



The Effect of Digital Leadership Style, Motivation, and Work Ability on Employee Performance After the Covid-19 Pandemic

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Article History:

Received: July 06, 2023

Revised: Nov 26, 2023

Accepted: Dec 02, 2023

Online First: Jan 02, 2024

Keywords:

Digital Leadership,
Motivation,
Performance,
Work Ability.

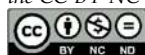
Kata Kunci:

Kemampuan Kerja,
Kepemimpinan Digital,
Kinerja,
Motivasi.

How to cite:

Riski, A., & Rino, R. (2024). The Effect of Digital Leadership Style, Motivation, and Work Ability on Employee Performance After the COVID-19 Pandemic. *Edunesia : Jurnal Ilmiah Pendidikan*, 5(1), 424-441.

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Abstract: The purpose of this study was to determine the effect of the principal's digital leadership style on performance, the Effect of personnel motivation on performance, and the Effect of personnel workability on performance as the Effect of the madrasa principal's charismatic leadership style, inspiration, and the ability of personnel to work simultaneously on the version of SMAN 1 Padang City employees after the Covid-19 pandemic. The method used is descriptive research with a quantitative approach. The data collection technique used a closed questionnaire in the form of a Google form, which was distributed to 26 employees of SMAN 1 Padang City. Based on the results of data analysis using the partial t-test and f-test simultaneously (multiple linear regression), it is known that after the COVID-19 pandemic at SMAN 1 Padang City, the school principal's charismatic leadership style positively affected employee performance with a score of 0,23. Personnel motivation does not affect employee performance with a score of 0,39; Employee workability positively affects employee performance with a score of 0,001; and the leadership style of digital school principals, motivation, and workability of employees jointly affect employee performance by 79.7%. This research has substantial implications in the post-pandemic educational context. Such substances may include the need to implement an adaptive digital leadership style, increased employee motivation, and development of employability as critical factors in improving the performance of educated employees. The information obtained from this study can help school principals and education management to more effectively manage human resources in the changing environment post-pandemic, create motivating working conditions, and improve the quality of education at SMA 1 Padang.

Abstrak: Tujuan penelitian ini adalah untuk mengetahui pengaruh gaya kepemimpinan digital kepala sekolah terhadap kinerja, pengaruh motivasi personel terhadap kinerja, pengaruh kemampuan kerja personel terhadap kinerja, serta pengaruh gaya kepemimpinan karismatik kepala madrasah, motivasi, dan kemampuan personel bekerja secara simultan terhadap kinerja pegawai SMAN 1 Kota Padang pascapandemi Covid-19. Metode yang digunakan adalah pendekatan kuantitatif. Teknik pengumpulan data menggunakan angket tertutup berupa Google form yang dibagikan kepada 26 pegawai SMAN 1 Kota Padang. Berdasarkan hasil analisis data dengan menggunakan uji t parsial dan uji f secara simultan (regresi linier berganda) diketahui bahwa pasca pandemi Covid-19 di SMAN 1 Kota Padang, dapat disimpulkan gaya kepemimpinan karismatik kepala sekolah berpengaruh positif terhadap kinerja karyawan sebesar 0,23, Motivasi personalia tidak berpengaruh terhadap kinerja pegawai dengan skor 0,39, Kemampuan kerja karyawan berpengaruh positif terhadap kinerja karyawan dengan skor 0,001, dan gaya kepemimpinan kepala sekolah digital, motivasi, dan workability pegawai secara bersama-sama mempengaruhi kinerja pegawai sebesar 79,7%. Penelitian ini memiliki implikasi yang substansial dalam konteks pendidikan pasca pandemi. Implikasi tersebut mungkin mencakup perlunya penerapan gaya kepemimpinan digital yang adaptif, peningkatan motivasi pegawai, dan pengembangan kemampuan kerja sebagai faktor kunci dalam meningkatkan kinerja pegawai pendidikan. Informasi yang diperoleh dari penelitian ini dapat membantu kepala sekolah dan manajemen pendidikan untuk lebih efektif mengelola sumber daya manusia di lingkungan yang terus berubah pasca pandemi, menciptakan kondisi kerja yang memotivasi, dan meningkatkan kualitas pendidikan di SMA 1 Padang.

A. Introduction

Not just in Indonesia but in nearly every country in the world, the COVID-19 epidemic has remarkably impacted the structure of human life. Life, in general, has evolved, and this includes schooling. According to Luthra & Mackenzi, COVID-19 has altered how we educate future generations in four ways (Sadat, 2020). First, there is the growing global interconnectedness of educational systems. Redefining the function of educators comes next. Third, emphasize the value of future-oriented life skills.

Moreover, the last is expanding technology's role in assisting education. The COVID-19 pandemic, according to Tam and El Azar (Fatmawati, 2020), resulted in three significant changes to the world of education. It was, first, altering the educational system for millions of individuals. The second is fresh approaches to schooling that spark much-needed innovation. Third, the digital divide exists and can worsen the difference by causing new changes in educational strategies.

After that, the education sector was compelled to switch from face-to-face to online instruction. The safest method for halting the coronavirus outbreak is forced digital transformation (Susanty, 2020). This is so that students' rights to an education can continue to be prioritized while maintaining their safety and mental health. One of the industries impacted by this trend is education. The COVID-19 pandemic has significantly affected literacy and numeracy learning loss in Indonesian schools, according to research by the Ministry of Education, Culture, Research, and Technology (Rozady & Koten, 2022).

In response, the government has published the Minister of Education and Culture of the Republic of Indonesia Decree Number 719/P/2020 on Guidelines for Implementing Curriculum in Education Units in Special Conditions (Rachman et al., 2021). It sets forth three national curriculum choices for the recovery of learning following the COVID-19 pandemic, namely the 2013 Curriculum, the Emergency Curriculum (simplified 2013 Curriculum), and the Prototype Curriculum, from which each educational unit may select one (Wahyuddin, 2023). Though they drive school reform, the Ministry of Education and Culture's efforts are only possible with the assistance of education leaders across Indonesia. In establishing organizational culture, leadership has a significant impact (Suwaji, 2019).

Implementing changes in an organizational culture is greatly aided by a leader's strong commitment (Rony, 2021). The principal's leadership plays a significant role as a change agent in every school regarding adopting curriculum modifications. The broadest discretion is granted to principals as decision-makers in deciding whether curricula are practical and efficient to implement in educational units based on their unique circumstances. Each style of leadership is unique (Syahril, 2019). This is so because all leaders have a specific personality and set of behaviors.

The traits, routines, temperament, character, and personality that make a leader distinct from others and color his behavior and manner of leading are referred to as his leadership style (Razali, 2022). In other words, a person's predisposition to lead is determined by their leadership style. Digital leadership is one of the well-known leadership philosophies.

The capacity to lead organizations in the digital era by leveraging technology and innovation to accomplish organizational goals is known as "digital leadership" (Cahyarini, 2021). This covers the creation of the organization's vision and strategy and the administration of its workforce. Digital technology has changed how businesses compete with each other. Leaders must learn new abilities and become organizational navigators to navigate an uncertain future. The form of leadership that enterprises will eventually require the most is digital leadership (Yuniningsih, 2022).

Performance is another element that needs to be in good working order for a company. Performance refers to acts or implementations that may be measured (Rohida, 2018). Employee performance refers to an employee's aptitude, mastery of a skill, and output in carrying out their tasks and obligations at work. The accomplishment of established goals, job productivity, the quality of the work produced, and the quality of teamwork are all ways to evaluate an employee's performance (Ainanur & Tirtayasa, 2018). Although the leadership role and employee success are inextricably linked, numerous other elements also affect employee performance. These elements may come from the company, the workers, or sources outside those two.

The motivation that manifests within the employee is one of the factors that affect performance. According to (Saputra & Turnip, 2018), motivation encourages people to exert more effort toward reaching organizational goals while meeting their needs. When these motivational variables are quantified through internal aspects (needs for success and interests) and extrinsic factors (job security, compensation, and promotions), employee motivation is particularly beneficial for boosting and fulfilling employee job satisfaction (Febrianti & Triono, 2020). Employees will be motivated to perform their tasks to the best of their abilities and will feel that if organizational goals are met, their interests will also be met if they do so (Suprima et al., 2023).

Productivity at work is affected by various factors, including motivation (Cahya et al., 2019). Workability is one element that affects how well employees perform independently (Pertwi & Saputra, 2020). Labor ability is the capacity of a person to perform their tasks and labor. Only the information, abilities, and experience held by the individual in question can reveal this competence (Puspita, 2018). Researchers have identified several indicators demonstrating the adequate performance of SMAN 1 Padang City's staff based on an initial study involving observation and interviews with the principal. These indicators include an increase in new students during the pandemic and accomplishments for educators and students at the local, regional, national, and even international levels.

Apart from external (extrinsic) elements like the leadership mentioned earlier, the researcher also plans to look at other potential effects on employee performance at SMAN 1 Padang City in the context of this study. These elements include the motivation and productivity of SMAN 1 Padang City personnel. Researchers concluded after speaking with an employee who said that SMAN 1 Padang City personnel generally have high excitement and competency to construct novel and creative activities consistently. Research findings

that indicate motivation and work capacity substantially impact employee performance in an agency (Sembiring et al., 2021) further support this.

According to Conger and Kanungo, the following are the primary traits of digital leaders that have indications (Thalib et al., 2019). 1) Strong commitment, firm conviction, and willingness to accept high personal risks incur high costs and make sacrifices to realize the goal; 2) Relationships, digital leadership with consideration for the group's identity and performance, as well as indirect links to satisfaction, trust, and empowerment; 3) The capacity to articulate visions clearly; digital leaders; 4) The perception of the leader who is considered as highly valued as someone who can set an example for his followers is the basis for followers' involvement in leadership; 5) Confidence, the leader genuinely believes in his judgment and skills; 6) Environmental sensitivity, the leader can make a realistic evaluation of environmental restrictions and the resources required to achieve change.

In addition, Abraham Maslow developed several indicators from the theory of need motivation, including 1) Indicators of the dimensions of physical needs, such as the need for food and drink, clothing, and shelter; 2) Indicators of safety needs, such as the need for protection from threats and conflict; 3) Indicators of social needs, such as friendship and interacting with others; and 4) Indicators of the need for honor, such as the need for respect from others (Lawasi & Triatmanto, 2017). Because it is hard to understand behavior without understanding needs, need motivation is a fundamental underlying employee conduct in organizations.

A worker must also be supported by their capacity for employment. Workability is a quality in a person who works diligently and thoughtfully so that their work is successful and efficient (Iksan et al., 2020). Employees need to acquire a variety of skills in order to be productive and efficient at work, including communication, conceptual, and administrative skills (Yuliana, 2021). All employees inside a company, regardless of level, can possess these three skills, albeit to varying degrees. This demonstrates human resources (HR) effectiveness to the organization's long-term viability.

Indications can be used as a benchmark to evaluate an employee's performance (Puspitasari & Dahlia, 2020). According to (Puspitorini, 2018), one of the metrics that can be used to evaluate a civil servant's performance is based on the Job Implementation Assessment List (DP3), which includes loyalty, work performance, responsibility, obedience, honesty, cooperation, initiative, and leadership (PP No. 10. 1979).

This study examines how the COVID-19 epidemic has affected employee performance regarding digital leadership style, motivation, and work capacity. This study focuses on the post-pandemic context to better understand the interactions between employee motivation levels, leadership styles that emphasize digital technologies, and work skills that affect individual and organizational performance. The findings of this research will help organizations adapt leadership strategies, manage employee motivation, and improve work capabilities to deal with post-pandemic challenges effectively, support the recovery process, and enhance performance.

B. Method

Using simple random sampling, this study was conducted with 26 employees at SMAN 1 Kota Padang, situated at Jl. Belanti Raya, Lolong Belanti, Kec. North Padang, Padang City, West Sumatra. Researchers employed a quantitative technique in this study, meaning they used quantitative or qualitative data that was scored. Descriptive statistics, or statistics that describe or provide an overview of the topic under investigation through sample data or population as it is, without undertaking analysis and drawing broad conclusions, are the data analysis approach. The characteristics of the research participants are described using descriptive statistical techniques. Gender, age, final educational level, duration of service, monthly income level, employee type category, and employee status were the characteristics of the respondents that were discussed:

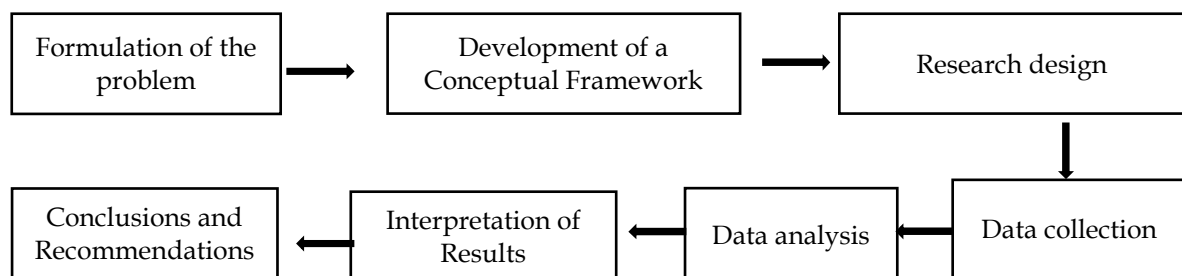


Figure 1. Research Flow

This qualitative research will be carried out in stages. First, following the COVID-19 epidemic, a representative sample will be drawn from various levels of positions and departments in several organizations representing diverse sectors. The second step entails gathering data through in-depth interviews with selected employees to understand better their perceptions of the digital leadership style used, motivational elements that Effect performance, and perspectives on job ability post-pandemic. Furthermore, the data from the interviews will be examined qualitatively utilizing a process of reduction and presentation, and conclusions will be drawn to discover the main patterns and themes connected to the Effect of these factors on employee performance. Triangulation will be performed during the analysis process by comparing interview data with internal organizational documentation about performance evaluation, leadership policies, and post-pandemic training. The analysis results will be used to formulate the main findings in the relationship between digital leadership style, motivation, workability, and employee performance following the COVID-19 pandemic, as well as provide practical implications and recommendations for organizational management in optimizing these factors to achieve long-term performance.

Regarding the data processing methods used to evaluate the accuracy and dependability of measuring tools using the SPSS Statistics 25 software package. Partial t-tests and concurrent f-tests (multiple linear regression) are used in hypothesis testing. In order to explain the connection between digital leadership factors, motivation, work

capacity, and performance, this study used explanatory research. Primary and secondary data are the two data sources used in this study. Primary data is collected through the completion of a questionnaire. Studying organizational records and interviewing vice principals and school administrators in the area of curriculum allowed for secondary data collection.

C. Result and Discussion

Result

The researchers divided the characteristics of the respondents in this study based on several factors, including the employee's gender, educational background, length of service with the organization, income or salary earned, and employment status (civil servants or contract employees).

1) The Effect of Digital Leadership Style on Employee Performance

Testing the partial t-test (multiple linear regression) based on the significance value, the estimated t value and the t table is done to ascertain the partial effect of variable X on variable Y.

Table 1. Significance Test Results

Coefficients ^a							
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	4.138	5.938		.697	.493		
1 Total Digital Leadership Style	.447	.183	.419	2.441	.023	.314	3.180
Total Personnel Motivation	.177	.203	.142	.875	.391	.353	2.835
Total Work Capabilities of Personnel	1.180	.295	.468	4.002	.001	.676	1.480

a. Dependent Variable: Total Employee Performance

Table 2. T-test Results Arithmetic

Coefficients ^a							
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
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(Constant)	4.138	5.938		.697	.493		
1 Total Digital Leadership Style	.447	.183	.419	2.441	.023	.314	3.180

Total Personnel Motivation	.177	.203	.142	.875	.391	.353	2.835
Total Work Capabilities of Personnel	1.180	.295	.468	4.002	.001	.676	1.480

a. Dependent Variable: Total Employee Performance

According to Table 1, H_0 is disqualified, while H_a is accepted because the digital leadership style variable has a significance value of 0.023 < 0.05. According to Table 2, the digital leadership style variable's t count value is +2.441, and $t_{table} = (t_{/2; n-k-1}) = (0.05/2; 26 - 3 - 1) = (0.025; 22) = 2.074$. Since $2.441 > 2.074$, H_0 is disqualified, and H_a is approved. Thus, the principal's use of digital leadership has had some Effect on how well SMAN 1 Padang City staff performed following the COVID-19 pandemic.

2) The Effect of Personnel Motivation on Employee Performance

According to Table 1.1, H_0 is approved, while H_a is refused because the significant value of the personnel motivation variable is $0.391 > 0.05$. According to Table 2, the personnel motivation variable's t count value is 0.875, and $t_{table} = (t_{/2; n-k-1}) = (0.05/2; 26 - 3 - 1) = (0.025; 22) = 2.074$. Given $0.875 < 2.074$, H_0 is approved, but H_a is denied. As a result, following the COVID-19 epidemic, employee performance at SMAN 1 Padang City is only partially affected by personnel motivation.

3) The Effect of Personnel Work Capabilities on Employee Performance

According to Table 1.1, H_0 is disqualified, while H_a is accepted because the digital leadership style variable has a significance value of 0.001 < 0.05. According to Table 2, the personnel workability style variable's t count value is +4.002, and $t_{table} = (t_{/2; n-k-1}) = (0.05/2; 26 - 3 - 1) = (0.025; 22) = 2.074$. Since $4.002 > 2.074$, H_0 is disqualified, and H_a is approved. The ability of individuals to work partially has a beneficial effect on the performance of SMAN 1 Padang City employees following the COVID-19 pandemic, according to the t-test and t-table.

4) The Effect of the Principal's Digital Leadership Style, Motivation, and Workability of Personnel on Employee Performance

Based on the significant value, the computed F value, and the F table, a Simultaneous F test (Multiple Linear Regression) is carried out to ascertain the effect of variable X simultaneously on variable Y.

Table 3. ANOVA Table of Significance Results

ANOVA						
Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	475.503	3	158.501	28.709	.000b
	Residual	121.459	22	5.521		
	Total	596.962	25			

a. Dependent Variable: Total Employee Performance

b. Predictors: (Constant), Total Workability of Personnel, Total Motivation of Personnel, Total Digital Leadership Style

Based on Table 3, it is known that H_0 is rejected while H_a is approved because the significance value is 0.000 0.05. According to Table 1.3, the F count value is +28.709, and the F table value is $(3; 26 - 3) = (3; 23) = 3.03$, which means that since $28,709 > 3.03$, H_0 is rejected and H_a is accepted. Thus, the principal's digital leadership approach, employee motivation, and job capacity all contribute to the employees of SMAN 1 Padang City doing well following the COVID-19 pandemic.

Table 4. Model Summary Table

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.892a	.797	.769	2.350	1.847

a. Predictors: (Constant), Total Workability of Personnel, Total Motivation of Personnel, Total Digital Leadership Style

b. Dependent Variable: Total Employee Performance

Based on Table 4, it is known that the R Square value is 0.797, leading one to the conclusion that the effect of the school principal's digital leadership style, as well as staff motivation and productivity, on the performance of SMAN 1 Padang City employees following the Covid-19 pandemic was 79.7%.

Discussion

The Effect of the Principal's Digital Leadership Style on Employee Performance

Using a questionnaire, this study questioned six aspects of the digital leadership style beliefs, relationships, abilities, exemplary behavior, environmental sensitivity, and self-confidence (Yaniawati et al., 2020). According to the questionnaire's descriptive analysis findings, the Principal of SMAN 1 Padang City is thought to possess the six traits of a digital leadership style. This has significantly impacted the performance of its staff members, enabling them to continue making academic and non-academic progress and raising the level and quantity of institutional quality.

By promoting effective and transparent management, fostering greater employee collaboration, and encouraging personal growth through digital technologies like online

collaboration platforms, project management software, and digital learning resources, digital leadership positively impacts employee performance. This improves the organization's production, innovation, and employee satisfaction.

Employee performance in the school setting is significantly impacted by the digital leadership approach used by the principal (Handayani et al., 2021). This leadership approach uses technology and digital technologies for resource management, communication, and decision-making. Principals can affect staff motivation and productivity and improve teamwork using good digital leadership (Hermanto & MM, 2020).

Applying a digital leadership approach can promote information availability that is quicker and more transparent, allow staff members to engage in decision-making, and enhance communication in general (Firdaus et al., 2021). Principals can connect staff from all levels and areas of the school, promote idea sharing, and improve issue resolution by employing digital tools like collaboration platforms and online communication. Additionally, digital leadership styles can improve individual job skills and competencies through technology in employee training and development, which positively affects overall performance. The fundamental elements that assist in attaining better results in the educational environment must thus be identified. It is crucial to thoroughly examine how the principal's digital leadership style affects staff performance.

In the age of constantly evolving information and communication technology, school principals' use of a digital leadership style and its impact on staff performance are topics that are receiving more and more attention. Digital leadership is a principal's capacity to incorporate information technology into school operations and inspire staff to adjust to these changes. In this situation, a leader's use of digital tools can significantly impact how well their team members work.

The ability of the school principal to enable the use of pertinent information technology in the educational process and school administration is one factor that needs to be considered. Employees who work under a leader who supports technological innovation may feel more confident and motivated as the world of work changes. The performance of staff members in carrying out their responsibilities can be enhanced by school leaders who promote employee development and training in the use of information technology.

Additional factors affecting employee performance include efficient communication via digital platforms and various electronic communication tools. School administrators who adopt a digital leadership style that is open to employee input and is transparent, responsive, and flexible can create a more collaborative and effective work environment.

It is a complicated and nuanced issue when a school principal's digital leadership style affects staff performance. This mostly depends on how school leaders incorporate information technology into their institution's vision and mission and inspire and include staff members in digital transformation. Further study in this area could contribute to a deeper understanding of how leadership styles for the workforce can Effect employee performance in increasingly digitally connected educational environments.

The Effect of Personnel Motivation on Employee Performance

Based on the results of the questionnaire's descriptive analysis, it can be said that the COVID-19 pandemic has not had a significant impact on the performance of SMAN 1 Padang City employees, as there are still some of them who are not satisfied, particularly those with non-PNS status and incomes under 2 million. Some must improve social, physiological, and occupational health demands and security, safety, and safety needs (Ropponen et al., 2019). Of course, the principal should consider this a top priority going forward.

Employee performance is significantly affected by motivation. When workers are motivated, they are more likely to be enthusiastic, committed, and goal-oriented in carrying out their duties. Highly motivated employees are more motivated to work harder, overcome obstacles, and create more significant results. Additionally, motivated workers are more inclined to act independently, shoulder responsibility, and contribute actively to teams at work. High motivation can immediately enhance employee performance and contribute favorably to organizational success.

Employee performance in the workplace is significantly shaped and affected by personnel motivation (Rico et al., 2023). Employee productivity, inventiveness, and devotion to the workplace and organization can all be significantly impacted by motivation, an internal drive that propels people to attain desired goals and results. When staff members are inspired, they frequently exhibit more incredible passion, increased focus, and a desire to provide their best work.

An excellent work environment, financial incentives, professional growth possibilities, acknowledgment of accomplishments, and a sense of personal achievement are just a few examples of the many factors that can motivate employees. Employees are more likely to be satisfied with their jobs when they feel appreciated and recognized for their efforts and achievements. Additionally, skill and ability development opportunities and support in accomplishing career goals can keep people motivated. Generally speaking, a workplace that offers challenge, autonomy, and chances to contribute can also boost employee motivation. In order to improve overall organizational productivity and results, human resource management must be thoroughly aware of how people's motivational elements impact employee performance.

One crucial factor in preserving the efficiency and productivity of educational institutions is the impact of employee motivation on school job performance. Employees are motivated internally, which pushes them to work hard, deliver quality work, and support educational objectives. Highly motivated employees are more likely to be diligent in performing their jobs. Fairness compensation, professional growth chances, and accomplishment acknowledgment can raise employee morale. Employees are likelier to perform well and be devoted to their school if they feel appreciated and allowed professional progress.

In addition, solid interpersonal ties between managers and workers might affect motivation. Employees are more likely to perform better and create a more favorable work

environment when their principals are helpful, communicate well, and offer emotional support to their team. Employees are more motivated to succeed when they feel empowered and encouraged by school administration. It is crucial to keep in mind, though, that motivation is a personal trait that varies from employee to employee. As a result, school administrators must get to know their staff members well and use motivational techniques tailored to each person's preferences and needs. Overall, increasing employee performance in schools depends heavily on employee motivation. The success of schools and the attainment of educational objectives will be positively impacted by school principals who can build a work environment that inspires, rewards, and encourages employee career growth.

The Effect of Personnel Work Capabilities on Employee Performance

The questionnaire's descriptive analysis results demonstrate that most employees already possess social skills, including effective communication and accurate information transfer. Most employees have mastered these competencies in conceptual abilities, for instance, offering suggestions that help work (Goleman, 2017). Similarly, most respondents acknowledged that they constantly had to be held accountable for their work in the form of reports but that they could increase their understanding of IT technologies with training.

Their work abilities significantly affect the performance of employees. Employees are more likely to operate successfully and efficiently when they possess the necessary knowledge, skills, and abilities to complete their tasks. Employees with solid job skills are better equipped to handle problems, make wise decisions, and deliver high-quality outcomes. Additionally, people with high abilities tend to be more content with their jobs because they can handle the duties and feel confident handling their responsibilities. Therefore, having a good work ethic immediately enhances employee performance and advances corporate objectives.

The performance of employees in the workplace is inextricably linked to the work skills of the workforce. Workability refers to people's information, abilities, and experience that enable them to complete the assigned duties (Ratu et al., 2020). Employees with skills pertinent to their jobs' requirements typically do activities more effectively and efficiently, create better outcomes, and feel more confident while confronting work problems.

Strong workability affects not only getting good work results but also how satisfied employees are with their job. Employees' sense of success and personal satisfaction might grow when they can perform their jobs. Additionally, personnel can adapt to shifting job needs, and market advances thanks to continually strengthened skills from training and development (Monica & Meilina, 2023). Designing human resource development plans to boost organizational competitiveness and preserve sustainable performance quality requires an awareness of how the development of individual job talents might affect employee performance.

The Effect of personnel workability on employee performance in schools, reaching the effectiveness and success of educational institutions, is a crucial factor. The working environment is more conducive to employee skills, knowledge, perseverance, and skill. This

support is significant for people carrying out tasks, contributing to school goals, and providing high-quality educational materials. Employees with working skills are becoming ever more competitive while launching their tasks. They can plan, organize, and carry out work tasks efficiently and effectively. Communication, problem-solving, and self-confidence can positively impact teachers' work environments at schools. For instance, a teacher proficient in classroom communication will be more effective in teaching and interacting with students. In contrast, administrative staff who are competent in handling crises will be better able to deal with daily tantrums (Muslih et al., 2023).

Additionally, investments in employability, professional development, and peer-to-peer training can all increase the amount of work a guardian does. When teachers are allowed to improve their knowledge and skills continually, they become more alert to changes occurring in the educational field that are constantly advancing. It is important to note that work capacity must be combined with appropriate managerial goals and incentives. Any school may have employees with high levels of productivity, but if there is motivation or support from the school administration, work can still turn out positively.

The Effect of the Principal's Digital Leadership Style, Motivation, and Workability of Personnel on Employee Performance

After the COVID-19 epidemic, SMAN 1 Padang City employees performed better due to the principal's digital leadership style, employee motivation, and job competence. This implies that the performance of SMAN 1 Padang City employees will further improve following the COVID-19 pandemic and improve the principal's digital leadership, motivation, and workability of staff. The three significantly impact performance, with a 79.7% average Effect. This implies that these three factors are one of the keys to an organization's success in this new normal.

Employee performance is significantly affected by the principal's digital leadership style, employee motivation, and task capacity (Lusiani et al., 2020). Through digital technology and related tools, a successful principal can promote effective communication, positive collaboration, and individual growth. In this situation, motivation is crucial because it is the critical engine that propels workers to deliver top-notch work. Highly motivated employees are more enthusiastic, committed, and self-starters. In the meantime, the staff's high employability, which includes pertinent knowledge and abilities, enables them to work quickly and effectively. Strong job skills, high motivation, and effective digital leadership work together to improve employee performance, advance organizational objectives, and increase overall work team satisfaction and productivity (Davidescu et al., 2020).

Staff performance in a school setting is significantly impacted by the intricate interactions between the principal's digital leadership style, level of motivation, and staff performance. With the use of technology and digital technologies, digital leadership styles can affect how the team communicates, makes choices, and manages (Aryawan, 2019). Faster information interchange and effective employee teamwork can be facilitated by

principals who can integrate technology into their leadership style. When staff members perceive they have a voice in decision-making, this can boost their motivation since they feel appreciated and have a tangible impact on the school's objectives.

Strong motivation can spur improved performance (Rosmaini & Tanjung, 2019). Motivated workers tend to be more interested in their work, take initiative, and work harder to provide superior results. Additionally, high motivation can enhance how well people perceive their duties, improving their work capacity and performance. Competent work abilities must complement high motivation, however. The foundation for obtaining the intended outcomes is people's capacity to do their tasks successfully and efficiently. After the COVID-19 epidemic, employees who have their work skills developed with the proper support and training from their principals will have an easier time adjusting to the more challenging job expectations.

In general, employee performance is complemented by the relationship between digital leadership style, motivation, and employability. Principals must effectively incorporate technology into their leadership, inspire staff to take an active role in learning and support the growth of ongoing job skills. In light of the dynamics of a constantly changing educational environment, a solid foundation for boosting employee performance can be built by comprehending and regulating the connections between these three components.

A mix of crucial characteristics can significantly impact employee success in the school setting, including the principal's digital leadership style, employee motivation, and job ability. The principal's ability to control and incorporate technological development into school administration is shown in their use of digital leadership. Workability refers to employees' information, abilities, and competencies, whereas motivation is an internal force that motivates people to provide their best effort in their tasks. School administrators who use a successful digital leadership approach can inspire and direct staff to use pertinent information technology to teach and govern their institutions. They can also foster an atmosphere at work that encourages continuous innovation and renewal.

Employee enthusiasm and dedication are strongly affected by motivation. School principals can sustain employee motivation by offering possibilities for career advancement, acknowledgment for accomplishments, and fair compensation. Employees will be more driven to work hard and make a positive contribution to the school if they feel valued and that their contributions are acknowledged. The work skills of the employee are equally crucial to their performance. Strong skill sets and knowledge allow employees to perform their jobs more successfully and efficiently. Strong job skills, such as the ability of teachers to instruct or administrative employees to manage school administration effectively, can enhance the quality of educational services schools offer.

Overall, these three elements are linked and impact one another. School administrators who combine an effective digital leadership style, strong motivation, and

support for growing employee work abilities can create a productive and results-driven work environment. This might enhance worker performance and help the school accomplish its objectives. In order to attain long-term educational excellence, school administrators must comprehend how these three components interact with one another and manage them effectively.

D. Conclusion

The research hypothesis, "There is a positive and significant Effect from the principal's digital leadership style, motivation, and workability on the performance of SMAN 1 Padang City employees after the pandemic Covid-19," has been proven, according to the results of data analysis and the research findings that have been previously described.

There are various implications of this study. First, the theoretical implications demonstrate that employee performance is affected by the principal's digital leadership style, motivation, and overall work capacity. Teacher performance can be enhanced by an effective principal's leadership using current digital innovations. Work aptitude also affects how well employees perform. Good ability can enhance employee performance while negatively impacted by inadequate ability. The second practical implication is that school principals can use this research to apply leadership styles, helping staff members improve their performance to meet the set objectives.

Researchers' recommendations for additional research include that since SMAN 1 Kota Padang was the sole location of this study, the findings may need to be extrapolated to include other schools to gather more complete data. Additionally, there is a chance that someone will fill out a questionnaire dishonestly. Therefore, researchers may use alternative approaches like qualitative research.

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