Digital Based Academic Service Management at SMA N 1 Kutacane, Southeast Aceh Regency

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ARTICLE INFO	ABSTRACT
Keywords: Management; Academic Services; Digital-based *Article history:* Received 2024-01-09 Revised 2024-02-12 Accepted 2024-06-30	Digital transformation has changed the thinking of teachers and education personnel about the need to balance technology-based learning media with digital competencies in providing academic services. Thus, this research makes an important contribution to understanding how the application of digital technology can improve the effectiveness and efficiency of educational services. This study used descriptive qualitative research methodology. The subjects of this study were principals and teachers who were actively involved in the implementation of digital-based academic service management. In this study, data collection techniques were used; 1) Observation; 2) Interview and 3) Documentation Study. In checking the validity of this research using triangulation techniques. Therefore, a qualitative data analysis method is needed. Data reduction, data presentation, and conclusion drawing and analysis are the phases of data analysis that follow data collection. academic service planning process at SMA N 1 Kutacane, one of which is the formation of small teams in each study group. This strategy supports decentralization and task delegation. Organizing academic services at SMA N 1 Kutacane uses a comprehensive approach that focuses on digital literacy. This strategy includes comprehensive planning from infrastructure to policy for the integration of digital transformation, improving school operational efficiency and student learning experience. Teachers who actively learn and implement the knowledge in school activities and learning communities create a better learning environment. At SMA N 1 Kutacane, digitalization of education began in 2015 with the Model application and Quizizz in 2018. Evaluation at SMA N 1 Kutacane showed some significant weaknesses, such as low understanding and use of digital tools by teachers.

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INTRODUCTION

The increasing adoption and use of digital technologies in the context of individuals, organizations, and society has dramatically changed human life (Riedl, R., Stieninger, M., Muehlburger, M., Koch, S., & Hess, 2023). The main effort to improve the quality of education through information technology, this is a significant event in the revolution of education through digitalization. In this case, transformation becomes an important factor in the strategy to improve the quality of education in achieving long-term success. For many organizations, digital transformation is a strategic priority to renew their business and remain competitive. This shift involves modernizing the

curriculum by incorporating diverse subjects, embracing technology, and fostering critical thinking skills. (Nikmatullah, C., Wahyudin, W., Tarihoran, N., & Fauzi, 2023). This transformation is not only a modernization effort, but also a strategic response to the evolving needs of students and the global job market. By ensuring that graduates are rooted in tradition while being equipped with modern competencies (Teguh Budiharso, Syamsul Bakri, 2023)

The main challenges of digital transformation include the lack of digital access, the digital maturity of institutions before and after implementation, and the fact that strategies have not been implemented (Koseda, E., Cohen, I. K., McIntosh, B., & Cooper, 2024) The scarcity of resources and low investment in teacher training have resulted in the use of technology in schools being more irregular and playful than truly integrated in pedagogical practices to improve the quality of learning (Dias-Trindade, S., & Moreira, 2023). This phenomenon is exacerbated by the condition of incompetent teacher resources, especially in technological aspects (Ismail, S., Ruswandi, U., & Erihadiana, 2020). The low competence of teachers needs to be followed up by several programs that can improve teacher competence in improving the quality of learning in educational institutions (Hambali, M., & Luthfi, 2017). Efforts to create digitally literate teachers should start from a cohesive program design, not through "drive-by" courses that integrate technology (Keengwe, J., & Onchwari, 2020).

The main advantages of digitization in education include an individualized approach to students through the use of artificial intelligence, the establishment of personal learning paths, increasing the intensification of the educational process and students' interest in it, improving academic performance, differentiating forms of teaching materials and knowledge control, developing the social and cultural capital of an individual. The phenomenon of online learning during the COVID-19 pandemic provides a test case for the adoption of educational technology for science pedagogy and can be an eye-opener for education stakeholders regarding weaknesses such as poor network connectivity, and lack of expertise of teachers related to the use of educational technology (Ojetunde, S. M., & Ramnarain, 2023). Stakeholders in education should try to strike a balance between appropriate educational technologies for science pedagogy and emerging educational technologies, as too much haste can lead to loss of effectiveness and too much shelter (lingering) can lead to underdevelopment (Ojetunde, S. M., & Ramnarain, 2023).

When viewed from an HR perspective, there are several stages in carrying out the transformation, including HR activities such as recruitment, selection, training, and job evaluation, where utilizing technology will facilitate leaders in making strategic decisions. In addition, the behavior needed in the transformation stage is creative thinking, innovation, and collaboration with community institutions where this behavior supports the change process (Yuwanda, T., Fadhlan, A., & Bundo, 2023). Digital transformation is an innovative system challenge that requires a set of strategic actions named "culture and skills", this includes the following three strategic action areas: digital education, talent and digital culture (Brunetti, F., Matt, D. T., Bonfanti, A., De Longhi, A., Pedrini, G., & Orzes, 2020)

Digital needs in the era of disruption can make it easier for students to access information and knowledge. Changes in education will be reviewed, especially teaching media, teaching methods, and education curriculum in the digital era (Nikmatullah, C., Wahyudin, W., Tarihoran, N., & Fauzi, 2023). The practice of using ICT in education is needed to teach students in the classroom as well as to maintain interaction between the concepts presented with real-life problems, encouraging the development of students' thinking skills (Lubis, M. A., Rahman, A., & Permatapintar, 2018). When viewed based on the Regional Education Balance Sheet, it is found that the average value of the Aceh Province UKG was 48.33 in 2018 and increased slightly in 2019 to 51.05. Aceh's Teacher Competency Test results ranked in the bottom third in 2018, with a scale score of 48.33 from the national scale (56.69) even though Aceh's teacher academic qualifications have reached 88.65 on average in terms of each level. And the lowest was at the primary school level with an achievement of 46.23 in 2018 (Ernawati, Y., Pambudi, A.R., Pratama, 2019). Aceh's UKG scores in 2019 for elementary, junior high, high school, vocational school units with pedagogical, and professional assessments had an average of 48.33, where elementary schools had a score of 46.23, junior high schools had a score of 49.12, high schools had a

score of 51.05, vocational schools had a score of 51.88, Pedagogic had a score of 46.37 and Professional had a score of 49.17 (Ernawati, Y., Pambudi, A.R., Pratama, 2019).

The data shows that teachers have not fully mastered the competencies as mandated in Permendiknas number 16 of 2007 concerning the standards of academic qualifications and teacher competencies, this indicates that: first, teachers have not mastered the teaching materials taught in accordance with the demands of the curriculum. Second, teachers have not been able to develop subject matter creatively and innovatively so as to provide broader and deeper knowledge for students. Third, teachers have not carried out continuous professional development, and fourth, teachers are also not able to utilize information and communication technology, both in the learning process and self-development (Yusransal, Y., Marwan, M., & Syahrin, 2023)

Teachers are increasingly expected to integrate digital technologies into various aspects of their work, including teaching practices, student assessment, interactions with students and parents, and ongoing professional development, yet there is still no consistent support for using digital technologies effectively in the classroom. In Indonesian schools, older teachers also struggle to keep pace with the rapid development of ICT, which hinders their ability to effectively utilize various tools to improve their teaching methods (Miskiah, M., Suryono, Y., & Sudrajat, 2019).

It is generally believed that technology will change the way teachers teach, but the reality is that not all teachers are equally enthusiastic about using technology as part of their teaching. Some teachers may be more open to using digital solutions, but there are also teachers who have a higher level of resistance to technology integration. Educators in schools should be able to improve the learning process more effectively and efficiently, have innovation and creativity in the implementation of learning, and have good competence. It is hoped that with the improvement of teacher performance in schools, educational goals can be achieved properly (Rahmatullah, 2016)

To transform into a digital organization, the digital competence of all employees in the organization is an important issue. Developing individual and team digital competencies as actors in an actor-oriented architecture is needed, Digital competencies are not only related to digital skills, but also include psycho social aspects such as world-class criteria for airport organizations (Saputra, N., & Saputra, 2020). Educators are encouraged to enhance the teaching and learning experience by incorporating digital tools, multimedia resources, and online platforms.

When school administrators and teachers collaborate and teachers' working relationships are strengthened, student achievement will improve. Although the pedagogical introduction of technology in education has been slow, and very little has been associated with innovative practices, largely as a result of new pedagogical preparation for the use of technology in the classroom, there has been a continuous development of projects, particularly from the 1980s onwards, aimed at enhancing teaching and learning.

A review of publications from various organizations on key competencies reveals the following key teacher competencies: communication, cultural, informational, intellectual and pedagogical. All are interrelated and complementary. However, the use of technology also comes with the risk of increased student disruption and disengagement. Many technology products and platforms developed by commercial education technology players bring their own challenges. And evidence of their impact on learning outcomes is limited. What is most needed is large-scale research that systematically explores how technology can facilitate learning in sustainable ways and in diverse contexts.

By involving teachers from the beginning and taking their experiences into account, policies can be better designed to meet their needs and increase their acceptance of technology. Continuous professional development of teachers in schools is also important to build their skills and confidence in using digital technologies. Thus, integrating digital pedagogy into pre-service training programs can help teachers improve their digital skills.

The provision of education services in senior secondary schools, particularly in Indonesia, faces various challenges that impact the quality and effectiveness of the educational experience. Student satisfaction as users of education services is critical to the progress of a school. Student satisfaction is a

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major milestone for the sustainability of the school. This is because student satisfaction will have an impact on their loyalty to the school. A loyal student will be a very valuable asset for the school, because students will be willing to promote the school to others, provide positive feedback on educational institutions, reduce the influence of competition from other schools (bargaining position), and improve the positive image of the school (Amin, 2018).

Given these challenges, it is important for educational institutions to consider factors such as organizational culture, competencies, and motivation in improving the quality of Education services as well as the readiness of school counseling services in dealing with students' psychological symptoms, especially in the context of crisis (Karaman, M. A., Esici, H., Tomar, I. H., & Aliyev, 2021)Even the challenges in providing education services in Indonesian high schools are closely related to the ongoing digital transformation and digital competencies of Indonesian high school teachers.

The transformation towards digital distance learning, especially during the pandemic, has become the dominant mode of education delivery in schools, underscoring the importance of adapting to digital platforms for effective teaching and learning (Delcker, J., & Ifenthaler, 2022). In addition, secondary school teachers' digital competencies play an important role in the successful implementation of digital teaching. Various studies have shown that teachers' competencies and attitudes are key predictors of their readiness to implement digital teaching, highlighting the importance of improving teachers' digital skills to effectively integrate technology in the classroom.

Based on the findings of temporary observations made by the author at SMA N 1 Kutacane which has been accredited A in Southeast Aceh District, it shows that digital transformation has changed the thinking of teachers and education personnel about the need to balance technology-based learning media with digital competencies in providing good academic services. Teachers believe that schools can adapt to changing times by applying the concept of digitization of education, this includes the provision of facilities and infrastructure to support students' digital needs, the availability of digital learning media, activity programs to improve teacher and student competence in using digital devices, digital-based education services, and the use of digital media as a tool for school promotion and socialization.(Nurlaila, Syarnubi, S., 2023)

Improving academic services at SMA N 1 Kutacane is not without obstacles, the availability of supporting facilities and infrastructure, as well as programs that have been planned and implemented in fact have obstacles in the lack of human resources that support the digitalization of school education. It is certainly very interesting to examine the management of academic services at SMA N 1 Kutacane, considering that the school has the same opportunities and challenges as other schools in Indonesia. Thus, this research makes an important contribution to understanding how the application of digital technology can improve the effectiveness and efficiency of education services, as well as strengthen the digital competencies of teachers and educators in facing the challenges of an ever-changing era.(Martina, M., Khodijah, N., & Syarnubi, 2019)

METHODS

The research was conducted at SMA N 1 Kutacane. This research emphasizes on the digital transformation of academic services in improving teachers' digital competencies at SMA N 1 Kutacane. This research is limited to descriptive analysis and focuses on the digitalization of education. Digital cultural changes triggered by the digital era and the Covid-19 pandemic. This research uses descriptive qualitative research methodology. This method uses a variety of natural techniques to describe these experiences using language and words in a unique natural setting. The subjects of this research are principals and teachers who are actively involved in the implementation of digital-based academic service management. Secondary information was obtained from the institution, which involved collecting data from literature documents, theoretical reviews, and scientific works relevant to the research issue. In this study, data collection techniques were used; 1) Observation; 2) Interview and 3) Documentation Study. In checking the validity of this research using triangulation techniques. Therefore, a qualitative data analysis method is needed. Data

reduction, data presentation, and conclusion drawing and analysis are phases of data analysis that follow data collection.

FINDINGS AND DISCUSSION
1. Academic Service Planning

Based on the results of the research, the digital transformation planning process at SMA N 1 Kutacane faces challenges and obstacles that are not easy, so the right strategy is needed to overcome this, First, the formation of small teams. This stage refers to the formation of small teams in each study group as the right way to achieve a target. This reflects a management philosophy that supports decentralization and task delegation. By dividing responsibilities to small teams, the process of implementing the policy can be easier and more efficient. The leaders of the small teams that have been formed, the involvement of the mobilizing teacher community, and young teachers who have good digital competencies are the main actors who are actively involved in the success of the strategy that has been made (Ballanie, N., Dewi, M., 2023).

Second, performance efficiency and community impact. Work efficiency leads to the output of teachers' work that is digitized in the learning process. The teachers at SMAN 1 are divided into several categories based on digital expertise. The division of categorization is called small teams. The existence of small teams will create competence among the team so as to provide impetus for the larger community. Another reason is that the formation of teams can improve the efficiency of teacher performance in the learning process. Each team has a leader to design innovative programs that focus on learning innovation. The teams formed also indirectly reinforce teachers' skills in collaboration. In the performance aspect, teachers are expected to be able to work more focused and effective.

After categorization, the next step is the establishment of a work environment conducive to innovation. This strategy is expected to provide a positive impetus for the larger school community, creating a more dynamic and productive environment. In the context of the research, a dynamic work environment is interpreted as increased teacher creativity. Leaders appreciate every teacher's idea to be implemented through innovative programs. The appreciation of teachers' ideas also indirectly increases teachers' productivity (Sutarmizi, S., 2022).

The planning of digitization of education at SMAN 1 Kutacane philosophically illustrates the urgency of long-term management priorities of educational institutions. SMAN 1 also implemented a structured and decentralized transformation approach. Giving autonomy to the digitization policy by utilizing the power of collaboration and collective responsibility. The results showed that the collaborative form of SMAN 1 was implemented through cooperation with other institutions summarized in the table:

Tabel Kebijakan Kolaborasi

Institution	Form of Cooperation	Cooperation Focus
District Government	Procurement of Sarpras	Improvement of facilities supporting school digitalization
Education Office	School Socialization	Improved school digital services
Facilitator of Activist School	Training and Development	Increased technology-based capacity building
Experts	Clinical Training	Learning quality improvement
MGMP	FGD	Development of curriculum and teaching materials

In this case, the planning process reflects the values of pragmatism. The Vice Principal as the main informant revealed that the transformation of change must be adapted to the reality and practical needs of the institution. In practice, the implementation of change faces a series of inhibiting factors such as the emergence of a group of teachers who reject change, teachers who feel superior so they do not follow directions, and the lack of learner skills.

The involvement of all school members, including parents and students, in the planning, development and implementation of activities is essential. Low participation can hinder the implementation of school programs. Therefore, schools need to develop strategies to increase the active participation of all relevant parties in various aspects of school activities. This can be realized by holding regular discussion forums with parents and students to obtain input and forming working groups or committees that involve various parties in decision-making. The head of SMA N 1 Kutacane gives teachers the freedom to innovate, with support from technology such as Google Drive that facilitates collaboration and efficiency in sharing teaching materials. This policy certainly has an impact on teachers being more motivated to try new and innovative teaching methods (Arisca, A., Lestari, L., 2020).

2. Organizing Academic Services

The digitization of education at SMA N 1 Kutacane includes elements such as digital literacy, digital competence among teachers, inclusive digital strategies and effective utilization of digital tools to improve learning outcomes.

Education Digitalization Model Table

Implementation Focus	Teacher	Learners	Institution
Digital Literacy	Use in the Learning Process	Equal Digital Access to Thrive	Inclusive Strategy
Digital Competency	Effective Utilization of Digital Tools	Digital Skills Development	Comprehensive Strategy

The digital literacy implemented by SMA N 1 refers to the ability of students and teachers to understand and use digital technology effectively. Digital literacy is the foundation for all other elements as it ensures that all parties involved have the basic skills required to participate in a digital learning environment. Developing a comprehensive strategy for SMAN 1 involves planning that covers all aspects of digital transformation, from infrastructure and training to policy and evaluation. A comprehensive strategy ensures that all parts of the digital transformation are well integrated, mutually supportive, and sustainable, so that long-term goals can be achieved (Sari, E. I., Sukardi, I., 2020).

Digital transformation at SMA N 1 Kutacane depends not only on the adoption of new technologies, but also on the development of skills and strategies that support the use of these technologies. Teachers' digital literacy and digital competence are important foundations, while inclusive strategies and effective utilization of digital tools ensure that all students can benefit from this transformation. By developing a comprehensive strategy based on existing research, SMA N 1 Kutacane can lead a successful digital transformation and improve learning outcomes for all students. By considering these factors and utilizing insights from existing research, educational institutions can develop a comprehensive strategy for successful digital transformation in educational environments.

Effective utilization of digital tools means the appropriate and optimal use of technology to support learning and school administration. Digital tools used effectively can improve the efficiency of school operations, enrich learning experiences and provide useful data for decision-making. Activities such as PMM (Performance Management) completion, P5 completion, as well as e-raport optimization with data synchronization, show concrete efforts to integrate technology

in education management and reporting. This reflects SMA N 1 Kutacane's efforts to not only adopt technology, but also to strategically optimize its use to improve administrative and academic efficiency.

3. Implementation of Academic Services

The importance of teachers' initiative to learn independently by using learning videos and attending online and offline training, as well as utilizing digital platforms in learning. Continuously learning and improving knowledge and implementing it in school activities, and being active in learning communities. The introduction of digitization of education at SMA N 1 Kutacane since 2015 and the implementation of the Model and Quizizz applications in 2018. Despite experiencing obstacles especially among senior teachers, skills in using digital media improved over time.

This shows a transformation towards efficient learning, where teachers have become accustomed to the widespread use of digital media, even no longer bringing physical teaching materials in the exclusive classroom. Improved teacher competence in data literacy and information can make a significant contribution to student learning outcomes. Teachers who are skilled in literacy can create an adequate learning environment to improve students' ability in literacy and numeracy.

Digital competence among teachers includes their ability to use technology in teaching, including the creation and use of digital content, communication, collaboration and digital safety. Digitally competent teachers can be more effective in delivering subject matter, facilitating interactive learning, and utilizing digital tools to improve student learning outcomes.

Of the 75 teaching staff at SMAN 1 Kutacane, there is a gender balance with a higher proportion of female teachers (50 females compared to 25 males). A total of 46.67% of the teachers are civil servants, indicating stability of employment, while the rest consist of PPPK (24%) and honorarium teachers (29.33%). The percentage of 53.3% of teachers who are certified educators shows the school's commitment to improving the quality of education, but there are still 46.7% of teachers who are not certified, indicating the need for further efforts in the certification process.

The average UKG score of teachers at SMAN 1 Kutacane is 56.77, which is higher than the national average of 46.30, indicating relatively good quality. However, this should not make the school complacent as there is still room for improvement. The difference in UKG scores could also indicate disparities in competence among teachers that need to be addressed through appropriate training. With only 16.67% of teachers having training experience, which is in the "pioneering" category, SMAN 1 Kutacane lags behind the average of similar education units (19.31%) and the district average (20.93%).

This indicates that although teachers have good competencies, capacity building through training is still very much needed. This is important homework to improve teacher professionalism and performance in the long term. A score of 2.00 in the "selective" category for fund management and ICT utilization indicates that schools are already doing fairly good management but still need improvement. Efficiency and effectiveness in the use of funds, as well as increased utilization of information and communication technology, are essential in supporting a modern and effective learning process.

To improve the quality of education at SMAN 1 Kutacane, several strategic steps must be taken. First, increasing teacher certification can be done by conducting programs and cooperation with certification agencies to accelerate the process of teacher certification. In addition, incentives need to be given to teachers who successfully obtain teaching certificates. Second, teacher training and professional development should be improved through sustainable training programs that are relevant to teachers' needs. Teacher participation in seminars, workshops and other training should also be encouraged to improve their skills.

Third, optimizing the management of school funds requires transparency and accountability in every stage of management. School committees and parents should be involved in the budget planning process to ensure that funds are used efficiently and effectively. Fourth,

increasing the utilization of information and communication technology (ICT) should be a priority. Investment in ICT infrastructure is needed to support digital learning. In addition, training for teachers and students in the use of these technologies needs to be conducted to improve learning efficiency.

The introduction of the latest digital technologies to colleagues and using apps to support the learning process demonstrates the school's commitment to maximizing the potential of technology to improve education. In this regard, the need for increased personal storage capacity within Google Drive is suggested to support growth and increasingly complex storage needs. Even the establishment of a digital technology culture at SMA N 1 Kutacane requires a holistic approach involving leader policies, commitment from all stakeholders, coordination and collaboration, and a positive culture. The identification of leadership factors is very important and fundamental. The results showed that the principal has an innovative leadership style. Observations of the policy patterns implemented by the principal such as giving freedom to teachers in determining teaching materials according to the direction of learning and teacher creativity. Another policy is that the principal acts as a facilitator to improve digital skills.

The commitment factor comes from the individual teacher. In the context of institutional transformation, it requires the efforts of both parties. Innovative leaders and subordinates who are committed to change can create stability. In the context of the research, the teachers managed to show strong commitment. Observing the phenomenon that occurred in the field, the teachers guided the students actively and practically. The use of digital technology in the learning process.

Digital transformation requires the support of values that are formed through the creation of a positive culture. As in the learning process, teachers deliver material through audio and visual materials. With innovation in learning, it gives students a comprehensive picture of the subjects taught. The formation of a positive culture is able to motivate and foster interpersonal cooperation between students and teachers, students with students or teachers with teachers. The challenge is to maintain a consistent positive culture throughout the school. With the establishment of these aspects, SMA N 1 Kutacane can create an environment that encourages innovation, creativity and effective use of technology in education (Syarnubi, 2020).

In order to ensure the quality of input and provide educational services in accordance with the needs of students, SMA N 1 Kutacane makes a PPDB policy by opening two batches of registration, invitation pathway and general pathway, with the aim of ensuring that students who are accepted have adequate basic abilities. The opening of new student admissions through the invitation pathway is held every February, the committee begins working with a team that has been appointed by the principal in early January. Students who are given the opportunity through the invitation route are outstanding students in the previous school, these students must include evidence in the form of certificates of student achievement in the academic and non-academic fields. Selection stages include psychological tests, academic tests (Arisca, A., Lestari, L., 2020).

SMA N 1 Kutacane has successfully implemented a system that facilitates access and supervision of student learning. By using technology such as WhatsApp or Telegram groups, the school not only facilitates communication between students, parents and colleagues, but also improves the efficiency of monitoring learning activities. Collaboration between teachers in providing information on learning materials is also an effective strategy in improving the quality of education services. Through this approach, SMA N 1 Kutacane strives to create a one-stop digital media that allows easy access to academic and administrative information for all relevant parties, including teachers, students and parents.

4. Monitoring and Evaluation of Academic Services

The evaluation conducted at SMA N 1 Kutacane highlighted aspects of improving teacher competencies, with a particular focus on digital competencies, which are a crucial element in the current information technology era. The evaluation results showed some significant weaknesses, especially in terms of teachers' understanding and use of digital tools. Although digitization has started since 2015 and various learning applications have been implemented, there are constraints

in teachers' ability to integrate technology effectively into the learning process. Some of the key points found are teachers' low level of understanding of the use of digital tools, lack of adequate training to improve digital skills, and limited access to technology resources that can support learning. Many teachers still face difficulties in operating digital devices, utilizing technology-based learning applications and integrating information technology into the curriculum effectively (Syarnubi, Alimron, 2023).

In addition, the evaluation also revealed that many teachers lack confidence in using technology in the classroom, so they tend to avoid using digital tools that can actually improve learning effectiveness. This suggests an urgent need for more intensive and sustainable training programs that focus not only on the technical aspects of using technology but also on innovative teaching strategies that can be implemented with the help of technology. Efforts have been made to facilitate teachers with various needs related to digital resources, but obstacles still occur especially among senior teachers. To overcome these weaknesses, strategic measures such as improving access to technology tools and resources, providing continuous training for teachers and creating a supportive environment for technology integration in education are needed. Thus, it is hoped that teachers' digital competencies can be improved so that they can provide better and more relevant learning experiences for their students in this digital era.(Syarnubi, 2023)

Monitoring and Evaluation from the principal is more about supporting and ensuring quality rather than inhibiting teachers' creativity. Professional development at SMAN 1 Kutacane is a major focus to ensure that educators are always up-to-date with the latest developments in education. The school conducts various trainings, professional development, workshops and seminars designed to improve teachers' competencies and skills. Effective school management and education services require continuous efforts in improving teachers' competencies through various strategies and implementation of programs that support the improvement of education quality.

Table of Digital Services Viewed from the Managerial Aspect

No	Aspects	Program	Service Dimensions				
			Tangible	Reliability	Responsiveness	Assurance	Empathy
1	Planning	Digital Infrastructure	✔	✔	✘	✔	✘
2	Organizing	Training and Development	✘	✔	✔	✔	✘
3	Implementation	PPDB	✘	✔	✔	✔	✘
4	Monitoring and Evaluation	Training and Development	✘	✔	✔	✔	✔

CONCLUSION

The academic service planning process at SMA N 1 Kutacane faces various challenges that require appropriate strategies, one of which is the formation of small teams in each study group. This strategy supports decentralization and task delegation, aiming to improve the efficiency of policy implementation and teacher performance in the context of digitizing learning. The organization of academic services at SMA N 1 Kutacane uses a comprehensive approach that focuses on digital literacy, ensuring students and teachers are able to use technology effectively in learning. This strategy includes comprehensive planning from infrastructure to policy for the

integration of digital transformation, improving school operational efficiency and student learning experience. Teachers' initiatives to self-learn through learning videos, online and offline training, and utilization of digital platforms are critical to improving educational competencies. Teachers who actively learn and implement the knowledge in school activities and learning communities create a better learning environment. At SMA N 1 Kutacane, digitization of education began in 2015 with the Model application and Quizizz in 2018. The evaluation at SMA N 1 Kutacane revealed some significant weaknesses, such as teachers' low understanding and use of digital tools, lack of adequate training, and limited access to technology resources. Many teachers lack confidence in using technology in the classroom.

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