



The Impact of Competence on Digital Leadership Toward Curriculum Management and Teaching Performance of Islamic Lesson of SMP Teachers in Bogor

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ABSTRACT

The purpose of the study was to investigate the impact of Digital Leadership Competencies on Curriculum Management and Islamic Learning Performance. The research method used is qualitative research with a case study approach. Data collection techniques in the form of interviews with participants, field observations, documentation studies. The findings consist of two topics of discussion. First, that there has been a curriculum innovation that is tailored to the needs of teachers and students during the Covid 19 pandemic. The learning syllabus has become simpler, learning hours are simpler and achievement targets are lower than they should be in face-to-face meetings. Second, the leadership carried out by digital-based principals has not had an optimal impact in helping teachers improve their performance. Principals have not routinely conducted virtual assessments of teacher performance. As a result, teachers find it difficult to run online learning because of some perceived deficiencies to be a challenge for teachers. It is a special concern that there is still a syllabus whose basic competency target is very high, in online learning conditions it will be difficult to achieve the expected basic competency target

INTRODUCTION

The COVID-19 pandemic is a big challenge for the education sector. The world bank estimates that online learning outcomes are only 33% of normal offline learning outcomes. Online learning has the potential to eliminate the income of students in the East Asia and Pacific region of US \$ 865 or equivalent to IDR 12.72 million per year while working. Even the closure of schools is estimated to cause the loss of 0.7% of the total expectations of prospective students to attend school in each country around the world. Indonesia is one of the ASEAN countries that is predicted to have such potential (Victoria, 2020).

In Indonesia, Covid cases and social restrictions have forced around 45 million students to study from home. This is exacerbated by the unequal competence of Indonesian teachers in all regions of Indonesia. As many as 60% of teachers have a low ability in the use of online learning. As a result, the implementation of the online learning process is not optimal, student achievement results and mental health continue to decline throughout 2020 (Kemendikbud, 2020). Based on the Program for International Students Assessment (PISA) assessment conducted by the World Bank, it predicts a decline in Indonesian students' reading scores in the long term and causes a loss of income of IDR 3.5 million to 5.2 million per year when they are already working. A survey conducted by the Indonesian Clinical Psychological Association Task Force for the Handling of Covid 19 showed that the most complaints were about a third of at least 15,000 clients in 194 psychological service centers as of August 2020, dominated by teenagers who were stressed because of online learning (Dzulfikar, 2021).

The Ministry of Education and Culture (Kemendikbud) through Press Release No. 002/Sipres/A6/I/2021 prioritizes Freedom of Learning 2021. To support the achievement of the Ministry of Education and Culture's targets in the midst of a pandemic situation requires the role of educational institution leaders. The literature states that leaders of educational institutions are obliged to help teachers find solutions to their performance burdens and help with appropriate curriculum management (Shen et al., 2021). The integration of transformational, organizational management and instructional leadership from a leader has an impact on student achievement and the performance of the educational institution itself (Hallinger & Leithwood, 1994; Marks & Printy, 2003; Sebastian et al., 2019; Bluestein & Goldschmidt, 2021).

The continuity of the world of education is very dependent on the help of technology. But of course, technology cannot replace the role of leaders of educational institutions and teaching staff because the transmission of knowledge through online teaching and learning interactions is not only given but also has to be assessed for its impact (Ramli, 2021). Leaders are required to be able to use technology and make various innovations to support teachers in online learning. The still minimal role of school principals who focus their leadership on curriculum management and teaching performance is one of the inhibiting factors for achieving national education goals, especially in the current digitalization era (Tresnatri & Barasa, 2020). Studies on policy investment in teacher quality have an impact on improving student performance which is also determined by the quality and policies of the principal (Weitz-Shapiro, 2008).

Digital leadership competencies are becoming a trend in various dimensions of life (Cheng Soon & Salamzadeh, 2020). In its development, digital behavior factors are able to meet the challenges of a digitally changing world (Abidin, Suryanto, & Utami, 2020; Basrowi & Utami, 2020; Phillips, 2021). In the era of digitalization, digital leadership has begun to penetrate the education sector because it has a significant impact on organizational management, student achievement and teacher performance (Philip & Gavrilova Aguilar, 2021). Especially in a pandemic situation, where teachers teach from home due to the implementation of social distancing, so they need control and direction from the principal as a leader who has a big responsibility for the sustainability of the school and its students. Changes to principals' leadership have strong consequences on school performance (Wills, 2016). Leaders need to ensure that their digital leadership is conveyed well to teachers. Leaders are required to be able to professionally communicate and provide direction to teaching staff and staff, although not directly (face to face) but using the internet. What is clear, the conceptual model of an effective principal's leadership must be based on his experience and knowledge (Hutton, 2017).

A survey conducted by the SMERU Research Institute in 2020 involving 290 teachers in 25 provinces stated that the role of school principals is still lacking in helping teachers who have difficulty running online learning. Three shortcomings were identified, namely, 1) lack of financial support from schools to ease the burden of online learning; 2) the provision of training from school principals is still minimal to support teacher capacity in facilitating online learning, and 3) only a few principals monitor online learning activities, principals rarely measure teacher performance when doing online learning (Tresnatri & Barasa, 2020).

Previous studies have found that many schools, especially in the subject of Islamic Religious Education, only focus on the (traditional) Islamic sciences curriculum and do not appreciate the humanities sciences, which has an impact on reducing the public interest. Therefore, curriculum development management is important in schools so that they are not left behind by the times and are less demanded by the community, especially the millennial generation (Arifin, 2018). Educational curriculum management is important to support the learning process because it forms the character of students who are *khoiru ummah*. For this reason, a contextual Islamic religious education curriculum is needed and can support the achievement of community expectations.

Recent findings explain that under certain conditions, effective principal leadership is able to manage and facilitate teacher performance through even critical paths (Pan & Chen, 2021). From this literature, the researcher found that the principal's leadership indicated an impact on organizational management and teacher performance. The novelty of the research can be identified from the impact of digital leadership competence which has not been found in many previous studies. Researchers focused on investigating the Impact of Digital Leadership Competencies on Curriculum Management and Teaching Performance of Islamic Religion Lessons for Middle School Teachers in Bogor.

LITERATURE REVIEW

Leaders are required to be able to use technology and make various innovations to support teachers in online learning. The still minimal role of school principals who focus their leadership on curriculum management and teaching performance is one of the inhibiting factors for achieving national education goals, especially in the current digitalization era (Tresnatri & Barasa, 2020). Studies on policy investment in teacher quality have an impact on improving student performance which is also determined by the quality and policies of the principal (Weitz-Shapiro, 2008)

METHODOLOGY

This study uses a qualitative research design with a case study research design. According to Yin (1994), a case study approach is used to investigate a particular case in a contemporary real-life context. The case study investigated is focusing on the Impact of Digital Leadership Competencies on Curriculum Management and Learning Performance of Islamic Religion Lessons for State Middle School Teachers in Bogor City. Data were collected through interviews, observations, and documentation, where the data focused on what the participants said from their experience and knowledge in order to obtain the required information. The categories of themes analyzed include; 1) digital leadership competencies of school principals; 2) management of learning curriculum derived from the syllabus at State Junior High Schools throughout the city of Bogor; and 3) Performance of Islamic Religious Education Subject Teachers. The research is located in Bogor City State Junior High School, West Java Province, Indonesia. The location selection is based on all supporting aspects so that the research can run well. The time of the study was carried out at the end of the odd semester of the 2019/2020 school year.

RESULT AND DISCUSSION

Participant

The participants in this study came from SMP Negeri Bogor City, Indonesia. It should be noted that the number of teachers at SMP Negeri Bogor City is 819 people, consisting of 703 Civil Servants and 116 Non-Civil Employees. The number of participants is 55 people with the status of 39 Civil Servants and 16 Non Civil Servants. The criteria for the participants are teachers of Islamic religious education subjects at State Junior High Schools in Bogor City, the following are participant data;

Table 1. Participant Description

Participant	Total	Percentage
Gender		
Male	24 participants	44%
Female	31 participants	56%
years of service		
0-5 year	18 participants	33%
6-10 year	11 participants	20%
Over 10 Years	26 participants	47%
Employee Status		
Government employees	39 participants	70%
Non-Civil servants	16 participants	30%

Data and Data Sources

The main data source in this study is the primary data source, namely the results of interviews and observations with teachers of Islamic Religious Education subjects at State Junior High Schools in Bogor City. Supporting data in the form of documentation studies consist of; 1) Syllabus of Islamic Education Subjects for Odd & Even Semesters for the 2019/2020 academic year; 2) Manpower Law Number 13 Year 2003; 3) Instruction of the Head of the State Civil Service Agency Number: 46A of 2003; 4) Law Number 20 of 2003 concerning the National Education System; 5) Government Regulation Number 57 of 2021 concerning National Education Standards; and 6) Government Regulation Number 17 of 2010 concerning Management and Implementation of Education.

Instrument

Researchers developed their own instruments to be used in collecting data from interviews and observations. The interview process was assisted by recording equipment and research notebooks. The interview process was carried out by first making an appointment with the participant, then the researcher gave a google Meet link to the participant with an interview duration of 15-20 minutes for each participant which was divided into 5 sessions on different days. The total time needed to collect data from the interview method is 7 days. The interview and observation guidelines focus on three research topics, namely; 1) digital leadership competencies from school principals consist of application-based principal leadership portraits both live and not, for example the use of WhatsApp, Telegram, Zoom and Google Meet applications which are used to interact with teachers; 2) actors, teachers who carry out online learning-based learning activities, including

the experience and knowledge possessed by the teacher; and 3) time, each online learning activity in the even & odd semesters of the 2019/2020 school year.

The interview instruments were divided into 2 groups that measured 2 research problems: 1) RQ1 contained questions about the impact of Digital Leadership Competence on Curriculum Management at State Junior High Schools in Bogor City; 2) RQ2 contains a question instrument about the impact of Digital Leadership Competency Impact on the performance of Islamic Religious Education subject teachers in State Junior High Schools in Bogor City. The preparation of the instrument is based on indicators from previous research. Validation was carried out using the validity and reliability test of the data with the help of SPSS 19.0. The results of data analysis are used as instruments to collect data. Table 2 contains the results of the instrument's reliability test.

Table 2. Data Reliability Test Results

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,882	,665	15

The validity assessment was carried out at a significance level of 5% and N = 55 participants compared to the r-table value and concluded that the instrument was valid. The reliability test of the measurement results in the Cronbach Alpha calculation is $882 > 60$, it can be concluded that the instrument items are consistent.

Data Collection Technique

Data collection techniques used interviews, observations, and documentation studies. Data collection focuses on research topics consisting of 3 kinds, namely; digital leadership competencies, education curriculum management, and teacher learning performance. Interviews were conducted with future orientation methods including; 1) self-assessment; 2) management based on objectives; 3) psychological assessment; and assessment center as follows;

Table 3. Data Collection for Interview

Research topics	Indicator	interview focus
Digital leadership	<ul style="list-style-type: none"> • Assessment of the principal's leadership • Psychological assessment 	<ul style="list-style-type: none"> • Participants express their expectations, learning objectives, and challenges facing the school • Participants express their potential
education curriculum management	Target-based curriculum management	Participants tell the implementation of the student's teaching and learning process
teacher learning performance	Rating center	Participants share their responsibilities as teachers

The focus of the interview related to the interaction constraints between the principal and teachers, as well as between teachers and students dominated the interview and was resolved by accommodating suggestions and criticisms without overburdening each element so that conducive conditions could still be created. In-depth interviews with participants were conducted using Google Meet and WhatsApp media assisted by recording tools and research notebooks. Observations were made by participating in the online learning process on Islamic Religious Education subjects through online learning application media.

Data Analysis Technique

Data analysis was carried out using 6 steps using the theory of Creswell (2009). According to Creswell (2009), the data analysis technique consists of 6 steps. First, describe the experience of researchers with the object of research. Second, compiling a list of instruments from the subject so that the data does not overlap. Third, take the instrument and then group it into meaningful units. Fourth, write a description of what the participants experienced. Fifth, describe how the experience occurred by reflecting on the state of the participants who experienced the situation. The sixth is to write a combined description of the texture description and structural description stages to draw conclusions.

RQ1: The Impact of Digital Leadership Competencies on Curriculum Management of State Junior High Schools in Bogor City

Researchers assess the impact of Digital Leadership Competence on Curriculum Management for State Junior High Schools in Bogor City that there has been a curriculum innovation tailored to the needs of teachers and students during the Covid 19 Pandemic. The impact is shown from the perception results of 76% of participants who agree with changes to the current curriculum. The school principal provides a policy to make a significant overhaul of the learning curriculum, especially in the subject of Islamic Religion because there are practices of worship. Curriculum management is adapted to the current situation where all teaching and learning activities are carried out online learning. The Islamic Religious Education curriculum used is the 2013 Curriculum. This is done considering that the normal curriculum cannot be used in the midst of the Covid 19 pandemic and social distancing, especially during emergency PPKM which requires Work From Home.

A simpler learning tool is done by making a syllabus from 15-25 sheets to 5-10 sheets. In addition, learning hours are also simpler and achievement targets are lowered than they should be in face-to-face meetings. Based on data observations, more than 10 sheets of the 12 Syllabus of Islamic Religious Education were found, thus it is known that the target of achieving basic competencies for students in this subject is still relatively high. This is of particular concern because in online learning conditions it will be difficult to achieve the expected basic competency targets. Even though in this case, the learning resources have been updated, which were originally discussions, student books from the Ministry of Education and Culture, and Al Quran manuscripts and translations from the Ministry of Religion of the Republic of Indonesia, now added with interactive images/videos/multimedia and the internet. Recent findings explain that in certain situations, the principal's

leadership is professionally able to carry out the best management and facilitate teacher performance through even critical paths (Pan & Chen, 2021)

Standards of Education in State Junior High Schools, among others, refer to Laws, Central and Regional Government Regulations, Ministerial Regulations, Ministerial Decrees, and Other Regulations. State Junior High Schools in the city of Bogor are Junior High Schools in Indonesia as described in Government Regulation of the Republic of Indonesia Number 17 of 2020 concerning Management and Implementation of Education.

The core competencies of Islamic Religious Education subjects are needed by students in encouraging religious values and morality and character. This is why the researcher focuses on Teachers with Islamic Religious Education subjects because they have a special contribution to each point of their core competence compared to other subjects. Core competencies as in Islamic religious education subjects consist of religious spiritual strength, self-control, personality, intelligence, noble character, and self-skills needed for himself and the wider community based on the Al-Quran and Hadith. The Islamic religious education curriculum is carried out through guidance, teaching, and experience activities (Ma'arif, 2018).

The curriculum is the heart of education that affects the development of student competence, both attitudinal competence, knowledge, and skills. What is clear is curriculum management as the development of educational goals that are structured with the best planning, implementation, and assessment (Lazwardi, 2017). Core Competencies of Islamic Religious Education Subjects Even & Odd Semesters for the 2019/2020 Academic Year in question are as shown in the following table;

Table 4. Core Competencies in Islamic Religious Education Subjects at SMP Negeri Bogor City

Class	Core Competencies
VII (Seven)	<p>KI 1: Appreciate and live the teachings of their religion.</p> <p>KI 2 Appreciate and live honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), polite, confident, in interacting effectively with the social and natural environment within the reach of the association and its existence.</p> <p>KI 3: Understanding knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, arts and culture related to visible phenomena and events.</p> <p>KI 4: Trying, processing, and presenting, in the concrete realm (using, parsing, assembling, modifying, and creating) and abstract realms (writing, reading, counting, and composing) according to what is learned in school and other sources in the same point of view/theory).</p>
VIII (Eight)	<p>KI 1: Appreciate and live the teachings of the religion they adhere to</p> <p>KI 2: Appreciate and live honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), polite, confident in interacting effectively with the social and natural environment within the reach of association and existence.</p>

	<p>KI 3: Understanding knowledge (factual, conceptual and procedural) based on their curiosity about science, technology, art, culture related to visible phenomena and events.</p> <p>KI 4: Processing, presenting, and reasoning in the concrete realm (using, parsing, assembling, modifying, and creating) and abstract realms (writing, reading, counting, drawing, and composing) according to what is learned in school and other sources same point of view/theory.</p>
IX (Nine)	<p>KI1 and KI2: Respect and appreciate the teachings of the religion they adhere to and Appreciate and live honest, disciplined, polite, confident, caring, and responsible behavior in interacting effectively in accordance with the development of children in the environment, family, school, community and natural environment , nations, countries and regions.</p> <p>KI3: Understand and apply factual, conceptual, procedural, and metacognitive knowledge at a simple technical and specific level based on their curiosity about science, technology, art, culture with human, national, and state insights related to visible phenomena and events.</p> <p>KI4: Demonstrates creative, productive, critical, independent, collaborative, and communicative reasoning, processing, and presenting skills, in the concrete and abstract realms in accordance with those learned in school and other similar sources from a theoretical point of view.</p>

Based on table 4, it can be understood that the contents of the syllabus focus on core competencies that are in accordance with the laws and government regulations in Indonesia. In the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System and Government Regulation of the Republic of Indonesia Number 57 of 2021 concerning National Education Standards.

From the general provisions in these laws and government regulations, it is clear that core competencies are in accordance with government policies related to the implementation of curriculum management and national education standards. The school issued a policy related to curriculum management during the pandemic that focused on simplifying students' basic competency standards, learning time, and teaching materials but by still adjusting them to the core competencies of Islamic Religious Education subjects so that education could continue to run as optimally as possible amid various limitations and challenges. the obstacle. This policy has had a positive impact on the administration of learning because it is simpler and helps teachers simplify the material, but reduces the space for students to ask questions and discuss.

The principal's role in curriculum management includes the principal as a manager, supervisor, and evaluator. This means that as a leader of an educational institution, he is responsible for realizing his duties and functions as a school principal in providing policies on an effective curriculum to support learning. As a manager, the principal has the right strategy to empower Islamic Religious Education teachers and other subject teachers. The school principal has divided the work of WFH and WFO for employees according to instructions from the

government regarding the pandemic period. Previous research has stated that the leadership pattern of principals in collaboration is very important in terms of carrying out their functions as managers and leaders (Fitriani et al., 2019). A good principal's digital leadership competence supports cooperative collaboration with various parties such as collaboration with school committees. One of them is using the WhatsApp application and the official Telegram group to provide the latest information related to learning or activities related to school. With the right digital leadership competencies, it can affect various important aspects in schools. This theory has also been proposed by Andrews & Soder (1987), as well as to organizational management in terms of competency-based evaluation and integration (Simonet & Tett, 2013).

Even so, there are still complaints from teachers against the current learning curriculum management. The problem expressed by the teacher was that some curricula were considered difficult for Islamic Religious Education subjects because there were practices of worship and memorizing short letters. Problems are also felt by teachers who are required to be creative and understand very well how online lectures work. The responses and responses of some of these participants indicated that the Digital Leadership Competence on Curriculum Management and Teaching Performance of Islamic Religious Lessons for State Junior High School Teachers in Bogor City was a necessity. Principals and teachers must be able to prepare themselves to face change. Changes in the learning system during the pandemic are a form of unexpected transformation that develops along with the dynamics of learning. Every change in the method used can design new conditions, therefore every element in the school must be able to adapt to these changes in order to realize the next generation of people who are intelligent and have noble character.

RQ2: The Impact of Digital Leadership Competencies on the Teaching Performance of Islamic Religion Lessons for State Junior High School Teachers in Bogor City

The findings on the Impact of Digital Leadership Competencies on the Teaching Performance of Islamic Religious Lessons for Middle School Teachers in Bogor reveal that the leadership carried out by digital-based principals has not had an optimal impact in helping teachers improve their performance. Principals have not routinely conducted virtual assessments of teacher performance. As a result, teachers find it difficult to run online learning because of some perceived deficiencies that are a challenge for State SPM teachers in Bogor. In this case, previous studies reveal empirical evidence that leadership competence and digital development are able to encourage leadership in accordance with the development of the digitalization era (Philip & Gavrilova Aguilar, 2021).

Three shortcomings were identified. First, the lack of financial support from schools to ease the burden of online learning. Less than 38% of teachers who were research participants received additional funds from schools for online learning operations, so teachers often used their personal funds first to buy study quotas. For teachers who receive financial assistance from schools, it is still relatively small, schools only provide an average of IDR 65,000 per month for each teacher. When compared to the average, the funds needed by a teacher are IDR 150,000 per month for materials for preparing teaching materials, internet quota packages, and subscribing to paid applications. The school principal clarified that this was because

teacher funding assistance still needed additional time to be managed better considering the pandemic situation continued to escalate, the school was still proposing to accept student and teacher quotas during the pandemic as well as designing the right budget and this is expected to be realized next semester semester.

Second, the provision of training from school principals is still minimal to support the capacity of teachers in facilitating online learning. At the beginning of the implementation of online learning, only 25% of participants (teachers) claimed to have received training related to the use of online learning. For teachers who have received training, the majority have a supporting internet network. The minority of teachers admitted that they were constrained by the internet network in their area, making it difficult to receive online learning training. In addition, teachers are constrained by their lack of understanding of technology so they spend time studying technical matters such as proper online learning applications. Third, principals do not monitor online learning activities less. Principals rarely measure teacher performance when doing online learning. Monitoring from the principal is carried out three times in one semester. Teachers have their teaching materials checked by the principal. Even though in the midst of limited performance supervision, the teacher remains enthusiastic and tries to maximize learning so that students can understand it.

Based on the results of interviews, it seems that teachers have their own competence amid the limitations of supervision and guidance from the principal. Teachers understand that this is part of their responsibilities as teaching staff as stipulated in government regulations in Law Number 13 of 2003.

Participants explained that school principals also have their own obstacles. The principal admitted that he had to adjust the policy to government regulations. This means that it requires a process and time that is not short because government regulations related to the education sector are currently increasing and undergoing various changes. Therefore, the principal focuses more on discussing learning strategies and on curriculum management rather than evaluating teacher performance because he is considered more in need of adaptation to these technologies and innovations. Performance evaluation is only done at the end of the semester. Leaders of educational institutions are obliged to help teachers find solutions to their performance burdens and help with appropriate curriculum management (Shen et al., 2021). This is one of the responsibilities of a leader of an educational institution. As explained in previous findings which revealed that various forms of integration of principals' leadership will have an impact on the quality of performance of the educational institutions themselves (Bafadal & Nurabadi, 2018; Sebastian et al., 2019; Bluestein & Goldschmidt, 2021).

On the other hand, the majority of junior high schools in Bogor use various appropriate platforms to support online learning, including using Google Classroom, Google Meetings, Whatshap Groups, Zoom Meetings, and Google Forms. It was noted that 50% of teachers in 3 SMP Negeri Bogor City used video conferencing in JeruEdu for the teaching and learning process. The principal gives teachers the freedom to use any platform they master and it must be in accordance with the school curriculum.

The principal's leadership role with digital media has two goals, namely; 1) the role of the learning leader as a guide for the development of the learning process in monitoring activities that are carried out regularly to create conducive online learning, and provide motivation that aims to enable school members to develop their achievements; 2) the role of learning leaders as developers of teacher professionalism in online training activities intended to support teacher competence, and learning supervision carried out to assist teachers in solving problems encountered when teaching online learning.

Principals and teachers have a virtual communication room which is also used to express and describe school readiness in overseeing education programs and systems. The implementation of curriculum management is shown by digital-based activities, they carry out learning while still making learning preparations that are adapted to the school curriculum. Learning performance is shown through evaluation according to pandemic conditions.

Principals in terms of leadership view themselves as strong or weak both in instructional and curriculum management skills and teacher performance appraisals simultaneously. Teacher performance appraisals also vary widely. In the end, this study confirms that any changes in Digital Leadership Competencies will have an impact on Curriculum Management and learning performance by teachers in schools. With the right digital leadership competency design, Curriculum Management and learning performance will be adjusted to the changes made.

CONCLUSION AND RECOMMENDATION

This study has succeeded in investigating the impact of Digital Leadership Competencies on Curriculum Management and Learning Performance of Islamic Studies in Bogor City, West Java Province, Indonesia. From the results of the study obtained two conclusions. First, the impact of digital leadership competencies from school principals has created curriculum innovations that are tailored to the needs of teachers and students during the Covid 19 Pandemic. Good curriculum management has been carried out by school principals even in conditions that are carried out virtually and using applications.

Second, the digital leadership carried out by the principal has not yet had an optimal impact in improving the performance of teachers of Islamic education subjects. Principals have not routinely conducted virtual assessments of teacher performance. The impact is that teachers have difficulty in running online learning. The findings also indicate that not all teachers update their syllabus as per the principal's policy. There is still a syllabus whose basic competency target is very high. In online learning conditions, it may be quite difficult to achieve the expected basic competency targets because of the internet signal constraints that are not the same for each area where students study from home.

The implication is that the principal is expected to pay special attention to the Basic Competency Standards of Students by still referring to the Laws and Government Regulations. Principals as policy holders in schools must be more active in assessing teacher performance, especially for teachers who are less technologically literate. The government needs to provide a budget in the context of improving education, licensing, recruiting and professional development of Islamic Religious

Education subject teachers. This is part of the implications for the Indonesian government's efforts to improve quality and equity in national education.

FURTHER STUDY

This research still has limitations, so it is necessary to carry out further research related to the topic of The Impact of Competence on Digital Leadership Toward Curriculum Management and Teaching Performance of Islamic lessons of SMP Teachers in order to improve this research and add insight to readers.

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