. Hasil analisis koefisien determinasi (R2) diperoleh nilai (Rsquare) sebesar 0,815. Hal ini berarti seluruh variabel bebas yakni Kompetensi Digital (X1), Beban Kerja (X2) dan Motivasi (X3) mempunyai kontribusi secara bersama-sama sebesar 81% terhadap variabel terikat (Y) yaitu Kinerja Guru, sedangkan sisanya 19% dipengaruhi oleh variabel-variabel lain di luar variabel Kompetensi Digital, Beban Kerja dan Motivasi.

Kata Kunci: Kompetensi Digital, Beban Kerja, Motivasi, Kinerja

***ABSTRACT***

*Fatihah Zauzia Razak. NIM: 2061201066 The Effect of Digital Competence, Workload and Motivation on Teacher Performance at Insan Mulia Islamic Vocational High School Tangerang. Under the guidance of Ali Chaerudin.*

*The purpose of this study was to determine the effect of digital competence on teacher performance, workload on teacher performance, motivation on teacher performance and the effect of digital competence workload and motivation on teacher performance at Insan Mulia Islamic Vocational High School Tangerang. This research design uses quantitative methods with an associative approach and data collection techniques library research and field research. The data analysis technique used in this study uses data quality test, classical assumption test, multiple linear regression test, correlation test, determination test, t test and f test by testing the variables of Digital Competence (X1), Workload (X2), Motivation (X3) and teacher performance (Y). The results of this study indicate that with multiple linear analysis, a constant value of 1,285 is obtained, meaning that the positive constant value shows the effect of the independent variable. If the independent variable increases or has an effect in one unit, the Teacher Performance variable will increase or be fulfilled. Dar the results of the t test of the Digital Competency variable (X1) on teacher performance (Y) has Thitung (2,461) > Ttabel (2,012), the t test of the workload variable (X2) on teacher performance (Y) has Thitung (2,806) > Ttabe (2,012). Motivation variable (X3) on teacher performance (Y) has Thitung (3.961) > Ttabel (2.012), so it can be stated that Digital Competence (X1), Workload (X2) and Motivation (X3) have a partial influence on teacher performance (Y). The significance value is 0.000 <0.05 and obtained the value of Fcount (67.462) > Ftable (3.20), so it can be concluded that Digital Competence, Workload and Motivation simultaneously influence / have a joint influence on Teacher Performance. The results of the analysis of the coefficient of determination (R2) obtained a value (Rsquare) of 0.815. This means that all independent variables, namely Digital Competence (X1), Workload (X2) and Motivation (X3) have a joint contribution of 81% to the dependent variable (Y), namely Teacher Performance, while the remaining 19% is influenced by other variables outside the Digital Competence, Workload and Motivation variables.*

*Keywords: Digital Competence, Workload, Motivation, Performance*