

***E-LEADERSHIP* KEPALA SEKOLAH DALAM MENINGKATKAN
KINERJA GURU SEKOLAH DASAR DI WILAYAH PEDESAAN
KECAMATAN CISARUA KABUPATEN BANDUNG BARAT**



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diajukan untuk memenuhi sebagian syarat memperoleh gelar
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ABSTRAK

Era transformasi digital telah menghadirkan perubahan fundamental dalam sektor pendidikan, menuntut para pemimpin pendidikan untuk mengadopsi pendekatan kepemimpinan berbasis teknologi (*e-leadership*) guna meningkatkan efektivitas organisasi dan kinerja guru. Meskipun implementasi *e-leadership* telah banyak dikaji dalam konteks perkotaan dengan infrastruktur memadai, masih terdapat kesenjangan signifikan dalam pemahaman mengenai penerapannya di wilayah pedesaan yang menghadapi keterbatasan infrastruktur digital dan sumber daya teknologi. Penelitian ini bertujuan menganalisis implementasi *e-leadership* kepala sekolah dalam meningkatkan kinerja guru di sekolah dasar wilayah pedesaan, mengidentifikasi strategi implementasi, faktor penghambat dan pendukung, serta merumuskan konstruk ekosistem *e-leadership* kontekstual dengan alur yang jelas dan terarah. Metode penelitian menggunakan pendekatan kualitatif dengan desain studi kasus kolektif di tiga sekolah dasar Kecamatan Cisarua: SD Negeri Harapan Mekar, SD Negeri 2 Cipanas, dan SD Negeri Budi Mulya. Data dikumpulkan melalui observasi partisipatif, wawancara semi-terstruktur dengan enam informan kunci, dan studi dokumentasi, kemudian dianalisis menggunakan pendekatan analisis tematik dengan bantuan ATLAS.ti. Hasil penelitian mengungkap tiga pola implementasi *e-leadership*: pendekatan komprehensif-terintegrasi, manajerial-koordinasi, dan transformasional-manajerial. Platform digital utama yang dimanfaatkan meliputi WhatsApp, Google Classroom, Zoom, Instagram, e-rapor, dan e-kinerja dengan strategi pemanfaatan yang disesuaikan dengan konteks lokal. Faktor pendukung mencakup kepemimpinan visioner, budaya kolaboratif, dan kompetensi dasar guru, sementara faktor penghambat meliputi keterbatasan infrastruktur, literasi digital rendah, dan kendala finansial. Strategi implementasi menunjukkan inovasi adaptif berupa optimalisasi sumber daya terbatas dan pemanfaatan modal sosial masyarakat. Simpulan penelitian menunjukkan bahwa implementasi *e-leadership* di wilayah pedesaan berhasil meningkatkan kinerja guru melalui pendekatan adaptif yang mengoptimalkan kekuatan internal untuk mengatasi keterbatasan eksternal. Keberhasilan implementasi tercapai ketika kepala sekolah menerapkan strategi yang disesuaikan dengan konteks lokal, memanfaatkan platform digital tepat guna, membangun budaya kolaboratif, dan melibatkan masyarakat sebagai mitra strategis dalam transformasi digital pendidikan pedesaan yang berkelanjutan.

Kata kunci: *e-leadership*, kepala sekolah, kinerja guru, sekolah dasar pedesaan, transformasi digital, kepemimpinan adaptif

ABSTRACT

The era of digital transformation has brought fundamental changes to the education sector, requiring educational leaders to adopt technology-based leadership approaches (e-leadership) to enhance organizational effectiveness and teacher performance. Although e-leadership implementation has been extensively studied in urban contexts with adequate infrastructure, significant gaps remain in understanding its application in rural areas facing digital infrastructure limitations and technological resource constraints. This study aims to analyze the implementation of e-leadership by school principals in improving teacher performance in rural elementary schools, identify implementation strategies and inhibiting as well as supporting factors, and develop contextual e-leadership ecosystem constructs with clear and systematic frameworks. The research methodology employed a qualitative approach with a collective case study design across three elementary schools in Cisarua District: SD Negeri Harapan Mekar, SD Negeri 2 Cipanas, and SD Negeri Budi Mulya. Data were collected through participatory observation, semi-structured interviews with six key informants, and documentation studies, then analyzed using a thematic analysis approach with ATLAS.ti assistance. The findings revealed three e-leadership implementation patterns: comprehensive-integrated approach, managerial-coordination approach, and transformational-managerial approach. The primary digital platforms utilized included WhatsApp, Google Classroom, Zoom, Instagram, e-rapor, and e-kinerja, with utilization strategies adapted to local contexts. Supporting factors encompassed visionary leadership, collaborative culture, and basic teacher competencies, while inhibiting factors included infrastructure limitations, low digital literacy, and financial constraints. Implementation strategies demonstrated adaptive innovation through optimization of limited resources and utilization of community social capital. The research conclusions indicate that e-leadership implementation in rural areas successfully improved teacher performance through adaptive approaches that optimized internal strengths to overcome external limitations. Successful implementation was achieved when school principals applied strategies adapted to local contexts, utilized appropriate digital platforms, fostered collaborative culture, and engaged communities as strategic partners in sustainable rural educational digital transformation.

Keywords: *e-leadership, school principals, teacher performance, rural elementary schools, digital transformation, adaptive leadership*

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