

The Influence of Lecturers' Digital Leadership to Digital Competence of Students at Kurnia Jaya Persada University

Ririn Ayuandira^{1*}, Irmawati², Farhan Ramadan³

^{1*,3} Digital Business Study Programs, Faculty of Social Sciences and Humanities, Universitas Kurnia Jaya Persada, Palopo City, South Sulawesi Province, Indonesia

² Universitas Kurnia Jaya Persada, Palopo City, South Sulawesi Province, Indonesia

Email: ririnayuandira28@gmail.com^{1*}, irmafauzi2704@gmail.com², farhanramadan671@gmail.com³

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Abstract

Study entitled The Influence of Lecturers' Digital Leadership to Digital Competence of Students at Kurnia Jaya Persada University This aim for analyze implementation digital leadership in context education tall as well as test its influence to student digital competency in face global competition. Focus study directed at perception student to characteristics digital leadership and challenges leadership education in the era of transformation technology. Research use approach quantitative with design descriptive and explanatory. Population study is student from five study programs with amount sample A total of 78 respondents were determined through method census. Data collection was carried out use questionnaire structured. Data analysis was carried out using SPSS version 26 through regression testing for identify strength relationships and contributions influence intervariable. Research result show that Digital Leadership lecturer influential strong and significant to Student Digital Competence with The R value is 0.805 and the R Square is 0.649. The findings This indicates that 64.9% of the variation student digital competency can explained by practice digital leadership of lecturers, which places Digital Leadership as determinant main in form students' digital readiness.

Keywords:

Digital Leadership; Digital Competence; Students; Lecturers; Digital Learning.

1. INTRODUCTION

Digital transformation of education tall No can reduce as an adoption process technology only, but as change behavior academic influenced leadership and competence individual. The Diffusion of Innovation Theory framework from Everett M. Rogers explains that success adoption innovation determined by role agent change in something system social. College tall put lecturer as agent decisive change whether technology just become tool administrative or integrated in a way strategic in learning. Quality digital transformation depends on capacity lecturer in direct practice learning based technology.

The concept of digital leadership for lecturers can explained through Transformational Leadership theory from Bernard M. Bass. Theory This emphasize importance vision, inspiration, stimulation intellectual, and individual attention in influence followers. Context digital learning reflects dimensions the through ability lecturer build vision learning based technology, pushing innovation students, as well as form culture Study adaptive. Research national by Prasetyo et al. (2024) proves that digital leadership of lecturers influential significant to effectiveness learning, but not yet in a way specific test the impact to students' digital competence.

Technology integration in learning can understood through TPACK (Technological Pedagogical Content Knowledge) framework developed by Punya Mishra and Matthew J. Koehler. This explain that technology will have optimal impact if integrated with pedagogical strategies and mastery material. Student digital competence No formed only Because availability digital devices, but through design synergistic learning aspect technology, methods teaching, and substance science. Sari and Nugroho (2023) emphasized

that digital readiness of lecturers becomes determinant main success learning based technology in college Indonesian height.

Students' digital competence reflects ability access, evaluate, and produce digital information in critical and responsible answer. Rahmawati and Handayani (2022) found that student digital literacy correlated positive with quality experience learning and readiness work. Findings This show that digital competence is external learning influenced by the pedagogical strategies applied lecturer.

Lev Vygotsky 's Social Constructivism approach explains that learning effective formed through interaction socially directed environment digital learning places lecturer as manager interaction online academics. Utami et al. (2023) shows that use technology structured learning increase quality interactions and impact on development competence students. Digital leadership lecturers functioning as mechanism connector between utilization technology and improvements students' digital competence.

National study regarding digital leadership still dominant at the managerial level institutions. Wibowo and Lestari (2024) studied suitability method digital learning with preference students, while Prasetyo et al. (2024) focused on organizational digital leadership. The relationship direct between lecturers' digital leadership and students' digital competence at the learning level Not yet Lots tested in a way empirical. Conditions This show the existence of a relevant research gap for researched.

Hidayat and Kurniawan (2023) found that a systematic digital learning strategy influential significant to improvement students' digital literacy. Findings the strengthen assumptions that factor pedagogy and leadership lecturer more determine compared to just availability infrastructure technology. Aspects man become determinant main success digital transformation of education tall.

The Context of Kurnia Jaya Persada University show variation digital competencies that students need approach pedagogy directed. Lecturer digital leadership potential becomes variables determinant in strengthening competence said. Testing empirical in context This important for generate data - driven relationship models.

Research novelty lies in testing connection direct between lecturers' digital leadership and students' digital competence at the micro level learning. Integration of Transformational Leadership Theory and TPACK framework is used for explain mechanism influence the in-context education high Indonesian. Approach This expand literature national which is still dominated perspective managerial.

Study This expected generate a conceptual model applicable about role digital leadership of lecturers in form students' digital competence. Findings study can become base development policy improvement capacity lecturers and formulation of digital learning strategies based on evidence at college tall.

2. RESEARCH METHOD

Study This use approach quantitative purposeful for test relationships and influences intervariable in a way objective through analysis statistics. Approach quantitative chosen Because capable give structured, standardized measurements, and allows generalization findings research (Sugiyono, 2022). Research held at Kurnia Jaya Persada University in range time One the moon, which was designed for get description empirical about the influence of lecturers' digital leadership to digital competence of students. Population in study This is all over regular students. Determination amount sample done using census data for get size representative sample with level error certain, so that obtained as many as 78 respondents (Sugiyono, 2022). Sample collection technique samples used is Simple Random Sampling, namely technique election sample in a way random without pay attention to the strata in population, so that every member population own equal opportunities for selected as sample research (Sugiyono, 2022). Data sources used in study This is primary data, namely data obtained in a way direct from respondents through instrument research. Method data collection was carried out with spread questionnaire to respondents who have set as sample research. Instruments questionnaire arranged use Likert scale for measure attitudes, perceptions, and assessments respondents to the variables studied, because scale This assessed effective in study social and educational (Sugiyono, 2022). The collected data furthermore analyzed use device Statistical Package for the Social Sciences (SPSS) software version 24, which allows data processing systematic, accurate, and reliable through various technique analysis statistics (Ghozali, 2021).

3. RESULTS AND DISCUSSION

3.1. Results

3.1.1. Validity Test Results

Table 1. Validity Test

No	Variable Name	R Count	R Table	Information
Digital Leadership	X1	0.721	0.222	Valid
	X2	0.770	0.222	Valid
	X3	0.532	0.222	Valid
	X4	0.599	0.222	Valid
	X5	0.728	0.222	Valid
	X6	0.783	0.222	Valid
	X7	0.846	0.222	Valid
	X8	0.823	0.222	Valid
	X9	0.733	0.222	Valid
	X10	0.887	0.222	Valid
Student Digital Competence	Y1	0.853	0.222	Valid
	Y2	0.818	0.222	Valid
	Y3	0.816	0.222	Valid
	Y4	0.692	0.222	Valid
	Y5	0.817	0.222	Valid
	Y6	0.707	0.222	Valid
	Y7	0.626	0.222	Valid
	Y8	0.722	0.222	Valid
	Y9	0.759	0.222	Valid
	Y10	0.762	0.222	Valid

Source: Data Processed SPSS, 202 6

Based on the validity test results in the table above, it can be seen that all statement items in the Digital Leadership and Student Digital Competence variables have a calculated r value greater than the table r (0.222). In the Digital Leadership variable, all indicators show a calculated r value > table r, so all items are declared valid. The same thing is also seen in the Student Digital Competence variable, where all indicators have a calculated r value that exceeds the table r. Thus, it can be concluded that all statement items in this research questionnaire are able to accurately measure the constructs of the Digital Leadership and Student Digital Competence variables. The validity of this instrument indicates that the statement items used are appropriate and reliable for use in subsequent data analysis stages.

3.1.2. Reliability Test

Table 2. Reliability Test

Variables	Cronbach's Alpha	Limit reliability	Information
Digital Leadership (X)	0,774	0.60	Reliable
Student Digital Competence (Y)	0,777	0.60	Reliable

Source: Data Processed SPSS, 202 6

Based on Table 2, it is known that the Cronbach's Alpha value for the Digital Leadership variable as big as 0,774, For variable Student Digital Competence as big as 0,777, Which means all over items statement in instrument for each variable can it is said reliable or consistent. This show that instrument Which used in study this can trusted and worthy used for collection data more carry on.

3.1.3. Regression Test Results Simple

Table 3. Regression Test Simple

Model	Coefficients ^a					
	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1 (Constant)	4,875	3,100			1,572	.120
total.x	.849	.072	.805		11,842	.000

Source: Data Processed SPSS, 202 6

Based on table in on, so equality simple linear regression can written as following:

$$Y = a + bX$$

$$Y = 4.875 + 0.849X$$

From equality regression the can interpreted as following:

- 1) Constant value of 4.875 shows that if the Digital Leadership variable is valuable zero, then mark base Student Digital Competence is of 4,875.
- 2) Coefficient Digital Leadership (X) regression of 0.849 shows that every improvement One units in Digital Leadership will increase Student Digital Competence amounting to 0.849 units.
- 3) Coefficient valuable regression positive indicates existence connection one way between Digital Leadership and Student Digital Competence. This means that the higher Digital Leadership lecturer, then Students' Digital Competence also tends to increase.
- 4) Regression model This show existence influence positive impact of Digital Leadership on Student Digital Competence, so that Digital Leadership can be it is said contribute in increase Student Digital Competence in study This.

3.1.4. Assumption Test Classic

Based on chart mentioned, it can be seen that the residual points are spread around the diagonal line and follow direction of the line from left lower to right above. Although there is A little deviations in some dots, patterns distribution in a way general still is around the diagonal line and not form pattern extreme deviance.

This matter show that the residuals in the regression model distributed approaching normal, so that assumptions normality in analysis regression fulfilled. Fulfillment assumptions This important Because be one of conditions for the results of the t-test and F-test in study can interpreted validly and unbiased.

Associated with title research, fulfillment assumptions normality means the regression model used for test the influence of Digital Leadership of Lecturer (X) on Student Digital Competence (Y) at Kurnia Jaya Persada University has fulfil prerequisite analysis statistics. With Thus, the conclusion that Digital Leadership lecturer influential significant to Student Digital Competence can declared valid statistics and can trusted as findings empirical study.

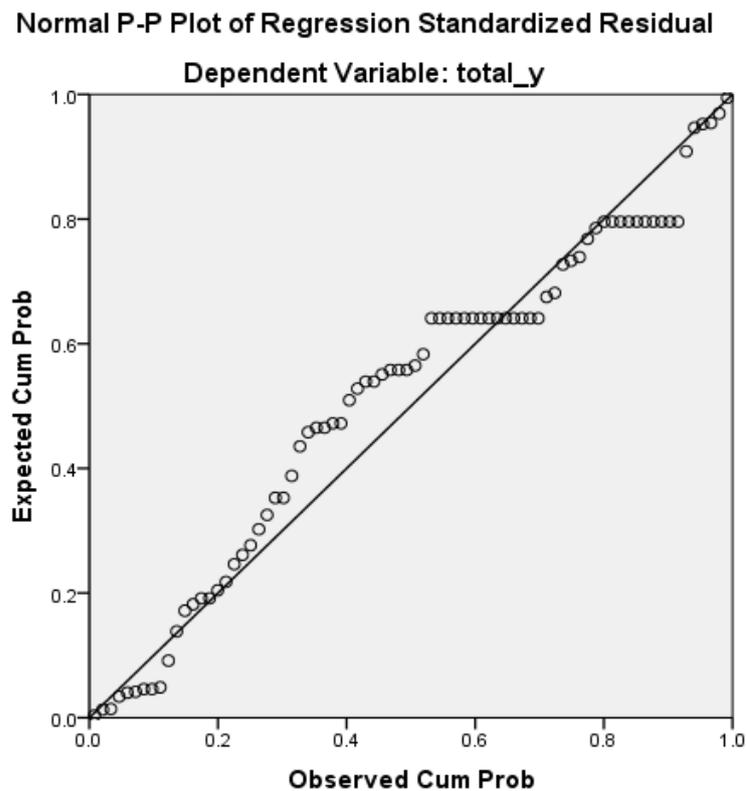


Figure 1. Normality

3.1.5. R Square Test Results

Table 5. R Square Test

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Standard Error of the Estimate	
1	.805 ^a	.649	.644	3,244	

a. Predictors: (Constant), total_x

b. Dependent Variable: total_y

Based on Model Summary results table analysis regression using the SPSS program, obtained R value of 0.805, which indicates that connection between the variables Digital Leadership (X) and Student Digital Competence (Y) are in the category strong. The R Square value of 0.649 indicates that amounting to 64.9% variation Student Digital Competence can explained by the Digital Leadership variable. As for the rest 35.1 % is influenced by other variables outside the research model that are not analyzed in study. This result strengthens hypothesis test findings previously that Digital Leadership has significant influence to Students' Digital Competence. Increasingly tall Digital Leadership level of lecturers, then the bigger his contribution in explain improvement Student Digital Competence in a way empirical.

3.1.6. T-Test Results

Table 6. T-test

Coefficients ^a						
Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1 (Constant)	4,875	3,100			1,572	.120
total.x	.849	.072	.805		11,842	.000

Source: Data Processed SPSS, 2026

Based on table processed t-test results using the SPSS program, testing the hypothesis on the Digital Leadership variable (X) shows t - value amounting to 11,882, while t- table value is 1.665. Because the calculated t value bigger compared to the t table ($11.882 > 1.665$) and the value significance by 0,000 which is smaller from 0.05, then hypothesis study stated accepted. This result show that Digital Leadership has an impact significant to Student Digital Competence (Y). Findings This indicates that the higher Digital Leadership lecturer, then Student Digital Competence tend increase in a way real.

3.1.7. F-Test Results

Table 1.7. F Test

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1475,637	1	1475,637	140,239	.000 ^b
	Residual	799,696	76	10,522		
	Total	2275.333	77			

a. Dependent Variable: total_y

b. Predictors: (Constant), total_x

Based on ANOVA table, obtained calculated F value amounting to 140,239 with level significance of 0.000. When compared with F table value of 2.77 ($df_1 = 1$ and $df_2 = 76$ at $\alpha = 0.05$), then seen that F count bigger than F table ($140.239 > 2.77$). Besides that, value significance of 0.000 more small from 0.05.

This result show that the regression model used in study This fit and able used for explain connection between Digital Leadership variable (X) towards Student Digital Competence (Y). In simultaneously, the Digital Leadership variable is proven own significant influence to Student Digital Competence.

With thus, it can conclude that the regression model that was built capable explain variations in variables dependent in a way significant. This means that Digital Leadership lecturers in a way together in the model has contribution real in influence improvement Student Digital Competence.

3.2. Discussion

Research result This show that Digital Leadership lecturer influential strong to Student Digital Competence with The R value is 0.805 and R Square is 0.649, which means 64.9% of the variation student digital competency can explained by practice digital leadership. This figure positioning Digital Leadership as determinant main in form students' digital readiness in the context college high. Findings This expand conceptualization put forward by Anwar, S. (2023) regarding urgency digital leadership in the midst

acceleration technology, with give proof quantitative that digital- led transformation lecturer impact directly on the digital capacity of participants educate, not only at the organizational level.

In a way empirical, results This in line with study Anwar, A., Homan Memon, and Bahadur Ali Soomro (2025) who found that Digital Leadership has an impact significant towards E-knowledge and organizational agility, which then encouraging open innovation in universities high. If the research the positioning E-knowledge as a mediator towards innovation institution, then studies This show that at the individual level students, digital leadership of lecturers contribute direct to formation digital competence. This means that the mechanism improvement capacity No only happen through systems and structures organization, but also through interaction pedagogical and practical led learning digitally.

Findings this can also understood through perspective psychological as discussed by G. Huvanandana and P. Charoensukmongkol (2026), which shows that digital leadership decreases anxiety AI use and stress technology through management uncertainty work. In context students, reduction anxiety technology potential increase trust digital self and will exploration technology learning. Relationship strong between Digital Leadership and digital competence in study This indicates that leadership adaptive lecturer to technology can create climate safe learning in a way psychological, so that student more Ready develop literacy digital.

From the side structural and cultural organization, results study BD Keisham and R. Lathabhavan (2026) asserted that competence leadership, patterns think innovative, and cultural organization become antecedents' main effective digital leadership, with implications for improvement performance innovative and capable adaptation. Correlation strong in study This show that when lecturer own orientation innovative and capable align technology with objective learning, students get exposure direct to relevant digital practices. Exposure the internalized in form skills operational, literacy information, as well as ability evaluative to technology.

In a way comparative research This shift focus from the impact of Digital Leadership at the organizational and employee levels towards student level as subject learning. Contribution empirically lies in the proof that digital leadership of lecturers No just variables contextual, but variables predictive with Power explain tall to students' digital competence. The proportion of 35.1% of variations that have not been explained open room analysis to other factors such as motivation learning, infrastructure technology, and support institutions, however domination Digital Leadership's contribution indicates that digital transformation of education height is largely determined by quality leadership academic in the room class.

4. CONCLUSION

Study This prove in a way empirical that Digital Leadership lecturer owns strong and significant influence to Student Digital Competence, with mark correlation of 0.805 and contribution determination 64.9%. Magnitude coefficient the show that quality digital leadership of lecturers become factor dominant in form ability student in access, evaluate, utilize, and develop digital technology in productive. Practice adaptive leadership to development technology-oriented innovation, as well as capable integrate digital devices to in the learning process proven contribute real to improvement readiness student face demands digital transformation. Proportion variation 35.1 % of which has not been explained indicates existence other variables outside the model, such as support infrastructure, motivation learning, environment academic, as well as intensity use technology in activity lectures.

Study This own a number of necessary limitations noticed in interpret the results. Participation student in filling a relatively simple questionnaire low potential gives rise to response bias, so representativeness perceptions obtained Not yet fully optimized. Scope research limited to five study programs cause generalization findings to context faculty or college other heights are necessary done in a way be careful. Duration research that only ongoing during One the moon also limits observation to dynamics change student digital competency in term more time long.

Based on findings and limitations said, strengthening Digital Leadership in universities tall need designed in a way systematic through training sustainable for lecturers, improvement digital literacy, and pedagogy, as well as policy institutional that encourages innovation learning based technology. Research advanced recommended involving wider scope of study programs area, period further observation length, as well as improvement strategies participation respondents so that the results obtained own validity more external strong. Approach the expected capable generate development models more digital leadership comprehensive in support improvement student digital competency in a way sustainable.

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