

Innovator

LEADERSHIP AND COMPETENCE AS STRATEGIC DRIVERS OF FINANCIAL MANAGEMENT PERFORMANCE IN THE PUBLIC SECTOR

..... *Riyandi Sanjaya, Iskandar Ali Alam* 1-18

ONLINE ATTENDANCE SYSTEMS, SUPERVISION, AND EMPLOYEE PERFORMANCE: AN EMPIRICAL STUDY IN THE PUBLIC SECTOR

..... *Muhammad Faisal Sidiq, Irma Kharina and M.Jaelani* 19-36

EFFECTIVENESS OF THE IMPLEMENTATION OF THE E-PERFORMANCE-BASED PERFORMANCE SYSTEM AT THE INVESTMENT AND ONE-STOP INTEGRATED SERVICE OFFICE OF NORTH LAMPUNG REGENCY

..... *Dora Fenindy, Winda Raflesia and Ahmad Subur* 37-51

STRATEGIES FOR IMPROVING THE QUALITY OF PUBLIC SERVICE MANAGEMENT FOR THE FERRY CROSSING AT BOM KALIANDA PIER

..... *Bayu Wisnu Setiawan, Bambang Supriyadi and Deni Natalia* 52-67

EDUCATIONAL MANAGEMENT STRATEGIES FOR IMPROVING QUALITY IN THE DIGITAL AGE MADRASAH IBTIDAIYAH AL-HIKMAH, BANDAR LAMPUNG

..... *Karola Sukma Astasia and Aminah* 68-78

Journal of General Business, Innovator and Entrepreneurship	Pages 1-78	Bandar Lampung, Maret 1, 2025
--	-------------------	--------------------------------------

2st Edition, 2025

Editorial Board

Editor In Chief

Andala Rama Putra Barusman, Universitas Bandar Lampung, Indonesia

Reviewer

Tina Miniawati Barusman, University of Bandar Lampung, Indonesia

Leire San Jose, Universidad del Pais Vasco, Spain

Tankiso Moloji, University of Johannesburg, South Africa

Zahid Mahmood, KingAziz University, Saudi Arabia

Kiymet Tunca Caliyurt, Trakya University, Turkey

Jan Stejskal, University of Pardubice, Czech Republic

Edyta Gheribi, University of Lodz, Poland

Papakonstatinidis Leonidas, The TEI of Kalamata, Greece

Executive Editor

İlcut Elif Kandil Göker, Kırıkkale Üniversitesi

Teodora Viorica Farcas, Universitatea Babes-Bolyai, Romania

Jana Kliestikova, University of Zilina, Slovak Republic

Mario Ianniello, Udine University, Italy

Jose Luis Retolaza, University of Deusto, Spain

Dalilawati Zainal, University of Malaya, Malaysia

Olena Voronkova, National University of the State Fiscal Service of Ukraine

Published by: Management Study Program Graduate School Universitas Bandar Lampung

Address: JL. Z.A. Pagar Alam No. 89, Bandar Lampung, Indonesia

Tel. +62-721-789-825; Fax. +62-721-770261

Email: innovator@ubl.ac.id

EDUCATIONAL MANAGEMENT STRATEGIES FOR IMPROVING QUALITY IN THE DIGITAL AGE MADRASAH IBTIDAIYAH AL-HIKMAH, BANDAR LAMPUNG

Karola Sukma Astasia¹,

Aminah²

University of Bandar Lampung, Lampung, Indonesia

ABSTRACT

The development of the digital era presents both challenges and opportunities for the education sector. Advances in information and communication technology (ICT) have significantly transformed interactions and the implementation of learning processes. This study aims to analyze educational management strategies in improving quality within the digital context. The digital era demands appropriate and adaptive management approaches to enhance the effectiveness of technology-based learning. This research employs a qualitative method with a phenomenological approach, utilizing interviews, observations, and documentation as data collection techniques. The findings reveal that digitalization has begun to be implemented across various aspects of education, although several challenges persist, including limited technological infrastructure, insufficient training for educators, and unequal access to digital resources. The main strategies applied involve the development of a digital-based curriculum, the improvement of teachers' competencies in utilizing technology, and the use of digital platforms to support both learning activities and administrative processes. In addition, leadership plays a critical role in ensuring the successful implementation of digital transformation. This study concludes that technology-based educational management strategies can improve the effectiveness of learning and overall education management. Therefore, strengthening infrastructure, providing continuous professional development, and fostering collaboration with external stakeholders are essential to support sustainable digitalization in education.

Keywords: *Educational Management, Digitalization Strategy, Education Quality, Educational Technology, Madrasah Ibtidaiyah.*

INTRODUCTION

Advances in information and communication technology in the digital age have driven profound transformations in the education sector, particularly in learning processes and institutional management (Farias-Gaytan et al., 2023). Education systems are increasingly required to adapt in order to remain relevant in producing competent human resources capable of addressing global challenges (Setyadi et al., 2025). In this context, government policies promoting the digitalization of education, including the implementation of technology-based National Education Standards, further emphasize the urgency of integrating technology into the broader educational ecosystem (Nguyen et al., 2025). Consequently, educational management emerges as a critical determinant in guiding the effective utilization of technology to enhance institutional quality (Febrianti et al., 2025).

2st Edition, January, 25

Journal Homepage: <http://journal.ubl.ac.id/index.php/mabuss>

*Corresponding Author

Email address: karolasukma2999@gmail.com

Previous research indicates that the integration of technology in education is commonly implemented through digital learning approaches such as e-learning, blended learning, and interactive platforms, which are designed to increase student engagement (Howard & Tondeur, 2023). These approaches are widely recognized for improving the flexibility and accessibility of learning. Within this evolving landscape, teachers are expected not only to deliver academic content but also to act as facilitators, motivators, and character developers (Zaqiyah et al., 2024). Therefore, strengthening teachers' competencies in utilizing technology is a crucial factor in ensuring the success of educational digital transformation (Basilotta-Gómez-Pablos et al., 2022).

However, despite these developments, several challenges continue to hinder the effective implementation of digitalization in education. Limitations in infrastructure, the digital divide, and insufficient digital competencies among educators remain significant barriers (Si, 2024). In addition, prior studies highlight that the integration of educational management strategies particularly those encompassing technology-based planning, implementation, and evaluation has not been comprehensively addressed (Ilyas et al., 2025). These conditions indicate that the successful adoption of digital technology requires not only technical readiness but also systematic and well-integrated management strategies.

Nevertheless, most existing studies predominantly focus on the technical aspects of technology integration, with limited attention given to the managerial and pedagogical dimensions of educational management in the digital era. This indicates a clear research gap regarding the lack of comprehensive frameworks that integrate digital technology across all aspects of educational management in a cohesive and systematic manner. Therefore, this study seeks to address this gap by examining how educational management strategies can be holistically integrated with digital technology to improve the quality and effectiveness of education.

LITERATURE REVIEW

a. Educational Management

Educational management is a systematic process that involves planning, organizing, directing, and controlling educational resources to achieve objectives effectively and efficiently (Amorin et al., 2025; Xu, 2025). In practice, it extends beyond administrative functions to include strategic decision-making aimed at the continuous improvement of educational quality (Díez et al., 2020). This indicates that educational management plays a central role in shaping both the direction and the outcomes of educational delivery (Oktaviannur, 2024).

2nd Edition, January, 25

Journal Homepage: <http://journal.ubl.ac.id/index.php/mabuss>

*Corresponding Author

Email address: karolasukma2999@gmail.com

Furthermore, educational management encompasses key components such as human resource management, facilities and infrastructure, and financial management, all of which must be integrated to create an optimal learning environment (Barusman, 2019). The effectiveness of managing these components is largely determined by the managerial competencies of institutional leaders in coordinating resources efficiently. In this regard, effective educational management contributes significantly to enhancing both the quality of learning processes and educational outcomes.

b. Educational Management Strategies

From a strategic perspective, educational management has evolved through various approaches, including systemic approaches, school-based management, human resource development, total quality management (TQM), transformational leadership, and collaborative frameworks (Anwar, 2025; Norman et al., 2025). These approaches highlight the importance of integration among educational components, decentralized decision-making, and the continuous development of educators' competencies in responding to dynamic changes in the educational environment.

The implementation of these strategies requires careful planning, effective resource allocation, strong leadership, and continuous evaluation (Aras et al., 2025; J. Wang et al., 2025). However, in practice, such strategies are often implemented in a fragmented manner and are not yet fully aligned with advancements in digital technology. This suggests that a more comprehensive and integrative approach is necessary to align educational management strategies with technological innovation.

c. Quality of Education

The quality of education is widely recognized as a key indicator of an educational institution's success in producing effective learning processes and outcomes (Sarker & Ullah, 2023). It is influenced by multiple interconnected factors, including school leadership, teacher competence, student engagement, and the adaptability of the curriculum to contemporary developments (Rahmi & Rassanjani, 2025). These elements collectively form a system that determines overall educational quality.

Moreover, educational quality is not solely defined by academic outcomes but also by the effectiveness of management practices within the education system. Data-driven decision-making, active stakeholder participation, and continuous evaluation are essential components in ensuring quality improvement (Sarker & Ullah, 2023). Therefore, enhancing educational quality requires a holistic and integrated management approach (Haninun et al., 2024).

d. Education In Digital Age

Advancements in digital technology have significantly transformed education, particularly in terms of learning approaches that have become more flexible, adaptive, and technology-driven (C. Wang et al., 2024). Various models, including blended learning, flipped classrooms, and the use of interactive digital media, have been widely adopted to improve learning effectiveness (Howard & Tondeur, 2023). These developments provide opportunities for creating more engaging and innovative educational experiences.

However, the digitalization of education also introduces several challenges, including the digital divide, limited digital literacy, and concerns related to data security (Prokopenko, 2021). These challenges require educational institutions to develop the capacity to manage change effectively. At the same time, previous research demonstrates that the integration of digital technology can enhance both learning effectiveness and the quality of academic services, particularly when supported by appropriate management strategies across learning, administration, and service delivery contexts (Awidi & Paynter, 2024; Mekheimer, 2025; Novoa-Echaurren et al., 2025).

Nevertheless, existing studies predominantly emphasize the technical aspects of technology utilization and have not sufficiently addressed the integration of educational management strategies within a comprehensive framework. This indicates that the alignment between management strategies and digital technology remains suboptimal. Consequently, there is a need for a strategic approach that integrates digital technology into all aspects of educational management in a systematic and cohesive manner to support sustainable improvements in educational quality.

e. Conceptual Framework

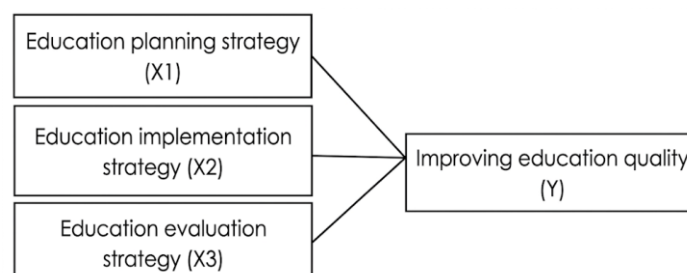


Figure 1. Conceptual Framework

Source: Processed data, 2025

This research framework is intended to explain the relationships among the variables under study, specifically how educational management strategies contribute to quality improvement in the digital age.

2nd Edition, January, 25

Journal Homepage: <http://journal.ubl.ac.id/index.php/mabuss>

*Corresponding Author

Email address: karolasukma2999@gmail.com

METHODOLOGY

This study employs a qualitative approach with a phenomenological design, aiming to gain an in-depth understanding of the meaning of individual experiences related to the phenomenon under investigation (Adeniran & Tayo-Ladega, 2024). This approach was selected to comprehensively explore educational management strategies for improving quality in the digital era from the perspective of education practitioners. The study was conducted at Madrasah Ibtidaiyah Al-Hikmah in Bandar Lampung, an educational institution that has begun implementing digitalization in both learning and administrative processes. However, the institution faces several challenges, including limited technological infrastructure, uneven digital competencies among educators, and constraints in the systematic integration of digital technology into educational management practices. The research subjects consisted of key stakeholders, particularly the school principal and the administrative head, who served as the primary informants due to their central roles in decision-making and institutional management.

Data collection methods included interviews, observations, and documentation. Interviews were conducted to obtain in-depth insights into the educational management strategies implemented and the challenges encountered in the digitalization process. Observations were carried out to directly examine real conditions, practices, and interactions within the institution, particularly in relation to the use of technology in learning and administration. Documentation was utilized to complement the data through supporting materials such as institutional records, photographs, and activity reports (Adeniran & Tayo-Ladega, 2024). To ensure the validity and credibility of the data, this study applied source triangulation by comparing findings obtained from multiple data collection techniques.

Data analysis was conducted interactively through three stages: data reduction, data presentation, and verification or conclusion drawing (Adeniran & Tayo-Ladega, 2024). Data reduction involved selecting, simplifying, and focusing on relevant information related to the research objectives. Data presentation was organized in the form of a structured narrative to facilitate interpretation and understanding. Finally, verification was performed to ensure the consistency and validity of the findings based on credible evidence. This analytical process was conducted continuously until well-grounded conclusions were reached that adequately addressed the research objectives.

RESULT AND DISCUSSION

a. Overview of the Object

Madrasah Ibtidaiyah Al-Hikmah Bandar Lampung is a private educational institution located at Sultan Agung Street, Raden Saleh Alley No. 23, Way Halim, Labuhan Ratu District, Bandar Lampung

2nd Edition, January, 25

Journal Homepage: <http://journal.ubl.ac.id/index.php/mabuss>

*Corresponding Author

Email address: karolasukma2999@gmail.com

City. This madrasah was founded in 1980 and began operations in 1981 under the auspices of a foundation chaired by KH. Muhammad Sobari, and is currently led by Desi Supriani, S.Pd.I as the principal. In delivering education, this madrasah has a vision to become an outstanding and high-achieving boarding school-based educational institution at the national level, supported by effective teaching and learning, the development of students' potential, and the creation of a conducive educational environment.

Organizationally, madrasah management is carried out through a systematic structure, in which the madrasah principal is assisted by the vice principal, teaching staff, and support staff in carrying out managerial and operational functions related to education. This organizational structure reflects a clear division of tasks and responsibilities to support effective coordination and management of the institution.

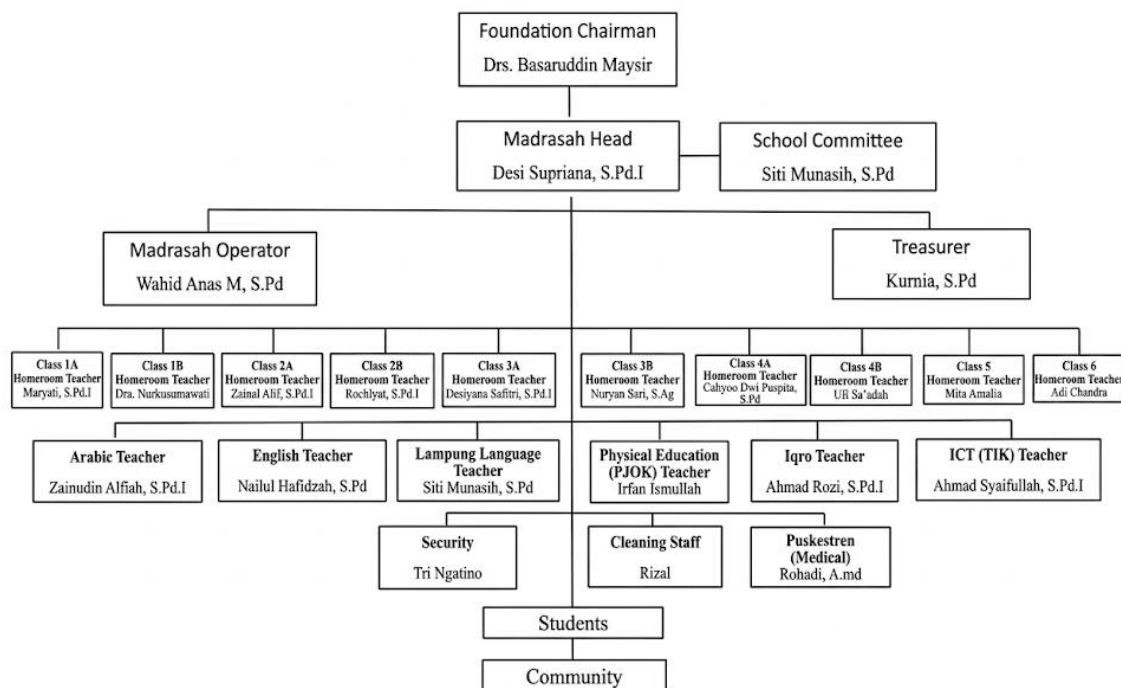


Figure 2. Organizational Structure of Al-Hikmah Elementary School, Bandar Lampung

Source: Processed data, 2025

To support the learning process, the madrasah is supported by an adequate number of teaching and non-teaching staff, both in terms of quantity and task distribution. Furthermore, the presence of students as the primary component of education demonstrates that the madrasah has sufficient capacity to conduct learning activities. In the 2023/2024 academic year, the number of students reached 322, distributed across 10 classes with a relatively balanced distribution.

2nd Edition, January, 25

Journal Homepage: <http://journal.ubl.ac.id/index.php/mabuss>

*Corresponding Author

Email address: karolasukma2999@gmail.com

These conditions indicate that Madrasah Ibtidaiyah Al-Hikmah in Bandar Lampung has considerable potential to manage the learning process effectively and in a structured manner. With a proportional number of students and adequate support from teaching staff, the madrasah has the opportunity to optimize the implementation of learning strategies, including the integration of digital technology. This also serves as an indicator that, in terms of human resources and students, the madrasah has a strong foundation to support continuous improvement in educational quality.

Table 1. Student Data, 2023/2024 Academic Year

Grade	Number of Classes	Class Group	Number of Students		Total
			M	F	
I	2	1A	22	19	41
		1B	19	20	40
	Total Grade I	2	41	39	81
II	2	2A	15	16	31
		2B	16	15	31
	Total Grade II	2	31	31	62
III	2	3A	18	10	28
		3B	19	11	30
	Total Grade III	2	37	21	58
IV	2	4A	18	8	26
		4B	16	8	24
	Total Grade IV	2	36	16	50
V	1	5	26	9	35
Total Grade V	1	1	26	9	35
VI	1	6	20	16	36
Total Grade VI	1	1	20	16	36
TOTAL		10	191	132	322

Source: Processed data, 2025

Overall, the institutional framework, organizational structure, and available resources indicate that Madrasah Ibtidaiyah Al-Hikmah in Bandar Lampung has sufficient capacity to support the delivery of effective and sustainable education.

This also indicates that madrasahs have established a sufficiently strong managerial foundation to implement various educational innovations, including those required to meet the demands of the digital age. With a clear organizational structure and a well-defined division of responsibilities, the decision-making process can proceed in a more systematic manner and respond effectively to change. Furthermore, the available resources enable the madrasah to develop quality improvement strategies in a more planned manner, so that it focuses not only on operational sustainability but also on the continuous improvement of educational quality.

b. Research Findings

The informants in this study consisted of four individuals who played key roles in the management and implementation of activities at Madrasah Ibtidaiyah Al-Hikmah in Bandar Lampung: the principal, a teacher, the treasurer, and an administrative staff member. The principal serves as the key informant because he has the authority to make decisions regarding the madrasah's programs and policies, while the other informants act as supporting informants who provide information in accordance with their respective areas of responsibility.

The selection of these informants was based on the consideration that they possess knowledge of and are directly involved in the educational management process at the madrasah, so that the data obtained is expected to accurately reflect the actual conditions. The characteristics of the informants in this study are presented in the table below:

Table 2. characteristics of informants

No.	Initials	Informant Code	Description
1	DS	Informant 1	Principal
2	NA	Informant 2	Teacher
3	K	Informant 3	Treasurer
4	WAM	Informant 4	Administrative Staff

Source: Processed data, 2025

Based on the table, the research informants consisted of four individuals with different professional backgrounds: a school principal, a teacher, a treasurer, and an administrative staff member. This diversity of roles provided a comprehensive perspective for gathering information regarding the implementation of educational management at Madrasah Ibtidaiyah Al-Hikmah in Bandar Lampung.

This diversity of informants allows researchers to obtain more in-depth and balanced data, as each informant has different roles and responsibilities within the educational management system. The school principal provides perspectives on policy and leadership, teachers describe the implementation of

instruction, the treasurer explains aspects of financial management, while administrative staff provide information related to educational administration. Consequently, the data obtained becomes more valid and representative in depicting actual conditions on the ground, thereby strengthening the research analysis results.

c. Discussion

This study focuses on educational management strategies for improving quality in the digital age at Madrasah Ibtidaiyah Al-Hikmah in Bandar Lampung. The findings indicate that the school has begun to adapt to developments in digital technology, although it is still in the early stages and has not yet been fully integrated.

The implementation of digitalization is evident in administrative aspects, such as the use of the EMIS application for managing student and teacher data, as well as in the learning process through the use of digital media such as LCD projectors, educational videos, and technology-based activities. These findings align with the view that the use of technology in education can enhance the effectiveness of learning and the efficiency of school management (Kintu et al., 2017).

From a management strategy perspective, the madrasah principal implements an approach that emphasizes discipline, collaboration, and the enhancement of teacher competencies through training and technology outreach. Teachers are encouraged to innovate in their teaching by utilizing digital media to make lessons more engaging and interactive for students. Additionally, the madrasah also strives to provide supporting facilities and infrastructure, such as computer labs and other technological devices, funded through school operational grants. This demonstrates that the implemented strategy focuses not only on technical aspects but also on human resource development, which is a key factor in the successful implementation of educational technology (Basilotta-Gómez-Pablos et al., 2022).

However, in practice, there are still several challenges, particularly regarding human resource readiness and the lack of structured training. Not all teachers possess the same level of digital literacy, necessitating a gradual adaptation process. Nevertheless, these challenges can be overcome through collaboration among teachers, outreach activities, and self-directed learning. This situation aligns with the findings of previous research, which states that the main challenges in the digital transformation of education lie in the readiness of educators and institutional support (Limani et al., 2019).

Furthermore, technology plays a significant role in enhancing the effectiveness of learning and educational management at this madrasah. Technology enables teachers to present material in a more varied manner, boost students' interest in learning through visual and interactive media, and streamline the evaluation and administrative processes. On the other hand, school management has also become

2nd Edition, January, 25

Journal Homepage: <http://journal.ubl.ac.id/index.php/mabuss>

*Corresponding Author

Email address: karolasukma2999@gmail.com

more efficient with the implementation of digital systems for attendance tracking and data management. However, this effectiveness heavily depends on the school's policies regarding technology use, such as restrictions on students' device usage during learning activities. Thus, the management strategies implemented demonstrate a balance between leveraging technology and controlling its use to ensure alignment with educational objectives.

Overall, the educational management strategy at Madrasah Ibtidaiyah Al-Hikmah in Bandar Lampung to improve quality in the digital age has been quite successful, although it still requires strengthening in the areas of training, more structured digital program planning, and the continuous improvement of human resource competencies. This indicates that the success of digital transformation in education is determined not only by the availability of technology but also by the readiness of the organization and its human resources to manage it effectively.

CONCLUSION AND SUGGESTION

a. Conclusion

Based on the research findings, it can be concluded that Madrasah Ibtidaiyah Al-Hikmah in Bandar Lampung has demonstrated a fairly good level of adaptation to the digital age. The administration has begun integrating technology into the learning and administrative processes, although its implementation is not yet fully optimized. Various strategies have been implemented, such as enhancing teachers' digital competencies through training, providing information and communication technology resources, and utilizing digital platforms to support learning activities and communication.

However, there are still several challenges to be addressed, including limited technological infrastructure, uneven digital literacy among teachers and students, and difficulties in transitioning from conventional learning methods to more technology-based approaches. Nevertheless, technology has proven to play a crucial role in enhancing the effectiveness of learning and the efficiency of educational management. Therefore, the success of educational management strategies in the digital age is determined not only by the availability of technology but also by the readiness of human resources and institutional support.

b. Suggestion

Based on the research findings, the following recommendations can be made. First, madrasahs are advised to regularly organize training sessions and workshops to improve the digital literacy of teachers and educational staff so that technology can be utilized optimally. Second, madrasahs need to

strengthen their technological infrastructure, such as by providing a stable internet connection and adequate digital learning devices to support the teaching and learning process.

In addition, madrasahs are expected to establish partnerships with various stakeholders, such as government agencies, universities, and the private sector, to support the development of educational technology—whether through training, funding, or the provision of facilities. Finally, it is important for madrasahs to enhance communication and collaboration with students' parents so that they can provide support for the wise and effective use of technology at home.

REFERENCES

- Adeniran, A. O., & Tayo-Ladega, O. (2024). Critical Analysis of Phenomenological Research Design. *Management Analytics and Social Insights (MASI)*, 1(2), 1–11. <https://doi.org/10.22105/ad338t15>
- Amorin, G. S., Jubay, R. P., Gesite, M. B., & Trinidad, C. C. (2025). Case Study Method for Educational Management Researches. *International Journal of Engineering Technology Research & Management*, (10). <https://ijetrm.com/IJETRM>
- Anwar, S. (2025). Transformational Leadership in School-Based Management (SBM). *International Conference on Education*. <https://jurnalfaktarbiyah.iainkediri.ac.id/index.php/proceedings/article/view/6773>
- Aras, I., Iskandar, ;, Andala,);, Putra Barusman, R., Defrizal,);, & Aras, I. (2025). Ekombis Review-Jurnal Ilmiah Ekonomi dan Bisnis Improving Higher Education Performance Through Strategic Collaboration And Intellectual Capital: A Path To Competitive Advantage How to Cite : ARTICLE HISTORY. *Ekombis Review: Jurnal Ilmiah Ekonomi Dan Bisnis*, 13(3), 2073–2084. <https://doi.org/10.37676/ekombis.v13i3>
- Awidi, I. T., & Paynter, M. (2024). An Evaluation of the Impact of Digital Technology Innovations on Students' Learning: Participatory Research Using a Student-Centred Approach. *Technology, Knowledge and Learning*, 29(1), 65–89. <https://doi.org/10.1007/s10758-022-09619-5>
- Barusman, A. R. P. (2019). The Effect of Security, Service Quality, Operations and Information Management, Reliability & Trustworthiness on E-Loyalty moderated by Customer Satisfaction on the Online Shopping Website. *International Journal of Supply Chain Management*, 8(6), 586–594. <http://excelingtech.co.uk/>
- Basilotta-Gómez-Pablos, V., Matarranz, M., Casado-Aranda, L. A., & Otto, A. (2022). Teachers' digital competencies in higher education: a systematic literature review. In *International Journal of Educational Technology in Higher Education* (Vol. 19, Number 1). Springer Science and Business Media Deutschland GmbH. <https://doi.org/10.1186/s41239-021-00312-8>
- Díez, F., Villa, A., López, A. L., & Iraurgi, I. (2020). Impact of quality management systems in the performance of educational centers: educational policies and management processes. In *Heliyon* (Vol. 6, Number 4). Elsevier Ltd. <https://doi.org/10.1016/j.heliyon.2020.e03824>

2nd Edition, January, 25

Journal Homepage: <http://journal.ubl.ac.id/index.php/mabuss>

*Corresponding Author

Email address: karolasukma2999@gmail.com

- Farias-Gaytan, S., Aguaded, I., & Ramirez-Montoya, M. S. (2023). Digital transformation and digital literacy in the context of complexity within higher education institutions: a systematic literature review. In *Humanities and Social Sciences Communications* (Vol. 10, Number 1). Springer Nature. <https://doi.org/10.1057/s41599-023-01875-9>
- Febrianti, B., Kusuma Dewi, P., Subastine, Y., Prastika, B. A., Lestari, S. T., Puspita, L. A., & Rohmah, L. (2025). Transformation of Education Organization Management in The Digital Age : Meeting the Challenges and Sizing the Opportunities. *Ittishal Educational Research Journal*, 6(01), 1–11. <https://doi.org/10.51425/ierj.v6i1.92>
- Haninun, H., Damayanti, T., Rahayu, N. P. W., Aminah, A., & Graisman, P. N. (2024). Family Ownership as a Moderator Variable on Board, Leverage, and Environmental Performance. *Jurnal Manajemen Bisnis*, 15(1), 135–151. <https://doi.org/10.18196/mb.v15i1.21505>
- Howard, S. K., & Tondeur, J. (2023). Higher education teachers' digital competencies for a blended future. *Educational Technology Research and Development*, 71(1), 1–6. <https://doi.org/10.1007/s11423-023-10211-6>
- Ilyas, I., Wahab, W., Imran, I., Mahluddin, M., & Asmawati, A. (2025). Digital Transformation in Educational Management for School Quality in the Digital Era. *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme*, 7(3), 78–90. <https://doi.org/10.37680/scaffolding.v7i3.7735>
- Kintu, M. J., Zhu, C., & Kagambe, E. (2017). Blended learning effectiveness: the relationship between student characteristics, design features and outcomes. *International Journal of Educational Technology in Higher Education*, 14(1). <https://doi.org/10.1186/s41239-017-0043-4>
- Limani, Y., Hajrizi, E., Stapleton, L., & Retkoceri, M. (2019). Digital transformation readiness in higher education institutions (hei):the case of kosovo. *IFAC-PapersOnLine*, 52(25), 52–57. <https://doi.org/10.1016/j.ifacol.2019.12.445>
- Mekheimer, M. A. (2025). Effective technology integration in higher education: a mixed-methods study of professional development. *Education and Information Technologies*, 30(17), 25013–25058. <https://doi.org/10.1007/s10639-025-13750-y>
- Nguyen, T. T. H., Le, H. T., & Doan, V. H. (2025). Digital Transformation in Higher Education: Integrating Higher STEM Education and Educational Technology in Pedagogical Innovation. *International Journal of Learning, Teaching and Educational Research*, 24(12), 409–426. <https://doi.org/10.26803/ijlter.24.12.18>
- Norman, E., Aizat, F., Feviasari, H., Nuryani, M., Islam Bogor, A., Al, S., & Keyword, M. (2025). Strategic Leadership of School Principals in Enhancing Educational Quality Through Transformational Management and Collaborative Governance. *Journal of Islamic Education Management*, 11(1), 1–8. <http://jurnal.radenfatah.ac.id/index.php/EI-idare>
- Novoa-Echaurren, Á., Pavez, I., & Anabalón, M. E. (2025). Reflective Practice and Digital Technology Use in a University Context: A Qualitative Approach to Transformative Teaching. *Education Sciences*, 15(6). <https://doi.org/10.3390/educsci15060643>

2nd Edition, January, 25

Journal Homepage: <http://journal.ubl.ac.id/index.php/mabuss>

*Corresponding Author

Email address: karolasukma2999@gmail.com

- Oktaviannur, M. (2024). The Effect of Work Motivation and Work Environment on Employee at PDAM Way Rilau Bandar Lampung City. *IJEBIR*, 03(02), 1091–1101.
- Prokopenko, O. (2021). TECHNOLOGICAL CHALLENGES OF OUR TIME IN THE DIGITALIZATION OF THE EDUCATION OF THE FUTURE. *Futurity Education*, 1–9. <https://doi.org/10.57125/fed/2022.10.11.3>
- Rahmi, I., & Rasanjani, S. (2025). Enhancing teacher quality in Indonesia: The impact of teacher professional development on achieving sustainable development goal 4.c. In *Social Sciences and Humanities Open* (Vol. 12). Elsevier Ltd. <https://doi.org/10.1016/j.ssaho.2025.102123>
- Sarker, M. F., & Ullah, M. S. (2023). A review of quality assessment criteria in secondary education with the impact of the COVID-19 pandemic. In *Social Sciences and Humanities Open* (Vol. 8, Number 1). Elsevier Ltd. <https://doi.org/10.1016/j.ssaho.2023.100740>
- Setyadi, A., Pawirosumarto, S., Damaris, A., & Dharma, R. (2025). Risk management, digital technology literacy, and modern learning environments in enhancing learning innovation performance: A framework for higher education. *Education and Information Technologies*, 30(11), 15095–15123. <https://doi.org/10.1007/s10639-025-13380-4>
- Si, A. Jr. P. (2024). *Unveiling the Barriers to Digital Transformation in Higher Education Institutions: A Systematic Literature Review*. <https://doi.org/10.21203/rs.3.rs-4970233/v1>
- Wang, C., Chen, X., Yu, T., Liu, Y., & Jing, Y. (2024). Education reform and change driven by digital technology: a bibliometric study from a global perspective. In *Humanities and Social Sciences Communications* (Vol. 11, Number 1). Springer Nature. <https://doi.org/10.1057/s41599-024-02717-y>
- Wang, J., Hussain, Y., Mao, C., & Jiang, F. (2025). Effective Educational Management Strategies: Enhancing Institutional Performance and Student Success. *Journal of Education, Humanities, and Social Research*, 2(2), 1–12. <https://doi.org/10.71222/yqw52v02>
- Xu, X. W. (2025). AI optimization algorithms enhance higher education management and personalized teaching through empirical analysis. *Scientific Reports*, 15(1). <https://doi.org/10.1038/s41598-025-94481-5>
- Zaqiyah, U., Barusman, A. R. P., & Dunan, H. (2024). The Role of Motivation, Discipline, and Job Satisfaction on The Performance of SMPI and SMAI Educators at Daarussa'adah Islamic Boarding School Foundation, Pesawaran Regency. *Journal of Management, Business and Social Sciences*, 1–11. <http://journal.ubl.ac.id/index.php/mabuss>