



THE DYNAMICS OF DIGITAL SCHOOL LEADERSHIP: A CASE STUDY AT MTS ARRUKHSHATUL'ULUM

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Abstract:

This research examines the dynamics of digital school leadership through a case study at MTSS Arrukhshatul'ulum, focusing on teacher involvement. The digital era presents unique challenges and opportunities in education, with school leadership playing a key role in navigating this transformation. The case study reveals that successful digital leadership involves close collaboration between the school principal and teachers. School principals need to have a deep understanding of educational technology and the ability to integrate it effectively into the learning strategy. The research findings highlight the crucial role of school principals in managing digital transformation at MTSS Arrukhshatul'ulum, prioritizing teacher interaction and involvement in the implementation of educational technology. Successful digital leadership also emphasizes the need for continuous training and support for teachers' technology skills. The practical implications of this research contribute to the development of effective leadership strategies for integrating technology in schools. The findings also suggest recommendations for educational institutions to adopt a responsive approach to technological developments, ensuring that teachers feel supported in adopting technology-based learning practices. Overall, this research illustrates how school leadership can successfully navigate the dynamics of the digital era by activating teachers as strategic partners. It provides valuable insights for education stakeholders looking to address challenges and harness the potential of educational technology in the future.

Keywords: *Internal Quality Assurance System, Pesantren, Education Unit Accreditation Instrument*

INTRODUCTION

The digital era has brought fundamental changes in the educational paradigm, demanding a complete transformation in school leadership thinking and practices. Advances in information technology that continue to develop rapidly, even in seconds, require leaders to design competitive transformations in their organizations. This transformation is the key to being able to compete globally in an era where globalization is increasingly felt. Success in facing this change requires leaders to integrate information technology into the daily activities of the organization (Zubaidah & Putra, 2022).

The digital era is characterized by the ease of using technology information, also encourage leaders of educational institutions to adopt this technology in their routine. The use of information technology is not just a necessity, but a top priority in facing demands current globalization. Especially in the world of education, deep technology integration The learning process is a crucial aspect that can have an impact significant impact on school progress (Septianti et al., 2023).

It is important for leaders of educational institutions to pay attention specifically

regarding the use of information technology. Technology integration learning not only brings progress in teaching methods, but it also influences the overall progress of the school. Therefore, a leader in an educational institution should collaborate with team members to jointly design utilization strategies technology in learning activities (Septianti et al., 2023; Zubaidah & Putra, 2022).

Through effective collaboration with staff and educators, leaders can ensure that the use of information technology in education not only happens, but also has a positive impact significant. The paradigm of cooperation and mutual involvement in adoption Technology is the key to success in facing the challenges of globalization in the field of education (Prayuda, 2022).

The principal is the educational leader in today's school institutions faced with more complex tasks, not only as a daily manager school, but also as an architect charting direction and influence effective in dealing with the dynamics of educational technology. This research explores the complexities of digital school leadership dynamics through a case study conducted at MTSS Arrukhshatul'ulum, a place where the role of leadership in facing technological change is explored further in.

In the educational context, technology has become a major catalyst in changing the way we teach and learn. Amidst these changes, School leadership is a key focus for understanding how educational institutions can respond effectively to developments technology. The principal must not only have that understanding in depth about the potential of educational technology but also the skills to direct and optimally involve teachers in adopting innovation (Prayuda, 2022).

The case studies at MTSS Arrukhshatul'ulum are designed to provide concrete insights into how school leadership manages digital transformation. A qualitative approach is used to in-depth experiences and views of the subject, using interview methods, observation, and document analysis as the main research instrument. Results of this research is expected to provide a deeper understanding of effectiveness leadership in managing change, especially in context teacher involvement in adopting educational technology.

Meanwhile, the successful implementation of educational technology has become main highlight, this research also highlights teacher involvement as an element critical in the process. Effective leadership in the digital era is not it just about managing technology, but also about shaping culture a school that encourages innovation, collaboration, and professional development Teacher. By investigating these dynamics, this research hopes to provide a broader view of the demands and opportunities facing the head schools in the context of the digital era.

RESEARCH METHODS

The research method used in this research is qualitative approach with case study design. A qualitative approach was chosen because it allows researchers to gain in-depth understanding about the dynamics of digital school leadership and teacher involvement. Studies The case was chosen as the research design because it can investigate the phenomenon comprehensively in a real context. The research focuses on MTSS Arrukhshatul'ulum, with the aim of understanding strategies, challenges and success in managing digital transformation in the school.

Research participants were selected purposively and included heads schools, teachers and administrative staff at MTSS Arrukhshatul'ulum. Participants who are directly involved in the policy process and technology application education was selected to ensure relevance and depth of data.

Data collection was carried out through interviews, observation and analysis document. Interviews were conducted with school principals, teachers and staff administration to gain direct insight and understanding in depth about the role of leadership in a digital context. Observation carried out to observe daily practices in the school environment. Document analysis includes school policies, development plans, and relevant meeting notes.

Data analysis was carried out through a thematic approach, where transcripts interviews, observation notes, and documents were thoroughly analyzed to identify key themes, trends, and patterns in context digital school leadership. The validity and reliability of the data is strengthened by triangulation data, namely comparing results from various data sources to confirm reliability of findings. In addition, this research applies the concept of reflexivity, in where researchers critically consider roles and views subjective in the entire research process. By using the method This research is expected to provide a comprehensive picture about the dynamics of digital school leadership and teacher involvement in MTSS Arrukhshatul'ulum.

RESULTS AND DISCUSSION

This research provides an in-depth picture of the dynamics digital school leadership and teacher involvement in MTSS Arrukhshatul'ulum. The research results revealed several findings that provide insight important regarding the implementation of educational technology and leadership roles in this context.

1) Digital Leadership Strategy. The findings show that the principal at MTSS Arrukhshatul'ulum has adopted a digital leadership strategy focused on collaboration and active communication with teachers. Leadership is not just limited to technical aspects, but also involves the formation of a school culture supports the use of technology in learning. Strategy implementation which focuses on collaboration and active communication carried out with several steps as follows:

a) Needs analysis and planning. Needs analysis and planning are carried out with identify technology needs based on educational goals and school policy. In addition, the principal designs plans strategy that includes human resource development, infrastructure, technology, and technology integration based on ongoing curriculum

b) Training and professional development. Providing training and professional development for teachers, staff and principals separately regarding use digital-based educational technology and applications. Training and This professional development is not only followed internally school environment, but the principal also encourages teachers to teachers and staff to take part in training outside the school environment.

c) Digital collaboration and communication. In this step, the principal uses a digital platform to improve communication between teachers, students and parents as well staff at school. Use of communication platforms such as WhatsApp, Telegram, or platforms available specifically for Madrasas proven to support significantly the digitalization process of institutions education, especially in terms of leadership.

d) Data Management and Security. The principal manages the data management system then the implementation is carried out by the relevant organs such as administrators, homeroom teachers, teachers using the application digital report cards, data collection applications such as EMIS, VervalPD, and so on which is then managed centrally by the madrasah operator.

e) Empowerment of Students and Parents. Empowerment of students and parents is carried out by providing counseling or outreach regarding digital platforms or applications used by schools to support the achievement of educational goals and support the development of learning media and communication media.

f) Monitoring Evaluation. The principal implements a monitoring system to measure technology use, student engagement, and its impact on learning outcomes. Evaluations are carried out periodically to find out the effectiveness of digital leadership strategies to then be implemented adjustments if necessary.

2) Challenges and obstacles. Despite significant efforts to integrate technology, research identified several challenges, such as limitations resources and resistance to change on the part of some teachers. Leadership needs to overcome these obstacles to ensure success technology implementation. Some of the aspects that become barriers to digital school leadership, namely technology, policy, security, and organizational culture. Some challenges and obstacles in MTSS. Arrukhshatul'ulum found include:

a) Infrastructure Limitations MTSS. Arrukhshatul'ulum is geographically located in that location it is quite difficult to get internet access. Apart from that, the cellular

provider signal commonly used can be said to be unstable. Therefore, Extra effort is needed for the digital transformation process school can be realized.

b) Human Resource Skills and Limitations. One of the further impacts of the infrastructure limitations above, namely limited human resource skills. That matter The school acknowledged that internet access and signals were difficult Unstable providers are one of the causes of difficulties develop human resource capabilities or skills in the school environment.

c) Rapid changes in technology. Changes in technology are so fast demanding fast adaptability too. This is what is then difficult to be implemented in MTSS. Arrukhshatul'ulum. This is caused due to limited infrastructure and limited school income to support the development of this infrastructure.

The challenges that have been outlined are only a small part challenges that will then be experienced by both related schools and other schools in terms of digitalization of this school.

3) Practical Implications: The results of this research provide practical implications for school principals and educational institutions. Leadership strategies that support collaboration, intensive training for teachers, and efforts to overcome practical obstacles needs to be a focus to improve the effectiveness of school leadership digital.

This research contributes to our understanding of how School leadership can successfully manage technological dynamics education. The practical implications can be used by educational institutions to design policies and practices that support technology integration better in the future.

CONCLUSION

In concluding this research, it can be concluded that Digital school leadership at MTSS Arrukhshatul'ulum plays a role important in managing technology-driven educational transformation. Effective collaboration and communication between school principals and teachers becomes key to the successful integration of technology in learning. Although significant efforts have been made, there are challenges such as limitations infrastructure that includes unstable internet access and cellular signals, limited resources and resistance to necessary changes overcome. Although digital leadership strategies have been adopted, challenges infrastructure, human resource skills, technological changes rapidly, and resistance to change remains a necessary obstacle strategies to ensure the process of implementing school digitalization runs smoothly well.

The role of teachers in this process is very central, and their involvement form the foundation for the successful implementation of educational technology. Developing teacher skills through continuous training and active support from school leadership is an important factor in ensure the sustainability and effectiveness of the use of technology in the classroom. The results of this research provide a deeper understanding of dynamics of digital school leadership and bring practical implications for development of policies and practices in educational institutions. This conclusion provides a basis for evaluating and improving strategies school leadership in facing related challenges and opportunities with developments in educational technology.

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