



DIJEMSS:
**Dinasti International Journal of Education
Management and Social Science**

E-ISSN: 2686-6331
P-ISSN: 2686-6358

<https://dinastipub.org/DIJEMSS> ✉ dinasti.info@gmail.com ☎ +62 811 7404 455

DOI: <https://doi.org/10.38035/dijemss.v6i2>
<https://creativecommons.org/licenses/by/4.0/>

Adaptive Leadership In The Era Of Disruption: Integrating Digital Transformation, Organizational Culture, And Teacher Performance (A Case Study Of Muhammadiyah High Schools In Cianjur Regency)

Abdul Haris¹, Nuraeni²

¹ Abdul Haris, Muhammadiyah University Jakarta, sindub2023@gmail.com

² Nuraeni, Muhammadiyah University Jakarta, Indonesia,

Corresponding Author: sindub2023@gmail.com

Abstract: This study examines the role of adaptive leadership in addressing the challenges of the digital disruption era in two Muhammadiyah high schools in Cianjur Regency. The background of the research indicates that rapid changes in technology and organizational culture impact teachers' performance. The purpose of the study is to analyze the effects of digital transformation and organizational culture on adaptive leadership and its impact on teachers' performance. The method used is a quantitative approach with data analysis obtained from surveys and questionnaires. The results show that although adaptive leadership does not serve as a significant intervening variable, the influence of digital transformation and organizational culture still affects teachers' performance. The conclusion of this study emphasizes that to face the challenges of disruption, school leaders need to integrate supportive technology and organizational culture to create an innovative and responsive learning environment that meets current educational needs. This research provides practical insights for educational institutions in developing effective and sustainable leadership strategies.

Keyword: adaptive leadership, digital transformation, organizational culture, teachers' performance, educational challenges

INTRODUCTION

In an era marked by rapid and disruptive changes, various sectors, including education, face challenges in adapting to the continuously evolving dynamics. The advancement of digital technology, globalization, and demographic changes have transformed how organizations operate, communicate, and create value. In the context of education, school leaders are required to manage digital transformation and build an organizational culture that supports teachers' performance to achieve strategic goals. The quality of competent human resources (HR) becomes a valuable asset in facing these challenges, as stated by Banjaharnahor et al. (2016), who mention that leaders can help organizations succeed in the digital era through effective change management.

The aim of this research is to analyze the influence of digital transformation and organizational culture on adaptive leadership and teachers' performance in two Muhammadiyah High Schools in Cianjur Regency. This study focuses on how adaptive leadership can serve as a key driver in enhancing teachers' performance, considering the interconnected variables.

The theories supporting this research include the concept of digital transformation, which refers to the integration of digital technology into all areas of business, including education, enabling fundamental changes in how organizations operate and deliver value. Additionally, the theory of adaptive leadership serves as an important foundation, stating that flexible and responsive leaders can adjust their approaches according to the needs of changing situations (Odent, 2019). Furthermore, the significance of a strong organizational culture in supporting teachers' performance is also emphasized, where a conducive culture can foster creativity and motivation in teaching.

By understanding the relationship between digital transformation, organizational culture, and adaptive leadership, this research aims to provide in-depth insights and practical recommendations for educational institutions in facing challenges in the digital disruption era. This study also seeks to fill the knowledge gap regarding adaptive leadership in the context of Islamic education, particularly in Muhammadiyah High Schools. This research employs four variables: teacher performance, digital transformation, organizational culture, and adaptive leadership. The research model can be seen in Figure 1.

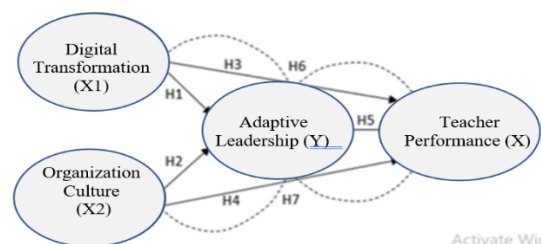


Figure 1. Framework for Adaptive Leadership in the Era of Disruption: Integrating Digital Transformation, Organizational Culture, and Teacher Performance

Hypothesis Explanation:

- a. Digital transformation affects teacher performance.
- b. Organizational culture affects teacher performance.
- c. Digital transformation affects adaptive leadership.
- d. Organizational culture affects adaptive leadership.
- e. Adaptive leadership affects teacher performance.
- f. Digital transformation influences teacher performance through adaptive leadership.
- g. Organizational culture influences teacher performance through adaptive leadership.

METHOD

This research method utilizes a quantitative approach with a survey method focused on hypothesis testing, aiming to measure and analyze the relationships between adaptive leadership, digital transformation, organizational culture, and teacher performance. The study population consists of 100 teachers from Muhammadiyah High Schools in Cianjur Regency, with a non-probability sampling technique employed in a saturated manner, meaning the entire population is treated as respondents. The research will be conducted from August to November 2024 at all Muhammadiyah High Schools in Cianjur Regency, including Muhammadiyah Cipanas High School. The instruments used include questionnaires, interviews, observations, and document studies. The research procedure begins with the development of the instruments, followed by the collection of primary data through interviews, observations, and questionnaires, as well as the collection of secondary data from document studies. The

collected data will be analyzed using the Partial Least Squares (PLS) method to test the relationships among the variables and to ensure the validity and reliability of the obtained data. With this approach, the research is expected to provide deep insights into the dynamics of the relationships among the variables within the context of education facing the challenges of disruption.

RESULTS AND DISCUSSION

In this research, a questionnaire was distributed to all teachers at SMA Muhammadiyah across Cianjur Regency, totaling 100 teacher respondents. The sample distribution was conducted via Google Forms, and all questionnaires were returned, resulting in a 100% response rate, which indicates that all respondents completed and submitted their questionnaires for analysis.

Following this, an analysis of the respondent profiles and information was conducted, focusing on characteristics such as gender, age, position, and years of service.

Respondent Characteristics Based on Gender

Table 1. Respondents by Gender

No	Gander	Frequency	Perentage
1	Male	59	59,59 %
2	Female	41	41,41%
Total		100	100 %

Source: Data processed.

Table 1. shows that males constitute 59% and females 41% of the respondents. The dominant proportion of male teachers indicates that the faculty at SMA Muhammadiyah across Cianjur Regency is primarily male. Nonetheless, this distribution still reflects a representative and valid sample across genders, suggesting that the relationship between gender and responses can be considered negligible.

Respondent Characteristics Based on Age

Tabel 2. Respondents by Age

No	Age Category	Number Respondents	Percentage
1	18-25	20	20%
2	26-40	40	40%
3	36-45	25	25%
4	46-55	10	10%
5	56-65	5	5%
Total		100	100%

Source: Data processed.

Table 2 illustrates the age distribution of the teacher respondents at SMA Muhammadiyah in Cianjur. The category of 18-25 years comprises 20% of the respondents, indicating a relatively young group of teachers who can bring fresh and innovative perspectives to teaching. The largest age group is 26-40 years, comprising 40% of respondents, reflecting a majority of teachers in the early to mid-career phase, characterized by high energy and motivation for educational innovation. The 36-45 age group consists of 25% of respondents, suggesting that many teachers possess considerable teaching experience and a solid understanding of student needs and the curriculum.

In contrast, the 46-55 age group only accounts for 10% of respondents, indicating a small number of teachers in the later stages of their careers, who may have in-depth experience and knowledge in education. Finally, the 56-65 age category includes just 5% of respondents, highlighting the scarcity of teachers nearing retirement. This could raise concerns regarding the lack of senior experience within the teaching staff, which may affect the learning process.

Respondent Characteristics Based on Position

Table 3. Responden by Position

No	Position	Frekuensi	Percentage
1	Principal	2	2,2%
2	Teacher	98	98,98%
	Total	100	100,00%

Table 3 shows the distribution of respondent positions in this study, categorized into Principal and Teacher. Only 2 respondents hold the position of Principal, representing 2.2% of the total respondents. This proportion reflects a very small representation of principals, which is reasonable considering that SMA Muhammadiyah across Cianjur Regency of only two schools. In contrast, the number of respondents identified as Teachers is dominant, accounting for 98.98% or 98 individuals. This high representation of teachers is crucial for providing their perspectives on educational processes and the challenges faced in the classroom. With a significantly larger number of teachers, this research is capable of offering a comprehensive overview of teaching practices and classroom dynamics.

Descriptive Analysis

The analysis was conducted by calculating scores and averages for each variable, as well as determining intervals across five categories. These intervals were derived from the data transformation proposed by Zikmund et al. (2010), which indicates that response distributions tend to be bimodal, exhibiting two peaks of high frequency. This suggests that approximately 80% of respondents display either strong disagreement or strong agreement, allowing these variables to be treated similarly to categorical variables. The range of intervals was calculated using relevant equations, with a value range of 0.8, and the interval classes were defined from very low to very high, as well as from very poor to very good. Each respondent's answers were sorted based on points reflecting the intensity of their attitudes.

In the context of SMA Muhammadiyah across Cianjur Regency, the analysis of respondents' responses to key variables such as Teacher Performance, Digital Transformation, Organizational Culture, and Adaptive Leadership provides significant insights.

First, the teacher performance at this school shows highly satisfactory results, with an average score reaching 4.58, which falls into the "Very High" category. The indicator for Professional Competence is the strongest, with an average score of 4.74. Additionally, Social Skills and Personal Competence also received positive evaluations, with scores of 4.57 and 4.56, respectively. Although slightly lower, Pedagogical Competence still demonstrates very good performance with a score of 4.44. This reflects the high dedication and competence of the teachers in carrying out their responsibilities.

Next, the aspect of Digital Transformation at SMA Muhammadiyah across Cianjur Regency also received a good evaluation, with an average score of 4.2, categorized as "Very High." Respondents generally expressed positive feelings regarding the implementation of technology in education and administration, with aspects of educational digitalization and the impact of changes being the most prominent, achieving an average score of 4.21. This indicates the school's commitment to integrating technology to enhance the learning process.

Regarding Organizational Culture, the average score reached 4.46, reflecting positive attitudes among members towards the values upheld. Evaluations of various aspects of organizational culture, including Artifacts, Perspectives, Organizational Values, and Assumptions, all showed very high results. This indicates that a strong culture at SMA Muhammadiyah across Cianjur Regency contributes to a conducive learning atmosphere and supports student character development.

Lastly, adaptive leadership at this school also showed encouraging results, with an average score of 4.3. This indicates that the leaders at SMA Muhammadiyah across Cianjur Regency are able to adjust their leadership styles according to the situations they face. Aspects such as Identifying Challenges, Facilitating Dialogue, and Collaborating showed excellent results, reflecting an open and collaborative environment among organizational members.

Overall, this research indicates that SMA Muhammadiyah across Cianjur Regency possesses very good teacher performance, effective technology implementation, a strong organizational culture, and adaptive leadership. The data obtained from the questionnaire were then processed using Smart PLS 3.29 software to perform descriptive analysis on the research variables.

Measurement Model Testing / Outer Model Convergent Validity

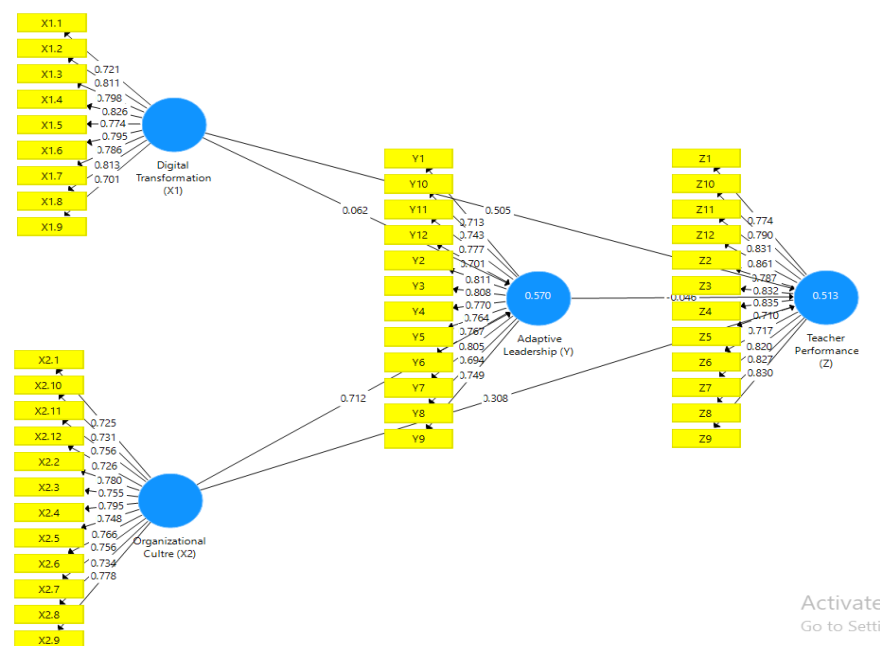


Figure 2. Results of Convergent Validity

Based on Figure 2, the results of the convergent validity indicate that the outer loading values of all indicators for the variables of Teacher Performance (Z), Digital Transformation (X1), Organizational Culture (X2), and Adaptive Leadership (Y) are above 0.5. This demonstrates that each indicator has a significant contribution to its respective variable construct. According to the guidelines for SEM analysis, outer loading values above 0.5 are generally considered to have good validity. Therefore, the model constructed in this study can be stated as valid and reliable.

These indicators accurately represent the constructs, supporting the reliability and relevance of the research model in the context of adaptive leadership and educational performance. Most indicators show valid values, with indicator KA.8 having a value of 0.694, which is slightly below the threshold of 0.7. Nevertheless, this indicator can still be considered for further analysis based on its theoretical relevance.

Table 4. Average Variance Extracted (AVE)

Variable	AVE	Description
Organizational Culture	0.569	Valid
Adaptive Leadership	0.577	Valid
Teacher Performance	0.644	Valid
Digital Transformation	0.611	Valid

The AVE values above 0.5 indicate that more than 50% of the variance in the indicators can be explained by the respective constructs. Teacher Performance, Adaptive Leadership, and Digital Transformation demonstrate solid constructs. Although Organizational Culture has a valid AVE of 0.569, there is still room for improvement to enhance its validity. **In the** collinearity test, the values used for analysis are based on the Variance Inflation Factor (VIF). Overall, there are no indicators in the table that show significant collinearity issues, as all VIF values are below 5.00. This indicates that the constructed model is stable and the analysis results can be trusted. Therefore, the study can proceed with the analysis without concern for negative influences from collinearity.

The reliability test provides an overview of the reliability of the instruments used, measured through three indicators: Cronbach's Alpha, Rho A, and Composite Reliability. The results of the reliability test are displayed in Table 5. Below are the reliability test results presented in Table 5.

Table 5. VIF Values

Variable	Crombach's Alpha	Rho_A	Composite Realibility	Description
Organizational Culture	0.931	0.932	0.941	Reliable
Adaptive Leadership	0.933	0.937	0.942	Reliable
Teacher Performance	0.949	0.953	0.956	Reliable
Digital Transformation	0.920	0.922	0.934	Reliable

Source: smart PLS

Cronbach's Alpha measures the internal consistency of the construct, while Rho A is a more accurate alternative in some contexts. Composite Reliability assesses the overall reliability of the construct. Values above 0.7 are considered good, above 0.8 very good, and above 0.9 indicate very high consistency.

From Table 5, it can be interpreted that all variables demonstrate excellent reliability results. These values reflect that the measurement model in this study has a very high level of reliability.

Structural Model Testing (Inner Model)

Structural Model Testing, or Inner Model, is an important step in evaluating the relationships among variables in research. At this stage, it measures how well the independent variables influence the dependent variables. Two key metrics used are R-square, which indicates how much variation in the dependent variable can be explained by the independent variables, and F-square, which measures the strength of the influence of the independent variables on the dependent variable. This test helps us gain a deeper understanding of the dynamics among the variables in the constructed model.

Table.6. Nilai R-Square

Variable	R-Square	R-Square Adjusted	Catagory
Kepemimpinan Adaptif (Y)	0.570	0.561	Moderate
Kinerja Guru (Z)	0.513	0.497	Moderate

Source: smart PLS

In Table 6, adaptive leadership has an R² value of 0.570, which means that 57% of the variance in the data can be explained by the leadership variable. Meanwhile, teacher performance has an R² value of 0.513, indicating that 51.3% of the variance can be explained by the teacher performance variable. The Adjusted R-square for leadership is 0.561 and for teacher performance is 0.497.

F² Effect Size (F-Square) is used to assess the relative impact of independent variables on the dependent variable. The results of the testing are displayed in Table 7.

Table.7 Nilai F-Square

Variable	Adaptive Leadership	Teacher Performance
Organizational Culture	0.659	0.066
Adaptive Leadership		0.002
Teacher Performance		
Digital Transformation	0.005	0.291

Source: smart PLS

The analysis shows the influence of the variables in the tested model. Organizational Culture has a significant impact on Adaptive Leadership, with an F value of 0.659, indicating that a strong culture promotes a more adaptive leadership style. According to Cohen's criteria, this value falls into the "Large" category. Meanwhile, the influence of Organizational Culture on Teacher Performance is recorded at 0.066, showing a small and insignificant impact, as this value is below the threshold of 0.15, possibly due to other more influential factors. On the other hand, Adaptive Leadership shows a very small effect on Teacher Performance, with an F value of 0.002, which also indicates no significant impact in this context. In terms of Digital Transformation, the F value of 0.291 indicates a moderate influence on Teacher Performance, reflecting the importance of technology and innovation in enhancing educational performance, as it falls into the "Medium" category.

Hypothesis Testing

Hypothesis testing aims to evaluate the influence of independent variables on the dependent variable in the tested model. To understand this relationship, the following criteria are used to test direct effects (path coefficients): The Path Coefficient reflects the nature of relationships between variables in a study. A positive coefficient indicates a direct influence, suggesting that when the exogenous variable increases, the dependent variable also increases. Conversely, a negative coefficient signifies an inverse relationship, meaning that an increase in the exogenous variable leads to a decrease in the dependent variable.

In terms of Significance Value (P-Value), a P-Value less than 0.05 indicates that the relationship is significant, implying a reliable association between the variables. On the other hand, a P-Value greater than 0.05 suggests that the relationship is not significant, which means that any observed effect may arise from chance rather than a true association. This explanation provides a clear understanding of how variable interactions are assessed in research.

Table 8. Hypothesis Test Results

Correlation	Original Sample (O)	T-Statistic	P Values	Hypotesis
Digital Transformation => Teacher Performance	0.505	2.023	0.022	Significant and positive
Digital Transformation => Adaptive Leadership	0.062	0.416	0.339	Not significant
Adaptive Leadership => Teacher Performance	-0.046	0.305	0.380	Not significant
Organizational Culture => Teacher Performance	0.308	1.739	0.041	Significant and positive
Organizational Culture => Adaptive Leadership	0.712	6.347	0.000	Significant and positive

Source: smart PLS

For testing indirect effects aimed at evaluating the influence of an exogenous variable on an endogenous variable through an intervening (mediator) variable, the criteria used to assess the significance of relationships in research includes the P-Value. If the P-Value is less than 0.05, the relationship between the variables is considered significant, indicating that the intervening variable plays a role in mediating the relationship between the exogenous and

endogenous variables. Conversely, if the P-Value is greater than 0.05, the relationship is deemed not significant, meaning that the intervening variable does not play a role in mediating that relationship. Therefore, P-Value analysis is crucial for understanding the dynamics of interactions between variables in a study. With this criterion, we can determine whether the mediator variable influences the relationship between the variables being tested.

Table 9. Hypothesis Test Results for Indirect Effects

Variable	Original Sample (O)	T Statistik	P Value	Hypotesis
Digital Transformation => Adaptive Leadership => Teacher Performance	-0.003	0.10	0.456	Not significant
Organizational Culture => Adaptive Leadership => Teacher Performance	-0.003	0.334	0.369	Not significant

Source: smart PLS

In Table 9, it can be observed that Digital Transformation (X1) → Adaptive Leadership (Y) → Teacher Performance (Z) has an indirect effect value of -0.003 (negative) with a P-Value of 0.456. Since the P-Value > 0.05, this relationship is not significant. This indicates that Digital Transformation does not have a significant effect on Teacher Performance through Adaptive Leadership, thus the null hypothesis is accepted. Similarly, for Organizational Culture (X2) → Adaptive Leadership (Y) → Teacher Performance (Z), the indirect effect value is -0.003 (negative) with a P-Value of 0.369. Since the P-Value > 0.05, this relationship is also not significant. This indicates that Organizational Culture does not have a significant effect on Teacher Performance through Adaptive Leadership, thus the null hypothesis is accepted. Therefore, the Adaptive Leadership variable does not act as a mediator in both of these relationships.

The Effect of Digital Transformation on Teacher Performance

The analysis results indicate that Digital Transformation significantly contributes to the improvement of Teacher Performance. The application of technology in education not only enhances teaching effectiveness but also enriches students' learning experiences. With digital tools, teachers can more easily access resources, collaborate with peers, and innovate in teaching methods. Mayasari (2023) reinforces this finding by emphasizing that digital transformation supports overall organizational performance. This suggests that educational institutions adopting technology tend to achieve better outcomes in both teaching and learning.

The Effect of Digital Transformation on Adaptive Leadership

Data shows that Digital Transformation does not have a positive effect on Adaptive Leadership, leading to the acceptance of the null hypothesis. This may be due to leaders' inability to effectively utilize technology or a lack of adequate training. Kurniasih et al. (2024) emphasize that leaders who do not understand technology tend to struggle to adapt to rapid changes. This highlights the importance of training and development for leaders to ensure they can lead technology-driven changes effectively.

The Effect of Organizational Culture on Adaptive Leadership

Analysis indicates that Organizational Culture significantly influences Adaptive Leadership. A culture that supports innovation and collaboration creates an environment that facilitates leaders' adaptation to change. Purba (2009) underscores that a positive culture enhances leaders' innovative behavior, which is crucial in facing new challenges. A strong organizational culture can motivate leaders to develop more responsive strategies, which in turn enhances leadership effectiveness.

The Effect of Organizational Culture on Teacher Performance

Research findings show a positive influence between Organizational Culture and Teacher Performance. A culture that promotes open communication and collaboration can enhance teachers' motivation and engagement in the learning process. Tampubolon (2015) supports this view, indicating that a strong organizational culture contributes to better teacher performance. In a positive work environment, teachers feel more valued and motivated, ultimately impacting their performance.

The Effect of Adaptive Leadership on Teacher Performance

Analysis results indicate no significant effect between Adaptive Leadership and Teacher Performance. This may be due to a lack of effective implementation of adaptive leadership in the educational context. Maliki (2024) notes that without adequate support from school policies or colleagues, adaptive leadership may lose its impact. This suggests the need for a more integrated approach to leadership to enhance teacher performance.

The Effect of Digital Transformation on Teacher Performance through Adaptive Leadership

Data shows that Digital Transformation does not significantly affect Teacher Performance through Adaptive Leadership, leading to the rejection of the sixth hypothesis. This indicates that although technology has the potential to enhance performance, adaptive leadership may not be strong enough to mediate that relationship. Research by Tahier et al. (2023) shows that the success of digital transformation depends not only on leadership but also on other factors influencing the work environment.

The Effect of Organizational Culture on Teacher Performance through Adaptive Leadership

Analysis indicates that Organizational Culture does not significantly affect Teacher Performance through Adaptive Leadership, confirming the null hypothesis. These findings suggest that while both organizational culture and adaptive leadership are important, they do not always function as mediators for one another. Nurlaili (2020) emphasizes that other variables, such as job satisfaction and physical environment, also play crucial roles in influencing teacher performance.

CONCLUSION

1. The effective implementation of digital transformation positively influences teacher performance at SMA Muhammadiyah in Cianjur Regency.
2. Digital transformation does not impact adaptive leadership, indicating that technology does not enhance teacher performance through this leadership style.
3. A positive organizational culture significantly influences adaptive leadership, thereby improving overall organizational performance.
4. Although adaptive leadership is well implemented, it does not have a significant effect on enhancing teacher performance.
5. strong organizational culture can significantly improve teacher performance at SMA Muhammadiyah in Cianjur Regency.
6. Digital transformation does not affect teacher performance through adaptive leadership.
7. Organizational culture does not influence teacher performance through adaptive leadership.

REFERENCES

- Abitama, dkk. (2024). *Sekolah Adaptif: Strategi Membangun Budaya Organisasi Yang Responsif Terhadap Perubahan*. Jurnal Sadewa: Publikasi Ilmu Pendidikan, Pembelajaran dan Ilmu Sosial, 2(4), 145-151.
- Aisyah, dkk (2024). *Transformasi Digital (Pengantar Literasi Digital Untuk Mahasiswa)*. Seval Literindo Kreasi. E-ISBN: 978-623-88734-8-7. (2023, pp. 90–91)
- Alasyari, A. R., Ajid, M., Irpan, O. N., Alkhawas, S., & Sofrotun. (2023). *Pengaruh Budaya Organisasi Terhadap Kepuasan Kerja Pegawai*. Jurnal Syntax Admiration, 4(1), 117-124.
- Amelia, D., dkk. (2023). *Metode Penelitian Kuantitatif*. Yayasan Penerbit Muhammad Zaini. ISBN: 978-623-8065-95-0.
- Ananda, I. (2021). *Literatur review: Implementasi Strategi Transformasi Digital Pada Organisasi Internasional*. Computer Based Information System Journal, 9 (1). ISSN (Print): 2337-8794, E-ISSN: 2621-5292.
- Andita, V., & Rafaela, D. (2023). *Akselerasi Transformasi Digital Untuk Pendidikan Berkualitas*. Journal of Information Systems and Management, 2(5).
- Arafat, dkk (2023) *Kepemimpinan Adaptif dan Responsif: Panduan Praktis Untuk Memimpin dalam Era Perubahan*. Malang: PT. Literasi Nusantara Abadi Grup.
- Atmaja, H. E., Permana, J., Batubara, Z. K., Ardiani, W., & Parlindungan, A. (2024). *Transformasi Digital Dalam Manajemen Sumber Daya Manusia: Tantangan Dan Peluang (Studi Kasus Pada Perusahaan Manufaktur Di Indonesia)*. Edunomika, 8(2).
- Banjarnahor, Astri R., dkk. (2022). *Transformasi Digital dan Perilaku Organisasi*. Yayasan Kita Menulis. ISBN: 978-623-342-641-1.
- Burhanuddin, M., Supriyanto, A., & Adi, E. P. (2018). *Budaya Organisasi Dan Kepemimpinan: Concept, Implementation, and Measurement Modelling Based on Development Research at School Contexts*. Fakultas Ilmu Pendidikan Universitas Negeri Malang. ISBN: 978-602-5445-04-0.
- Elmanisar, dkk. (2024). *Implementasi Kepemimpinan Adaptif KeSpala Sekolah Untuk Keberhasilan di Era Disrupsi*. Journal of Education Research, 5(2), 2239-2246.
- Ferdiansyah, M. R., & Tricahyono, D. (2023). *Identifikasi Faktor-Faktor Penghambat Implementasi Transformasi Digital Pada Umkm (Studi Kasus Hotel Flamboyan Indah)*. JIMEA: Jurnal Ilmiah MEA (Manajemen, Ekonomi, dan Akuntansi), Vol.7 No.2
- Ferris, K. (2023). *Adaptive Leadership Applied: Traits and Practices*. White paper.
- Fitriani, Mohamad Iwan. (2023). *Kepemimpinan Adaptif: Konsep, Model dan Aktualisasinya dalam Lembaga Pendidikan*. El Midad: Jurnal Jurusan PGMI, 15(1), 1-15. p-ISSN 2087-8389, e-ISSN 2656-4289
- Guntoro, M. (2020). *Transformasi Kepemimpinan Adaptif di Tengah Pandemi COVID-19*. CENDEKIA Jaya, 2(2), 1-7. Issue Vol 2 No 2 (2)
- Hadiono, K., Candra, R. N., & dkk. (2020). *Menyongsong Transformasi Digital*. Dalam Proceedings SENDIU 2020. Fakultas Teknologi Informasi, Universitas Stikubank. ISBN: 978-979-3649-72-6.
- Hafidulloh, dkk. (2021). *“Manajemen Guru: Meningkatkan Disiplin dan Kinerja Guru”*. Yogyakarta: Bintang Pustaka Madani. xiv + 115 hal. ISBN 978-623-6786-88-8
- Hasnida, S. S., Adrian, R., & Siagian, N. A. (2024). *Transformasi Pendidikan di Era Digital*. Jurnal bintang pendidikan indonesia (JUBPI), 2(1), 110-116.
- Hidayat, M., & Galib, M. (2022). *Pengaruh Perilaku Adaptif Dan Budaya Organisasi Pada Perusahaan Keluarga Terhadap Kepuasan Kerja Karyawan Melalui Suksesi*

- Kepemimpinan Sebagai Variabel Intervening***. AkMen, 19(2), 120-131. e-ISSN: 2621-4377; p-ISSN: 1829-8524.
- Hidayati, D. (2022). “***Sistem Informasi Pendidikan dan Transformasi Digital***”. UAD PRESS. ISBN: 978-623-6071-52-6; e-ISBN: 978-623-6071-53-3.
- Hikmatul Magfiroh, dkk. (2023). ***Kepemimpinan Adaptif: Sebuah Studi Literatur***. Journal of Management and Social Sciences (JMSS), 1(3), 118-136.
- Jahidi, (2014). ***Kualifikasi dan Kompetensi Guru***. Jurnal Ilmiah Mahasiswa Pascasarjana Administrasi Pendidikan, 2(1), 23-30.
- Joen, S., dkk (2022). ***Kinerja Guru, Pendekatan Kepemimpinan Transformasional Kepala Sekolah dan Motivasi Kerja Guru***. Magama. ISBN: 978-623-5337-13-5.
- Khairunnisa, P. F. B., Hafizha, A., & Mukhlisin, A. (2024). ***Budaya Organisasi dan Faktor-Faktor yang Membentuknya di Sekolah***. Jurnal Bima: Pusat Publikasi Ilmu Pendidikan Bahasa dan Sastra, 2(3), 267-274.
- Kurnia, D., Toyibah, E. H., Ma'arif, M. N., Ribcha, P., & Purkon, U. (2023). ***Konsep Budaya Organisasi dan Perilaku Organisasi***. Jurnal Pelita Nusantara: Kajian Ilmu Sosial Multidisiplin, 1(3), 386-392. ISSN (Online): 2987-0283.
- Kurniasih. dkk, (2024). ***Pengaruh transformasi digital di era Society 5.0 terhadap gaya kepemimpinan dalam perspektif bela negara***. Jurnal Ilmiah Universitas Batanghari Jambi, 24(3), 2833-2838.
- Listiyoningisih, S., Hidayati, D., & Winarti, Y. (2022). ***Strategi Guru Menghadapi Transformasi Digital***. Jurnal Ilmiah Profesi Pendidikan, 7(2b). ISSN (Print): 2502-7069; ISSN (Online): 2620-8326.
- Madjid, A. (2016). ***Pengembangan Kinerja Guru Melalui: Kompetensi, Komitmen dan Motivasi Kerja***. Yogyakarta: Samudra Biru. ISBN: 978 – 602 - 6295-20-0.
- Magfiroh, dkk. (2023). ***Kepemimpinan Adaptif: Sebuah Studi Literatur***. Journal of Management and Social Sciences (JMSS), 1(3), 118-136.
- Mahrus Ali, M., & Hapzi Ali, H. (2023). ***Faktor-Faktor Pembentuk Budaya Organisasi: Kepemimpinan, Tata Nilai, dan Motivasi***. Jurnal Ilmiah Manajemen dan Teknologi, 5(2), 70-77.
- Maliki, dkk (2024). ***Dampak kepemimpinan adaptif terhadap produktivitas karyawan (Studi Kasus PT. Sepatu Mas Idaman Sukaraja)***. Jurnal Media Akademik (JMA), 2(1), 513-532. e-ISSN: 3031-5220.
- Mayasari, A. (2023). ***Peran Transformasi Digital Dan Inovasi Terhadap Kinerja Organisasi Pada Sekolah Yayasan Marsudirini Cabang Yogyakarta***. Journal on Education, 5 (4), 16659-16672.
- Melayu, N. P., Nellitawati, & Sabandi, A. (2023). ***Hubungan Kepemimpinan Kepala Sekolah Dengan Kinerja Guru***. Journal of Educational Administration and Leadership (JEAL), 3(3), 160–167
- Nahnudin. N, dkk. (2023). “***Ide Kepemimpinan Adaptif Terhadap Solusi Konflik Organisasi***” Tadbirmuwahid, 7(1), 85-108.
- Naim, S. (2024). ***Adaptive Leadership In The Era Of Disruption: Managing Team With Flexibility***. International Journal of Society Reviews (INJOSER), 2(8), 2094–2108. e-ISSN: 3030-802X.
- Nasruddin, dkk (2023). ***Pengaruh kebutuhan sosial dan kebutuhan aktualisasi diri terhadap kinerja pegawai melalui gaya kepemimpinan sebagai variabel intervening pada pegawai Dinas Sosial Kabupaten Luwu***. MANABIS (Jurnal Manajemen dan Bisnis), 2(3), 173-187.
- Nurlaili, dakk (2019). ***Pengaruh budaya organisasi dan gaya kepemimpinan terhadap kinerja guru dengan lingkungan kerja dan kepuasan kerja sebagai variabel***

- intervening pada guru SMA di Kecamatan Dewantra, Kabupaten Aceh Utara*. Jurnal Manajemen Indonesia (J-MIND), 4(1), 1-15.
- Nurtanto, (2016). “*Mengembangkan Kompetensi Profesionalisme Guru dalam Menyiapkan Pembelajaran yang Bermutu*”. Jurnal Pendidikan, August, 1-10.
- Oktaviani, E., & dkk. (2023). *Transformasi Digital dan Strategi Manajemen*. Oikos-nomos: jurnal kajian ekonomi dan bisnis, Volume: 16, seri:1, halaman:16-25. E-ISSN: 2747-0059, P-ISSN: 1979-1607.
- Pratama, A, dkk. (2024). *Desain Organisasi Sekolah Yang Adaptif: Menjawab Tantangan Pendidikan Di Era Digital*. *Dinamika pembelajaran: jurnal pendidikan dan bahasa*, 1 (3), 262-271.
- Pratama, A. J., Giatman, M., & Ernawati. (2023). *Analisis Gaya Kepemimpinan Kepala Sekolah terhadap Kinerja Guru di Sekolah Menengah Kejuruan*: Studi Literatur. *Journal of Education Research*, 4(2), 677-687.
- Purba, Sukarman. (2009). *Pengaruh budaya organisasi, modal intelektual, dan perilaku inovatif terhadap kinerja pemimpin jurusan di Universitas Negeri Medan*. KINERJA, 13(2), 150-167.
- Rachmawati, E., Hidayatullah, A. R., & Anshori, M. I. (2023). *Gaya Kepemimpinan Adaptive Leadership Seorang Pemimpin*: Studi literatur. *Journal of Management and Social Sciences (JMSS)*, 1(3), 195–210. e-ISSN: 2964-2159; p-ISSN: 2964-2043. v1i3.168.
- Ramadhan, dkk (2024). *Analisis Efektivitas Gaya Kepemimpinan Situasional Di Lingkungan Organisasi Era 4.0*. *Innovative: Journal Of Social Science Research*, 4(5), 453-463.
- Rantauwatia, E. A., Zulkifli, & Putriana, L. (2022). *Pengaruh Gaya Kepemimpinan Digital, Pengembangan Karier Dan Budaya Organisasi Terhadap Kinerja Pegawai Melalui Komitmen Organisasi*. *JURNAL JURIMA*, 2(2). E-ISSN: 2827-8577, P-ISSN: 2827-8569
- Rohman.dkk (2024). “*Model Kepemimpinan Pendidikan Adaptif Dan Partisipatif Dalam Upaya Meningkatkan Profesional Guru*” *Jurnal Review Pendidikan dan Pengajaran*, 7*(1), 75.
- Sancoko., dkk, (2022). *Kinerja Guru Dan Faktor Yang Mempengaruhinya*. *Jurnal Pendidikan Rokania*, 7(1), 1-14.
- Sartini, A., dkk. (2024). *Tantangan Kepemimpinan Adaptif dalam Dunia Pendidikan di Era Generasi Milenial*. *TEACHING: Jurnal Inovasi Keguruan dan Ilmu Pendidikan*, 4(2), E-ISSN: 2775-7188; P-ISSN: 2775-717X.
- Soedjono. (2022). *Transformasi digital manajemen pendidikan. Media Penelitian Pendidikan: Jurnal Penelitian dalam Bidang Pendidikan dan Pengajaran*, 16(1), 103-107. p-ISSN: 1978-936X, e-ISSN: 2528-0562.
- Soelistya, D., Purwani Setyaningrum, R., Aisyah, N., Hafni Sahir, S., & Purwati, T. (2022). *Buku Ajar: Budaya Organisasi Dalam Praktik*. Nizamia Learning Center
- Sugiyono. Prof. Dr. (2013). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. CV. Alfabeta. ISBN: 979-8433-64-0.
- Tampubolon, Hotner. (2015). *Budaya Organisasi, Motivasi, dan Kinerja Guru di Sekolah sebagai Dasar Pengembangan Tenaga Pendidik*. *Jurnal Pendidikan*, Program Pascasarjana Universitas Kristen Indonesia, Jakarta
- Tuala, R. P. (2020). *Budaya Organisasi dan Kepemimpinan Di Lembaga Pendidikan Islam*. Pusaka Media. ISBN: 978-602-5420-56-6.
- Undang-Undang Republik Indonesia No. 14 Tahun 2005 *Tentang Guru dan Dosen*. Jakarta: Lembaran Negara Republik Indonesia.
- Veronika, dkk., (2022). *Metodologi Penelitian Kuantitatif*. PT. Global Eksekutif Teknologi. ISBN: 978-623-5383-42-2.

- Vientiany, D., Pane, A. H., Indah, U. N., & Nakita, D. S. (2024). *Transformasi Budaya Organisasi: Menuju Organisasi Yang Adaptif Dan Modern*. Journal of Management and Creative Business (JMCBUS), 2(3), 54-62. e-ISSN: 2962-1119; p-ISSN: 2962-0856.
- Volta, A. S., & Nahdiyah, A. C. F. (2023). *Transformasi Pendidikan Di Era 4.0: Intelektualitas Guru Tercipta Kualitas Sekolah Terjaga*. Jurnal Kepengawasan, Supervisi dan Manajerial (JKSM), 1(4), 143–151.
- Wibowo, A. (2022). *Inovasi Dan Transformasi Perusahaan Digital*. Semarang: Yayasan Prima Agus Teknik. ISBN: 978-623-5734-354.
- Wulansari, dkk. (2019). “*Karakteristik Kepemimpinan Dalam Dunia Pendidikan Untuk Merespon Era Disrupsi*” Manageria: Jurnal Manajemen Pendidikan Islam, 4 (2), 287.
- Wyman, (2023). *Peran Teknologi Dalam Transformasi Pendidikan Di Indonesia: Tinjauan Dampak Terkini Gerakan Merdeka Belajar*. Oliver Wyman.
- Yukl, G. A. (2013). *Leadership in Organizations* (8th ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- Zubair, dkk, *Manajemen Peningkatan Kinerja Guru*. Magama. ISBN: 978-623-5337-13-5.