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Digital Competence and Teacher Performance among In-Service K–12 Teachers in Indonesia for Quality Education (SDG 4): A Systematic Literature Review (2022–2026)

Eva Mufidah[1*], Triesninda Pahlevi[1], Jaka Nugraha[1], Komm Pechinthorn[2]

[1]State University of Surabaya, Surabaya, Indonesia
[2]Thai Global Business Administration Technological College, Samut Prakan, Thailand

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ABSTRACT

Objective: *Empirical evidence regarding the relationship between teacher digital competence and teacher performance among in-service K–12 teachers in Indonesia remains fragmented across theoretical frameworks, measurement instruments, and outcome operationalizations. Furthermore, no prior synthesis has positioned digital competence as a key determinant during the implementation of the Kurikulum Merdeka (Independent Curriculum) policy framework (2022–present).* ***Method:*** *Reporting adhered to the PRISMA 2020 guidelines and the PICO eligibility framework. A comprehensive search was conducted on the Scopus database in May 2026, targeting peer-reviewed English-language journal articles published between 2022 and 2026. Title and abstract screening was conducted in two independent stages, with documented inter-rater agreement (Cohen's κ = 0.387 at the title/abstract stage, indicating a fair level of agreement). Methodological quality was evaluated using a six-criterion adapted version of the Mixed Methods Appraisal Tool (MMAT, 2018 version).* ***Results:*** *A total of 37 studies met the inclusion criteria for synthesis. Two dominant theoretical frameworks emerged within this domain: Digital Literacy (n = 22 of 37, 59.5%) and Technological Pedagogical Content Knowledge (TPACK; n = 21 of 37, 56.8%). Synthesis findings demonstrated a consistent positive association between teacher digital competence and outcomes pertaining to readiness, pedagogical competence, and technology adoption.* ***Novelty:*** *Teacher digital competence among in-service K–12 teachers is positively associated with teacher performance during the Kurikulum Merdeka policy era, with this relationship being more strongly mediated by school-level organizational and pedagogical conditions than by individual self-efficacy.*

INTRODUCTION

Teacher digital competence has emerged as a focal priority within educational systems supporting digital transformation (Caena & Redecker, 2019; Instefjord & Munthe, 2017; Starkey, 2020). The introduction of the *Kurikulum Merdeka* (Independent Curriculum) in 2022 established teacher autonomy and digital pedagogical agency as core policy priorities rather than situational adaptations, thereby positioning teacher digital competence as a structural concern for the Indonesian education sector. The Technological Pedagogical Content Knowledge (TPACK) framework (Mishra & Koehler, 2006) maps teachers' digital capacity across seven interrelated subdomains and has served as a dominant scholastic lens for research on instructional technology integration globally (Yani et al., 2026). Concurrently, the Digital Literacy construct rooted in foundational works (Aliyyah et al., 2026; Gilster, 1997) and operationalized in international policy frameworks such as DigCompEdu (Ghomi & Redecker, 2019; Redecker, 2017) emphasizes broader literacy dimensions, including critical evaluation,

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