

## The Effect Of Digital Transformation Readiness, Data Governance Maturity And Responsiveness Of It Support On Digital Trust In Educational Institutions

Hadi Prayitno<sup>1\*</sup>, Dhian Supardam<sup>2</sup>, Syahri<sup>3</sup>, Mustangin<sup>4</sup>, Sinta Julina<sup>5</sup>, Apriani Riyanti<sup>6</sup>

<sup>1</sup>Prodi Teknik Pesawat Udara, Politeknik Penerbangan Surabaya

<sup>2</sup>Prodi Lalu Lintas Udara, Politeknik Penerbangan Indonesia Curug

<sup>3</sup>Fakultas Ilmu Sosial Ilmu Politik, Universitas Tamansiswa Palembang

<sup>4</sup>Prodi Manajemen, Universitas Jayabaya

<sup>5</sup>Prodi Hubungan Internasional, Universitas Jayabaya

<sup>6</sup>Prodi Teknologi Laboratorium Medis, Universitas Binawan

E-mail: [hadi.stpi@gmail.com](mailto:hadi.stpi@gmail.com)

\* Corresponding Author

 <https://doi.org/10.31004/jerkin.v4i3.4848>

### ARTICLE INFO

#### Article history

Received: 23 Dec 2025

Revised: 26 Dec 2025

Accepted: 7 Jan 2026

#### Kata Kunci :

Kesiapan transformasi digital, kematangan tata kelola data, daya tanggap, kepercayaan digital

#### Keywords :

digital transformation readiness, data governance maturity, responsiveness, digital trust



### ABSTRACT

Tujuan utama penelitian ini adalah untuk mengeksplorasi hubungan antara tiga faktor, yaitu kesiapan transformasi digital, kematangan tata kelola data, dukungan TI, dan variabel dependen kepercayaan pada teknologi digital yang digunakan di lembaga pendidikan. Konteks penelitian adalah sistem digital yang diterapkan di sektor pendidikan dan persyaratan kepercayaan pengguna pada layanan berbasis teknologi. Penelitian ini dilakukan dengan pendekatan kuantitatif eksploratif pada 150 responden, yang terdiri dari pendidik dan staf pendidikan, yang dipilih secara sengaja. Kuesioner skala Likert lima poin digunakan untuk mengumpulkan data, dan regresi linier berganda digunakan untuk analisis data. Temuan menunjukkan bahwa ketiga faktor—kesiapan transformasi digital, kematangan tata kelola data, dan responsivitas dukungan TI—berhubungan positif dan signifikan dengan kepercayaan digital. Penelitian ini telah berkontribusi pada literatur tentang manajemen pendidikan dan sistem informasi dengan memasukkan proses pengembangan kepercayaan digital di sektor pendidikan. Selain itu, salah satu implikasi praktis utama dari penelitian ini adalah bahwa para pemimpin lembaga pendidikan harus selalu mempertimbangkan kepercayaan dan keberlanjutan saat merancang kebijakan yang terkait dengan tiga bidang yang disebutkan di atas, yaitu transformasi digital, tata kelola data, dan layanan teknologi informasi.

The study's principal goal is to explore the link among the three factors, which are digital transformation readiness, data governance maturity, IT support, and the dependent variable trust in digital technology used in educational institutions. The research context is the digital systems applied in the educational sector and the user trust requirement in technology-based services. The research is done with a quantitative explanatory approach on 150 respondents, made up of educators and education staff, who were selected purposely. A five-point Likert scale questionnaire is employed to collect data, and multiple linear regression is used for data analysis. The findings indicate that all three factors—digital transformation readiness, data governance maturity and IT support responsiveness—were positively and significantly associated with digital trust. This research has contributed to the literature on educational management and information systems by incorporating the process of digital trust development in the educational sector. Besides, one of the key practical implications of the research is that educational institution leaders should always regard trust and sustainability while devising the policies related to the three areas mentioned above, i.e., digital transformation, data governance, and information technology services.



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**How to Cite:** Hadi Prayitno et al (2026). The Effect Of Digital Transformation Readiness, Data Governance Maturity And Responsiveness Of It Support On Digital Trust In Educational Institutions, 4(3). 16892- 16896. <https://doi.org/10.31004/jerkin.v4i3.4848>

## INTRODUCTION

Digital Technology has been one of the main factors behind the change of institutions in a major way. The whole range of educational institutions' activities such as learning delivery, academic management, and even administrative services have come to rely heavily on the latest digital technology (Riyanti et al., 2023). All stakeholders in education, that is, teachers, students, and educational staff, must have trust in the digital services like online learning systems, learning management systems, academic databases, and so on. In this respect, digital trust is one of the key factors that can have a great impact on the success of the digital transformation process (Riyanti & Rukiyanto, 2024). Digital trust is the user's perception of the security, reliability, transparency, and integrity of the digital platforms in use. If there is no digital trust, rejection of technology will happen, quality of educational services will be reduced, and even the whole process of innovation in learning will be brought to a halt (Sadikin et al., 2023). In addition, the constant fear of data leaks, misuse of information, and failure of systems makes it very crucial to keep digital trust issues under constant discussion (Lubis et al., 2024). Therefore, the educational institutions have to pinpoint the different aspects that promote digital trust as a prerequisite for the growth and sustainability of the digital transformation journey (Sappaile et al., 2024).

An institution's digital transformation readiness is an indicator that reflects its preparedness in organization, culture, and strategies, which all lead to a successful and effective adoption and use of digital technology (Prayitno et al., 2024). Digital transformation readiness consists of all the aspects related to leadership, human resources, technology infrastructure, and the organization's determination to the change (Lubis et al., 2023). The institutions that are very high degrees ready for the digital transformation are very much able to manage the change in an orderly and systematic manner, which in turn increases the users' trust in the new digital systems (Biringkanae et al., 2023). The proper and well-organized readiness also gives the impression that the digital transformation is a professionally managed process and is quality service oriented (Ratnawita et al., 2023). Large data governance maturity entails well-defined roles, clear data management, and secured personal data and cybersecurity (Februati et al., 2024). Therefore, user trust is increased to a higher level because of this reason. On the contrary, poor data governance may lead to the institution experiencing data leaks, untrusted data, and improper handling of data, which are all detrimental to digital trust (Supardam et al., 2021). Therefore, this is the reason why data governance maturity is considered as one of the key elements that shape the generation of credibility and trust for digital systems in educational institutions (Supardam et al., 2024). It is the IT support responsiveness, which includes the IT department's capacity to respond promptly, properly, and effectively to the user's technical problems, that is being communicated. In the newly formed education world, which is more digital lifestyle-dependent, IT support has become the only factor in the user experience, while IT systems are being quality of IT support (Sonhaija et al., 2020; Tambuh, 2022). High IT support responsiveness can make users feel secure and trustful of the digital systems, where users are more likely to see the institution as one that is serious about the quality and continuity of digital services when the technical issues are handled professionally and transparently (Mallarangan et al., 2024; Wibowo et al., 2023).

The main aim of the study is to evaluate the connection between digital transformation readiness, data governance maturity, and IT support responsiveness with digital trust in educational institutions. This research will make a theoretical contribution by adding a new dimension to the existing literature in the areas of educational management and information systems through a new framework which integrates change readiness, data governance, and IT service quality perspectives in the creation of digital trust. Additionally, the current study presents a new explanatory model that clarifies the elements that affect digital trust in educational settings. The application of the research is expected to provide a solid foundation for school administrators to decide about eco-friendly digital transformation strategies. Thus, the consequences of the research might and do in fact appear as the company's improvement plans

measures to enhance organizational readiness, data governance, and IT support quality would be the main activities to win and keep the trust of the entire community of digital stakeholders.

## **METHOD**

In conducting their research, the scientists opted for an explanatory quantitative method that would give them empirical findings regarding the interaction between the factors of digital transformation readiness, data governance maturity, and IT support responsiveness, as well as digital trust in academic institutions. The means of gathering data was through a survey where the major tool was a structured questionnaire consisting of five-point Likert scale items. The questionnaire was distributed to the academic and educational staff members across various institutions of higher learning. A non-random purposive sampling method was employed whereby the subjects were required to meet the following criteria: (1) He/she should be a teacher or staff member who is current at the institution, (2) He/she should have been with the institution for a minimum of one year, (3) He/she should be an active user of the digital systems for learning management, academic processing, or digital administration provided by the institution, and (4) He/she should have some understanding of data management and IT services at his/her institution. A total of 150 research samples were taken, which was deemed sufficient for multiple linear regression analysis. The quality of the tool was validated by the researchers through a validity test that used the item-total correlation technique, and it showed a coefficient value greater than 0.30 and a significance level ( $p$ ) lower than 0.05, while in the case of a reliability test using Cronbach's Alpha, a value higher than 0.70 was taken to indicate internal consistency. Subsequently, the classical assumption tests were carried out on the data aiming to check the reliability of the model involving normality, multicollinearity, and heteroscedasticity tests as part of the analysis process. After that, the main analysis was performed through multiple linear regression.

## **RESULT AND DISCUSSION**

The F-test has provided a very significant  $p$ -value of  $0.000 < 0.05$ , thus indicating the regression model applied in this study to be significant. Hence, the factors of digital transformation readiness, data governance maturity, and IT support responsiveness are big contributors to the establishment of digital trust in educational institutions. With the  $R^2$  value being 0.70, it means that the three independent variables of the research model account for 70% of the digital trust variance while the other factors that are not considered in the study make up the remaining 30%. The t-test analysis shows that all independent variables are linked to positive regression coefficients and have significance values less than 0.05, therefore, all research hypotheses are validated.

The findings demonstrate that the readiness for digital transformation is the primary and beneficial element that marks the difference among educational institutions in terms of digital trust. In other words, educational institutions that have the willingness and capability to transform digitally plus possessing the right strategy, structure, and culture are more likely to get users' trust than the ones that are still using outdated methods. The readiness for digital transformation is a kind of the institution's promise to be able to set-up, introduce and manage technology-driven change smoothly. It is a scenario where the stakeholders are given the assurance that the digital systems are trustworthy, secure, and the quality of their educational services is up to the mark. On the other hand, low digital transformation readiness in the institution may suggest that the digital system is not operating well, hence the user is accruing dissatisfaction, and consequently, the trust in that system is reduced. The researchers have reached the argument that digital trust is not the kind of thing that could be gained by an organization in a short period of time, but rather it is a long-term consequence of the organization's readiness to accept digital change. Therefore, digital transformation readiness acts as the foundation of trust not only during the implementation but also in the lasting period of educational institutions' digital systems.

Research results indicated that the maturity of data governance in educational systems had a significant influence on digital trust which was positive in terms of size. The highest level of data governance maturity indicates that there are well-defined and uniform standards and practices as well as systems for data management. In this scenario, the users' opinions regarding the security, privacy and correctness of the data under the educational institutions' control are more favorable. Digital trust is expected to be amplified if academic and personal data are disclosed and managed in a responsible manner. On the other hand, each and every weakness in the data governance will lead to fears regarding

the data being leaked and misused, thus, digital trust will be destroyed. The outcomes of the study suggest that the transition of data governance from a simple technical issue to a crucial factor that would give the educational institutions of the digital era legitimacy and trustworthiness has already started. Consequently, the maturity of data governance is a fundamental influencer for the sustainability of the digital trust reinforcement.

The findings of the research show that IT support's promptness has a wide-ranging and favorable impact on the trust of both students and teachers in the digital systems of their educational institutions. A highly responsive IT support is an indication of the institution's capability to solve technical problems quickly, accurately, and in a professional manner. The users' feeling of support and trust in digital services is likely to be stronger when they receive the right and prompt help during system problems. As per the study, one of the factors contributing to digital trust is the quality of communication between users and IT. Besides that, the responsive IT support gives the users the impression that the institution is committed to the durability and the reliability of digital systems. On the contrary, unproductive and slow IT support can develop the perception that the digital systems are untrustworthy and therefore, create a reluctance to use the technology. Hence, the speed of IT support turns out to be an operational factor that is very important for both the process of maintaining and growing digital trust in educational institutions.

## CONCLUSION

The investigation results pointed out that the attributes of digital transformation readiness, data governance, and the quickness of IT support responsiveness all have a positive effect not only on the level of trust in the digital systems used in educational institutions but also on the interrelation among them. Just because an institution has adopted technology does not necessarily mean that it will completely trust the digital systems, the organization's capability to handle change, the quality of data governance, and the level of IT support are some of the factors impacting this issue. Indeed, digital transformation readiness is a strategic factor that ensures a well-organized and pleasant digital systems implementation for the users. The maturity of data governance helps in the development of trust through the provision of secure, transparent, and responsible data management. Conversely, the timeliness of IT support is an operational factor that has a direct impact on both user experience and trust. The educational sector can actually build digital trust through these three factors which are extremely influential. Based on the research results, the decision-makers in the education sector are advised to advance their digital transformation readiness by means of digital leadership, development of HR competencies, and technology deployment planning that aligns with the other areas of the institution. Furthermore, these organizations should address data governance maturity that includes having clear data governance policies, protecting privacy, and controlling information security among the attributes. In addition, IT support responsiveness should be regarded as the top priority by augmenting the workforce, setting performance benchmarks, and establishing a quick-user-problem-solving system.

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