

## Innovation in Adaptive Leadership Management Model through the Development of Digital Mindset in Activator School Programs



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**ABSTRACT:** This research aims to design measurement instruments of digital mindset and adaptive leadership, and also design of adaptive leadership management model through the development of digital mindset in activator school program. The samples are 296 teachers of activator high school taken using proportional random sampling. Measurement of adaptive leadership is carried out through the distribution of questionnaire instruments prepared based on 5 (five) dimensions of adaptive leadership, including: 1) Emotional intelligence, 2) Organizational justice, 3) Development, 4) Character, and 5) Problem solving. Meanwhile, digital mindset measurement is carried out through the distribution of questionnaire instruments prepared based on 7 (seven) dimensions of digital mindset, namely: 1) Abundance mindset, 2) Growth mindset, 3) Agile approach, 4) Comfort with ambiguity, 5) Explorer's mind, 6) Collaborative approach, and 7) Embracing diversity. The results of the design of the digital mindset and adaptive leadership measurement instrument for activator high school teachers in DKI Jakarta have proven to be valid and reliable, so that this instrument can be used to measure the digital mindset of all activator high school teachers in the DKI Jakarta. The results of the design of the adaptive leadership management model through the development of the digital mindset of activator high school teachers in DKI Jakarta can be seen in detail in Figure 12, namely the structural model of the influence of digital mindset towards adaptive leadership, where of the 7 (seven) digital mindset dimensions, only 4 (four) dimensions that show a significant influence on adaptive leadership, namely dimensions: abundance mindset, growth mindset, explorer mindset, and embracing diversity.

**KEYWORDS:** Adaptive leadership, digital mindset

### I. INTRODUCTION

The activator School Program is a partnership and collaboration program between the Ministry of Education and Culture and the Regional Government where the commitment of the Regional Government is the main key. The Head of the DKI Jakarta Provincial Education Service is committed to supporting and continuing the activator School Program since the first batch was launched in 2021. The Regional Government will gain many benefits through this activator School Program, including: 1) Accelerating improving the quality of education in the regions; 2) Increasing the competency of human resource Education; 3) Make learning more fun and meaningful; 4) Opportunity to receive an award as a Regional Education activator; 5) Become a reference area for good practices in the development of activator schools, and 6) Multiplier effects from activator schools to others schools (<https://gtk.kemdikbud.go.id/read-news/kata-sejumlah-pemda-tentang-program-sekolah-penggerak>). The accumulated number of activator schools in DKI Jakarta is greater than that of mobilizing schools in other provinces in Indonesia. Even though the number of activator schools in DKI Jakarta is relatively greater than in other provinces, the growth of activator schools in DKI is relatively less encouraging, detailed data can be seen as follows.

**Table 1. Growth in the Number of Activator Schools in DKI Jakarta**

Educational Level	Batch I	Batch II	Batch III	Total
PAUD	7	60	22	89
SD	18	102	21	141
SMP	14	51	17	82
SMA	13	25	4	42
PAUD	2	8	0	10
Total all participants				364

**Source:** <https://psp-web.pauddikdasmen.kemdikbud.go.id/#/home>, researcher' process (2023)

## Innovation in Adaptive Leadership Management Model through the Development of Digital Mindset in Activator School Programs

This research aims to design an instrument for measuring the digital mindset, and adaptive leadershiphip for activator high school teachers in DKI Jakarta. This research aims is also to design an adaptive leadershiphip management model through developing the digital mindset of activator high school teachers in DKI Jakarta.

### II. METHODOLOGY

The unit of analysis of this research is the activator high school teacher in DKI Jakarta. The sample from this research was 296 activator high school teachers who had participated in the activator school training program, taken using the proportional random sampling method.

**Table 2. Research sample profile**

No	School Name	Region	Amount
1	SMA Negeri 93 Jakarta	Jakarta Timur	19
2	SMA Negeri 50 Jakarta	Jakarta Timur	8
3	SMA Negeri 21 Jakarta	Jakarta Timur	14
4	SMA Negeri 42 Jakarta	Jakarta Timur	2
5	SMA Muhammadiyah 11 Jakarta	Jakarta Timur	30
<b>Amount</b>			<b>73</b>
6	SMA Negeri 94 Jakarta	Jakarta Barat	9
7	SMA AL Huda Cengkareng	Jakarta Barat	4
8	SMA Negeri 95 Jakarta	Jakarta Barat	15
9	SMA Negeri 96 Jakarta	Jakarta Barat	16
10	SMAS Almaka Terpadu	Jakarta Barat	5
11	SMA Negeri 112 Jakarta	Jakarta Barat	12
12	SMA ALHUDA	Jakarta Barat	6
13	SMA Cinta Kasih Tzu Chi	Jakarta Barat	6
14	SMA Dian Harapan	Jakarta Barat	8
<b>Amount</b>			<b>81</b>
15	SMA Negeri 77 Jakarta	Jakarta Pusat	40
16	SMA Kristen Kanaan	Jakarta Pusat	17
17	Alexander	Jakarta Pusat	1
<b>Amount</b>			<b>58</b>
18	SMA Negeri 109 Jakarta	Jakarta Selatan	40
19	SMA Negeri 19 Jakarta	Jakarta Selatan	1
20	SMA Negeri 86 Jakarta	Jakarta Selatan	36
21	SMA Negeri 74 Jakarta	Jakarta Selatan	7
<b>Amount</b>			<b>84</b>
<b>Total number</b>			<b>296</b>

**Source:** (<https://data.jakarta.go.id/dataset/jumlah-siswa-dan-guru-sma-negeri/resource/a1c6d568-a0bd-4a8e-a091-5f7f32089859>).Researcher's process (2023)

Measurement of adaptive leadershiphip is carried out through the distribution of questionnaire instruments prepared based on 5 (five) core principles of adaptive leadershiphip, including: 1) Emotional Intelligence, 2) Organizational Justice, 3) Development, 4) Character, and 5) Problem Solving (Heifetz et al ., 2009). Meanwhile, measuring digital mindset is carried out through the distribution of questionnaire instruments which are prepared referring to the 7 (seven) dimensions of digital mindset, namely, 1) Abundance mindset, 2) Growth mindset, 3) Agile approach, 4) Collaborative approach, 5) Comfort with ambiguity, 6) Embracing diversity, 7) Explorer mindset.

This research uses an SEM model with data processing techniques using Wrap PLS. In SEM there are 3 (three) activities simultaneously, namely checking the validity and reliability of the instrument (confirmatory factor analysis), testing the relationship model between variables (path analysis), and obtaining a suitable model for prediction (structural model and regression analysis). A complete modeling basically consists of a measurement model and a structural model or causal model. The measurement model is carried out to produce assessments regarding validity and discriminant validity, while the structural model is modeling that describes the hypothesized relationships. To process SEM data more easily, you can use the help of statistical software. Currently, various types of software are available for SEM data processing, including Lisrel, AMOS and Smart PLS.

# Innovation in Adaptive Leadership Management Model through the Development of Digital Mindset in Activator School Programs

## III. RESULTS

### A. Analysis Requirements Testing

#### 1. Validity Test

##### 1) Digital Mindset Variable Abundance Mindset

The abundance mindset dimension consists of 5 indicators. In looking at the validity of each indicator, it is reviewed based on the loading factor value. The loading factor value is said to be valid if the value is above 0.7 but can still be used if the value is between 0.4 – 0.7.

**Table 3. The results of the validity test of the abundance mindset dimension**

Indicator	Loading Factor
AM1	0,747
AM2	0,704
AM3	0,732
AM4	0,665
AM5	0,777

**Source:** Researcher's process (2023)

Based on the results of the estimated loading factors for all items, the abundance mindset indicator is valid because the loading factor values range between 0.665 – 0.777.

##### b. Growth Mindset

The growth mindset dimension consists of 3 indicators. To see the validity of each indicator, it is reviewed based on the loading factor value.

**Table 4. The results of the validity test of the growth mindset dimensions**

Indicator	Loading Factor
GM1	0,802
GM2	0,838
GM3	0,813

**Source:** Researcher's process (2023)

Based on the results of the loading factor estimation for all items, the growth mindset indicator is valid because the loading factor value ranges from 0.802 – 0.838.

##### c. Explorer Mindset

The explorer mindset dimension consists of 2 indicators. In looking at the validity of each indicator, it is reviewed based on the loading factor value.

**Table 5. The results of the validity test of the explorer mindset dimensions**

Indicator	Loading Factor
EM1	0,907
EM2	0,895

**Source:** Researcher's process (2023)

Based on the results of the loading factor estimation for all items, the explorer mindset indicator is valid because the loading factor value ranges from 0,895 – 0,907.

##### d. Comfort with Ambiguity

The Comfort with Ambiguity dimension consists of 6 indicators. In looking at the validity of each indicator, it is reviewed based on the loading factor value.

**Table 6. The results of the validity test of comfort with ambiguity dimensions**

Indicator	Loading Factor
CA1	0,767
CA2	0,773

## Innovation in Adaptive Leadership Management Model through the Development of Digital Mindset in Activator School Programs

CA3	0,796
CA4	0,753
CA5	0,761
CA6	0,805

**Source:** Researcher's process (2023)

Based on the results of the loading factor estimation for all items, the comfort with ambiguity indicator is valid because the loading factor value ranges from 0,895 – 0,907.

### e. Collaborative Approach

The collaborative approach dimension consists of 3 indicators. In looking at the validity of each indicator, it is reviewed based on the loading factor value.

**Table 7. The results of the validity test of collaborative approach dimension**

Indicator	Loading Factor
COLA1	0,847
COLA2	0,829
COLA3	0,861

**Source:** Researcher's process (2023)

Based on the results of the loading factor estimation for all items, the collaborative approach indicator is valid because the loading factor value ranges from 0,829 – 0,861.

### f. Agile Approach

The agile approach dimension consists of 4 indicators. In looking at the validity of each indicator, it is reviewed based on the loading factor value.

**Table 8. The results of the validity test agile approach dimension**

Indicator	Loading Factor
AA1	0,799
AA2	0,806
AA3	0,819
AA4	0,824

**Source:** Researcher's process (2023)

Based on the results of the loading factor estimation for all items, the agile approach indicator is valid because the loading factor value ranges from 0,799 – 0,824.

g. Embracing Diversity The embracing diversity dimension consists of 2 indicators. In looking at the validity of each indicator, it is reviewed based on the loading factor value.

**Table 9. The results of the validity test embracing diversity dimension**

Indicator	Loading Factor
ED1	0,891
ED2	0,834

**Source:** Researcher's process (2023)

Based on the results of the loading factor estimation for all items, the embracing diversity indicator is valid because the loading factor value ranges from 0,834 – 0,891.

### 2) Adaptive Leader Variable

a. Emotional Intelligence The emotional intelligence dimension consists of 9 indicators. In looking at the validity of each indicator, it is reviewed based on the loading factor value.

## Innovation in Adaptive Leadership Management Model through the Development of Digital Mindset in Activator School Programs

**Table 10. The results of the validity test emotional intelligence dimension**

Indicator	Loading Factor
KE1	0,559
KE2	0,739
KE3	0,687
KE4	0,699
KE5	0,734
KE6	0,654
KE7	0,693
KE8	0,763
KE9	0,634

**Source:** Researcher's process (2023)

Based on the results of the loading factor estimation for all items, the emotional intelligence indicator is valid because the loading factor value ranges from 0,559 – 0,763.

### b. Character

The character dimension consists of 6 indicators. In looking at the validity of each indicator, it is reviewed based on the loading factor value.

**Table 11. The results of the validity test character dimension**

Indikator	Loading Factor
K1	0,817
K2	0,848
K3	0,859
K4	0,721
K5	0,863
K6	0,820

**Source:** Researcher's process (2023)

Based on the results of the loading factor estimation for all items, the emotional intelligence indicator is valid because the loading factor value ranges from 0,721 – 0,863.

### c. Organizational Justice

The organizational justice dimension consists of 6 indicators. In looking at the validity of each indicator, it is reviewed based on the loading factor value.

**Table 12. The results of the validity test organizational justice dimension**

Indicator	Loading Factor
KO1	0,802
KO2	0,790
KO3	0,748
KO4	0,701
KO5	0,628
KO6	0,723

**Source:** Researcher's process (2023)

Based on the results of the loading factor estimation for all items, the organizational justice indicator is valid because the loading factor value ranges from 0,628 – 0,802.

### d. Organizational Development

The organizational development dimension consists of 5 indicators. In looking at the validity of each indicator, it is reviewed based on the loading factor value.

**Table 13. The Results of the validity test organizational development dimension**

Indicator	Loading Factor
PO1	0,779
PO2	0,834

# Innovation in Adaptive Leadership Management Model through the Development of Digital Mindset in Activator School Programs

PO3	0,827
PO4	0,822
PO5	0,653

Source: Researcher's process (2023)

Based on the results of the loading factor estimation for all items, the organizational development indicator is valid because the loading factor value ranges from 0,653 – 0,834.

## 2. Reliability Test

Reliability testing is carried out using Cronbach alpha, composite reliability, and average variance extracted (AVE) values. The criteria for Cronbach alpha and composite reliability values are said to be reliable if the value is above 0.6 and for AVE it is considered reliable if the value is above 0.4

Table 14. The results of reliability test for all variables and dimensions

Variable/Dimension	Cronbach's Alpha	Composite Reliability	Average Extracted (AVE)	Variance
Digital Mindset (X)	0.945	0.950	0.435	
Abundance Mindset	0.775	0.848	0.527	
Growth Mindset	0.752	0.858	0.668	
Explorer Mindset	0.769	0.896	0.812	
Comfort with Ambiguity	0.868	0.901	0.602	
Collaborative Approach	0.801	0.883	0.715	
Agile Approach	0.828	0.886	0.659	
Embracing Diversity	0.660	0.853	0.745	
Adaptive Leader (Y)	0.950	0.955	0.450	
Emotional Intelligence	0.859	0.889	0.472	
Character	0.903	0.926	0.676	
Organizational Justice	0.828	0.875	0.539	
Organizational Development	0.844	0.889	0.618	

Source: Researcher's process (2023)

Based on the estimation results, the Cronbach alpha and composite reliability values for each dimension and variable range between 0.660 – 0.950. The AVE value for each variable ranges from 0.435 – 0.812 so that based on the three reliability indicators, each variable and dimension has been declared reliable.

## 3. Hypothesis Test

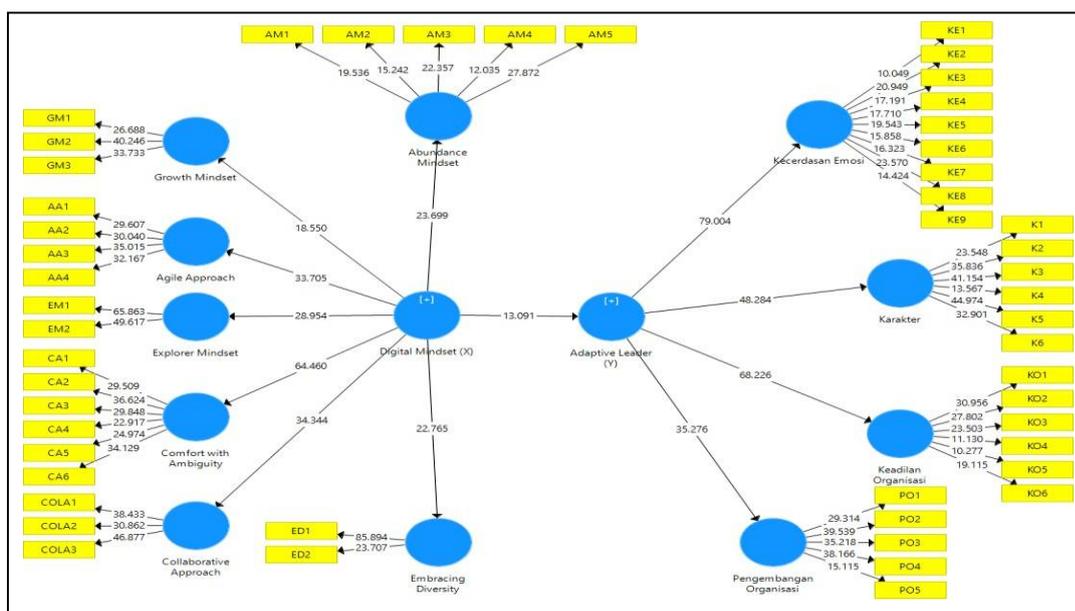


Figure 1. Structural Model of Digital Mindset (X) Towards Adaptive Leader (Y) (Researchers Processed, 2023)

## Innovation in Adaptive Leadership Management Model through the Development of Digital Mindset in Activator School Programs

**Table 15. The results of hypothesis test for the digital mindset on the adaptive leadershiphip**

Relationship	Estimation	SE	T Statistics	Value p
Digital Mindset (X) => Adaptive Leader (Y)	0,689	0,053	13,091	0,000
Rsquare	0,475 (47,5%)			

**Source:** Researcher's process (2023)Hypothesis:

H0: There is no significant influence between digital mindset and adaptive leadershiphipHa: there is a significant influence between digital mindset and adaptive leadershiphip

Test Criteria:

Reject H0 and Accept Ha, if the T-statistics value is > 1.96 or the p value is < 0.05

The estimated coefficient for the digital mindset variable is 0.689 with a p value of 0.000, meaning that there is a significant influence of digital mindset on adaptive leadership. The coefficient size of 0.689 means that every one unit increase in the digital mindset score will improve the adaptive leader as much as 0.689.

The coefficient of determination for the digital mindset variable on adaptive leadership is 0.475 or 47.5%, meaning that digital mindset has an influence contribution of 47.5% on adaptive leadershiphip.

**Table 16. The results of statistical test for the digital mindset dimension on the adaptive leadership variable**

Relationship	Estimasi	SE	T Statistics	Nilai p
Abundance Mindset => Adaptive Leader (Y)	0,137	0,062	2,213	0,027
Growth Mindset => Adaptive Leader (Y)	0,245	0,071	3,439	0,001
Explorer Mindset => Adaptive Leader (Y)	-0,039	0,060	0,658	0,511
Comfort with Ambiguity => Adaptive Leader (Y)	-0,006	0,074	0,085	0,932
Collaborative Approach => Adaptive Leader (Y)	0,112	0,067	1,663	0,097
Agile Approach => Adaptive Leader (Y)	0,139	0,078	1,783	0,075
Embracing Diversity => Adaptive Leader (Y)	0,290	0,059	4,900	0,000
Rsquare	0,536 (53,6%)			

**Source:** Researcher's process (2023)

Based on the results of statistical tests, all digital mindset dimensions of the adaptive leadership variable can be explained in details as follows:

a) Abundance MindsetHypothesis:

H0: There is no significant influence between abundance mindset and adaptive leadershiphipHa: there is a significant influence between abundance mindset and adaptive leadershiphip Test Criteria:

Reject H0 and accept Ha, if the T-statistics value is > 1.96 or the p value is < 0.05

The estimated coefficient for the abundance mindset variable is 0.137 with a p value of 0.027, meaning that there is a significant influence of abundance mindset on adaptive leadership. The coefficient of 0.137 means that every one unit increase in the abundance mindset score will improve the adaptive leadership as much as 0.137.

b)Growth MindsetHypothesis:

H0: There is no significant influence between growth mindset and adaptive leadershiphipHa: there is a significant influence between growth mindset and adaptive leadershiphip Test Criteria:

Reject H0 and accept Ha, if the T-statistics value is > 1.96 or the p value is < 0.05

The estimated coefficient for the growth mindset variable is 0.245 with p value 0.001, meaning that there is a significant influence of growth mindset on adaptive leadership. The coefficient of 0.245 means that every one unit increase in the growthmindset score will improve the adaptive leadership as much as 0.245.

c)Explorer MindsetHypothesis:

H0: There is no significant influence between explorer mindset and adaptive leadershiphipHa: there is a significant influence between explorer mindset and adaptive leadershiphip Test Criteria:

Reject H0 and accept Ha, if the T-statistics value is > 1.96 or the p value is < 0.05

The estimated coefficient for the explorer mindset variable is -0.039 with p value 0.511, meaning that there is not a significant influence of explorer mindset on adaptive leadershiphip.

d)Comfort with AmbiguityHypothesis:

H0: There is no significant influence between comfort with ambiguity and adaptive leadershiphipHa: there is a significant influence

## Innovation in Adaptive Leadership Management Model through the Development of Digital Mindset in Activator School Programs

between comfort with ambiguity and adaptive leadership Test Criteria:

Reject  $H_0$  and accept  $H_a$ , if the T-statistics value is  $> 1.96$  or the p value is  $< 0.05$

The estimated coefficient for the comfort with ambiguity variable is  $-0.006$  with p value  $0.932$ , meaning that there is not as significant influence of comfort with ambiguity on adaptive leadership.

e) Collaborative Approach Hypothesis:

$H_0$ : There is no significant influence between collaborative approach and adaptive leadership  $H_a$ : there is a significant influence between collaborative approach and adaptive leadership Test Criteria:

Reject  $H_0$  and accept  $H_a$ , if the T-statistics value is  $> 1.96$  or the p value is  $< 0.05$

The estimated coefficient for the collaborative approach variable is  $0.112$  with p value  $0.097$ , meaning that there is not as significant influence of collaborative approach on adaptive leadership.

f) Agile Approach Hypothesis:

$H_0$ : There is no significant influence between agile approach and adaptive leadership  $H_a$ : there is a significant influence between agile approach and adaptive leadership Test Criteria:

Reject  $H_0$  and accept  $H_a$ , if the T-statistics value is  $> 1.96$  or the p value is  $< 0.05$

The estimated coefficient for the agile approach variable is  $0.139$  with p value  $0.075$ , meaning that there is not a significant influence of agile approach on adaptive leadership.

g) Embracing Diversity Hypothesis:

$H_0$ : There is no significant influence between embracing diversity and adaptive leadership  $H_a$ : there is a significant influence between embracing diversity and adaptive leadership Test Criteria:

Reject  $H_0$  and accept  $H_a$ , if the T-statistics value is  $> 1.96$  or the p value is  $< 0.05$

The estimated coefficient for the embracing diversity variable is  $0.290$  with p value  $0.000$ , meaning that there is a significant influence of embracing diversity on adaptive leadership. The coefficient of  $0.290$  means that every one unit increase in the embracing diversity score will improve the adaptive leadership as much as  $0.290$ .

### B. The Summary of Hypothesis Testing

**Table 17. The Summary of Hypothesis Testing Digital Mindset Dimensions and Adaptive Leadership**

Hypothesis Variable	Estimation	Decision
Digital Mindset Dimensions	0,689	Supported Hypothesis (There is an Effect)
Abundance Mindset	0,137	Supported Hypothesis (There is an Effect)
Growth Mindset	0,245	Supported Hypothesis (There is an Effect)
Explorer Mindset	-0,039	Not Supported Hypothesis (There is no Effect)
Comfort with Ambiguity	-0,006	Not Supported Hypothesis (There is no Effect)
Collaborative Approach	0,112	Not Supported Hypothesis (There is no Effect)
Agile Approach	0,139	Not Supported Hypothesis (There is no Effect)
Embracing Diversity	0,290	Supported Hypothesis (There is an Effect)

Source: Researcher's process (2023)

Based on the summary of hypothesis testing, 4 hypotheses were accepted, namely the influence of the digital mindset variable, the dimensions of abundance mindset, growth mindset, and embracing diversity. The order of influence from the greatest is the digital mindset, embracing diversity, growth mindset, and abundance mindset variables. There are also dimensions that do not have a significant influence, including agile approach, collaborative approach, comfort with ambiguity, and explorer mindset.

### CONCLUSIONS

Based on the data processing results described above, the results of this research can be concluded as follows:

1. The results of the digital measurement instrument design for the mindset of teachers at the activator high school in DKI Jakarta have been proven to be valid and reliable, so that this instrument can be used to measure the digital mindset of all teachers at the activator high school in the DKI Jakarta area.
2. The results of the design of the instrument for measuring the adaptive leadership of the activator high school teachers in DKI Jakarta have been proven to be valid and reliable, so that this instrument can be used to measure the adaptive leadership of all teachers of activator high school in the DKI Jakarta area.
3. The results of the design of the adaptive leadership management model through the development of the digital mindset of the activator high school teachers in DKI Jakarta can be seen in detail in Figure 12, namely the structural model of digital mindset towards adaptive leadership, where of the 7 (seven) digital mindset dimensions, only 4 (four) dimensions that show a significant

## Innovation in Adaptive Leadership Management Model through the Development of Digital Mindset in Activator School Programs

influence on adaptive leadership, namely dimensions: abundance mindset, growth mindset, explorer mindset, and embracing diversity.

4. Improving the adaptive leadership competency of activator high school teachers in DKI Jakarta can be focused on developing the digital mindset of teachers, especially on developing the dimensions of abundance mindset, growth mindset, explorer mindset, and embracing diversity.
5. Improving the adaptive leadership competency of activator high school teachers in DKI Jakarta through developing the digital mindset of teachers can be done through various training which can be conducted offline, online and blended.

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## Innovation in Adaptive Leadership Management Model through the Development of Digital Mindset in Activator School Programs

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