The Impact of Transformational Leadership, Communication, and Digital Transformation on Teacher Performance at Madrasah Tsanawiyah Ittihadul Mukhlisin Cibinong Bogor

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Abstract

This study aims to determine the effect of service quality, ease of use, and price on customer satisfaction with online transportation services (a case study of Gojek users in Cirebon City). This research employs a quantitative method using purposive sampling to distribute questionnaires to Gojek users in Cirebon City, obtaining a sample of 100 respondents. The analysis used in this study includes outer model testing, validity testing (discriminant validity tests which consist of Heterotrait-Monotrait Ratio, Cross Loading, and Fornell-Larcker Criterion), reliability testing (Cronbach's Alpha, Composite Reliability, and Average Variance Extracted), model fit testing, inner model testing, multicollinearity testing, partial path coefficient testing or T-test, F-test or simultaneous test, and coefficient of determination (R Square). In this study, data analysis was conducted using SmartPLS version 4. The results show that service quality has a positive and significant effect on customer satisfaction, ease of use has a positive and significant effect on customer satisfaction, price has a positive and significant effect on customer satisfaction, and simultaneously, service quality, ease of use, and price have a significant effect on customer satisfaction.

Keywords: Service Quality, Ease of Use, Price, Customer Satisfaction.

1. Introduction

The development of education in the modern era presents increasingly complex challenges. Two aspects that have attracted considerable attention are transformational leadership and digital transformation. Both are considered to contribute significantly to improving the quality of education through the enhancement of teachers' performance (Luthans, 2006). MTs Ittihadul Mukhlisin, as an educational institution committed to continuous improvement, faces considerable dynamics in implementing these aspects. Transformational leadership is believed to strengthen teachers' commitment to achieving shared goals, while digital transformation enhances efficiency and innovation in the learning process (Marwansyah, 2019).

Transformational leadership is understood as a leadership style that focuses not only on short-term goals but also on the ability to inspire, set examples, and motivate teachers to remain committed to collective objectives. In the school context, such leadership is critical since principals play a strategic role in shaping a positive work culture. Gibson (2008) highlights that appropriate leadership styles increase teachers' job satisfaction, while Afandi (2018) emphasizes that educators' work motivation is closely related to the leadership practices applied. This becomes relevant to MTs Ittihadul Mukhlisin, which continuously seeks to encourage its teachers to be more adaptive and innovative.

On the other hand, digital transformation has become an indispensable necessity in education. The adoption of digital technology is not merely about replacing traditional methods with online systems but also involves cultural shifts and organizational changes. The use of platforms such as Google Classroom, Zoom, or Learning Management Systems (LMS) has been proven to expand interaction between teachers and students (Creswell, 2010). Furthermore, Armstrong (2003) stresses that integrating technology into strategic management can enhance organizational effectiveness. The

experience during the COVID-19 pandemic demonstrated that teachers accustomed to technology were able to adapt more quickly and sustain student engagement, even under challenging circumstances.

In addition to leadership and digital transformation, communication is also an essential factor. Effective communication between principals, teachers, and staff forms the foundation for building collaboration, coordination, and a shared understanding of institutional goals. Robbins and Coulter (2010) argue that communication is one of the most important managerial tools to improve performance, while Kusumastuti (2004) emphasizes that healthy interpersonal relations within organizations can only be achieved through open communication. Without clear communication, neither strong leadership nor advanced technology will be able to provide optimal results.

Given these considerations, it is necessary to investigate whether transformational leadership, communication, and digital transformation significantly influence teachers' performance at MTs Ittihadul Mukhlisin, and how these factors interact when examined simultaneously. Addressing these questions is crucial as it provides a comprehensive understanding of the determinants of teachers' performance (Handoko, 2001; Mangkunegara, 2013).

This study is therefore expected to generate in-depth insights into the interrelationship between transformational leadership, communication, and digital transformation with teachers' performance. The findings are anticipated not only to enrich theoretical discussions in the field of educational management but also to provide practical recommendations for policymakers and practitioners in creating learning environments that are more effective, inspiring, and adaptive to contemporary developments (Sedarmayanti, 2001; Simamora, 2012).

2. Literature Review

Human Resource Management (HRM)

Human resources are the most valuable assets of an organization, encompassing not only the physical workforce but also intellectual, emotional, and social capacities that contribute to organizational development. HRM is defined as the process of planning, organizing, directing, and controlling people to achieve organizational, individual, and social goals (Flippo, 1976). The functions of HRM include workforce planning, recruitment, training and development, compensation, performance appraisal, and maintaining employee relations (Handoko, 2001; Mangkunegara, 2013). In the educational context, HRM ensures that teachers are managed effectively to optimize their performance and contribute to institutional goals.

Transformational Leadership

Transformational leadership emphasizes the ability of leaders to inspire, motivate, and influence subordinates to achieve beyond expectations. It differs from transactional leadership by focusing on vision, trust, and intrinsic motivation (Glasser, 1990; Wahjosumidjo, 2015). In schools, principals as transformational leaders play a crucial role in shaping a positive work culture and fostering innovation among teachers (Hersey & Blanchard, 2016). Studies show that transformational leadership positively influences teacher commitment, job satisfaction, and overall performance (Taryaman, 2016; Abu-Duhou, 2017).

Digital Transformation

Digital transformation refers to the integration of digital technology into all aspects of organizational operations, requiring cultural as well as technological change. In education, digital tools such as Google Classroom, Zoom, and Learning Management Systems (LMS) enhance learning efficiency and expand access (Wang et al., 2021). The COVID-19 pandemic further emphasized the urgency of digital readiness among educators (World Economic Forum, 2021). However, challenges such as limited digital literacy among teachers highlight the importance of continuous training and institutional support.

Teacher Performance

Teacher performance is the level of achievement in carrying out educational tasks, measured by quality, quantity, and responsibility (Sinambela, 2018). It includes aspects such as instructional delivery, student assessment, and collaboration with colleagues (Prawirasentono, 2019; Mangkunegara, 2017). Factors influencing teacher performance include individual competence, motivation, leadership, teamwork, and organizational systems (Burhanudin, 2017). Performance appraisal provides feedback for professional development and is a key instrument for improving teaching effectiveness (Handoko, 2015).

Previous Studies

Several prior studies have explored the relationships among leadership, communication, digital transformation, and performance. Zetri et al. (2023) found that internal communication and work environment positively influenced teacher performance, while transformational leadership moderated these effects. Rokhayati et al. (2022) and Suhanta et al. (2022) confirmed that communication and leadership styles significantly affected employee performance. Wang et al. (2021) and Ainun et al. (2022) highlighted the role of digital transformation in education, noting both opportunities and challenges. These findings underline the importance of examining how transformational leadership, communication, and digital transformation collectively influence teacher performance in MTs Ittihadul Mukhlisin.
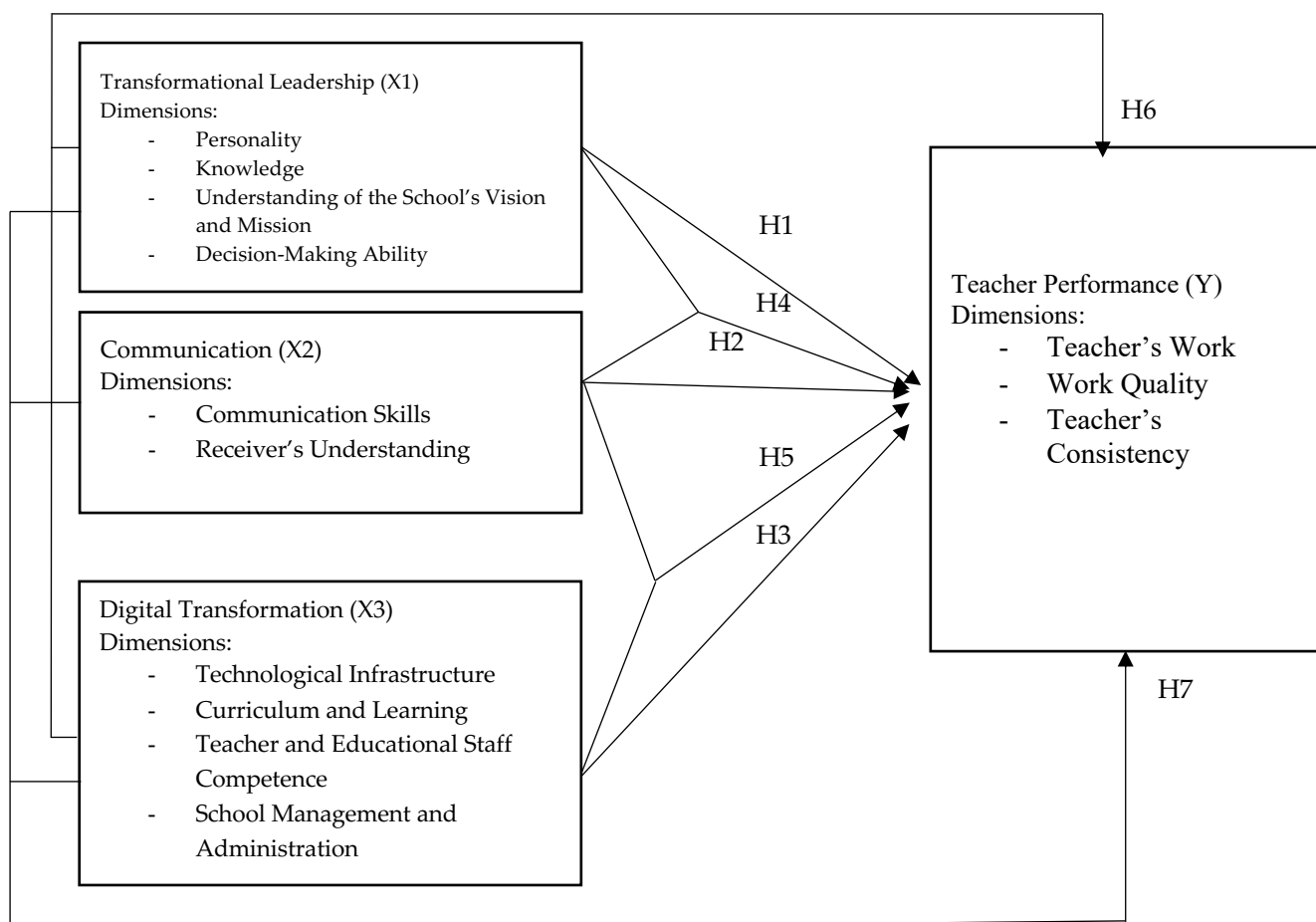
Research Framework

Figure 1. Research Framework

Hypothesis

H1:   Transformational leadership has an effect on teacher performance at MTs Ittihadul Mukhlisin.

H2:   Work communication has an effect on teacher performance at MTs Ittihadul Mukhlisin.

H3:   Digital transformation has an effect on teacher performance at MTs Ittihadul Mukhlisin.

H4:   Transformational leadership and communication jointly affect teacher performance at MTs Ittihadul Mukhlisin.

H5:   Transformational leadership and digital transformation jointly affect teacher performance at MTs Ittihadul Mukhlisin.

H6:   Communication and digital transformation jointly affect teacher performance at MTs Ittihadul Mukhlisin.

H7:   Transformational leadership, communication, and digital transformation together have an effect on teacher performance at MTs Ittihadul Mukhlisin.

3.   Research Methods

This study employed a quantitative descriptive-correlational design aimed at analyzing the relationship between transformational leadership, communication, and digital transformation on teacher performance. Data were collected using a survey method with structured questionnaires distributed to teachers and staff at MTs Ittihadul Mukhlisin. The use of descriptive design allowed the researcher to systematically describe conditions and phenomena as they exist, while the correlational approach was applied to examine the effect and relationship among independent variables (X1: Transformational Leadership, X2: Communication, X3: Digital Transformation) and the dependent variable (Y: Teacher Performance). The instrument used was a Likert-scale questionnaire, designed to measure attitudes, perceptions, and responses of the participants regarding each research variable.

The population in this research consisted of all subject teachers and extracurricular teachers at MTs Ittihadul Mukhlisin, totaling 56 individuals. A total sampling technique (census method) was applied, involving all members of the population as research respondents, so the sample size was identical to the population (n=56). Data were processed and analyzed systematically to determine the correlation and impact of each variable. The analysis was conducted using non-parametric statistical methods to ensure the accuracy of findings in measuring the effect of transformational leadership, communication, and digital transformation on teacher performance.

4.   Results and discussion

Responden

Tabel. 1 Data Responden

Keterangan	Karakteristik	Jumlah Responden	Persentase
Teacher	Subject Teacher	33	59%
	Extracurricular Teacher	23	41%
	Total	56	100%
Gender	Male	28	50%
	Female	28	50%
	Total	56	100%

Source: Processed Data, 2025

Based on the data presented in the table above, it can be observed that the majority of teachers at MTs Ittihadul Mukhlisin are subject teachers, accounting for 59% (33 respondents), while extracurricular teachers represent 41% (23 respondents). This indicates that the instructional activities within the school are primarily supported by subject teachers who deliver core curriculum subjects,

whereas extracurricular teachers play a complementary role in developing students' non-academic competencies.

In terms of gender distribution, the data show an equal proportion of male and female teachers. Both male and female respondents constitute 50% each (28 respondents) of the total population. This balance suggests that MTs Ittihadul Mukhlisin has achieved gender parity in its teaching staff composition, which may contribute positively to creating a diverse and inclusive learning environment.

Table. 2   Reliable test Result

Cronbach's Alpha	N of Items
,927	28

Source: Processed Data, 2025

The reliability test was conducted to evaluate the consistency of the questionnaire items in measuring the research variables. This test was applied only to the questionnaire items that had previously been validated. The reliability of the instrument was assessed using Cronbach's Alpha coefficient, which is a widely accepted statistical technique for measuring internal consistency (Sugiyono, 2017).

The results of the reliability test indicated that all variables achieved a Cronbach's Alpha value greater than 0.700, which exceeds the commonly accepted threshold of 0.70 for research in the social sciences (Nunnally, 1978; Ghozali, 2013). Therefore, it can be concluded that the variables used in this study are reliable and capable of consistently measuring the intended constructs. This finding confirms that the research instrument is both stable and dependable for further analysis.

Figure. 1 Curva Normality Test
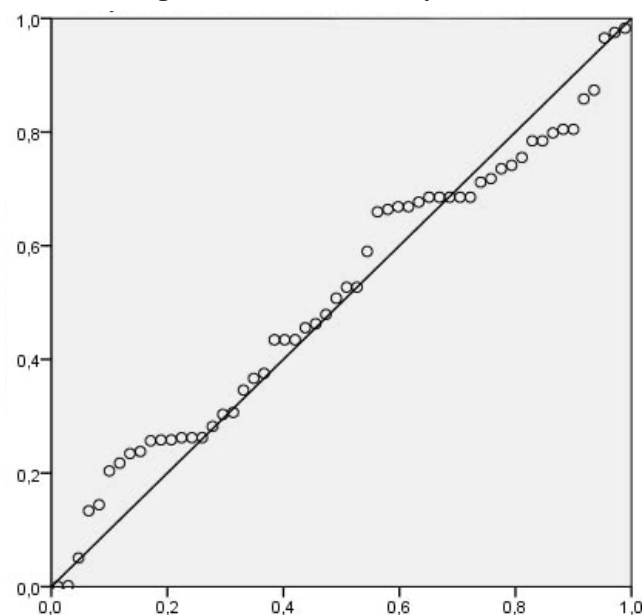
Based on Figure, the regression model is deemed appropriate for use in this study because the P-Plot graph shows that the data points are distributed around the diagonal line and their spread follows the direction of the diagonal. This indicates that the normality assumption is fulfilled.

Table. 3 Kolmogorov-Smirnov Test

		Unstandardized Residual
N		56
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	1,74130962
Most Extreme Differences	Absolute	,107
	Positive	,060
	Negative	-,107
Test Statistic		,107
Asymp. Sig. (2-tailed)		,165[c]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Source: Processed Data, 2025

Based on Table, using the Kolmogorov-Smirnov method, the results of the normality test show that the Asymp. Sig. (2-tailed) value is 0.200 > 0.05. Therefore, it can be concluded that the data are normally distributed.

Tabel. 4 Multikolonierity Test

Coefficients[a]								
		Unstandardized Coefficients		Standardized Coefficients		ig.	Collinearity Statistics	
Model		B	Std. Error	Beta			Tolerance	IF
	(Constant)	9,922	3,609		,749	008		
	TRANSFORMASIONAL LEADERSHIP	,373	,142	,387	,630	011	,476	,102
	COMMUNICATION	,295	,121	,357	,437	018	,480	,084

DIGITAL TRANSFORMATION	-,021	,095	-,024	,224	824	,884	,131
a. Dependent Variable: KINERJA GURU							

Source: Processed Data, 2025

Based on the results in Table the tolerance values are 0.476 for transformational leadership, 0.480 for communication, and 0.884 for digital transformation, which means that all tolerance values are greater than 0.1. The VIF values are 2.102 for transformational leadership, 2.084 for communication, and 1.131 for digital transformation, indicating that all VIF values are less than 10. These results confirm that there is no multicollinearity among the three independent variables.

Table. 5 Durbin-Watson Test

Model Summary [b]					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	681[a]	464	,433	,78612	1,426

a. Predictors: (Constant), TRANSFORMASI.DIGITAL, KOMUNIKASI, KEPEMIMPIAN.TRANSFORMASIONAL

b. Dependent Variable: KINERJA.GURU

Source: Processed Data, 2025

Table. 6 Autocorrelation Test

No	Description	Result
1	Du	1,683
2	dL	1,458
3	4-dU	2,317
4	4-dL	2,542
5	DW	1,426

Source: Processed Data, 2025

Based on Table the Durbin-Watson (DW) value is 1.426. Referring to the DW table at a 0.05 significance level with n = 56 and k = 3, the values of dL = 1.458 and dU = 1.683 are obtained, while 4–dU = 2.317 and 4–dL = 2.542. Since the calculated DW (1.426) is lower than dL (1.458), it indicates the presence of autocorrelation.

Table. 6 Multiple Linear Regression Test

Model	Unstandardized Coefficients		Standardized Coefficients	
	B	St d. Error	Beta	ig.

(Constant)	9,922	3,609		,749	008
KEPEMIMPINAN TRANSFORMASIONAL	,373	,142	,387	,630	011
KOMUNIKASI	,295	,121	,357	,437	018
TRANSFORMASI DIGITAL	-,021	,095	-,024	,224	824

Source: Processed Data, 2025

Based on Table, the multiple regression model is:

$$Y = 9.922 + 0.373X_1 + 0.295X_2 - 0.021X_3$$

The results indicate that transformational leadership ($\beta_1 = 0.373$) and communication ($\beta_2 = 0.295$) have positive effects on teachers' performance, while digital transformation ($\beta_3 = -0.021$) shows a slight negative effect. The constant (9.922) reflects the baseline performance when all independent variables are absent.

Discussion

Transformational Leadership and Teacher Performance

The findings indicate that transformational leadership has a positive and significant effect on teacher performance. Leaders with strong personality, knowledge, and a clear understanding of the school's vision and mission are able to motivate teachers to work more effectively and consistently. This result aligns with the perspective that effective school leadership plays a crucial role in improving educational quality, particularly in shaping the professionalism and work ethic of teachers (Atmodiwiro, 2010). Moreover, leadership that emphasizes decision-making and visionary guidance fosters an environment conducive to teacher performance enhancement (Arikunto, 2013).

Communication and Teacher Performance

Communication is also shown to have a positive and significant effect on teacher performance. The ability of school leaders and teachers to communicate clearly and ensure that messages are well understood improves collaboration, reduces misunderstandings, and strengthens organizational commitment. Effective communication facilitates knowledge transfer, teaching coordination, and the implementation of educational programs. This finding is consistent with the view that communication within an educational institution is not merely the exchange of information but also a means to build mutual understanding and trust (Depdiknas, 2004). In this context, improved communication becomes a key factor in sustaining teacher productivity and performance.

Digital Transformation and Teacher Performance

The analysis demonstrates that digital transformation has a negative but not significant effect on teacher performance. Although digital infrastructure, curriculum adjustments, and teacher competencies are important in the digital era, the findings suggest that the integration of digital transformation in MTs Ittihadul Mukhlisin has not been fully optimized. This may be due to limited digital infrastructure, insufficient training, or challenges in adapting to new technologies. Previous studies also highlight that digital transformation in education requires not only technological tools but also systematic management and continuous professional development for teachers to realize its full impact (Atmodiwiro, 2010).

Combined Influence of Transformational Leadership, Communication, and Digital Transformation

When analyzed together, transformational leadership, communication, and digital transformation simultaneously affect teacher performance. This indicates that leadership and communication remain dominant predictors, while digital transformation still requires further development to provide

tangible benefits. A holistic approach that combines strong leadership, effective communication, and gradual digital integration can foster sustainable improvement in teacher performance (Arikunto, 2013; Depdiknas, 2004).

5. Conclusion

This study concludes that transformational leadership and communication have a positive and significant influence on teacher performance at MTs Ittihadul Mukhlisin. Leaders who demonstrate strong personality, knowledge, vision, and decision-making ability, along with effective communication practices, can enhance teacher productivity, consistency, and overall work quality. These findings reinforce the importance of leadership and communication as central elements in the management of educational institutions.

Meanwhile, digital transformation shows a negative yet insignificant effect on teacher performance, indicating that the integration of digital tools and systems has not been fully optimized in the school context. However, when transformational leadership, communication, and digital transformation are analyzed collectively, they demonstrate a combined influence on teacher performance. Therefore, improving teacher performance requires a comprehensive strategy that strengthens leadership and communication while gradually enhancing digital readiness through infrastructure development and continuous professional training.

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