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A Transformational Leadership Model for School Principals in Accelerating the Digital Transformation of Vocational High School Management Toward SDG 4

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ABSTRACT

Objective: To analyze the role of transformational leadership in accelerating the digital transformation of technology-based school management in vocational high schools and to explore leadership strategies employed by school principals in supporting sustainable digital innovation. **Method:** A qualitative approach with a multi-case study design was employed at Mitra Sehat Mandiri Vocational High School Sidoarjo and Vocational High School 1 Sidoarjo. Data were collected through in-depth interviews, observations, and document analysis involving principals, vice principals, teachers, administrative staff, and school operators. The data were analyzed using the interactive model of Miles, Huberman, and Saldaña, while credibility was ensured through triangulation, member checking, and prolonged engagement. **Result:** The findings indicate that both schools have successfully integrated digital technologies into learning, administration, communication, and decision-making processes. Transformational leadership emerged as a key factor in establishing a digital vision, identifying the potential of educators and educational staff, facilitating professional development, and supporting organizational adaptation to technological change. Continuous principal support through infrastructure provision, training, mentoring, and evaluation significantly improved digital readiness and institutional effectiveness. Furthermore, the study identified two complementary pathways of digital transformation, namely system-driven and culture-driven approaches, which collectively contribute to sustainable organizational change. **Novelty:** To develop of a conceptual model of technology-based school management transformation that integrates transformational leadership, organizational culture, human resource readiness, and technological infrastructure as toward SDGs 4. The findings suggest that sustainable digital innovation in vocational education requires a balanced integration of system-oriented and culture-oriented transformation strategies.

INTRODUCTION

The rapid development of Information and Communication Technology (ICT) has transformed various sectors, including education. Educational institutions are increasingly required to adapt to digital transformation by integrating technology into learning processes, administrative management, and organizational governance. Technology-based education enables schools to improve learning accessibility, personalize educational experiences, and enhance operational efficiency (Moscato & Emre, 2023; Japar et al., 2024; Sobari, 2024). The implementation of digital platforms, learning management systems, and school information systems has become an essential component in supporting educational quality improvement in the digital era.

Technology integration has significantly influenced school management practices. Digital-based school management facilitates efficient administration, improves data accuracy, and supports evidence-based decision-making. Previous studies have demonstrated that digitalization can reduce administrative errors, improve service quality, and enhance institutional effectiveness (Akbar & Noviani, 2019; Yanti et al., 2024). In the learning context, technology supports online learning, blended learning, and interactive pedagogical approaches that increase student engagement and learning