

## THE EFFECT OF DIGITAL COMPETENCE AND RESONANT LEADERSHIP ON HIGH SCHOOL TEACHERS' PERFORMANCE WITH JOB SATISFACTION AS AN INTERVENING VARIABLE IN STATE SENIOR HIGH SCHOOL IN LHOKSUMAWE CITY

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### Abstract

Efforts to improve student achievement in a school environment cannot be separated from the role of teachers who must be more serious in implementing educational programs. Therefore, this study will test whether there is an influence of digital competence and resonant leadership on the performance of high school teachers with job satisfaction as an intervening variable and workload as a moderating variable at State Senior High Schools in Lhoksumawe City. Data collection was carried out quantitatively. This study involved teachers at high schools in Lhoksumawe City, Aceh. The results showed that digital competence and resonant leadership had a positive effect on teacher performance at Lhoksumawe City High Schools. In addition, digital competence and resonant leadership also had a positive effect on job satisfaction at Lhoksumawe City High Schools, and job satisfaction also had a positive effect on teacher performance.

**Keyword :** Digital Competence, Resonant Leadership, Teacher Performance, Job Satisfaction.

### INTRODUCTION

Teacher competence in teaching and learning activities is one of the many factors that can affect the level of teacher performance. To build an effective learning environment, teachers must have the ability. This is what we want to improve in Lhoksumawe City State Senior High Schools. Because digital competence will support knowledge and ease in fulfilling the new teaching system. This digital competence has influenced the world of education (Cholic, 2021; Adha, 2022; Wiryani et al., 2022), and every teacher must also be open to this access (Sukadana & Mahyuni, 2021; Melati et al., 2023). With this development, educators face new challenges, especially in Senior High Schools (Sampoerna et al., 2022; Shofia & Ahsani, 2021), where teachers are asked to use technology effectively in the learning process. However, in fact, there are several teachers at Lhoksumawe City State Senior High Schools who still do not have sufficient digital skills (Muskania & Zulela 2021; Timan et al., 2022). Many of them still have difficulty understanding technology and using it in learning.

Digital competence is indeed very important for the development of students in the current era. So it is clear that this needs to be seriously considered

by the education government in Lhoksumawe City. In addition to digital competence, there is also the influence of leadership or a resonant leadership system which is considered important in improving education systems and programs. Quality and high-performance leadership is very important for government implementers because they can motivate their members to achieve organizational goals (Moestopadidjaja, 1997; Ingthias et al., 2022). Leadership or a resonant leadership system has also become an important part of the education system. To ensure good education services, high-quality apparatus is needed. According to Goleman (2002), it is the responsibility of a leader to create a positive atmosphere, or resonance, that can make all human resources (HR) committed and produce the best for the organization.

Research on resonant leadership and readiness to change is very important to be studied in the context of education in Lhoksumawe city. Leaders must have the ability to combine financial, human, intellectual, social, and environmental wealth to achieve synergy that can improve educational efficiency (Boyatzis & McKee, 2009; Amal et al., 2022). Resonant leadership can be seen from the perspective of subordinates. Subordinates see the leader's resonant leadership in different ways. Paying attention to this will be very beneficial for teacher performance. Teacher performance is one of many factors that affect student quality. The success of teachers in completing educational tasks in accordance with their responsibilities and authorities by using performance standards (Barnawi and Arifin (2014; Supardi, 2014; Srinalia, 2015).

It is considered that teachers in educational institutions in Lhoksumawe city do not do their jobs well. General facts in the field show that teachers tend to be monotonous in carrying out their duties. In other words, teachers carry out learning only based on what is in school and utilize what is available. They do not have goals or objectives that must be achieved optimally. In schools, student academic achievement is low due to poor teacher quality and performance. The teacher's workplace is one of the factors that influences their performance in learning. According to Barnawi and Arifin (2014) it is stated that ensuring that teachers can do their jobs in qualified conditions is the first step that must be taken to improve teacher performance.

Teacher performance will also run according to demands if each teacher gets satisfaction in supporting their performance. Because by getting job satisfaction given by educational institutions or the government, teachers will be motivated to work more seriously. Like Fattah's statement (2017) which says that job satisfaction can be defined as how happy or not an employee is with the work they do. Likewise, the view of Wexley & Yuki (2016) says that job satisfaction can be defined as how an employee's attitude towards their work develops. Likewise, Handoko (2015) said

that job satisfaction can be defined as an emotional state towards pleasant or unpleasant feelings that employees have about their work.

So that every teacher must get support from the leadership of educational institutions in the city of Lhoksumawe. The strategic role of teachers in improving the quality of education is greatly influenced by their professionalism, which must be balanced with their welfare. The many problems that arise related to the needs and performance of teachers certainly show many problems that must be resolved in supporting the improvement of education programs in the city of Lhoksumawe. Therefore, this study will test whether there is an influence of digital competence, resonant leadership and work environment on the performance of high school teachers with job satisfaction as an intervening variable and workload as a moderating variable at State Senior High Schools in Lhoksumawe City.

## **LITERATURE REVIEW**

### **Digital Competence**

If we want to survive in today's digital era, we must have digital skills. This is because in an era full of advanced technology, we must not only be able to operate technology, but we must also know how to optimize its use positively for ourselves and others. Furthermore, what is meant by digital competence? Digital competence is a set of skills, knowledge, and attitudes that are very important for adapting life to technological changes, such as handling, utilizing, and communicating with others. According to Muizu and Budiarti (2017), digital competence is a competence that affects a person's level of self-confidence and criticality in terms of working, learning, developing themselves, and participating in society.

Digital competence is the knowledge and skills to use communication tools, digital media, or networks to find, use, create, evaluate, and utilize information wisely, intelligently, carefully, precisely, and in accordance with the law in order to foster communication and interaction in everyday life. According to Mayes and Folwer (2013), digital competence itself is an ability related to digital technology, products, and services. Digital competence itself also emphasizes skills, approaches, behaviors, and concepts. In addition, there is also the use of digital that emphasizes the use of digital competence. From the above understanding, it can be concluded that digital competence is one of the important factors in the service process to improve the quality of service and human resource performance. To maximize the performance of this digital era, it is very important for employees to improve and change the competencies they have. This is because digital competence factors can have a significant impact on improving human resource performance.

### **Resonant Leadership**

Tiwari and Lenka (2015) said that a leader is now valued not because of their power, but because of how they can interact and inspire their employees by

managing their emotions and themselves. Leadership style affects employee performance, according to Popa (2012). Resonant leadership, also known as resonant leadership style, has the ability to create harmony and alignment among subordinates. According to Boyatzis and McKee (2010), leaders who can create this resonance include leaders who understand instinctively or leaders who have worked hard to improve their emotional intelligence. Both types of leaders have the ability to create resonance that drives performance. Resonant leaders, according to Taner and Aysen (2013), use their emotional intelligence to collaborate with others.

According to research conducted by Laschinger et al. (2014), resonant leadership has a direct influence between job satisfaction and an indirect influence. This happens because this leadership makes employees feel stronger as their coworkers, which in turn can reduce burnout behavior. Leaders who intrinsically understand or have developed emotional intelligence, which includes self-awareness, self-management, social awareness, and relationship management, are known as leaders who can create resonance. Resonant leaders act from mental clarity, not just impulse or desire (Boyatzis & McKee, 2010). The following section will discuss the three dimensions of resonant leadership style: awareness (awareness), hope (expectation), and concern. In fact, every leader must have resonance with his subordinates. However, their ability to use this resonance through their emotional intelligence sets them apart from others (Lutzo, 2005).

According to the Kreitner & Kinicki (2001) burnout model, personal stress and job or organizational stress can cause emotional exhaustion, loss of identity, and decreased personal achievement. Organizational stressors include everything related to the role and intensity of interpersonal interactions in the workplace, while personal stressors include high expectations of oneself and the organization in which one works. People will feel mutually beneficial comfort if their resonant leaders can align themselves with their environment. Conversely, dissonant leaders make groups stressed, lose balance, and perform poorly (Goleman et al., 2005; Sutiah et al., 2021).

If members see resonant leadership as something positive, they will support leaders in increasing their productivity and involvement in the organization, as well as eliminating stress in the work environment. Conversely, members who feel that they are unable to keep up with changes in the organization because of the implementation of resonant leadership will see resonant leadership as something negative. Resonant leaders align themselves with others, focus their attention on common reasons to build a sense of togetherness, and create an environment that enhances morale (Boyatzis & McKee, 2010; Purba & saragih, 2023).

Through understanding and managing themselves and others, leaders who practice resonant leadership are able to create congruence with their communities. Leaders build strong and trusting relationships with their subordinates in an

empathetic, inspiring, and empathetic way. Resonant leadership can be seen from the perspective of their subordinates. Subordinates view the leader's resonant leadership in different ways. The mental act of organizing sensory impulses into meaningful patterns is known as perception (Tavris & Wade, 2011; Syafrizal et al., 2022). Perception can also be defined as the process of organizing and interpreting impressions generated by the senses to give meaning to the environment (Judge & Robbins, 2006; Amin et al., 2021). Perception of leadership resonance is the subordinate's assessment of how the manager manages (Puspitasari & Nurtjahjanti, 2015).

### **Teacher Performance**

Performance is the result achieved by a person in carrying out the tasks assigned to him/her based on expertise, experience, sincerity, and time (Ghozali, 2017; PS et al., 2022). According to Dou & Anullang (2001), employee performance is defined as the real behavior displayed by each person as a work achievement produced by employees according to their role in the company. On the other hand, other experts argue that employee performance is a condition that shows the amount of work that must be done or produced by an individual or work group according to their respective job descriptions (Shofwani & Hariyadi, 2019; Amin et al., 2021).

According to Sobandi (2010), teacher performance is defined as a condition that shows the ability of an employee to complete tasks according to the standards set by the organization for employees according to their job descriptions. Performance is the result or level of success of a person as a whole in completing tasks during a certain period compared to various possibilities or criteria that have been previously agreed upon (Rivai and Basri, 2005; Purba et al., 2019). While Mathis and Jackson state that performance is basically what employees do or do not do, performance management includes all actions taken to improve the performance of an organization or company, including the performance of individuals and work groups within the organization (Wijaya & Suhaji, 2012; Siahaan et al., 2022).

Based on the previous definition, teacher performance can be defined as the ability demonstrated by teachers in carrying out their duties or responsibilities. If the goals are achieved in accordance with the established standards, the performance is said to be good and satisfactory. Teacher performance can be seen and measured based on teacher competency standards. The form of behavior in question is the teacher's actions during the educational process, which includes lesson planning and implementation, lesson evaluation, and the formation of interpersonal relationships with students.

### **Job Satisfaction**

Job satisfaction is the level of effectiveness or emotional response to various parts of one's job. a set of feelings that employees have about whether their job is

enjoyable or not. a general perspective on one's job that shows the difference between the amount of compensation an employee receives and the amount of compensation they expect (Afandi, 2018; Purba et al., 2018).

Job satisfaction is an employee's attitude toward their job related to the work environment, cooperation, compensation received, and physical and psychological factors (Sutrisno, 2019). Handoko (2015) explains job satisfaction as a positive attitude from employees towards their jobs, which includes feelings and behaviors towards their jobs, as well as other things experienced in their work environment. In conclusion, job satisfaction is a positive attitude towards their job, which includes pleasant or unpleasant income regarding their work. This feeling arises when employees see their work as something that is valued and allows them to achieve their goals. Nitisemito (2019) states that if a company is able to influence job satisfaction, it will gain many benefits.

## **RESEARCH METHOD**

Explanatory verification research methods are used to find and limit research to be relevant and can be studied (Zikmund et al., 2000). In addition, they test the causal relationship, or cause and effect relationship, between variables using statistical calculations. The variables used are the Influence of Digital Competence, Resonant Leadership and Work Environment on High School Teacher Performance with Job Satisfaction as an Intervening Variable and Workload as a Moderating Variable. All data from the variables are processed using structural equation model analysis with a partial least square approach processed on SmartPLS software. The population in this study were high school teachers in Lhoksumawe City, Aceh. This study refers to the first rule, so the researcher determined the number of samples with the maximum likelihood estimation method of 95 respondents. Each variable in this study is measured in a Likert scale score which is arranged based on a scale of 5 (five)

Types and Sources of data used in this study are Primary Data and Secondary Data. The author uses various methods to collect research data, including observation techniques. In addition, they will collect data in this research through documentation techniques, namely recording documents related to the research subject.

### **Validity and Reliability Test**

The validity or invalidity of a questionnaire must be known by the researcher, as well as the ability of the indicators or dimensions to explain the intent to be measured by the statement (Ferdinand, 2014; Ampera et al., 2020; Purba et al., 2020). One type of validity test is construct validity. The validity test of the indicator model or reflective dimension can be done by analyzing convergent validity and discriminant validity. Based on the convergent validity test, the loading factor and

AVE of 0.50 to 0.60 have been declared sufficient, while based on the discriminant validity test, there is a suggestion that the AVE root value must be greater than 0.50 (Ghozali, 2018).

The validity test of the indicator model or formative dimension is carried out by analyzing the cross loading value where the provision is that the construct value is greater than 0.50 can be declared valid. In addition, it can also be analyzed using the VIF value. The VIF value of the outer model with a score of  $<5$ , can be declared a valid construct or worthy of consideration for the next analysis.

A reliable instrument is an instrument that when used several times to measure the same object will produce the same data. Cronbach's alpha coefficient is the most commonly used statistic to test the reliability of a research instrument. A questionnaire is said to be reliable if a person's answer to a statement is constant over time (Sugiyono et al., 2019). To analyze quantitative data in this study, the SEM-Partial Least Square (PLS) data analysis technique will be used using SmartPLS 3.0 software.

## **RESULT AND DISCUSSION**

### **The Influence of Digital Competence on Teacher Performance**

Digital literacy has many definitions given by experts. Belshaw in Maulana (2015) said that digital literacy is the ability to use information and communication technology to support various aspects of human life, such as education and social. Digital literacy, according to Gilster (Maulana, 2015; Natsir et al., 2022), is the ability to understand and use information in various formats from various computer sources. Graduate Learning Outcome from Deakin University defines it as obtaining, using, and distributing data in the digital world. With Digital Competence, it will certainly greatly help teacher performance in the learning process later.

Teacher performance certainly determines the level of student achievement, especially in the use of technological media. As digital literacy is defined by Martin in Maulana (2015) by other experts as the ability to understand, study, assess, organize, and evaluate information accessed through digital technology. With this understanding, everyone must understand various digital technologies and know how to use them. They must also be aware of their impact on individuals and the public. Digital literacy empowers individuals to communicate with other individuals, work effectively and be more productive. As the world enters Revolution 4.0, where everything becomes more digital and humans must improve quality to keep up with change and progress, demands on teacher performance are increasing. A teacher must equip themselves with digital competencies so that they can keep up with the developments that occur. Digital competency is the skill of integrating physical and non-physical technology elements into the learning system so that they can answer

human resources to create an innovative and renewable digital space (Syahid, 2019; Ampere et al., 2020).

### **The Influence of Resonant Leadership on Teacher Performance**

According to the view of Tiwari and Lenka (2015) said that a leader is now valued not because of their strength, but because of how they can interact and inspire their employees by managing their emotions and themselves. Leadership style affects employee performance, according to Popa (2012). By using a resonant leadership style, your subordinates can be harmonious and in tune with each other. According to Boyatzis and McKee (2010), leaders who can create this resonance include leaders who understand instinctively or leaders who have tried hard to improve their emotional intelligence. Both types of leaders have the ability to create resonance that drives performance. Resonant leaders, according to Taner and Aysen (2013), use their emotional intelligence to collaborate with others.

According to research conducted by Laschinger et al. (2014), resonant leadership has a direct influence between job satisfaction and an indirect influence because it gives teachers a sense of independence to act as a teaching team. Resonant leadership will greatly affect teacher performance in educational institutions. This is because in running an ideal educational structure, the role of resonant leadership is very important. Therefore, leaders in educational institutions must pay attention to the level of achievement of teacher performance.

### **The Influence of Resonant Leadership on Job Satisfaction**

Leadership is the task of a high-ranking official in leading his team in an activity (Smith & Graves, 2005). This model prioritizes service to his subordinates. Previously, other researchers have studied the relationship between organizational change and leadership style. Handoyo (2010) found that resonant leadership can function as an alternative to educational leadership during organizational change. Coultas (2012) strengthened this idea by saying that resonant leadership is very suitable for use when the organization is changed because it is able to maintain the emotional commitment of the teacher team.

Resonant leadership in organizing educational programs must of course pay attention to the level of teacher job satisfaction. According to Wuwungan et al. (2017) Job satisfaction is an emotional attitude that is pleasant and loves his job. This attitude is reflected in work morale. As stated by Sunyoto (2012) that job satisfaction as a person's personal nature, so that it has a different level of satisfaction according to the value system that applies to it. This is because there are differences in each person. The more aspects of the job that are in accordance with a person's desires, the more satisfied they are and vice versa.

### **The Influence of Job Satisfaction on Teacher Performance**

It is very important to pay attention to teacher issues, because the success of an educational organization in achieving its goals is largely determined by the

skills, expertise, competition, and abilities of teachers in handling their respective tasks (Gunawan, 2018). According to Rusman (2013), low institutional loyalty is certainly closely related to teacher job satisfaction. Factors such as job satisfaction directly and indirectly affect teacher loyalty. Job satisfaction is a response, either positive or negative, to the recognition of the situation and conditions experienced by teachers related to their work. According to Chamundeswari (2013), teachers will feel satisfied with their work if the responses they receive are positive, and vice versa.

Therefore, educational institutions must have the ability to increase teacher job satisfaction by including elements such as the work itself, salary, supervision, promotion, coworkers, and others, which can increase job satisfaction (Luthans, 2013). Because teacher performance greatly affects educational outcomes. Therefore, as part of the field of education, a teacher must actively participate and position himself as a professional in accordance with the increasing demands of society. To realize themselves as professional teachers, they must have integrity, loyalty, dedication, and responsibility (Astuti et al., 2019). Teacher job satisfaction has a significant influence on improving teacher performance so that efforts to improve this performance are carried out through increasing job satisfaction, the higher the job satisfaction, the higher the teacher's performance, and vice versa (Tentama, 2015).

### **The influence of digital competence on teacher performance in job satisfaction interventions**

Simply put, Ngongo et al. (2022) defines digital competence as the use of digital technology in the educational process. Digital learning conceptually refers to various instructional technologies, information and communication technologies, sustainable technologies, computer-based learning, web-based learning, online education, and virtual or virtual education. According to Harianto (2024) explains that digital learning is a type of additional learning that has emerged as a result of the emergence of computers and the internet. Online learning, also known as e-learning or virtual learning, is carried out using the internet to create online classes.

Digital competence via computers or mobile phones is currently the most popular distance education method. Learning using digital competence is indeed very useful for supporting teacher performance in teaching, therefore teachers must get satisfaction in their work (Cahyarini, 2021; Amal et al., 2022). Because job satisfaction really helps teachers in carrying out their teaching activities. The imbalance of responsibility between educators often causes social jealousy. At work, it is not uncommon for a teacher to have to teach two classes at once due to the indiscipline of colleagues. This certainly increases the teacher's workload because they have to fill space in other classes. The amount of tasks given to be completed, the amount of tasks to be completed within a certain time period, and

the ability to cope with unexpected situations, such as doing additional work outside the specified time. Therefore, in running a teaching program, teachers must be given adequate facilities to get satisfaction in working.

### **The effect of resonant leadership on teacher performance in job satisfaction intervention**

Resonant leadership serves as a binder so that loyalty between all systems can run well. Strong leaders can motivate themselves and resonate with those around them. Ethics and intelligence are the main qualities of a leader (Warisno, 2022; Ingtyas et al., 2021). Again, it is very unfortunate that our education does not have ideas that help students build intelligence. Teacher training programs are very important to create an open, democratic, and involved environment because everyone needs knowledge to support educational programs to support teacher performance. If a teacher has high job satisfaction with their job, they will definitely carry out their functions and positions as teachers and educators in the schools they work in with a full sense of responsibility. This is due to the benefits of increasing teacher performance in their work.

The results of this study indicate that job satisfaction can affect teacher performance and has an important role in achieving school goals. There is a relationship between job satisfaction and teacher performance, of course, it is very supportive of educational programs, as shown by research conducted by Utami (2007) and research conducted by Kumala et al. (2018). Therefore, teacher satisfaction needs to be considered so that teacher performance can run well.

### **CONCLUSION**

Based on the results of the analysis of research findings, it was concluded that digital competence and resonant leadership have a positive effect on teacher performance at State Senior High Schools in Lhoksumawe City. Furthermore, digital competence and resonant leadership also have a positive effect on job satisfaction at State Senior High Schools in Lhoksumawe City. Likewise, job satisfaction has a positive effect on teacher performance at State Senior High Schools in Lhoksumawe City. Furthermore, it was found that digital competence and resonant leadership have a positive effect on teacher performance in job satisfaction interventions at State Senior High Schools in Lhoksumawe City. So it can be said that all variables have an influence on improving the quality of education in Lhoksumawe City.

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