# The Influence of Digital Literacy and Organisational Climate on Teacher Performance through Job Satisfaction as a Mediating Variable at Chis School Bali

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**Abstract**

This study aims to explore how digital literacy and organisational climate influence teacher performance, with job satisfaction as a mediating variable, within the context of CHIS School Bali. Adopting a quantitative approach, the research analyses the relationships among key variables that play a pivotal role in enhancing the quality of education. The study focuses on four essential dimensions: digital literacy, organisational climate, job satisfaction, and teacher performance. The entire teaching staff, from Playgroup to Senior High School, constituted the population, with a sample of 60 respondents selected for the analysis. The findings reveal that teachers' proficiency in digital technology and a positive, supportive work environment significantly impact their job satisfaction and performance levels. More specifically, all proposed hypotheses in the study were statistically supported: both digital literacy and organisational climate exert direct and indirect effects on teacher performance, with job satisfaction as a significant mediating factor. The study concludes that when teachers possess strong digital literacy skills and operate within a conducive organisational climate, their job satisfaction increases, leading to enhanced performance outcomes. Recommendations include fostering active use of social media among teachers and students for sharing instructional content and school-related information, and organising regular meetings between teachers and school management to discuss issues and collaboratively seek solutions, building trust and promoting teamwork.

**Keywords**: Digital Literacy, Organisational Climate, Job Satisfaction, Teacher Performance.

## 1. Introduction

Education plays a central role in shaping individuals who are not only of high quality but also capable of competing amidst global challenges (Ulrich, 2019). The quality of education is not solely reflected in outcomes but is also demonstrated through the teaching and learning process. In this regard, schools serve as a vital arena for implementing education at the micro level. Mondy (2020) emphasises that effective learning within the school environment can enhance human resource quality. As institutions tasked with nurturing future generations, schools bear a significant mission to enlighten the nation, aligning with the mandate stated in the Preamble to the 1945 Constitution of the Republic of Indonesia.

Progress becomes inevitable when educational institutions can effectively manage and empower their human potential. Education is widely recognised as a long-term strategic investment that builds individual skills and capacities, ultimately contributing significantly to the success of institutions or organisations (Rao, 2020).

In this context, teachers emerge as key actors. Competent teachers can adapt their instructional strategies to meet students' needs and provide feedback that fosters academic growth. Hattie (2022) highlights that teacher quality is among the most influential factors in student learning outcomes. Therefore, pedagogical competence is of critical importance. In addition to serving as educators, teachers play multiple roles within the school setting, ranging from lesson planning and classroom management to mentoring their students (Armstrong, 2020).

CHIS School Bali is a concrete example of an educational institution applying these principles. This institution integrates the national curriculum with an international approach, positioning itself as a "national

plus" school with a global vision. CHIS Bali is recognised as one of the leading trilingual schools in Bali, offering educational programs from Playgroup through Senior High School. The school places strong emphasis on both character development and skill acquisition. While the national curriculum is the foundation, the school enriches learning with various supplementary programs to prepare students for global competition. Teacher performance at CHIS Bali during the 2022–2024 period has been assessed, and the results are presented in table 1 below.

**Table 1 Teacher Performance Assessment at**
**CHIS School Bali Period: 2022–2024**

| No. | Rating Category | 2022 | 2023 | 2024 |
|---|---|---|---|---|
| 1 | A (Excellent) | 61,2% | 63,3% | 54,2% |
| 2 | B (good) | 26,6% | 29,5% | 18,5% |
| 3 | C (Satisfactory) | 10,8% | 8,6% | 14,2% |
| 4 | D (Needs Improvement) | 1,1% | 0,5% | 1,4% |

Source: CHIS School Bali Administration Office (2025)

Based on Table 1.1, teacher performance assessments at CHIS School Bali experienced fluctuations during the 2022–2024 period. This trend suggests that teacher performance has not yet reached an optimal level. Observations at the school indicate that these fluctuations are due to several challenges teachers face. The first challenge pertains to the ineffectiveness of digital-based teaching strategies, which include difficulties in managing virtual classrooms, concerns about data privacy and security, and resistance to change. The second challenge involves the quality of the internal school environment, which is perceived as less than conducive, characterised by ineffective communication, high levels of stress, and a lack of recognition and appreciation.

The suboptimal results of digital teaching strategies highlight that transitioning to online or blended learning systems still encounters various difficulties. Within the school's internal environment, the lack of social and psychological support has also posed significant barriers, ultimately affecting teacher performance. This dynamic is observable at CHIS School Bali, where the success of the educational process appears to be strongly influenced by the interaction between internal and external factors.

The combination of ineffective digital teaching approaches and an unsupportive school climate is the primary cause of the observed fluctuations in teacher performance evaluations. Addressing this issue requires comprehensive efforts from the school, particularly in enhancing the capacity and competencies of its educators.

Various conditions directly and indirectly influence teachers' job satisfaction at CHIS Bali. Two primary challenges frequently encountered by teachers often lead to frustration, decreased self-confidence, and dissatisfaction with their working conditions. Ultimately, these factors exert a negative impact on overall teacher performance. Consequently, job satisfaction plays a pivotal role as a mediating bridge between teachers' challenges and their professional outcomes.

Teachers who are satisfied with their roles tend to be more optimistic, motivated, and resilient in the face of difficulties, including pressures from the school environment and obstacles related to digital education. In contrast, low levels of job satisfaction tend to exacerbate these challenges, further impairing performance.

These findings are consistent with prior studies, which reveal diverse perspectives. Several studies— such as those by Dewanto et al. (2024), Rosliani et al. (2024), Hamdani et al. (2023), and Hoseini et al. (2022)—have indicated that digital literacy positively influences teacher performance. However, research by Setyawan et al. (2022) found no significant effect of digital literacy on performance outcomes.

Studies on organisational climate show a similar divergence. Lubis (2024), Yiming et al. (2024), Adriana et al. (2023), and Mardianti et al. (2022) assert that a healthy organisational climate fosters improved teacher performance. Conversely, Bocheng et al. (2023) concluded that organisational climate does not significantly affect teachers' work results.

Given the realities observed at the school and the varying results from previous research, further investigation is relevant and necessary. This study examines how digital literacy and organisational climate

influence teacher performance, with job satisfaction as a mediating factor, in the context of CHIS School Bali.

## 2. Literature Review

### Goal Setting Theory

Edwin Locke and Gary Latham first introduced Goal Setting Theory in 1968. The core of this theory lies in the idea that setting clear and challenging goals significantly enhances motivation and performance, both at the individual and group levels. When individuals are presented with specific and challenging goals, they are more likely to be driven to work with greater focus and effort. In professional contexts including education the support of the organisational environment and open communication are essential for successfully formulating and achieving goals.

For instance, teachers are more likely to experience job satisfaction when meeting their established targets, particularly when such achievements are acknowledged. This recognition fosters a sense of accomplishment that positively influences their overall performance.

### Digital Literacy

Digital literacy refers to an individual's ability to access, comprehend, and utilise information from various digital media platforms. This competency also involves evaluating the credibility of digital content and understanding the broader impact of technology on social and cultural life. Ribble (2015) identifies several key dimensions of digital literacy, including access to technology, the ability to communicate digitally, skills in managing information, and awareness of digital ethics and online safety.

### Organisational Climate

Organisational climate is the atmosphere or working conditions that influence employees' morale and behaviour. A supportive work environment fosters innovation and continuous learning within an organisation. According to Litwin and Stringer, as cited in Wirawan (2007), organisational climate can be evaluated through several indicators such as the presence of recognition and rewards, organisational structure, the warmth of the work environment, the level of support provided, and how the organisation handles conflict.

### Job Satisfaction

Job satisfaction is a positive emotional state when individuals feel their work is meaningful, valued, and aligned with their expectations. Luthans (2006) suggests that job satisfaction is influenced by various factors, including the nature of the work itself, salary, opportunities for promotion, relationships with colleagues, and the overall work environment.

### Teacher Performance

Teacher performance refers to the observable outcomes educators demonstrate in fulfilling educational objectives. This performance can be seen in how teachers plan, implement, and evaluate their responsibilities inside and outside the classroom. According to Uno and Lamatenggo (2012), teacher performance encompasses aspects such as the quality of work produced, task completion efficiency, initiative, technical competence, and communication skills with various stakeholders.

### Relationship Between Variables

### The Influence of Digital Literacy on Teacher Job Satisfaction

Teachers with strong digital literacy skills are generally more adaptable to evolving educational technologies. They can design and deliver instructional materials more effectively, which contributes to a more efficient teaching process and enhances their day-to-day productivity (Hwang et al., 2022). Technology enables teachers to access many educational resources and enrich their teaching references (Cherbib et al., 2021). However, to fully realise these benefits, institutional support is essential. When school management provides continuous digital literacy training, it strengthens teachers' confidence and, in turn, enhances their job satisfaction (Alharbi & Alshammari, 2023). While technological advancement offers a significant opportunity to elevate the quality of teaching and learning, it also presents ongoing challenges for teachers to continuously upgrade their competencies (Astini, 2020).

### The Influence of Organisational Climate on Teacher Job Satisfaction

A fundamental factor contributing to teacher job satisfaction is a supportive organisational climate. Open communication between teachers and school leadership makes the working environment healthier and more constructive (Goleman, 2022). Teachers feel valued when their opinions are heard, fostering emotional engagement with their roles. A favourable organisational climate also encourages collaboration, idea-sharing, and the exploration of innovative teaching strategies (Robinson, 2022). Furthermore, when schools provide professional development opportunities such as training sessions or workshops teachers feel recognised and are more motivated to improve themselves (Ingersoll, 2022). Therefore, schools must cultivate a healthy organisational climate that enables teachers to perform at their best.

### The Influence of Digital Literacy on Teacher Performance

Technological proficiency enhances the appeal of instructional delivery and strengthens teacher-student interaction. Technology integration in the classroom has been shown to increase student engagement and positively influence learning outcomes (Hattie, 2023). Teachers with strong digital literacy skills can effectively leverage educational applications and online learning platforms to foster interactive and dynamic learning environments. Moreover, these teachers can maintain effective communication with students and parents through digital channels (Zhao & Frank, 2023). They can also utilise learning management systems to monitor student progress, provide timely feedback, and design more targeted instructional strategies (Kearney et al., 2022).

### The Influence of Organisational Climate on Teacher Performance

A socially and emotionally supportive work environment significantly impacts teacher performance. When teachers feel supported by colleagues and leadership, they become more enthusiastic about teaching and more willing to innovate (Roffey, 2023). An open organisational climate also promotes alignment with the school's vision, receptiveness to feedback, and commitment to institutional goals (Hoy & Moran, 2022). Furthermore, when schools provide opportunities for professional growth such as training and seminars teachers are encouraged to continually enhance their competencies (Leithwood et al., 2023).

### The Influence of Job Satisfaction on Teacher Performance

Teachers who experience job satisfaction generally exhibit greater enthusiasm and commitment in their instructional roles. They go beyond merely delivering content, fostering positive relationships with students and colleagues alike (Judge & Bono, 2023; Roffey, 2023). Satisfaction at work enables teachers to cope with stress more effectively, allowing them to stay focused on the learning process (Skaalvik, 2023). Conversely, dissatisfied teachers are more vulnerable to fatigue and burnout, negatively affecting their performance. Klassen and Chiu (2022) noted that satisfied teachers are more likely to employ innovative teaching methods and maintain harmonious relationships with their students.

### The Influence of Digital Literacy on Teacher Performance Through Job Satisfaction

When teachers feel comfortable and confident using technology, their job satisfaction increases. This heightened sense of satisfaction positively influences their teaching methods and classroom interactions. Teachers feel more capable of delivering engaging and enjoyable lessons, enhancing their overall performance (Adnan & Anwar, 2022; Istarani & Mardhiyah, 2023). With broader access to digital resources, teachers are able to design instruction that is more responsive to students' needs (Zhang & Zheng, 2022).

### The Influence of Organisational Climate on Teacher Performance Through Job Satisfaction

A supportive work environment fosters a sense of comfort, motivation, and loyalty among teachers in carrying out their responsibilities. A healthy organisational climate is characterised by effective communication, strong leadership support, and harmonious collaboration (Bashir & Asim, 2023). According to Khan (2022), teacher job satisfaction increases when schools cultivate a collaborative and inclusive work culture, leading to improved performance. In this context, leadership and institutional policies are crucial in shaping a climate that supports the educational process (Mansor & Ikhsan, 2022).

### 3. Research Methodology

This study employs a quantitative research methodology. Its scope encompasses an analysis of the relationships among variables within the educational context of CHIS School Bali, focusing specifically on digital literacy, organisational climate, job satisfaction, and teacher performance. This study's population includes all CHIS School Bali teachers, ranging from Playgroup to Senior High School levels. A total of 60 teachers were selected as the research sample.

## 4. Results and Discussion
### Instrument Testing
Instrument testing in research is conducted to ensure that the measurement tools employed are high-quality and appropriate for assessing the intended variables. In other words, a well-constructed instrument must meet specific criteria to ensure the resulting data are reliable and suitable for further analysis. As noted by Sugiyono (2018), the validity and reliability of research findings are highly dependent on the quality of the instruments used and the accuracy of the data collected.

If an instrument is statistically proven valid and reliable, it is deemed appropriate for use in the study. Instruments that pass these tests are expected to measure the variables accurately and align with the study's objectives.

In the context of this research, the instrument testing involved 60 respondents and included the following components:

### 1) Validity Testing
Validity testing was conducted to assess the extent to which each item in the questionnaire accurately represents the variable it is intended to measure. An item is considered valid if its correlation coefficient exceeds 0.30 (Sugiyono, 2018). Therefore, items that meet this threshold are regarded as having good validity. The complete results of the validity testing are presented in Table 2 below.

**Table 2 Validity Test Results**

| Variable | Indicator | Correlation Coefficient | Remarks |
|---|---|---|---|
| Digital Literacy | X1.1 | 0.865 | Valid |
| | X1.2 | 0.760 | Valid |
| | X1.3 | 0.837 | Valid |
| | X1.4 | 0.806 | Valid |
| | X1.5 | 0.856 | Valid |
| Organizational Climate | X2.1 | 0.921 | Valid |
| | X2.2 | 0.911 | Valid |
| | X2.3 | 0.919 | Valid |
| | X2.4 | 0.895 | Valid |
| | X2.5 | 0.854 | Valid |
| Job Satisfaction | Y1.1 | 0.857 | Valid |
| | Y1.2 | 0.737 | Valid |
| | Y1.3 | 0.902 | Valid |
| | Y1.4 | 0.830 | Valid |
| | Y1.5 | 0.893 | Valid |
| Teacher Performance | Y2.1 | 0.831 | Valid |
| | Y2.2 | 0.754 | Valid |
| | Y2.3 | 0.725 | Valid |
| | Y2.4 | 0.735 | Valid |
| | Y2.5 | 0.825 | Valid |

Source: Processed Data (2025)

Table 2 demonstrates that all questionnaire items related to digital literacy, organisational climate, job satisfaction, and teacher performance have correlation coefficient values greater than 0.30. The highest validity score was recorded for item X2.1, with a coefficient of 0.921, while the lowest was for item Y2.3,

with a coefficient of 0.725. These results confirm that all questionnaire items are valid and appropriate for research instruments.

## 2) Reliability Testing

Reliability testing aims to assess the consistency of the variables measured. In this study, Cronbach's alpha was used to evaluate the reliability of the instruments. According to Siregar (2013:57), a variable is considered reliable if the Cronbach's alpha value exceeds 0.60. The results of the reliability testing conducted in this study are presented in Table 3 below.

**Table 3 Reliability Test Results**

| No. | Variable | Cronbach's Alpha | Reliability Criteria |
|-----|----------|------------------|----------------------|
| 1 | Digital Literacy | 0.918 | Reliable |
| 2 | Organizational Climate | 0.960 | Reliable |
| 3 | Job Satisfaction | 0.931 | Reliable |
| 4 | Teacher Performance | 0.911 | Reliable |

Source: Processed Data (2025)

As shown in Table 3, all variables in this study namely digital literacy, organisational climate, job satisfaction, and teacher performance have Cronbach's Alpha values exceeding the threshold of 0.60. This indicates that all four variables meet the reliability criteria. Among them, the organisational climate variable recorded the highest reliability score at 0.960, while the teacher performance variable had the lowest, yet still high, score of 0.911. These results confirm that all research instruments used in this study are reliable and trustworthy, making them appropriate tools for data collection.

## Variable Description

The purpose of the variable description in this study is to provide an overview of each research variable based on the respondents' perceptions. This overview is derived from the frequency distribution of responses to the questionnaire items related to digital literacy, organisational climate, job satisfaction, and teacher performance.

According to Umar (2005), score classifications are grouped into five categories to facilitate the interpretation of respondent assessments. These categories are determined using specific interval calculations, allowing a more accurate and informative representation of the response levels.

$$Interval = \frac{m\,(n-1)}{n.\,m}$$
$$= \frac{60\,(5-1)}{5x60}$$
$$= \frac{240}{300} = 0{,}800$$

Note: $m$ = number of respondents; $n$ = number of scale points

It can be concluded that the interpretation of the average descriptive scores for the variables digital literacy, organisational climate, job satisfaction, and teacher performance follows a favourable (positive) response pattern. The assessment criteria used for this interpretation are presented in Table 4 below.

**Table 4 Score Interpretation Criteria**

| Score Range | Interpretation |
|-------------|----------------|
| 1.00 – 1.80 | Very poor |
| 1.81 – 2.60 | Poor |
| 2.61 – 3.40 | Fair |
| 3.41 – 4.20 | Good |
| 4.21 – 5.00 | Very Good |

Source: Sugiyono (2017:122)

The descriptive results for the variables of digital literacy, organisational climate, job satisfaction, and teacher performance in this study are as follows:

## 1) Description of the Digital Literacy Variable

The assessment indicators for the digital literacy variable consist of digital access, communication, information skills, ethics, and security. The descriptive overview of each indicator comprising the digital literacy variable is presented in table 5 below.

**Table 5 Description of the Digital Literacy Variable**

| Statement | Response (%) | | | | | Mean | Interpretation |
|---|---|---|---|---|---|---|---|
| | STS | TS | CS | S | SS | | |
| I have adequate access to digital devices (e.g., computer or smartphone) to support learning activities | 1.7 | 1.7 | 1.7 | 38.3 | 56.7 | 4.47 | Very Good |
| I use social media to communicate or share information with students and colleagues. | 0.0 | 8.3 | 18.3 | 30.0 | 43.3 | 4.08 | Good |
| I am able to use digital sources effectively and efficiently to obtain the information needed in teaching. | 0.0 | 3 | 3.3 | 38.3 | 55.0 | 4.45 | Very Good |
| I strive to educate students about the importance of ethics in using digital technology. | 0.0 | 1.7 | 10.0 | 35.0 | 53.3 | 4.40 | Very Good |
| I understand how to maintain privacy and protect personal data using digital technology. | 1.7 | 3.3 | 6.7 | 31.7 | 56.7 | 4.38 | Good |
| Digital Literacy | | | | | | 4.36 | Very Good |
| STS = Strongly Disagree; TS = Disagree; CS = Neutral; S = Agree; SS = Strongly Agree | | | | | | | |

Source: Processed Data (2025)

Table 5 presents the descriptive data on digital literacy. Overall, respondents rated the level of digital literacy at CHIS School Bali as very good, with an average score of 4.36. Among the five measured aspects, the highest average score (4.47) was observed in the first aspect access to digital devices while the lowest score (4.08) was recorded for the second aspect, namely the use of social media as a tool for communication.

These results indicate that teachers at CHIS School Bali demonstrate an excellent level of digital literacy, particularly in terms of access to digital tools, the effective use of digital resources, adherence to digital ethics, and understanding of data privacy and security. However, there remains room for improvement in using social media as a communication platform within the educational setting.

## 2) Description of the Organisational Climate Variable

The assessment indicators for the organisational climate variable consist of recognition, structure, warmth, support, and conflict. The descriptive overview of each indicator that composes the organisational climate variable is presented in Table 6 below.

**Table 6 Descriptive Statistics of the Organisational Climate Variable**

| Statement | Response (%) | | | | | Mean | Interpretation |
|---|---|---|---|---|---|---|---|
| | STS | TS | CS | S | SS | | |
| I feel appreciated by the school management for my efforts in teaching and educating students | 0.0 | 1.7 | 11.7 | 48.3 | 38.3 | 4.23 | Very Good |
| The school's procedures and policies support me in carrying out my duties as a | 1.7 | 1.7 | 15.0 | 48.3 | 33.3 | 4.10 | Good |

| Statement | Response (%) | | | | | Mean | Interpretation |
|---|---|---|---|---|---|---|---|
| | STS | TS | CS | S | SS | | |
| teacher. | | | | | | | |
| I feel comfortable sharing ideas and experiences with fellow teachers. | 0.0 | 1.7 | 8.3 | 38.3 | 51.7 | 4.40 | Very Good |
| I receive adequate support from the principal and colleagues in carrying out my duties. | 0.0 | 3.3 | 8.3 | 35.0 | 53.3 | 4.38 | Very Good |
| I feel that the school administration handles conflicts among teachers fairly and effectively. | 0.0 | 3.3 | 20.0 | 48.3 | 28.3 | 4.02 | Good |
| | Organisational Climate (Overall) | | | | | 4.23 | Very Good |
| STS = Strongly Disagree; TS = Disagree; CS = Neutral; S = Agree; SS = Strongly Agree | | | | | | | |

Source: Processed Data (2025)

Based on the data presented in table 6, respondents expressed highly positive perceptions regarding the organisational climate at CHIS School Bali. The overall average score was 4.23, indicating that teachers generally feel comfortable and supported in their work environment.

Among the five assessed aspects, the third aspect which reflects a collaborative work atmosphere, such as the habit of sharing ideas and mutual support among teachers achieved the highest average score of 4.40. In contrast, the fifth aspect, which pertains to school policies and conflict management, recorded the lowest average score of 4.02, suggesting that there are still challenges in institutional policy implementation and conflict resolution mechanisms.

Overall, these findings suggest that the organizational climate at CHIS School Bali is very good, particularly in terms of collaboration, recognition, and mutual respect among teachers. However, there is still room for improvement in institutional policy and conflict management to foster an even more ideal working environment.

## 3) Description of the Job Satisfaction Variable

This study analyses the job satisfaction variable through five primary indicators: the nature of the work itself, compensation (salary), promotion opportunities, relationships with colleagues, and overall working conditions. Table 7 below provides a detailed description of respondents' perceptions of each indicator.

### Table 7 Descriptive Statistics of the Job Satisfaction Variable

| Statement | Response (%) | | | | | Mean | Interpretation |
|---|---|---|---|---|---|---|---|
| | STS | TS | CS | S | SS | | |
| I am satisfied with my duties as a teacher in educating and teaching students. | 0.0 | 5.0 | 3.3 | 45.0 | 46.7 | 4.33 | Very Good |
| I believe that the salary I receive is proportional to the work I perform. | 1.7 | 8.3 | 26.7 | 56.7 | 6.7 | 3.58 | Good |
| The school provides fair opportunities for career advancement for teachers. | 0.0 | 3.3 | 10.0 | 65.0 | 21.7 | 4.05 | Good |
| My colleagues support and assist each other in carrying out their respective tasks. | 0.0 | 1.7 | 5.0 | 36.7 | 56.7 | 4.48 | Very Good |
| I believe the school provides adequate resources to support the learning process. | 1.7 | 1.7 | 16.7 | 46.7 | 33.3 | 4.08 | Good |
| | Job Satisfaction (Overall) | | | | | 4.11 | Good |

Source: Processed Data (2025)

Based on table 7, the descriptive data on job satisfaction indicate that respondents generally rated job satisfaction at CHIS School Bali as good, with an overall mean score of 4.11. Among the five measured

dimensions, the fourth aspect collegial support received the highest average score of 4.48, while the second aspect compensation recorded the lowest score of 3.58.

These results suggest that teachers at CHIS School Bali experience a good level of job satisfaction, particularly in relation to collegial support, fulfilment in teaching duties, availability of learning resources, and opportunities for career advancement. However, salary remains the lowest-rated dimension, indicating a potential area of concern that could affect overall job satisfaction.

**4) Description of the Teacher Performance Variable**
This study analyses teacher performance through five key indicators: quality of work output, timeliness in task completion, initiative in professional duties, technical and professional competence, and communication effectiveness. Each of these indicators reflects a critical dimension of teacher performance in the school environment.

Table 8 presents a comprehensive overview of respondents' evaluations of each performance dimension. These data provide insight into the extent to which teachers demonstrate competence in working efficiently, taking initiative, and maintaining effective communication to support the delivery of high-quality education.

**Table 8 Descriptive Statistics of the Teacher Performance Variable**

| Statement | Response (%) | | | | | Mean | Interpretation |
|---|---|---|---|---|---|---|---|
| | STS | TS | CS | S | SS | | |
| The learning materials I deliver to students are always clear and easy to understand. | 1.7 | 1.7 | 5.0 | 50.0 | 41.7 | 4.28 | Very Good |
| I am able to manage my time effectively when preparing and delivering instructions. | 0.0 | 3.3 | 5.0 | 56.7 | 35.0 | 4.23 | Very Good |
| I take the initiative to develop improved teaching methods for students. | 0.0 | 3.3 | 5.0 | 38.3 | 53.3 | 4.42 | Very Good |
| I have the ability to manage classrooms effectively. | 0.0 | 1.7 | 11.7 | 53.3 | 33.3 | 4.18 | Good |
| I am able to communicate effectively with students when explaining learning materials. | 0.0 | 3.3 | 5.0 | 40.0 | 51.7 | 4.40 | Very Good |
| **Teacher Performance (Overall)** | | | | | | 4.33 | Very Good |

**Source**: Processed Data (2025)

Based on the data presented in Table 5.8, respondents generally expressed highly positive assessments of teacher performance at CHIS School Bali. The overall average score reached 4.33, indicating the perception that teachers have demonstrated very good performance in fulfilling their professional duties.

Among the five analysed indicators, the third aspect—initiative in performing tasks—received the highest average score of 4.42. This suggests that teachers are seen as proactive and highly motivated in carrying out their responsibilities without the need for constant supervision. Conversely, the fourth aspect— working ability—received the lowest average score of 4.18. Although this score still falls within the "good" category, it points to an area where further development is possible, particularly in technical and professional competencies.

These results affirm that teacher performance at CHIS School Bali is generally very strong, particularly in areas such as teaching methodology, communication skills, delivery of instructional materials, and time management in instructional activities. However, there remains room for improvement in classroom management, which is crucial for enhancing the overall effectiveness of the learning process.

**Discussion**
This section presents an in-depth analysis of the findings derived from the hypothesis testing conducted in the study. The purpose of this discussion is to provide a broader understanding of how the

relationships between the examined variables contribute meaningfully to educational practice, particularly in the context of teacher well-being and performance.

## 1) The Influence of Digital Literacy on Teacher Job Satisfaction

The analysis presented in Table 5.14 indicates that digital literacy has a positive effect on teacher job satisfaction, with a coefficient value of 0.407. The t-statistic is 3.635 (greater than the critical value of 1.96), and the p-value is 0.000 (less than 0.05), thus confirming and accepting the first hypothesis (H1).

These findings demonstrate a strong correlation between teachers' digital literacy and their level of job satisfaction. Teachers who possess high levels of digital competence tend to feel more confident and capable of keeping pace with the rapidly evolving, technology-driven educational landscape. Digitally literate teachers are more adaptive to change, feel more professionally competent, and are less likely to be burdened by shifting professional demands. This directly contributes to increased comfort and satisfaction in their professional roles.

At the institutional level, this has significant implications for the CHIS School Bali. Schools that actively support the enhancement of teachers' digital competencies are more likely to cultivate motivated educators who are equipped to face contemporary challenges. In the long run, investment in strengthening digital literacy can also enhance the school's image as an adaptive and high-quality educational institution. In the digital age, digital literacy is no longer supplementary it is a core necessity for every educator.

These findings align with previous research conducted by Hosseini and Sarfaraz (2022), Bennet and Maton (2021), Kaya and Selcuk (2021), and Teng and Chen (2021), all of whom concluded that digital literacy contributes positively to teacher job satisfaction.

## 2) The Influence of Organisational Climate on Teacher Job Satisfaction

According to the analysis results in Table 5.14, the coefficient for organisational climate is 0.538, with a t-statistic of 4.838 and a p-value of 0.000. These values indicate that the second hypothesis (H2) is accepted, confirming that organisational climate significantly and positively influences teacher job satisfaction.

This finding illustrates that a supportive and conducive work environment greatly influences teachers' comfort in performing their duties. When teachers feel appreciated, supported by colleagues, and engaged in healthy communication with school management, they tend to experience higher levels of job satisfaction. A strong sense of organisational belonging and recognition for individual contributions fosters high morale and a continuous drive for professional growth within the institution.

These findings carry important implications for school management. Schools that actively monitor and improve their organisational climate—such as through regular surveys and open feedback mechanisms—are better positioned to cultivate a healthy work environment. Such an environment supports teachers' professional growth and enhances the overall quality of learning within the institution.

This study aligns with previous findings by Aydin and Akar (2023), Mustafa and Daud (2022), Omar and Saad (2022), and Davis and Cox (2021), all of whom concluded that a supportive and well-structured organisational climate substantially contributes to teachers' job satisfaction.

## 3) The Influence of Digital Literacy on Teacher Performance

The structural model analysis presented in Table 5.14 shows that digital literacy has a significant and positive effect on teacher performance, with a coefficient value of 0.304, a t-statistic of 2.175, and a p-value of 0.030. Since the t-value exceeds 1.96 and the p-value is less than 0.05, the third hypothesis (H3) is accepted.

This finding confirms that teachers with strong digital literacy competencies are more likely to exhibit optimal performance. The ability to access a wide range of digital instructional resources efficiently enables teachers to design engaging and adaptable lessons. Digitally literate teachers are also better equipped to respond to changes and challenges in the ever-evolving educational landscape. Additionally, digital literacy facilitates access to professional networks that support continuous development and performance enhancement. Schools like CHIS Bali stand to gain considerably by investing in digital literacy training and support. The higher the technological proficiency of teachers, the greater their contribution to improving the quality of instruction.

This result is consistent with prior studies, including those by Dewanto et al. (2024), Rosliani et al. (2024), Hamdani et al. (2023), and Hoseini et al. (2022), which have similarly found a positive link between digital literacy and teacher performance.

## 4) The Influence of Organisational Climate on Teacher Performance

Based on the structural evaluation results, the coefficient value for organizational climate is 0.250, with a t-statistic of 2.168 and a p-value of 0.031. These results satisfy statistical criteria, confirming the acceptance of the fourth hypothesis (H4).

A supportive organisational climate has been shown to play a critical role in enhancing teacher performance. Teachers' enthusiasm and commitment are significantly heightened when they operate within a collaborative and encouraging work environment. A favourable organisational climate fosters healthy peer interactions, the exchange of professional experiences, and a strong sense of belonging to the institution.

Institutions such as CHIS Bali should prioritise creating an environment that supports professional growth. Initiatives such as targeted training, recognition and appreciation programs, and open communication channels will assist teachers in growing professionally, thereby contributing to the enhancement of overall educational quality.

This finding is supported by previous studies conducted by Lubis (2024), Yiming et al. (2024), Adriana et al. (2023), and Mardianti et al. (2022), all of which emphasise the role of a healthy organisational climate in driving teacher performance.

## 5) The Influence of Job Satisfaction on Teacher Performance

According to the structural model results, job satisfaction has a coefficient of 0.426, a t-statistic of 3.451, and a p-value of 0.001, indicating a positive and statistically significant relationship. Therefore, the fifth hypothesis (H5) is accepted.

Teachers who are satisfied with their jobs tend to exhibit higher levels of energy and motivation in their instructional roles. Job satisfaction fosters a sense of professional and institutional attachment, making teachers more adaptable to change and more open to continuous development. Satisfied teachers are more receptive to feedback, willing to learn, and more likely to demonstrate consistent and effective performance. Therefore, schools must address the key factors contributing to job satisfaction, including workload balance, psychological support, and access to professional development opportunities.

This finding is consistent with prior research by Riaz & Zafar (2023), Ahmad & Yousaf (2022), Khan & Aleem (2021), and Farah & Shah (2021), all of which establish a positive link between job satisfaction and teacher performance.

## 6) The Influence of Digital Literacy on Teacher Performance Through Job Satisfaction

The evaluation results indicate that digital literacy indirectly influences teacher performance through job satisfaction, with a coefficient of 0.173, a t-statistic of 3.248, and a p-value of 0.001. These values support the sixth hypothesis (H6).

Digitally literate teachers tend to feel more confident and satisfied in their work. This satisfaction motivates them to explore innovative teaching strategies, embrace pedagogical innovations, and approach professional challenges with resilience. In this case, job satisfaction mediates between digital competency and optimal teacher performance.

For institutions like CHIS Bali, investing in digital literacy not only enhances teachers' technical capabilities but also boosts their job satisfaction and productivity. These findings align with studies by Mustafa & Abdelrahman (2023), Nugroho & Setyawati (2022), Zainuddin & Fadillah (2022), and Halim & Priyono (2021).

## 7) The Influence of Organisational Climate on Teacher Performance Through Job Satisfaction

The evaluation model obtained a coefficient of 0.230, a t-statistic of 2.411, and a p
value of 0.016. These results indicate a positive and statistically significant relationship supporting the seventh hypothesis (H7).

A healthy organisational climate affects teacher performance directly and indirectly through job satisfaction. A supportive environment fosters comfort and motivation among teachers, leading to greater satisfaction and enhanced performance.

Job satisfaction thus acts as a crucial catalyst between organisational climate and performance. Schools that cultivate a collaborative, supportive, and participatory culture are more likely to develop teachers who are satisfied, highly productive, and committed. These findings are consistent with studies by Halim & Ali (2023), Rahman & Ismail (2023), Prasetyo & Subiantoro (2022), and Sari & Mulyana (2022).

## 5. Conclusion
Based on the findings and discussion presented above, the following key conclusions can be drawn:
1. **The Influence of Digital Literacy on Teacher Job Satisfaction**
   Teachers at CHIS School Bali with strong digital literacy tend to experience higher job satisfaction. Mastery of digital tools and technologies enhances comfort at work, increases efficiency, and boosts confidence in managing modern teaching demands.
2. **The Influence of Organisational Climate on Teacher Job Satisfaction**
   A positive, supportive, and appreciative work environment significantly contributes to teacher satisfaction. An inclusive and open organisational culture strengthens emotional attachment between teachers and the institution.
3. **The Influence of Digital Literacy on Teacher Performance**
   Teachers' ability to effectively utilise digital technologies directly impacts performance quality. Digitally literate teachers are better equipped to design creative, adaptive, and student-centred instructional strategies.
4. **The Influence of Organisational Climate on Teacher Performance**
   A healthy and supportive organisational environment positively influences teachers' work spirit and professional ethics. A conducive work setting encourages teachers to contribute optimally to the quality of education.
5. **The Influence of Job Satisfaction on Teacher Performance**
   Teachers who are satisfied with their jobs exhibit higher levels of performance. This satisfaction is reflected in their dedication, teaching enthusiasm, and openness to self-development all of which positively influence learning outcomes.
6. **The Influence of Digital Literacy on Teacher Performance Through Job Satisfaction**
   Digital literacy affects teacher performance directly and indirectly by increasing job satisfaction. Teachers who are comfortable and confident with technology tend to feel more fulfilled in their roles, which translates into improved performance.
7. **The Influence of Organisational Climate on Teacher Performance Through Job Satisfaction**
   A positive and supportive work environment fosters teacher satisfaction, which is reflected in their performance. Teachers' performance improves significantly when they feel appreciated, supported, and understood.

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