



## The Influence of Innovative Leadership and Information Technology Competence, through Organizational Transformation, on EMIS User Satisfaction

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### ABSTRACT

#### Keywords:

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The development of information technology in the digital era makes educational information systems a strategic necessity to improve service quality, accelerate administrative processes, and support decision-making. Although EMIS has been implemented in madrasas, many users face obstacles such as limited digital competency and resistance to technological change, resulting in suboptimal user satisfaction. This study aims to analyze the influence of innovative leadership and IT competency on EMIS user satisfaction, with organizational transformation as a mediator. The study used a quantitative approach with a descriptive survey design in Madrasas, involving 90 respondents through total sampling. Data were collected using questionnaires, observations, and document reviews, then analyzed using SEM-PLS to test direct and indirect relationships between variables. The results show that innovative leadership and IT competency play an important role in driving organizational transformation, which in turn increases EMIS user satisfaction. This study emphasizes the importance of integrating leadership, technical capabilities, and organizational transformation, and provides theoretical contributions to the development of a technology-based educational structural model and practical guidance for educational institutions.

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## INTRODUCTION

The development of information technology in the digital era has become a strategic necessity in educational data management (Sulastri et al., 2025). Information systems play a crucial role not only in administration but also as a basis for decision-making, evaluation, and targeted educational planning (Agus et al., 2025; Tabina & Dora, 2025). With an effective system, educational institutions can improve service quality, expedite administrative processes, and

support accurate data-driven policies (Fenezia & Armiati, 2025; Musyarofah et al., 2025). Therefore, research related to the use of EMIS is crucial for the wider community, as good quality educational data directly impacts equitable access to education and improves the quality of graduates.

Despite the implementation of EMIS, many madrasas face challenges in utilizing this system. These issues include limited user digital skills, suboptimal use of features, and resistance to technological change (Rahman et al., 2025; Mutiara Pratiwi et al., 2022). This situation creates a gap between the potential of sophisticated systems and operational practices in the field, thus preventing the goal of efficient data management.

In the field, operators and educators often experience difficulties entering data timely and accurately. Many users report dissatisfaction with the system, indicating that the success of EMIS depends not only on technology but also on user skills in operating the system on a daily basis (Sitti Syahria Aziz, 2023). This phenomenon highlights the need to pay attention to human factors and organizational culture.

Several previous studies have focused on system quality and infrastructure support (Rahmat Firdaus et al., 2024). However, non-technical factors, such as innovative leadership and human resource competency, which are often key determinants of effectiveness, have rarely been discussed (Aditianto & Amir, 2022). This study positions leadership and IT competency as key factors influencing user satisfaction, providing more comprehensive results.

The weaknesses of previous research indicate that without integration between leadership policies and user technical capabilities, system utilization remains limited (Mustaghfiroh et al., 2025; Tarashtwal et al., 2026). This study adds the perspective of organizational transformation as a mediator, thus optimally achieving the relationship between leadership, IT competence, and user satisfaction (Yuliaty & Paramarta, 2025).

This study presents a new approach by emphasizing organizational transformation as a bridge between innovative leadership and user IT competence (Sudarmadi, 2024). Thus, this study contributes to a more adaptive and sustainable technology-based education management strategy, while also closing the research gap regarding the role of organizations in EMIS implementation (Fahma et al., 2024).

This study aims to analyze the influence of innovative leadership and IT competence on EMIS user satisfaction, with organizational transformation as a mediator. The research findings are expected to provide practical guidance for educational institutions, improve the quality of data services, strengthen digital-based organizational culture, and ensure the EMIS system is optimally utilized in madrasas.

## RESEARCH METHODS

This research used a quantitative approach with a descriptive survey design. This approach was chosen based on the research objective, which was to systematically and measurably determine the relationship between innovative leadership, IT competency, organizational transformation, and EMIS user satisfaction. A quantitative approach allows for large-scale data collection, statistical analysis, and allows for testing of direct and indirect relationships between variables.

The research was conducted at MAN Lhokseumawe, as this madrasah has actively implemented EMIS and has users directly involved in educational data management. This location selection enabled the research to obtain relevant and representative empirical data to analyze the influence of innovative leadership and IT competency on EMIS user satisfaction through organizational transformation.

The study population included all EMIS users at the madrasah, consisting of teaching and non-teaching staff. A total of 90 respondents were selected using total sampling, and data were collected through questionnaires, direct observation, and review of related documents. The research instrument was a questionnaire containing 30 statements structured around the following indicator variables: innovative leadership, IT competency, organizational transformation, and EMIS user satisfaction. A five-point Likert scale was used to measure respondents' level of agreement. Data analysis was conducted quantitatively using a descriptive approach and Structural Equation Modeling based on Partial Least Squares (SEM-PLS), which is capable of testing complex models, including direct and indirect relationships between variables (Afandi et al., 2022; Taufik Irwansyah et al., 2024). Instrument validity and reliability were tested through an outer model with factor loadings, AVE, Cronbach's alpha, and composite reliability. The inner model was evaluated using the R-square and hypothesis testing using the T-statistic and P-value.

The research conceptual framework explains the relationship between four variables: innovative leadership and IT competence as exogenous variables (X), organizational transformation as a mediating variable (Z), and EMIS user satisfaction as an endogenous variable (Y). Innovative leadership and IT competence have a direct effect on user satisfaction and an indirect effect through organizational transformation. Madrasah transformation is demonstrated through improvements in structure, work culture, and work processes influenced by innovative leadership style and information technology capabilities. This transformation process is crucial to achieving effective EMIS implementation, as user satisfaction depends not only on the quality of leadership and technological capabilities, but also on the extent to which the madrasah is able to adapt and implement changes flexibly, in a planned and sustainable manner.

## RESULTS AND DISCUSSION

### Results

#### Descriptive analysis

Descriptive analysis was used to provide a clearer picture of the characteristics of the data obtained from respondents, both individually and as a whole. In this study, the variables analyzed include innovative leadership, information technology (IT) competence, the organizational transformation process, and the level of EMIS user satisfaction. Each of these variables was examined to identify common patterns in respondents' answers regarding the indicators specified in the research instrument (Usakli & Rasoolimanesh, 2023). This descriptive analysis technique aims to understand how the data is distributed, identify patterns in the responses provided by respondents, determine the level of their tendency (high, moderate, or low), and examine differences or variations in each variable under study. Data obtained through the distribution of closed-ended questionnaires using a Likert scale are then analyzed using descriptive statistical methods, specifically by calculating the mean, percentage, frequency, and standard deviation. By analyzing this data, researchers can gain an initial understanding of the respondents' profiles and their tendencies in evaluating each construct, thereby providing an important foundation before proceeding with inferential analysis to test hypotheses.

Table 1. Statistical Data Analysis

	N	Missin	Mea	median	Min	Max	Sd	kurtosi	Skewness
	o	g	n					s	
KI1	1	0	4.144	4.000	2.000	5.000	0.588	1.316	-0.376
KI2	2	0	4.200	4.000	2.000	5.000	0.618	0.846	-0.448
KI3	3	0	4.211	4.000	2.000	5.000	0.587	1.342	-0.418
KI4	4	0	1.956	2.000	1.000	5.000	0.698	5.440	1.658
KI5	5	0	2.378	2.000	1.000	5.000	0.864	1.713	1.491
KI6	6	0	4.133	4.000	2.000	5.000	0.562	1.844	-0.355
KI7	7	0	4.133	4.000	2.000	5.000	0.636	0.544	-0.385
KIT1	8	0	4.044	4.000	2.000	5.000	0.595	1.102	-0.336
KIT2	9	0	4.111	4.000	2.000	5.000	0.605	1.007	-0.362
KIT3	10	0	4.067	4.000	2.000	5.000	0.467	4.958	-0.439
KIT4	11	0	3.967	4.000	2.000	5.000	0.586	1.085	-0.332
KIT5	12	0	4.044	4.000	2.000	5.000	0.492	3.817	-0.465
KIT6	13	0	4.011	4.000	2.000	5.000	0.459	5.144	-0.657
TO1	14	0	4.067	4.000	3.000	5.000	0.533	0.541	-0.064
TO2	15	0	4.100	4.000	2.000	5.000	0.597	1.124	-0.357
TO3	16	0	2.200	2.000	1.000	5.000	0.748	2.718	1.430
TO4	17	0	4.056	4.000	2.000	5.000	0.524	2.766	-0.403
TO5	18	0	4.100	4.000	2.000	5.000	0.578	1.481	-0.358
TO6	19	0	4.111	4.000	2.000	5.000	0.605	1.007	-0.362

TO7	20	0	2.522	2.000	1.000	5.000	0.991	0.056	0.877
KPE	21	0	4.022	4.000	2.000	5.000	0.5570	1.823	-0.383
1									
KPE	22	0	3.844	4.000	2.000	5.000	0.682	1.406	-0.861
2									
KPE	23	0	4.022	4.000	2.000	5.000	0.596	2.209	-0.648
3									
KPE	24	0	3.411	4.000	2.000	5.000	0.953	-1.086	-0.367
4									
KPE	25	0	4.033	4.000	2.000	5.000	0.526	2.665	-0.427
5									
KPE	26	0	2.967	3.000	2.000	5.000	1.130	-1.291	0.302
6									
KPE	27	0	4.056	4.000	1.000	5.000	0.621	1.729	-0.604
7									
KPE	28	0	4.022	4.000	2.000	5.000	0.577	2.729	-0.706
8									
KPE	29	0	3.967	4.000	2.000	5.000	0.605	1.753	-0.599
9									
KPE	30	0	4.044	4.000	2.000	5.000	0.648	2.017	-0.790
10									

### Outer Model (Validity-Reliability)

Outer model testing is a crucial step to ensure that each instrument accurately and consistently represents the latent variables under study. Convergent validity was demonstrated in this test, as all factor loadings exceeded the threshold of 0.70, indicating that each indicator had a strong correlation with its construct. Furthermore, the Average Variance Extracted (AVE) value exceeded 0.50, indicating that the latent variables explained more than 50% of the variance in the indicators. Reliability testing was demonstrated by Cronbach's Alpha and Composite Reliability (CR) values remaining above 0.70, indicating that the instrument was free from data collection bias and remained stable across repeated use. In addition to convergent validity testing, discriminant validity was also tested to ensure that a construct was empirically distinct from other constructs in the model. With all formal criteria met in this external model, the research data was deemed high-quality and its validity was tested, allowing the analysis to proceed to the outer model testing stage to evaluate the structural relationships between variables. (Fauzi, 2022).

**Table 2. loading factor, Cronbach's Alpha, CR, AVE**

variable	Items	Loading	Alpha	CR	AVE
Innovative Leadership (X1)	KI1	0.847	0.922	0.941	0.762
	KI2	0.878			

	KI3	0.834			
	KI6	0.919			
	KI7	0.885			
Competence IT (X2)	KIT1	0.773	0.891	0.917	0.648
	KIT2	0.823			
	KIT3	0.835			
	KIT4	0.719			
	KIT5	0.852			
	KIT6	0.821			
	Organizational Transformation (Z)	TO2	0.892	0.879	0.925
TO5		0.923			
TO6		0.876			
EMIS User Satisfaction (Y)	KPE1	0.753	0.934	0.946	0.685
	KPE2	0.761			
	KPE3	0.880			
	KPE5	0.810			
	KPE7	0.857			
	KPE8	0.889			
	KPE9	0.801			
	KPE10	0.861			

### Inner Model

Inner model are used to examine relationships between unobserved constructs in structural models, including direct and indirect relationships between independent and dependent variables. In this study, internal models were used to evaluate the impact of innovative leadership, IT proficiency, and organizational transformation on EMIS user satisfaction levels. Hypothesis testing was conducted by examining the t-statistic and p-value of the relationships between variables. The tests were performed using the SmartPLS application, and relationships between variables were considered significant if the t-statistic value was greater than 1.96 and the p-value was less than 0.05 (Kinasih et al., 2025; Maylinda Wijayanti et al., 2025).

**Tabel 4. hypothesis testing**

Struktural	OS	SM	SD	T Statistics	P Values
Innovative Leadership -> Organizational Transformation	0.337	0.321	0.128	3.630	0.010
Competence IT -> Organizational Transformation	0.538	0.554	0.102	5.276	0.000

Innovative Leadership -> EMIS User Satisfaction	0.140	0.141	0.107	1.311	0.193
Competence IT -> EMIS User Satisfaction	0.321	0.311	0.091	3.537	0.001
Organizational Transformation -> EMIS User Satisfaction	0.461	0.472	0.145	3.179	0.002

SEM-PLS test results in the screenshot

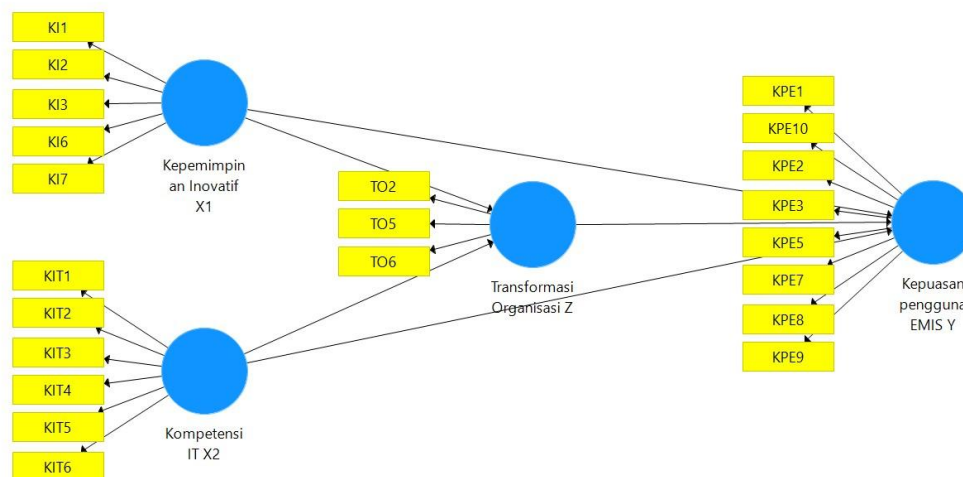


Figure 2. Measurement Model

### H<sub>1</sub> : Analysis of the Hypothesis That Innovative Leadership Has a Positive Effect on Organizational Transformation

Innovative leadership influences organizational transformation. Innovative leaders not only serve as guides but are also capable of driving change through new ideas and more flexible work approaches. Innovative leadership fosters a work environment open to change, enabling organizational members to adapt more easily to the demands of technological advancements and evolving work dynamics. Furthermore, innovative leaders also contribute to building an adaptive and collaborative madrasah culture, which is a key factor in the success of organizational transformation. Thus, the more innovative leadership is implemented, the more effective the organizational transformation process becomes.

### H<sub>2</sub>: Analysis of the Hypothesis on the Relationship Between IT Competence and Organizational Transformation

IT competencies influence organizational transformation. Strong technological skills enable users not only to operate systems but also to understand how technology can be leveraged to support work processes and organizational change. IT competencies help improve efficiency, accelerate data

processing, and facilitate coordination across departments, thereby making the transformation process far more effective. Additionally, users with strong technological competencies tend to adapt more easily to new systems and exhibit lower resistance to change. Consequently, the higher the level of IT competency, the more optimal the resulting organizational transformation will be.

### **H<sub>3</sub>: Analysis of the Hypothesis on the Relationship Between Innovative Leadership and EMIS User Satisfaction**

Innovative leadership does not influence EMIS user satisfaction. This indicates that the role of leaders in driving innovation has not yet been able to have a direct impact on user satisfaction levels when using the system. Users tend to place greater value on technical aspects such as ease of use, system reliability, and the quality of the information produced, rather than on indirect leadership styles. Furthermore, limited interaction between leaders and users in operational implementation also results in the influence of leadership being less felt in daily EMIS usage activities. Thus, although innovative leadership plays a crucial role within an organization, its influence on EMIS user satisfaction tends to be indirect, mediated through factors such as system effectiveness and work processes.

### **H<sub>4</sub>: Analysis of the Hypothesis on the Relationship Between IT Competence and EMIS User Satisfaction**

IT proficiency influences EMIS user satisfaction. Users with strong technical skills tend to find it easier to operate the system, complete tasks efficiently, and adapt to EMIS features and updates. When users have a deep understanding of the digital tools they use, the technical barriers that often arise in educational data management can be effectively minimized. This directly enhances user comfort and confidence in using the system, as they no longer feel overwhelmed by the complexity of data input procedures. Additionally, adequate proficiency enables users to explore advanced functions within EMIS, resulting in more accurate and relevant data for decision-making. Mastery of this technology also reduces the level of work-related stress that often arises due to a lack of technical knowledge when facing periodic system updates. Thus, the higher the IT competency of users, the higher the level of satisfaction among EMIS users in carrying out their administrative tasks on an ongoing basis.

### **H<sub>5</sub>: Analysis of the Hypothesis on the Relationship Between Organizational Transformation and EMIS User Satisfaction.**

Organizational transformation impacts EMIS user satisfaction. Targeted changes in structure, work processes, and organizational culture can enhance the

effectiveness of system use and improve user experience. A successful transformation will streamline previously complex bureaucracy into more concise and integrated digital workflows. This is crucial because user satisfaction depends not only on the sophistication of the EMIS application itself, but also on the extent to which the work environment supports this transition through supportive policies. Organizations that dare to undertake transformation will create space for innovation, thereby addressing the administrative hurdles frequently cited by data operators with more modern solutions. Furthermore, clear task allocation following the transformation fosters more harmonious and productive interactions between humans and systems. By creating an adaptive work ecosystem, users will feel more valued and supported in fulfilling their reporting obligations on time. Thus, the better the organizational transformation, the higher the long-term satisfaction levels of EMIS users.

#### **H<sub>6</sub>: Hypothesis Analysis The Effect of Innovative Leadership through Organizational Transformation on EMIS User Satisfaction.**

Innovative leadership influences EMIS user satisfaction through organizational transformation. Innovative leaders are able to drive changes in structure, processes, and work culture that are more adaptive, thereby enhancing the overall effectiveness of the system's use. In this context, the presence of visionary leaders serves as the primary driver ensuring that the transition toward digitalization does not stop at the procurement of devices, but extends to behavioral aspects within the organization. Organizational transformation acts as a mediator that strengthens the influence of innovative leadership on EMIS user satisfaction by creating a bridge between leadership policies and technical implementation in the field. Without tangible transformation in workflows, the benefits of innovative ideas from leadership are difficult for system users to realize. However, when transformation proceeds effectively, bureaucratic obstacles can be overcome, enabling EMIS operators to feel more supported and productive in their work. Thus, the better the innovative leadership—coupled with optimal organizational transformation—the higher the level of EMIS user satisfaction will be.

#### **H<sub>7</sub>: Analysis of the Hypothesis on the Effect of IT Competence through Organizational Transformation on EMIS User Satisfaction.**

IT competencies influence EMIS user satisfaction through organizational transformation. Strong technological capabilities drive changes in work processes, systems, and organizational culture, making them more adaptive and digitally oriented. In this context, users with digital proficiency do not merely operate the system but also play an active role in accelerating the transition from manual work methods to more modern and integrated workflows.

Organizational transformation acts as a mediating variable that strengthens the relationship between IT competency and user satisfaction by ensuring that staff's technical skills are supported by efficient work systems. Without adjustments to organizational workflows, high technological proficiency often goes to waste and can even lead to frustration. Conversely, when an organization is able to align its work structure with technological advancements, technical barriers can be minimized, making EMIS operations more streamlined. The higher the IT competency supported by effective organizational transformation, the higher the satisfaction of EMIS users.

## Discussion

The research results show that innovative leadership has a significant influence on organizational transformation in Madrasahs (Bahri & Najiburrahman, 2024; Hussen & Onia, 2024; Maulidy et al., 2025). This finding aligns with previous literature emphasizing the role of leadership in driving changes in work culture, structure, and organizational processes to improve information system effectiveness (Usakli & Rasoolimanesh, 2023). However, unlike several studies that position leadership as a direct factor in increasing user satisfaction, this study found that the influence of leadership on EMIS user satisfaction is indirect, mediated by organizational transformation (Didi Sartika Ansori Ansori, Halimatus Sya'diyah, 2025; Fadere et al., 2024; Oyeniran et al., 2024). This suggests that leadership innovation alone is not sufficient; structural and cultural changes are needed for users to experience real benefits. User IT competence has also been shown to have a significant impact, both directly and through organizational transformation, on EMIS user satisfaction (Aldossary et al., 2025; Fadli Hidayat et al., 2024; Sain et al., 2024). This finding supports the theory that technical competence is a key determinant of the effectiveness of information system implementation, as proficient users adapt more easily to new features, reduce errors, and improve data accuracy (Baharun et al., 2025). Practically, this underscores the importance of ongoing IT training for operators and teaching staff to maximize EMIS functionality.

Organizational transformation emerges as a key mediator strengthening the influence of innovative leadership and IT competence on user satisfaction (Imansyah et al., 2025; Lasut & Neman, 2025). Changes in structure, work culture, and operational procedures enable integration between leadership policies and user technical competence (Fenezia & Armiami, 2025; Musyarofah et al., 2025). These findings support the literature on adaptive organizations, which emphasizes the importance of structural mediators in ensuring innovation and technical capabilities positively impact user experience (Fauzi, 2022; Kinasih et al., 2025). Theoretically, this study broadens understanding of the relationship between leadership, IT competency, and user satisfaction in the context of educational information systems.

Practical implications of this study emphasize the need for an integrated strategy that combines innovative leadership development, IT competency enhancement, and organizational transformation to enhance EMIS user satisfaction. Madrasahs that successfully implement this combination can improve the quality of educational data management, accelerate administrative processes, and create a work environment that is adaptive to technological change (Annisa & Syafril, 2025; Sundari & Yusran, 2025; Wardhani et al., 2025). Theoretically, this study contributes to the development of a structural relationship model between leadership, technical capabilities, organizational transformation, and user satisfaction in the context of technology-based education.

## CONCLUSION

Based on the research results, the most important findings indicate that innovative leadership and IT competency play a crucial role in driving effective organizational transformation, thus indirectly increasing EMIS user satisfaction. The lesson learned is that the successful implementation of educational information systems is not only determined by technology, but also by adaptive leadership and user readiness for transformation. The strength of this paper lies in its scientific contribution, namely expanding the understanding of the structural relationship between leadership, technical capabilities, organizational transformation, and user satisfaction in the context of technology-based education, while emphasizing the importance of organizational mediators in the SEM-PLS model. However, this study has limitations, including the limited coverage of one madrasah and the use of a quantitative survey design that may not capture the nuances of user experiences in depth. Therefore, future research is recommended to expand the sample, use a qualitative or mixed-method approach, and explore additional variables that may influence user satisfaction and the effectiveness of organizational transformation.

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