

The Effect of Principal Managerial Competency and Learning Digitalization Program on Achieving Graduate Competency Standards at SMA Negeri 05 Makassar

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Abstract

Principals must possess managerial competence to effectively manage education. The learning digitalization program provides tools and resources that enhance the learning experience, broaden access, and increase interactivity, contributing to learners' understanding and skill development. Both managerial competence and learning digitalization contribute to improved teacher performance, learning outcomes, and the overall quality of education, enabling students to achieve the established graduate competency standards. This study aims to: 1) analyze the effect of the principal's managerial competence on achieving graduate competency standards at SMA Negeri 05 Makassar; 2) analyze the impact of the learning digitalization program on the achievement of graduate competency standards at SMA Negeri 05 Makassar; and 3) examine the combined effect of the principal's managerial competence and the learning digitalization program on the achievement of graduate competency standards at SMA Negeri 05 Makassar. This quantitative ex post facto research uses a managerial approach. The sample size consisted of 306 respondents, selected through a stratified random sampling technique. Data were collected using a questionnaire and analyzed through descriptive and inferential statistics, employing simple and multiple linear regression analysis. The results indicate that: 1) the principal's managerial competence influences the achievement of graduate competency standards by 29.3%; 2) the learning digitalization program affects the achievement of graduate competency standards by 15.8%; and 3) both the principal's managerial competence and the learning digitalization program together have a positive and significant impact on achieving graduate competency standards by 34.8%.

Keywords: *Graduate Competency Standards; , Learning Digitalization Program; Principal Managerial Competence*

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Introduction

The principal at SMA Negeri 5 Makassar in terms of building student development, firstly, is planning before the new school year the things that are prepared or programmed in the planning, namely the development and improvement of the performance and competence of educators through training or workshops, seminars or webinars. related to student learning starting from learning materials and methods in an effort to ensure that students are enthusiastic and understand the subject matter provided in the teaching and learning process, apart from that, schools also create organizations to accommodate educators to continue to develop and improve their professionalism in teaching. Meanwhile, in learning at SMA Negeri 05 Makassar, digital-based learning has been implemented based on the existing



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syllabus. Digital-based learning media is in the form of material presented via video. Apart from that, SMA Negeri 05 Makassar also participated in the school digitalization program implemented by the South Sulawesi government, namely Smart School. The program is attended by educators and 8 classes, each student and educator will take classes in the program according to the specified subjects. The instructor in this class is an external educator/teacher who has been appointed. Media that have long been applied in the learning process are Google Classroom, Office 365, Quizizz/quiz application. This application, apart from being able to stimulate students' abilities, is also used so that the learning process is not boring. To achieve the standards for student graduates that have been included in the curriculum, namely cognitive and psychomotor (spiritual and social), apart from knowledge, programs are implemented for students to achieve psychomotor (spiritual) congregational prayer and the application of Al-Quran literacy which is carried out on Fridays. Apart from that, SMA Negeri 05 Makassar also implements the PMM Application (Implementation of Merdeka Teaching) which is a program from the independent curriculum. The problems faced are the lack of LCDs as learning media and computers which are old versions so they do not operate well and do not suit current needs. However, this is not an excuse and reduces educators' enthusiasm for teaching. Apart from that, the problem with achieving graduate competency standards is related to students' cognitive abilities which are still in the medium category due to several intrinsic and extrinsic factors.

In an effort to realize the provision of quality education, the government has attempted to provide educational services in the form of increasing the quality standards of school graduates, fulfilling educational facilities, and digitalizing schools. In creating a competitive advantage, the Indonesian nation requires rapid innovation in the world of education. With the excellence and quality of education, it is hoped that it can raise the honor and dignity of the nation in this era of globalization (Wayan Subadre et al., 2022). Quality education can be seen through students' academic, managerial and extracurricular excellence. Apart from that, the quality of education is an indicator of passing a certain level of education or completing a certain learning program. To achieve quality education, a leader is needed who can be a role model and is competent in educational institutions. A leader must be innovative in his efforts to support educational change and innovation. Therefore, school principals as leaders must be competent and have an effective style in their leadership process in order to achieve educational goals effectively. (Putra et al., 2023).

Hasan et al., (2022) found that leaders are very influential in improving school quality. A leader in leading an institution must implement management functions and be able to motivate and have initiative in developing school programs and achieving educational effectiveness. According to Nurrahmah & Fannani (2017) A leader is someone who determines planning, organizing, implementing, monitoring and evaluating so that management aspects in the institution will be carried out well. The quality of the leader determines the success of the institution because a successful leader is able to manage the organization, influence other people constructively, show the right direction and behavior that must be carried out together, and influence the team's work spirit. Ariyanti et al., (2004) stated that the school principal is one of the dominant variables in accelerating change towards progress in schools, including teacher professionalism, so his role and function must be truly optimal.

The principal is the governing leader, the principal has strong authority to organize, invite, direct and motivate members to achieve educational goals Afni et al., (2024). Besides that, Mulyasa in Khatimah (2021) stated that school principals have many roles, namely as educators, managers, administrators, supervisors, leaders, innovators and motivators. The principal as a functional leader in the school must have the competence to be able to manage the school well. In the Regulation of the Minister of Religion of the Republic of Indonesia Number 58 of 2017 article 8 paragraph 1 it is stated that madrasa heads must have: 1) personality competence; 2) managerial competence; 3) entrepreneurial competence; 4) supervision competency; and social competence (Ministry of Religion, 2017).

One of the competencies that a leader must have is managerial competency. Competence is essentially a person's ability to do a job, in the form of activities and behavior whose results can be demonstrated and the level of success can be measured. Managerial is an adjective whose origin is management and a manager is a person who carries out management activities. A manager, in this case the principal, besides having to be able to carry out the management process which refers to management functions, must also understand and apply the substance of educational activities. (Jamali & Prasajo, 2022).

Febriyanti et al., (2022) stated that the principal is an educational leader who is very dependent on his skills and policies in leading the school he oversees. The principal as a leader must be able to lead

and invite all school members to work together in achieving school goals effectively. The school principal as a leader is also required to continue to develop his competence and direct all human resources in the school in improving the professionalism or ability of personnel for equal distribution of competence in accordance with current developments.

The era of digitalization which is related to the era of industrial revolution 4.0, students in the future will not only master science and information technology but must also be able to develop technology which is a real challenge. Therefore, the challenges faced by educators in producing graduates who meet parents' expectations are also increasingly complex and always adapted to society's demands. Digital age school principals are required to have the ability to influence and mobilize others to achieve educational goals and digitalize education to optimize steps to develop the potential of students.(Irwana, 2015). The learning process contained in Minister of Education and Culture Regulation Number 22 of 2016 concerning Primary and Secondary Education Process Standards states that the learning process in educational units is carried out in an interactive, inspiring, fun, challenging manner, motivates students to play an active role, and provides space that is sufficient for initiative, creativity and independence in accordance with the talents, interests and physical and psychological development of students(Permendikbud, 2016).

Digitalization is an individual's ability to research, be creative and communicate more effectively at home, at school, at work or in activities in daily life.(Yamin et al., 2022). Technology and media that are adapted and specifically designed can contribute to effective teaching for all students and can help them achieve their highest potential. With internet-based learning media, it is hoped that students can gain maximum learning experience through a structured learning process(Meliani et al., 2021). Based on this, this research aims to analyze 1) the influence of the principal's managerial competence on the achievement of graduate competency standards at SMA Negeri 05 Makassar; 2) the influence of the learning digitalization program on achieving competency standards for graduates at SMA Negeri 05 Makassar; 3) the influence of the principal's managerial competence and the learning digitalization program on the achievement of graduate competency standards at SMA Negeri 05 Makassar.

Methodology

Research Design

This research uses a research design with quantitative methods using an ex post facto approach. This method was used to examine data comprehensively, deductively, scientifically and objectively as well as a study to trace back the influence of the principal's managerial competence and the learning digitalization program on the achievement of graduate competency standards at SMA Negeri 5 Makassar.

Population and Sample

The population is all students of SMA Negeri 05 Makassar. The number of students in class X was 432, 432 in class XI, 288 in class XII MIPA, and 144 in class and 34 people from class population to be selected as sample members.

Data collection technique

The data collection method in this research was carried out by providing questionnaires and documenting matters related to the research. The questionnaire in this study used a Likert measurement scale or what is often heard of, the Likert scale, namely in the form of a checklist. This questionnaire is to collect data about the managerial competence of school principals and the learning digitalization program towards achieving competency standards for student graduates at SMA Negeri 05 Makassar.

Analysis Techniques

The data obtained is validated to determine the accuracy and accuracy of the data. Therefore, the questionnaire must contain components related to the thing you want to research, namely the managerial competency of the school principal, the learning digitalization program, and graduate competency standards. Next, valid data is then tested to what extent the results of a measurement can be trusted using reliability testing. The next analysis is a simple linear regression analysis to analyze the influence of the principal's managerial competence on the achievement of graduate competency standards at SMA Negeri 5 Makassar and to analyze the influence of the learning digitalization program

on graduate competency standards at SMA Negeri 5 Makassar. Next, using multiple linear regression analysis to analyze the influence of the principal's managerial competence and the learning digitalization program together on graduate competency standards at SMA Negeri 5 Makassar with the help of the SPSS for Windows version 25 software program.

Results and Discussion

Simple linear regression analysis to analyze the influence of school principals' managerial competence on the achievement of graduate competency standards, can be seen in the following table:

Table 1. X¹-Y Simple Linear Regression Test Results

Model	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	26,187	2,003		13,074	0,000
principal managerial competence	0.480	0.043	0.541	11,212	0,000

a. Dependent Variable: graduate competency standards

Based on the results of data analysis, a coefficient is obtained as in table 1 with the regression equation $Y = 26.187 + 0.480X$. With a constant value (α) of 26.187, which means that if there is no managerial competency for the principal then the achievement of graduate competency standards will be constant at 26.187 and the value of the regression coefficient β for the principal's managerial competency variable is 0.480, which means for every additional 1 unit of principal's managerial competency, then the achievement of graduate competency standards will increase by 0.480 units.

In this table, the Sig value is also obtained. 0.000 and the t-count value is 11.212, while the t-table value is known to be 1.650 using the t two tail test distribution table. This shows that the Sig value. $0.000 < 0.05$ and the t-count value is $11.212 > 1.650$, which means that the managerial competence of the school principal has a positive and significant influence on the achievement of graduate competency standards.

Furthermore, the test results of the coefficient of determination of the principal's managerial competence on the achievement of graduate competency standards can be seen in the Model Summary table by paying attention to the R Square value as follows:

Table 2. Coefficient of Determination Test Results
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.541 ^a	0.293	0.290	5.07329

a. Predictors: (Constant), principal managerial competence

In table 2 above, the coefficient of determination or R Square value of 0.293 or 29.3% is obtained, which shows that the managerial competence of school principals towards achieving graduate competency standards is 29.3%, meaning that a change of 29.3% in achieving graduate competency standards is due to by the managerial competence of the school principal. Meanwhile, the remaining 70.7% comes from other variables that were not studied or had error values. It can be said that the managerial competence of school principals contributes to the achievement of graduate competency standards. Thus, it can be concluded that the principal's managerial competence influences the achievement of graduate competency standards at SMA Negeri 5 Makassar.

Furthermore, a simple linear regression analysis to determine the effect of the learning digitalization program on the achievement of graduate competency standards can be seen in the following table:

Table 3. X²-Y Simple Linear Regression Test Results Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
1 (Constant)	29,781	2,482		11,999	0,000
learning digitalization	0.437	0.058	0.398	7,567	0,000

a. Dependent Variable: graduate competency standards

Based on the results of data analysis, a coefficient table is obtained as in table 3 with the regression equation $Y = 29.781 + 0.437X$. With a constant value (α) of 29.781, which means that if there is no digitalization of learning program, the achievement of graduate competency standards will be constant at 29.781 and the regression coefficient value β for the principal's managerial competency variable is 0.437, which means that for every additional 1 unit of the digitalization of learning program, the achievement graduate competency standards will increase by 0.437 units.

In this table, the Sig value is also obtained. 0.000 and the t-count value is 7.567, while the t-table value is known to be 1.650 using the t two tail test distribution table. This shows that the Sig value. $0.000 < 0.05$ and the t-value is $7,567 > 1.650$, which means that the digitalization of learning program has a positive and significant influence on the achievement of graduate competency standards.

Furthermore, the test results of the coefficient of determination of the learning digitalization program on the achievement of graduate competency standards can be seen in the Model Summary table by paying attention to the R Square value as follows:

Table 4. Coefficient of Determination Test Results Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.398 ^a	0.158	0.156	5.53312

a. Predictors: (Constant), digitalization of learning

In table 4 above, the coefficient of determination or R Square value of the learning digitalization program is 0.158 or 15.8%, which shows that the achievement of graduate competency standards is 15.8%, meaning that a change of 15.8% in the achievement of graduate competency standards is caused by learning digitalization program. Meanwhile, the remaining 84.2% came from other variables that were not studied or had error values. It can be said that the learning digitalization program contributes to achieving graduate competency standards. Thus, it can be concluded that the digitalization of learning program has an influence on the achievement of competency standards for graduates at SMA Negeri 5 Makassar.

Furthermore, multiple linear regression analysis to determine the influence of the principal's managerial competence and the learning digitalization program together on the achievement of graduate competency standards at SMA Negeri 5 Makassar can be seen in the following table:

Table 5. Multiple Linear Regression Test Coefficients^a

Model		Unstandardized	Standardized	t	Sig.
		Coefficients	Coefficients		
		B	Beta		
1	(Constant)	17,809		7,035	0,000
	principal managerial competence	0.408	0.460	9,398	0,000
	learning digitalization	0.274	0.250	5,098	0,000

a. Dependent Variable: graduate competency standards

Based on the results of the analysis of data on managerial competency of school principals and the learning digitalization program on the achievement of competency standards for graduates at SMA Negeri 05 Makassar, the multiple regression equation $Y = 17.809 + 0.4081 + 0.2742$ was obtained. With a constant value (α) of 17.809, which means that if there were no managerial competencies for school principals and digitalization of learning, the standard of graduate competency would be constant at 17.809. The regression coefficient value β_1 for the principal's managerial competency variable (X1) is 0.408, which means that for every additional 1 unit of principal's managerial competency level, the achievement of graduate competency standards (Y) will increase by 0.408 units. Then the regression coefficient value β_2 for the learning digitalization variable (X2) is 0.274, which means that for every additional 1 unit of learning digitalization level, the achievement of graduate competency standards (Y) will increase by 0.274 units.

Next, to see the relationship between the influence of the principal's managerial competence and the digitalization of learning program which together influence the achievement of graduate competency standards, it can be seen in the Anova table by paying attention to the F value and Sig value, as follows:

Table 6 Hypothesis Test Results ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3853,548	2	1926,774	81,013	,000 ^b
	Residual	7206.389	303	23,783		
	Total	11059.938	305			

a. Dependent Variable: graduate competency standards

b. Predictors: (Constant), learning digitalization, principal managerial competence

Based on table 6, it is known that the Sig value. 0.000 and the F-calculated value is 81.013, while the F-table value is known to be 3.03. This shows that the Sig value. $0.000 < 0.05$ with an F-calculated value of $81.013 > F\text{-table } 3.03$, which means that there is an influence of the principal's managerial competence and the digitalization of learning program which together influence the achievement of graduate competency standards at SMA Negeri 5 Makassar.

Meanwhile, the test results for the coefficient of determination of the principal's managerial competence and the learning digitalization program together have an influence on the achievement of graduate competency standards, which can be seen in the Model Summary table as follows:

Table 7. Coefficient of Determination Test Results
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.590 ^a	0.348	0.344	4.87683

a. Predictors: (Constant), learning digitalization, principal managerial competence

In the table above, the coefficient of determination or R Square (R²) value is 0.348 or 34.8%, which shows that the contribution of the principal's managerial competence and the learning digitalization program to the achievement of graduate competency standards is 34.8%, meaning a change of 34.8%. The achievement of graduate competency standards is due to the managerial competency of the school principal and the learning digitalization program. Meanwhile, the remaining 65.2% comes from other variables that were not studied or error values.

Discussion

The findings of this research highlight the influence of the principal's managerial competence and the learning digitalization program on the achievement of graduate competency standards. The positive and significant influence between the managerial competence of school principals and the learning digitalization program can influence students in achieving and meeting predetermined graduate competency standards, thereby having an impact on improving the quality of education.

These results are in line with the results of research by Sitorus et al., (2018) that the better the managerial competence of the school principal, the higher the competency standards of graduates will be. Further research by Faelasufatunnajah (2021); Nurhayati et al., (2020); Mas'ud (2017) Based on the research results, it is known that there is a significant influence of the managerial competence of school principals on graduate competency standards and the quality of education. Efforts to improve the quality of education lie in the ability of an institution to formulate its vision. Regarding institutions, school principals with their managerial competence play a strategic role in formulating/planning and realizing the school's vision.

The results of research on the influence of the use of digital-based learning media on student learning outcomes. Based on the research results, it is known that there is an influence of the use of digital-based learning media on student learning outcomes (Suriana, 2022). Furthermore, Saleh (2022) stated that today's digitalization is making major changes in various fields, one of which is learning development. Digitalization can strengthen the achievement of competencies in developing digitalized learning, namely by harmonizing concrete forms of visualization in learning. So that it can encourage intelligence and potential, build creativity, increase the wealth of knowledge & information, means of communication & interaction, indicators of children's personality. And can develop children's imagination. The design of teaching materials has a great influence on students' educational interests, especially rural students, especially if accompanied by the task of creating discussion materials in the form of power points, of course it will stimulate students' curiosity. The role of educators is not only to teach but also to measure, evaluate and monitor students' progress, starting from their mental development. Technological developments are expected to improve educators' thinking with various methods discovered by education experts. Therefore, to support educators' education in digitalization, schools must also equip teaching tools such as laptops and projectors. This way, the subject can be seen more easily. Students can also get tablet support as a learning environment that supports optimal learning.

Graduate competency standards function as criteria in determining student graduation in each educational unit, a reference for the preparation of other educational standards, and are a direction for improving the quality of education fundamentally and holistically at the primary and secondary education levels, as well as an assessment guide in determining participant graduation. students which include competencies for all subjects, and include aspects of attitudes, knowledge and skills (Maghfuri, 2018).

Graduate Competency Standards (SKL) are the minimum criteria that must be achieved by students at the end of the study period in primary and secondary education units. The quality of graduates

is the achievement of graduate competency standards (SKL) that have been set by the minister of education. These competency standards are related to education level, type of school, class and subject. It is said to be qualified when graduates can reach the predetermined standards. The higher and beyond the standards, the more qualified the graduates are (Nurmaryam & Musyarapah, 2022). Graduate Competency Standards (SKL) are influenced by several interrelated factors. There are several factors that influence the achievement of SKL, namely effective school leadership can influence the quality of education and student achievement, competence and exemplary attitudes of teachers towards students also play a role in developing behavior that reflects an attitude of faith and devotion to God Almighty, the use of information technology and communication (ICT) or in this case digital-based learning, the use of technology can improve access to information, quality of learning, and interactivity in the teaching and learning process (Muspida et al., 2021).

Talking about the quality of education, the principal is recognized as an important person who is very involved in improving teaching and learning conditions in schools (Rozak, 2021). The principal as a leader must be able to influence all human resources in the school, especially teachers because in the educational process, teachers have a very important and strategic role in guiding students towards maturity, maturity and independence so that teachers are said to be the spearhead of education (Fatimah et al., 2023). School principals and professional educators have duties and functions and are very influential on the ongoing educational process. Apart from that, improving the quality and achieving competency standards of graduates is also influenced by effective management. School management that is well managed will produce output (graduates) of students who are quality and able to compete. Therefore, the managerial ability of the school principal is one of the standards used as a reference and indicator for evaluating the success of improving quality and achieving graduate competency standards (Hendriyani et al., 2024).

Darmadi (2017) stated that the managerial competence of school principals is very important in achieving graduate competency standards for several reasons related to the role and function of school principals in managing and improving the quality of education in schools, namely: 1) school planning, school principals must have the ability to prepare comprehensive school plans for various levels of planning, both short, medium and long term, as well as planning strategies that focus on achieving educational goals so that effective and efficient planning can improve the quality of education and meet graduate competency standards; 2) resource management, the principal's managerial competence also includes managing school resources, including teachers, staff, facilities and budget. Effective management allows schools to have sufficient resources to support the teaching and learning process and achieve graduate competency standards; 3) monitoring and evaluation, the principal must have the ability to monitor and monitor school performance continuously.

The use of technology in the world of education really helps the learning process and scientific development. Apart from that, technology can also be used as a communication tool between educators and students (Deliyati et al., 2023). Teachers as triggers for students who have a creative attitude must have a variety of ways in carrying out the learning process (Rochmad., 2021). In line with developments over time, learning outcomes for education in this era of the Industrial Revolution. The way of working and thinking of education managers and actors needs to undergo a transformation in accordance with current needs (Maksum & Fitria., 2021). Utilizing developments in digital technology in the current era makes it easier for teachers to create innovative learning media that will later be used by students in the learning process. (Nurhusain et al., 2023).

The implication of this research is that the managerial competence of school principals plays an important role in achieving graduate competency standards. School principals must have managerial competence to manage education effectively. The learning digitalization program provides tools and resources that enrich the learning experience as well as expand access and increase interactivity in learning, which contributes to students' understanding and skills. Managerial competence and digitalization of learning contribute to teacher performance, learning outcomes, as well as improving the quality of learning and education so that students can achieve the specified graduate competency standards.

Conclusion

There is a positive and significant influence between the principal's managerial competence on the achievement of graduate competency standards at SMA Negeri 5 Makassar. The principal's managerial competency plays an important role in achieving graduate competency standards. School

principals who have good managerial skills can improve teacher performance by planning, organizing and evaluating learning programs efficiently.

There is a positive and significant influence between the digitalization of learning program on the achievement of competency standards for graduates at SMA Negeri 5 Makassar. Learning digitalization programs improve access and quality of learning and provide tools and resources that enrich the learning experience.

There is a positive and significant influence between the principal's managerial competence and the learning digitalization program together on the achievement of graduate competency standards at SMA Negeri 5 Makassar. The managerial competence of school principals and the learning digitalization program have significant implications for the achievement of graduate student competency standards. School principals who have good managerial skills can design and manage effective learning processes, encourage teacher performance, and improve the quality of education. Digitalization of learning expands access and increases interactivity in learning, which contributes to students' understanding and skills. The synergy between these two aspects produces a better learning environment so that students can achieve the set competency standards.

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