

Madrasah Principal's Strategy in Improving Teacher's Digitalisation Skills at Mis Al-Iqro Belawan Medan

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ABSTRACT

This study aims to analyse the madrasah head's strategy in improving teachers' digitalisation skills. This research is motivated by the importance of digitalisation in teachers in supporting the future development of the nation and developing the potential of teachers in facing global competition. The type of research used in this study is qualitative. Data sources were obtained from MIS Al-Iqro' Belawan Medan through observation, interviews and documents. The results obtained in the study of the madrasah head's strategy in improving the digitalisation skills of teachers at MIS Al-Iqro' Belawan Medan are: (1) Teachers' digitalisation skills at MIS Al-Iqro' Belawan Medan vary, but generally show significant improvement after attending training programmes and workshops provided by the madrasah, (2) Implementation of strategies carried out by madrasah principals includes various training programmes, workshops, and seminars that focus on improving teachers' digital skills, (3) Evaluation of the implemented strategies shows positive results, with increased skills and confidence of teachers in using digital technology. Evaluation is conducted through classroom observations, skills tests, and feedback from teachers.

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INTRODUCTION

The development of the digitalisation period is very fast. The period of digitalisation is considered to greatly affect human existence. (Alimron, Syarnubi, & Maryamah, 2023) The implication is that digitalisation also affects the world of education (Maharani, D., 2024) Data that has been stored physically and manually is known as digitalisation. (Ali & Syarnubi, 2020) Computer programming languages are used to programme data in a way that is effective, efficient and easy to manage (Mahardika, 2020) Digitalisation in schools has an impact on the educational experience because digitalisation is a manifestation of a new consciousness that is deliberately prepared to face the modern transformation 4.0 that is being initiated by the government. (Sabaruddin, 2022) Digitalisation is enforced by giving offices and foundations as PCs, tablets, and learning house entrances as media. utilised in the educational experience. Through this media, educators can foster student representation of the material provided. Students can also follow another atmosphere while receiving the material introduced by the teacher (Fajrin, W. I., Hidayat, 2023)

The use of digital media is becoming increasingly common among students and has become an important part of life. Recently, many students have invested their time in gadgets or computer media, such as mobile phones, tablets, PCs, and TVs (Ullah, 2018) The use of computerised media has positive and adverse effects, the positive impact is to foster children's creative information and the adverse effects, for example, the disruption of physical and psychological health considering the decline in

learning tendencies (Sari, T., Delvira, W., Wirdaniza, D., & Ashali, 2020) Therefore, the task of educators is very important in teaching students with regard to appropriate methods for involving computer media in educational experiences (Alwi, S., Riyadi, 2022)

Teachers play an important role in introducing interesting and relevant types of reading to students based on their interests and needs, as well as educating children about strengths and weaknesses, guidance and understanding, inspiration and motivation.(Fitriyani, Dwi, Mansur, & Syarnubi, 2020) Even so, the difficulties faced by educators in dealing with the digitalisation era are enormous. (Fauzi, Andriani, & Syarnubi, 2023) Educators are expected to keep up with the times and update their insights related to digitalisation (Afif, 2019) In addition, teachers must be able to identify the type of digital content that is suitable for students and how to assist students in utilising digital media effectively in the classroom (Alwi, S., Riyadi, 2022)

Digitalisation of information in the era of modernisation will make it easier for educators to complete learning and easier for students to learn. The issue of digitalisation in the field of schooling is not a new thing that has occurred due to a pending pandemic (Hasnida, S. S., Nico, R. A., Siagian, 2024) Digitalisation of education has actually been discussed for a long time considering the vast territory of Indonesia, one example is the implementation of the Computer-Based National Exam (UNBK) (Pakpahan, 2016) Then with the pandemic, digitalisation in the world of education has a higher level of realisation because learning that was originally carried out face-to-face is encouraged to be transferred to online learning that is all digital (Ma'rufah, 2022)

The digital era is considered capable of encouraging school citizens to utilise further education in the scientific field.(Febriyanti, Ismail, & Syarnubi, 2022) For example, proficiency training at the primary school level has evolved from regular reading and composing education using print media to more modern reading and composing, especially using computerised media such as PCs, PCs or mobile phones connected to the web so that school residents can get the latest instructive data. Digital education helps students have better access and connection from communication with educators, more aligned goals with guardians, and simpler managerial administration in helping students in general.(Hartati, Achadi, Syarnubi, & Muhammad, 2022)

Despite its benefits, various computer-based learning problems are found among educators, students, and even student guardians, such as weak IT dominance, limited supervision of students, lack of student action in participating in learning, limited support offices, and disruption to school entry. web organization. (Yanti, Hawi, & Syarnubi, 2021) Provided it is balanced, this suggests that education will benefit from digitalization. When teaching at the school level, you must be able to plan the learning process and provide learning evaluations competently. The essence of schooling is fundamentally reflected in the nature of the educational experience. Educators are parties who have direct contact with students in developing experiences (Fajrin, W. I., Hidayat, 2023)

Educators play an important role in both the turn of events and the implementation of learning. A teacher can understand and have knowledge about teaching strategies and methods.(Arisca, Karoma, Syarnubi, & Ahmad Syarifuddin, 2020) Educators also act as evaluators in surveying student learning outcomes.(Ballanie, Dewi, & Syarnubi Syarnubi, 2023) Thus, educators must have characteristics such as initiator, organizer, supervisor, evaluator, specialist, leader, and executive. At each stage of the learning process, teachers can take on this role. (Hamrullah, H., Fuad, M. Z., & Prabowo, 2023)

The head of the madrasa as the head of the madrasa must be able to understand and understand the various positions and conditions desired by educators, managerial staff, and others. Such a large participation resulted in pleasant thoughts in efforts to improve the school. (Harto & Syarnubi, 2018) Therefore, the task of the madrasah head in dealing with the nature of learning is very important, considering that markers have an impact on the results of the educational experience. (Malta, Syarnubi Syarnubi, & Sukirman Sukirman, 2022) The quality of education is thought to be the responsibility of the madrasa head.(Martina, Khodijah, & Syarnubi, 2019) Overall, the head of the madrasah is the driving force for the implementation of quality education, including the nature of educators and the nature of the educational experience itself. (Rahmah, H., Kustati, 2024)

Madrasah heads face a new challenge in this digital era: always have a plan to ensure the learning process runs smoothly. Typically, engineering is a cycle that determines decision making for top leaders aimed at the long-term goals of the organization and is accompanied by planning efforts using the most efficient methods to achieve normal goals. As Fred R. David points out, strategic management is the art and science of making, implementing, and evaluating cross-functional decisions that help an organization achieve its goals. Herbinak said that planning a technique is indeed difficult, but creating and implementing a process is much more difficult. So choosing the right methodology is very important in carrying out a technique in an association (Sasikirana, Vania, & Herlambang, 2020)

In carrying out his responsibilities, madrasa heads are expected to be professional leaders. Progress that is not completely determined by character, for example self-confidence, drive, knowledge, language familiarity, innovation, and actual quality should be successful if they have these qualities. (Azizaturrohm, Harun, M. A., & Zulkifli, 2024) Good madrasa leadership will encourage the effectiveness of madrasa management in achieving goals. The madrasah head as the leader of an educational institution must master the main organizational and management strategies, which are related to the main activities that will be carried out by each teacher and staff, remembering that the madrasah head is the engine that drives madrasah resources, in this case the teachers need to driven towards a positive, exciting and productive work atmosphere, because teachers are the input base that has a huge influence on the teaching and learning process (Wibowo, A., & Subhan, 2020)

The learning process in using learning media must use innovative and interesting media. (Misyuraidah, Misyuraidah, & Syarnubi, 2017) Therefore, educators or teachers are required to have digital skills, teachers must understand and master technology. However, the fact currently cannot be denied that the use or application of competencies has not been implemented well, so that the learning process using technology or digital learning media is not optimal and is still less effective (Permana, 2024). Therefore, madrasa heads are expected to have effective strategies to improve teachers' digitalization abilities in the learning process at madrasahs.

The results of initial observations at MIS Al-Iqro' Belawan City relate to teacher activities in classroom learning, teachers are predominantly verbalistic and use literacy and still use elaboration theory. (Nurahman, Oviyanti, & Syarnubi Syarnubi, 2021) This is because some material is quicker to understand using elaboration theory. Furthermore, learning activities carried out verbally are different from what was expected, this can be seen from student discipline and student concentration in learning has not been achieved. So it can be concluded that these conditions affect the quality of learning and if ignored it will have a more serious impact such as the reputation of the madrasa. So the problems faced include: lack of technology-based learning media which affects the professionalism of a teacher such as only 2 infocus, 4 madrasa laptops, lack of proficiency and understanding in digitalization-based learning media and lack of socialization such as only 10 people teachers who are able to operate Microsoft Word and Microsoft Excel as well as Microsoft Power Point, as well as training related to digital literacy at the madrasah.

The strategy of the madrasah head is a very important part in determining the realisation of the vision and mission of the madrasah.(Sukirman, Baiti, & Syarnubi, 2023) In addition, madrasah strategy is considered as a dominant action that determines teacher performance in the learning process in the digitalisation era.(Sutarmizi & Syarnubi, 2022) Research so far tends to discuss the strategy of madrasah principals in improving professionals. The role of madrasah principals in improving teacher performance (Hayati et al., 2024). The strategy of madrasah principals in improving teachers' digital literacy skills during the Covid-19 period (Safitri, Wulandari, & Herlambang, 2022)

Therefore, this research provides a direct response to current problems, especially the strategy of madrasah principals in improving digitalisation skills in teachers (Devi Erlistiana, Nur Nawangsih, Farchan Abdul Aziz, Sri Yulianti, 2022) The low digitalisation skills of teachers will have an impact on learning. This research provides an updated view to formulate, implement and evaluate the madrasah principal's strategy in improving teachers' digitalisation skills at MIS Al-Iqro/ Kota Belawan madrasah. In addition, this research also proposes a new contribution to the focus of the relationship between educational institutions and the implementation of madrasah principal strategies.

The role of madrasah in dealing with this problem is to rent several laptops for teacher digitalisation training in madrasah, send several teachers for digitalisation-themed training at seminars or workshops as an effort to improve digitalisation skills in teachers and hope that it is implemented in learning in madrasah. However, this did not produce the expected results. Some teachers in the madrasah remain "blind" to digitalisation which has a major impact on the quality of learning in the digital era as well as supporting the vision and mission of the madrasah to be achieved according to the objectives with the reason that their eyes hurt when using laptop, age is no longer young and lack of knowledge in operating technological media. As for the strategy of the madrasah head as a leader in improving the quality of teachers, especially digitalisation so that the quality of learning goes well and in accordance with the vision and mission of the madrasah. So that researchers are interested in researching the strategy of the madrasah head in improving the digitalisation skills of teachers at MIS Al-Iqro' Belawan City.

METHODS RESEARCH

This research was conducted at MIS Al-Iqro' Belawan Medan which is located at Jalan PLTU No. 3 Belawan Sicanang. The research method used is the Qualitative Research Method and this research includes field research because it examines the reality related to the madrasah head's strategy to improve digitalisation skills directly to MIS Al-Iqro' Belawan Medan. This research approach is a case study because it explores a problem with detailed limitations. The data collection techniques in this study include: observation, interviews and documentation. Furthermore, the data will be analysed with the initial stage of data reduction. After the data has been successfully reduced, the next step is to display the data. The third step in data analysis is conclusion drawing and verification. After the data is reduced and presented, what the researcher does next is to conclude all the data obtained during the research. Researchers tested this credibility by observing the madrasah principal's strategy in improving teachers' digitalisation skills at MIS Al-Iqro' Belawan Medan to achieve a level of trust in this research. This was obtained from the persistence of observation of the research subject and triangulation.

FINDINGS AND DISCUSSION

This research focuses on three main aspects that are crucial in the effort to improve digitalisation capabilities at MIS Al-Iqro' Belawan Medan. First, the identification of teachers' digitalisation skills, which aims to understand the extent to which teachers in this school have mastered digital technology and how they apply it in the learning process. (Syarnubi, 2019) This understanding is very important to know the starting point from which to start improving their digital capabilities. Secondly, implementation by madrasah principals, which refers to the strategic steps taken by school leaders to support and facilitate the improvement of teachers' digitalisation skills. This includes a range of initiatives, from the provision of adequate technology facilities to relevant training and professional development.

Thirdly, the evaluation of madrasah leaders' strategies, which assesses the effectiveness of the various steps that have been taken to improve teachers' digitalisation skills. This evaluation is important to ensure that the implemented strategies are actually delivering the expected results and can help identify areas that still require improvement. With this systematic approach, it is expected that teachers at MIS Al-Iqro' Belawan Medan can be more competent in utilising digital technology, thus improving the quality of learning and meeting the demands of education in today's digital era. This chapter will explain in depth the identification, implementation and evaluation processes undertaken, as well as the results obtained from each of these stages.

1. Identify Teacher Digitalization Capabilities at MIS Al-Iqro' Belawan Medan

This study was conducted to explore the digitalisation skills of teachers at Madrasah Ibtidaiyah Swasta (MIS) Al-Iqro' in Belawan, Medan. The results show that the majority of teachers at MIS Al-Iqro' Belawan have demonstrated sufficient capability in adopting digital technology. They are able to use online learning platforms to give assignments to students and manage learning materials electronically. In addition, teachers are also seen actively participating

in training and workshops related to the use of technology in education, which shows their commitment to continuously improve their digital skills. (Syarnubi et al., 2023)

Direct observation also shows that these teachers are able to use various learning software such as video conferencing applications to conduct online classes and interactive discussions with students. They are also able to integrate multimedia such as images and videos into their presentations, increasing students' engagement and understanding of learning materials. Their adaptability to technological developments seems to have facilitated a relatively smooth transition to distance learning during the COVID-19 pandemic.

However, some challenges were also identified in this observation. Some teachers faced issues with unstable internet connections, which sometimes disrupted the smooth running of online learning. In addition, there is also a need to further explore the use of technology for learning assessment and evaluation, where most teachers still tend to use conventional methods. Thus, while the digitalisation capabilities of teachers at MIS Al-Iqro' Belawan have shown significant progress, there is still room for further improvement in the face of existing challenges.

Teachers' digitalisation skills have become a major focus in the face of an increasingly digitalised education era. Teachers are no longer only required to master conventional subject matter, but also to have the skills to adopt technology as an effective learning tool. In this context, digitalisation capabilities include proficiency in using online learning platforms, utilising educational apps, and integrating multimedia in their teaching. In addition, teachers who are able to adapt quickly to technological developments can also create a more interactive and supportive learning environment for students. Thus, the evaluation of teachers' digitalisation skills should not only consider their level of technological mastery but also the positive impact on students' learning experience in this digital era.

Perceptions of digitisation in education were very positive. The interviewees highlighted that digitisation has changed the way learning takes place by improving access to information and teaching materials and facilitating more interactive and efficient learning methods. They also considered digitalisation as an important step in improving student learning outcomes and preparing them for an increasingly technologically connected future. The need for adequate infrastructure support, technology training for educators, and the integration of digital platforms in the curriculum were also highlighted as crucial factors in supporting the progress of digitalisation in schools.

Discussions on digitalisation in education with various teachers from MIS Al-Iqro' in Medan showed agreement that digitalisation brings significant positive impacts. The teachers agreed that the use of digital technology not only improves the efficiency of the learning process but also expands access to education for all parties involved. They underlined that digitisation enables more interactive learning methods, supports global collaboration and provides easy access to relevant learning resources. In addition, the need for adequate infrastructure support and technology training for educators were agreed as important steps in maximising the benefits of digitisation in the education environment. Overall, the results of this discussion confirm that digitalisation is an important milestone in the transformation of education towards a more connected and technology-driven future.

The perception of teachers being required to have digitalisation skills reflects the recognition of the importance of adapting to technological developments in modern education. Digitalisation is not just a necessity, but also a vital tool that enables more dynamic and effective learning for students. The ability to use digital tools and platforms not only expands access to learning resources, but also integrates technology in teaching strategies to maximise students' learning potential holistically. (Wulandari, Misdar, & Syarnubi, 2021)

Teachers' digitalisation skills not only improve learning efficiency, but also prepare the younger generation for the challenges of an increasingly connected and technological future. Moreover, lecture-only learning without digitalisation tends to be boring, discourages students, and makes it difficult to understand the material. The lack of interactive elements reduces student

engagement and motivation to learn. The integration of digital technology is important to create more dynamic and engaging learning. (Yanti et al., 2021)

2. Implementation of Madrasah Principal's Strategy in Improving Teacher's Digitalisation Skills at MIS Al-Iqro' Belawan Medan

The implementation of the madrasah principal's strategy in improving teachers' digitalisation skills at MIS Al-Iqro' Belawan Medan is a crucial strategic step in facing the demands of the digital era. The madrasah principal actively formulates various strategies aimed at improving teachers' digitalisation skills, including organising regular training and workshops. These training activities are designed not only to introduce new technologies but also to provide a deep understanding of how such technologies can be integrated in the daily learning process. Thus, the madrasah head ensures that every teacher has the opportunity to develop and master the digital skills needed to create a more dynamic and interactive learning environment.

The impact of implementing this strategy is very visible in the positive changes that occur in the madrasah environment. Teachers have become more confident and able to utilise various digital tools to improve the quality of learning. Rigorous supervision and continuous support from the madrasah head also help ensure that each teacher can overcome challenges that may arise during the adaptation process. Although there are still barriers such as limited internet access and a lack of digital skills in some teachers, the commitment and continuous efforts of the madrasah principal and teachers show significant progress in improving the digitalisation capabilities in this madrasah. Effective implementation of these strategies not only improves the digital skills of teachers but also creates richer and more meaningful learning experiences for students.

The impact of these strategies is significant, with teachers becoming more skilled in using digital technology to make learning more engaging and interactive for students. The madrasah head also involves teachers in the implementation of these strategies by supervising and ensuring that training and guidance on digitalisation is integrated into daily learning activities. However, despite the strong support, there are still challenges faced by teachers, such as gaps in internet access and the availability of adequate digital learning materials.

The role of teachers in supporting madrasah principals is also very important. They contribute by sharing knowledge and research results through online platforms, which can be accessed by many people, including fellow teachers. Supporting factors for madrasah principals in implementing their strategies include qualified human resources, adequate facilities and infrastructure, and increasingly efficient technological developments. However, there are also inhibiting factors such as limited access to technology and a lack of digital skills among teachers. Nevertheless, the madrasah principal continues to ensure that the strategies to improve teachers' digitalisation skills can be implemented effectively, thus improving the quality of learning in the madrasah.

The madrasah head formulated a strategy to improve teachers' digitalisation skills by conducting training on digital ethics and digital information skills development. In her strategy, the madrasah principal formulated training on digital ethics and digital skills development for teachers." In addition, the madrasah head includes the teachers in the implementation of the strategy by driving a digital-based learning process that is teacher-centred, so that they play an active role in the implementation of this strategy. It can be concluded that the madrasah principal's strategy to improve teachers' digitalisation skills has shown positive results, although there are still challenges that need to be overcome. The madrasah principal also involves the teachers in the implementation of the strategy by supervising each teacher, ensuring that they actually apply what they have learnt in the training.

The results clearly show that the madrasah principal has taken concrete steps to improve the digitalisation skills of the teachers in her madrasah. Through workshops organised both online and semi-online, they not only introduce educational technology but also explore the integration of technology in the learning process. Although not all strategies can be immediately

implemented in real activities due to various constraints such as budget availability and support from various parties, these steps still have a positive impact on teachers' teaching.

In addition, the madrasah head actively involves the teachers in this strategising process by inviting experts or practitioners in the field of educational technology to provide training. This not only improves their technical skills but also builds a learning community that supports each other in professional development related to digitalisation. Although there are challenges such as some teachers' resistance to technological change or limited budgets for equipment and training. Through a structured and sustainable training programme, it is ensured that every teacher can attend training that suits their needs. This strategy includes inviting competent resource persons and scheduling activities on a regular basis, thus providing equal opportunities for all teachers to develop their digital skills.

The importance of involving all stakeholders is also a major focus of the Head of Madrasah. Through regular meetings and discussion forums, he ensures close collaboration between teachers, administrative staff, parents, and the surrounding community. This is not only to ensure that all parties are involved in the digitisation process, but also to create an environment that supports the exchange of ideas and best practices in the use of technology in education. However, it is inevitable that the implementation of teacher digitalisation strategies in madrasahs faces several challenges. One of them is the limited time for intensive training, as well as resistance to change from some teachers.

3. Evaluation of the Madrasah Head's Strategy in Improving Teacher Digitalization Capabilities at MIS Al Iqro Belawan Medan

In evaluating the strategies implemented by the Head of Madrasah at MIS Al Iqro Belawan, Medan, to improve teachers' digitalisation skills, it can be seen that the approach taken is very systematic and oriented towards the development of teacher professionalism. Concrete steps such as the preparation of continuous training programmes and the identification of technological needs have become the main foundation in formulating this strategy. Through these efforts, the madrasah head not only ensures regularly scheduled training, but also pays attention to teachers' involvement in the utilisation of technology in daily learning.

The evaluation also highlighted the importance of collaboration among stakeholders in the madrasah, including teachers, administrative staff, parents and the surrounding community. By involving all relevant parties through discussion forums and regular meetings, the madrasah principal has succeeded in building an environment that supports the exchange of ideas and best practices in the application of educational technology. Despite facing challenges such as limited resources and resistance to change, this evaluation shows that the strategies implemented have had a significant positive impact in improving the quality of learning and teachers' digital readiness at MIS Al Iqro Belawan, Medan.

Based on the interviews with the madrasah principal and teachers, it appears that the evaluation approach used is very structured in improving the digitalisation skills of the teachers in the school. This approach includes regular assessment of learning outcomes and regular classroom observations to monitor the integration of technology in learning. This approach enables the school to identify areas of strength and improvement in teachers' use of technology and to continuously optimise digitisation strategies to improve the quality of learning.

In addition, the madrasah headmaster is also active in providing direction and motivation to the teachers. Direct support, appreciation for the efforts made, and organising regular training are some of the tangible forms of the madrasah principals' commitment in supporting the development of educators' digital skills. If the evaluation identifies that the implementation of the strategy is not optimal, corrective measures are immediately implemented, including revisions to the training and skills development programmes and ongoing monitoring and evaluation efforts to ensure the effectiveness and sustainability of the programmes.

The impact of the evaluation conducted by the madrasah head is also very significant. It helps identify successes and challenges in the implementation of the digitalisation strategy. Thus, continuous evaluation enables continuous improvement in teachers' digitalisation approach and

skills development, which ultimately contributes to improving the quality of education in madrasahs. Supporting factors in the evaluation process include teachers' commitment to adopting new technologies, the school's support in providing technological resources and the availability of relevant training. On the other hand, the inhibiting factors include limited budget for technology development, resistance from some teachers to change and inadequate technology infrastructure in the madrasah environment.

It can be concluded that the role of the madrasah principal in improving teachers' digitalisation skills is crucial. As the main supervisor and facilitator, the madrasah principal not only monitors the implementation of training and the use of digital technology by teachers, but is also responsible for evaluating the effectiveness of these strategies on the quality of teaching in the madrasah. Through this evaluation, the madrasah head can identify successes as well as challenges that may arise in the implementation of digitalisation. Thus, the continuous evaluation process provides a foundation to continuously improve the approach and develop teachers' digital skills, which ultimately contributes significantly to improving the quality of education in the madrasah environment.

In addition, the active participation of teachers in the evaluation process also plays a central role in this endeavour. Teachers not only provide direct feedback on the digitisation training they received, but are also directly involved in implementing the digitisation strategies in daily learning activities. By providing perspectives from their experiences in the classroom, teachers help madrasah principals to adjust and refine digitisation strategies according to actual needs.

This co-operation between madrasah principals and teachers in the evaluation process not only strengthens commitment to the use of new technologies, but also enables more effective adoption of change, overcoming barriers such as budget constraints and resistance to new technologies. Thus, synergistic collaboration between madrasah principals and teachers is the main key in the successful implementation of strategies to improve teachers' digitalisation skills in madrasah.

Support from the school in providing adequate facilities and resources was a key driver of the success of this evaluation. However, challenges such as limited time for a comprehensive evaluation and adjusting the schedule with madrasah activities remain obstacles that need to be overcome with careful planning. Thus, collaboration between madrasah principals and teachers in evaluating digitisation strategies is key to achieving the goal of improving education quality through the integration of technology in learning.

It can be concluded that the evaluation conducted by the madrasah principal has shown a positive impact, as seen from the increasing skills and confidence of teachers in using digital technology, which makes the learning process in the classroom more interactive and interesting. However, there are challenges that need to be overcome, such as the limited wifi facilities at school, which hinder the optimisation of the use of digital technology. Suggestions to provide wifi facilities in schools are essential to support access to online learning resources and more effective implementation of digital learning. Teachers' enthusiasm in increasing their digital knowledge and skills is a strong supporting factor, but the success of this strategy is highly dependent on adequate infrastructure support. Without adequate internet access, teachers will find it difficult to make optimal use of digital technology in the learning process, so it is important for schools to overcome this barrier to achieve the goal of improving the quality of education through digitalisation.

CONCLUSION

Teachers' digitalisation skills at MIS Al-Iqro' Belawan Medan vary, but generally show significant improvement after attending training programmes and workshops provided by the madrasah. The initial identification shows that many teachers have limited mastery of technology, but with continuous support and training, they are able to develop the necessary skills to integrate technology in the learning process. This identification is an important basis for planning more effective and targeted strategies. Implementation of the strategy by the madrasah principal includes

various training programmes, workshops and seminars that focus on improving teachers' digital skills. The madrasah principal also implemented a collaborative approach through learning communities, and utilised digital platforms for more efficient communication and coordination. These strategies have successfully improved teachers' digitalisation skills, although challenges remain in terms of infrastructure and technology adaptation. The madrasah principal also actively seeks opportunities for innovation and adjusts the strategy according to the development of educational technology. Evaluation of the strategy showed positive results, with teachers' skills and confidence in using digital technology improving. Evaluation was conducted through classroom observations, skills tests and feedback from teachers. It also identified challenges such as limited infrastructure and the need for additional support for some teachers. With continuous evaluation, the madrasah head can make improvements and adjust strategies to ensure the programme remains relevant and effective.

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