

DIGITAL BASED LEARNING MANAGEMENT IN
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Abstract :

The transformation of the work ecosystem into the digital realm has brought about fundamental shifts in various sectors. The digital ecosystem influences the increase in school competitiveness with digital learning strategies by teachers and students in improving the quality of education that has been set in the curriculum which can be monitored from the performance of teachers, staff and student achievement at SD Muhammadiyah Blitar. Through a qualitative approach using interviews and document studies, this study highlights how digital culture plays a crucial role in boosting school competitiveness and quality as reflected in teacher performance and student achievement. The success of curriculum implementation in this ecosystem is highly dependent on educators' mastery of digital literacy, where teachers are required to proactively develop their professional competencies to be able to utilize technology as an effective learning instrument. Ultimately, this digitalization effort is not merely following trends, but a strategic step to expand access to education while equipping students with relevant skills needed in an increasingly globally connected world.

Keywords: Competitiveness, HR Training, Digitalization, Learning**Abstrak :**

Transformasi ekosistem kerja ke ranah digital telah membawa pergeseran mendasar di berbagai sektor, ekosistem digital mempengaruhi dalam meningkatkan daya saing sekolah dengan strategi pembelajaran digital oleh guru serta siswa dalam peningkatan mutu pendidikan yang telah ditetapkan pada kurikulum dapat dipantau dari kinerja guru, staf serta prestasi siswa di SD Muhammadiyah Blitar. Melalui pendekatan kualitatif yang menggunakan wawancara dan studi dokumen, penelitian ini menyoroti bagaimana budaya digital berperan krusial dalam mendongkrak daya saing dan mutu sekolah yang tercermin dari performa guru serta capaian prestasi siswa. Keberhasilan implementasi kurikulum dalam ekosistem ini sangat bergantung pada penguasaan literasi digital pendidik, di mana guru dituntut untuk proaktif mengembangkan kompetensi profesionalnya agar mampu memanfaatkan teknologi sebagai instrumen pembelajaran yang efektif. Pada akhirnya, upaya digitalisasi ini bukan sekadar mengikuti tren, melainkan langkah strategis untuk memperluas akses pendidikan sekaligus membekali siswa dengan keterampilan relevan yang dibutuhkan dalam dunia yang semakin terhubung secara global.

Kata Kunci: Daya Saing, Pelatihan SDM, Digitalisasi, Pembelajaran**INTRODUCTION**

The world of education is currently in the midst of an inevitable digital transformation. With the increasingly massive advancement of information technology, educational institutions are being forced to abandon conventional methods and shift to more dynamic systems. This phenomenon is not merely a passing trend, but rather an urgent need to maintain the relevance of the



curriculum to the demands of the times. In Indonesia, integrating technology into the classroom has become a government priority to produce a digitally literate generation. Educational transformation goes beyond adapting to technological developments and modern teaching methods, but also encompasses efforts to update the curriculum, teaching methods, and management systems to be more inclusive and responsive to the needs of the global community.

However, the real challenge arises when we talk about Islamic educational institutions in general. There is often a misperception that digital technology is difficult to implement for students with special needs. However, when managed strategically, digital devices can be highly effective assistive technology tools to bridge students' physical and cognitive limitations. Innovation in digital learning in elementary schools is no longer a luxury, but rather a right of accessibility for every student.

Technological developments provide opportunities for the creation of new learning methods. This is because technology can provide facilities that make education more meaningful, effective, and efficient. Technology has the potential to facilitate education from any location, including when children learn from home. Therefore, educational institutions are required to implement innovative strategies in response to digital transformation, including through the integration of academic information systems and the application of technology-based learning approaches such as e-learning, artificial intelligence (AI), and the use of big data. Digitalization in education management not only plays a role in optimizing resource use but also strengthens more accurate and efficient decision-making processes to improve the overall quality of education.

Previous studies have extensively discussed digital-based learning and the challenges it faces in various aspects. The teaching and learning process will be effective and efficient if supported by the availability of supporting digital-based learning. The provision of dynamic, conducive, and dialogic educational media and technology is essential for optimal development of students' potential. Digital technology has become an integral part of everyday human activities as a result of the current influence of globalization. Furthermore, research by Harini et al. discusses the importance of digitalization in education management to improve the efficiency and accessibility of the education system, despite still facing challenges in the readiness of human resources and infrastructure. These findings indicate that effective education requires a comprehensive strategy encompassing human resources, infrastructure, curriculum, and digitalization to improve the quality and equity of education.

Muhammadiyah Elementary School Blitar has emerged as one institution attempting to break through these barriers. As a reference public school, they recognize that maintaining quality and public trust requires a strategic leap. A school's competitiveness in the modern era is measured not only by its physical facilities, but also by the extent to which it can adopt a digital-based learning system that is inclusive and adaptive to the unique needs of its students.

Implementing technology in schools certainly cannot proceed organically without clear direction. This is where the role of corporate strategy or school strategic management becomes crucial. This strategy encompasses long-term planning, resource allocation, and teacher competency development. Without strong leadership and management, the procurement of sophisticated technology devices will simply serve as decoration without having a real impact on the quality of classroom learning.

Improving competitiveness at Muhammadiyah Elementary School in Blitar through digital learning is also closely related to teacher readiness in operating educational platforms. This transformation requires a shift in work culture, from relying on manual face-to-face instruction to utilizing interactive multimedia. The success of this strategy will ultimately be reflected in student independence and the effectiveness of delivering more visual and contextual materials for children with special needs.

Based on this background, this study aims to delve deeper into the corporate strategy implemented by Muhammadiyah Elementary School Blitar in managing digital learning. The primary focus will be on the school's managerial steps in addressing technical and sociological challenges, and how these efforts collectively improve the school's bargaining position and competitive advantage in the public eye.

RESEARCH METHOD

This research employed a qualitative approach using a descriptive survey method to examine how digital-based learning is implemented. The case study was conducted at Muhammadiyah Elementary School in Blitar, focusing primarily on the school's efforts to increase competitiveness through adaptation to the ongoing digital transformation. The data collection and analysis process identified informants who met the data needs related to strategies for increasing digital competitiveness in schools in the era of globalization.

Data collection techniques explored information through in-depth interviews with relevant stakeholders and documentation studies. This aimed to capture the school community's understanding of digital culture and its relationship to educational quality. Data analysis and presentation were then compiled to provide a comprehensive overview of various aspects, from student achievement and the effectiveness of community relations with stakeholders to how student competency and teacher job satisfaction collaborate in improving school quality. As a final step, the analysis used a comparative model, reinforced by a review of relevant previous research. This step was taken to ensure consistency between the initial research objectives and actual findings in the field regarding efforts to increase digitalization-based competitiveness.

FINDINGS AND DISCUSSION

Essentially, educational competitiveness reflects an institution's capacity to provide a quality and relevant learning system to equip students to face future challenges. Strengthening this competitiveness involves the integration of various important aspects, from an adaptive curriculum and graduate competencies to teacher job satisfaction and the availability of supporting facilities. Through the synergy of these components, educational institutions are expected to produce competent human resources ready to contribute significantly in a global environment increasingly dominated by digitalization.

Digital culture in education essentially encompasses the values and application of technology that support the effectiveness of learning, teaching, and school administration. Developing this culture is crucial for encouraging innovation and improving the quality of education to maintain its relevance. In the context of Muhammadiyah Elementary School in Blitar, this study highlights how teacher and student proficiency in operating digital devices is a key factor in strengthening the institution's competitiveness. Ultimately, the success of this increased competitiveness can be measured by the extent to which school stakeholders are able to achieve technology-based educational quality targets.

The ability of institutions to compete effectively in the technological era depends heavily on their ability to develop and implement relevant digital innovations dynamically. This technological competitiveness not only demands competence in the use of ever-evolving devices but also requires transparency of access to achieve excellence in the learning process. In the context of accelerating technology adoption, the role of leadership is crucial; this is evident in how school principals fully support the improvement of digital literacy, which is implemented directly through the active participation of educators in schools.

Improving Digital Technology Competence

No	Program	Competency Targets
1	Digital technology training	Competency Improvement for teachers and administrative staff
2	Web and blog training	Improving digital competence for teachers
3	Canva web usage training	Skills Improvement for Students
4	Word Training	Skills Improvement for Students

Efforts to foster student skills and innovation at Muhammadiyah Elementary School in Blitar are focused on fostering critical thinking and independence to enable them to compete in understanding learning materials.

This is achieved through strengthening teacher competencies and providing learning innovations relevant to current technological developments. However, field data reveals a number of real challenges, ranging from limited technological infrastructure, digital literacy issues, to data security and school account privacy issues. Furthermore, obstacles remain in educators' mastery of digital-based teaching methods. Given the rapid dynamics of the digital world, schools are required to continuously improve their quality and competitiveness. Based on interviews, the main focus of these improvements includes enhancing learning quality, mapping digital challenges, and developing strategies and implementing technology-based educational competition.

The principal's capacity to understand the concept of competitiveness is a crucial factor influencing various dimensions of institutional improvement, from strengthening quality and reputation to enhancing the overall quality of education in the digital era. Based on collected data, the use of digital technology provides significant opportunities for schools to develop new skills and accelerate the increasingly dynamic teaching and learning process. Beyond pedagogical aspects, the adoption of this technology has also been shown to create significant efficiencies in school administration, enabling institutions to better adapt to the demands of the digital age.

Improving The Quality Of Digital-Based Learning Processes

Improving the quality of digital-based learning is crucial for ensuring the effective use of technology in schools. This requires comprehensive training for teachers that focuses not only on mastery of digital devices but also on effective teaching strategies and classroom management based on digital culture. Furthermore, teacher performance is strongly influenced by the synergy between academic ability, dedication to teaching, and personal communication skills; competent educators tend to be better able to deliver quality learning while actively contributing to strengthening the institution's competitiveness. Furthermore, teacher adaptability in utilizing available educational resources is crucial for achieving educational quality targets amidst rapid digitalization. The presence of information technology also facilitates teacher and student access to the latest research and various learning resources, ultimately encouraging teachers to be more creative in designing innovative and relevant teaching methods for students.

Digital-Based Challenges In Learning

While the rapid flow of technology in education can facilitate access to information and hone students' digital communication skills, this phenomenon also brings with it quite worrying negative impacts. The reality on the ground shows that a digital culture often leaves students complacent, making it difficult to make responsible decisions, which in turn triggers moral degradation and an increase in crime rates among adolescents. This condition is generally rooted in a lack of understanding of fundamental values, posing a significant challenge for educators to strengthen students' moral character to prevent them from falling prey to the dark side of the increasingly massive growth of the technology industry.

Facing the increasingly massive flow of digitalization, the world of education needs to undergo a comprehensive transformation through several strategic steps. This includes developing innovative learning systems that focus on data literacy, technology, and humanitarian aspects to produce competent graduates. Furthermore, educational institutions are required to be more adaptive to the Industrial Revolution 4.0 by strengthening cross-sectoral disciplines and preparing resilient and flexible human resources. These efforts must also be supported by infrastructure modernization to support quality research and sustainable innovation. Beyond these technical aspects, strengthening moral education remains a key foundation for helping students develop optimally according to their level of readiness and character.

Teachers play a crucial role in presenting various ethical dilemmas from real life as a means to stimulate moral development and cultivate students' sensitivity to valuable values. Through the presentation of these conflicts, students are encouraged not only to face challenges but also to find appropriate solutions to emerging problems. This approach is crucial in today's education system, which focuses on preparing the younger generation to possess resilience and strong moral integrity amidst the intense competition of the digital era.

Limited infrastructure and unequal access to technology remain fundamental obstacles to digital learning. Without adequate hardware, software, and internet connectivity, educational institutions will struggle to provide an optimal learning experience for their students. Beyond technical issues, although many educational resources are now accessible online, the reality on the ground shows that the quality of the content and credibility of these learning resources still vary widely, necessitating more careful selection.

Digital-Based Learning Improvement Strategy

The massive digitalization has brought significant changes to various sectors, including education, demanding innovation in methods, devices, and teaching materials. This educational innovation essentially aims to improve the quality and effectiveness of the teaching and learning process to align with today's digital culture. Furthermore, innovative learning initiatives are intended to accommodate the needs of various digital platforms while preparing students for the challenges of future work, where technologies such as virtual reality are predicted to dominate social life. As a concrete example, Muhammadiyah Elementary School in Blitar has implemented an adaptive strategy by integrating technology directly into its subjects and organizing special extracurricular activities focused on the use of digital platforms for its students.

The comprehensive integration of digital technology into the curriculum at Muhammadiyah Elementary School in Blitar ensures that students not only understand how to operate technical devices but also utilize them as instruments to deepen their knowledge in various fields of study. Through this technology utilization, the school can provide more personalized and flexible learning materials, with educational content tailored specifically to each

student's learning pace, cognitive style, and interests, achieving optimal results. Improving learning effectiveness depends heavily on developing innovative teacher behavior, which is now a top priority in professional development programs. Given the rapidly changing dynamics of education in the digital era, teachers are required to continuously innovate to maintain their institutions' competitiveness. As a concrete step in addressing these challenges, Muhammadiyah Elementary School Blitar regularly holds biweekly focus group discussions (FGDs), which serve as collaborative spaces for educators to respond to changing times and improve the quality of their teaching.

In an effort to address the rapid development of information and communication technology, teachers at Muhammadiyah Elementary School in Blitar are required to possess high adaptability and broad knowledge in every learning process. Today's educator competencies are no longer limited to maintaining conventional methods but must also encompass mastery of relevant technological innovations. This is crucial for teachers to develop more modern instructional skills while dynamically adapting the curriculum to ensure the material remains relevant to students' needs in the digital age.

Implementation Of School Competitiveness In Education

The application of digital literacy in the classroom teaching and learning process is now a crucial tool for educational institutions to remain competitive, given that competitiveness has become the primary benchmark for school quality in the competition between public and private institutions. For efforts to increase competitiveness based on digital culture to be successful, the initial step must be the development of a comprehensive plan. This plan must include identifying clear objectives, setting appropriate targets, and mapping specific resources and strategic steps to effectively address the challenges of today's digital era.

The success of increasing school competitiveness in the digital era depends heavily on the role of leaders in ensuring all stakeholders receive adequate support and training. This development program not only targets teachers in honing their teaching skills and literacy in using the school website, but also involves administrative staff, public relations staff, parents, and the wider community. By broadening the scope of knowledge and synergizing between these elements, schools can create more solid governance to achieve educational quality targets that are competitive amidst the tide of digitalization.

Conducting small-scale or limited trials is a crucial initial step before implementing an educational initiative comprehensively, as this method helps identify technical obstacles and necessary improvements early on. This testing phase allows for adjustments and optimization of the strategy before full implementation. Furthermore, ongoing evaluation is essential to measure the program's effectiveness and determine whether further modifications are needed to achieve the desired goals. If the initiative proves successful and yields positive results, the policy can be further developed through replication in various work units or expanded across the educational system.

The active involvement of parents and the community is a key element in the success of the digital education ecosystem, where educators play a crucial role in educating parents so they can support their children's learning at home. With community support through various technology education projects and activities, the digital learning system becomes more inclusive and accessible to all students in the classroom. In addition to simplifying the distribution of teaching materials, technology integration also enables schools to maximize various resources to provide additional assistance to students experiencing learning difficulties, creating a more supportive and adaptive academic environment.

The current dynamics of digitalization have brought fundamental changes to the educational landscape, from the use of technology in the classroom, curriculum overhauls, and paradigm shifts in the teaching and learning process. This is inextricably linked to the role of digital culture in the school environment, encompassing the values, attitudes, and habits of the school community in interacting with technology. To respond to these challenges, schools need to formulate a comprehensive strategy to strengthen competitiveness by synergistically involving all organizational components. At Muhammadiyah Elementary School in Blitar, the effectiveness of this strategy is reflected in the numerous student achievements in digitalization, which ultimately serve as an indicator of success in improving educational quality and the institution's bargaining position amidst the current digital culture.

The alignment of these findings with previous research on related topics strengthens the credibility of the data obtained. By integrating these various research findings, more robust conclusions can be drawn regarding the effectiveness of certain methods in boosting school competitiveness. In this context, there is a shift in supervisory patterns toward transformative efforts that emphasize a dynamic approach to change. This research confirms that the integration of digital culture-based competitiveness with a transformational approach can stimulate principals and teachers in carrying out their educational supervisory functions. This synergy is expected to motivate educators to continue innovating and formulating change-oriented ideas and goals through the comprehensive use of technology across all aspects of the school.

The success of learning today depends heavily on the support of the principal and the organization's commitment to optimizing the use of technology in the educational environment. This situation encourages a paradigm shift that views technology not as a barrier but as an instrument that facilitates the academic process. Therefore, this research recommends the need to digitize leadership systems within organizations to overcome technical obstacles in the supervision process, especially those that cover large areas or reach areas that are difficult to reach conventionally.

Based on research studies, it was found that the ideal pattern for technology utilization in schools should emphasize two priority stages: strengthening teacher competencies and improving technological infrastructure. Unfortunately, many educational institutions remain trapped in

conventional managerial innovations, resulting in less than optimal feedback for improving quality. This contrasts with the practice at the "Berani Jujur" school, which is considered more effective because its supervision system is long-term oriented and not merely formal. Interestingly, digital integration within this supervision system has gradually fostered a sense of independence among teachers, maintaining a professional work ethic without the need for constant reliance on close physical supervision.

This research provides a practical overview of how digital technology can be optimized to more effectively carry out managerial functions in the school environment. Consistent with Prasong's argument, the successful transformation of supervision into an integrated system depends heavily on the commitment of all members of the organization; in this case, teachers demonstrate their support through open, communicative attitudes toward the system's changes. While there is variation in previous research findings, these results tend to complement each other. For example, while one study places emphasis on the technical aspects of using technology in the learning process, another study highlights the urgency of developing social and collaborative skills as a strategy to strengthen the overall competitiveness of schools.

Based on research findings, it is clear that digital competitiveness in education is rooted in the instillation of core values that shape a digital culture within the school environment. Currently implemented strategic policies have begun to synergize digital interactions with the principal's managerial function, demonstrated through encouragement of innovation and teacher competency enhancement. By implementing technology-based teaching processes, schools are not only updating their learning methods but also actively building a stronger bargaining position in the face of modern competition.

Improving information technology skills and developing innovative behavior are crucial aspects that directly contribute to optimizing satisfaction in the education sector. In this context, the role of the principal is crucial; the technical and managerial skills of school leaders are directly proportional to the effectiveness of the institution's overall performance. This indicates that the higher the competency of a principal, the greater the potential for job satisfaction across all elements of the educational system, creating a more productive and high-quality work environment.

The digitalization model in education broadly maps how interactions between students and educators occur through the aid of technology, including the use of data to monitor academic progress and the optimization of infrastructure to facilitate information exchange within the school environment. While the form of this model tends to be flexible and highly dependent on the specific context and goals of each institution, its existence is crucial as a framework for understanding the dynamics and complexity of technology's impact on the field. In other words, these concepts serve as a general guide for stakeholders in assessing the extent to which digital transformation has changed communication patterns and efficiency in the education sector.

Based on research findings, there are three main categories that determine digital skills in efforts to strengthen competitiveness: technology utilization, job satisfaction, and individual competency. In practice, to successfully implement digital transformation in line with the spirit of the Merdeka Belajar curriculum, the role of the principal is crucial as a key driver. Principals are required not only to emphasize teachers' pedagogical competence in teaching, but also to understand the extent of students' digital literacy and provide full support for the creation of a sustainable digital learning ecosystem within the school environment.

Efforts to improve the quality of learning and competitiveness in educational institutions require a systematic approach encompassing various aspects, from teacher training to curriculum adjustments. The strategy implemented, such as that implemented at Muhammadiyah Elementary School in Blitar, focuses on strengthening human resource competencies and improving the organizational structure to effectively achieve digital learning goals. Furthermore, teachers play a crucial role as key drivers in introducing digital culture in the classroom, which aims not only to improve the quality of education internally but also to strengthen the school's bargaining position. By understanding the implications of technology for institutional excellence, these innovative steps are expected to create a learning ecosystem that adapts to the demands of the times.

CONCLUSION

The findings of this study indicate that competency, digital culture, and innovative behavior play a crucial role in boosting job satisfaction in schools. Practically, this indicates that a principal equipped with strong managerial skills, adequate technological infrastructure support, and the courage to innovate is likely to experience higher job satisfaction. Interestingly, this study also highlights that the combination of digital culture and innovative behavior not only influences individual satisfaction but also makes a significant contribution to the effectiveness of leadership performance, particularly in updating managerial supervision practices. Ultimately, strengthening digital culture in schools is crucial for educators.

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