

The Role of Situational Leadership and Organizational Culture in Efforts to Improve Digital Literacy (A Case Study of Widuri Junior High School, Kebon Jeruk Subdistrict, West Jakarta)

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Abstract

The rapid development of ICT has elevated digital literacy as a critical competency in education. SMP Widuri Jaya, an A-accredited private junior high school in Kebon Jeruk, West Jakarta, faces challenges in digital literacy among its educators. The objective aims to examine the role of situational leadership and organizational culture in enhancing digital literacy among educators at SMP Widuri Jaya. A qualitative case study design was employed. Five informants were selected purposively: the principal, vice-principal for student affairs, head of laboratory and library, ICT teacher, and homeroom teacher. Data were collected through in-depth interviews, direct observation, and documentation, then analyzed using open, axial, and selective coding. Validity was ensured through source and technique triangulation. The results situational leadership is at a moderate level, characterized by adaptive but informal leadership styles with task delegation primarily directed toward full-time and homeroom teachers. Organizational culture also operates at a moderate level, marked by limited formal digital policies and mild innovation. Five integrated dimensions emerged: human resource competency, organizational communication and collaboration, member empowerment, organizational culture and work values, and organizational stability and conflict management. Supporting factors include Wi-Fi infrastructure, personal devices, training, leadership support, and reward systems. Inhibiting factors encompass unequal digital competencies, dependence on specific individuals, absent formal policies, incomplete library digitalization, and low educator motivation. Both situational leadership and organizational culture significantly contribute to digital literacy enhancement; systematic formal policy development and competency-based empowerment strategies are urgently needed.

INTRODUCTION

The advancement of information and communication technology (ICT) has fundamentally transformed global communication systems and digital interactions. Indonesia ranks among the countries with the highest levels of digital media usage, with approximately 167 million users from a population of 281 million. According to the Central Bureau of Statistics (2024), Indonesia's ICT Development Index increased from 5.07 in 2018 to 5.90 in 2023, indicating continuous progress in digital infrastructure development and technology adoption (Wiryany et al., 2022). Digital literacy, defined as the ability to access, evaluate,

create, collaborate, and communicate through digital technologies while maintaining security and ethical awareness, has become an essential competency in the modern era (Naufal, 2021; Manubey et al., 2022).

In the education sector, digital literacy has been incorporated into Indonesia's national policy framework through Law No. 20/2003 on the National Education System and reinforced by the National Digital Literacy Roadmap 2021–2024, which identifies four key pillars: digital skills, digital culture, digital ethics, and digital safety (Kementerian Komdigi, 2023). Despite the implementation of the National Digital Literacy Program in 2021, which targeted 20,000 training sessions, significant challenges remain at the school level, including infrastructure limitations, gaps in educators' digital competencies, unequal access to technology, and budget constraints (Pratama et al., 2025).

School principals play a strategic role in promoting digital literacy transformation within educational institutions. Mondir (2025) emphasized that leadership is a critical factor influencing organizational effectiveness and the achievement of institutional goals. Situational leadership, which involves adapting leadership styles—such as directing, coaching, participating, and delegating—according to followers' readiness and competence, has been recognized as an effective approach for addressing variations in teachers' digital competency levels (Bakri et al., 2024; Aziz & Nurdin, 2023). Meanwhile, organizational culture, reflected through shared values, norms, and behavioral patterns, provides either supportive or limiting conditions for successful digital transformation (Wahyudin, 2022; Dedik et al., 2025).

Preliminary interviews conducted at SMP Widuri Jaya in April 2026 indicated that many educators experienced difficulties in using basic digital tools. An initial survey conducted in January 2026 involving 14 respondents through a Likert-scale questionnaire confirmed this condition. The results are presented in Table 1.

Table 1. Preliminary Survey on Digital Literacy among Educators at SMP Widuri Jaya (n=14)

Digital Literacy Dimension	Score (%)	Interpretation
Functional Ability	23%	Low — limited proficiency in operating, managing, and editing digital information
Critical Thinking	21%	Low — limited ability to analyze, evaluate, and create digital content
Communication & Collaboration	22%	Low — inadequate digital discussion, sharing, and interaction skills
Digital Safety	15%	Lowest — minimal cybersecurity awareness and data protection
Digital Ethics	19%	Low — limited self-regulation, digital responsibility, and curation skills

Source: Researcher's Observation, 2026

All five dimensions scored below 25%, with digital safety at the lowest (15%). These figures reveal an urgent need for systematic leadership and cultural intervention. Previous studies have examined these variables independently: Johanes et al. (2022) found associations between principals' leadership style and teacher performance; Laili Al Fiyah (2024) analyzed digital literacy program management without addressing organizational culture; and Nisa'ul

Maghfiroh (2024) studied transformational leadership without integrating culture as a variable. This study addresses the gap by holistically analyzing the combined effect of situational leadership and organizational culture on digital literacy enhancement in a private school context. Three questions guide the study: (1) How do situational leadership and organizational culture contribute to enhancing digital literacy? (2) What are the supporting factors? (3) What are the inhibiting factors?

This research aims to analyze the role of situational leadership and organizational culture in enhancing digital literacy among educators at SMP Widuri Jaya, as well as to identify the supporting and inhibiting factors that influence the enhancement process. Theoretically, this research contributes to educational management scholarship by integrating situational leadership and organizational culture theories into the digital literacy discourse, particularly in the context of private junior high schools. Practically, the findings are expected to provide actionable recommendations for school principals, teachers, and policymakers in formulating systematic digital literacy policies, designing competency-based training programs, and developing a supportive organizational culture to sustain digital transformation in education.

METHOD

Research Design

This study employed a qualitative approach using a case study design (Ilhami et al., 2024) to examine digital literacy enhancement through situational leadership and organizational culture at SMP Widuri Jaya within its natural operational context. This design was selected to explore complex, context-specific phenomena involving multiple informants and interconnected organizational factors (Nurrisa et al., 2025; Sugiyono, 2025). Data collection commenced in January 2026.

Research Informants

Five informants were selected through purposive sampling based on their direct relevance to the research focus and their capacity to provide comprehensive data on the variables examined (Ardiansyah et al., 2023). The informants are presented in Table 2.

Table 2. Research Informants

No.	Name	Age	Position	Code
1	Sumanto, S.Pd.	58	Principal (Key Informant)	P
2	Anita Monalisa, S.Pd.	42	Vice Principal, Student Affairs	VP
3	Ernawati, S.Pd.	42	Head, Laboratory & Library	HL
4	Muhammad Alfanny, S.Pd.	26	ICT Teacher / School Operator	IT
5	Djamingan, S.Pd.	58	Homeroom Teacher (Grade IX)	HT

Source: Researcher, 2026

Data Collection

Data were collected through three complementary methods. (1) In-depth semi-structured interviews were conducted with all five informants using a 15–28-item interview guide covering five digital literacy dimensions: functional ability, critical thinking, communication and collaboration, digital safety, and digital ethics. (2) Systematic observation was used to evaluate 11 dimensions — four from situational leadership (telling,

selling, participating, delegating) and seven from organizational culture — using a three-point scale: A (Present/Ada), C (Sufficient/Cukup), T (Absent/Tidak). (3) Documentation analysis reviewed school programs, policies, training records, lesson plans, and visual documentation.

Data Analysis and Validity

Data analysis followed three sequential coding stages (Tabrani, 2023): open coding (initial labeling of raw data), axial coding (grouping codes into major categories), and selective coding (identification of core integrative themes). Data validity was established through source triangulation, technique triangulation, and member checking (Sundari et al., 2024).

RESULTS AND DISCUSSION

School Profile and Demographics

SMP Widuri Jaya is an A-accredited private junior high school (score 91) located at Jl. Duri Mas Raya I No. 1, Duri Kepa, Kebon Jeruk, West Jakarta. Founded in 1984, the school operates under the Widuri Jaya Foundation and its vision is: "The realization of students with Pancasila learner character for lifelong learning." Tables 3 and 4 present student population and teaching staff data.

Table 3. Student Population at SMP Widuri Jaya

No.	Grade	Male	Female	Total	Classes
1	VII	1	9	13	1
2	VIII	12	8	19	1
3	IX	6	10	26	1
Total		36	27	58	3

Source: SMP Widuri Jaya School Data, 2026

Table 4. Teaching Staff Qualifications at SMP Widuri Jaya

Category	Total
Doctoral degree	—
Master's degree	2
Bachelor's degree	10
Diploma	2
Total teaching staff	14
Teaching in aligned academic field	10
Teaching outside aligned field	4
Certified teachers	7
Non-certified teachers	7

Source: SMP Widuri Jaya School Data, 2026

With 58 students, 14 teaching staff (predominantly bachelor's degree holders, 71.4%), and half currently certified, the school operates at a small scale. Notably, four teachers instruct outside their academic field, which may constrain digital competency integration.

Observation Results — Situational Leadership and Organizational Culture

1. Principal

Table 5. Observation Results — Principal

No.	Dimension	Indicator	Focus of Observation	Scale
1	Telling	Clarity of digital instructions from leader	Leader provides clear, specific instructions on digital technology use	A
2	Selling	Leader's guidance and motivation for digital use	Leader explains, persuades, and motivates educators to use digital technology	A
3	Participating	Collaborative decision-making on digital technology	Leader involves educators in discussion and joint decisions on digital technology	A
4	Delegating	Full authority for educators in digital technology management	Leader delegates full trust and responsibility for digital literacy enhancement	A
5	Innovation & Risk	Organizational encouragement to explore new digital technology	Educators are encouraged to innovate and try new digital technologies	A
6	Attention to Detail	Precision in managing and using digital data	Educators show care in managing, inputting, and using digital data	C
7	Outcome Orientation	Achievement of digital technology targets	Educators focus on measurable results through digital technology use	A
8	People Orientation	Support for educators' digital competency development	Organization/leader supports educators' competency development and welfare	A
9	Team Orientation	Team collaboration in digital technology use	Educators demonstrate teamwork and collaboration in technology use	A
10	Aggressiveness	Educators' proactivity in digital technology adoption	Educators show proactive, responsive, and opportunity-seeking digital attitudes	C
11	Stability	Consistent use of digital technology in work activities	Educators demonstrate consistent and sustainable digital technology use	C

Note: A = Present (Ada); C = Sufficient (Cukup); T = Absent (Tidak)

Source: Researcher's Observation and Interview Data, 2026

The principal demonstrated 'Present' (A) in eight of eleven dimensions, particularly telling, selling, delegating, and outcome orientation, signaling active adaptive leadership. Three dimensions — attention to detail, aggressiveness, and stability — rated 'Sufficient' (C), indicating areas where consistency in digital data management, initiative-seeking, and sustained technology use require further development.

2. Vice-Principal for Student Affairs

Table 6. Observation Results — Vice-Principal for Student Affairs

No.	Dimension	Indicator	Focus of Observation	Scale
1	Telling	Clarity of digital instructions from leader	Leader provides clear, specific instructions on digital technology use	A
2	Selling	Leader's guidance and motivation for digital use	Leader explains, persuades, and motivates educators to use digital technology	A
3	Participating	Collaborative decision-making on digital technology	Leader involves educators in discussion and joint decisions on digital technology	T
4	Delegating	Full authority for educators in digital technology management	Leader delegates full trust and responsibility for digital literacy enhancement	C
5	Innovation & Risk	Organizational encouragement to explore new digital technology	Educators are encouraged to innovate and try new digital technologies	C
6	Attention to Detail	Precision in managing and using digital data	Educators show care in managing, inputting, and using digital data	A
7	Outcome Orientation	Achievement of digital technology targets	Educators focus on measurable results through digital technology use	C
8	People Orientation	Support for educators' digital competency development	Organization/leader supports educators' competency development and welfare	C
9	Team Orientation	Team collaboration in digital technology use	Educators demonstrate teamwork and collaboration in technology use	T
10	Aggressiveness	Educators' proactivity in digital technology adoption	Educators show proactive, responsive, and opportunity-seeking digital attitudes	C
11	Stability	Consistent use of digital technology in work activities	Educators demonstrate consistent and sustainable digital technology use	T

Note: A = Present (Ada); C = Sufficient (Cukup); T = Absent (Tidak)

Source: Researcher's Observation and Interview Data, 2026

The vice-principal registered 'Absent' (T) for participating, team orientation, and stability, with most remaining dimensions rated 'Sufficient' (C). This suggests that collaborative decision-making in digital technology and consistent digital practice are underdeveloped at this level.

3. Head of Laboratory and Library

Table 7. Observation Results — Head of Laboratory and Library

No.	Dimension	Indicator	Focus of Observation	Scale
1	Telling	Clarity of digital instructions from leader	Leader provides clear, specific instructions on digital technology use	C
2	Selling	Leader's guidance and motivation for digital use	Leader explains, persuades, and motivates educators to use digital technology	A
3	Participating	Collaborative decision-making on digital technology	Leader involves educators in discussion and joint decisions on digital technology	C
4	Delegating	Full authority for educators in digital technology management	Leader delegates full trust and responsibility for digital literacy enhancement	A
5	Innovation & Risk	Organizational encouragement to explore new digital technology	Educators are encouraged to innovate and try new digital technologies	A
6	Attention to Detail	Precision in managing and using digital data	Educators show care in managing, inputting, and using digital data	A
7	Outcome Orientation	Achievement of digital technology targets	Educators focus on measurable results through digital technology use	C
8	People Orientation	Support for educators' digital competency development	Organization/leader supports educators' competency development and welfare	A
9	Team Orientation	Team collaboration in digital technology use	Educators demonstrate teamwork and collaboration in technology use	A
10	Aggressiveness	Educators' proactivity in digital technology adoption	Educators show proactive, responsive, and opportunity-seeking digital attitudes	A
11	Stability	Consistent use of digital technology in work activities	Educators demonstrate consistent and sustainable digital technology use	A

Note: A = Present (Ada); C = Sufficient (Cukup); T = Absent (Tidak)

Source: Researcher's Observation and Interview Data, 2026

Eight of eleven dimensions rated 'Present' (A), indicating a proactively supportive attitude toward digital technology. Telling and participating rated 'Sufficient' (C), suggesting that while motivation and trust are distributed effectively, directional clarity in technology adoption needs strengthening.

4. ICT Teacher and School Operator

Table 8. Observation Results — ICT Teacher and School Operator

No.	Dimension	Indicator	Focus of Observation	Scale
1	Telling	Clarity of digital instructions from leader	Leader provides clear, specific instructions on digital technology use	C
2	Selling	Leader's guidance and motivation for digital use	Leader explains, persuades, and motivates educators to use digital technology	C
3	Participating	Collaborative decision-making on digital technology	Leader involves educators in discussion and joint decisions on digital technology	C
4	Delegating	Full authority for educators in digital technology management	Leader delegates full trust and responsibility for digital literacy enhancement	C
5	Innovation & Risk	Organizational encouragement to explore new digital technology	Educators are encouraged to innovate and try new digital technologies	C
6	Attention to Detail	Precision in managing and using digital data	Educators show care in managing, inputting, and using digital data	C
7	Outcome Orientation	Achievement of digital technology targets	Educators focus on measurable results through digital technology use	C
8	People Orientation	Support for educators' digital competency development	Organization/leader supports educators' competency development and welfare	C
9	Team Orientation	Team collaboration in digital technology use	Educators demonstrate teamwork and collaboration in technology use	C
10	Aggressiveness	Educators' proactivity in digital technology adoption	Educators show proactive, responsive, and opportunity-seeking digital attitudes	C
11	Stability	Consistent use of digital technology in work activities	Educators demonstrate consistent and sustainable digital technology use	C

Note: A = Present (Ada); C = Sufficient (Cukup); T = Absent (Tidak)

Source: Researcher's Observation and Interview Data, 2026

All 11 dimensions rated 'Sufficient' (C). The ICT teacher showed limited proactive engagement beyond preferred circles, and digital knowledge-sharing was minimal due to the absence of structured facilitation. The most technically proficient staff member remains underutilized.

5. Homeroom Teacher

Table 9. Observation Results — Homeroom Teacher (Grade IX)

No.	Dimension	Indicator	Focus of Observation	Scale
1	Telling	Clarity of digital instructions from leader	Leader provides clear, specific instructions on digital technology use	C
2	Selling	Leader's guidance and motivation for digital use	Leader explains, persuades, and motivates educators to use digital technology	C
3	Participating	Collaborative decision-making on digital technology	Leader involves educators in discussion and joint decisions on digital technology	C
4	Delegating	Full authority for educators in digital technology management	Leader delegates full trust and responsibility for digital literacy enhancement	A
5	Innovation & Risk	Organizational encouragement to explore new digital technology	Educators are encouraged to innovate and try new digital technologies	C
6	Attention to Detail	Precision in managing and using digital data	Educators show care in managing, inputting, and using digital data	C
7	Outcome Orientation	Achievement of digital technology targets	Educators focus on measurable results through digital technology use	C
8	People Orientation	Support for educators' digital competency development	Organization/leader supports educators' competency development and welfare	A
9	Team Orientation	Team collaboration in digital technology use	Educators demonstrate teamwork and collaboration in technology use	C
10	Aggressiveness	Educators' proactivity in digital technology adoption	Educators show proactive, responsive, and opportunity-seeking digital attitudes	C
11	Stability	Consistent use of digital technology in work activities	Educators demonstrate consistent and sustainable digital technology use	C

Note: A = Present (Ada); C = Sufficient (Cukup); T = Absent (Tidak)

Source: Researcher's Observation and Interview Data, 2026

Delegating and people orientation rated 'Present' (A), indicating personal commitment to duties and peer welfare. Nine dimensions rated 'Sufficient' (C), reflecting general awareness of the digital context without active participation in broader transformation efforts.

Interview Findings — Open Coding

Table 10 summarizes key findings and representative quotes from the open coding of all five informant interviews.

Table 10. Key Interview Findings — Open Coding Summary

Informant	Dimension	Key Finding	Representative Quote
Principal (P)	Situational Leadership	Adapts leadership style to individual competency; uses guidance, supervision, or delegation accordingly	"I adjust my leadership style based on members' digital literacy by giving guidance, supervision, or more trust."
	Supporting Factors	School facilities, adaptability, training, and leadership support	"Supporting factors: school facilities, adaptability, available training, and leadership support."
Vice Principal (VP)	Org. Culture	Freedom-based approach; no strict rules; members determine their own digital learning needs	"I let members determine what they need freely for learning. No strict rules."
	Inhibiting Factors	Differences in ability/character, limited devices, and unstable internet	"Barriers: different abilities, limited devices like iPhones, and unstable internet."
Library Head (HL)	Digital Skills	Possesses Microsoft Office, internet, cloud document management, and digital media skills	"Skills: MS Office, internet, digital learning media, and cloud-based document management."
	Supporting Factors	Technology facilities, member enthusiasm, principal support, and reward system	"Support: technology facilities, members' enthusiasm, and principal's support including rewards."
ICT Teacher (IT)	Collaboration	Task-sharing limited to close colleagues; no formal suggestions; independence expected	"I prioritize full-time teachers or homeroom teachers. I rarely suggest things — I let them read independently."
	Inhibiting Factors	Attitude differences, mood-based performance, and external job priorities	"Barriers: teachers who feel superior, mood-dependent, or prioritize outside jobs and are slow at tasks."
Homeroom Teacher (HT)	Digital Literacy	Uses Google Classroom predominantly; limited to familiar applications only	"I mostly use Google Classroom for digital-based learning activities."
	Factors	School facilities and mutual task needs are enablers; unequal abilities and rapid tech demands are barriers	"Barriers: different abilities and the increasingly complex technology demands."

Source: Researcher's Interview Data, SMP Widuri Jaya, 2026

Interview data reveals an informal, freedom-based leadership approach. Task allocation favors full-time and homeroom teachers rather than competency alignment. No formal written policies governing digital norms, technology use standards, or digital etiquette exist — a structural gap confirmed by all informants that weakens the organizational culture's capacity to equitably support digital literacy development.

Axial Coding Analysis

Table 11. Axial Coding — Major Categories and Sub-Categories

Major Category	Sub-Category / Theme	Description
Competence & Capability of Leaders and Members	Skills, work experience, motivation, task readiness	Fundamental capacities of principals and educators, including technical and non-technical digital literacy skills, driven by internal motivation and willingness to assume responsibility
Organizational Communication & Collaboration	Two-way communication, socio-emotional support, organizational norms, work climate	Mutual information exchange, emotional support, dominant values of discipline and responsibility, unwritten behavioral norms, and work environment encouraging digital adaptation
Member Empowerment & Development	Technology use, innovation, decision-making, guidance, participation	Ability to operate digital tools, generate innovations, involve members in decisions, and mentor through training, practice, and discussion
Organizational Culture & Work Values	Work environment, task structure, formal interaction and communication norms, task allocation	Establishing a conducive work environment, role clarity, professional behavioral norms, digital communication guidelines, and competency-aligned task assignment
Stability & Conflict Management	Conflict management, risk-taking, task complexity, external threats, stability	Proactive conflict resolution, adoption of new technologies, management of workload pressure, and response to cybersecurity threats, digital misinformation, and infrastructure limitations

Source: Researcher's Analysis, SMP Widuri Jaya, 2026

Five major categories emerged, demonstrating that digital literacy enhancement is a multi-dimensional socio-organizational process. Communication and collaboration were particularly salient: knowledge transfer depends on informal peer interaction rather than formal training pathways. This aligns with Nikmah et al. (2025), drawing on Glister's framework, which identifies internet searching, hypertext navigation, content evaluation, and knowledge assembly as core digital competencies requiring both individual skill and collaborative organizational support.

Selective Coding Analysis

Table 12. Selective Coding — Core Themes and Research Meanings

Integrated Category	Core Theme	Meaning of Research Finding
Competence & Capability	Organizational Competence	"Readiness of Human Resources in Enhancing Digital Literacy" — synthesizes abilities, digital tool competency, collaboration, commitment, and responsibility
Communication & Collaboration	Organizational Communication	"Organizational Synergy in Enhancing Digital Literacy" — reciprocal communication, mentoring, encouragement, psychological safety, and digital etiquette
Member Empowerment & Development	Member Development	"Strengthening Member Capacity in Enhancing Digital Literacy" — training, direct practice, feedback, peer learning, and participation in problem-solving
Organizational Culture & Values	Work Culture	"Formation of a Digital-Based Work Culture" — conducive atmosphere, transparent role clarity, professional norms, competency-based task distribution, and positive digital behavior
Stability & Conflict Management	Organizational Resilience	"Organizational Resilience in Enhancing Digital Literacy" — proactive conflict resolution, technology adoption, workload management, and response to cybersecurity and infrastructure challenges

Source: Researcher's Analysis, SMP Widuri Jaya, 2026

Thematic Integration

Table 13. Inter-thematic Relationships in Digital Literacy Enhancement

Core Theme	Core Meaning	Relationship with Other Themes
Competence & Capability	HR Readiness in Digital Literacy	Foundation of situational leadership and organizational culture that underpins all digital literacy enhancement
Communication & Collaboration	Organizational Synergy	Transfers knowledge, mentoring, and experience through digital technology practice and peer interaction
Member Empowerment	Capacity Strengthening	Provides opportunities, guidance, support, and involvement to develop members' digital competency
Organizational Culture & Values	Digital Work Culture	Establishes norms, habits, and work patterns that form the organizational foundation for digital literacy enhancement
Stability & Conflict Management	Organizational Resilience	Solves problems, manages conflicts, addresses challenges, and sustains digital literacy program continuity

Source: Researcher's Analysis, SMP Widuri Jaya, 2026

The findings confirm that both situational leadership and organizational culture significantly contribute to digital literacy enhancement, consistent with Bakri et al. (2024) and Wahyutomo and Mahali (2024). However, both variables operate at a moderate level,

limiting the equitable development of digital competency across all staff. The principal's adaptive use of telling, selling, participating, and delegating aligns with the theoretical framework of Aziz and Nurdin (2023), who emphasize four-dimensional situational leadership for 21st-century teacher development. The critical finding is relationship-based — rather than competency-based — task delegation, creating unequal digital engagement. The absence of formal digital norms, as noted by Kurnia et al. (2023), undermines the behavioral regularities and value systems necessary to sustain digital culture.

Supporting factors — Wi-Fi infrastructure, personal devices, training, rewards, and leadership encouragement — align with Feriyanti et al. (2025), who propose infrastructure improvement, continuous training, and cross-institutional collaboration as essential strategies. Inhibiting factors mirror those identified by Chotimah et al. (2023) and Lubis et al. (2023): unequal competencies, educator digital distraction, and infrastructure limitations. The thematic integration model presented in Table 13 extends existing research by demonstrating that digital literacy is a socio-organizational achievement shaped by leadership adaptability, cultural norms, and institutional resilience, not merely a technical skill domain.

CONCLUSION

This qualitative case study examined the role of situational leadership and organizational culture in enhancing digital literacy at SMP Widuri Jaya, Kebon Jeruk, West Jakarta. The findings indicated that both variables operated at a moderate level. The principal demonstrated adaptive but relatively informal situational leadership practices, including telling, selling, participating, and delegating approaches, with task delegation primarily directed toward full-time and homeroom teachers rather than systematically aligned with individual competencies. Organizational culture was supported by values of discipline and responsibility; however, it lacked formal written digital policies and demonstrated moderate levels of innovation. Digital literacy enhancement was reflected through five integrated themes: human resource competency and capability, organizational communication and collaboration, member empowerment and development, organizational culture and work values, and organizational stability and conflict management. Supporting factors included Wi-Fi availability, personal digital devices, training and workshop opportunities, leadership support, and reward systems for active teachers. Meanwhile, inhibiting factors involved disparities in digital competency, reliance on specific individuals, the absence of structured digital policies, incomplete library digitalization, limited motivation among some educators, and the tendency of certain staff members to prioritize external employment activities. These findings suggest that future school-level interventions should emphasize the development of systematic written digital literacy policies, competency-based task allocation, and structured training programs accessible to all educators. Future research should consider longitudinal or comparative multi-school designs to improve generalizability and examine additional factors, including digital organizational climate, individual digital motivation, and the role of external partnerships in sustaining digital literacy initiatives.

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