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Transformational School Leadership for Technology-Based Education: A Multi-Case Study Supporting SDG 4

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ABSTRACT

Objective: To examines the role of transformational leadership in managing technology-based vocational schools and its contribution to improving educational quality through digital transformation. **Method:** A qualitative multi-case study was conducted at SMK Mitra Sehat Sidoarjo and SMKN 1 Sidoarjo. Data were collected through interviews, observations, and document analysis, and analyzed using thematic analysis to identify leadership practices supporting technology integration. **Results:** The findings indicate that transformational school principals successfully promoted technology integration by fostering a shared vision, encouraging innovation, strengthening teacher professional development, and implementing collaborative and data-driven school management. These leadership practices enhanced digital learning, organizational effectiveness, and the quality of educational services despite challenges related to infrastructure and digital competencies. **Novelty:** Proposing a transformational leadership framework for technology-based vocational school management that integrates digital innovation with collaborative leadership practices. The framework contributes to SDG 4 (Quality Education) by improving the quality and inclusiveness of technology-enhanced education and supports SDG 9 (Industry, Innovation and Infrastructure) by strengthening digital innovation and institutional capacity for sustainable educational transformation.

INTRODUCTION

The rapid development of information and communication technology (ICT) over the past two decades has significantly transformed various sectors of society, including education (Moscato & Embré, 2023). Educational technology has become an integral component of both learning processes and school management, encompassing the use of software, hardware, and communication networks to support teaching activities, educational administration, and institutional governance (Japar et al., 2024; Sobari, 2024). The integration of technology into education offers numerous advantages, including broader access to educational resources, personalized learning experiences, improved communication, and greater administrative efficiency. Despite these benefits, several challenges continue to hinder the effective implementation of educational technology, particularly in developing countries.

In Indonesia, the digital divide remains a major obstacle to educational transformation, especially in 3T areas (underdeveloped, frontier, and outermost regions). Irshadi and Ivaanna (2024) reported that limited infrastructure, inadequate technological training for teachers, and insufficient budget allocations prevent many schools from fully implementing technology-based educational systems. These challenges indicate that the successful integration of technology requires not only digital tools but also adequate infrastructure, institutional support, and competent human resources.

Amid the increasing trend of digitalization, technology-based school management has enabled educational institutions to optimize both administrative and academic