

ABSTRACT

The Fourth Industrial Revolution has created opportunities in social and business contexts while demanding new personal competencies. This demand has motivated the growth of an education program focused on digital competence, which is named Education 4.0. The proliferation of digital technology has also influenced the way students do the process of learning, doing assignments, and nurturing creativities. People believe that digital literacy and digital competence would improve the way students learn, gain knowledge and skill, and hence improving their academic performance.

This research aims to explore the influences of digital competence on academic performance. The research is conducted in secondary-level education in Jakarta, Indonesia. This research also investigate the role of inovativeness as a mediator between digital competence and academic performance.

Previous researches have found a link between digital competence and academic performance in general. However, not many researches have investigated the mediating role of inovativeness or innovation capabilities.

Digital competence, and inovativeness are measured through indicators derived from the definitive characteristics of the two variables. Measurements were carried out quantitatively through questionnaires to high school students in Jakarta, Indonesia.

The results showed some relationships among the explored variables. Digital competence shows a positive and significant effect on academic performance. These results are expected to provide an insight to support strategic decisions in planning and implementing digital technology in secondary-level education to improve academic performance.

Keywords: digital competence, digital literacy, inovativeness, academic performance, digital transformation