

THE IMPACT OF TRANSFORMATIONAL LEADERSHIP, COMMUNICATION AND DIGITAL TRANSFORMATION ON TEACHER PERFORMANCE IN MADRASAH TSANAWIYAH ITTIHADUL MUKHLISIN CIBINONG BOGOR

DAMPAK KEPEMIMPINAN TRANSFORMASIONAL, KOMUNIKASI DAN TRANSFORMASI DIGITAL TERHADAP KINERJA GURU DI MADRASAH TSANAWIYAH ITTIHADUL MUKHLISIN CIBINONG BOGOR

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ABSTRACT

This study investigates the relationship and impact of transformational leadership, communication, and digital transformation on teacher performance. The research involved 56 teachers from MTs Ittihadul Mukhlisin as respondents. Data were tested for reliability using Cronbach's Alpha, with results exceeding 0.700, indicating that all variables were reliable. Multiple linear regression analysis was then applied to assess the effects of the independent variables. The findings reveal that transformational leadership and communication significantly and positively influence teacher performance, whereas digital transformation does not show a significant effect. These results were further confirmed by the *t*-test conducted on each independent variable.

Keywords: transformational leadership, communication, digital transformation, teacher performance

ABSTRACT

This study aims to analyze the relationship and influence of transformational leadership, communication, and digital transformation on teacher performance. The study sample consisted of 56 teachers teaching at MTs Ittihadul Mukhlisin. Data were collected through a questionnaire that had been tested for validity, then tested for reliability using the Cronbach Alpha technique with a value of more than 0.700, so all variables were declared reliable. Data analysis was performed using multiple linear regression. The results showed that transformational leadership and communication had a positive and significant effect on teacher performance, while digital transformation had no significant effect. This finding was confirmed by the results of the partial test (t-test) on each independent variable.

Keywords: transformational leadership, communication, digital transformation, teacher performance

1. INTRODUCTION

In the contemporary educational landscape, transformational leadership and digital transformation have emerged as critical drivers of institutional performance and educational quality. Transformational leadership, characterized by the ability to inspire and motivate followers to achieve higher goals, plays a vital role in improving educator performance, which in turn enhances student learning outcomes. Empirical studies indicate that transformational leadership positively affects teacher job satisfaction and creates a supportive work environment, fostering professional development. For instance, a case study in a junior high school in West Java revealed that principals adopting transformational leadership approaches significantly increased teacher engagement in professional development programs.

Concurrently, digital transformation—the integration of digital technologies into all operational and pedagogical aspects of educational institutions—has become essential. Digital transformation involves not only the adoption of technology but also the accompanying cultural and procedural adjustments necessary for its effective use. At MTs Ittihadul Mukhlisin, the application of digital tools in teaching and administration is expected to enhance both efficiency and educator performance. Data from the Ministry of Education and Culture (2021)

demonstrates that schools leveraging digital technologies achieve significant improvements in student learning outcomes. The COVID-19 pandemic highlighted this phenomenon, as MTs Ittihadul Mukhlisin successfully implemented online learning platforms such as Google Classroom and Zoom, enabling educators proficient in technology to maintain high levels of student engagement despite challenging circumstances.

Considering the importance of both leadership and digital capacity, it is critical to examine how these factors influence teacher performance in educational institutions. This study focuses on MTs Ittihadul Mukhlisin, aiming to provide insights into the interplay between transformational leadership, communication, digital transformation, and educator performance. The findings are expected to guide policymakers, administrators, and educational practitioners in creating effective, technology-enhanced learning environments.

Despite ongoing initiatives, MTs Ittihadul Mukhlisin continues to face several critical challenges. The application of transformational leadership by the Head of School remains below optimal levels. In addition, communication among teachers and between leadership and staff is irregular, often leading to misunderstandings in the execution of tasks. The quality of inclusive education services also requires significant improvement. Moreover, overall teacher performance has yet to align with the expectations set by the school's leadership. These issues highlight the urgent need to examine the extent to which transformational leadership, communication, and digital transformation influence teacher performance.

In response to the identified challenges, this study seeks to address the following research questions:

1. To what extent does transformational leadership impact teacher performance at MTs Ittihadul Mukhlisin?
2. How does communication affect teacher performance?
3. What is the influence of digital transformation on teacher performance?
4. What is the combined effect of transformational leadership and communication on teacher performance?
5. What is the combined effect of transformational leadership and digital transformation on teacher performance?
6. What is the combined effect of communication and digital transformation on teacher performance?
7. What is the overall effect of transformational leadership, communication, and digital transformation on teacher performance?

The primary objective of this study is to investigate the impact of leadership, communication, and digital transformation on teacher performance. Specifically, the study aims to:

1. Assess the effect of transformational leadership on teacher performance.
2. Determine the influence of communication on teacher performance.
3. Evaluate the role of digital transformation in shaping teacher performance.
4. Analyze the combined impact of transformational leadership and communication.
5. ANDxamine the joint effect of transformational leadership and digital transformation.
6. Explore the influence of communication and digital transformation.
7. Assess the overall impact of transformational leadership, communication, and digital transformation on teacher performance.

This research is expected to provide both theoretical and practical contributions. Theoretically, it strengthens the researcher's understanding of educational management, particularly in the areas of leadership and teacher performance. For MTs Ittihadul Mukhlisin, the findings are anticipated to offer evidence-based insights that can support policy formulation and institutional development. Similarly, for Universitas Mitra Bangsa, the study

contributes empirical data on the role of leadership, communication, and digital transformation in education. Moreover, it serves as a valuable reference for scholars and practitioners, providing a solid foundation for future research in the field of educational leadership and digital innovation. Practically, this study offers actionable recommendations to improve teacher performance through the application of effective leadership practices, enhanced communication strategies, and the integration of digital technologies into teaching and school management processes.

2. LITERATURE REVIEW

This section provides a comprehensive review of the theoretical foundations and empirical studies relevant to transformational leadership, communication, digital transformation, and their impact on teacher performance.

2.1. Human Resource Management (HRM)

Definition of Human Resources (HR) Human Resources (HR) are a critical element in any organization or institution, encompassing teams involved in planning, implementation, and evaluation processes to achieve specific objectives. HR does not solely refer to physical labor but also includes the intellectual, emotional, and social aspects possessed by each individual. In essence, HR is a combination of an individual's abilities, knowledge, skills, practical implementation, and experience used to contribute to the progress of a company or organization. Within an organizational context, HR is often considered a primary asset that must be well-managed due to its strategic role in supporting both short-term and long-term success. HR management involves various aspects such as recruitment, training, development, motivation, and performance appraisal. This process aims to ensure that individuals within the organization can work optimally according to their capacity and potential. Furthermore, HR has a broader dimension in the context of societal and national development, encompassing the entire population contributing to national progress through economic, social, cultural, and political activities. Therefore, HR development is a key priority in creating a productive, innovative, and competitive society.

Definition of Human Resource Management (HRM) According to Flippo (1976), "Personnel management is the planning, organizing, directing, and controlling of the procurement, development, compensation, integration, and maintenance of the people to contribute to organizational, individual and social goals." This statement equates human resource management with personnel management, emphasizing the systematic approach to managing people within an organization to achieve various objectives.

Functions of Human Resource Management The functions of human resource management significantly influence the overall work area of a company, including planning, staffing (recruitment and termination), compensation and benefits, performance appraisal, rewards and career development, training and development, occupational safety and health, leadership, and productivity. The specific functions are:

- **Planning:** Planning human resources according to company needs for effectiveness and efficiency.
- **Organizing:** Division of labor, work relationships, organizational information, delegation of authority, and coordination.
- **Directing:** Guiding all employees to work effectively and efficiently.
- **Controlling:** Monitoring and supervising employees to adhere to existing regulations.
- **Procurement:** The process of attracting, selecting, orienting, and inducting employees as needed.
- **Development:** The process of enhancing employee skills through training provided by the company.
- **Compensation:** Fair calculation and distribution of remuneration to employees.

- Integration: Unifying employee and company interests to be aligned and not conflicting.
- Maintenance: The process of maintaining and improving physical, mental, and loyalty conditions.
- Discipline: Disciplining employees according to existing regulations and social norms.
- Separation: Termination from the organization, or in other words, layoffs.

The role of Human Resource Management (HRM) is crucial in ensuring the success of an organization. HRM acts as a link between organizational goals and workforce needs, ensuring that each individual is motivated and capable of contributing optimally. HRM's role includes developing strategies to increase work productivity, building a positive organizational culture, and ensuring workforce sustainability through continuous management. Additionally, HRM plays a role in creating harmonious working relationships, supporting decision-making based on accurate HR data, and addressing the challenges of labor market dynamics. With these roles, HRM becomes key to creating a competitive, adaptive, and highly competitive organization amidst global changes.

2.2. Transformational Leadership

Leadership originates from the word "leader," meaning to guide, nurture, or direct, and can also mean showing the right path or heading a job or activity. Generally, leadership is a force that drives struggle or activity towards success. Leadership can also be defined as the process of influencing or setting an example by a leader to their followers in an effort to achieve organizational goals.

2.2.1. Key Concepts of Glasser's Leadership Theory (1990)

- Focus on Basic Human Needs: Glasser argues that all human behavior, including workplace behavior, is motivated by efforts to fulfill five basic genetic needs: survival, love and belonging, power, freedom, and fun.
- Replacing External Control with Internal Control: An effective leader does not use coercion, punishment, or threats. Instead, they create an environment that meets employees' basic needs, so employees are intrinsically motivated to do quality work.
- Distinction between "Boss Management" and "Leader Management":
 - Boss Management: Uses external control, sets standards without employee input, and relies on punishment or rewards to force performance.
 - Leader Management: Builds strong relationships, collaborates with employees, and inspires them with a clear vision, making them feel involved and enthusiastic.

According to Wahjosumidjo (2015:11), leadership is inherent in a leader, comprising specific traits such as personality, ability, and capability. Leadership is a series of leader activities inseparable from their position and style or behavior. Leadership is a process of interaction between leaders, followers, and situations. Taryaman (2016:7) states that "Leadership is an art and science of influencing others or groups of individuals to cooperate, not undermine each other, in order to achieve organizational goals. Leadership plays an important role because the leader will drive and direct the organization in achieving its goals, which is not an easy task." Hersey and Blanchart (in Sunyoto, 2016:34) define leadership as "any effort by someone to influence the behavior of an individual or group, with the aim of achieving personal goals, peer goals, or organizational goals that may be similar or different, with the ability to convince others to direct them in the process of achieving predetermined organizational goals." Based on these descriptions, the key element of leadership is the influence a person possesses and, in turn, the effect of that influence on those to be

influenced. The important role in leadership is the effort of someone playing the role of a leader to influence others in a specific organization/institution to achieve goals.

A school principal is the leader of a school, responsible for guiding and managing the institution to achieve its educational objectives. According to Ibtisam Abu-Duhou (2017:101), "A school principal is a teacher who has the ability to lead all resources in the school so that they can be utilized maximally to achieve common goals. The leadership style of a school principal is very broad for an individual. A solution can be provided with the involvement and assistance of others to fulfill unlimited tasks and demands. The resources collected by the principal are a practical alternative. A collaborative or team approach can increase leadership efficiency and effectiveness." E. Mulyasa (2016:98) states that "A school principal must be able to perform their duties as an educator, manager, administrator, and supervisor (EMAS)." In line with societal needs and evolving times, a school principal must also be able to act as a leader, innovator, motivator, and entrepreneur in their school. Saroni (2016:37) adds that "A school principal is a figure entrusted with authority by many people (subordinates) to lead the school towards its desired goals. The trust given by subordinates is based on several aspects possessed by the principal and is expected to be a capital for achieving collective success." Soetjipto and Rafli Kosasi (2017:68) emphasize that "A school principal is a leadership position that cannot be filled by individuals without careful consideration. Anyone appointed as a school principal must be determined through specific procedures and requirements such as educational background, experience, age, rank, and integrity."

Transformational leadership is a leadership style focused on developing and motivating individuals to achieve common goals. Transformational leaders have the ability to inspire and motivate their followers through a clear vision and the ability to build strong relationships. In the educational context, transformational leadership can play a crucial role in improving educator performance, especially at MTs Ittihadul Mukhlisin.

3. METHODS

This section outlines the methodology employed in this research, detailing the research design, setting, participants, data collection instruments, and analytical procedures.

3.1. Research Design

This study employs a descriptive and correlational (quantitative) research design. This approach is chosen to investigate and explain a specific case, specifically to identify the causes or factors that impact a phenomenon. The descriptive method aims to create a description or overview of facts, characteristics, and relationships between investigated phenomena. Concurrently, the correlational method is utilized to examine the relationships between the independent variables (Transformational Leadership, Communication, and Digital Transformation) and the dependent variable (Teacher Performance). The primary data collection method for this study is a survey using questionnaires.

3.2. Place and Time of Research

The research will be conducted at MTs Ittihadul Mukhlisin, located at Jalan H. Hamzah No. 36, Kel. Pondok Rajeg, RT.04/01, Kec. Cibinong, Kab. Bogor, West Java Province. This institution is where the author works as a teacher. The research is scheduled to commence in April 2025 and conclude in August 2025.

3.3. Population and Sampling Technique

3.3.1. Population

The population of this study consists of all Subject Teachers and Extracurricular Teachers at MTs Ittihadul Mukhlisin, totaling 56 individuals. According to Harries Madiistriyatno (2021:105), a population is a generalization area comprising objects/subjects with specific

qualities and characteristics determined by the researcher for study and drawing conclusions. Singarimbun Masri (2016:97) further defines population as the entire subject of research, where if a researcher intends to study all elements within the research area, it constitutes a population study or census study.

3.3.2. Sampling Technique

The sampling technique used in this research is Total Random Sampling. This technique ensures that every member of the population has an equal chance of being selected as a sample. As per Suharsimi Arikunto (2017:95), if the population size is between 100 and 150 individuals and data collection uses questionnaires, it is advisable to include the entire population as the sample. Therefore, the sample for this study includes all 56 teachers and staff (100% of the total population) at MTs Ittihadul Mukhlisin.

4. RESULTS AND DISCUSSIONS

This study aims to analyze the influence of transformational leadership, communication, and digital transformation on teacher performance at MTs Ittihadul Mukhlisin. Data were collected from 56 teacher respondents via questionnaire and analyzed using SPSS 24 software.

1. Data Description

Based on the questionnaire results, the Transformational Leadership variable (X1) shows that the majority of respondents (65.47%) strongly agree with the statement related to transformational leadership, followed by 30.35% who agree, and the rest (4.18%) are undecided. For the Communication variable (X2), 45.76% of respondents strongly agree and 54.24% agree. The Digital Transformation variable (X3) shows that 48.21% of respondents strongly agree and 51.79% agree. Finally, for the Teacher Performance variable (Y), 58.6% of respondents strongly agree and 41.84% agree.

2. Analysis Test Results

a. Instrument Test

- Validity Test: All indicators for the variables Transformational Leadership (X1), Communication (X2), Digital Transformation (X3), and Teacher Performance (Y) were declared valid. This is based on a comparison of the values with (0.2632), where all values are greater than . This indicates that the research instrument is capable of measuring what it is supposed to measure.
- Reliability Test: The results of the reliability test using the Cronbach Alpha technique showed a Cronbach Alpha value of 0.927, which is greater than 0.700. This figure indicates that all variables in this study were declared reliable, meaning the questionnaire had good internal consistency.

b. Classical Assumption Test

- Normality Test: Normality testing was performed using the P-Plot distribution curve and the Kolmogorov-Smirnov test. In the P-Plot curve, the points spread around the diagonal line and follow the direction of the diagonal line, indicating a normal data distribution. The Kolmogorov-Smirnov test results also support data normality with an Asymp. Sig (2-tailed) value of 0.165, which is greater than 0.05. This confirms that the regression model is suitable for use because the data is normally distributed.
- Heteroscedasticity Test: Scatterplot analysis shows that the points are spread above and below the number 0 on the Y-axis without forming any particular pattern. This indicates that there is no heteroscedasticity in the regression model, so the variance of the residuals is constant (homoscedasticity).

- **Multicollinearity Test:**The results of the multicollinearity test show that the value tolerance for transformational leadership, communication, and digital transformation are 0.476, 0.480, and 0.884, respectively, all of which are greater than 0.1. Meanwhile, the VIF values for the three variables are 2.102, 2.084, and 1.131, all of which are less than 10. This indicates that there are no symptoms of multicollinearity among the independent variables.
- **Autocorrelation Test:**The autocorrelation test using the Durbin-Watson (DW) method yielded a DW value of 1.426. With values of 1.458 and 1.683 (for and at a significance level of 0.05), the calculated DW value (1.426) is below the value. This indicates the presence of autocorrelation in the model.

c. Multiple Linear Regression Analysis

The obtained multiple linear regression model is: $Y = 9.922 + 0.373X_1 + 0.295X_2 - 0.021X_3$

The interpretation of this model is as follows:

- The constant value (9.922) shows that if transformational leadership, communication, and digital transformation are ignored (the value is zero), the teacher performance obtained is 9.922.
- The regression coefficient for Transformational Leadership (X_1) is 0.373, which means that every one unit increase in transformational leadership will increase teacher performance by 0.373 units, assuming other variables are constant.
- The regression coefficient for Communication (X_2) is 0.295, indicating that every one unit increase in communication will increase teacher performance by 0.295 units, assuming other variables are constant.
- The regression coefficient for Digital Transformation (X_3) is -0.021, which indicates that every one unit increase in digital transformation will decrease teacher performance by 0.021 units, assuming other variables are constant.

d. Hypothesis Testing

- **Simultaneous Test (F Test):**The F-test results show a significance value of 0.000, which is smaller than 0.05, and a value of 15.027, which is greater than (2.783). This proves that simultaneously, transformational leadership, communication, and digital transformation have a significant impact on teacher performance.
- **Partial Test (t-Test):**
 - **Transformational Leadership (X_1):**The significance value of 0.011 (0.05) and the value of 2.630 (1.674) indicate that transformational leadership has a positive and significant impact on teacher performance.
 - **Communication (X_2):**The significance value of 0.018 (0.05) and the value of 2.437 (1.674) indicate that communication has a positive and significant impact on teacher performance.
 - **Digital Transformation (X_3):**The significance value of 0.824 (0.05) and the value of -0.224 (1.674) indicate that digital transformation does not have a significant impact on teacher performance.
- **Coefficient of Determination: Mark Adjusted R Square**A value of 0.433 indicates that transformational leadership, communication, and digital transformation variables together explain 43.3% of the variation in teacher performance. The remaining 56.7% is explained by variables outside this research model.

3. Data Interpretation

Overall, the results of this study indicate that transformational leadership and communication have a positive and significant impact on teacher performance at MTs Ittihadul

Mukhlisin. However, digital transformation did not show a significant partial impact on teacher performance at the institution. Nevertheless, all three variables (transformational leadership, communication, and digital transformation) simultaneously had a positive impact on teacher performance.

The positive impact of transformational leadership on teacher performance aligns with literature suggesting that leaders who inspire, empower, and build trust can improve performance. Effective communication has also been shown to improve teacher performance, demonstrating the crucial importance of positive interactions between leaders and staff.

The finding that digital transformation had no significant partial impact on teacher performance at MTs Ittihadul Mukhlisin contrasts with several previous studies that showed a positive effect. This difference may be due to various factors, such as the level of technology adoption, the quality of digital infrastructure, or the training provided to teachers. Nevertheless, when combined with transformational leadership and communication, digital transformation still contributed to improving overall teacher performance. This suggests that comprehensive digital facilities, along with leadership support and good communication, can create a conducive environment for optimal teacher performance.

5. CONCLUSION

This study concludes that transformational leadership and communication partially have a positive and significant impact on teacher performance at MTs Ittihadul Mukhlisin. Interestingly, digital transformation partially shows no significant impact. However, when transformational leadership is combined with communication, or with digital transformation, and when communication is combined with digital transformation, all three partially have a significant impact on teacher performance. Furthermore, simultaneously, all three variables—transformational leadership, communication, and digital transformation—positively and significantly influence teacher performance. These findings indicate the success of the teaching and learning process at MTs Ittihadul Mukhlisin in practice.

Based on the findings in this regard, it is recommended that MTs Ittihadul Mukhlisin continue to strengthen transformational leadership through exemplary behavior and innovation, including weekly evaluations between teachers and the principal to improve operational solidity. Ongoing communication training is also crucial given its significant impact on teacher performance, emphasizing the crucial role of leaders. Although digital transformation has not yet had a significant impact, further analysis and practical training for teachers in the use of learning applications, learning management systems, and creative digital media are essential to make learning more interactive and relevant. It is also important to ensure synergy between transformational leadership and good communication, as well as the development of digital transformation for efficiency. Finally, MTs Ittihadul Mukhlisin must be more serious in its performance improvement program, conduct regular evaluations, and meet the needs of teachers to realize the madrasah's motto: "be religious, smart & creative." For future researchers, it is recommended to examine other variables that may affect the performance of teachers at MTs Ittihadul Mukhlisin for a more comprehensive understanding.

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