# The Effect of Digital Leadership on Performance through Task-Technology Fit and AI Literacy in Creative Industries

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***ABSTRACT***

*Digital transformation reshapes organizations, requiring leaders to leverage technology for enhanced performance. This study explores how digital leadership influences performance orientation through task-technology fit and artificial intelligence literacy in Indonesia's creative and technology sectors. The objective is to examine the mediating roles of task-technology fit, the alignment of technology with tasks, and artificial intelligence literacy, the ability to use and understand artificial intelligence tools, in driving performance. A quantitative approach was employed, using a survey of 300 professionals in Yogyakarta, analyzed with Structural Equation Modeling (SEM). The findings show that digital leadership significantly enhances task–technology fit and AI literacy, which in turn strengthens performance orientation. Both mediators partially transmit leadership effects, revealing structural and cognitive pathways in digital workplaces. Organizations should invest in digital leadership development, AI literacy initiatives, and systematic alignment between workflows and technologies to build agile, performance-focused cultures. These efforts can enhance innovation, support evidence-based decision making, reduce technostress, and prepare creative and technology workers to collaborate effectively with AI.*

***Keywords****: AI Literacy, Digital Leadership, Digital Transformation, Performance Orientation, Task-Technology Fit.*

***ABSTRAK***

*Transformasi digital membentuk kembali organisasi, menuntut para pemimpin untuk memanfaatkan teknologi demi peningkatan kinerja. Studi ini mengeksplorasi bagaimana kepemimpinan digital memengaruhi orientasi kinerja melalui kesesuaian tugas-teknologi dan literasi kecerdasan buatan di sektor kreatif dan teknologi Indonesia. Tujuannya adalah untuk mengkaji peran mediasi kesesuaian tugas-teknologi, keselarasan teknologi dengan tugas, dan literasi kecerdasan buatan, yaitu kemampuan untuk menggunakan dan memahami perangkat kecerdasan buatan, dalam mendorong kinerja. Pendekatan kuantitatif digunakan, menggunakan survei terhadap 300 profesional di Yogyakarta, yang dianalisis dengan Structural Equation Modeling (SEM). Temuan menunjukkan bahwa kepemimpinan digital secara signifikan meningkatkan kesesuaian tugas-teknologi dan literasi AI, yang memperkuat orientasi kinerja. Kedua mediator berpengaruh parsial pada efek kepemimpinan. Secara praktis, organisasi harus berinvestasi dalam pengembangan kepemimpinan digital, inisiatif literasi AI, dan penyelarasan sistematis antara alur kerja dan teknologi untuk membangun budaya lincah dan berorientasi kinerja. Upaya ini dapat*

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*meningkatkan inovasi, mendukung pengambilan keputusan berbasis fakta, mengurangi stres teknologi, dan mempersiapkan pekerja industri kreatif dan teknologi untuk berkolaborasi secara efektif dengan AI.*

***Kata kunci**: Literasi AI, Kepemimpinan Digital, Transformasi Digital, Orientasi Kinerja, Kesesuaian Tugas-Teknologi.*



## INTRODUCTION

Digital transformation has reshaped how organizations operate, pushing leaders to adapt and develop skills to leverage new technologies for strategic success. With the rapid pace of digital disruption, businesses face a dynamic environment that demands innovative leadership approaches. The shift from traditional leadership to digital leadership is vital for organizations aiming to achieve high performance standards. Digital leadership is defined as the ability to integrate digital technologies with visionary leadership to inspire and guide teams toward organizational goals in a tech-driven world (Tigre et al., 2023; Abbas et al., 2024). Recent studies highlight digital leadership's critical role in fostering organizational agility, innovation, and resilience (Albannai et al., 2024; Ly, 2024). In this fast-changing digital landscape, organizations encounter both opportunities and challenges that require a transformative leadership strategy. Digital leadership goes beyond simply using technology; it involves inspiring and motivating teams to achieve organizational goals in a digital environment (Liao et al., 2024). Leaders have evolved from operational managers to influencers who shape the organization's future by effectively integrating technology and guiding their teams through change (Ayala et al., 2025; Bock & Oelsnitz, 2025; Hossain et al., 2025; Liden et al., 2025).

Digital leadership plays a crucial role in driving performance orientation, which focuses on achieving excellence and continuous improvement in task execution (Sun et al., 2024). Performance orientation refers to the drive to achieve optimal results through consistent improvement and adaptability (Mollah et al., 2024). Unlike traditional leadership, digital leadership emphasizes empowering employees through skill-building, data-driven decisions, and fostering a high-performance mindset across the organization (Ahmed et al., 2024; Lin, 2024). In Indonesia's creative and technology sectors, which contribute significantly to the economy (e.g., contributing 7.4% to GDP in 2023 according to Indonesia's Ministry of Tourism and Creative Economy, digital leadership is crucial for navigating rapid technological adoption and market demands (Vebryana et al., 2024). Leaders must not only adopt technology but also create a culture that aligns with digital goals, innovation, and adaptability to stay competitive (Khaw et al., 2022; Lyu, 2024).

Task-technology fit highlights that technology works best when it matches the tasks it supports, directly boosting employee efficiency and performance orientation. Task-technology fit is the alignment between technological capabilities and task requirements, enhancing productivity and motivation (Alkhayyal & Bajaba, 2024). Similarly, AI literacy, the ability to understand, evaluate, and apply AI tools, has become essential in tech-driven workplaces. AI literacy involves technical proficiency, ethical understanding, and critical assessment of AI's impacts (Bughin, 2025; Hoang, 2025). Leaders with strong AI literacy can better utilize AI tools, fostering a performance-focused culture and enabling strategic, data-informed decisions (Anantrasirichai & Bull, 2022; Espina-Romero et al., 2023).

While the literature extensively covers digital leadership, task-technology fit, and AI literacy, there are still gaps in understanding how these factors work together to enhance performance orientation. According to Mughari et al. (2024), AI literacy's impact on performance, but rarely in the context of creative industries. Similarly, Tigre et al. (2023) note that the mediating roles of task-technology fit and AI literacy in linking digital leadership to performance orientation remain underexplored, especially in dynamic sectors like Indonesia's creative and technology industries. Most research has focused on direct effects or examined public sectors, manufacturing, or education, leaving the

creative sector's unique dynamics understudied. This study aims to investigate how digital leadership influences performance orientation through the mediating roles of task-technology fit and AI literacy in Indonesia's creative and technology sectors. By addressing this gap, the research seeks to provide a comprehensive model that integrates leadership, technology alignment, and cognitive readiness to enhance performance in a digital environment.

## LITERATURE REVIEW & HYPOTHESIS DEVELOPMENT

### Effect Digital Leadership on Task-Technology Fit, AI Literacy, and Performance

Digital leadership combines a digital mindset with transformational leadership, becoming critical in industry 4.0 environments characterized by volatility, uncertainty, complexity, and ambiguity. Effective digital leaders integrate strategic vision, technological literacy, and adaptability to drive technology-enabled change, foster innovation, and utilize data analytics for evidence-based decision-making (Khaw et al., 2022; Abbas et al., 2024; Lin, 2024; Lyu, 2024; Sun et al., 2024). Digital leadership strengthens task-technology fit by building digital culture and capabilities and enabling cross-functional communication and collaboration (Aziz et al., 2024). Performance improves when technology aligns with task requirements, reinforcing perceptions of compatibility, utility, and expected outcomes (Ayyoub et al., 2023; Alkhayyal & Bajaba, 2024).

Advancing digital transformation positions digital leadership as a key driver of AI readiness at both organizational and individual levels. AI literacy encompasses functional, ethical, rhetorical, and pedagogical competencies, and human-centred AI emphasizes value alignment and accountability (Quaquebeke & Gerpott, 2023). Digital leadership builds adaptive cultures that enhance digital and AI literacy through flexible structures, continuous learning, and human-AI collaboration (Meesook et al., 2025). It reinforces the core dimensions of AI literacy, namely conceptual understanding, applied tool use, and critical evaluation of socio-ethical implications supporting responsible deployment in recruitment, decision-making, and knowledge management (Nixon et al., 2024). This accelerates AI adoption and strengthens cognitive and emotional readiness to work with intelligent systems (Bock & Oelsnitz, 2025; Hoang, 2025; Zhao, 2025).

Performance orientation, influenced by ability, motivation, and opportunity factors, drives competence demonstration and recognition, particularly when amplified by digital and AI capabilities (Abdo & Edgar, 2025; Junaidi et al., 2025). In digital contexts, higher performance orientation promotes adaptability, proactive technology use, autonomy, and agility (Albannai et al., 2024; Liao et al., 2024; Vebryana et al., 2024; Manalu, 2025; Susanto et al., 2025). Digital leadership increases efficiency, supports data-driven strategic alignment, and enhances profitability and competitiveness while cultivating digital culture, innovative behavior, and job satisfaction that reinforce performance orientation (Ly, 2024; Wang et al., 2025).

H1: Digital leadership has a positive effect on task-technology fit.
H2: Digital leadership has a positive effect on AI literacy.
H3: Digital leadership has a positive effect on performance orientation.

### Task-Technology Fit as a Driver of Performance Orientation

Task-Technology Fit (TTF) refers to the alignment between technological capabilities and task requirements, which enhances employee efficiency and motivation (Abdulkareem, 2025). According to Abelsen et al. (2023), TTF improves work performance by ensuring technology supports task execution, particularly in digital environments. When leaders select tools that match tasks, such as analytics platforms for data-driven decisions, employees experience higher productivity and job satisfaction (Ratmono et al., 2024). In creative industries, where tasks like content creation require specialized software, TTF fosters a performance-oriented mindset (Naceur et al., 2024).

This alignment not only supports technology adoption but also strengthens employees' focus on achieving optimal results (Presti et al., 2021).

Task-technology fit serves as a mediator between digital leadership and performance orientation, defined as the drive for continuous improvement and excellence (Mollah et al., 2024). Digital leaders enhance TTF by strategically implementing tools that fit organizational needs, which in turn boosts performance outcomes (Ruan et al., 2024; ŞïMşek et al., 2025). For example, in Indonesia's technology sector, leaders who align AI tools with tasks like consumer analysis improve team efficiency (Susanto et al., 2025). However, factors like employee resistance to technology or lack of training may act as confounding variables, affecting TTF's impact (Kabakus et al., 2023; Rumokoy & Frank, 2025). By fostering TTF, digital leadership creates a structural bridge that translates strategic vision into measurable performance improvements.

H4: Task-technology fit has a positive effect on performance orientation.
H5: Task-technology fit mediates the relationship between digital leadership and performance orientation.

**AI Literacy as a Catalyst for Performance Orientation**

AI literacy, encompassing technical proficiency, ethical understanding, and critical assessment of AI, is vital for navigating tech-driven workplaces (Bećirović et al., 2025). According to Lee and Jeon (2025), high AI literacy enhances employees' confidence and decision-making, directly impacting performance orientation. Employees with AI literacy can use tools like Google Analytics or Copilot effectively, boosting creativity and efficiency in tasks like digital strategy development (Mughari et al., 2024). In Indonesia's creative sector, where AI tools are increasingly adopted, literacy fosters a growth mindset and adaptability (Wediawati et al., 2025). This aligns with goal orientation theory, which links competence and motivation to performance (Abdo & Edgar, 2025).

AI literacy acts as a cognitive mediator between digital leadership and performance orientation, enhancing self-efficacy and critical thinking (Kaya et al., 2025). Digital leaders who provide training and support for AI tools create environments that encourage employees to set higher performance standards (Biagini, 2025; Yang et al., 2025). For instance, leaders in Indonesia's technology firms promote AI literacy through workshops, improving employees' ability to handle complex tasks (Jiang et al., 2024). However, limited access to AI training or ethical concerns may moderate this relationship, highlighting the need for holistic literacy programs (Quaquebeke & Gerpott, 2023). By fostering AI literacy, digital leadership drives motivation and preparedness in digital environments.

H6: AI literacy has a positive effect on performance orientation.
H7: AI literacy mediates the relationship between digital leadership and performance orientation.

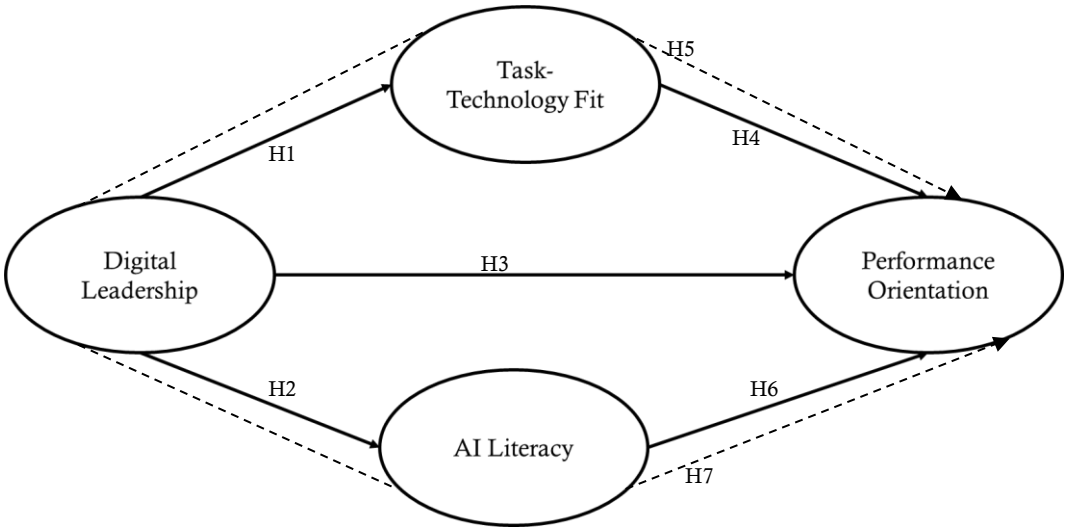


**Figure 1.** Research Framework

The research framework in Figure 1 outlines how digital leadership influences performance orientation through two mediators: task-technology fit and AI literacy. Hypotheses 1–3 propose that digital leadership enhances task-technology alignment and AI proficiency, both of which contribute to improved performance. Hypotheses 4–5 confirm that task-technology fit directly impacts performance orientation and mediates the relationship between leadership and outcomes. Similarly, Hypotheses 6–7 position AI literacy as a mediator linking leadership to performance by integrating individual skills with AI tools. This integrated model demonstrates that digital leadership, when supported by technology-task alignment and AI competency, strengthens performance orientation and fosters competitive advantage.

## RESEARCH METHODS

This research uses a quantitative approach with a cross-sectional survey design to explore how digital leadership influences performance orientation through task-technology fit and AI literacy in Indonesia's creative and technology sectors. The goal is to test causal relationships among these variables using an empirical framework. The study was conducted in the Special Region of Yogyakarta (*Daerah Istimewa Yogyakarta*/DIY), chosen for its vibrant creative and technology industries, including digital startups and design firms. Data were collected from professional and managerial staff with at least one year of experience in digital roles, ensuring familiarity with digital tools and workflows.

The population consists of professionals in Yogyakarta's creative and technology sectors, such as digital strategists, UX analysts, and creative directors. A purposive sampling technique was applied, targeting individuals with experience using AI tools (e.g., ChatGPT, Midjourney, Canva AI) and roles requiring data-driven decision-making, as these criteria ensure relevance to the study's focus on AI literacy and task-technology fit. The sample size was set at 300 respondents to meet the requirements for Structural Equation Modeling (SEM) analysis, enhancing the generalizability of the results (Hair et al., 2021). Respondents were recruited through professional networks, industry associations, and online platforms like LinkedIn, ensuring a diverse sample across job roles and AI proficiency levels.

Data collection was conducted online using Google Forms, accompanied by an information letter and consent form to adhere to research ethics. To minimize bias in online data collection, such as limited internet access or digital literacy gaps, the questionnaire was designed to be mobile-friendly, and reminders were sent to encourage participation. The research instrument was a questionnaire with a 5-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree). Variables were measured using adapted

indicators: digital leadership (6 items), AI literacy (8 items), task-technology fit (5 items), and performance orientation (6 items). These items were pre-tested with a small group of professionals to ensure clarity and relevance to the Indonesian context.

Data analysis was performed using SEM with SmartPLS 4.0 software. The process included validity and reliability tests (outer loading, AVE, composite reliability) followed by structural model analysis based on path coefficients and p-values. Regular checks were conducted to address potential biases, such as non-response bias, by comparing early and late responses. This methodology ensures robust testing of the proposed relationships in a dynamic, tech-driven environment.

## RESULTS

This study presents the findings from a quantitative analysis of how digital leadership influences performance orientation through task-technology fit and AI literacy in Indonesia's creative and technology sectors. Data were collected from 300 professionals in Yogyakarta, and the results were analyzed using Structural Equation Modeling (SEM) with SmartPLS 4.0. The findings confirm the proposed hypotheses, demonstrating significant relationships among the variables. This section details respondent characteristics, measurement model validity and reliability, model fit, and hypothesis testing results, supported by tables and a visual representation of the structural model. The results highlight the mediating roles of task-technology fit and AI literacy, providing insights into their impact on performance orientation in a dynamic, tech-driven environment.

**Table 1.** Respondent Characteristics

| Characteristics | Category | Frequency (n) | Presentation (%) |
|---|---|---|---|
| Gender | Male | 162 | 54.0 |
| | Female | 138 | 46.0 |
| Age | < 25 years | 54 | 18.0 |
| | 25 – 34 years | 168 | 56.0 |
| | 35 – 44 years | 63 | 21.0 |
| | > 45 years | 15 | 5.0 |
| Education level | Diploma/Bachelor | 189 | 63.0 |
| | Master/Doctoral | 111 | 37.0 |
| Creative fields | Graphic design, animation, digital media | 127 | 42.3 |
| | Content creation, Copywriting, Branding | 98 | 32.7 |
| | Marketing strategy, Data strategy | 75 | 25.0 |
| Job level | Operational staff | 96 | 32.0 |
| | Coordinator/senior | 138 | 46.0 |
| | Manager/equivalent | 66 | 22.0 |
| AI experience | Ever participated in AI tools | 245 | 81.7 |
| | Actively using AI for work | 212 | 70.7 |
| Functional Decision Making | Yes | 277 | 92.33 |
| | No | 23 | 7.67 |
| Used supporting tools | Yes | 289 | 96.33 |
| | No | 11 | 3.67 |
| Data Analysis Frequency | Weakly | 216 | 72.0 |
| | Monthly | 84 | 28.0 |
| Total | | 300 | 100 |

Table 1 presents the characteristics of the 300 respondents. The majority of respondents are male (54.0%) and fall within the 25–34 age group (56.0%). Most respondents hold a Diploma or Bachelor's degree (63.0%) and work in creative fields, particularly graphic design, animation, and digital media (42.3%). In terms of job level, the largest proportion occupies coordinator or senior positions (46.0%). Most respondents have experience with AI technologies, with 81.7% having participated in AI tool usage and 70.7% actively using AI in their work. Additionally, the majority are involved in functional decision-making processes (92.33%) and use supporting tools in their work

(96.33%). Regarding data analysis activities, most respondents conduct data analysis on a weekly basis (72.0%).

**Table 2.** Validity and Reliability Testing

| Variable | Item | Loading | AVE | Fornell-Larcker | CR | Cronbach α |
|---|---|---|---|---|---|---|
| Digital Leadership (DL) | DL1 | 0.82 | 0.649 | 0.801 | 0.910 | 0.889 |
| | DL2 | 0.84 | | | | |
| | DL3 | 0.83 | | | | |
| | DL4 | 0.78 | | | | |
| | DL5 | 0.80 | | | | |
| | DL6 | 0.76 | | | | |
| Task Technology Fit (TTF) | TTF1 | 0.81 | 0.655 | 0.812 | 0.902 | 0.861 |
| | TTF2 | 0.79 | | | | |
| | TTF3 | 0.82 | | | | |
| | TTF4 | 0.84 | | | | |
| | TTF5 | 0.77 | | | | |
| AI Literacy (AIL) | AIL4 | 0.80 | 0.648 | 0.807 | 0.951 | 0.940 |
| | AIL5 | 0.77 | | | | |
| | AIL6 | 0.83 | | | | |
| | AIL7 | 0.82 | | | | |
| | AIL8 | 0.79 | | | | |
| Performance Orientation (PO) | PO1 | 0.80 | 0.637 | 0.790 | 0.925 | 0.893 |
| | PO2 | 0.83 | | | | |
| | PO3 | 0.81 | | | | |
| | PO4 | 0.78 | | | | |
| | PO5 | 0.75 | | | | |
| | PO6 | 0.77 | | | | |
| Rule of Thumbs | | loading ≥ 0.70. | AVE > 0.50 | √AVE value | CR > 0.70. | Cronbach α > 0.70. |

The measurement model was tested for validity and reliability, with results presented in Table 2. All constructs, Digital Leadership (DL), Task-Technology Fit (TTF), AI Literacy (AIL), and Performance Orientation (PO), met discriminant validity criteria based on the Fornell-Larcker method, with indicator loading values above 0.7, indicating strong contributions to their constructs (Hair et al., 2022). The Average Variance Extracted (AVE) values exceeded 0.5, showing good convergent validity: DL explained 64% of indicator variance, TTF 65%, AIL above 50%, and PO 63%. Composite Reliability (CR) values were robust, with DL at 0.910, TTF at 0.902, AIL at 0.951, and PO at 0.925. Cronbach's Alpha values for DL and PO also exceeded 0.7, confirming high internal consistency. These results indicate that the measurement instruments are theoretically and empirically sound, suitable for structural model analysis.

**Table 3.** Model Fit and Predictive Relevance

| Variable | $R^2$ | $Q^2$ | Category |
|---|---|---|---|
| Task-Technology Fit (TTF) | 0.560 | 0.342 | Moderate |
| AI Literacy (AIL) | 0.487 | 0.291 | Moderate |
| Performance Orientation (PO) | 0.734 | 0.463 | Substantial |

Model fit and predictive relevance are detailed in Table 3. The structural model showed moderate to substantial explanatory power. TTF had an $R^2$ of 0.560, indicating that 56% of its variation was explained by digital leadership, leaving 44% unexplained. AIL had an $R^2$ of 0.487, meaning 48.7% of its variation was accounted for, with other factors influencing the remaining 51.3%. PO had a strong $R^2$ of 0.734, explaining 73.4% of its variation, though 26.6% was influenced by external factors. The unexplained variations suggest potential influences like organizational culture, employee training access, or technological infrastructure, which future studies could explore. Predictive relevance ($Q^2$) values were 0.342 for TTF, 0.291 for AIL, and 0.463 for PO, indicating

good to very good predictive ability, especially for PO. These results confirm the model's effectiveness in explaining and predicting the relationships among constructs.

**Table 4.** Hypothesis Testing (Direct Effect)

| Variable/Hypothesis | $F^2$ | β | T-Statistic | P Values | Description |
|---|---|---|---|---|---|
| Digital Leadership → Task Technology Fit | 0.572 | 0.488 | 6.125 | 0.000 | H1 supported |
| Digital Leadership → AI Literacy | 0.481 | 0.472 | 5.893 | 0.000 | H2 supported |
| Digital Leadership → Performance Orientation | 0.033 | 0.261 | 2.837 | 0.005 | H3 supported |
| Task Technology Fit → Performance Orientation | 0.104 | 0.236 | 2.918 | 0.004 | H4 supported |
| AI Literacy → Performance Orientation | 0.235 | 0.317 | 3.754 | 0.000 | H6 supported |

Hypothesis testing results are presented in Table 4. Digital leadership significantly influenced Task Technology Fit ($\beta$ = 0.488, p < 0.001, $f^2$ = 0.572) and AI Literacy ($\beta$ = 0.472, p < 0.001, $f^2$ = 0.481), supporting H1 and H2. Digital leadership also had a direct effect on Performance Orientation ($\beta$ = 0.261, p = 0.005, $f^2$ = 0.033), supporting H3, though the effect size was small. Task Technology Fit positively affected Performance Orientation ($\beta$ = 0.236, p < 0.001), and AI Literacy had a stronger effect on Performance Orientation ($\beta$ = 0.317, p < 0.001), supporting H4 and H6.

**Table 5.** Hypothesis Testing Indirect Effect

| Variable/Hypothesis | β | T-Statistic | P Values | Total Effect | Description |
|---|---|---|---|---|---|
| Digital Leadership → Task Technology Fit → Performance Orientation | 0.115 | 2.148 | 0.032 | 0.376 | H5 supported (partial mediation) |
| Digital Leadership → AI Literacy → Performance Orientation | 0.149 | 2.664 | 0.008 | 0.410 | H7 supported (partial mediation) |

Based on Table 5, the indirect effects of digital leadership on Performance Orientation through Task Technology Fit ($\beta$ = 0.115, p = 0.032, total effect = 0.376) and AI Literacy ($\beta$ = 0.149, p = 0.008, total effect = 0.410) confirmed partial mediation, supporting H5 and H7. The variance explained in Performance Orientation by the mediators was 0.527 ($R^2$). These findings indicate that digital leadership drives performance orientation both directly and indirectly through Task Technology Fit and AI Literacy, with AI Literacy showing a stronger mediating effect.

## DISCUSSION

This study confirms that digital leadership significantly enhances Task-Technology Fit (TTF) and AI literacy, which in turn boost performance orientation in Indonesia's creative and technology sectors, supporting the task-technology fit theory. According to Lyu (2024), effective digital leaders create adaptive work environments by selecting technologies that align with employee tasks, improving efficiency and collaboration. The findings show that digital leadership ensures technology, such as design software or AI tools like Canva AI, supports workflows in dynamic creative industries. This alignment fosters synergy between tasks and technology, enhancing productivity and motivation, particularly for tasks like content creation and digital strategy (Ratmono et al., 2024). In Indonesia, where the creative economy contributed 7.4% to GDP in 2023, digital leaders play a vital role in integrating tools like Google Analytics to optimize data-driven outcomes (Wediawati et al., 2025). These results align with prior research emphasizing the importance of technology-task congruence for performance (Abelsen et al., 2023).

The study also highlights digital leadership's role in fostering AI literacy, reinforcing the AI literacy theory. As noted by Zhao (2025), digital leaders promote continuous learning environments that enhance employees' technical and ethical understanding of AI. By providing training on tools like Copilot or Midjourney, leaders empower employees to make data-driven decisions, crucial in Indonesia's fast-growing technology sector (Tzirides et al., 2024). High AI literacy boosts confidence and adaptability, enabling employees to use AI for creative tasks like video editing or consumer analysis (Ngo & Hastie, 2025). However, limited access to advanced AI training in smaller Indonesian firms may hinder literacy development, suggesting a need for targeted interventions (Shiri, 2024). These findings align with research by Biagini (2025), Bock and Oelsnitz (2025), Lee and Jeon (2025) showing that AI literacy enhances critical thinking and problem-solving in tech-driven settings.

Digital leadership directly influences performance orientation, consistent with goal orientation theory. Innovative leaders foster a culture of excellence and adaptability, encouraging employees to achieve optimal results (Ahmed et al., 2024). TTF and AI literacy mediate this relationship, acting as structural and cognitive pathways. According to Przegalinska et al. (2025) and Zhang et al. (2025), TTF translates leadership strategies into measurable outcomes by aligning tools with tasks, while AI literacy enhances self-efficacy. In Indonesia's creative sector, this dual mediation is critical, as dynamic tasks require both technological alignment and cognitive readiness (Wang et al., 2024). However, the study's cross-sectional design limits causal inferences, and unexamined factors like organizational culture or digital maturity may influence results, warranting longitudinal research (Hair et al., 2022).

The findings offer practical and theoretical implications. Organizations in Indonesia should invest in leadership training to enhance digital competencies, focusing on tools like Trello for project management or Tableau for analytics. Structured AI literacy programs, such as workshops on ethical AI use or mentorship for tools like ChatGPT, can boost employee performance. Regular technology assessments, through weekly team meetings, can ensure task-technology alignment. The study advances digital leadership theory by integrating TTF and AI literacy as mediators, contributing a dual-pathway model for performance orientation. Future research should explore moderating factors like organizational support or conduct longitudinal studies to confirm causality. These insights are particularly relevant for Indonesia's creative and technology sectors, where digital transformation is accelerating.

## CONCLUSION

This study demonstrates that digital leadership significantly enhances performance orientation in Indonesia's creative and technology sectors through the mediating roles of task-technology fit and AI literacy. Digital leaders foster environments where technology aligns with tasks, such as using AI tools like Canva AI for content creation, boosting efficiency and motivation. AI literacy empowers employees to confidently use tools like Google Analytics, driving data-informed decisions and a culture of excellence. These findings highlight the critical role of leadership in navigating digital transformation, particularly in Yogyakarta's dynamic creative industries, where rapid technology adoption is reshaping workflows. The dual mediation model underscores how structural and cognitive pathways work together to achieve high performance, offering a clear framework for organizations aiming to thrive in a digital era.

Leaders should prioritize aligning digital tools with task demands and fostering an environment of continuous learning to strengthen AI literacy among employees. Organizations are encouraged to implement structured AI literacy development programs, promote the use of data-driven tools in creative workflows, and embed technology adaptation into daily routines. Leadership development initiatives should focus on equipping managers with both strategic and technical competencies. This study contributes to the integration of digital leadership theory, task-technology fit theory, and AI literacy in explaining performance orientation. However, the study is limited by its

geographic and industry-specific sample, which may affect generalizability. Future research should explore broader contexts across various sectors, incorporate moderating factors such as organizational culture or digital maturity, and adopt longitudinal or multi-method approaches to capture the evolving dynamics of digital leadership and performance outcomes.

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