

Digital Mindset as a Key Driver of Teacher Performance in School Change Management: A Quantitative Study of Talent Management and Teacher Resilience among Indonesian Public Junior High School Teachers

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ABSTRACT. In the context of educational change management, improving teacher performance requires not only organizational support but also individual adaptability and digital readiness. This study aims to examine the influence of talent management, teacher resilience, and digital mindset on teacher performance during the change management process at SMP Negeri 1 Kabupaten Magetan. A quantitative survey design was employed, with all teachers as respondents, using a saturated sampling technique. Data were collected using validated and reliable questionnaires and analyzed using multiple linear regression. The findings reveal that talent management, teacher resilience, and digital mindset each have a positive and significant effect on teacher performance, both individually and collectively. The model explains 61.1% of the variance in teacher performance, indicating a substantial explanatory power. Among the variables, digital mindset emerges as the most influential factor, highlighting the critical role of teachers' readiness to adapt to technological changes in enhancing performance. These results provide empirical evidence that successful change management in schools is strongly supported by integrating structured talent management practices, strengthening teacher resilience, and developing a digital-oriented mindset. This study contributes to the educational management literature by emphasizing the central role of a digital mindset as a key driver of teacher performance in the era of educational transformation.

Keywords: *Talent Management, Teacher Resilience, Digital Mindset, Teacher Performance, Change Management*

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INTRODUCTION

The rapid advancement of digital technology has fundamentally transformed the global education landscape, shifting schools from traditional knowledge-transmission institutions into adaptive learning organizations that must continuously respond to technological disruption, curriculum reform, and increasing demands for educational quality (Anggraini et al., 2024; Hasanah & Yusoff, 2024; Sukarji & Zuhri, 2024; Anwar & Sofii, 2025; Maulana et al., 2025; Abidin et al., 2025). This transformation is closely linked to broader discourses on digital transformation in education and organizational change theory, which emphasize the need for institutions to develop

adaptive capacity, innovation, and sustainable performance (Mulyanti, 2024). In this context, schools are required not only to adopt digital systems and modern pedagogical approaches but also to ensure that all organizational elements are aligned in responding to ongoing change (Hidayatullah, 2025). Effective change management, therefore, becomes a strategic necessity to ensure that educational transformation leads to meaningful improvements in learning outcomes rather than merely administrative adjustments (Albi et al., 2024).

At the organizational level, the success of change management is largely determined by the quality and readiness of human resources, particularly teachers, who are the central actors in the teaching and learning process. Teacher performance is no longer limited to instructional delivery but encompasses the ability to design innovative learning experiences, integrate digital technologies, and respond to diverse student needs in dynamic environments (Sanasintani et al., 2023; Susanto et al., 2025). However, the transition toward digitally oriented, innovation-driven education often poses complex challenges, including resistance to change, disparities in digital competence, and increased administrative demands that may divert teachers' attention from pedagogical quality (Ilahi et al., 2025; Moraiti et al., 2025). These challenges indicate that teacher performance in change management contexts is influenced not only by technical competence but also by broader organizational, psychological, and cognitive factors.

From a managerial perspective, talent management has been recognized as a critical strategy for optimizing human resource potential through systematic processes such as competency mapping, professional development, and performance-based placement (Hendri et al., 2023; Zebua et al., 2024). Schools that implement structured talent management tend to foster innovation and sustainable improvement by aligning individual capabilities with organizational goals (Haqiqi & Sukarni, 2025). At the same time, psychological resilience enables teachers to cope with pressure, maintain motivation, and sustain performance amid continuous change (Riesmawati et al., 2025; Tenorio-Vilchez & Sucari, 2021). Resilience enables teachers to remain productive and committed even amid policy shifts, technological demands, and evolving classroom dynamics.

In parallel, the increasing integration of digital systems in education highlights the importance of a digital mindset as a cognitive-adaptive factor that shapes how teachers perceive and respond to technological change. A digital mindset goes beyond technical skills, reflecting openness to innovation, willingness to experiment with new tools, and the ability to integrate technology into pedagogical practices in meaningful ways (Nasir & Sutiah, 2025; Vervoort et al., 2024). Teachers with a strong digital mindset are more likely to engage in continuous learning, utilize data-driven approaches, and adapt to the characteristics of digitally native students (Dewi et al., 2023). This suggests that a digital mindset is a key driver of teacher performance in digitally transformed educational environments.

Although previous studies have examined the individual effects of talent management, teacher resilience, and digital mindset on performance, the existing literature remains fragmented. Research by Priscillah et al. (2024) highlights the role of talent management in enhancing organizational performance, while Utami & Putra (2020) emphasize the importance of resilience in maintaining teaching quality under pressure. Meanwhile, Kharisma et al. (2024) demonstrate the contribution of a digital mindset to the effectiveness of technology-based learning. Despite these contributions, prior research has largely focused on isolated variables and has not adequately addressed how these dimensions interact within a unified framework of change management.

This study identifies a critical knowledge gap: the absence of an integrative model that simultaneously connects the structural (talent management), psychological (teacher resilience), and cognitive-adaptive (digital mindset) dimensions to explain teacher performance in change management contexts. Existing models have not sufficiently captured how these factors interact to shape sustainable performance in the era of digital educational transformation. Addressing this gap is essential for advancing both theoretical understanding and practical strategies in educational

management. The novelty of this research lies in the development of an integrative framework that positions teacher performance as the outcome of the interaction between organizational strategies, psychological capacity, and digital adaptability within the context of change management. Rather than merely combining variables, this study offers a more comprehensive perspective that bridges managerial and behavioral approaches to understanding teacher performance in dynamic educational environments. Based on this framework, the purpose of this study is to analyze the influence of talent management, teacher resilience, and digital mindset on teacher performance in the change management process at SMP Negeri 1 Magetan Regency, both partially and simultaneously, and to identify the most dominant factor influencing teacher performance.

METHOD

This study employed a quantitative, cross-sectional survey design to examine the causal relationships among talent management, teacher resilience, and a digital mindset and teacher performance within the framework of school change management. The explanatory design was selected to test the hypothesized relationships among variables based on a conceptual model that positions talent management (organizational factor), teacher resilience (psychological factor), and digital mindset (cognitive-adaptive factor) as predictors of teacher performance. The study was conducted at SMP Negeri 1 Magetan Regency, with the population consisting of all active teachers, totaling 58 individuals, including subject teachers and guidance and counseling teachers. Given the relatively small population, a saturated sampling (total sampling) technique was used, allowing all population members to be included as respondents. This approach ensures a comprehensive representation of the research context, although it limits the generalizability of findings beyond similar institutional settings.

The research instrument was developed based on established theoretical constructs and prior empirical studies. Talent management indicators were adapted from the human resource management literature (Hendri et al., 2023; Zebua et al., 2024) and covered potential identification, competency development, job placement, and retention. Teacher resilience indicators were derived from resilience frameworks (Tenorio-Vilchez & Sucari, 2021), including emotional stability, adaptability, optimism, and coping ability. Digital mindset indicators were adapted from studies on digital transformation in education (Vervoort et al., 2024; Nasir & Sutiah, 2025) and encompass technological readiness, learning orientation, creativity in digital use, and openness to innovation. Teacher performance indicators were based on pedagogical performance standards (Tarihoran, 2019), including lesson planning, instructional implementation, evaluation, and participation in school development. All items were measured using a five-point Likert scale ranging from strongly disagree (1) to agree (5) strongly strongly. Prior to the main data collection, a pilot test was conducted with a limited group of respondents with characteristics similar to those of the main sample to assess instrument clarity and consistency. Instrument validity was assessed using Product-Moment correlation; items were considered valid if the correlation coefficient (r -count) exceeded the r -table value at the 0.05 significance level. Reliability was evaluated using Cronbach's Alpha, with a minimum threshold of 0.70 indicating acceptable internal consistency.

Data collection was conducted over a defined period (specify month/year if needed) by directly distributing questionnaires to all teachers. Respondents were informed of the study's purpose and provided consent prior to participation. The study adhered to basic research ethics principles, including voluntary participation, confidentiality of responses, and the use of data solely for academic purposes. Data analysis was conducted in several stages. Descriptive statistics were used to summarize the characteristics and distribution of each variable. Prior to hypothesis testing, classical assumption tests were performed, including normality (Kolmogorov-Smirnov), multicollinearity (Tolerance and Variance Inflation Factor), and heteroscedasticity (Glejser test), to ensure the suitability of the regression model.

Hypothesis testing was conducted using multiple linear regression, selected for its appropriateness in examining the simultaneous and partial effects of multiple independent variables on a single dependent variable. The t-test was used to evaluate partial effects, while the F-test assessed the joint influence of all predictors. The coefficient of determination (R^2) was used to assess the model's explanatory power for variations in teacher performance. This analytical approach enables a robust examination of the relative contributions of each predictor within the proposed conceptual framework. Despite its strengths, this study acknowledges methodological limitations, particularly the relatively small sample size and the use of a single institutional setting, which may affect the external validity and generalizability of the findings. Future research is recommended to employ larger, more diverse samples, as well as more advanced analytical techniques, such as structural equation modeling (SEM), to further and extend the proposed model.

RESULT AND DISCUSSION

Result

Descriptive statistical analysis was conducted to summarize the distribution of each research variable. The results are presented in Table 1.

Table 1: Descriptive Statistics of Research Variables

Variable	N	Min	Max	Mean	Std. Deviation
Talent Management	58	3.10	4.85	4.12	0.42
Teacher Resilience	58	3.05	4.90	4.08	0.45
Digital Mindset	58	3.20	4.95	4.18	0.40
Teacher Performance	58	3.15	4.88	4.15	0.43

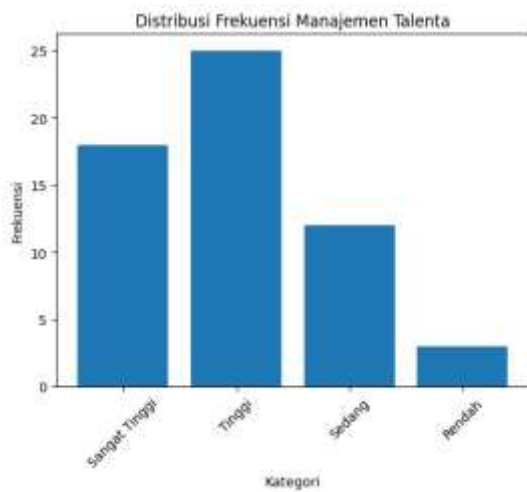


Figure 1. Frequency Distribution of Talent Management

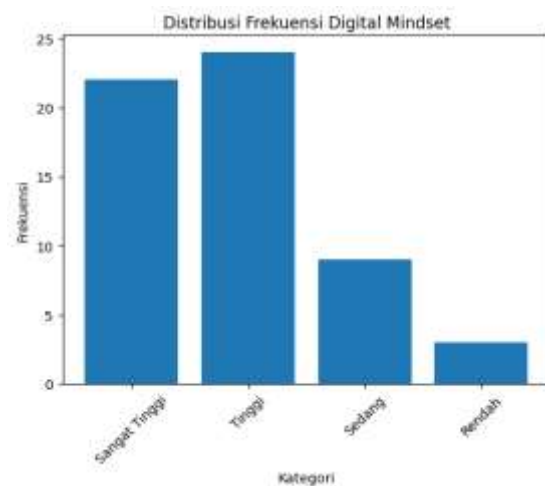


Figure 2. Digital Frequency Distribution Mindset

The descriptive results indicate that all variables have mean values above 4.00 on a five-point Likert scale, reflecting a tendency toward high responses across respondents. The standard deviation values show relatively low dispersion, indicating homogeneous responses among teachers. The results of the descriptive analysis showed that most teachers at SMP Negeri 1 Magetan Regency had high levels of talent management, teacher resilience, a digital mindset, and teacher performance. The frequency distribution showed that, for the talent management variable, 25 teachers (43%) were in the high category and 18 teachers (31%) were in the very high category. Only 3 teachers (5%) are in the low category.

The teacher resilience variable showed that 23 teachers (40%) were in the high category and 20 teachers (34%) were in the very high category. Meanwhile, in the digital mindset variable, 24 teachers (41%) were in the high category, and 22 teachers (38%) were in the very high category. Teacher performance as a dependent variable showed a dominant distribution in the high category, namely 26 teachers (45%), and 21 teachers (36%) in the very high category. The data indicate that the majority of teachers perform well in supporting the change management process in schools.

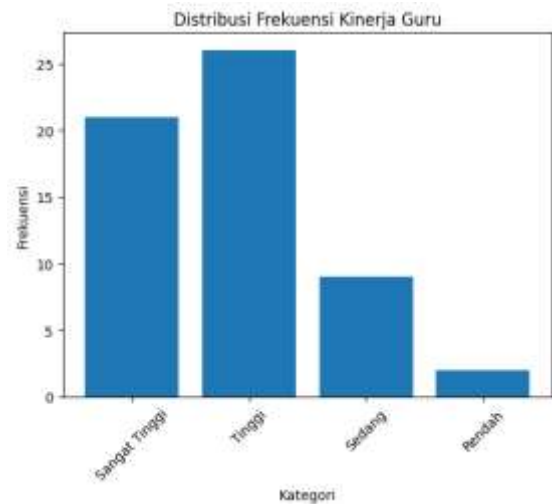


Figure 3. Distribution of Teacher Performance Frequency

The bar chart shows a tendency to dominate the high and very high categories across all research variables. Prior to regression analysis, classical assumption tests were conducted. The Kolmogorov-Smirnov normality test indicated a p-value greater than 0.05, suggesting normally distributed data. Multicollinearity testing showed that all variables had tolerance values above 0.10 and VIF values below 10, indicating no multicollinearity. The heteroscedasticity test using the Glejser method showed significance values above 0.05 for all variables, indicating no heteroscedasticity.

Table 2. Model Summary

Model	R	R Square	Adjusted R-Square	Std. Error of the Estimate
1	0.782	0.611	0.589	2.145

Based on the Model Summary Table, an R value of 0.782 was obtained, indicating that the relationship between the independent variables (e.g., talent management, work motivation, and work environment) and teacher performance is in the strong category. The R-squared value of 0.611 indicates that 61.1% of the variation in teacher performance can be explained by the three independent variables studied, while other variables outside the research model account for the remaining 38.9%. The Adjusted R Square value of 0.589 shows that after adjusting for the number of variables and samples, the model's ability to explain the variation in teacher performance is 58.9%—meanwhile, the Std. The Error of the Estimate value of 2.145 indicates that the model's prediction error is relatively small, so the regression model can be said to be quite good at explaining and predicting teacher performance.

Table 3. ANOVA (Uji F)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	452.876	3	150.959	24.876	0.000
Residual	288.214	54	5.337		
Total	741.090	57			

Based on the ANOVA Table (F Test), the F value was obtained with a significance value (Sig.) of 0.000. Because the significance value of 0.000 is less than 0.05, it can be concluded that the three independent variables simultaneously have a significant effect on teacher performance. This means the regression model is feasible and can explain the relationship between independent and dependent variables. In conclusion, the independent variables together are able to make a meaningful contribution to explaining variation in teacher performance.

Table 4 T-test (Partial)

Model	Unstandardized B	Std. Error	Standardized Beta	t	Sig.
(Constant)	8.214				0.000
Manajemen Talenta	0.321				0.006
Resiliensi Guru	0.287				0.018
Digital Mindset	0.356				0.003

Based on the Coefficients Table (t-test), the Talent Management variable has a t-value of 2.845 and a p-value of 0.006 (< 0.05), indicating a significant effect on teacher performance. The Teacher Resilience variable yielded a t-value of 2.431 ($p = 0.018 < 0.05$), indicating a partially significant effect on teacher performance. Meanwhile, the Digital Mindset variable has a t-value of 3.112 and a significance of $0.003 < 0.05$, indicating a significant effect on teacher performance. The constant value of 8.214 indicates that, if all independent variables are zero, the teacher's performance is 8.214. Thus, it can be concluded that the three independent variables partially influence teacher performance, with Digital Mindset having the greatest relative influence, as indicated by the highest Standardized Beta (0.358).

Table 5. Regression Coefficients

Variable	B	Std. Error	Beta	t	Sig.
Constant	8.214	1.732	—	4.742	0.000
Talent Management	0.321	0.112	0.294	2.845	0.006
Teacher Resilience	0.287	0.118	0.241	2.431	0.018
Digital Mindset	0.356	0.114	0.358	3.112	0.003

The regression results indicate that all independent variables have statistically significant effects on teacher performance ($p < 0.05$). Among the predictors, digital mindset shows the highest standardized coefficient ($\beta = 0.358$), followed by talent management ($\beta = 0.294$) and teacher resilience ($\beta = 0.241$).

Discussion

This study demonstrates that talent management, teacher resilience, and digital mindset jointly shape teacher performance within the context of school change management, with digital mindset emerging as the most influential factor. These findings highlight that teacher performance in contemporary educational settings is not solely determined by technical competence or organizational systems, but by the interaction between structural, psychological, and cognitive-adaptive dimensions. From a change management perspective, the results suggest that successful educational transformation depends on the alignment between organizational strategies and individual readiness. Talent management represents the structural mechanism through which schools allocate, develop, and sustain human resources. Its significant influence on teacher performance indicates that structured competency development and appropriate role placement create conditions that enable teachers to perform effectively. This finding extends human resource development theory by demonstrating that, in educational institutions, talent management functions not only as an administrative tool but also as a strategic enabler of adaptive performance in periods of change.

However, the effect of talent management cannot be fully understood without considering psychological resilience as an internal capacity that mediates how teachers respond to organizational demands. The significant role of resilience in this study supports psychological resilience theory, which posits that individuals with higher adaptability and emotional regulation are better able to sustain performance under pressure. In the context of educational change, resilience serves as a stabilizing mechanism, enabling teachers to maintain instructional quality despite policy shifts, increased workloads, and technological disruptions. This finding reinforces

prior studies (Utami & Putra, 2020) while extending them by situating resilience within a broader change management framework rather than as an isolated psychological trait.

Substantively, the influence of talent management on teacher performance shows that potential and competency-based human resource management plays a role in increasing work effectiveness through proper placement, targeted capacity development, and continuous performance evaluation so that each teacher can carry out his or her professional duties optimally according to the quality standards set by the school (Haryanto & Khristiana, 2023). Substantively, the influence of talent management on teacher performance shows that potential- and competency-based human resource management plays a role in increasing work effectiveness through proper placement, targeted capacity development, and continuous performance evaluation so that each teacher can carry out his or her professional duties optimally according to the quality standards set by the school (Sousa et al., 2024). A school environment that consistently implements talent management will build a professional culture that encourages collaboration, learning, innovation, and the exchange of good practices between teachers, ultimately contributing to improving the quality of student learning processes and outcomes (Dwi, 2024). Talent management also shapes teachers' adaptive readiness to changes in education policy, as the continuous competency development process equips them with pedagogical, technological, and managerial skills relevant to the ever-evolving demands of educational transformation (Fitrah et al., 2025).

The influence of teacher resilience on performance shows that psychological factors make a significant contribution to maintaining consistent performance amid the pressure of policy changes, administrative burdens, and increasingly complex professional demands in the modern educational environment. Teachers who have emotional resilience, optimism, and good adaptability tend to manage work stress constructively, so that the pressure that arises does not develop into emotional fatigue or a decrease in the quality of classroom learning interactions (Marisa, 2023). These findings align with the theory of resilience in educational psychology, which holds that individuals with high levels of resilience have the capacity for self-regulation, emotional control, and a positive mindset that enable them to maintain work standards despite uncertainty and ongoing challenges. The change management process in schools is highly dependent on the internal readiness of human resources, and resilience serves as a psychological mechanism that maintains stability, professional commitment, and the sustainability of teacher performance, enabling them to remain productive and adaptive to the transformation of the education system (Reintjes et al., 2025).

Digital mindset emerged as the most dominant variable in this study, as the large standard beta coefficient indicated that mental readiness for technology made the strongest contribution to explaining teacher performance variations. The findings indicate that the current educational transformation is not solely determined by the availability of digital infrastructure, but is greatly influenced by teachers' mindsets in receiving, utilizing, and developing technology-based innovations as an integral part of their professional practices (Blundell et al., 2020). Teachers with a digital mindset are not only skilled in operating learning devices and applications but also demonstrate an open attitude to continuous learning, the courage to explore online and blended learning methods, and the ability to integrate digital media creatively to increase student engagement and understanding (Akhtar, 2025). These results support the theory of digital transformation, which asserts that the success of organizational change is determined more by changes in mindset, work culture, and the adaptive readiness of human resources than by investments in hardware and software (Khoerunnisa et al., 2025). Schools led by teachers with a strong digital mindset tend to be more responsive to technology-based curriculum updates, adapt more quickly to digital learning policies, and create more innovative learning ecosystems that meet students' needs in the digital era.

The connection with previous research shows consistency and an expansion of perspective. Research by Priscillah et al. (2024) revealed that talent management designed in a planned and

structured manner improves organizational performance by optimizing individual competencies, underscoring that strategic management of human resource potential can more effectively encourage the achievement of institutional goals. A study by Utami & Putra (2020) emphasized that teacher resilience plays a role in maintaining the quality of teaching amid policy pressure and rapid changes in the work environment, which require rapid adaptation, thereby demonstrating that psychological aspects support the stability and consistency of professional performance. Research by Kharisma et al. (2024) shows that teachers' digital mindsets contribute to the effectiveness of technology-based learning by increasing creativity, method flexibility, and the innovative use of digital media in the learning process.

A comparison with previous studies shows a new conceptual contribution that enriches the development of teacher performance models from a change-management perspective in the educational environment. Several previous studies have tended to test the influence of talent management, resilience, or a digital mindset separately on performance, thereby partially understanding the relationships between variables and failing to describe integrative relationships. This study integrates these three variables into a single empirical model focused on school change management, thereby enabling a more thorough analysis of the factors that shape teacher performance in educational transformation contexts. The integration shows that teachers' performance in the face of change is not only influenced by the effectiveness of the organizational management system or the psychological strength of individuals separately, but is the result of mutually reinforcing interactions between strategic managerial structures, stable personal resilience, and cognitive readiness and adaptive attitudes to the development of learning technology.

The findings of this study lead to the strengthening of the integrative model of teacher performance, which is built on three main dimensions, namely the structural dimension represented by talent management, the psychological dimension reflected through teacher resilience, and the cognitive-digital dimension manifested in the digital mindset as mental readiness to face the transformation of educational technology (Petko et al., 2018). The model expands the theoretical framework of teacher performance, which previously emphasized more pedagogical and professional competence, by including organizational managerial factors and individual adaptive readiness as strategic components that interact to determine the quality of performance (Kholidah et al., 2025). The results show that in the era of rapid and complex educational change, the success of change management in schools is highly dependent on a combination of systematic and development-oriented talent management, individual resilience in the face of pressure and uncertainty, and an adaptive digital mindset that is open to innovation, so that these three dimensions form a solid foundation for continuous teacher performance improvement.

From a practical perspective, the findings imply that schools need to adopt a multidimensional strategy in improving teacher performance. Organizational efforts should not be limited to administrative reforms or training programs but must include systematic talent management, targeted resilience development, and the cultivation of a digital-oriented mindset. Schools that prioritize only one dimension may fail to achieve sustainable performance improvement, as the effectiveness of each factor depends on its interaction with others.

Despite these contributions, this study has several limitations. Using a single school context with a relatively small sample size limits the generalizability of the findings to broader educational settings. Additionally, the cross-sectional design does not allow for the examination of causal relationships over time or the dynamic evolution of teacher performance during prolonged change processes. Future research is recommended to expand the model by incorporating additional variables, such as leadership style, organizational culture, and job satisfaction, and to employ more advanced analytical approaches, such as structural equation modeling (SEM), to test complex relationships among variables. Longitudinal studies would also be valuable in capturing how teacher performance and adaptive capacity develop over time in response to continuous educational transformation.

CONCLUSION

This study demonstrates that teacher performance in the context of educational change management is the result of a mutually reinforcing interaction between structural, psychological, and cognitive-adaptive dimensions, where talent management provides the foundation for competency management, teacher resilience maintains performance stability under stressful conditions, and a digital mindset acts as a key driver of adaptation to technological transformation in learning. Theoretically, these findings contribute to the development of an integrative model of teacher performance by emphasizing that performance is determined not only by organizational systems but also by individual psychological readiness and digital orientation, thus enriching the literature on educational change management and transformation. In practice, the results of this study imply the need for a holistic approach that strengthens strategic talent management, develops teacher resilience, and establishes an adaptive digital culture and mindset to improve the quality of learning continuously. However, limitations such as a relatively small sample size, a single research context, and a cross-sectional design limit the generalizability and dynamics of the findings. Therefore, further research is recommended to test this model in a broader context, using a more comprehensive methodological approach, such as a longitudinal design or structural equation modeling, and to add other contextual variables.

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