

Explorative Study: Digital Leadership Intelligence Model in Vocational Education Services in Islamic Universities

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Abstract: *The purpose of the study in the article is to explore vocational education services in Islamic universities and then to find out the digital leadership model of Islamic university leaders related to the development of the digital world and the vocational education they lead. The mixed methods method was used in this study. This research uses the type (sequential mixed methods) which combines two qualitative and quantitative research methods based on the needs of the field in exploring data. Sequential mixed methods research is divided into several stages; the first stage collects data related to the overall state of vocational education services, then the second stage analyzes the policies, management, and management of Higher Education, and the third analyzes using measuring instruments with the aim of statistically determining the effect of digital leadership. Educational services in vocational study programs in Islamic colleges in the Bogor area are known to be in a fairly good category in the management and services of vocational education in Islamic colleges in Bogor Regency. The Digital Leadership Intelligence Model in Islamic Universities in Bogor can be explained through the relationship between constructs. In this model, there are three latent constructs, namely digital leadership and educational services as endogenous constructs and digital intelligence as a mediating construct as well as an exogenous latent construct that affects direct and indirect constructs. Based on the results of SEM-PLS analysis, it can be concluded that: Digital intelligence and digital leadership each have a strong and significant influence on the quality of vocational education services. The interaction effect between digital intelligence and digital leadership on vocational education services has a positive but insignificant effect.*

Keywords: *Intelligence Model, Digital Leadership, Vocational Education Services, Islamic Universities.*

Introduction

Vocational education services are intended to develop human resources according to the needs of society. Vocational education is oriented towards the needs of practical services designed in the form of a curriculum based on the results of research in the field.¹ The need for educational services

¹ Nasution, W. N. (2016). Kepemimpinan pendidikan di Sekolah. *Jurnal Tarbiyah*, 22(1). <http://dx.doi.org/10.30829/tar.v22i1.6>

in the community illustrates the implementation of vocational education so that there is integration between education and the needs of the world of work. The organization of vocational education is implemented by vocational education institutions and universities as stated in Law No. 20/2003 on the National Education System.² Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards.³ Higher education is one of the educational institutions mandated by law to organize vocational education. Vocational education providers are required to provide practice-based academic services outside the lecture class to hone students' abilities according to the science of the study program. Theoretical studies in vocational education are not only limited to knowing and understanding but the deepening of theory is carried out by practice outside the lecture class.⁴

Vocational education in higher education is not something new among academics. The implementation of vocational education in Islamic Higher Education certainly has its own challenges with the dynamics that occur in modern times. The implementation of vocational education in Islamic Higher Education under the Indonesian Ministry of Religious Affairs with the issuance of Minister of Religious Affairs Regulation Number 17 of 2020 concerning Diplomas, Certificates of Competence, and Professional Certificates at Religious Higher Education. Fundamental efforts are made by the government to encourage vocational education to be carried out optimally in Islamic universities with the synchronization of competencies based on science and technology. The formation of work character, attitudes, and skills is regulated in Law Number 12 of 2012⁵ which contains the importance of developing educational competencies.

Vocational education efforts need to be organized with creativity and intelligence in managing higher education institutions in order to produce alumni who are ready in all fields of work according to their knowledge.⁶ An institutional leader must certainly be able to read the opportunities and challenges of the job market, especially in the digital era with rapid technological development. College leaders' understanding of vocational education is the main capital of running a practice-based lecture model. The

² Undang-undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional.

³ BN.2020/No.47, BPK peraturan.go.id, Peraturan Menteri Pendidikan dan Kebudayaan Nomor 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi.

⁴ Muizu, W. O. Z., Kaltum, U., & Sule, E. T. (2019). Pengaruh kepemimpinan terhadap kinerja karyawan. *Perwira-Jurnal Pendidikan Kewirausahaan Indonesia*, 2(1), 70-78. <https://doi.org/10.21632/perwira.2.1.70-78>

⁵ LN.2012/No. 158, TLN No. 5336, LL SETNEG, Undang-undang (UU) Nomor 12 Tahun 2012 tentang Pendidikan Tinggi.

⁶ Sukoco, J. B., Kurniawati, N. I., Werdani, R. E., & Windriya, A. (2019). Pemahaman Pendidikan Vokasi di Jenjang Pendidikan Tinggi bagi Masyarakat. *Jurnal Pengabdian Vokasi*, 1(1), 23-26. <https://doi.org/10.14710/jpv.2019.4796>

practical lecture model is intended to provide the widest possible opportunity for students to hone their skills in the field. Furthermore, Winangun revealed that technology-based vocational education allows students to be able to adapt to the world of work. Technology in education as object (technology as object), knowledge (technology as knowledge), process (technology as process), and volition (technology as volition).⁷ Herminarto Sofyan is of the view that the existence of job suitability with educational status.⁸

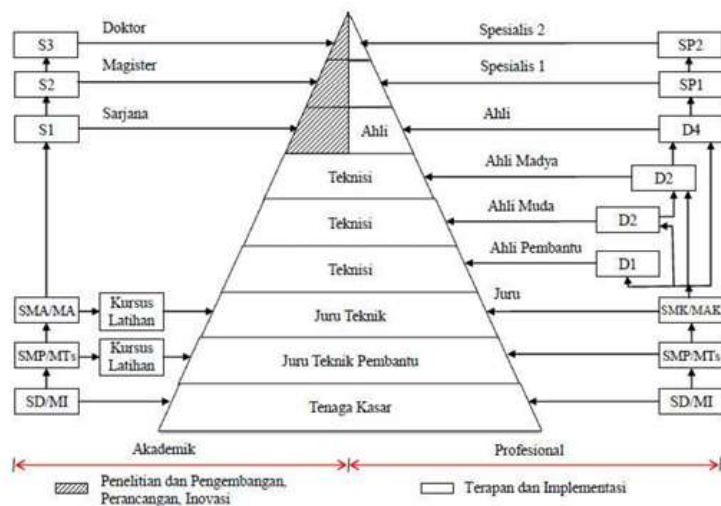


Figure 1. Employment and Education Level

The compatibility of work with education above indicates that there are abilities and skills that are in accordance with expertise. Higher education institutions graduating graduates every year should use a clear barometer with job interests. The challenges of modern times vocational education services are increasingly taken into account along with the challenges that exist in it.⁹

Digital leadership intelligence in the modern era is a special skill possessed by Higher Education leaders. Intelligence to observe and analyze the times by encouraging changes towards digitalization in services in Higher Education optimally. Digital leadership intelligence is a form of response to

⁷ Fitriani, A. (2015). Gaya kepemimpinan perempuan. *Jurnal Tapis: Jurnal Teropong Aspirasi Politik Islam*, 11(2), 1-22. <https://dx.doi.org/10.24042/tps.v11i2.845>

⁸ Mayer, C. H. (2024). Leaders' views on leadership and skills development in the Fourth Industrial Revolution. *SA Journal of Industrial Psychology*, 50, 2172. <https://doi.org/10.1016/j.jinse.2024.100006>

⁹ Mpofu, Q., & Nemashakwe, P. (2023). The role of leadership in adopting the Fourth Industrial Era technologies in developing economies. *The Fountain: Journal of Interdisciplinary Studies*, 7(1), 41-58. <https://doi.org/10.1016/j.promfg.2020.02.167>

the times that require a world of education that is quickly accessible and adaptive in the world of work. According to the Mc Kinsey Global Institute, Indonesia needs 58 million skilled workers to improve the Indonesian economy in the global world.¹⁰ Digital leadership intelligence is one of the efforts to produce workers who are experts in accordance with the development of the digital age. Digital leadership has a positive effect on creativity, work relationships, and organizational development.¹¹

Vocational education in Bogor Regency continues to grow, especially in Islamic-based universities such as Djuanda University, University of Muhammadiyah Bogor, and STIKes Ummul Quro Al-Islami. These universities play a significant role in producing a professional workforce that is not only technically skilled but also upholds Islamic values. Djuanda University of Bogor is known by the tagline Godly Campus "*Kampus Bertauhid*," which emphasizes the integration of Islamic values in every aspect of education. Vocational programs at UNIDA are designed to produce graduates who are professional, noble, and ready to face the challenges of the modern world of work.

The University of Muhammadiyah Bogor offers Islamic-based vocational programs that combine technical skills education with Islamic character building. The main focus of vocational education at UMB is on the needs of the world of work in the digital era and the creative industry. As an Islamic-based health higher education institution, STIKes Ummul Quro Al-Islami focuses on vocational education in the field of health, especially midwifery, which emphasizes health services based on Islamic values.

Vocational education at Islamic universities in Bogor Regency has experienced significant development. Islamic universities, such as the University of Muhammadiyah Bogor and STIKes Ummul Quro Al-Islami, have organized skills-based education programs designed to answer the needs of the local, national, and international job markets. The main focus of this vocational education includes the fields of health, technology, management, and entrepreneurship, while still integrating Islamic values into the curriculum.

This research analyzes the intelligence of digital leadership to provide vocational services for students at Islamic Universities in Bogor Regency, including Djuanda University Bogor, Ibn Khaldun University Bogor, University of Muhammadiyah Bogor, and STIKes Ummul Quro Al-Islami

¹⁰Tulungen, E. E., Saerang, D. P., & Maramis, J. B. (2022). Transformasi digital: Peran kepemimpinan digital. *Jurnal EMBA: Jurnal Riset Ekonomi, Manajemen, Bisnis Dan Akuntansi*, 10(2). <https://doi.org/10.35794/emba.v10i2.41399>

¹¹ Tambunan, M. R., & Anwar, R. (2019). Transformasi budaya organisasi otoritas perpajakan indonesia menghadapi era ekonomi digital. *Jurnal Aplikasi Bisnis Dan Manajemen (JABM)*, 5(2), 253-253. <https://doi.org/10.56444/transformasi.v3i1.1684>

Bogor in accordance with the development of the digital age. The trend of key competencies in vocational education allows students in Islamic Higher Education to have qualifications and skills that are able to compete. Vocational competency trends are driven by the intelligence of leaders to provide relationships, training, personal social skills, and technological skills that are directly correlated with the world of industry and education. Digital leadership in Higher Education provides an overview of technology-based human resource management strategies, developing relationships with the world of work, conducting digital training and mentoring, and vocational education-based curriculum.

Method

The method is an important part of research that determines the direction and retrieval of data. The method in this study uses the Mixed Methods.¹² According to Creswell, the research combines both poles of perception in data collection, namely qualitative and quantitative.¹³ Meanwhile, according to Sugiyono, research using Mixed Methods is a comprehensive study that is able to interpret the data completely.¹⁴

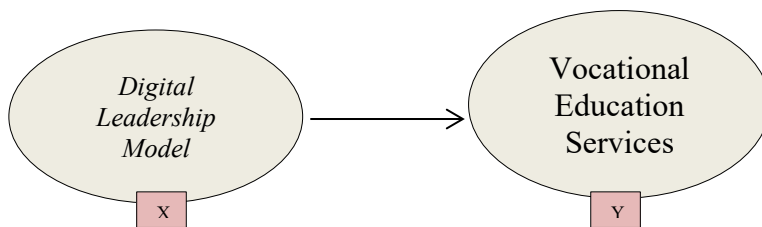


Figure 2. Schematic of Variable Model

This research uses sequential mixed methods in exploring the data. Sequential mixed methods research is divided into several stages, namely; the first stage collects data related to the overall state of vocational education services, then the second stage analyzes the policies, management, and management of Higher Education, the third analyzes using measuring

¹² Herdiana, I. (2020). Coping stress pascacerai: kajian kualitatif pada ibu tunggal. *INSAN Jurnal Psikologi Dan Kesehatan Mental*, 5(01), 71-78. <https://doi.org/10.58812/smb.v1i03.221>

¹³ Hanson, W. E., Creswell, J. W., Clark, V. L. P., Petska, K. S., & Creswell, J. D. (2005). Mixed methods research designs in counseling psychology. *Journal of Counseling Psychology*, 52(2), 224. <https://psycnet.apa.org/doi/10.1037/0022-0167.52.2.224>

¹⁴ Migiroy, S. O., & Magangi, B. A. (2011). Mixed methods: A review of the literature and the future of the new research paradigm. *African journal of business management*, 5(10), 3757-3764. <https://psycnet.apa.org/doi/10.1037/0022-0164.52.2.245>

instruments with the aim of statistically determining the effect of digital leadership.

The location in this study is a university in Bogor Regency which is developing digitalization for campus services and vocational education development. The campuses to be studied include; Muahamadiah University Bogor (UMB), Djuanda University Bogor, and STIKes Ummul Quro Al-Islami Bogor. Research on the development of digital leadership intelligence models has research targets based on research objectives. The main target subjects of the research are the leaders of Higher Education Institutions in the Bogor Regency area, namely University Rectors, Heads of Higher Education, Deans, and Heads of Study Programs who are considered to be developing digital leadership models. Digital leadership characteristics include; managerial, academic services, and digital-based softskill development services. The population of this study was 400 students as users of vocational education services in each target college and a sample of 80 students was taken based on the distribution of questionnaires given through Google Forms.

Data processing in the study was carried out qualitatively and quantitatively. Qualitative data was analyzed using descriptive interpretation with steps of data tabulation, grouping, data reduction, and triangulation analysis. Then to determine the results of the influence of the digital leadership model to improve vocational services using SEM Pls 3.0 calculations with statistical data analysis referring to Sholihin.

The methodological steps of the study were carried out by (1) determining the "Digital Leadership Model as a statistically tested variable, (2) defining the variables tested operationally the variable of digital leadership intelligence in leading and managing, (3) compiling statement items on the influence of the digital leadership model to improve vocational services, (4) testing the constructed variable on each theoretical item (5) conducting measuring instrument tests on other subjects, (6) analyzing the reliability of research data related to the construct (7) conducting a second trial in case of item analysis that is inconsistent with internal alpha.¹⁵ With regard to construct validity,¹⁶ all items were confirmed to have fulfilled the concepts measured in the research theory. According to Suryabrata¹⁷ all instruments have statistically measured construct validity. According to Sutrisno Hadi,¹⁸ theoretical design is an important part of analyzing research constructs and it is proven by the level of validity.

¹⁶Mawardi, M. (2019). Rambu-rambu penyusunan skala sikap model Likert untuk mengukur sikap siswa. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, 9(3), 292-304. <https://doi.org/10.24246/j.js.2019.v9.i3.p292-304>

¹⁷Makbul, M. (2021). Metode pengumpulan data dan instrumen penelitian. <https://doi.org/10.31219/osf.io/svu73>

¹⁸Setyaputri, N. Y., Krisphianti, Y. D., & Nawantara, R. D. (2020). Skala pengukuran karakter adil: Salah satu instrumen sebagai piranti BADRANAYA

Results and discussion

Vocational Education Services at Bogor Regency Islamic College

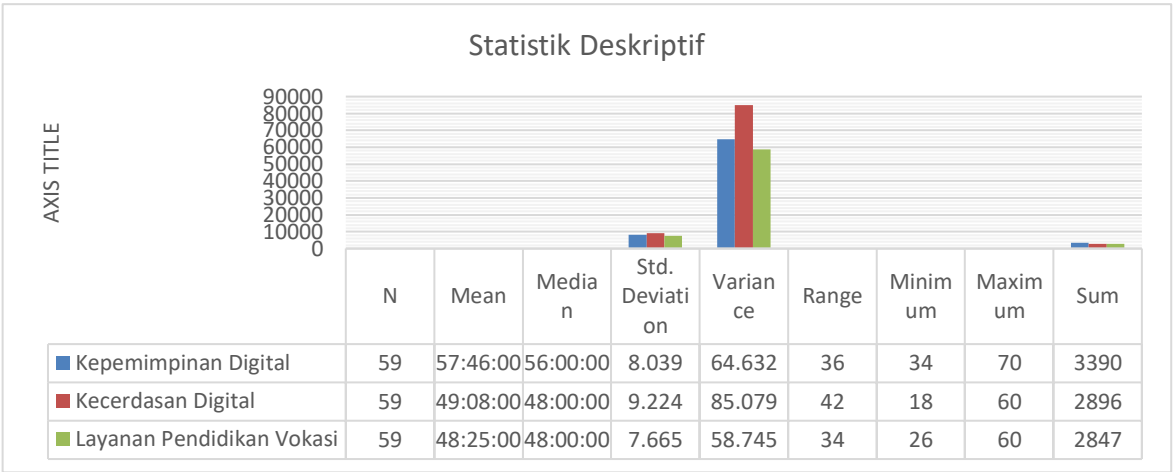


Figure 3. Graphic Statistics Deskriptif

Based on Figure 3, it is known that the number of research respondents was 59 people consisting of students and lecturers in vocational education. For the mean (average) value of each variable, it is known that the digital leadership variable is the average of 57.46, this indicates that in general, respondents have a fairly high level of digital leadership. While the average digital intelligence score is 49.08.

This score is slightly lower than that of digital leadership, indicating that in general, the digital intelligence level of leaders in vocational education is below their digital leadership level. The average score for vocational education services is 48.25. This value is the lowest among the three variables, indicating that in general, respondents' perceptions of vocational education services tend to be lower compared to the other two aspects.

(Board-Game Karakter Konselor Multibudaya). *Efektor*, 7(1), 90-97. <https://repository.unpkediri.ac.id/id/eprint/3691>

Table 1. Statistics Deskriptif Data

Statistics				
		Kepemimpin an Digital	Kecerdasan Digital	Layanan Pendidikan Vokasi
N	Valid	59	59	59
	Missing	0	0	0
Mean		57.46	49.08	48.25
Median		56.00	48.00	48.00
Std. Deviation		8.039	9.224	7.665
Variance		64.632	85.079	58.745
Range		36	42	34
Minimum		34	18	26
Maximum		70	60	60
Sum		3390	2896	2847

The median value of each variable, namely the leadership variable of 56.00, digital intelligence of 48.00, and educational services of 48.00. based on the median value of each variable, shows that each median value is relatively close to the mean (average) value of each variable, indicating a data distribution that tends to be symmetrical. That is, there is not too much extreme data (very high or very low values) that affect the average.

As for the standard deviation value on each variable, namely for Digital leadership the standard deviation is 8.039. This indicates that the distribution of digital leadership values is quite evenly distributed around the average. And the Digital intelligence variable is 9.224. This value is higher than that of digital leadership, indicating that the spread of digital intelligence values is more varied, and for the vocational education service variable the standard deviation is 7.665. This value indicates that the spread of vocational education service values tends to be tighter than that of digital intelligence, but slightly more spread out than that of digital leadership. This indicates that the value of educational services for each individual varies widely.

To find out how educational services in vocational study programs in Islamic universities in the Bogor area, we must first determine the interval class to determine the category. The categories used in this study are five categories as described in the table below.

Table 2. Interval Class

No	Interval	Kategori
1	51 - 60	Very good
2	42 - 50	Good
3	32 - 41	Simply
4	22 - 31	Less
5	12 - 21	Very Less

Based on Table 4.10, it is known that the average value for vocational education service variables is 48.25. So it can be concluded that education

services in study programs at Islamic Universities in Bogor are in the good category.

Digital Leadership Intelligence Model in Islamic Universities in Bogor Regency

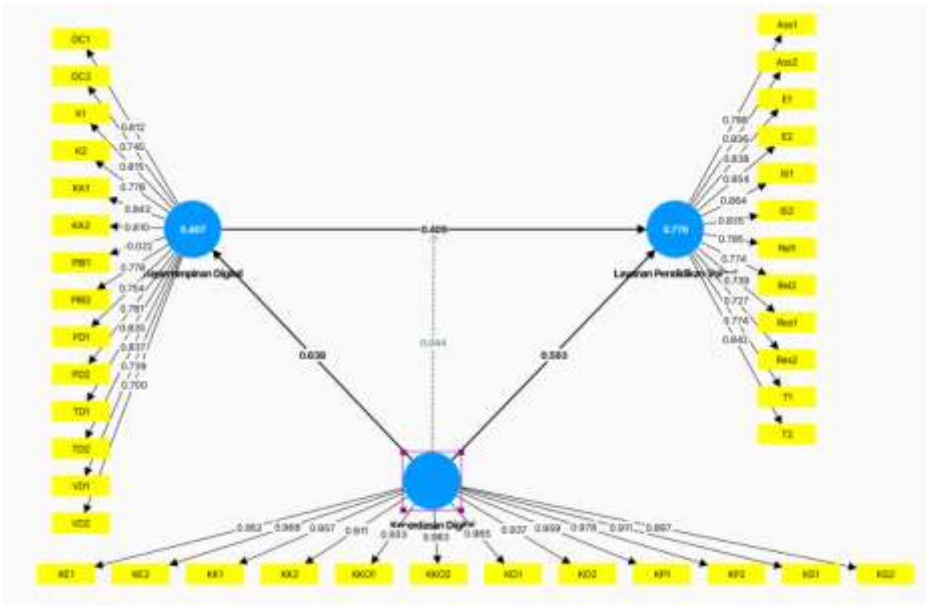


Figure 4. Digital Intelligence Model

Based on the model diagram above, it shows the relationship between several latent constructs, namely the digital intelligence construct acts as a mediator variable between digital leadership and educational services. The relationship between constructs can be explained as follows:

Direct Relationship

- a. Digital Leadership and Education Services: There is a significant positive relationship between digital leadership and education services. The path coefficient of 0.776 indicates that digital leadership has a strong enough influence on the quality of education services. This means that the higher the level of digital leadership, the better the quality of education services provided.
- b. Digital Leadership and Digital Intelligence: There is a significant positive relationship between digital leadership and digital intelligence. The path coefficient of 0.807 indicates that digital leadership has a strong influence in improving digital intelligence.
- c. Digital Intelligence and Education Services: There is a significant positive relationship between digital intelligence and education services. The path coefficient of 0.905 indicates that digital intelligence has a very strong influence on the quality of education services.

Indirect Relationship (Mediation)

Digital Leadership → Digital Intelligence → Education Services: Digital intelligence acts as a mediator in the relationship between digital leadership and education services. This means that most of the influence of digital leadership on education services occurs through the improvement of digital intelligence.

How Influential is the Digital Leadership Intelligence Model to Improve Vocational Education Services at Islamic Universities in Bogor

To find out how much the digital leadership intelligence model improves vocational education services in Islamic universities in the Bogor area, we must look for the influence between latent constructs through hypothesis testing. The hypothesis proposed is as follows:

Table 3. Hypothesis Table

No	Hipotesis	
1	H ₀	No effect between exogenous and endogenous constructs
2	H ₁	Digital intelligence has a significant effect on digital leadership
3	H ₂	Digital intelligence has a significant effect on vocational education services
4	H ₃	Digital leadership has a significant effect on vocational education services
5	H ₄	Digital Intelligence x Digital Leadership has a significant effect on vocational education services.

Hypothesis Test

a. Path Coefficients

Table 4. Path Coefficients

Path coefficients - Mean, STDEV, T values, p values					
	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
Kecerdasan Digital -> Kepemimpinan Digital	0.638	0.640	0.084	7.584	0.000
Kecerdasan Digital -> Layanan Pendidikan Vokasi	0.593	0.593	0.136	4.346	0.000
Kepemimpinan Digital -> Layanan Pendidikan Vokasi	0.409	0.409	0.109	3.733	0.000
Kecerdasan Digital x Kepemimpinan Digital -> Layanan Pendidikan Vokasi	0.044	0.047	0.043	1.014	0.311

Based on the table above, we can interpret the path coefficient as follows:

- 1) Digital Intelligence -> Digital Leadership (0.640): Strong and statistically significant relationship. This means that the higher one's digital intelligence, the higher the level of digital leadership.
- 2) Digital Intelligence -> Vocational Education Services (0.593): Strong and statistically significant relationship. This indicates that digital intelligence has a positive influence on the quality of vocational education services.

- 3) Digital Leadership -> Vocational Education Services (0.409): Statistically significant relationship. This indicates that digital leadership also contributes to improving the quality of vocational education services.
- 4) Digital Intelligence x Digital Leadership -> Vocational Education Services (0.047): The interaction between digital intelligence and digital leadership in vocational education services is not statistically significant. This means that the combination of the two does not provide a significant additional effect beyond the influence of each variable individually.

b. (P-Value)

The very small p-values (0.000) of the first three relationships indicate that they are highly statistically significant. This means that we can reject the null hypothesis that there is no relationship between the variables. However, the p-value of 0.311 on the interaction of the two variables indicates that the relationship is not statistically significant.

Based on the results of this analysis, it can be concluded that digital intelligence and digital leadership have a significant and positive influence on the quality of vocational education services. While the interaction between digital intelligence and digital leadership does not make a significant additional contribution to the quality of vocational education services.

c. Total Indirect Effect

Table 5. Total Indirect Effect

Total indirect effects - Mean, STDEV, T values, p values					
	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
Kecerdasan Digital -> Layanan Pendidikan Vokasi	0.261	0.262	0.079	3.293	0.001

Based on the total indirect effect table, we can explain the indirect effect relationship between the Digital Intelligence construct and Vocational Education Services, which shows a significant indirect effect from "Digital Intelligence" to "Vocational Education Services".

This means that although there is no strong direct relationship between the two, "Digital Intelligence" still affects "Vocational Education Services" through other variables that are not reflected in this model. The strength of the indirect effect based on the high t-statistic value (3.293) and the very small p-value (0.001) indicates that this effect is highly significant.

Based on the explanation above, it can be concluded that digital intelligence indirectly has a significant influence on vocational education services. This means that the higher a person's digital intelligence, the better the quality of vocational education services he/she receives, although this influence occurs through a more complex mechanism and involves intermediary variables that are not observed in this model.

d. Total Effect

Tabel 6. Total Effect

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistic (O/STDEV)	P values
Kecerdasan Digital → Kepemimpinan Digital	0.638	3.640	0.084	7.584	0.000
Kecerdasan Digital → Layanan Pendidikan Vokasi	0.813	0.895	0.007	9.839	0.000
Kepemimpinan Digital → Layanan Pendidikan Vokasi	0.429	3.409	0.159	3.733	0.000
Kecerdasan Digital x Kepemimpinan Digital → Layanan Pendidikan Vokasi	0.044	0.047	0.043	1.014	0.311

Based on the table above, we can explain as follows:

- 1) Digital Intelligence → Digital Leadership: The p-value = 0.000: The p-value is very small (well below 0.05), which means that the relationship between digital intelligence and digital leadership is highly statistically significant. This shows that the higher one's digital intelligence, the higher the level of digital leadership.
- 2) Digital Intelligence → Vocational Education Services: P value = 0.000: Just like the first hypothesis, the p value is very small, indicating a highly significant relationship. This means that digital intelligence has a strong influence on the quality of vocational education services.
- 3) Digital Leadership → Vocational Education Services: The p-value = 0.000: This relationship was also highly statistically significant. This indicates that digital leadership plays an important role in improving the quality of vocational education services.
- 4) Digital Intelligence x Digital Leadership → Vocational Education Services: p-value = 0.311: This p-value is greater than 0.05, which means that the interaction relationship between digital intelligence and digital leadership on vocational education services is not significant. This means that the combined effect of digital intelligence and digital leadership does not make a significant additional contribution to explaining the variance of vocational education services. In other words, the effects of these two variables are additive rather than multiplicative.

Based on the results of the SEM-PLS analysis, it can be concluded that: Digital intelligence and digital leadership have a strong and significant influence on the quality of vocational education services with a percentage value of 77%. The interaction effect between digital intelligence and digital leadership is positive but not significant with a percentage value of 90%. This means that the influence of these two variables on vocational education services is independent, not mutually reinforcing. The digital leadership model is a position of power, control, and tools that make up a large part of the leadership culture. Leadership in the digital era does not make decisions in a single executive.¹⁹

¹⁹ Evans, E.W. Vol. 5 (2), 2022 Tulungen, Journal of Accounting Research, Organization, and Economics, The Role of Digital Leadership Mediated by Digital Skill in Improving Organizational Performance, 2022. <https://doi.org/10.3389/fpsyg.2019.01938>

However, ideas and ideas are generated from open collaborations with various relationships. Digital leadership serves to mobilize the led organization to transform towards digitalization.²⁰ Bernard Marr said that the development of Industry 4.0 requires leaders to transform by making adjustments in leading the organization.²¹ Quality leaders have the characteristics of being innovative and confident, respectful of others, ethical and courteous in leading an organization. The individual level of digital leadership can be done directly through the Chief Information Officer (CIO) with the function of overseeing digital assets. Effective individual digital leadership is by knowing the goals of the institution or company whatever the position of a digital leader will be responsible for carrying out his work. The results of this study show that the creativity and intelligence of leaders have a big role in every decision. Leadership strategies in the digital era certainly have different cycles with traditional and modern leadership methods.

Digital leadership emphasizes communication intelligence and the development of collaboration to gather new ideas and ideas according to the times.²² Being fast and agile in dealing with situations is the main capital to carry out digital leadership in capturing the needs of the target market. According to Ricard Kelly,²³ asserts that the evolution of modern organizational leadership from the perspective of source on the four pillars of leadership in organizations (behaviorism, cognitivism, constructivism, and connectivism) and links these learning theories and pedagogies to the four phases of leadership behavior (natural, directive, and relational directive, and responsive). This new phase of leadership requires a complete shift from traditional theories and pedagogies toward connectivist theories that encourage collaborative, group, and responsive leadership behaviors.

²⁰ Susarianto, B. (2024). Analisis Peran Kepemimpinan Digital Dalam Transformasi Digital Di Sektor Publik. *Jutisi: Jurnal Ilmiah Teknik Informatika dan Sistem Informasi*, 13(2), 1530-1537. <http://dx.doi.org/10.35889/jutisi.v13i2.2227>

²¹ Denis S Hambali dkk, Volume 05 Nomor 1 2020, JAQFI, Jurnal Aqidah dan Filsafat Islam, Implementasi Pragmatisme pada Pendidikan Tinggi Vokasional Abad XXI. Universitas Pendidikan Indonesia. <https://doi.org/10.15575/jaqfi.v5i1.7325>

²² Nasution, W. N. (2016). Kepemimpinan pendidikan di sekolah. *Jurnal Tarbiyah*, 22(1). <http://dx.doi.org/10.30829/tar.v22i1.6>

²³ Kelly, Richard, 2019. *Constructing Leadership 4.0: Swarm Leadership and the Fourth Industrial Revolution*, Palgrave Macmillan, Springer Nature, Switzerland. https://hdl.handle.net/10520/ejc-psyc_v50_n1_a2172

Conclusion

The Digital Leadership Intelligence Model in Islamic Universities in Bogor can be explained through the relationship between constructs. In this model, there are three latent constructs, namely digital leadership and educational services as endogenous constructs and digital intelligence as a mediating construct as well as an exogenous latent construct that affects direct and indirect constructs. Based on the results of SEM-PLS analysis, it can be concluded that: Digital intelligence and digital leadership each have a strong and significant influence on the quality of vocational education services. The interaction effect between digital intelligence and digital leadership on vocational education services has a positive but insignificant effect. This means that the influence of these two variables on vocational education services is independent, not mutually reinforcing. The impact of digital intelligence x digital leadership on vocational education services is 47%, which means that the rest is influenced by other variables outside the research variables.

Suggestions for future research should researchers better understand more complex relationships, further research can be done by considering other moderating or mediating variables. Then practical implications, the results of this study can be used to design development programs that focus on increasing digital intelligence and digital leadership, which hopefully can improve the quality of vocational education services.

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