



## **The Effects of E-leadership and TIC Competence on Motivation and Performance in Teachers: Case Study in Sukasari District, Sumedang Regency**

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**Abstract:** The world of education in the era of 4.0 is experiencing very rapid development where the role of education actors also continues to be updated. Rapid technological advances require education actors to adjust. Advances in all-digital technology provide various conveniences in carrying out activities and can be carried out without being hindered by distance. Education actors including principals and teachers who are the spearhead of education must make reforms in order to adapt to the era of globalization. Traditional leadership styles are felt to need to be updated with appropriate leadership styles, namely e-leadership that can improve teacher performance. However, the limited ability of the principal in mastering Technology, Information and Communication is an obstacle even though this is the basis for e-leadership. The government program was launched on digitalization of education where the government will prepare schools and education actors to organize digital-based learning to welcome the digital era. The problem lies in the competence of human resources who are incompetent in facing the digitalization of education and also other obstacles. The objective of this study should be to determine the extent to which e-leadership influences teacher performance quality. This is quantitative descriptive study, and the instrument is in the form of a questionnaire. Techniques for data analysis include descriptive quantitative data analysis. The data's validity is determined by its dependability and validity. The findings revealed that e-leadership had a beneficial impact on teacher performance. Path analysis reveals that the factors of technology, information, and communication skill have a considerable impact on teacher performance, with a positive connection direction.

**Keywords:** e-leadership, principal, competence

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### **INTRODUCTION**

The world of education in the era of 4.0 always experiences very rapid development where the role of education actors also continues to experience updates. Rapid technological advances require education actors to adjust. Advances in all-digital technology provide various conveniences in carrying out activities and can be carried out without being hindered by distance.

Education actors including principals and teachers who are the spearhead of education must make updates in order to adapt to the era of globalization. This is consistent with what

the Minister of Education and Culture stated in relation to the Ministry of Education and Culture's Education Digitalization plans.

The Minister of Education and Culture said that what will be done is to strengthen the competence of teachers, principals, school supervisors. We need to pay attention to the importance of the role of the principal because in any organization the leader determines the quality of his organization. If in the past the principal was considered as a teacher with additional duties, then leadership was not grown, then the progress of the school would not be visible, but if on the contrary, the success of education would be visible.

In the era of globalization like today where it is necessary to develop an appropriate leadership style. The development of Technology, Information, and Information (TIC) The development of the internet and e-commerce is so rapid, the leadership style of the principal needs to be updated according to developments with the emergence of e-Leadership.

From the above problems, we are interested in carrying out research related to e-Leadership analysis, technology, information and communication competence of school principals whose impact on improving the quality of teacher performance.

## **LITERATURE**

Digital or electronic leadership is defined as a mix of culture and leadership skill in leveraging digital technologies to produce value for the organization (Rudito and Sinaga, 2017). E-leadership has the characteristics of technology leadership, digital vision and digital execution.

In the era of disruption, Leadership digital innovation has a role in implementing new ideas. E-Leadership is a leadership system where people or organizations are geographically distant and technology facilitates interaction. Firms must appreciate previous models and leaders, as well as adapt and grow their virtual leadership and communications. E-leaders must be able to manage as well as develop leadership that takes use of easily accessible technological advancements.

E-leadership entails combining technology and conventional communication methods, as well as utilizing additional information technology-mediated communication methods (Eraslan Yalcin, M., & Kutlu, B., 2019). Principle e-leadership is a new style of leadership that promotes improved learning outcomes. Because the education industry employs technology tools in organizational management, education becomes exponentially more successful. The principal's E-Leadership influences teachers' flexibility. This is due to the

principal's capacity to move and influence teachers in the face of change, particularly in terms of technology, so that instructors can adapt successfully to technological disruptions that arise. Leaders must be critical thinkers in order to build technological and human resources to deal with the digital era and successfully integrate TIC. School leaders must utilize certain leadership styles when instructing.

TIC has changed the way we live, work and play an important role in society by taking into account the social, cultural and economic roles, computers and the Internet. Today, TIC may be highly beneficial when integrated into the sphere of education. The function of TIC in education is critical for administrators in leading and educators in teaching. TIC has been incorporated with the aim of transforming and improving the school system. The TIC is an information processing device that provides educational space for cognitive growth (Villegas, Mortis, García, & Del Hierro, 2017).

Motivation comes from Latin, which is motor which means to move. Motivation is the fundamental urge that drives a person to act. Motivation is seen as the energy that moves a person to do something with a specific purpose. Themes in a person's activities based on a certain motive may be found in the underlying motivation (Hamzah B. Uno, 2021). Motivation occurs when there is a desire or need to do something or activity to achieve a goal. Someone with high work motivation will show high performance as well. Work motivation has a significant impact on performance in the field of education. Teacher work motivation influences teacher performance; the more motivated a teacher is, the greater the level of performance. The theory about influencing motivation is the influence of leadership. According to Sedarmayanti (2017), motivation is the force that drives a person to accomplish an action or not, which exists inside and outside, good or bad, and to direct it significantly depends on the leader's resilience.

According to Ciphers in Manullang (2017), teacher performance is defined as instructors' capacity to carry out their tasks and job; performance is regarded to be excellent or satisfactory if the goals attained are in accordance with predefined criteria.

Teacher performance is defined as a teacher's ability to carry out learning activities and be accountable for the students under his supervision by increasing student learning achievement (Supadi, 2019).

**METHOD**

The method used in this study is a verificative descriptive method with case studies aimed at examining problems in research, descriptive methods are used to describe the state or value of one or more variables independently. This method aims to obtain a description of E-Leadership, principal's TIC competence, motivation and teacher performance. Non probability sampling was utilized as a sample strategy. Non-probability sampling is a sampling approach that does not give each element an equal chance. Sample members will be drawn from the population (Sugiyono, 2021). Total sampling was used as the sample strategy. Total sampling is a sampling approach in which the entire population is sampled. All individuals of the population were sampled, either as subjects to be examined or as informants. This study has a sample of 132 people who are principals and teachers in Sukasari District, Sumedang Regency. The data collection technique used by researchers is by conducting surveys through the distribution of questionnaires. A questionnaire is a type of data collection tool in which participants were asked to reply to a series of questions or written comments. Sugyono (2021). Data processing is done manually and computerized, data processing is done by testing hypotheses.

**DISCUSSION**

The results of simultaneous tests with a F table of 3.066 yielded a computed F value of 38.115 and a Prob (F-Statistic) value of 0.000. As a result of the F value being determined > F table (38.115 > 3.066) and a substantial level of relevance (0.000 < 0.05). As a result, it is possible to conclude that e-leadership and TIC competency have a major influence on work motivation at the same time. The test results can be seen in table 1.

**Table 1. Simultaneous Test Results (Test F)**

		ANOVA <sup>a</sup>				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1000,337	2	500,168	38,115	,000 <sup>b</sup>
	Residual	1692,807	129	13,123		
	Total	2693,144	131			

a. Dependent Variable: Work Motivation

b. Predictors: (Constant), Competence TIC, E-Leadership

Source: Research Data

Based on table 2 simultaneous test results with F table of 2.675, a calculated F value of 53.072 and a Prob (F-Statistic) value of 0.000 were obtained. Because the F value is

calculated  $> F$  table ( $53.072 > 2.675$ ) and the significance value  $<$  a significant level ( $0.000 < 0.05$ ). As a result, it is possible to conclude that e-leadership, TIC competence, and work motivation all have a significant effect on teacher performance. This is consistent with previous research conducted by Titin Damayani, Yasir Arafat, and Syaiful Eddy (2020), which discovered a meaningful correlation between principal leadership, teacher motivation, and performance. The results of statistical tests can be seen in table 2.

**Table 2. Simultaneous Test Results (Test F)**

		ANOVA <sup>a</sup>				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2162,375	3	720,792	53,072	,000 <sup>b</sup>
	Residual	1738,417	128	13,581		
	Total	3900,792	131			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Work Motivation, Competence TIC, E-Leadership

## CONCLUSION

Based on the outcomes of conversations and research debates, it is possible to infer that updates in the field of TIC necessitate school administrators' ability to adapt to globalization and digitalization demands. Principals' and teachers' motivation are affected by the factors e-leadership and TIC competency, respectively. Principals' motivation and performance are significantly influenced by the factors of e-leadership and TIC competency. The performance of principals and teachers is influenced by motivating factors. E-leadership, principal TIC competency, and motivation all have an impact on principle and teacher performance, with motivation acting as a moderator.

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