MADRASAH PRINCIPAL DIGITAL LEADERSHIP INNOVATION IN DIGITAL LEARNING TRANSFORMATION

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ABSTRACT

Purpose: The purpose of this research is to know and describe in depth, detail, and is oriented towards developing a theory based on findings about the digital transformation process in schools.

Theoretical framework: The impact of changing lifestyles in the era of digital technology is a more systematic, effective, and efficient performance. Madrasah principals play a major role in digital transformation in Madrasa.

Method/design/approach: The method in this study is to use a qualitative approach with one subject from the principal of the Madrasah Ibtidaiyah Muslimat Nahdhatul Ulama, Sidoarjo. Data collection techniques in this study include interviews, participant observation, and documentation.

Results and conclusion: The results of the study show that the digital skills of madrasa principals have an impact on the digital transformation process in madrasas. Madrasah digital transformation appears explicitly in the achievement indicators of the vision and the formation of a digital team under the coordination of the Sarpras team. It is also a guideline for carrying out digital transformation with various changes, including creating madrasa settings, effective and efficient digital technology management, inspiring work climate, organizational culture, digital madrasa environment.

Implications of the research: This research contributes to the application of digital transformation in schools so that technology management is more effective.

Originality/value: The results obtained in this study are innovative and relevant for school principals, in the context of managing digital transformation in schools.

Keyword: Digital Leadership, Digital Transformation, Digital Learning, Management.

RESUMO

Objetivo: o objetivo desta pesquisa é conhecer e descrever em profundidade e detalhes, e está orientada para o desenvolvimento de uma teoria baseada em descobertas sobre o processo de transformação digital nas escolas.

Estrutura teórica: O impacto das mudanças nos estilos de vida na era da tecnologia digital é um desempenho mais sistemático, eficaz e eficiente. Os diretores da madrassa desempenham um papel importante na transformação digital da madrassa.

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Método/design/abordagem: O método deste estudo é usar uma abordagem qualitativa com um sujeito do diretor da Madrasah Ibtidaiyah Muslimat Nahdhatul Ulama, Sidoarjo. As técnicas de coleta de dados deste estudo incluem entrevistas, observação participante e documentação.

Resultados e conclusões: Os resultados do estudo mostram que as habilidades digitais dos diretores das madrassas têm um impacto sobre o processo de transformação digital nas madrassas. A transformação digital das madrassas aparece explicitamente nos indicadores de realização da visão e na formação de uma equipe digital sob a coordenação da equipe Sarpras. É também uma diretriz para a realização da transformação digital com várias mudanças, incluindo: criação de ambientes de madrassas, gestão eficaz e eficiente da tecnologia digital, clima de trabalho inspirador, cultura organizacional, ambiente digital das madrassas.

Implicações da pesquisa: Esta pesquisa contribui para a aplicação da transformação digital nas escolas, de modo que o gerenciamento da tecnologia seja mais eficaz.

Originalidade/valor: Os resultados obtidos neste estudo são inovadores e relevantes para os diretores de escolas, no contexto da gestão da transformação digital nas escolas.

Palavra-chave: Liderança Digital, Transformação Digital, Aprendizagem Digital, Gestão.

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1 INTRODUCTION

Digital leadership innovation is an essential factor in transforming digital learning services (Benitez et al, 2022). Principals are responsible for ensuring their students are equipped with the tools and resources needed to succeed in the digital world (Yoon, 2022). According to Jackson & Dunn-Jensen (2021), by exploring different forms of digital leadership innovation, we can identify new opportunities to improve the quality of education and create a more engaging learning experience for our students.

Principals must also consider various ways of implementing innovative practices that can help create an environment with a digital technology setting, where teachers are empowered always to use technology in meaningful ways (Li, 2014). With the right strategies and tools, you can be sure that digital learning services in schools will provide a meaningful educational experience for students (Muirdead, 2000). In line with this, it is also necessary to understand that digital transformation in elementary schools is sensitive. Social environment, culture still needs to be in line between the concept of millennial thinking and the concept of socio-culture, especially in Indonesia (Miller, 2012). For madrasa heads, designing school management in all services based on digital technology is a significant task. Based on Stantchev et al. (2014) for this reason, a strategic step is needed to bridge the concept of digital management with a sociocultural environment that upholds the noble cultural values of the nation.

In addressing these conditions the school principal needs to strengthen his beliefs that the concept of digital transformation implemented by schools will be able to go hand in hand with upheld cultural norms (Zerbes, 2020). It is an extraordinary challenge to collaborate and elaborate on the management elements of each concept of digital transformation and societal culture (Ribeiro & Gavronski, 2021). Innovation is designed with all seriousness and care to empower all aspects of the school to become participants and even the main actors in digital transformation (Sanchez-Sepulveda et al, 2019).

Along with the spirit of digital transformation, namely facilitating and accelerating the implementation of work, transparency, and accountability (Nadkarni & Prügl, 2021). Then, if
it is understood with a management approach, it will be able to build management that is effective, efficient, and has an impact on the school environment in particular, as well as the socio-cultural environment. The strategic step taken by school principals in the early stages of digital transformation is to transform digital learning services (Alexander, 2021). The transformation of digital learning services will significantly impact learning management. In elementary schools, digital transformation is a phenomenon of educational management behavior that is still rare (Hallin et al, 2022). Not all schools have adequate skills and knowledge to carry out digital transformation in their learning service systems such is a big challenge with disclosing information for elementary school students.

In line with students’ home behavior, open digital information focuses more on games and gadgets (Keumala et al, 2018). For this reason, it is necessary to change the mindset of parents and become a school challenge in innovating digital technology-based learning services. Thus it will have a real impact on convincing the public of the benefits of digital transformation in school learning services. In the long-term design, digital technology-based education services will become superior to school management to provide a high bargaining position for the school (Mok, 2005).

Based on the description above, this study aims to know and describe in depth, detail, and is oriented towards developing a theory based on findings about the digital transformation process in schools.

2 LITERATURE REVIEW

2.1 Digital Transformation

Digital transformation is adopting disruptive technology to increase productivity, creativity, and social welfare (Ebert & Duarte, 2018). Digital transformation is a strategic endeavor that encourages increased productivity, creation, and innovation of learning services (Okunlaya et al, 2022). It can create new values that are useful for the welfare of society. This technology is disruptive, meaning that implementing digital transformation will disrupt the old system or has been running so far. This systemic disorder impacts structural changes and changes in work behavior from a manual work model to a digital model (Monostori et al, 2016).

Digital transformation is a process by which digital technology can create change (Zaki, 2019). The changes trigger a strategic response from school management. This digital technology disruption allows school principals to create new management so that schools can manage changes in the school's organizational structure. Changes in the effective organizational structure influence the digital transformation process (Vial, 2019). Vial added that digital transformation is a process of changing the form of management by utilizing digital technology. Changes in organizational structure need a strategic response from school management (Karimi & Walter, 2015). Organizational management also underwent structural changes. This structural change changed the effective management of service. The creation of these new services has an impact on the organizational work structure as a result of digital transformation.

Digital transformation is the first step in creating new educational services (Chin et al, 2023). This new educational service is a total change that has never happened before, virtual learning, digital learning resources, online administration. Employing technological intelligence for data analysis and using large data for analysis (Drigas & Leliopoulos, 2014). These activities before digital transformation were done manually and it takes a long time to get effective work results.

The world of education greatly changes the learning process (Kahiigi et al, 2008). Distance learning service system virtual face using a digital platform. Utilization of digital media in learning has a high creativity development accuracy by utilizing digital learning
applications such as Canva, Kinemaster, and Sway which all require new skills from teachers. Even teaching materials and learning resources can be found in digital media. Similarly, the teacher can create learning modules using digital technology (Ramadhan et al, 2019). With a high diversity of learning resources in digital media, skills are needed to adopt and adapt learning models.

2.2 Principal Digital Leadership in Learning Services

Digital leadership plays an essential role in realizing digital transformation, with the understanding that digital leaders are leaders who can lead by utilizing digital technology (Tulungen et al, 2022; Alasiri & AlKubaisy, 2022). Different conditions can produce a leadership model different from the existing pattern of hierarchical authority. This requires expertise, professional attitudes, and various institutional incentives. The education community is currently experiencing a leadership transition and is starting to adapt to change (Garcia-Aracil & Palomares-Montero, 2010). The leadership transition can potentially change the educational community from manual performance to digital. Changes from manual to digital work and patterns of digital leadership characterize these changes.

The principal in school management plays a central role (Tschannen-Moran & Gareis, 2015). With his authority, the principal can make decisions quickly based on the conditions or needs of the school. It can also move all elements of the school to achieve goals. The ability to mobilize the entire potential of the school shows that the principal is playing himself as an effective school leader (Fullan, 2023). Influential leaders can move and direct the team they lead to achieve goals (Riyanto & Hartono, 2021). Principal leadership innovation is needed in addressing digital technology as a school management model (Dwivedi et al, 2020). The digital management model in schools is an important part of the digitalization era. Become a new challenge in school principals' leadership, especially elementary schools.

In line with opinion, the principal's digital leadership is mobilizing and directing all school resources to transform digital technology (AlAjmi, 2022). Management in the form of school services needs to be prepared with great care and thoroughness (Iswahyudi et al, 2019). The principle of prudence and thoroughness is carried out to minimize the risks that will be faced. It is also necessary to make solution steps to overcome the problems that will arise.

The diversity of management that will emerge in schools with digital transformation includes; learning services, finance, administration, and human resources (teachers, school committees, and parents). This requires service management with good, measurable, and structured preparation. It is hoped to run effectively, efficiently and impact school digital services.

2.3 Innovation Transformation of Elementary School Digital Learning Services

Innovation is a systematic practice of developing and marketing product and service breakthroughs to be adopted by customers (Talwar et al, 2020). Meanwhile, some provide an understanding of innovation, namely the specific function of entrepreneurship, whether in an existing business, a public service agency, or a new venture started by an individual. Innovation will emerge when there is a genius factor in dealing with a condition (Bolton et al, 2018). What is meant is unexpected events, non-conformities, process requirements, and industry changes. Another opinion says that innovation arises based on the conditions of the social and intellectual environment (Elijah et al, 2020). Based on Cui et al, (2023), innovation is a systematic practice that arises from a trained and structured thought and action towards a condition or situation being faced.
Digital transformation can be understood as a leader's effort to make changes by changing the general paradigm of thinking into a dynamic mindset by existing conditions (Ghosh et al, 2022). Digital technology has disrupted many lines of life. The emergence of new types of work reduces or changes the method and even eliminates the old types of work. A leader must be careful in making strategies further to improve the quality and quantity of school organizational performance (Day et al, 2016).

The principal must be able to see, capture and respond to changes that arise to be transformed into school management to make it more effective and efficient (Blau & Shamir-Inbal, 2017). For learning management in elementary schools, most people think face-to-face learning is more effective than digital technology. This is what requires in-depth, critical, and innovative studies. Furthermore, it has the courage to innovate digital technology-based learning management in elementary schools.

Digital technology-based learning management requires increasingly complex digital leadership skills (Hamzah et al, 2021). Principals must prove that digital technology-based learning management is effective and efficient. For this reason, strategic steps are needed in the digital transformation of school learning. As an indicator of significant digital leadership achievements, among others, effective communication, creating a digital environment, changing the structure and function of school organizations, changing the arrangement of the technological environment, and changing patterns of technology utilization.

They are changing digital technology-based learning services to become a strategic choice (Lee & Lee, 2020). This choice was made to measure school stakeholders' ability to utilize digital technology. By using digital services in learning, publication media is needed, namely the e-learning school website (Hartono, 2020). The e-learning program is a strategic issue for making school digital transformation policies.

3 METHODS

The method in this study is to use a qualitative approach that aims to know and describe in depth, detail, and is oriented towards developing a theory based on findings about the digital transformation process in schools. This research was conducted at the Madrasah Ibtidaiyah Muslimat Nahdhatul Ulama (MIMNU), Sidoarjo, East Java, which is located in the city center of Sidoarjo Regency. The research subject in this study was the principal of the madrasah.

Data collection techniques in this study include interviews, participant observation, and documentation. This study's data sources are oral information, documents, and direct observation that answers the research focus. Data in the form of oral information was obtained through interviews with informants as well as key informants, namely the principal of the madrasah. To get the integrity of the information/data, the researcher also interviewed the vice principal or head of affairs, teachers, students, parents, and other related parties who could provide information appropriate to the research context.

The researcher analyzed the case data by interpreting the data in the form of words to obtain meaning. Miles et al., (2014) state that qualitative data analysis is carried out interactively and continues continuously until the data is saturated. Researchers use case data analysis techniques using theory Miles et al, (2014): data collection, condensation, data presentation, and conclusion. With flow as follows:
The components of case data analysis are:

3.1 Data Collection

Researchers also collect data related to the digital leadership of school principals in the digital transformation process. All data is collected as important information data for further data condensation.

3.2 Data Condensation

In the process of data condensation, researchers do; (1) focus on important things and select data that is truly relevant to the focus of this research, which is related to the principal's digital leadership in digital transformation; (2) remove unnecessary data; and (3) re-collect the necessary data at the research location.

3.3 Data Presentation

The presentation of this data is carried out with what is being studied so that it is easy to interpret data regarding the digital leadership of school principals in the digital transformation that will be studied. The condensation result data is then presented in an orderly arrangement and the structure is clearly visible. The presentation is narrative in nature, so it can to display data on real conditions in the field.

3.4 Conclusion

Researchers draw conclusions that clearly describe the digital leadership of madrasa principals in carrying out digital transformation.
4 RESULTS AND DISCUSSION

4.1 MIMNU Pucang’s Digital Transformation Process

MI Muslimat NU data exposure mainly:

a. Vision; “Be a smart school center”. Vision achievement indicators: digital books and digital libraries as learning resources for teachers and students; streamline school management systems and information systems in digital form; change the mindset from manual to digital in carrying out tasks; issuing the legality of students’ English proficiency in the form of a certificate through the Madrasah English Language Institute; and make this madrasa learning application a reference for schools in East Java. The research finding is the vision achievement indicator refers to the digital transformation of madrasas.

b. Decree of the Head of Madrasa No.001/A.01/SK/MINU PUCANG/VII/2022 concerning Determination and Ratification of the Organizational Structure of Madrasas for the 2022/2023 Academic Year. The research finding is Decree of the Head of Madrasa as a form of strengthening the implementation of digital transformation in madrasas.

4.2 Substantive Aspects of Digital Transformation

MI Muslimat NU data exposure mainly:

a. Organizational structural changes with the issuance of Decree No.001/A.01/SK/MINU PUCANG/VII/2022 concerning Determination and Ratification of the Organizational Structure of Madrasas for the 2022/2023 Academic Year. The research finding is organizational structure changes adapted to the digital transformation program.

b. Changes to Pucang MIMNU Settings mainly: the implementation of madrasa digitalization took place massively and quickly; the ability of the madrasa head to build a vision and focus on achieving the vision; and all learning service processes, up to additional learning and guidance on religious activities carried out in the afternoon with virtual meetings, the madrasah still has the responsibility to provide assistance. The research finding is utilization of technology and learning applications at the MIMNU.
Pucang madrasah in the learning process in the classroom and virtual learning for Al Quran recitation & additional tutoring is conducted in the afternoon.

c. Technology changes mainly: The importance of adapting to technology in the context of effective and efficient learning and administrative services in madrasas; utilization of digital technology can be used as madrasa branding; tools to achieve the madrasah vision and mission; changing work patterns in madrasas; and reduce paper use which means that it will achieve efficiency targets in paper use. The research finding is there has been a change in effective and efficient work patterns.

d. HR changes through: competency activation (self-confidence can increase teacher confidence and establish themselves to carry out digital technology-based learning service activities) and Transparency (preparation of RKAM with madrasah stakeholders). The research finding is strengthening the competence of teachers and employees and transparency in preparing the RKAM.

e. Organizational Culture Change mainly: learning culture using digital technology; culture of using digital technology in every service; and culture of collaborating with parties outside the Madrasah. The research finding is collaborative work culture, cross-sectoral.

f. MINU Pucang Environment Changes mainly: form a work environment and work climate that is creative and memorable "elegant"; the performance of teachers and employees based on digital technology; a conducive working climate to form a digital work environment; and creativity and innovation in digital technology-based services are built neatly with the spirit of making madrasah services easier. The research finding is creative new work climate with tiered system.

4.3 Leadership Skills

MI Muslimat NU data exposure mainly:

a. Effective Communication is able to be a good listener then ask questions to better understand the real problem. Madrasah heads are able to build a work structure through brainstorming. The research finding is skills in blending ideas with the Madrasah vision.

b. Solving Problems (preventive & systemic). The research finding is preventive & systemic.

c. Build relationships mainly: between teachers and employees; teacher with parents and school with other institutions. The research finding is structured communication.

d. Getting Feedback mainly: from teachers and employees through regular weekly meetings; brainstorm to find new ideas; deliberation on emerging issues; open and responsive to any criticism and suggestions. The research finding is feedback be a creative idea finder.

e. Build trust mainly: convince parents of madrasah students to be able to accept digital transformation in learning services; digital technology in learning services at madrasas can be used as a medium for mentoring and guidance from teachers so that children can use digital media intelligently and wisely; building a solutive, strategic and applicable performance concept by means of grade class clusters. Each class grade is appointed by a coordinator and companion from the Madrasah leadership; the head of the madrasa gave directions to all teachers so they could start using technology from simple things so that parents could do it at home; and using a digital platform that is commonly used by the public. The research finding is build a structured communication system.
f. Empathize with the work team mainly: put himself in the position of another person or his subordinates; and these skills include social, cognitive, and emotional processes. The research finding is strengthening teamwork with empathy.

4.4 Resistance and Supporting Factors of Digital Transformation

MI Muslimat NU data exposure mainly:

a. Resistance mainly: internally, the teacher's obstacles are relatively small, namely technical factors; resistance from parents of students who have the perception that the use of digital technology can damage the morals and learning culture that has been built; and parental economic factors. The research finding resistance is eachers & employees; student's parents; and parental economics.

b. Supporting factors mainly: student behavior of madrasah employees; and home study assistance by parents tutoring students in the afternoon. The research finding support is learner behavior and teachers want to go the extra mile.

4.5 Strategies to Overcome Resistance by Utilizing Supporting Factors

MI Muslimat NU data exposure mainly: systematic efforts from madrasas to take action to overcome problems with direct assistance from the madrasa digital team; weekly evaluation activities with teachers and employees; resistance that arose from parents of students was communicated more intensely by teachers and explanations about digital transformation policies in madrasas; and mobilize supporting factors to overcome any problems that arise. The research finding is anticipatory persuasive and collegial collective leadership.

The following is a diagram of the research findings at MIMNU;

Figure 3. Digital Leadership Innovation at MIMNU
The management model image is the digital transformation process at MIMNU. The potential or input of digital transformation is the presence of human resources, infrastructure, and madrasah policies. This Madrasa input underlies digital management innovation in Madrasah.

Madrasa principals determine the madrasa's vision, goals, and digital transformation processes and divide HR tasks. They are preparing the madrasa work organization together with the organizational structure, appointment of HR, and making job descriptions. Next is to develop a strategy for implementing anticipatory persuasive digital transformation and collegial collective digital leadership. The next step is to measure the achievement of the madrasah digital transformation process by using substantive aspects as a standard for program achievement. The standards for achieving Madrasah digital transformation by their objectives include; efficiency and effectiveness, collaborative work culture, creative work climate, and structured work communication. Controlling the achievement of the digital transformation program are weekly meetings and collegial collective leadership.

During the madrasah digital transformation process, data were obtained from vision indicators indicating a digital transformation of madrasah service management. The decree of the Head of Madrasa No. 001/A.01/SK/MIWU PUCANG/VII/2022 serves as a guide for implementing digital transformation management, in line with the opinion which says that leaders who have policy consistency with aspects of themselves are influential leadership (De Cremer & Van Knippenberg, 2004). The linearity of the vision and policy shows the existence of the concept of potential empowerment.

The research findings revealed that the digital transformation process begins with establishing the vision of the madrasa (Ernstsen et al, 2021). The opinion is that vision is the future hope of digital transformation. It becomes a challenge for organizations to be more competitive. The research findings align with previous researchers’ opinion that vision is a picture of a glorious future regarding an effective and efficient shift in digital transformation management so that madrasas are more competitive.

The digital transformation process is measured using indicators of achievement in substantive aspects, namely change; structure and function; resource; madrasa settings; technology; organizational culture; and the madrasa environment. By the opinion that to measure management achievements, achievement indicators are needed (Oliveira & de SOUZA, 2022). It can be understood that to see the achievement of a program an indicator is required that shows the program can be achieved. For this reason, an achievement indicator is needed, which researchers call the substantive aspect of digital transformation at MIMNU.

Changes in the structure and functions of MIMNU, the Head of MIMNU makes policies by issuing a Decree (SK) as a guideline for program. From the Decree, technical steps for implementing the digital transformation of madrasas emerged. Wimelius et al., (2021) argues that the Decree on digital transformation is part of a new way of building digital activities. Likewise, setting digital transformation goals into the vision of the madrasa. Determination of the duties of teachers and employees along with their job descriptions as outlined in the attachment to the Decree of the Head of Madrasah. In line with Rowsell et al., (2017), working effectively can reduce the digital skills gap in education services.

The digital transformation process is ongoing and it can be seen in the research findings that digital transformation programs change manual management to digital. The same opinion from Kane et al., (2015) that digital leadership is the inability to rearrange digital management. So clear strategy is supported by infrastructure and skilled resources capable of growth culture innovation.

The focus on the skills of madrasah principals in implementing digital transformation is an important element (Singh & Hess, 2017). Madrasah principals carry out digital leadership so that transformation can run effectively and efficiently. The madrasa principal's
communication skills in carrying out digital transformation are very effective for building effective work procedures. Besides, it is used for skills in solving problems using tiered mechanisms. This concept can foster a sense of togetherness in overcoming problems. Regular weekly meetings can break down problems and also carry out careful identification. The first-in-first-out problem concept and periodic information publication increase public confidence in the digital transformation of madrasas.

Research findings on the digital transformation process include; the concept of collaborative work is to combine ideas from various parties with the vision, the concept of preventive & systemic problems, and structured communication to strengthen HR management.

Digital transformation resistance and also the supporting factors of digital transformation can be said to coincide (Singh & Hess, 2017). The effective digital leadership skills of madrasa heads can see in detail the resistance and supporting factors of madrasa digital transformation.

There are several resistant factors as well as supporting factors for MIMNU's digital transformation. The research findings show that resistance comes from madrasah human resources, infrastructure, the economy, and parents. Lack of human resource skills in operating digital devices and parents' negative perceptions of information disclosure do not directly relate to digital transformation in madrasas (Livari et al, 2020). The factor of inadequate availability of digital facilities and infrastructure is also resistant to digital transformation.

Research findings as a supporting factor for digital transformation are changes in the behavior of learning and administrative services by teachers and employees. It was also found that learning behavior from parents was part of the digital technology-based learning and tutoring process. It shows that the MIMNU digital transformation process will have resistant and supporting factors. Resistance factors arise from; teachers and employees, parents of students, infrastructure, and the economy. Meanwhile, the supporting factors are teachers and employees and madrasa policies.

Madrasah's systematic efforts in taking action to overcome problems by assisting the Madrasah digital team. Weekly meetings present all elements of the madrasa to share information on developments or issues. The resistance that arose from the parents of the students was communicated intensively by the class teacher. It also explains madrasa policies in the digital transformation of madrasas. Control strategies by utilizing supporting factors to overcome resistance more effectively. Effective digital leadership strategies are the speed factor in responding to problems and the teacher's proactive attitude (Karippur & Balaramachandran, 2022).

Weekly meetings identify and classify problems to make resolution priority scales. An effective strategy to overcome the problem of digital leadership for madrasa heads. Next is the collegial collective leadership strategy, which works together to address problems ranging from teachers to madrasah leaders in tiered collaboration. Problems within the scope of policy are resolved at the MIMNU leadership level.

The management control strategy demonstrates the digital leadership skills of madrasa principals so that they can overcome resistance using supporting factors very effectively. The control strategy is anticipatory persuasive and collegial collective leadership.

5 CONCLUSION

In conclusion, the process of digital transformation at MIMNU begins with building a madrasah vision with clear achievement indicators. Some of substantive aspect marks the start of the digital transformation of madrasas. Madrasah digital transformation appears explicitly in the achievement indicators of the vision and the formation of a digital team under the coordination of the Sarpras team. Next, it is also a guideline for carrying out digital
transformation with various changes, including; creating madrassa settings, effective and efficient digital technology management, inspiring work climate, organizational culture, digital madrasa environment. For digital leadership skills direct the digital transformation of madrasas effectively and efficiently. Digital leader skills are; communicate effectively, present feedback, solve problems, empathize, build inspiring working relationships, drive work teams. With these skills digital transformation runs effectively and efficiently. Resistance and supporting factors for digital transformation come from teachers, employees, parents of students and madrasah infrastructure. Resistance and supporting factors in the digital transformation of madrasas relatively coincide, making it easier for madrasa heads to overcome resistance using supporting factors with anticipatory preventive strategies and collegial collective leadership.

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