

Research Article

The Influence of Transformational Leadership, Digital Competence, and Self-Efficacy on Teacher Performance in the Society 5.0 Era

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Abstract. The transition toward Society 5.0 has transformed the educational landscape by requiring teachers to integrate digital technology into learning while maintaining a human-centered approach. However, preliminary observations at SMK Paramitha Bukittinggi revealed that many teachers still experienced difficulties in using digital technologies effectively, indicating challenges related to leadership support, digital competence, and self-efficacy. This study aims to analyze the influence of transformational leadership, digital competence, and self-efficacy on teacher performance in the Society 5.0 era. The research employed a quantitative approach with a causal associative design. The population consisted of all 35 teachers at SMK Paramitha Bukittinggi, and total sampling was applied so that the entire population served as research respondents. Data were collected through questionnaires using a five-point Likert scale and analyzed using multiple linear regression with the Ordinary Least Squares (OLS) method through SPSS version 25. The findings revealed that transformational leadership had a positive and significant effect on teacher performance ($t = 2.407$; $p = 0.016$), digital competence also had a positive and significant effect ($t = 2.277$; $p = 0.027$), and self-efficacy showed the strongest positive and significant effect ($t = 15.658$; $p = 0.000$). Simultaneously, the three independent variables significantly influenced teacher performance ($F = 378.268$; $p = 0.000$), with an adjusted R^2 value of 0.859, indicating that 85.9% of the variation in teacher performance could be explained by the model. The study concludes that transformational leadership, digital competence, and self-efficacy are critical determinants of teacher performance in the Society 5.0 era. Strengthening these factors can significantly enhance teachers' ability to adapt to technological advances and improve the quality of learning processes.

Keywords: Digital Competence; Self-Efficacy; Society 5.0; Teacher Performance; Transformational Leadership.

1. Introduction

The Society 5.0 era is understood as a future social order that incorporates (AI), Internet of Things (IoT), and big data into everyday life, but still places humans at the center (human)-centered society (Harapetal, 2023). In the education sector, Society 5.0 offers significant opportunities to transform the learning process: technology is not just a tool, but a medium for learning and innovation, enabling more adaptive, interactive, and contextual learning, and supporting the development of 21st-century skills such as creativity, critical thinking, collaboration, and digital literacy (Auliaetal, 2024).

Changes in the Society 5.0 era have made technology a part of human life, and it is hoped that everything will become easier. The Society 5.0 era is seen as a solution to face the industrial revolution 4.0, where many argue that industry 4.0 will utilize advanced technology to reduce the role of human labor. Teachers need to develop digital literacy competencies, not only in the aspect of understanding, but also focusing on the results or output of the application of digital literacy skills in the learning process for students. One of the main goals of Society 5.0 is to overcome challenges in the education sector, especially along with the continuous development of technology (Prasetyoetal, 2024).

The current era of Society 5.0 brings new changes and challenges to the world of education. These increasingly rapid changes are driving shifts in human lifestyles. Furthermore, these rapid changes can transform past societies for the better (Potocanetal, 2021). Teacher performance in the Society 5.0 era is defined as a teacher's capacity to teach, guide, and train students using technology, while also helping the learning process become

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more efficient and effective. Teachers can carry out their duties by providing online lessons through various artificial intelligence applications that facilitate the learning process. This shows that teacher performance in the Society 5.0 era depends on technology that enables access to a digital world that resembles real space (Utami et al., 2024). Previous research also confirmed that teachers' understanding and preparedness regarding the characteristics of Society 5.0 are positively correlated with their teaching performance, particularly through adaptation to technology and active participation in digital learning (Wibowo et al., 2025).

Transformational leadership is a leadership style in which the principal is able to inspire, motivate, and encourage positive changes in the school environment, thereby improving teacher performance in carrying out teaching and professional tasks. Empirical evidence from the Indonesian context shows that the principal's transformational leadership has a significant positive influence on teacher performance, at Koinonia Sentani High School, Jayapura Regency, indicating that a principal with a transformational leadership style is able to encourage an increase in the overall quality of teacher work. These results reinforce that a visionary, communicative, and innovation-supportive leadership style for teachers contributes significantly to improving educator performance in schools (Mulder, 2024).

Teachers' digital competence in the Society 5.0 era encompasses more than just technical skills in using devices and applications. Teachers are required to master digital literacy, design digital learning media, and integrate technology into the pedagogical process so that learning becomes more interactive, adaptive, and relevant to the needs of the 21st century. Research in various schools in Indonesia shows that when teachers have adequate digital competence, including digital literacy, the ability to create digital teaching media, and a pedagogical understanding of the use of technology, this has a positive impact on teaching performance and the effectiveness of the teaching and learning process, for example in increasing student creativity, learning interactions, and the quality of material delivery (Chairani et al., 2023).

Self-efficacy It is defined as a person's belief that he or she can perform a task at a certain level. Teachers with high self-efficacy will have high performance. Perceived self-efficacy is a person's belief in their ability to produce a level of performance determined by the influence of events that affect their lives. Self-efficacy determines how people feel, think, motivate themselves, and behave, producing diverse effects through four main processes: cognitive, motivational, affective, and selection processes (Jumiati & Kartiko, 2022).

Research by Ngoma et al. (2024) shows that positive perceptions of technology and teachers' self-efficacy levels significantly influence their ability to adopt digital technology, especially in the context of education in the Society 5.0 era. The study confirms that teachers with high self-efficacy levels adapt more quickly to the use of digital platforms, thus having a positive impact on increasing learning effectiveness.

SMK Paramitha Bukittinggi is a vocational high school located at Jalan Veteran No. 39 C Jirek, Bukittinggi, West Sumatra Province. This school was established as a formal educational institution that plays a vital role in improving the quality of education for the community in Bukittinggi and its surrounding areas. As a private school under the auspices of the Foundation and the West Sumatra Provincial Education Office, it is committed to providing quality education, character-based, and based on cultural values and local Minangkabau wisdom.

Based on a preliminary survey conducted on 35 teachers at SMK Paramitha Bukittinggi in November 2025, it was found that only 32% of teachers routinely integrate digital technology in daily learning. As many as 28% of teachers use technology only occasionally, while 40% of teachers still rely on conventional methods without the help of technology. In terms of digital learning platforms, only 32% of teachers actively use Google Classroom, Kahoot, and Canva, while 28% of teachers only use simple presentation applications such as PowerPoint, and 40% of teachers have not used any digital platform at all. This data shows that technology adoption among teachers is still not evenly distributed and optimal.

Although SMK Paramitha Bukittinggi is trying to adapt to the needs of the Society 5.0 era, many unresolved issues remain. Based on initial observations, some teachers are still experiencing difficulties incorporating technology into daily learning. Some educators are still using conventional methods. They have not yet successfully utilized digital platforms such as interactive learning application systems or AI-based media in the teaching process. These limitations are caused by a lack of knowledge about technology and teachers' confidence in using it. Some teachers are afraid to use new technology, worry about making mistakes, or even feel that using technology will complicate the learning process.

2. Literature Review

According to Maharani (2023) Teacher performance in the Society 5.0 era reflects a teacher's ability to carry out professional duties effectively, adaptively, and innovatively by combining pedagogical competence, technological mastery, and self-confidence in facing the challenges of modern learning. Therefore, teachers are required to be able to combine

pedagogical skills with the use of technology to deliver effective learning that is in line with developments in the digital era (Wahyudinetal, 2023).

According to Suryati et al. (2023) Transformational leadership is the ability of a leader to influence, inspire, and motivate subordinates to transcend personal interests in order to achieve organizational goals. Research conducted by Nurrisayani et al. (2024) found that transformational leadership significantly influences teacher performance, with principals who are able to create an inspiring and supportive work climate, resulting in teachers showing higher performance in classroom management, interpersonal relationships, and involvement in innovative learning activities.

Self-efficacy is an individual's belief regarding his or her ability to organize and carry out the actions necessary to manage prospective situations (William et al., 2023). Teachers' beliefs about their self-efficacy are an indicator of success in technology integration. (William et al., 2023) Bandura identified four types of influences that support the development of teacher self-efficacy, which include enactive mastery experiences, vicarious experiences, verbal persuasion, and physiological and affective states (William et al., 2023).

Teacher digital competence is the ability of educators to understand, manage, and utilize information and communication technology effectively to support the learning process and the implementation of professional duties. Digital competence is a key factor in improving teacher performance and the quality of learning in today's digital era (Sariten & Raharja, 2023). Developing digital competencies is crucial for teachers to remain relevant and adapt to the demands of education in the Society 5.0 era (Pratiwi & Purbojo, 2025).

3. Research Method

This research was conducted at SMK Paramitha Bukittinggi located at Jalan Veteran No. 79 C Jirek, Bukittinggi City, West Sumatra, from October 2025 to January 2026. The research used a quantitative method with a causal associative approach that aims to analyze the influence of transformational leadership, digital competence, and self-efficacy on teacher performance in the Society 5.0 era. The research population was all 35 teachers who actively teach at SMK Paramitha Bukittinggi. Because the population is relatively small, the sampling technique used was total sampling, so that all members of the population became research respondents. Thus, the number of research samples was the same as the population, namely 35 teachers.

Data collection was conducted through the distribution of questionnaires using a five-level Likert scale as the main research instrument, supported by observation, documentation, and limited interviews to strengthen the interpretation of the research results. The data obtained were analyzed using the SPSS version 25 program through several stages, namely the classical assumption test consisting of normality, multicollinearity, and heteroscedasticity tests. Furthermore, hypothesis testing was carried out using multiple linear regression analysis using the Ordinary Least Squares (OLS) method, which includes partial tests (t-test), simultaneous tests (F-test), and coefficient of determination tests (Adjusted R²) to determine the magnitude of the influence of transformational leadership variables, digital competence, and self-efficacy on teacher performance in the Society 5.0 era.

4. Results and Discussion

In this section, the author needs to explain the hardware and software used, dataset sources, initial data analysis, results, and results analysis/discussion. Presenting the results with pictures, graphs and tables is highly recommended. Formulas or evaluation measuring tools also need to be included here. There must be a discussion/analysis, and you can't just rewrite the results in sentence form, but you need to provide an explanation of their relationship to the initial hypothesis. In addition, this section needs to discuss and elaborate on important findings.

Classical Assumption Test

Normality Test

To determine the level of normality of data, a normality test is necessary. Data normality testing is performed using the One-Sample Kolmogorov-Smirnov Test. Ghozali (2021) states that the principle of normality is demonstrated at a 5% significance level. The basis for making decisions based on this normality test is the Asymp.Sig (2-tailed) probability. If the Asymp.Sig (2-tailed) probability is greater than α , then the data is normally distributed. The results of data processing for the normality test can be seen in Table 1 below:

Table 1. Normality Test of Research Variables.

No	Variables	Asymp. Sig	Alpha	Information
1	Teacher Performance (Y)	0.099	0.05	Normal
2	K. Transformational(X1)	0.055	0.05	Normal
3	Digital Competence (X2)	0.108	0.05	Normal
4	Self-Efficacy(X3)	0.059	0.05	Normal

Source: Results of Primary Data Processing in 2026.

Based on table 4.14 above, the normality test for the four variables shows that the Asymp.Sig value for all four variables is greater than $\alpha = 5\%$. For the teacher performance variable, the Asymp.Sig value is 0.099, meaning $0.099 > 0.05$. Therefore, it can be concluded that the teacher performance variable data is normally distributed. Likewise, for the transformational leadership variable, the Asymp.Sig value is $0.055 > 0.05$, so it can be concluded that the transformational leadership variable data is normally distributed. For the digital competence variable, the Asymp.Sig value is 0.108, meaning $0.108 > 0.05$, so the data is also normally distributed. And finally, for the self-efficacy variable, the Asymp.Sig value is 0.059, meaning $0.059 > 0.05$, so the data is also normally distributed. Therefore, it can be concluded that all variables in this study have been normally distributed so that further testing can be carried out.

Multicollinearity Test

Multicollinearity testing is conducted to determine whether there is a relationship between independent variables. This test is conducted to determine whether there is a case of multicollinearity between independent variables. The results of the multicollinearity test can be seen in Table 2 below.

Table 2. Multicollinearity Test Results.

		Coefficients ^a	
		Collinearity Statistics	
Model		Tolerance	VIF
1	(Constant)		
	K. Transformational (X1)	.261	3,839
	Digital Competence (X2)	.943	1,060
	Self-Efficacy (X3)	.256	3,904

a. Dependent Variable: Teacher Performance (Y)

Source: Results of Primary Data Processing in 2026.

Based on the processed data as shown in Table 4.15 above, it is known that the tolerance value of Collinearity Statistics is close to 1 (one) and the VIF (Variance Inflation Factor) value for all independent variables is below 10 (ten). This indicates that there is no case of multicollinearity between the independent variables. Therefore, it can be concluded that there is no case of multicollinearity between the independent variables. Therefore, further analysis can be carried out because the multicollinearity test has met the requirements.

Heteroscedasticity Test

The Heteroscedasticity Test aims to test whether in the regression model there is inequality of variance from the residuals of one observation to another observation. If the variance from the residuals from one observation to another observation remains constant, it is called homoscedasticity, and if it is different, it is called heteroscedasticity. The Heteroscedasticity Test aims to test whether in the regression model there is inequality of variance from the residuals from one observation to another observation. A good regression model is one that is homoscedastic or does not experience heteroscedasticity. To detect the presence or absence of heteroscedasticity can be done with the Scatterplot test. If the points in the column are spread out and do not form a pattern, it is said that there is no heteroscedasticity and vice versa, as can be seen in Figure 1 below:

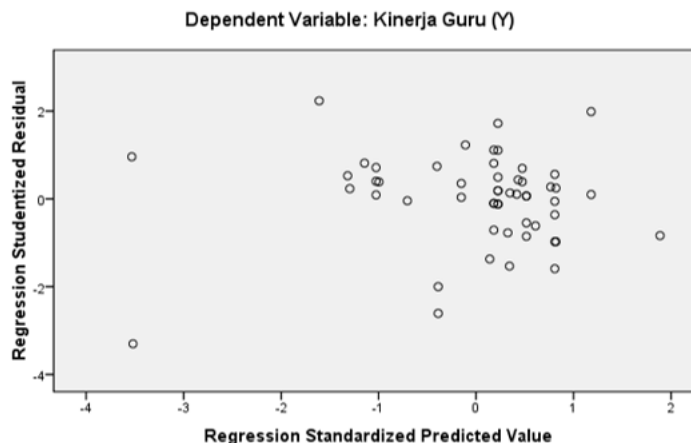


Figure 1. Scatterplot

Source: Results of Primary Data Processing in 2026

Based on the data analysis for the heteroscedasticity test, as seen in Figure 4.2 above, it can be seen that the points in the column are spread out and do not form a pattern. Therefore, it can be concluded that there is no heteroscedasticity case in this study, so regression analysis can be carried out. Thus, regression analysis can be carried out because the heteroscedasticity test has met the requirements.

Results of Multiple Linear Regression Analysis

Multiple linear regression analysis was used to examine the influence of transformational leadership, digital competence, and self-efficacy variables on teacher performance in the Society 5.0 Era at SMK Paramitha Bukittinggi and to prove the hypothesis proposed in the study. The multiple linear regression equation is useful for examining the influence of each independent variable on the dependent variable using the Ordinary Least Square (OLS) approach. The results of the multiple linear regression analysis are presented in Table 3 below:

Table 3. Results of Multiple Regression Analysis.

Model		Coefficients ^a		Standardized Coefficients	t	Sig.
		Unstandardized Coefficients	Std. Error			
1	(Constant)	5,047	2,858		1,766	.084
	K. Transformational (X1)	.127	.090	.080	2,407	.016
	Digital Competence (X2)	.127	.056	.068	2,277	.027
	Self-Efficacy (X3)	.983	.063	.899	15,658	.000

a. Dependent Variable: Teacher Performance (Y)

Source: primary Data Processing Results, 2026.

Then the regression coefficient value of each variable above can be substituted into the multiple linear regression equation as follows:

$$Y = 5.047 + .127 X1 + .127 X2 + .983 \dots\dots\dots i$$

From the equation, it can be explained that the regression coefficient value for each variable, the constant value of 5.047 units, this result shows that if the transformational leadership, digital competence and self-efficacy value is zero, then the teacher performance in the Society 5.0 Era at SMK Paramitha Bukittinggi is already 5.047 units with the assumption that other variables remain constant.

Then the value of the transformational leadership regression coefficient (X1) is 0.127 units which has a positive effect on teacher performance in the Society 5.0 Era at SMK Paramitha Bukittinggi, meaning that if transformational leadership is increased by one unit, teacher performance in the Society 5.0 Era at SMK Paramitha Bukittinggi will also increase by 0.127 units assuming other variables remain constant.

Then the regression coefficient of digital competence (X2) is 0.127 units, meaning it has a positive effect on teacher performance in the Society 5.0 Era at SMP Negeri 1 Banuhampu, Agam Regency. If digital competence is increased by one unit, teacher performance in the Society 5.0 Era at SMK Paramitha Bukittinggi will also increase by 0.127 units, assuming other variables remain constant.

Then the regression coefficient of self-efficacy (X3) is 0.983 units, meaning it has a positive effect on teacher performance in the Era of Society 5.0 at SMK Paramitha Bukittinggi. If self-efficacy is increased by one unit, teacher performance in the Era of Society 5.0 at SMK Paramitha Bukittinggi will also increase by 0.983 units, assuming other variables remain constant.

Hypothesis Testing (T-Test)

The t test is conducted to see or test the hypothesis partially or one by one from the variables studied by looking at the level of significance. Based on the calculation in table 4.16 above, it can be explained that from the independent variable tested with the t test, the value is 2.407 t count while the t table is 1.986, meaning that $t \text{ count} > t \text{ table}$ so that it can be said that transformational leadership (X1) has a significant effect on teacher performance in the Era of Society 5.0 at SMK Paramitha Bukittinggi, likewise when viewed from the level of significance that the significance value of the transformational leadership variable is 0.016, meaning it is smaller than the level of significance set at 0.05, so that the proposed hypothesis is suspected that transformational leadership has a positive and significant effect on teacher performance in the Era of Society 5.0 at SMK Paramitha Bukittinggi in this study can be accepted.

Then the second variable is digital competence with a calculated t value of 2.277 while the t table is 1.986, meaning that the calculated $t > t \text{ table}$, so it can be said that digital competence (X2) has a significant effect on teacher performance in the Era of Society 5.0 at SMK Paramitha Bukittinggi, if seen from the significance level of the digital competence variable (X2) which is 0.027, meaning it is smaller than 0.05, so the proposed hypothesis is suspected that digital competence has a significant positive effect on teacher performance in the Era of Society 5.0 at SMK Paramitha Bukittinggi and can be accepted.

Then the third variable is self-efficacy with a calculated t value of 15.658 while the t table is 1.986, meaning that the calculated $t > t \text{ table}$, so it can be said that self-efficacy (X3) has a significant effect on teacher performance in the Era of Society 5.0 at SMK Paramitha Bukittinggi, if seen from the significance level of the self-efficacy variable (X3) which is 0.000, meaning it is smaller than 0.05, so the proposed hypothesis is suspected that self-efficacy has a significant positive effect on teacher performance in the Era of Society 5.0 at SMK Paramitha Bukittinggi and can be accepted.

F Test (Concurrent Hypothesis Testing)

To test the influence of independent variables simultaneously or together, the F test is used. The results of the simultaneous regression calculations are shown in Table 4 below:

Table 4. Simultaneous F-Test Results.

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2121,852	3	707,284	378,268	.000a
	Residual	91,620	49	1,870		
	Total	2213.472	52			

a. Predictors: (Constant), Self-Efficacy (X3), Digital Competence (X2), K. Transformational (X1)

b. Dependent Variable: Teacher Performance (Y)

Source: Results of Primary Data Processing in 2026.

Based on the information in table 4 above, the results of the F significance test obtained a significance value of 0.000, which means that the regression model can be used to predict the dependent variable, namely teacher performance in the Era of Society 5.0 at SMK Paramitha Bukittinggi, because the significance value is < 0.05 . Thus, it can be interpreted that the variables of transformational leadership, digital competence and self-efficacy together have a significant effect on teacher performance in the Era of Society 5.0 at SMK Paramitha Bukittinggi (Y). Therefore, the hypothesis proposed in this study which states that it is suspected that transformational leadership, digital competence and self-efficacy together have a significant effect on teacher performance in the Era of Society 5.0 at SMK Paramitha Bukittinggi can be accepted.

Determinant Coefficient

The determinant coefficient is used to see the contribution of the variables that the author is researching as a whole to the dependent variable, and can be seen in table 4.18 below:

Table 5. Determinant Coefficient Test.

Model Summary						
Model	R	R Square	Adjusted R Square	Standard Error of the Estimate	Durbin-Watson	
1	.879a	.859	.856	1.36740		1,854

a. Predictors: (Constant), Self Efficacy (X3), Digital Competence (X2), K. Transformational (X1)

b. Dependent Variable: Teacher Performance (Y)

Source: Results of Primary Data Processing in 2026.

From the results of the Determinant Coefficient test, the R² value obtained was 0.859, meaning that the contribution of the transformational leadership, digital competence and self-efficacy variables to teacher performance in the Society 5.0 Era at SMK Paramitha Bukittinggi was 85.9%, meaning that transformational leadership, digital competence and self-efficacy could explain 85.9% of teacher performance in the Society 5.0 Era at SMK Paramitha Bukittinggi, while the remaining 14.1% was influenced by other variables not included in the research conducted by the author.

Discussion

The results of the study show that the transformational leadership variable has a positive influence on teacher performance in the Era of Society 5.0 at SMK Paramitha Bukittinggi, meaning that if the principal's transformational leadership is continuously improved, teacher performance in the Era of Society 5.0 at SMK Paramitha Bukittinggi will also increase because it has a positive influence. The better the transformational leadership given by the principal to all teachers at SMK Paramitha Bukittinggi, the higher the teacher performance in the Era of Society 5.0 at SMK Paramitha Bukittinggi. Based on the results of the first hypothesis test above, it was found that transformational leadership has a significant influence on teacher performance in the Era of Society 5.0 at SMK Paramitha Bukittinggi, this can be seen from the hypothesis test that the significance value of the t test is below the specified significance level of 0.05 so that the proposed hypothesis can be accepted.

In line with the research conducted Maharani (2023) with the title of the research is "The Influence of Self-Efficacy-Based Transformational Leadership of School Principals in Improving Teacher Performance" The results of this study indicate that the Transformational Leadership of School Principals has a significant influence on teacher performance, as well as the research conducted by the author both have a significant influence between the Transformational Leadership of School Principals on teacher performance.

Then the second variable that the author studied is digital competence has a positive influence on teacher performance in the Era of Society 5.0 at SMK Paramitha Bukittinggi, meaning that if the digital competence of these teachers continues to be improved, the performance of teachers in the Era of Society 5.0 at SMK Paramitha Bukittinggi will also increase because it has a positive influence on teacher performance in the Era of Society 5.0 at SMK Paramitha Bukittinggi. The better the digital competence possessed by teachers, the more the teacher's performance will increase in the Era of Society 5.0 at SMK Paramitha Bukittinggi. Then the second hypothesis is that digital competence has a significant effect on teacher performance in the Era of Society 5.0 at SMK Paramitha Bukittinggi. This can be seen from the results of the t-test with a significant value below the specified significance level of 0.05 so that the proposed hypothesis can be accepted.

In line with the research conducted Sariten & Raharja, (2023) with the title of the research is "The Influence of Teacher Digital Competence on Teaching Performance Mediated by Teacher Readiness for Change" The results of this study indicate that digital competence has a significant influence on teacher performance, similar to the research conducted by the author which also has a significant influence between digital competence on teacher performance.

Then the third variable that the author studied is self-efficacy has a positive influence on teacher performance in the Era of Society 5.0 at SMK Paramitha Bukittinggi, meaning that if the self-efficacy of these teachers continues to be improved, the performance of teachers in the Era of Society 5.0 at SMK Paramitha Bukittinggi will also increase because it has a positive influence on teacher performance in the Era of Society 5.0 at SMK Paramitha Bukittinggi. The better the self-efficacy possessed by teachers, the more the teacher's performance will increase in the Era of Society 5.0 at SMK Paramitha Bukittinggi. Then the third hypothesis, self-efficacy has a significant effect on teacher performance in the Era of Society 5.0 at SMK Paramitha Bukittinggi. This can be seen from the results of the t-test with a significant value below the specified significance level of 0.05 so that the proposed hypothesis can be accepted.

In line with the research conducted Utami et al. (2024) with the title of the research is "Improving Teacher Performance in the Society 5.0 Era through Self-Efficacy" The results of this study indicate that Self-Efficacy has a significant influence on teacher performance, similar to the research conducted by the author which also has a significant influence between Self-Efficacy on teacher performance.

Then the fourth hypothesis in this study is that transformational leadership, digital competence and self-efficacy together have a significant effect on teacher performance in the Society 5.0 Era at SMK Paramitha Bukittinggi because the significant value is smaller than the set alpha level of 0.05 so that the hypothesis proposed in this study can be jointly accepted.

From the results of the determinant coefficient test obtained, it can be seen that the variables of transformational leadership, digital competence and self-efficacy make a large contribution to teacher performance in the Society 5.0 Era at SMK Paramitha Bukittinggi, while the rest is influenced by other variables that are not included in the research conducted by the author.

5. Conclusions

Based on the results of research and discussion regarding the influence of transformational leadership, digital competence, and self-efficacy on teacher performance in the Society 5.0 era at SMK Paramitha Bukittinggi, it can be concluded that transformational leadership has a positive and significant effect on teacher performance, which indicates that the principal's leadership is visionary, inspiring, and supports innovation can improve teachers' abilities in facing educational challenges and integrating technology in learning. Digital competence is also proven to have a positive and significant effect on teacher performance, which indicates that abilities in digital literacy, technology utilization, and digital learning media development contribute to improving the quality of learning in the Society 5.0 era. In addition, self-efficacy has a positive and significant effect on teacher performance, which indicates that teachers' confidence in their abilities to carry out tasks and utilize learning technology plays an important role in improving professional performance. Simultaneously, transformational leadership, digital competence, and self-efficacy are proven to have a positive and significant effect on teacher performance in the Society 5.0 era at SMK Paramitha Bukittinggi, so that improvements in these three variables can encourage more optimal teacher performance improvements.

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