

# Leadership Strategies For Strengthening Digital-Based of School Management

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**Abstract**— This research examines the important role of leadership strategy in strengthening digital-based school management through the establishment and development of the SMSBK (an Excellence-Based School Management System) program. A descriptive qualitative method with a participatory approach was used to practice leadership strategies in establishing the SMSBK program at three target schools in Garut Regency, namely Pembina State Kindergarten, SDN (State Elementary School) 1 Genra Masekdas, and SMPN (State Junior High School) 1 Tarogong Kaler. The results of this study produced several leadership strategies in strengthening digital-based school management: (1) gathering support and collaboration of stakeholders; (2) participative communication and involvement; (3) change management strategy and time management; (4) delegation of authority and decisions; (5) empowerment and optimization of resources; and (6) inherent supervision. These six strategies effectively strengthen digital-based school management. Technological developments in the industrial era 4.0 have connected various aspects of life, the education is not spared from this. Educational technology is a necessity for accelerating school management in order to realize higher quality education. So, in this case the role of the leader as an educational transformer must be able to direct the school to a better form of management than before. As a recommendation for this research, the involvement of supervisors, parents and school committees needs to be increased in order to implement more effective digital-based school management.

**Keywords**— leadership strategy, school management, digitalbased school management.

## INTRODUCTION

Indonesian education is currently transforming into implementing learning that is more in line with current global developments. A number of breakthroughs made by the government, such as through the Sekolah Peng-

gerak program are proof that the aspiration to be on par with other countries in education is being intensified.

The concept initiated in strengthening digital governance in Garut Regency is in line with the Sekolah Penggerak program, that governance in the current era (industrial era 4.0) is not only archivists but more technology inventory. The paradigm shift in aspects of school governance towards digital school governance is inseparable from the role of an educational leader at every level. Educational leaders are the key to the success of the desired change. Schools can transform into quality schools if educational leaders are able to carry out existing digital transformations with various well-designed leadership strategies. So, in this case, leadership strategies are the main key in strengthening digital governance at the school level.

Many studies on leadership strategies have been conducted in the current situation. Research conducted by Khodijah & Haq [1] suggests that the school principal as a leader has an important role in improving the quality of education during the Covid-19 pandemic which has hampered learning activities. The principal's leadership strategy as an effort so that educational activities can still be carried out and the quality of education can be improved through three strategic management processes, (1) formulation; (2) implementation; and (3) evaluation. The research conducted by Wening & Santosa [2] related to the principal's leadership strategy in dealing with the Digital Era 4.0 is oriented towards improving the quality of human resources and supporting facilities and infrastructure in the ICT field. Strategies such as open leadership, leadership that is ready to face the unexpected, that reacts quickly to existing changes, result-oriented, and leadership with the 4C formula (Critical Thinking, Creativity, Communication, Collaboration).

Similar to Wening's research, the research conducted by Aryawan [3] has the concept of Sandhi's Five Efforts (Panca Upaya Sandhi) as the value of local wisdom in

carrying out leadership strategies in facing the Digital Era 4.0. Part of this value means that a leader in making decisions should always be based on relevant data, data that has been properly analyzed and codified in a professional and proportionate manner. Besides that, they also try to find a way out based on the results of the analysis and adhere to the established rules and continue to prioritize logical considerations in solving problems.

The research conducted by Hermawansyah [4] explains that digital-based school education management is a development process that will form a concrete civilization and system to print multidimensional outputs in accordance with the times. Opportunities, challenges, strategies and innovations must be carried out by schools as an effort to achieve an important orientation in the present.

In Syahrani's research [5] it was explained, in achieving digitalization of education, the principal must give responsibility for delegating digitization of activities accompanied by instructions. The school principal must also continue to communicate with all educational staff regarding the task of digitizing their respective activities. It is hoped that the various obstacles experienced in digitization will not be buried, but discussed with the school principal to find a way out.

From the several studies above, this research has a novelty related to the leader's strategy in strengthening digital-based school management through the establishment and development of the SAPINTAS SMSBK program. SAPINTAS SMSBK (stands for Strategi Peningkatan Tata Kelola Sekolah Melalui Sistem Manajemen Sekolah Berbasis Keunggulan) is a Strategy for Improving School Governance Through an Excellence-Based School Management System. The role of the leader as an educational transformer is needed to accelerate school management that uses educational technology which functions to create higher quality and integrated education. The role of the leader must be able to direct school management to be better than before.

There are three target schools in Garut Regency where this leadership strategy program will be implemented, namely Pembina State Kindergarten, SDN (State Elementary School) 1 Gentra Masekdas, and SMPN (State Junior High School) 1 Tarogong Kaler. The leadership strategy includes (1) gathering support and collaboration of stakeholders; (2) participative communication and involvement; (3) change management strategy and time management; (4) delegation of authority and decisions, (5) empowering and optimizing resources; and (6) inherent supervision. These six leadership strategies effectively strengthen digital-based school management

so that the SAPINTAS SMSBK (an Excellence-Based School Management System) program is produced, which also serves as a leadership system for school principals in Garut Regency. With the increased involvement of supervisors, parents, and school committees, it can strengthen the effectiveness of digital-based school management using these six strategies.

## METHODOLOGY

A descriptive qualitative method was chosen in this study to describe the leadership strategy applied to strengthened digital-based school governance in Garut Regency. In this descriptive method the author has photographed the situation that occurred and has described it in written accorded to the conditions that occur. Data collection was carried out through participatory observation. In this observation, the author made careful observation of the leadership strategy applied to the strengthened digital-based school governance, started from the design, implementation, and evaluation stages. Thus, the data obtained has good validity.

The strengthened digital-based school governance in Garut Regency was carried out in three schools, namely Pembina State Kindergarten, SDN 1 Gentramasekdas, and SMPN 1 Tarogong Kaler. The basis for determined these three schools laid in the aspect of the fulfillment of the technological infrastructure they had and the sufficed competence of school personnel (principals, teachers, and staff).

This research was carried out for three months from July to September 2022, with three stages of re-search, including design, implementation, and evaluation. At the design stage, the strategy leader has analyzed internal and external conditions through the SOAR approach, mapped the educational stakeholders, and formulated a leadership strategy formulation relevant to the existed conditions. In the next stage, the results of the leadership strategy formulation were implemented into the SAPINTAS SMSBK (Strategy for Improving School Governance Through an Excellence-Based School Management System) program in the three selected schools. The last stage of the research is the evaluation of the implementation of digital-based school management, as well as the follow-up implementation of the evaluation.

## FINDING AND DISCUSSION

The The legal umbrella for Sekolah Penggerak is contained in the Decree of the Minister of Education Culture, Research, & Tech (Kepmen Dikbudristek No 371 tahun 2021) as a replacement for the SK Mendikbudristek Nomor 162 Tahun 2021. The Decree states that the Sekolah Penggerak Program is a program that focuses on increasing the competence of students holistically to further encourage the realization of the Pancasila student profile. In the Sekolah Penggerak program as a prototype of future schools in Indonesia, there are five main components (fields of work) that the government wants to improve [6], including: (1) School Ecosystem, (2) Curriculum, (3) Teachers, (4) Pedagogy, and 5) Assessment System.

School governance (management) [6] in this Sekolah Penggerak is included in the school ecosystem component. If studied carefully, the five components have not fully integrated technology. The technological element is more oriented towards the pedagogic component. The other four components (ecosystem, teacher, curriculum, and assessment system), have not specifically included elements of technology to be integrated in the future. This is felt to be less in line with the change agenda if school governance/management is not developed more effectively through the digitalization of school governance. Considering that one of the keys to school success is the quality of school management itself.

Furthermore, the author will divide this section into several stages, planning, implementation, and evaluation sections. The stages in strengthening digital-based school management will describe the leadership strategy used by the author.

### I. Planning Stage

In this stage, the author conducted an analysis of the existing problems in Garut Regency, stakeholder mapping, and continued with a leadership strategy formula that will be used in making a digital-based school management program.

#### A. Problem Analysis

One of the efforts of the Ministry of Education and Culture in accelerating school quality is the Sekolah Penggerak Program, and one of the components that is being repaired is the school ecosystem, which includes aspects of governance. However, in the Sekolah Penggerak Program, the integration of technology into school governance has not yet become a priority aspect. Even though currently there is a school governance platform such as DAPODIK, its current allocation [7] is

more for processing student data, curriculum, teaching staff, and infrastructure facilities. The platform has not yet been developed for the more complex features of managing the 8 National Education Standards (SNP), leadership and management of public relations (Humas), as well as the acceptance of new students (PPDB). In addition, the authority to use data is reserved for the central government (Kemendikbud), while at the Education Office level itself also requires comprehensive information for making education policies at the regional level (decision support system).

Based on the problem analysis above, the main root problems in school governance at the Education Office level which are used as the basis for the formulation of leadership strategies are described in **Figure 1** as follows

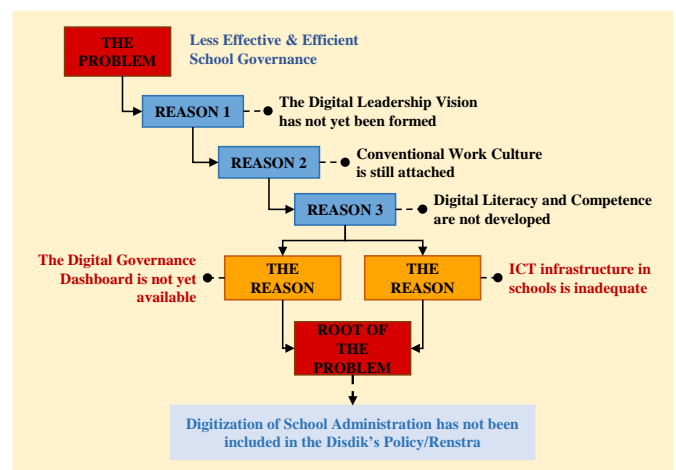


Figure 1 The main root problems in school governance at the Education Office Level

From **Figure 1** above, there are three causes of the problem which can finally be drawn into two main causes of the problem as follows.

- Reason 1 – The Digital Leadership Vision has not yet been formed

The current school principals were born in an age when technology was not as developed as it is today. So this has an impact on the mindset of a school principal in taking advantage of technological opportunities to become part of the elements that can digital competence of school members.

- The Reason – The Digital Governance Dashboard is not yet available

The DAPODIK (Basic Education Data) application currently used by schools does not accommodate all components of the 8 National Education Standards. The application [7] only contains student components

standard, infrastructure, content, process standard, and assessment standard. Meanwhile, the management of other standards has not been embedded in the application. The digital- based governance developed in this change project does not only contain the 8 SNPs. The components of leadership, public relations management, and PPDB are also an integral part of the digital-based governance that we want to realize.

### B. Stakeholder Mapping

To facilitate the implementation of leadership strategies in strengthening digital-based school governance, the **Figure 2** is the results of stakeholder mapping.

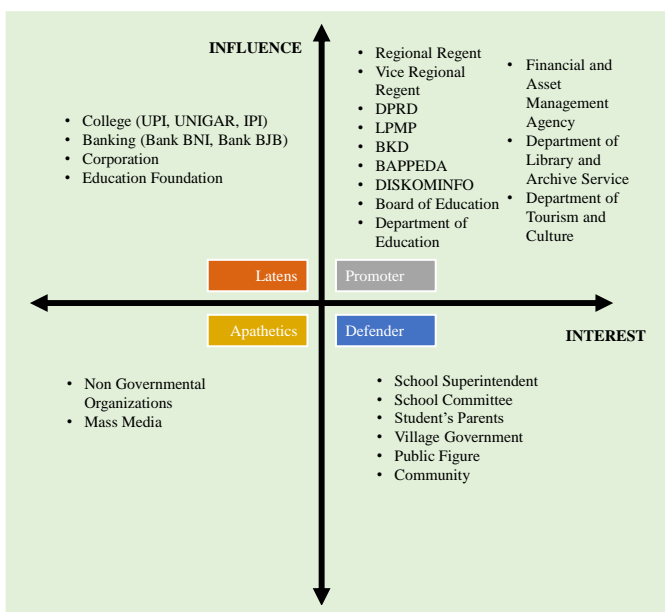


Figure 2 Stakeholder Mapping

From the **Figure 2** above, results of the analysis, the stakeholders in each quadrant are as follows:

- *Promoters* – parties who have high interests and supportive influence on the field of education.
- *Latents* – parties that have great influence on the field of education, but have little interest/interest.
- *Defenders* – parties who have a high interest in education, but have little influence
- *Apathetics* – small parties in terms of influence and interest in the field of education.

### C. Leadership Strategy Formulation

The transformation of a professional and trustworthy public service by integrating technology in its implementation needs to be formulated with the right

strategy so that it runs well, through a series of analyzes in order to obtain an overview of the supporting and inhibiting factors going forward. Therefore, the SOAR analysis approach (Strength, Opportunity, Aspiration, and Result) was chosen by the author in implementing strategic management in the transformation of online PPDB public services at the Garut Regency Education Office.

The choice of SOAR analysis was based on the consideration that digitizing school governance was a program that had not been implemented before, so the analysis chosen was not a SWOT analysis which was intended to find out the strengths and weaknesses of a program, but [12] rather an orientation towards achieving the expected results in the future. The SOAR analysis results for this change project are presented in **Table 1** below.

Table 1 SOAR Analysis Matrix

STRENGTH	OPPORTUNITY
<ul style="list-style-type: none"> <li>• Commitment of the Education Office in improving professional &amp; trustworthy services.</li> <li>• Availability of funds for procurement of ICT infrastructure &amp; creation SMSBK.</li> <li>• Availability of human resources, sufficient network/internet at service &amp; school levels to access SMSBK.</li> </ul>	<ul style="list-style-type: none"> <li>• Availability of SMSBK application development and server providers for data storage;</li> <li>• The existence of higher education institutions as partners in improving the quality of school governance;</li> <li>• Easy access to SMSBK through Laptop/Smartphone devices owned by school principals, teachers, staff, supervisors, parents, school committees, and other parties who have an interest in SMBK.</li> </ul>
ASPIRATION	RESULT
<ul style="list-style-type: none"> <li>• The school's need for easy, fast and accurate documentation, management and reporting of school data.</li> <li>• Society's demand for transparent, accountable, honest and fair school governance.</li> <li>• The need for synchronization and integration of education data in GarutRegency in order to improve the effectiveness of decision making.</li> </ul>	<p>Availability of the SMSBK platform (School Management System Based on Excellence) for Kindergarten/PAUD, Elementary and Middle School levels in GarutRegency to increase the effectiveness and efficiency of school management and encourage adequate DSS and ESS.</p>

From the Tabel 1 above, it can be developed in the form of strategy formulation as follows:

- Strength-Aspiration (S-A) Strategy  
Determination of digital-based school governance policies and raising support.
- Strength-Result (S-R)  
Strategy Optimizing resources to achieve digital-based school governance.
- Opportunity-Aspiration (O-A)  
Strategy Increasing the role of tertiary institutions in strengthening school governance.
- Opportunity-Result (O-R)  
Strategy Strengthening digital-based school governance through SMSBK for DSS and ESS.

From the formulation of this strategy, it was found that for a digital-based school management program, researchers had to gather support and collaborate with stakeholders that had previously been mapped out. In gathering support and collaboration [13], participatory communication and involvement from stakeholders is needed. The result of this communication and involvement is the delegation of authority and decisions that will be determined by establishing a digital-based school governance policy.

Afterwards the researchers optimized and empowered the existing resources at schools in Garut Regency to realize digital-based school governance. Of course, in realizing this digital-based school management, researchers involve the role of higher education institutions in strengthening digital-based school management programs. In the step of strengthening school governance, the author and the team that would be formed chose the SMSBK (School Management System Based on Excellence) program for DSS (Decision Support System) and ESS (Executive Support System).

## II. Implementation Stage

To proceed to the implementation stage, of course, it must begin with establishing a legal umbrella to form a team for developing strategies for improving school governance through SMSBK. From the policies that has been set, researchers and teams can move to gather support from stakeholders. In gathering support and collaboration from various parties, researchers can carry out a strategy of optimizing resources that will produce programs and determine target schools that have adequate infrastructure.

### A. Establishment of A Legal Umbrella – The Policy Umbrella

Utilization of organizational resources in implementing the marketing strategy is carried out by empowering all stakeholders of the Education Office and an effective change project team. Utilization of this organizational resource was decided through Keputusan Bupati Garut Nomor 420/Kep.547-Disdik/2022 concerning the Establishment of a Team for Developing a Strategy for Improving School Governance Through an Excellence-Based School Management System.

Utilization of organizational resources is directly fostered by the Regent and Deputy Regent of Garut, directed by the Regional Secretary, the Head of DISKOMINFO and the Board of Education. This organizational resource is chaired by the Head of the Education Office whose members are all elements of education who are ready to help transform education in Garut Regency into an era of digitalization of school governance.

The composition of the Effective Team as stipulated in the Decree of the Regent of Garut, consists of: (1) a Coach (Regent of Garut); (2) the Directors (Deputy District Head, Regional Secretary, Head of Diskominfo, Education Council); (3) the Chairman (Head of Education Office); (4) the Secretary (Secretary of the Education Office); and (5) the Members (Education Office Employees, School Superintendents, Supervisors, Teachers, Widyaprada, Computer Administrators, and others).

### B. Stakeholder Support Gathering

The implementation of the leadership strategy is carried out by preparing administrative forms that will be handed over to the relevant stakeholders. Its implementation is carried out by visiting the Department and related agencies within the Garut district government. This stakeholder support is very important as a form of effort to motivate us to carry out the agenda of strengthening digital-based school governance.

This support started with the Regent and Deputy Regent of Garut as regional heads as well as project mentors for change. Then the support from Garut Regency Government Services such as the Regional Secretariat, Tourism and Culture Department, DISKOMINFO (Office of Communications and Information Technology), BAPPEDA (Regional Development Planning Board), Inspectorate, BPKAD (Regional Financial and Asset Management Board), Board of Education, and Garut Regency DPRD. For external stakeholders, the parties who support the

implementation of this change project come from Bank BJB KCP (sub-branch office) Garut Regency, Garut Indonesian Institute of Education, PGRI (Association of Teachers of the Republic of Indonesia) Garut, and the Teachers, Principals, School Superintendents and Regional Coordinators who are members of the Education Office organization.

Support from the Regent of Garut Regency as well as a mentor in strengthening digital-based governance is outlined in the Letter of Commitment with the Regent of Garut. The Regent of Garut appreciated the program to improve digital-based school governance in Garut Regency and wanted the SAPINTAS SMSBK program to be implemented at all levels of education from kindergarten, elementary and junior high schools, both public and private, which became the authority of the Garut Regency Education Office.

### C. Establishment of Effective Team

The Effective Team as a strategy for strengthening governance is intended for empowering and optimizing human resources. The formation of an effective team was determined in a meeting that was held internally at the Garut Education Office through a Decree issued by the Head of the Education Office Number DK.09.01/2219-Disdik. At this meeting, a number of names were determined to become the Effective Team that would carry out the change project. As many as 21 Garut District Education Office employees were part of this Effective Team, plus 8 academics from the Universitas Pendidikan Indonesia.

#### 1. Meeting to form the Effective Team of the Garut District Education Office

At the meeting to form the Garut District Education Office Effective Team, the important points conveyed by the Head of the Garut District Education Office as the person in charge of the Effective Team are as follows.

- Improving School Governance through Excellence-Based School Management (SAPINTAS SMSBK) is an integral part of the Garut District Education Office's program so that governance at the school level is more effective, fast, and accessible to all existing stakeholders.
- It is hoped that in the future school management will already use digital technology, and cultivate digital performance in schools. So that it is necessary to improve adequate digital-based governance.
- Assign the names attached as the SAPINTAS SMSBK Effective Team

- The SAPINTAS SMSBK Effective Team was formed to carry out the agenda by involving several stakeholders, including universities.
  - The duties of the Effective Team include preparing a time schedule, establishing a pilot project school, providing assistance, and coordinating with related parties.
  - In the initial implementation of SAPINTAS SMSBK, there were 3 (three) schools that became the pilot project, the Kindergarten, the Elementary and the Middle School, and were targeted to be completed by the end of September 2022.
2. Meeting for preparation of Job Description and Time Schedule for the implementation of SAPINTAS SMSBK (an Excellence-Based School Management System)

After the Effective Team is formed, then hold a meeting to prepare the Job Description and Time Schedule for SAPINTAS SMSBK implementation. This meeting was led by the Effective Team Leader M. Yusup Sapari, S.Pd., M.Pd. The meeting was held in the Meeting Room of the Garut District Education Office. At the meeting, it was agreed that the tasks of the Team were as follows.

- Developing a work agenda for strengthening school governance;
- Leading, mobilizing, empowering in implementing strengthening school governance;
- Coordinating with various parties in implementing strengthening school governance;
- Disseminating information on strengthening school governance and providing assistance to school operators;
- Provide input (evaluation) on the features of SMSBK;
- Formulate the Education Office - School Integration program through the SAPINTAS SMSBK.
- Preparing administrative documents for strengthening school governance;
- Administering, documenting, and reporting on strengthening school governance.

#### D. Determination of Target Schools (Pilot Project)

The Internal Team of the Garut Regency Education Office held a meeting to determine the pilot project school. This designated school will implement SAPINTAS SMSBK and become a pilot school for the short and medium term.

At the meeting held on Friday, September 2, 2022 the Effective Team agreed that the three pilot project schools for SAPINTAS SMSBK are:

- Pembina State Kindergarten of Garut Regency
- SDN 1 Gentramasekdas
- SMPN 1 Tarogong Kaler

The three schools were subsequently stipulated in Surat Keputusan Kepala Dinas Pendidikan Kabupaten Garut Nomor DK.09.01/2346-Disdik concerning Designation of Pilot School Projects for the Implementation of Strategies to Improve School Governance through Excellence-Based School Management (SAPINTAS SMSBK) in Garut Regency.

- E. Meeting with the SMSBK Development Team from the partner university – UPI (Indonesian University of Education)

Prior to the creation of the SMSBK dashboard, the Person in Charge of the Effective Team held a meeting with the SMSBK Development Team from partner universities, namely the UPI (Universitas Pendidikan Indonesia). The meeting was attended by the Head of the UPI SMSBK Team, namely Prof. Dr. H. Mohammad Fakry Gaffar, M.Ed. At the meeting the change project plan was conveyed by the Person in Charge of the Effective Team, the components to be developed in SMSBK SAPINTAS, and the milestones for SMSBK implementation.

The follow-up to the meeting with the Head of the UPI SMSBK Team was the creation of a dashboard, as well as the division of work for the UPI SMSBK Team so that the implementation of SMSBK SAPINTAS in Garut Regency could run well. The making of the dashboard was technically handed over to (1) Dr. Rasyim, M.T., (2) Drs. Eka Fitra Jaya Rahman, M.T., (3) Eddy Praseyo Nugroho, M.T., and (4) Yaya Wihardi, S.Kom., M.Kom. As for making the SAPINTAS SMSBK Guidelines and technical assistance in the field during the implementation of SAPINTAS SMSBK in schools is the responsibility of (1) Dr. Eka Prihatin, M.Pd., (2) Muflih Ma'mun, M.Pd., and (3) Gilang Gumilang Dawos, M.Pd.

- F. Strengthening digital-based school governance through SMSBK for DSS and ESS

Implementation of the SMSBK in three schools (Pembina State Kindergarten, SDN 1 Gentramasekdas, and SMPN 1 Tarogong Kaler) on October 2022. In this activity, the school operator inputted data on the SMSBK application accompanied by the UPI SMSBK Team. The UPI SMSBK team conducted a live

simulation of how to input data at SAPINTAS SMSBK to school operators.

### III. Evaluation Stage

The final stage of strengthening digital-based school management through the SAPINTAS SMSBK is the Evaluation stage. Program evaluation needs to be introduced to all educators, because evaluation is very important in the development of educational quality. In the evaluation stage of this program, inherent supervision is the leadership strategy that author use.

Inherent supervision [14] is a form of control that can be exercised by an organizational leader against his subordinates in an organizational unit to improve their performance and productivity in completing their duties. So that the organizational goals that have been previously set, are effectively and efficiently achieved.

The author who is also the leader of the team effectively supervises in the form of control by integrating monitoring, evaluation, and leadership strategies in strengthening digital-based school management, with the following activities [15].

- Results-based evaluation support as well as performance metrics;
- Linking indicators to project objectives and policy objectives;
- Conducting participatory process evaluations;
- Conducting formative assessments;
- Using evaluation results in subsequent decision making;
- Share the findings that are obtained widely and transparently.

In addition, strengthening the SAPINTAS SMSBK system with various strategies so that the digital system that has been implemented in the three target schools does not sink, but develops dynamically. So that the SAPINTAS SMSBK system can be implemented in all schools in Garut Regency. Strengthening this system [15] can be in the form of providing adequate ICT equipment for schools to implement the SAPINTAS SMSBK program. Ofcourse this school governance system can always develop so that the capacity of this digital system increases to be wider in terms of accountability. Therefore, the design of the follow-up to the SAPINTAS SMSBK program based on the results of the supervision is very important for the sustainability of this system itself.

The implementation of the SAPINTAS SMSBK evaluation was not only carried out by the Garut Regency Education Office's internal team, it also involved elements of school supervisors, as well as elements of tertiary institutions as partners and at the same time developers of the SMSBK application. The three objects or targets of this activity emphasize the features embedded in the SMSBK, the convenience of school operators, teachers, and principals in inputting data into the application, as well as technical constraints that occur during the implementation of SAPINTAS SMSBK. One of the obstacles experienced by school operators in data input is that this application has not been integrated with DAPODIK, so it takes a long time to input. Evaluation results in the three target schools were then discussed in regular weekly meetings. The results of the evaluation meeting activities resulted in improvement plans and follow-up activities. This leadership strategy for strengthening digital- based school management is very important so that the SAPINTAS SMSBK program which aims at school documents can be managed quickly and accurately, and based on excellence can always be achieved. The long- term benefit of this SAPINTAS SMSBK is being able to obtain a better school accreditation score as one measure of school quality.

#### IV. The Key to Success

The success of leaders in driving changes to digital-based school governance in Garut Regency cannot be separated from several supporting factors. These supporting factors come from the internal and external environment of the leader himself. Taking an inventory of the success of the leadership strategy that has been carried out, there are four factors that are the key to the success of the strategy. First, the support and involvement of education stakeholders. This support is first and foremost during the implementation of SAPINTAS SMSBK. Stakeholder support in the form of policy legal umbrellas, infrastructure, as well as moral support for the digital- based school governance change program strengthens the shared enthusiasm and commitment of all parties, so that this effort can be implemented successfully. In addition, from a leadership perspective, stakeholder support facilitates efforts to optimize the required resources.

Second, the collaboration of all elements of education. Implementation of leadership strategies at the lower or practical levels cannot work properly without collaboration between elements of the education office, supervisors, schools, and elements of higher education (academicians). Academics play a role in developing the concept of digital governance and developing digital

competence among staff, teachers, and school principals through training and mentoring activities. As for the school supervisor element, here he plays a role in inherent supervision, and becomes a partner of higher education institutions in monitoring the success of digitizing school governance.

Third, strong commitment and leadership. These two aspects become the realm of a leader who has the responsibility and control of the strategy. Without strong commitment and leadership, the established strategy cannot work well. Commitment is shown by having regular effective team meetings to see progress and plan the next action. Furthermore, in terms of leadership, strategic leaders can be seen in their ability to build effective communication with internal teams and stakeholders, encourage a culture of change within the education office, and develop subordinate skills in time management.

Fourth, the mindset of change and inherent supervision. Change cannot materialize if the mindset is not built first. Efforts to raise awareness through the digitalization of school governance policies are a form of effort to encourage changes in the mindset of subordinates. The mindset that emphasizes work effectiveness and efficiency becomes the 'doctrine' instilled by the leader. In order to become a new habit or culture for subordinates, Inherent supervision becomes a leader's tool to ensure that this mindset that has grown remains attached and remains in the subordinates.

#### CONCLUSSION AND RECOMMENDATION

As In strengthening school governance with digital-based school management, several leadership strategies have been formulated that can be applied in strengthening school governance:

- 1) Gathering stakeholder support and collaboration;
- 2) Participative communication and involvement;
- 3) Change management strategy and time management;
- 4) Delegation of authority and decisions;
- 5) Empowering and optimizing resources, as well
- 6) Inherent supervision.

These six leadership strategies are able to effectively strengthen digital-based school management through the development of the SAPINTAS SMSBK system which has been launched and implemented in the three target schools of Garut district.



In the coming years, school management in Garut Regency will integrate technology in managing school data and information. This is in line with developments in the current industrial era 4.0 where the public sector must implement digital governance. Permendikbudristek Nomor 8 Tahun 2022 and Peraturan Bupati Garut Nomor 119 Tahun 2021 concerning the Implementation of an Electronic-Based Government System. Education as one of the public sectors at the regional level, needs to change the way of service which is more adequate and reaches out to all people and education stakeholders. So, in this case, the arrangement of school governance is an important part of providing public services at the most basic level which can be obtained easily, cheaply, and quickly.

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