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Effectiveness of School Management in Increasing Teacher Job Satisfaction in the Digitalization Era

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Abstract

Penelitian ini bertujuan untuk mendeskripsikan secara mendalam efektivitas manajemen sekolah dalam meningkatkan kepuasan kerja guru di era digitalisasi pendidikan. Dalam menghadapi transformasi teknologi yang semakin masif, sekolah dituntut untuk menerapkan strategi manajerial yang responsif dan adaptif. Pendekatan penelitian yang digunakan adalah deskriptif kualitatif, dengan teknik pengumpulan data melalui studi dokumentasi serta telaah literatur dari berbagai hasil penelitian terdahulu yang relevan. Fokus utama kajian ini mencakup identifikasi strategi manajemen berbasis teknologi, peran kepemimpinan kepala sekolah dalam menginisiasi dan mengarahkan perubahan, serta analisis terhadap faktor-faktor pendukung dan penghambat yang secara langsung maupun tidak langsung mempengaruhi tingkat kepuasan kerja guru. Proses analisis data dilakukan dengan metode analisis tematik untuk mengidentifikasi pola, tema, dan hubungan antarelemen manajerial dalam konteks digitalisasi. Hasil penelitian menunjukkan bahwa efektivitas manajemen sekolah sangat dipengaruhi oleh kesiapan infrastruktur digital yang memadai, ketersediaan pelatihan teknologi informasi dan komunikasi (TIK) yang berkelanjutan, penggunaan sistem informasi manajemen sekolah yang terintegrasi, serta gaya kepemimpinan kepala sekolah yang visioner, kolaboratif, dan partisipatif. Namun demikian, sejumlah tantangan masih mengemuka, antara lain keterbatasan fasilitas pendukung, peningkatan beban kerja akibat tuntutan administratif digital, serta kesenjangan kemampuan digital antar guru yang belum merata. Temuan ini memberikan kontribusi penting dalam merumuskan arah kebijakan manajerial pendidikan yang tidak hanya menyesuaikan dengan perkembangan teknologi, tetapi juga berorientasi pada kesejahteraan dan motivasi kerja guru sebagai ujung tombak pelaksanaan pendidikan di sekolah.

Keywords: manajemen sekolah, kepuasan kerja guru, digitalisasi, pendekatan kualitatif, studi literatur

Abstract

This study aims to describe in depth the effectiveness of school management in improving teacher job satisfaction in the era of digitalization of education. In the face of increasingly massive technology transformation, schools are required to implement responsive and adaptive managerial strategies. The research approach used is descriptive qualitative, with data collection techniques through documentation studies and literature review of various relevant previous research results. The main focus of this study includes the identification of technology-based management strategies, the leadership role of school principals in initiating and directing change, and the analysis of supporting and inhibiting factors that directly or indirectly affect the level of teacher job satisfaction. The data analysis process was conducted using thematic analysis to identify patterns, themes and relationships between managerial elements in the context of digitalisation. The results show that the effectiveness of school management is strongly influenced by the readiness of adequate digital infrastructure, the availability of continuous information and communication technology (ICT) training, the use of an integrated school management information system, and the visionary, collaborative and participatory leadership style of the school principal. However, a number of challenges remain, including limited supporting facilities, increased workload due to digital administrative demands, and an uneven gap in digital skills among teachers. These findings provide an important contribution to formulating the direction of educational managerial policies that not only adapt to technological developments, but are

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also oriented towards the welfare and work motivation of teachers as the spearhead of the implementation of education in schools.

Keywords: *school management, teacher job satisfaction, digitalization, qualitative approach, literature study*

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Introduction

The development of digital technology in the last five years has brought very significant changes to the education sector. Integration of technology in school management is no longer just an option, but a strategic need to improve the efficiency and quality of education. This digital transformation requires schools to adopt an integrated management information system, e-learning platform, and modern administration applications (Mauladiah et al., 2024). Effective school management includes a series of processes from planning to evaluation, which in the digital era also includes automatic data management, data-driven decision making, and digital monitoring of teacher performance. This system is able to increase accountability and transparency in teacher evaluation and facilitate teacher access to information and training (Satriya & Rindaningsih, 2023). Teacher job satisfaction is an important indicator in assessing the effectiveness of school management. Several studies have shown that digitalization of human resource management can improve teacher competence and performance, as long as it is supported by adequate information technology and training (Satriya & Rindaningsih, 2023). On the other hand, research in Banda Aceh elementary schools shows that structured digital training can improve teachers' ICT skills and affect their work climate and satisfaction (Mauladiah et al., 2024). However, the challenges of digitalization are still real. Some schools face limited infrastructure and gaps in teacher digital literacy (Sutarsih & Haryati, 2024). This can lead to low technology utilization, and even become an additional burden if there is no ongoing assistance and support.

Research on the influence of transformational leadership shows that principals play a key role in establishing a school culture that supports digital innovation and adaptation (Efendi, 2023). A supportive and visionary leadership style has been shown to increase teacher commitment, and indirectly increase their job satisfaction and performance. Another factor that also influences is teacher motivation. A study by Amalia et al. (2023) during the COVID-19 pandemic confirmed that teachers' ICT skills, work motivation, and principal support significantly affect teacher performance. The combination of technology mastery, managerial support, and motivation has been shown to be effective in increasing teacher enthusiasm and job satisfaction. Overall, the effectiveness of school management in the digital era can be measured from several aspects: infrastructure readiness (internet, devices, systems), teacher ICT skills and training, principal leadership style, and digital-based evaluation and reward systems. These factors are interrelated in creating a conducive work environment for teachers to perform optimally and feel satisfied. Effective school management in the context of digitalization also includes the ability to design strategies for continuous teacher professional development. Schools need to ensure that teachers have access to technology-based training, online learning communities, and technical guidance related to the use of digital media in learning. Thus, digital transformation is not only a demand, but also a golden opportunity for teachers to grow and develop in their careers (Daryanto, 2021). And increasing teacher job satisfaction can also be achieved through the provision of adequate technological facilities and infrastructure, such as a stable internet network, decent ICT devices, and technical support from experts in schools. All of these elements need to be integrated into school management policies so that there is no imbalance between the vision of digitalization and actual conditions in the field (Widodo, 2020).

Based on the explanation above, this article aims to explore how the effectiveness of school management in facing the digital era can contribute to increasing teacher job satisfaction. The focus of the analysis will include the integration of technology in administration and HR management, principal leadership patterns, strategies for improving digital competence for teachers, and obstacles and opportunities faced in the field. With the latest literature review and empirical findings, it is hoped that this article can provide theoretical and practical contributions to the development of digital-based school management in Indonesia. The digitalization era has had a major impact on all sectors of life, including education. Advances in information and communication technology (ICT) have changed the patterns of interaction, working methods, and management systems that apply in the school environment. Schools are required not only to be teaching institutions, but also as organizations that are adaptive to changing times. In this context, school management is required to be more effective in responding to challenges and taking advantage of the opportunities offered by the digital era, especially in increasing teacher job satisfaction. And teacher job satisfaction is an important aspect in creating a conducive and productive work atmosphere. Teachers who feel satisfied will be more likely

to show optimal performance, be loyal to the institution, and have enthusiasm in carrying out their duties. On the other hand, job dissatisfaction can reduce motivation, productivity, and even cause an increase in turnover rates or job transfers (Putri & Wibowo, 2021). In this context, school management has a crucial role in creating a work system that supports the psychological, professional, and social well-being of teachers. Effective school management is no longer limited to administrative aspects and management of facilities and infrastructure, but also includes the development of human resources that are adaptive to digitalization. The implementation of technology-based management systems such as school information systems, e-learning, and digital personnel management has become an urgent need in responding to the challenges of the 21st century (Arifin, 2022). Teachers who feel supported by a modern management system will be more confident and comfortable in carrying out their roles as professional educators.

In reality, many schools in Indonesia still face various obstacles in implementing digital-based management. Classic problems such as limited infrastructure, lack of technology training, and resistance to change are complex challenges (Setiawan, 2023). This has a direct impact on teacher job satisfaction, because they are not only burdened with conventional administrative tasks but are also required to quickly adapt to the ever-evolving digital system. Previous research shows that there is a significant relationship between the effectiveness of school management and teacher job satisfaction. Management that is able to create a supportive, participatory work environment, and pays attention to the welfare and professional development of teachers has been shown to increase job satisfaction (Lestari & Hasanah, 2020). Furthermore, in the digital era, job satisfaction is not only related to salary and benefits, but also includes ease of access to information, transparency, work flexibility, and technology support. The digitalization of education has indirectly changed teachers' expectations of the work environment. Today's teachers expect work efficiency, a good data management system, transparency in performance evaluation, and opportunities for professional development through digital platforms. School management that is able to answer these expectations will more easily build teacher loyalty and work motivation (Rahmawati, 2021). Therefore, it is important for school management to design managerial strategies that are relevant to technological developments and oriented towards increasing teacher job satisfaction. In addition, the success of school management is also influenced by the leadership style of the principal. A transformational leadership style that is adaptive to change and able to inspire teachers to develop has proven effective in creating a positive work environment (Yuliana & Hidayat, 2019). Principals who understand technology and are able to facilitate digital innovation will more easily bridge teacher needs with dynamic school policies.

However, the implementation of digital school management does not always run smoothly. In some cases, digitalization actually increases the workload of teachers due to the lack of adequate training or technical support. Teachers are required to master various online learning platforms, upload digital reports, and face technical problems without systematic assistance (Kusumawardani, 2020). If not balanced with good managerial support, this condition actually reduces the level of job satisfaction. In addition, geographical conditions and digital disparities between regions also affect the effectiveness of digital school management. In urban areas, access to devices and networks is relatively easy so that the implementation of digital management is more optimal. However, in remote areas, limited internet networks and digital devices are serious obstacles to the implementation of technology-based management (Utami, 2023). This challenge requires responsive, creative, and real-world-based managerial policies. Teacher job satisfaction is also closely related to teacher involvement in the decision-making and school planning process. Teachers who are involved in the managerial process feel appreciated and have a sense of belonging to their institution. On the other hand, centralistic and non-participatory management tends to create a sense of marginalization and job dissatisfaction (Fadilah & Supriyadi, 2019). Therefore, it is important for school management to build an organizational culture that is open, collaborative, and oriented towards teacher empowerment. Within the framework of modern educational management theory, the role of strategic management is important in designing a school vision, mission, and goals that are relevant to the needs of the times. The digitalization of education should be used as a momentum to improve teacher professionalism, work efficiency, and the quality of educational services. For this reason, school principals and management need to formulate innovative, responsive, and technology-based policies so that teacher job satisfaction can increase sustainably (Prasetyo, 2021). The government through the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) has also launched various school digitalization programs, such as the Merdeka Belajar program, the Computer-Based National

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Assessment (ANBK), and the teacher learning and sharing platform. These programs require strong managerial support from each school so that their implementation is not only administrative, but also has a real impact on teacher job satisfaction and professionalism (Kemendikbudristek, 2022). The transformation of school management towards digital requires a process of adapting to a new work culture. Teachers who were previously accustomed to working with conventional patterns must now adapt to work patterns based on data, applications, and networks. Therefore, School management needs to make gradual changes to organizational culture, provide ongoing training and mentoring, and create a fair and transparent reward system so that teacher motivation remains high (Widodo, 2022). Thus, it can be concluded that the effectiveness of school management in the digitalization era greatly determines the level of teacher job satisfaction. Good management will create a healthy, efficient work environment and support teacher professionalism in facing the challenges of the times. However, management that is rigid, non-adaptive, and lagging behind in the application of technology will actually be an obstacle to improving the quality of education.

And this study aims to examine the extent to which school management is effective in improving teacher job satisfaction in the digitalization era, as well as what factors support and inhibit the process. Hopefully, the results of this study can provide theoretical and practical contributions to the development of adaptive and responsive school managerial policies for the digital era.

Methodology

This study uses a descriptive qualitative approach with the aim of gaining an in-depth understanding of school management strategies and practices in improving teacher job satisfaction in the digitalization era. This approach was chosen because it is able to holistically describe the social realities that occur in the school environment, especially related to the role of technology in supporting teacher performance. This study was conducted by reviewing various relevant previous studies, both nationally and internationally, that discuss the effectiveness of school management, teacher job satisfaction, and the implementation of digitalization in the educational environment. Data collection techniques were carried out through documentation studies and literature reviews from various trusted sources, such as scientific journals, research reports, and the latest education policies. The data obtained were analyzed using thematic analysis techniques, namely by identifying the main patterns and themes that emerged from the results of literature and document reviews. Data validity was tested through source triangulation, namely by comparing and reviewing various previous research results to ensure that the findings are accurate, consistent, and accountable. With this method, it is hoped that it can be comprehensively described how the effectiveness of school management impacts teacher job satisfaction in the context of digital transformation of education.

Results and Discussion

The effectiveness of school management is a measure of the school's success in managing all educational resources optimally to achieve the planned institutional goals. In this context, effective management is not only oriented towards results, but also a process that includes the involvement of all school components in a participatory and professional manner (Saragih & Hutabarat, 2021). Effectiveness also means that the school is able to create a structured, measurable, and sustainable work system to improve the quality of education. The main indicators of the effectiveness of school management include planning, implementation, supervision, and evaluation. The planning stage includes the preparation of a vision, mission, strategic objectives, and realistic work programs. Implementation is the process of running a program according to a predetermined plan, by optimizing the function of each school component. The supervision stage functions to control and monitor the implementation of activities so that they remain in accordance with standards and objectives. Meanwhile, evaluation is a reflective process that aims to measure success and make improvements to weaknesses in school management (Fitriani, 2022).

In this case, the principal plays a vital role as a managerial leader. The principal is required to not only act as an administrator, but also as a transformational leader who is able to move and inspire all school residents. He must have skills in decision-making, communication, and adaptation to change, especially in facing the challenges of digitalization of education (Sulasmi & Hidayat, 2020). Strong and visionary leadership from the principal will determine the direction and success of the implementation of effective management. Also, in the digital era, principals are also required to understand and apply information technology in the management process. The ability to utilize school management information systems, develop a digital work culture, and provide technology training for

teachers is an important part of ensuring that management effectiveness remains relevant and responsive to developments in the era (Rahmawati & Putra, 2023). Therefore, the effectiveness of school management cannot be separated from the quality of the principal's leadership and the institution's adaptive ability to the demands of the digital era.

The Concept of School Management Effectiveness in the Digital Era

The effectiveness of school management is the main benchmark for the success of an educational institution in carrying out its functions optimally. This effectiveness is not only determined by the achievement of academic goals, but also by the success of management in managing all school resources, both human, facilities and infrastructure, and technology in an integrated and sustainable manner. In the context of the digital era, the definition of the effectiveness of school management has shifted in meaning, from being based on conventional manual and administrative systems to systems based on information and communication technology (ICT). Digital transformation in education is not only about the use of digital learning aids, but also demands a paradigm shift in the management of educational institutions. Schools in the digital era are required to be able to carry out data-based management, be quick in making strategic decisions, and be responsive to changes in the very dynamic social, economic, and technological environment. Therefore, the effectiveness of school management is closely related to the organization's ability to respond to the challenges and opportunities of digitalization (Arifin, 2022). The main characteristics of effective school management in the digital era include the availability of an integrated management information system, the use of applications for personnel and financial management, a digital-based teacher and student performance evaluation dashboard, and the existence of a digital space for teacher and parent participation in the decision-making process. By utilizing technology, administrative processes that previously took time and effort can now be completed more efficiently, accurately, and transparently.

The effectiveness of school management is also largely determined by the integration between technological devices and human resources. Effective schools in the digital era generally have an integrated management information system (SIMS), a digital teacher and student performance evaluation dashboard, and a collaborative platform that allows active participation of teachers, education personnel, and parents in the decision-making process. Thus, the management function is not only more efficient but also more transparent and participatory (Widodo, 2022). Technology is a means of encouraging administrative efficiency, accelerating the reporting process, and creating an accurate and data-based monitoring system, so that schools are able to carry out continuous evaluations and be responsive to the needs of teachers and students (Permatasari & Ramdhani, 2021). On the other hand, the effectiveness of school management in the digital era also greatly depends on the digital competence of education stakeholders, especially principals and teachers. Successful management is one that is able to prepare human resources through regular ICT training, develop a digital work culture, and create a learning ecosystem that supports creativity and collaboration (Maulidiyah & Widodo, 2022). Without adequate training and mentoring policy support, digital transformation can actually become an additional burden for teachers and hinder the effectiveness of school management. Therefore, an adaptive and technology-based managerial approach must be accompanied by continuous empowerment of all elements of the school, so that digitalization can truly create meaningful changes in the educational environment.

The Role of Technology in Supporting Teachers' Tasks and Job Satisfaction

The development of digital technology has changed the paradigm of the world of education, including the way teachers carry out their duties. In today's digital era, the use of technology is not only a necessity, but also a strategic tool to improve work efficiency and teacher satisfaction. One form of this transformation is through the use of a Learning Management System (LMS), such as Google Classroom, Moodle, and Microsoft Teams, which allows teachers to manage teaching materials, student assignments, assessments, and communication in an integrated manner in one platform (Permatasari & Ramdhani, 2021). The presence of LMS makes it easier for teachers to compile and distribute learning materials, as well as provide feedback to students in real time. In addition, various digital evaluation applications, such as Kahoot, Quizizz, and Google Form, have been widely used to facilitate the formative and summative assessment processes. These platforms provide speed in recapitulating grades, while increasing the interactivity of learning. Meanwhile, digital communication platforms such as WhatsApp, Zoom, and Telegram facilitate more dynamic relationships between teachers, students, and parents, especially in the context of distance or hybrid

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learning (Hidayah & Lestari, 2020). The use of this technology contributes directly to teacher comfort and satisfaction in working because administrative and instructional tasks become simpler and more efficient. And school management support in the form of technology training is an important aspect in maximizing the use of digital devices. This training not only improves teacher competence in operating tools and applications but also provides a sense of being appreciated and facilitated by management. With regular training and adequate technical support, teachers feel more confident in implementing technology into teaching and learning activities (Maulidiyah & Widodo, 2022). Job satisfaction increases when teachers feel able to adapt to the demands of the times and are fully supported by school management.

Meanwhile, the integration of technology in the digitalization of school administration also has a major impact on the efficiency of teachers' tasks. The use of applications such as e-Raport, Simpatika, and online attendance systems has reduced the manual workload that has been time-consuming. Teachers can focus more on aspects of learning and professional development compared to repetitive administrative activities (Nurjanah et al., 2023). And technology is not only a learning tool, but also a factor that strengthens teacher job satisfaction by creating an efficient, flexible, and modern work environment.

School Management Strategies in Improving Teacher Satisfaction

In facing the challenges of the digitalization era, school management is required to develop strategies that not only focus on student academic achievement but also on increasing teacher job satisfaction. One of the main strategies is to build a supportive and adaptive digital work culture. This work culture encourages teachers to be open to technological innovation, supports digital collaboration between staff, and encourages a spirit of continuous learning. When teachers feel supported by a flexible and digital-based system, they tend to be more motivated and satisfied in carrying out their duties (Yuliana & Hartati, 2022). And strengthening communication between principals and teachers through digital platforms is an important strategy in creating transparency and responsiveness in the work environment. The use of platforms such as WhatsApp Group, Google Chat, or internal management dashboards allows for faster, structured, and documented two-way communication. Effective communication can reduce miscommunication, accelerate decision-making, and increase teacher participation in school managerial processes (Pratiwi & Kurniawan, 2021). This creates an inclusive and participatory work climate, which ultimately has an impact on job satisfaction.

The next strategy is the provision of adequate technology-based facilities and infrastructure. Schools need to provide supporting devices such as a stable internet network, computers or laptops for each teacher, as well as projectors and other audio-visual devices. These facilities are a form of concrete support that shows the seriousness of management in helping teachers carry out their duties optimally in the digital era. Without adequate support, digitalization will only be an additional burden for teachers, not a solution (Rohmah & Susanto, 2023). Therefore, the provision of good digital infrastructure is an important prerequisite in the strategy to increase teacher job satisfaction. The three strategies above are interrelated and must be implemented in an integrated manner by school management. In practice, this strategy also needs to be evaluated periodically to remain relevant to teacher needs and the latest technological developments. Thus, school management that is responsive, communicative, and oriented towards empowering teachers through technology will be more effective in increasing teacher job satisfaction in the digital era.

Availability of Technology Facilities and Infrastructure

One of the crucial elements in the effectiveness of school management in the digital era is the availability of adequate technological facilities and infrastructure. Schools that are able to provide hardware such as computers, laptops, LCD projectors, and other audio-visual devices demonstrate a strong commitment to strengthening the digitalization of education. The availability of these tools is the main basis for teachers in implementing technology-based learning, both online and face-to-face with digital assistance (Sutrisno & Hidayati, 2021). Teachers find it easier to deliver materials and access learning resources if supported by complete technological facilities. As for hardware, stable internet access is also an important factor in supporting the sustainability of digital learning activities. A fast and uninterrupted internet connection allows teachers to access LMS, upload materials, take online training, and interact virtually with students. In some cases, the quality of the internet connection greatly determines the comfort of teachers' work and the effectiveness of the digital

learning process (Rahman & Indrawati, 2022). Therefore, investment in network infrastructure is an inseparable part of an adaptive school management strategy.

However, in some schools, the lack of technological facilities is still a major obstacle in implementing digitalization. Teachers have difficulty accessing devices or have to share tools with colleagues, which has an impact on limited time and concentration in designing learning. This condition indicates an infrastructure gap that needs to be addressed immediately by school management through strategic planning and support from external parties such as local governments or education partners (Yulianingsih & Prasetyo, 2023). Without adequate facilities, digitalization can actually be an additional burden that interferes with teacher job satisfaction.

Conclusion

In line with these findings, it is recommended that school principals develop an inspiring and participatory leadership style, and be able to encourage teachers to innovate in utilizing technology. The government and education policy makers also need to provide concrete support through the provision of evenly distributed ICT facilities and infrastructure, intensive training, and incentives for schools that are able to optimally implement digitalization. Teachers as the main actors in education are encouraged to improve digital literacy, be actively involved in training, and build collaborative learning communities in order to be able to adapt to changing times. For further research development, it is recommended to conduct field studies with an empirical qualitative approach to explore more deeply the practical experience of schools in implementing digital management. Thus, the results of this study are expected to be a basis for formulating effective, sustainable, and relevant managerial strategies to the challenges and demands of education in the era of digital transformation. Based on the results of the studies and analyses that have been carried out, it can be concluded that the effectiveness of school management in the digitalization era has a very significant role in increasing teacher job satisfaction. Responsive, adaptive school management that is able to integrate information technology into the administration, learning, and human resource management processes has been proven to be able to create a more efficient, transparent work environment that supports teacher professionalism. Factors such as transformational principal leadership, availability of technology infrastructure, ongoing ICT training, and integrated management information systems are important elements in creating such effectiveness. However, various challenges still need to be faced, such as limited facilities in some schools, additional burdens due to the demands of digitalization, and digital competency gaps between teachers that can hinder the optimization of technology-based management.

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