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Study of the Contribution of Transformational Leadership, Training and Digital Education Innovation on Teacher Performance in Learning at SMP Muhammadiyah Ngawi

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Abstract

Teachers as education providers play a role in improving student learning outcomes. The quality of teacher performance is very decisive on the quality of educational outcomes because the teacher is the figure who most often interacts directly with students during the learning process. The purpose of the study was to determine the contribution of transformational leadership, education and training, and educational digital innovation to teacher performance in learning at SMP Muhammadiyah Ngawi. This type of research is causal associative research using a quantitative approach. Places of research in several SMP Muhammadiyah Ngawi. The data analysis technique used multiple linear regression analysis. The results showed that transformational leadership had a positive and significant effect on teacher performance with a significance value of 0.010 < 0.05. The education and training variables have a positive and significant effect on teacher performance with a significance value of 0.013 < 0.05. Furthermore, the education and training has a positive and significant effect on teacher performance 0.001 < 0.05. Taken together, the variables of the transformational leadership, the education and training and the digital innovation on teacher performance are simultaneously influential. Suggestions for the teacher research at SMP Muhammadiyah Ngawi are expected to help each other with the problems of other members in providing information related to teacher performance.

Keywords
transformational leadership; education and training; digital education innovation; teacher performance

I. Introduction

The learning process that is fun, innovative, and creative is a challenge for teachers in an effort to improve the quality of education. The quality of education can be identified, among other things, by the improvement in student learning outcomes in each subject. Education providers who play the most role in improving student learning outcomes, namely teachers because they are directly involved in the learning process. The teacher does not only carry out the task as a teacher (teaching), but more emphasis is placed on student learning (learning) (Kasim, 2020).

Teacher performance is an important element in education, but it is also a determinant of the high and low quality of education. Teacher performance is carried out by the teacher in carrying out the duties of a teacher as an educator. The quality of teacher performance is very decisive on the quality of educational outcomes because the teacher is the figure who most often interacts directly with students during the learning process. Performance becomes the implication of motivation and ability. To complete a task and work, a person must have a certain degree of willingness and level of ability. A person's

willingness and skills are not effective enough to do something without a clear understanding of what will be done and how to do it (Zeke et al, 2021).

Then, based on initial observations at SMP Muhammadiyah Ngawi, it was found that the main problem was the low performance of teachers. This condition occurs in everyday reality because, among other things, (1) the principal's leadership is still not firm in giving sanctions to cases that occur, (2) the principal's leadership and motivation on teacher performance at SMP Muhammadiyah Ngawi has not contributed optimally. , (3) principal leadership has not improved the performance of effective and innovative teachers, and (4) lack of education and training in improving teacher performance. Therefore, based on the above phenomenon, it is deemed necessary to formulate a study of the contribution of transformational leadership, training and education digital innovation to teacher performance in learning at SMP Muhammadiyah Ngawi.

Transformational leadership is considered a charismatic leader and has a central and strategic role in bringing the organization to achieve its goals (Sobirin, 2018: 86). In terms of effective principal leadership, the principal has a clear vision and mission regarding his understanding of the past and the future, positions himself as a person who can have an influence on teachers, creates communication and harmonious relationships, and provides motivation for teachers to work. better and give confidence to teachers and education personnel. The authority of the principal must be developed by increasing the attitude of concern, enthusiasm for learning, work discipline, exemplary and human relations as capital for the realization of a conductive work climate or school environment (Hermawati et al, 2021).

According to Astuti et al (2019) Education is an obligation of every human being that must be pursued to hold responsibilities and try to produce progress in knowledge and experience for the lives of every individual. Education is one of the efforts to improve the ability of human intelligence, thus he is able to improve the quality of his life (Saleh and Mujahiddin, 2020). Education is expected to be able to answer all the challenges of the times and be able to foster national generations, so that people become reliable and of high quality, with strong characteristics, clear identities and able to deal with current and future problems (Azhar, 2018).

Education and training is one of the efforts to improve and increase teacher competence. Along with this, improving the quality of education is a prerequisite for producing good quality educators/teachers. In the sense that the quality of teachers will be good if the quality of education and training is carried out well (Rais, 2019). The development of science and technology has brought changes in all aspects of human life. This causes various problems that can only be solved by increasing knowledge and skills. In order to be able to adapt to the times, a teacher is obliged to update by increasing his competence on an ongoing basis (Nurdiansyah, 2017).

Digital innovation has a positive and significant impact on the contribution of teacher performance in learning. In improving student learning outcomes which are the responsibility of principals and teachers, it is necessary to implement several innovations to support learning success. Innovative teachers or educators can look for new ideas, and experience a continuous implementation process, not stopping at one time but continuing. The ability of a teacher to translate experience and adapt to the times that occur is very necessary to give birth to an innovation in carrying out their duties in order to improve the performance of the teacher in order to support the achievement of these educational goals (Erawati et al, 2020).

Based on the background description and data theory, the purpose of writing a study on the contribution of transformational leadership, training and education digital innovation to teacher performance in learning at SMP Muhammadiyah Ngawi is as follows. (1) determine the magnitude of the influence of transformational leadership, education and training, and digital innovation on teacher performance, (2) determine the magnitude of the influence of transformational leadership on performance, (3) determine the magnitude of the effect of education and training on teacher performance, and (4) determine the magnitude of the influence of digital education innovation on the performance of teachers in SMP Muhammadiyah Ngawi.

II. Research Method

This research is a causal associative research using a quantitative approach. Causal associative research is research that aims to determine the contribution between two or more variables (2015). This study explains the influence and contribution of the variables to be studied. Using a quantitative approach because the data that will be used to analyze the relationship between variables is expressed by numbers or a numerical scale (Kuncoro, 2013). This study analyzes the contribution of transformational leadership, education and training, digital education innovation to teacher performance.

III. Results and Discussion

3.1 Respondent Description

a. Description of Respondents by Gender

The first characteristic of the respondents analyzed is the comparison of the number of respondents by gender, which can be seen in the following table:

Table 1. Description of Respondents by Gender

No	Gender	Frequency	Percentage
1	Man	22	30.99%
2	Woman	49	69.01%
	Amount	71	100.00%

Based on the data on the characteristics of the respondents, it can be seen that the majority of respondents were dominated by female respondents, which amounted to a percentage of 49 respondents or 69.01%.

b. Description of Respondents by Age

The second characteristic of the respondents analyzed is the comparison of the number of respondents by age can be seen in the following table:

Table 2. Description of Respondents by Age

No	Age	Frequency	Percentage
1	21-25 years old	18	25.35%
2	26-30 years old	41	57.75%
3	31-35 years old	12	16.90%
	Amount	71	100.00%

Based on the data on the characteristics of the respondents, it can be seen that the majority of respondents were dominated by respondents with an age range of 26-30 years, which amounted to a percentage of 41 respondents or 57.75%.

c. Description of Respondents Based on Last Education

The third characteristic of the respondents analyzed is the comparison of the number of respondents based on their last education, which can be seen in the following table:

Table 3. Description of Respondents Based on Last Education

No	Last education	Frequency	Percentage
1	College	71	100%
	Amount	71	100%

Based on the data on the characteristics of the respondents, it can be seen that the majority of respondents are dominated by respondents with a college education, totaling a percentage of 71 respondents or 100%.

d. Description of Respondents by Occupation

The fourth characteristic of the respondents analyzed is the comparison of the number of respondents based on the work of teachers at SMP Muhammadiyah Ngawi in full, which can be seen in table 4 below:

Table 4. Description of Respondents by Occupation

No	Profession	Frequency	Percentage
1	Teacher	71	100%
	Amount	71	100%

Based on the data on the characteristics of the respondents, it can be seen that the majority of respondents are dominated by respondents with teacher jobs, which amount to a percentage of 71 respondents or 100%.

3.2 Descriptive Analysis

a. Frequency Distribution of Transformational Leadership Variables (X1)

The results of the descriptive analysis for the Transformational Leadership variable can be seen in the following table:

Table 5. Descriptive Analysis of Transformational Leadership

Indicator	STS		TS		RR		S		SS		Average
	F	%	F	%	F	%	F	%	F	%	
X1.1	0	0%	1	1%	20	28%	42	59%	8	11%	3.80
X1.2	0	0%	1	1%	32	45%	34	48%	4	6%	3.58
X1.3	0	0%	2	3%	6	8%	49	69%	14	20%	4.06
X1.4	0	0%	4	6%	39	55%	28	39%	0	0%	3.34
X1.5	0	0%	2	3%	6	8%	53	75%	10	14%	4.00
X1.6	0	0%	2	3%	13	18%	50	70%	6	8%	3.85
X1.7	0	0%	2	3%	8	11%	52	73%	9	13%	3.96
X1.8	0	0%	2	3%	5	7%	52	73%	12	17%	4.04
Transformational Leadership Average X1											3.83

The average value obtained by the Transformational Leadership variable is 3.83 or is included in the high category. This shows that good Transformational Leadership will be well received for teacher performance.

b. Frequency Distribution of Education and Training Variables(X2)

The results of the descriptive analysis for the Education and Training variables can be seen in the following table:

Table 6. Descriptive Analysis of Education and Training

Indicator	STS		TS		RR		S		SS		Average
	F	%	F	%	F	%	F	%	F	%	
X2.1	0	0%	0	0%	3	4%	51	72%	17	24%	4.20
X2.2	0	0%	3	4%	13	18%	45	63%	10	14%	3.87
X2.3	0	0%	1	1%	11	15%	54	76%	5	7%	3.89
X2.4	0	0%	2	3%	16	23%	47	66%	6	8%	3.80
X2.5	0	0%	3	4%	37	52%	29	41%	2	3%	3.42
X2.6	0	0%	2	3%	46	65%	22	31%	1	1%	3.31
X2.7	0	0%	1	1%	7	10%	43	61%	20	28%	4.15
X2.8	0	0%	0	0%	4	6%	42	59%	25	35%	4.30
Average Education and Training X2											3.87

The average value obtained by the Education and Training variable is 3.87 or is included in the high category. This shows a good perception that will get good feedback for teacher performance.

c. Innovation Digital Variable Frequency Distribution(X3)

The results of the descriptive analysis for the Digital Innovation variable can be seen in the following table:

Table 7. Descriptive Analysis of Digital Innovation

Indicator	STS		TS		RR		S		SS		Average
	F	%	F	%	F	%	F	%	F	%	
X3.1	0	0%	1	1%	2	3%	45	63%	23	32%	4.27
X3.2	0	0%	2	3%	6	8%	53	75%	10	14%	4.00
X3.3	0	0%	1	1%	19	27%	39	55%	12	17%	3.87
X3.4	0	0%	1	1%	12	17%	46	65%	12	17%	3.97
X3.5	0	0%	2	3%	14	20%	47	66%	8	11%	3.86
X3.6	0	0%	2	3%	7	10%	45	63%	17	24%	4.08
Digital Average Innovation X3											4.01

The average value obtained by the Digital Innovation variable is 4.01 or is included in the High category. This shows that the digital innovation used by the teacher is going well.

d. Frequency Distribution of Teacher Performance Variables (Y)

The results of the descriptive analysis for the Teacher Performance variable can be seen in the following table:

Table 8. Descriptive Analysis of Teacher Performance

Indicator	STS		TS		RR		S		SS		Average
	F	%	F	%	F	%	F	%	F	%	
Y1.1	0	0%	0	0%	16	23%	45	63%	10	14%	3.92
Y1.2	0	0%	1	1%	21	30%	37	52%	12	17%	3.85
Y1.3	0	0%	1	1%	16	23%	40	56%	14	20%	3.94
Y1.4	0	0%	1	1%	20	28%	32	45%	18	25%	3.94
Y1.5	0	0%	2	3%	25	35%	33	46%	11	15%	3.75
Y1.6	0	0%	1	1%	34	48%	26	37%	10	14%	3.63
Y1.7	0	0%	3	4%	13	18%	39	55%	16	23%	3.96
Y1.8	0	0%	4	6%	33	46%	26	37%	8	11%	3.54
Teacher Y .'s Average Performance											3.82

The average value obtained by the Teacher Performance variable is 3.82 or is included in the high category. This shows that the performance carried out by the teachers is quite good.

3.3 Validity Test Results

a. Transformational Leadership Variable Validity Test (X1)

The results of the validity test of the Transformational Leadership variable can be seen in the following table:

Table 9. Transformational Leadership Validity Test

Items	R-count	R-table	Information
X1.1	0.631	0.361	Valid
X1.2	0.719	0.361	Valid
X1.3	0.717	0.361	Valid
X1.4	0.669	0.361	Valid
X1.5	0.788	0.361	Valid
X1.6	0.765	0.361	Valid
X1.7	0.827	0.361	Valid
X1.8	0.864	0.361	Valid

From the calculation results it can be said that each question item result from the questionnaire results on average is greater than 0.361 and can be declared valid.

b. Education and Training Variable Validity Test (X2)

The results of the validity test of the Education and Training variable can be seen in the following table:

Table 10. Test the Validity of Education and Training

Items	R-count	R-table	Information
X2.1	0.740	0.361	Valid
X2.2	0.797	0.361	Valid
X2.3	0.724	0.361	Valid
X2.4	0.716	0.361	Valid
X2.5	0.598	0.361	Valid

X2.6	0.718	0.361	Valid
X2.7	0.689	0.361	Valid
X2.8	0.537	0.361	Valid

From the calculation results it can be said that each question item result from the questionnaire results on average is greater than 0.361 and can be declared valid.

c. Digital Innovation Variable Validity Test (X3)

The results of the validity test of the Digital Innovation variable can be seen in the following table:

Table 11. Test of Digital Validity of Innovation

Items	R-count	R-table	Information
X3.1	0.597	0.361	Valid
X3.2	0.824	0.361	Valid
X3.3	0.665	0.361	Valid
X3.4	0.561	0.361	Valid
X3.5	0.788	0.361	Valid
X3.6	0.862	0.361	Valid

From the calculation results it can be said that each question item result from the questionnaire results on average is greater than 0.361 and can be declared valid.

d. Teacher Performance Variable Validity Test (Y)

The results of the validity test of the Teacher Performance variable can be seen in the following table:

Table 12. Teacher Performance Validity Test

Items	R-count	R-table	Information
Y1.1	0.718	0.361	Valid
Y1.2	0.638	0.361	Valid
Y1.3	0.603	0.361	Valid
Y1.4	0.521	0.361	Valid
Y1.5	0.727	0.361	Valid
Y1.6	0.754	0.361	Valid
Y1.7	0.827	0.361	Valid
Y1.8	0.651	0.361	Valid

From the calculation results it can be said that each question item result from the questionnaire results on average is greater than 0.361 and can be declared valid.

3.4 Reliability Test Results

a. Transformational Leadership Variable Reliability Test (X1)

The results of the reliability test on the Transformational Leadership variable (X1) can be seen in the following table:

Table 13. Transformational Leadership Reliability Test

Reliability Statistics

Cronbach's Alpha	N of Items
.924	8

With a standard value of 0.600 and a Cronbach's Alpha value on a Transformational Leadership scale of 0.924 > 0.600, the data construct of Transformational Leadership is reliable.

b. Education and Training Variable Reliability Test (X2)

The results of the reliability test on the Education and Training variable (X2) can be seen in the following table:

Table 14. Education and Training Reliability Test

Reliability Statistics

Cronbach's Alpha	N of Items
.900	8

With a standard value of 0.600 and because the Cronbach Alpha value on the Education and Training scale is 0.900 > 0.600, the Education and Training data construct is reliable.

c. Innovation Digital Variable Reliability Test (X3)

The results of the reliability test on the Digital Innovation variable (X3) can be seen in the following table:

Table 15. Education and Training Reliability Test

Reliability Statistics

Cronbach's Alpha	N of Items
.891	6

With a standard value of 0.600 and because the Cronbach's Alpha value of the Digital Innovation scale is 0.891> 0.600, the Digital Innovation data construct is reliable.

d. Teacher Performance Variable Reliability Test (Y)

The results of the reliability test on the Teacher Performance variable (Y) can be seen in the following table:

Table 16. Teacher Performance Reliability Test

Reliability Statistics

Cronbach's Alpha	N of Items
.896	8

With a standard value of 0.600 and because the Cronbach Alpha value on the Teacher Performance scale is 0.896 > 0.600, the construct of Teacher Performance data is reliable.

3.5 Data analysis

a. Normality test

The results of the normality test can be seen in the following figure:

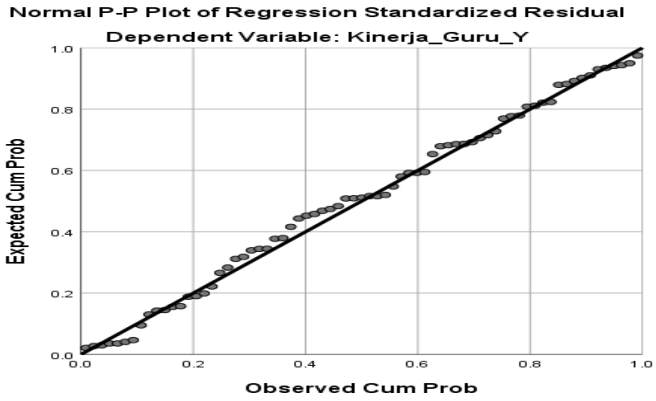

Figure 1. *Normality Test*

The points that spread around the diagonal line show that the residuals are normally distributed so that the residuals between the variables of Transformational Leadership, Education and Training and Digital Innovation on Teacher Performance are normally distributed.

Table 17. Normality Test Results

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		71
Normal Parameters, b	mean	.0000000
	Std. Deviation	.31488516
Most Extreme Differences	Absolute	.062
	Positive	.055
	negative	-.062
Test Statistics		.062
asymp. Sig. (2-tailed)		.200c,d

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

The value of Kolmogorov-Smirnov Z on the variables of Transformational Leadership, Training and Digital Innovation on Teacher Performance is 0.062 with a sig value of 0.200 greater than 0.05. It can be concluded that H0 is accepted and H1 is rejected, so all residuals on the variables of Transformational Leadership, Training and Digital Innovation on Teacher Performance are normally distributed.

b. Multicollinearity Test

Multicollinearity assumption test results show that there is no multicollinearity in the model. This can be seen from the correlation matrix between the independent variables in the following table:

Table 18. Multicollinearity Test Results

Coefficients[a]

Model	Collinearity Statistics	
	Tolerance	VIF
1(Constant)		
Leadership_Transformational_X1	.442	2.260
Education_and_Training_X2	.438	2.286
Digital_Innovation_X3	.398	2,510

a. Dependent Variable: Performance_Guru_Y

The test results show that the entire VIF value in the Transformational Leadership Education and Digital Innovation variables is smaller than 10 and the tolerance value is greater than 0.10 so it can be concluded that there is no multicollinearity between the independent variables.

c. Heteroscedasticity Test

Heteroscedasticity test on the variables of Transformational Leadership, Training and Digital Innovation on Teacher Performance can be seen in the image below:

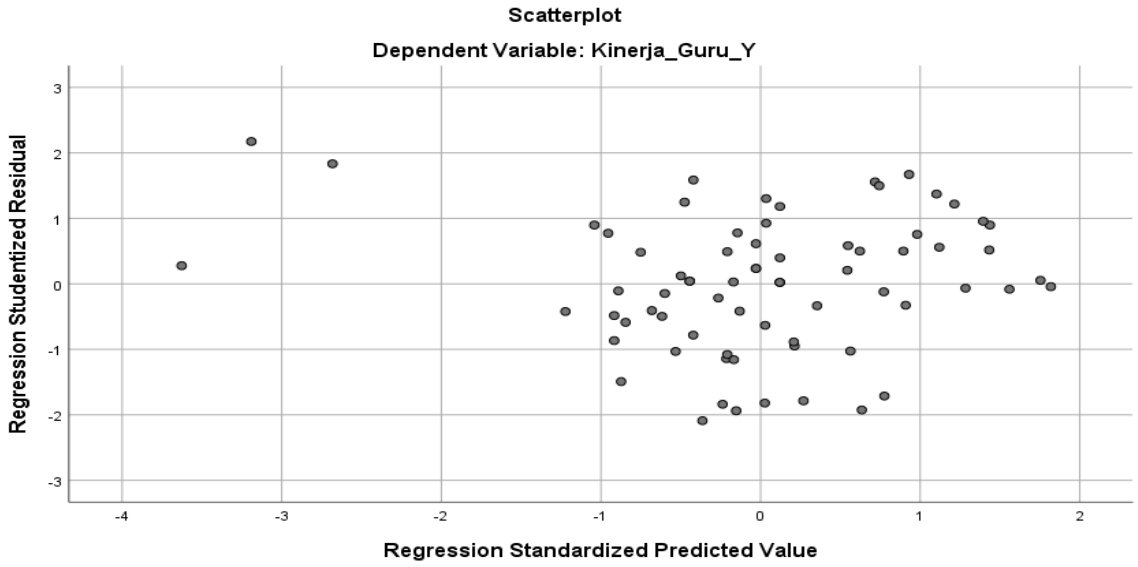

Figure 2. *Heteroscedasticity Test*

The heteroscedasticity test results of Transformational Leadership, Education and Training and Digital Innovation variables on Teacher Performance show that the points are spread above and below zero, so the regression model does not occur heteroscedasticity.

3.6 Multiple Regression Analysis

It is known that knowledge (X1) and Education and Training (X2) on the dependent variable, namely Teacher Performance (Y). The results of multiple regression testing are as follows:

Table 19. Multiple Regression

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	-.309	.357		-.865	.390		
	Leadership_Transformational_X1	.330	-124	.278	2,656	.010	.442	2.260
	Education_and_Training_X2	.326	.128	.268	2,540	.013	.438	2.286
	Digital_Innovation_X3	.400	.119	.372	3.370	.001	.398	2,510

a. Dependent Variable: Performance_Guru_Y

Interpretation:

a. The constant of -0.309 means that if Transformational Leadership (X1) , Education and Training (X2) and Digital Innovation (X3) are 0, then Teacher Performance (Y') value is -0.309.
b. The regression coefficient of the Transformational Leadership variable (X1) is 0.330; This means that if the value of the other independent variables continues to increase in units, then Teacher Performance (Y') will increase by 0.330. A positive coefficient means that there is a positive influence on teacher performance.
c. The regression coefficient of the Education and Training variable (X2) is 0.326; it means that if the value of other independent variables continues to increase in units, then Teacher Performance (Y') will increase by 0.326. A positive coefficient means that there is a positive influence on teacher performance.
d. The regression coefficient of the Digital Innovation variable (X3) is 0.400; This means that if the value of the other independent variables continues to increase in units, then Teacher Performance (Y') will increase by 0.400. A positive coefficient means that there is a positive influence on teacher performance.
e. The standard error value (ε) is 0.357.

1. T test

The t test is used to determine whether the independent variables partially have a significant effect or not on the dependent variable, the degree of significance used is 0.05. If the significance value is less than the degree of confidence, then we accept the alternative hypothesis which states that an independent variable partially affects the dependent variable.

According to the test criteria:

H0 is rejected if t count < t table (1.9949)

Ha is accepted if t count > t table (1.9949)

The results of the T test are in the following table:

Table 20. T Test Results

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	-.309	.357		-.865	.390		
	Leadership_Transformational_X1	.330	-124	.278	2,656	.010	.442	2.260
	Education_and_Training_X2	.326	.128	.268	2,540	.013	.438	2.286
	Digital_Innovation_X3	.400	.119	.372	3.370	.001	.398	2,510

a. Dependent Variable: Performance_Guru_Y

The t-test statistic test (partial) shows the effect of Transformational Leadership and Education and Training on Teacher Performance is a partial effect. Based on the table above, it can be described as follows, namely:

a) Transformational Leadership Variable (X1) has a regression coefficient value of 0.330 and a significance value (Sig.) 0.010 in the Coefficientsa table with a value of (degree of significance) 0.05 meaning 0.010 < 0.05 or there is a significant effect and the t test shows 2.656 > t table (1.9949). This means that Transformational Leadership has a positive and significant effect on Teacher Performance.
b) The Education and Training variable (X2) has a regression coefficient value of 0.326 and a significance value (Sig.) 0.013 in the Coefficientsa table with a value (degree of significance) 0.05 meaning 0.013 < 0.05 or there is a significant effect and the t test shows 2.540 > t table (199949). This means that education and training have a positive and significant effect on teacher performance.
c) The Digital Innovation variable (X3) has a regression coefficient value of 0.400 and a significance value (Sig.) 0.001 in the Coefficientsa table with a value of (degree of significance) 0.05 meaning 0.001 < 0.05 or there is a significant effect and the t test shows 3.370 > t table (1.9949). This means that education and training have a positive and significant effect on teacher performance.

2. F test

The F statistical test basically shows that all independent or independent variables included in the model have the accuracy of the model on the dependent or dependent variable (Ghozali, 2013). Where in the F test there are hypothesis testing criteria used are as follows:

If the significance value is <0.05, then H1 is accepted and Ha is accepted.
If the significance value is > 0.05 then H1 is rejected and Ha is rejected

Table 21. F Test Results

ANOVAa

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14,409	3	4,803	46,363	.000b
	Residual	6,941	67	.104		
	Total	21,349	70			

a. Dependent Variable: Performance_Guru_Y

b. Predictors: (Constant), Digital_Innovation_X3, Leadership_Transformational_X1, Education_and_Training_X2

Based on the table above, the results of the F statistical test obtained a statistical value of 46,363 and a significance value of 0.000 so that Ho is rejected, which can be concluded that Transformational Leadership, Education and Training and Digital Innovation on Teacher Performance are simultaneously influential.

3. The Result of the Coefficient of Determination Analysis (R2)

In simple terms the coefficient of determination is calculated by squaring the coefficient. The results of the R2 determination test are in the table below:

Table 22. Coefficient of Determination R2

Model Summaryb

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.822a	.675	.660	.32186

a. Predictors: (Constant), Digital_Innovation_X3, Leadership_Transformational_X1, Education_and_Training_X2

b. Dependent Variable: Performance_Guru_Y

Based on the table above, the number r2 (r square) is 0.675 or (67.5%). this shows that the percentage contribution of the influence of the independent variable consisting of transformational leadership, education and training and digital innovation on the dependent variable of teacher performance is 67.5%. or the variation of the independent variable consisting of transformational leadership, education and training and digital innovation is able to explain 67.5. variation of the dependent variable (teacher performance). while the remaining 32.5% is influenced or explained by other variables that are not included in this research model.

Standard Error of the Estimate from the regression results obtained a value of 0.32186, this means that the number of errors in the prediction of Teacher Performance is 0.32186. Because the standard error of the estimate is less than the standard deviation of Y, the regression model is getting better at predicting the value of Y.

IV. Conclusion

First, the transformational leadership variable (X1) has a regression coefficient value of 0.330 and a significance value (Sig.) 0.010 in the coefficient table with a value of (degree of significance) 0.05 meaning 0.010 <0.05 or there is a significant effect and the t test shows 2.656 > t table (1.9949). This means that transformational leadership has a positive and significant effect on teacher performance. *Second*, the education and training variable (X2) has a regression coefficient value of 0.326 and a significance value (Sig.) 0.013 in the coefficient table with a value of (degree of significance) 0.05 meaning 0.013 <0.05 or there is a significant effect and the t test shows 2.540 > t table (1.9949). This means that education and training have a positive and significant effect on teacher performance. *Third*, the digital innovation variable (X3) has a regression coefficient value of 0.400 and a significance value (Sig.) 0.001 in the Coefficientsa table with a value of (degree of significance) 0.05 meaning 0.001 < 0.05 or there is a significant effect and the t test shows 3.370 > t table (1.9949). This means that education and training have a positive and significant effect on teacher performance. *Fourth*, the results of the F statistical test obtained a statistical f value of 46,363 and a significance value of 0.000 so Ho is rejected, which can be concluded that transformational leadership, education and training and digital innovation on teacher performance are simultaneously influential.

It is hoped that based on the results of the study, it can be considered as a reference for conducting research with a wider scope than previous studies that have not been investigated in this study, so that other factors that affect teacher performance can be identified, both from the attitude and behavior approach.

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