

## The effects of digital transformational leadership, work environment and motivation on reinforcing job satisfaction: Evidence from vocational schools

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### ABSTRACT

The purpose of this study was to analyze the effect of job satisfaction, motivation, Digital Transformational Leadership, work on jobs and teachers' performance of vocational schools. The study uses quantitative methods to test and prove the hypotheses made through various analyses and data processing. The research hypothesis testing was carried out by using the Structural Equation Model (SEM) approach based on Partial Least Square (PLS). The population used in this study is vocational schools' teachers in Pati Central Java, Indonesia. The number of respondents in this study is 110 respondents of vocational teachers who have worked at least 1 years in their schools and data obtained from the distribution of online questionnaires with snowball sampling method. Based on the results of hypothesis testing data processing using SmartPLS software, the results obtained that job satisfaction had a positive and significant effect on teachers' performance of vocational schools, motivation had a positive and significant effect on job satisfaction of vocational schools, motivation had a positive and significant effect on teachers' performance of vocational schools. Digital Transformational Leadership also had a positive and significant effect on job satisfaction of vocational schools. Digital Transformational Leadership had a positive and significant effect on teachers' performance of vocational schools, work environment had a positive and not significant effect on job satisfaction of vocational schools, work environment had a positive and significant effect on teachers' performance of vocational schools. The novelty of this research is the relationship model of the role of digital transformational leadership, work environment, motivation on job satisfaction and teachers' performance of vocational schools.

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## 1. Introduction

Vocational School is an educational institution that needs a leader who can pay attention to aspects of teacher's job satisfaction. Teacher job satisfaction is a sign that the educational institution is managed and led properly so that it can support the improvement of the quality and quality of the education (Vizano et al., 2020). With the sense of satisfaction in work that teachers and other education staff get, it is hoped that it can increase the enthusiasm of all members within the scope of the school to be able to complete their assignments. As is widely known, the teacher is one component that has a role that is quite important for the running of a teaching and learning process in schools. In carrying out their duties at school, the teacher cannot be separated from the leadership role of the school principal. The principal, as the highest leader in the school environment, has a role that is no less important in leading, managing, supervising, and directing teachers and other education personnel. As it is known that the progress or setbacks that occur in a teaching and learning process include the roles and responsibilities of the principal.

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Teacher's job satisfaction is characterized by the emergence of a sense of satisfaction and the completion of tasks that are the teacher's responsibility in a timely manner besides that there is dedication, enthusiasm, craft, perseverance, initiative, and high creativity at work. According to Wibowo et al. (2020), teacher's job satisfaction is one of the factors that must be considered, if the teacher feels satisfaction at work, it will create an atmosphere full of togetherness, has the same responsibilities, a good communication climate and high morale so that organizational or school goals can be achieved optimally. On the other hand, if the teacher is not satisfied, a stiff, boring atmosphere and low team spirit will be created. Hyun et al. (2020) report that if at work a person has the autonomy to act, there are variations that make an important contribution to organizational success and employees get feedback about the results of the work they do, those concerned will feel satisfied. Bernardo et al. (2019) also concluded that when data on job satisfaction and productivity were collected in an organization, it was found that organizations with fewer satisfied employees.

One of the important resources in the implementation of education is the teacher. This element is a key person in the learning process and generally in achieving educational goals. The teacher's success in achieving learning goals is related to the problems faced by teachers, one of which is the factor of job satisfaction. Teacher's job satisfaction needs to get serious attention from related parties since this factor is very closely related to the achievement of goals and the smooth running of learning activities (Novitasari et al., 2020; Nugroho et al., 2020). Teachers who are satisfied at work will work well, since job satisfaction allows enthusiasm, perseverance, craft, initiative, and work creativity to arise. This will ultimately result in high work quality and productivity. The factors that bring satisfaction are achievement, recognition, the work itself, responsibility, and progress (Bernardo et al., 2019; Fayzall et al., 2020). Conversely, teachers who do not feel satisfied in carrying out their duties will lead to low quality work and will cause things that are detrimental to the achievement of educational goals both within the scope of the school and for education in general. Many attempts have been made to increase teacher's job satisfaction. Among them are equipping and preparing various facilities and infrastructure needed by teachers in teaching, providing opportunities for continuing education, training and upgrading, facilitating proposals for promotions, as well as gradually central and regional governments. The pre-survey that has been conducted indicates low enthusiasm in carrying out assignments, a low level of diligence is indicated by many teachers who do not carry out teaching preparation, arrive late, start class hours not on time, end class early especially in the last class hour, low initiative and work creativity, weak collaboration between colleagues and dissatisfaction with organizational policies which the teacher responds to by non-compliance with the implementation of the implemented policies. These symptoms that reflect low teacher job satisfaction will have a negative impact if left unchecked because they will reduce work productivity which will ultimately reduce the quality of education.

Job satisfaction is influenced by many factors including compensation, work environment, working conditions. Meanwhile, Bernardo et al. (2019) and Fayzall et al. (2020) found that salary, work environment and work facilities affect job satisfaction. This will have an impact on teacher achievement that is not optimal and relationships with colleagues are still weak, due to job dissatisfaction by teachers in each school. Since the leadership of the school principal is one of the factors that can realize the vision, mission, goals, and objectives of the school through programs that are implemented in a planned and gradual manner. Principals are required to have adequate management and leadership skills to be able to take initiatives and initiatives to improve the quality of education in schools. Principal leadership is an action that can bring up new ideas in the process of interaction that occurs in the school environment in accordance with the changes and demands of the times. As human behavior varies, of course the character of an existing leader needs to be adjusted. There are several characters that are suitable for certain employees or teachers so that they will have a good influence on teacher job satisfaction and vice versa there will be leadership characters that are not suitable for some teachers which will have a negative effect (Fayzall et al., 2020). Organizational culture is also an important factor in the organization, apart from being a characteristic of an organization that represents what the people in it are like. Organizational culture with its strength can form an individual to then adapt to their environment to facilitate an organization in the process of achieving goals. Principal leadership, organizational culture and rewards are several types of approaches commonly used to predict teacher job satisfaction in an organization.

## 2. Hypothesis Development

### 2.1 *The relationship between Digital Transformational Leadership and job satisfaction*

Research conducted by Philip (2021), Cahyono et al. (2020) and Hutagalung et al. (2020) that Digital Transformational Leadership has a positive and significant effect on job satisfaction and is supported by Hyun et al. (2020), Novitasari et al. (2020) and Nugroho et al. (2020) that Digital Transformational Leadership has a positive and significant effect on job satisfaction.

**H<sub>1</sub>:** *Digital Transformational Leadership (TL) has a positive effect on Job Satisfaction (JS).*

### 2.2 *The relationship between Digital Transformational Leadership and teachers' performance*

McCarthy et al. (2020) provided some empirical evidence which indicated that Digital Transformational Leadership has a positive and significant effect on teachers' performance and is also supported by Bernarto et al. (2019) and Fayzhall et al. (2020) that Digital Transformational Leadership has a positive and significant effect on teachers' performance.

**H<sub>2</sub>:** *Digital Transformational Leadership (TL) has a positive effect on Teachers Performance (TP).*

### 2.3 The relationship between work environment and job satisfaction

Research conducted by Weber et al. (2022) and Hutagalung et al. (2020) indicated that the work environment has a positive and significant effect on job satisfaction and is supported by Hyun et al. (2020), Novitasari et al. (2020) and Nugroho et al. (2020) that the work environment has a positive and significant effect on job satisfaction.

**H<sub>3</sub>:** *Work Environment (WE) has a positive effect on Job Satisfaction (JS).*

### 2.4 Relationship between work environment and teachers' performance teachers

Research conducted by Pramono et al. (2020) and Tehseen and Hadi (2015) indicated that the work environment has a positive and significant effect on teachers' performance and is supported by Santoso et al. (2020) and Fayzhall et al. (2020) that the work environment has a positive and significant effect on teachers' performance.

**H<sub>4</sub>:** *Work Environment (WE) has a positive effect on Teachers Performance (TP).*

### 2.5 The relationship between motivation and job satisfaction

Research conducted by Fikri et al. (2020) and Hutagalung et al. (2020) show that motivation has a positive and significant effect on job satisfaction and is supported by Hyun et al. (2020), Novitasari et al. (2020) and Nugroho et al. (2020) that motivation has a positive and significant effect on job satisfaction.

**H<sub>5</sub>:** *Motivation (MO), have a positive effect on Job Satisfaction (JS).*

### 2.6 The relationship between motivation and teachers' performance

Research conducted by Pramono et al. (2020) and Vlacsekova and Mura (2017) stated that motivation has a positive and significant effect on teacher performance and is supported by Santoso et al. (2020) and Fayzhall et al. (2020) that motivation has a positive and significant effect on teachers' performance.

**H<sub>6</sub>:** *Motivation (MO) has a positive effect on Teachers Performance (TP)*

### 2.7 The relationship between job satisfaction and teachers' performance

Research conducted by Agistiawati et al. (2020) indicates that job satisfaction has a positive and significant effect on teacher performance and is supported by Bernarto et al. (2019) and Fayzhall et al. (2020) that job satisfaction has a positive and significant effect on teachers' performance.

**H<sub>7</sub>:** *Job Satisfaction (JS) has a positive effect on Teachers Performance (TP).*

The purpose of this study was to analyze the effect of job satisfaction, motivation, Digital Transformational Leadership, work on jobs and teachers' performance of vocational schools.

## 3. Method

This research uses quantitative methods to test and prove the hypotheses that have been made through various tests and data processing. This is mentioned by Purwanto et al. (2021) quantitative research methods are related to methods for collecting data, sample design, and construction of data collection instruments. Novitasari et al. (2021) revealed that the quantitative approach is a research methodology that seeks to quantify data and usually applies certain statistical analyzes. Testing the research hypothesis was carried out by using the Structural Equation Model (SEM) approach based on Partial Least Square (PLS). Data obtained from the distribution of online questionnaires with snowball sampling method. The number of samples in this study is the first 110 respondents. In this study, the sample is vocational teachers who have worked at least 1 years in their schools.

### 3.1 Validity and Reliability

This study uses a form in collection analysis data. to see the extent of validity and dependability of the questionnaire, the scientist used the SmartPLS 3 .0 program. The validity testing procedure is focused validity by correlating the item score with the construct score that then produces the loading issue value. The rated loading factor is alleged to be high if the element or

indicator correlates quite 0.70 the construct to be measured. However, for research within the early stages of development, a loading factor of 0.5 to 0.6 is taken into account adequate. According to Hair et al. (2018) reliability states the extent to which the results of measurements can be trusted or reliable and provide relatively consistent measurement results after several measurements are made. According to Henseler et al. (2009), to measure the reliability level of the research variables, the coefficient alpha or Cronbach's alpha and composite reliability were used. Measurement items are said to be reliable if they have an alpha coefficient value greater than 0.6.

3.2 Inner Model

The purpose of the structural model check is to examine the correlation between the measured constructs. The structural or inner model will be measured by gazing the R-Square model value which shows what quantity influence between variables within the model. Then subsequent step is to estimate the trail constant which is the calculable value for the path relationship in the structural model obtained by the bootstrapping procedure with a worth that's thought of vital if the applied math *t*-value is bigger than 1.96 (significance level 5%).The dependent variable used in this study is Digital Transformational Leadership, Work Environment, Motivation, while the independent variable is Organizational citizenship behavior (OCB) (Singh & Singh, 2018) and Job Satisfaction (JS) (Judge et al., 2020).

Based on previous research and literature review, a hypothetical model is drawn as follows:

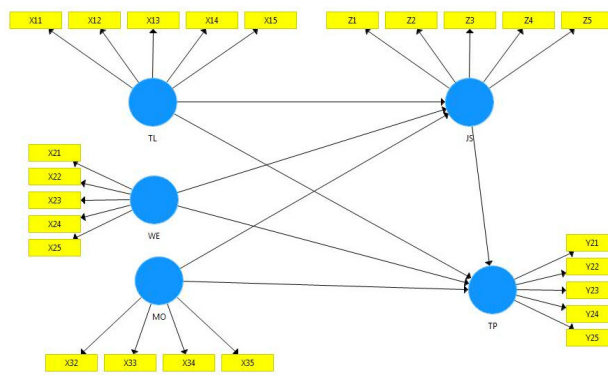


Fig. 1. Research Model

Digital Transformational Leadership (TL), Work Environment (WE), Motivation (MO), Job Satisfaction (JS) and Teachers' Performance (TP)

4. Results and Discussion

The loading factor value is bigger than 0.7 which is claimed to be valid. However, in line with Hair et al. (2018) for the initial examination of the loading factor matrix is approximately 0.3 considered to own met the minimum level, and for a loading factor of roughly 0.4 is considered better, and for a loading issue bigger than 0.5 is mostly thought of significant. during this study, the loading factor limit used was 0.7.

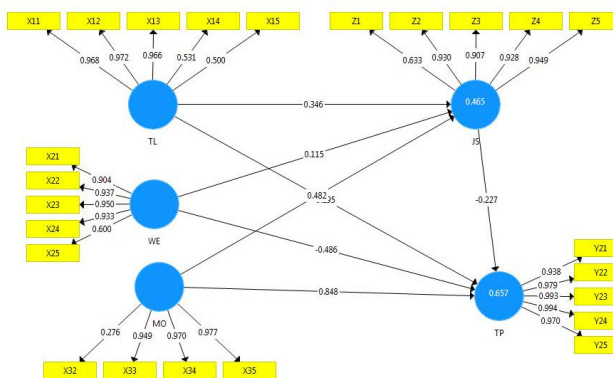


Fig. 2. Convergent Validity Testing

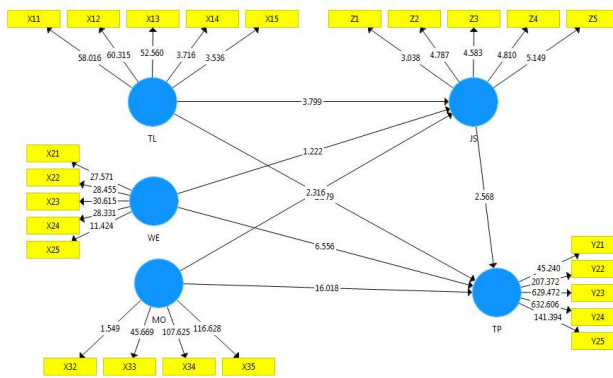


Fig. 3. Hypothesis Testing

Based on the estimation results of the PLS model in Fig. 2, all indicators have a loading factor value above 0.5 so that the model has met the convergent validity requirements. Fig. 2 shows the measurement results with AVE for each indicator. The value of loadings, cronbach's alpha, composite reliability and AVE for each complete construct can be seen in Table 1 and Fig. 3.

**Table 1**  
Cronbach's Alpha, Composite Reliability, and Average Variance Extracted (AVE)

	Cronbach's Alpha	rho A	Composite Reliability	(AVE)
JS	0.913	0.915	0.943	0.770
MO	0.845	0.917	0.899	0.718
TL	0.818	0.918	0.904	0.669
TP	0.912	0.916	0.990	0.951
WE	0.909	0.998	0.941	0.766

According to Henseler et al. (2009) the value of the minimum reliability level of Cronbach's Alpha is 0.70. The decision making for reliability testing, namely a construct or variable is said to be reliable if it gives Cronbach's Alpha value > 0.70.

4.1 R-square Testing

Using the Bootstrapping technique, the R-Square value and the significance test value are obtained as shown in the table below:

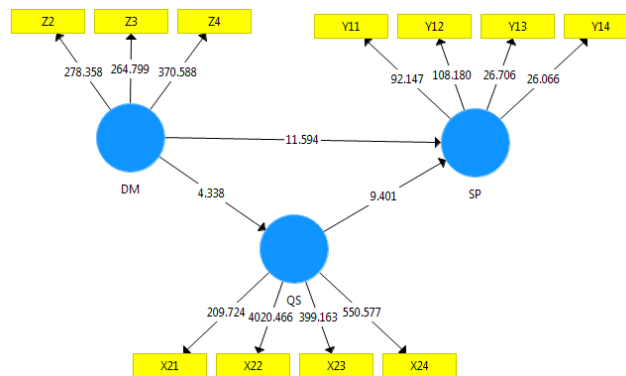
**Table 2**  
R-Square

	R Square	R Square Adjusted
JS	0.465	0.459
TP	0.657	0.652

Based on Table 2 above, the R-Square value for job satisfaction is 0.459, which means that job satisfaction variable can be explained by Digital Transformational Leadership, Work Environment, Motivation is 45.9 %, While the remaining 54.1% is influenced by other factors not discussed in this study. The value of R Square for teachers' performance is 0.652, which means that teachers performance variable can be explained by Digital Transformational Leadership, Work Environment, Motivation and job satisfaction variable by 65.2%, While the remaining 44.8% is influenced by other factors not discussed in this study.

4.2 Hypothesis testing

Table 3 shows the worth of evaluating this study's hypothesis, and Fig. 4 shows the findings of this research model. The value studied in testing the hypothesis is the value in the t-statistic derived from the PLS output by comparing it to the t-table value. The PLS output is a prediction of the hidden variable, which is the indicator's aggregate linear. The R-Square value and the significance test value were achieved using the Bootstrapping methodology, as illustrated in Fig. 4.



**Fig. 4.** Hypotheses Testing

The results of hypothesis testing for all variables that have a direct effect are shown in the table 3 below

**Table 3**  
Hypothesis Result of the Structural Model

	Original Sample (O)	T Statistics	P Values	Result
JS → TP	-0.227	2.568	0.011	Supported
MO → JS	0.482	2.316	0.021	Supported
MO → TP	0.848	16.018	0.000	Supported
TL → JS	0.346	3.799	0.000	Supported
TL → TP	0.295	2.579	0.010	Supported
WE → JS	0.115	1.222	0.222	Not Supported
WE → TP	-0.486	6.556	0.000	Supported

Note: \*\*, p-value < 0.05. Significant at the 0.05 level.

*The relationship between job satisfaction and teachers' performance of vocational schools*

Based on the results of hypothesis testing data processing using SmartPLS software, the results obtained  $p$ -value  $0.011 < 0.050$  or  $t$ -value  $2.568 > 1.96$  and that it was concluded that job satisfaction had a positive and significant effect on teachers' performance of vocational schools. This means that if job satisfaction increases, it will encourage an increase in teacher performance and if job satisfaction decreases, it will encourage a decrease in teachers' performance. These results are in line with the research conducted by Agistiawati et al. (2020) that indicated that job satisfaction has a positive and significant effect on teacher performance and is supported by Bernarto et al. (2019) and Fayzhall et al. (2020) that job satisfaction has a positive and significant effect on teachers' performance.

*The relationship between motivation and job satisfaction of vocational schools*

Based on the results of hypothesis testing data processing using SmartPLS software, the results obtained  $p$  value  $0.021 < 0.050$  or  $t$ -value  $2.316 > 1.96$  so it was concluded that motivation had a positive and significant effect on job satisfaction of vocational schools. This means that if motivation increases it will encourage an increase in job satisfaction and if motivation decreases it will encourage a decrease in job satisfaction. These results are in line with the research conducted by Fikri et al. (2020) and Hutagalung et al. (2020) who indicated that motivation has a positive and significant effect on job satisfaction and is supported by Hyun et al. (2020), Novitasari et al. (2020) and Nugroho et al. (2020) that motivation has a positive and significant effect on job satisfaction.

*The relationship between motivation and teachers' performance of vocational schools*

Based on the results of hypothesis testing data processing using SmartPLS software, the results obtained  $p$ -value  $0.000 < 0.050$  or  $t$ -value  $16.018 > 1.96$  so it was concluded that motivation had a positive and significant effect on teachers' performance of vocational schools. This means that if motivation increases, it will encourage an increase in teacher performance and if motivation decreases, it will encourage a decrease in teachers' performance. These results are in line with the research conducted by Pramono et al. (2020) and that motivation has a positive and significant effect on teacher performance and is supported by Santoso et al. (2020) and Fayzhall et al. (2020) that motivation has a positive and significant effect on teachers' performance.

*The relationship between Digital Transformational Leadership and job satisfaction of vocational schools*

Based on the results of hypothesis testing data processing using SmartPLS software, the results obtained  $p$ -value  $0.021 < 0.050$  or  $t$ -value  $3.799 > 1.96$  so it can be concluded that Digital Transformational Leadership has a positive and significant effect on job satisfaction of vocational schools. This means that if Digital Transformational Leadership increases it will encourage an increase in job satisfaction and if Digital Transformational Leadership decreases it will encourage a decrease in job satisfaction. These results are in line with the research conducted by Hutagalung et al. (2020) who indicated that Digital Transformational Leadership has a positive and significant effect on job satisfaction and is supported by Hyun et al. (2020), Novitasari et al. (2020) and Nugroho et al. (2020) that Digital Transformational Leadership has a positive and significant effect on job satisfaction.

*The relationship between Digital Transformational Leadership and teachers' performance of vocational schools*

Based on the results of hypothesis testing data processing using SmartPLS software, the results obtained  $p$ -value  $0.010 < 0.050$  or  $t$ -value  $2.579 > 1.96$  and it is concluded that Digital Transformational Leadership has a positive and significant effect on teachers' performance of vocational schools. This means that if Digital Transformational Leadership increases, it will encourage an increase in teacher's performance and if Digital Transformational Leadership decreases, it will encourage a decrease in teachers' performance. These results are in line with the research conducted by indicated that Digital Transformational Leadership has a positive and significant effect on teachers' performance and is supported by Bernarto et al. (2019) and Fayzhall et al. (2020) that Digital Transformational Leadership has a positive and significant effect on teachers' performance.

*The relationship between work environment and job satisfaction of vocational schools*

Based on the results of hypothesis testing data processing using SmartPLS software, the results obtained  $p$ -value  $0.222 > 0.050$  or  $t$  value  $1.222 > 1.96$  and it was concluded that the work environment has a positive and not significant effect on job satisfaction of vocational schools. This means that if the work environment increases it will not encourage an increase in job satisfaction and if the work environment decreases it will not encourage a decrease in job satisfaction. This result is not in line with the research conducted by and Hutagalung et al. (2020) that the work environment has a positive and significant effect on job satisfaction and is supported by Hyun et al. (2020), Novitasari et al. (2020) and Nugroho et al. (2020) that the work environment has a positive and significant effect on job satisfaction.

### *The relationship between the work environment and teachers' performance of vocational schools*

Based on the results of hypothesis testing data processing using SmartPLS software, the results obtained  $p$ -value  $0.000 < 0.050$  or  $t$ -value  $6.556 > 1.96$  and it is concluded that the work environment has a positive and significant effect on teachers' performance of vocational schools. This means that if the work environment increases it will encourage an increase in teachers' performance and if the work environment decreases it will encourage a decrease in teachers' performance. These results are in line with the research conducted by Pramono et al. (2020) and that the work environment has a positive and significant effect on teachers' performance and is supported by Santoso et al. (2020) and Fayzhall et al. (2020) that the work environment has a positive and significant effect on teachers' performance.

The principal's leadership style is one of the factors that affect teacher performance. Thus, with every improvement in the quality of the principal's leadership style, the teacher's performance will also increase. The results of this study indicate that the principal's leadership style influences teacher performance. Most of the Vocational Schools in Pati have the same mission, namely trying to achieve the target to be achieved, namely, to produce human resources who are ready to enter the workforce with a professional attitude according to their expertise, and capable of being independent who are able to compete at national and international levels. not fully achieved.

There are still many graduates who continue to a higher level, allegedly because graduates feel that their competencies are not enough to be equipped in the world of work, besides that graduates feel pessimistic about the challenges faced by other job seeker competitors who are undergraduate graduates. In this case the leadership of the head of SMK has a strong influence on these variables in developing human resources and building organizations. Therefore, the higher the leadership of the principal, the higher the teaching performance of teachers, the management of learning facilities and the learning process carried out in vocational high schools.

## 5. Conclusion

Based on the results of hypothesis testing data processing using SmartPLS software, the results have obtained that job satisfaction had a positive and significant effect on teachers' performance of vocational schools, motivation had a positive and significant effect on job satisfaction of vocational schools, motivation had a positive and significant effect on teachers' performance of vocational schools. Digital Transformational Leadership had a positive and significant effect on job satisfaction of vocational schools. Digital Transformational Leadership had a positive and significant effect on teachers' performance of vocational schools, work environment had a positive and not significant effect on job satisfaction of vocational schools, work environment had a positive and significant effect on teachers' performance of vocational schools.

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