



## THE ROLE OF MADRASAH PRINCIPAL LEADERSHIP IN TECHNOLOGY-BASED EDUCATIONAL INNOVATION

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### Abstrack

*This study aims to describe the role of the madrasah principal's leadership in encouraging technology-based educational innovation, as well as to describe the strategies employed by the principal in utilizing technology to improve the quality of education. The research adopts a qualitative approach, which involves investigating phenomena in their natural settings and employs a descriptive research design. The selection of informants was carried out using the snowball sampling technique, beginning with initial informants and subsequently expanding by seeking recommendations for additional informants relevant to the research focus. Data collection techniques included observation, interviews, and documentation. The data analysis procedures consisted of data reduction, data presentation, and conclusion drawing as well as SWOT.*

*The results of the study indicate that the madrasah principal plays a role as an initiator of digital learning programs. This includes innovations implemented in the madrasah, such as the use of platforms like Google Classroom, Madrasah e learning, the Madrasah SIM Dashboard, the use of videos in instructional methods, and online evaluation. The principal's role is not limited to structural leadership; the principal also serves as a role model in the use of technology, both in management practices and academic supervision. This strategy not only demonstrates the principal's commitment to developing educational innovation but also reflects systematic, participatory, and adaptive planning in response to the dynamics of 21st-century education. This study contributes to the development of research in educational management and leadership, particularly within the context of madrasah.*

**Keywords:** *Madrasah Principal Leadership, Educational Innovation, Technology Based.*

### Abstrak

Penelitian ini bertujuan untuk mendeskripsikan peran kepemimpinan kepala madrasah dalam mendorong inovasi Pendidikan berbasis teknologi. Dan untuk mendeskripsikan strategi apa yang digunakan oleh kepala madrasah dalam memanfaatkan teknologi untuk meningkatkan kualitas Pendidikan. Pendekatan pada penelitian ini adalah kualitatif yang berarti meneliti pada kondisi obyek yang alamiah serta berjenis deskriptif. Pemilihan informan dilakukan dengan teknik



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snowball sampling, yaitu menentukan informan awal, kemudian dikembangkan dengan meminta rekomendasi informan berikutnya yang relevan dengan fokus penelitian. Teknik pengumpulan data yaitu observasi, wawancara dan dokumentasi. Analisis yang digunakan dalam penelitian ini adalah reduksi data, penyajian data dan penarikan kesimpulan serta SWOT.

Hasil penelitian kepala madrasah berperan sebagai inisiator program digitalisasi pembelajaran. Hal ini meliputi inovasi yang di terapkan di Madrasah yaitu dengan adanya penggunaan platform seperti Google Classroom, e-learning Madrasah, Dashboard SIM Madrasah, dan menggunakan video dalam metode pembelajaran, serta evaluasi daring. Kepala madrasah tidak hanya berperan secara struktural, kepala madrasah juga memberikan teladan dalam penggunaan teknologi, baik dalam manajemen maupun supervisi akademik. Strategi ini tidak hanya menunjukkan keseriusan kepala madrasah dalam mengembangkan inovasi pendidikan, tetapi juga mencerminkan adanya perencanaan yang sistematis, partisipatif, dan adaptif terhadap dinamika pendidikan abad ke-21. Penelitian ini memberikan kontribusi terhadap pengembangan kajian manajemen dan kepemimpinan pendidikan, khususnya pada konteks madrasah.

**Kata kunci:** Kepemimpinan Kepala Madrasah, Inovasi Pendidikan, Berbasis Teknologi

### **Introduction**

In the current era of globalization and digital transformation, the world of education is required to adapt and innovate in various aspects, including governance and learning systems. Technological advances not only change communication patterns but also influence the way teachers teach and students learn (Darmayasa et al., 2025). In this context, madrasah principals, as leaders of educational institutions, have a central role in encouraging the use of technology as part of educational innovation strategies. Initial observations conducted indicate that the madrasah principal at this institution has implemented various innovative measures, such as the use of e-learning platforms and academic digitization. However, the implementation of these innovations still faces challenges, including limited infrastructure and teachers' technological literacy.

Leadership is a key component in the success of educational organizations. Leadership is the art of influencing others to achieve common goals (Arifin et al., 2024). Meanwhile, leaders are responsible for the continuity of all organizational activities. In the world of education, the EMASLIMO concept (Educator, Manager, Administrator, Supervisor, Leader, Innovator, Motivator) emphasizes the seven primary roles of school or madrasah principals as educational leaders (Minister of National Education Regulation No. 162). Furthermore, it explains that Transformational leadership can inspire change and create a shared vision, which is highly relevant in the implementation of educational technology innovation. Resistance to change is a common challenge in organizational transformation, including in the education sector (Riza et al., 2024).

This research has three main benefits. First, theoretically, it strengthens understanding of the role of transformational leadership in the context of Islamic education, particularly in madrasahs. Second, practically, the results can serve as a reference for madrasah principals in developing adaptive and innovative technology-based leadership strategies. Third, for policymakers and education

stakeholders, this research provides an empirical overview of the challenges and opportunities in implementing digital technology in Islamic educational institutions, particularly in improving the quality of learning and madrasah management.

### **Method**

Types of research methods can be classified based on the objectives and the level of naturalness (natural setting) of the object being studied. Based on the objectives, research methods can be classified into basic research, applied research, and research and development. Furthermore, based on the level of naturalness, research methods can be grouped into experimental, survey, and naturalistic research methods (Sugiyono, 2013: 4).

This research uses a qualitative approach with a descriptive type. Naturalistic or qualitative research methods are used to research in natural places, and the research does not create treatments, because the researcher in collecting data is emic, that is, based on the views of the data source, not the views of the researcher, as is the type of research used by the researcher in writing a scientific paper entitled *The Role of Madrasah Principal Leadership in Technology-Based Educational Innovation*. So a qualitative research approach with a descriptive type is used to investigate certain conditions that are of concern, objects of study, or existing objects. By using a descriptive type of research, which aims to understand this study examines the leadership role of the madrasah principal in encouraging technology-based educational innovation. According to Sugiyono (2013), this aims to collect data to produce accurate results. By using this methodology, researchers can more effectively establish positive social relationships with research subjects.

The research phase began with initial observations and data collection through interviews, which were then corroborated with relevant documents. Informants were selected using snowball sampling. The collected data were then analyzed using the Miles & Huberman data analysis model, which includes data reduction, data presentation, and conclusion drawing.

The informants in this study were human resources who provided information related to the researcher's needs. There were three informants: the Principal, the Vice Principal of Curriculum, and the ICT Teacher, to complement and strengthen the data studied. Data validity was ensured through triangulation of sources, techniques, and time to ensure the accuracy and credibility of the information. The analysis results were also complemented by a SWOT analysis to evaluate the strengths, weaknesses, opportunities, and threats in the implementation of technological innovation in the madrasah.

### **Results and Discussion**

#### **Implementation of Islamic Education Teachers' Exemplary Behavior in Forming Student Habits**

In this section, the researcher will describe the analysis of research findings on the *Principal's Leadership Role in Technology-Based Educational Innovation*. The data will be presented in accordance with the description of the research findings. The findings of this study include two sub-topics of discussion that are in accordance with the research focus, namely: describing the leadership role of the

principal in technology-based educational innovation and describing the principal's strategy in utilizing technology to improve the quality of education.

#### The Leadership Role of Female Madrasah Principals in Technology-Based Educational Innovation

In the context of technology-based educational innovation, the principal of Madrasah acts as the initiator of the digital learning program or the driving force behind the digitalization of education. This includes innovations implemented at Madrasah, namely the use of platforms such as Google Classroom, Madrasah e-learning, the Madrasah SIM Dashboard, and the use of video in learning methods, as well as online evaluation. The principal not only plays a structural role, but also provides an example in the use of technology, both in management and academic supervision.



Figure 1: Digital Dashboard of Madrasah

With a collaborative and innovative leadership approach, Madrasah has been able to create a sustainable, technology-based learning culture. As a result, both teachers and students are better prepared to face digital challenges and improve the quality of learning at the school.

As a madrasah principal, one must certainly possess the ability to engage in innovative behavior. These abilities and skills will support a madrasah principal in displaying maximum managerial competence, according to Das & Halik (2021). This innovative behavior is useful for madrasah principals in establishing quality schools. In establishing quality schools, the role of the madrasah principal is needed in their efforts to create schools with good educational quality. As expressed by Wahyusumidjo (Priansa, 2014: 33), the success of a school is the success of the principal. The principal of Madrasah successfully implemented Technology-based innovations make the learning process more structured, efficient, and easily monitored. Assessments can also be automated, saving teachers time and improving the quality of madrasahs. An interview with the principal of Madrasah revealed:

"The role of the madrasah principal today is no longer simply managing administrative matters. The madrasah principal must be an agent of change, inspiring teachers and providing direction so the madrasah can adapt to changing times. The use of technology is one of the keys to improving the quality of education, especially in the learning process."

Based on the interview results above, it can be concluded that the Principal

of Madrasah plays an active role as a transformational leader in encouraging technology-based educational innovation. Through a democratic and collaborative leadership style, he implemented digital platforms such as Google Classroom, Madrasah e-learning, and the Madrasah SIM Dashboard. As a policy driver, the principal serves as a role model in the use of technology and facilitates teacher training. This leadership creates an adaptive, participatory, and efficient learning culture, thereby improving the quality of learning and the overall quality of the madrasah in the digital era.

#### Madrasah Principals' Strategies in Utilizing Technology to Improve the Quality of Education

The strategy implemented by the principal of Madrasah in utilizing technology includes five main aspects, namely: 1). Continuous teacher training, 2). Provision of ICT facilities and infrastructure, 3). Integration of digital curriculum, 4). Digital-based monitoring with the use of teacher evaluation dashboards and student attendance, 5). Collaboration with stakeholders.

These strategies not only demonstrate the madrasah principal's seriousness in developing educational innovation, but also reflect systematic, participatory, and adaptive planning for the dynamics of 21st-century education. In this context, the madrasah principal of Madrasah appears as a central figure who not only functions as an administrator, but also as an innovator and facilitator of change.



Figure 2: Teacher competency improvement training

Teacher training is conducted regularly to improve the digital competency of educational staff. The principal of Madrasah ensures that teachers are proficient in operating online learning platforms such as Google Classroom, Madrasah e-learning, and other applications that support the learning process.

Technology-based teaching. Furthermore, the provision of ICT facilities such as projectors, computers, internet access, and computer lab space is crucial to support the smooth integration of technology into learning.

The madrasah curriculum is also integrated with a digital approach, both in the planning of IT-based lesson plans and the use of interactive learning media. Student evaluation is beginning to be directed towards a technology-based system using Google Forms or an interactive quiz application that allows for fast and accurate analysis of learning outcomes. Furthermore, collaboration with various stakeholders, such as the madrasah committee, the education office, and parents, is also being established to support comprehensive technology development.

The results of the interview with the principal of Madrasah Madrasah revealed that:

"I see our strengths as the high morale of our teachers, as well as the availability of basic facilities like computer labs and internet connections. However, we also recognize our weaknesses, such as not all teachers being familiar with technology.

"My strategy is to strengthen existing initiatives, such as improving teacher training and expanding internet networks. I also partner with school committees and partner institutions to support digitalization programs. We address threats such as resistance to change with a personalized approach and active teacher involvement in planning."

Based on the interview results, it can be concluded that, using a SWOT approach, the female madrasah principal's strategy appears structured and systematic. By maximizing strengths and opportunities while minimizing weaknesses and threats, the madrasah principal is able to create an educational environment that is innovative, adaptive, and relevant to current developments. This SWOT-based strategy demonstrates that the madrasah principal's leadership focuses not only on policy but also on analytical and managerial skills that are responsive to the challenges and needs of educational institutions in the digital age.

#### The Leadership Role of Female Madrasah Principals in Technology-Based Educational Innovation

The principal of the madrasah demonstrates the role of a transformational leader who actively encourages the use of technology in the learning process. He is the primary driving force behind the implementation of digital innovations, such as the use of e-learning, digital attendance applications, and digital presentation tools in the classroom. Furthermore, the principal acts as a motivator and facilitator by providing technology training to teachers, providing digital facilities, and providing hands-on examples of the use of educational management software.

Based on the theory of educational technology, according to Mulyani (2021), all forms of learning activities can be easily implemented in today's technological era. Technology in education is used as a tool to support the learning process, both as a means of accessing information and as a support for learning and completing assignments (Ghory & Ghafory, 2021).

With this in mind, leaders can also bring about progressive change, as long as we are willing to learn and are open to it. development of the times. In the Qur'an, Allah SWT commands His people to always be trustworthy and fair, as He says in Surah An

An-Nisa verse 58:

﴿لَنْ يَأْمُرَكُمْ أَنْ تُوَدُّوا الْأَمْثَلُ إِلَىٰ أَهْلِهَا وَإِذَا حَكَمْتُمْ بَيْنَ النَّاسِ أَنْ تَحْكُمُوا بِالْعَدْلِ إِنَّ اللَّهَ نِعِمَّا يَعِظُكُمْ بِهِ إِنَّ اللَّهَ كَانَ سَمِيعًا بَصِيرًا﴾ (٥٨)

Meaning: " Indeed, Allah commands you to return trusts to their rightful owners;1 and when you judge between people, judge with fairness. What a noble commandment from Allah to you! Surely Allah is All-Hearing, All-Seeing." (QS. An-Nisa: 58)

This verse emphasizes that leadership is a mandate that must be carried out with full responsibility and justice. This mandate is not limited by gender, but by ability, integrity, and the intention to promote good. In the context of madrasas, female principals have the responsibility to manage educational institutions with the principles of justice, honesty, and innovation, especially in facing the challenges of the 21st century.

The implementation of technology-based educational innovations, such as the use of Google Classroom, Madrasah e-learning, and the Madrasah Management Information System (MIS), is a concrete manifestation of the implementation of this mandate. The madrasah principal acts not only as a structural leader but also as an agent of change, leading the madrasah towards a more modern, efficient, and adaptive education system to meet the needs of the times.

Referring to this verse, the role of leadership in educational settings, particularly in madrasas, has a strong religious foundation. A leader, including a madrasa principal, is required to utilize their potential and knowledge for the benefit of the community, one way of doing so is through technology-based educational innovation. Therefore, the madrasa principal's actions in initiating and implementing technology in education are not only a form of modern management but also a reflection of Islamic values in carrying out the mandate of leadership fairly and responsibly.

The principal of MTs Negeri 8 Madrasah involved teachers and education staff in planning technology-based innovations, and listened to input from.. various parties, thus creating a conducive and progressive work environment. This action aligns with leadership theory according to Farhan Saputra (2021). Leadership also means a person's skill and ability to influence others in an organization with the aim of working together effectively and more efficiently. Furthermore, a madrasah principal must also be an inspiration and role model for the school community. Leadership based on the values of integrity, collaboration, and empathy can create harmonious relationships between all stakeholders. By practicing these principles, madrasah principals can build trust and increase participation from all parties, including teachers, students, and parents, in supporting shared educational goals (Ihsan & Masrurah, 2025).

#### Madrasah Principals' Strategies in Utilizing Technology to Improve the Quality of Education

The five strategies implemented by the principal of Madrasah are in line with Fullan and Gallagher's (2020) theory. These strategies are crucial steps in building an effective and globally competitive digital learning ecosystem. Through a structured approach, the principal of Madrasah has succeeded in creating an educational culture that not only keeps pace with current developments but also responds to the challenges of the digital era in a progressive and sustainable manner.

In implementing the technology innovation strategy in the madrasa, the female madrasa principal demonstrates a proactive, planned, and future-oriented attitude. This is in line with QS. Al-Hasyr: 18, which emphasizes the importance of paying attention to "what is done for tomorrow." The use of technology such as e-learning, Google Workspace, and other digital systems is a form of leadership responsibility in improving the quality of education. This strategy is not only

technical, but also a manifestation of piety in managing the educational mandate for the benefit of future generations. As His word in QS. Al-Hasyr verse 18:

يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ وَانْتِظِرُوا نَفْسَ مَا قَدَّمْتُمْ لِغَدٍ وَاتَّقُوا اللَّهَ إِنَّ اللَّهَ خَبِيرٌ بِمَا تَعْمَلُونَ ﴿١٨﴾

Meaning: "O believers! Be mindful of Allah and let every soul look to what 'deeds' it has sent forth for tomorrow.1 And fear Allah, 'for' certainly Allah is All-Aware of what you do." (QS. Al-Hashr: 18)

This verse conveys an important message regarding planning, responsibility, and future orientation. In the context of educational leadership, particularly for female madrasah principals, this verse emphasizes that every strategic action in education must be based on piety and an awareness of responsibility for the future generation. Madrasah principals who implement innovative, technology-based strategies are truly fulfilling God's command to prepare for "tomorrow" by improving the quality of education. The strategies implemented, such as teacher training in information technology, digital curriculum integration, technology-based evaluation, and the provision of ICT facilities and infrastructure, are part of a visionary effort to build a madrasah education ecosystem that is adaptive to changing times. This reinforces the view that technological innovation in education is not merely technical, but also has spiritual and moral dimensions as part of the leadership mandate.

Thus, the strategy of the madrasah principal in utilizing technology is not only to meet the demands of the times, but also as a form of actualization of Islamic values that encourage its people to think far ahead, be responsible, and continue to make improvements for the sake of the continuity of quality and competitive education (Nurhidayah et al., 2025).

In implementing the technology utilization strategy, the female madrasah principal also applies an approach that is in line with the SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis to strengthen the effectiveness of educational innovation. It can be explained that: 1) From the Strengths side, the madrasah principal has communicative and inspirational leadership skills, and has strong internal support from teachers and madrasah staff. The madrasah principal's ability to build a digitalization vision and a collective work spirit are the main strengths in presenting technology-based educational innovation. 2) On the Weaknesses side, there are still limitations in technological infrastructure such as a lack of computers in each class, as well as variations in the level of technology mastery in among teachers. However, the madrasah principal addressed this weakness with a strategy of regular training and gradual improvements to available facilities. 3) From the Opportunities aspect, the increasingly rapid technological developments and support from the Ministry of Religious Affairs provide a significant opportunity for madrasahs to continue innovating. The madrasah principal took advantage of this opportunity by collaborating with external institutions and participating in the central government's madrasah digitalization program. 4) Meanwhile, from the Threats aspect, the resistance of some teachers to change and the challenges of cybersecurity, which is intended to protect digital systems and networks from attacks or unauthorized access, have become a particular concern. To address this, the madrasah principal prioritized a persuasive approach and active teacher involvement in decision-making, and began

implementing a better data security system.

## **Conclusion**

The results of the study indicate that the Principal of Madrasah successfully played a strategic role as a transformational leader who encouraged technology-based educational innovation. The leadership demonstrated was not only limited to administrative functions, but also included roles as an initiator of change, motivator, facilitator, and role model for all members of the madrasah. The implementation of technological innovation was carried out through various programs such as the use of Google Classroom, Madrasah e-learning, the Madrasah SIM Dashboard, online evaluations, digital attendance applications, and video-based learning media. This approach created a learning culture that was adaptive, participatory, and responsive to current developments.

Madrasah principals position themselves as driving forces behind digitalization by implementing a strategy encompassing five key aspects: ongoing teacher training, provision of ICT facilities and infrastructure, integration of a digital-based curriculum, monitoring learning through a dashboard, and collaboration with stakeholders such as school committees, partner institutions, and the government. This strategy is implemented based on the principles of systematic, participatory planning, and adaptability to the challenges of 21st-century education.

The SWOT analysis applied shows that the strength of the madrasah lies in communicative and inspirational leadership, internal support teachers and staff, as well as basic facilities such as computer labs and internet connections. Existing weaknesses, such as limited technological devices and varying levels of teacher digital literacy, are addressed through regular training and gradual improvements to facilities. Available opportunities, such as technological developments and government support, are leveraged through collaboration with various parties. Meanwhile, threats such as resistance to change and cybersecurity challenges are anticipated through a persuasive approach, active teacher involvement, and the implementation of improved data security systems.

Theoretically, the results of this study strengthen the understanding of transformational leadership in the context of Islamic education, which integrates religious values such as trustworthiness, justice, and future orientation as stated in QS. An-Nisa verse 58 and QS. Al-Hasyr verse 18. This spiritual dimension makes technology-based educational innovation not only a demand for modernization, but also a form of moral responsibility to prepare a superior generation, globally competitive, and with Islamic character.

Thus, the leadership of the principal of Madrasah serves as a concrete example of how integrating visionary leadership, measurable managerial strategies, and Islamic values can bring about positive change in education. The innovations implemented have improved the quality of learning, strengthened madrasah management, and created a sustainable educational environment relevant to the digital era.

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