

## THE INNOVATIVE ROLE OF SCHOOL PRINCIPALS IN STRENGTHENING ISLAMIC VALUES THROUGH DIGITAL BASED EDUCATION

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**Abstract.** The rapid advancement of the digital era has presented both opportunities and challenges for educational institutions, particularly Islamic schools, in balancing technological competence with the preservation of spiritual and moral values. This study explores the innovative role of the principal of SD Islam Al-Azhar 17 Bintaro in strengthening Islamic values through the digitization of education. Employing a descriptive qualitative method, data were collected through interviews, observations, and documentation involving the principal and teachers as key informants. The findings reveal that the principal assumes multiple roles catalyst, creator, facilitator, and supervisor in integrating Islamic values into digital-based education. The principal's strategies include the development of digital policies, provision of digital infrastructure, capacity building for teachers, and the formal integration of Islamic values into curriculum documents that harmonize the national, Al-Azhar, and Cambridge curricula. Furthermore, three flagship programs smart classroom, tafhifz, and bilingual education serve as platforms for embedding Islamic principles, reinforced by daily religious practices such as dhuha prayers, Qur'an recitation, and asmaul husna. These innovations demonstrate that curriculum digitization at SD Islam Al-Azhar 17 Bintaro goes beyond technical implementation, functioning as a substantive effort to internalize aqidah (faith), akhlaq (morality), and ibadah (worship) within both learning activities and school culture. The study concludes that innovative educational leadership is essential in creating a balance between technological mastery and Islamic character formation, thereby preparing students to become digitally competent, competitive, and morally upright individuals.

**Keywords.** Innovative leadership, School principal, Digital curriculum, Islamic values, Islamic education

**Abstrak.** Kemajuan pesat era digital telah menghadirkan peluang sekaligus tantangan bagi lembaga pendidikan, khususnya sekolah Islam, dalam menyeimbangkan kompetensi teknologi dengan pelestarian nilai-nilai spiritual dan moral. Penelitian ini mengkaji peran inovatif kepala sekolah SD Islam Al-Azhar 17 Bintaro dalam memperkuat nilai-nilai Islam melalui digitalisasi pendidikan. Dengan menggunakan metode deskriptif kualitatif, data dikumpulkan melalui wawancara, observasi, dan dokumentasi yang melibatkan kepala sekolah dan guru sebagai informan kunci. Temuan penelitian menunjukkan bahwa kepala sekolah menjalankan berbagai peran katalisator, pencipta, fasilitator, dan pengawas dalam mengintegrasikan nilai-nilai Islam ke dalam pendidikan berbasis digital. Strategi yang diterapkan meliputi penyusunan kebijakan digital, penyediaan infrastruktur digital, peningkatan kapasitas guru, serta integrasi formal nilai-nilai Islam ke dalam dokumen kurikulum yang mensinergikan kurikulum nasional, Al-Azhar, dan Cambridge. Selain itu, tiga program unggulan smart classroom, tafhifz, dan bilingual menjadi sarana utama dalam internalisasi nilai-nilai Islam, yang diperkuat dengan pembiasaan ibadah harian seperti salat dhuha berjamaah, pembacaan doa-doa harian dan asmaul husna, serta tilawah Al-Qur'an. Inovasi tersebut menunjukkan bahwa digitalisasi kurikulum di SD Islam Al-Azhar 17 Bintaro tidak sekadar implementasi teknis, melainkan upaya substansial untuk menginternalisasikan aqidah, akhlak, dan ibadah ke dalam aktivitas pembelajaran maupun budaya sekolah. Penelitian ini menyimpulkan bahwa kepemimpinan pendidikan yang inovatif sangat penting dalam menciptakan keseimbangan antara penguasaan teknologi dan pembentukan karakter Islami, sehingga mampu menyiapkan peserta didik menjadi generasi yang kompeten secara digital, berdaya saing, dan berakhhlak mulia.

**Kata Kunci.** Kepemimpinan inovatif, Kepala sekolah, Kurikulum digital, Nilai keislaman, Pendidikan Islam

### A. INTRODUCTION

The ability to adapt and transform in response to the digital age is essential for addressing the challenges posed by rapid changes and developments across various sectors, particularly in education. Such swift advancements significantly influence human life, necessitating adaptation to these dynamic shifts (Aryasatya & Wibawa, 2022; Rizki et al., 2023). Education is a crucial aspect of human existence, as it has the power to shape a nation and cultivate human potential (Sembiring, 2023). In the contemporary digital landscape, education plays a vital role, presenting

both opportunities and challenges. The technologies utilized in the educational process offer avenues for more effective and extensive knowledge dissemination, thereby enhancing the quality of learning (Suwahyu, 2024). Conversely, the digital age also presents challenges, including the need for digital literacy skills, issues of moral decline, cyberbullying, and finding equilibrium in technology utilization (Zebua, 2023); (Sagala et al., 2024). Thus, educational institutions need to be flexible in adopting digital-based education management systems by equipping educators and educational staff with the necessary skills, agility, and creativity (Susyanto, 2022). Furthermore, the backing provided by policymakers is crucial in advancing digital character education to guarantee its successful implementation (Triyanto, 2020).

Strengthening Islamic values in the digital era is urgently required, considering the potential negative impacts of technology that may contribute to moral decline among students. Islamic values represent fundamental principles encompassing moral, spiritual, and ethical teachings derived from the guidance of Islam. These values cover various dimensions of life, including the relationship between humans and Allah SWT, interpersonal relationships among humans, and the interaction between humans and nature. Within the educational context, such principles can be implemented through systematic integration into learning processes (Mukhtar et al., 2021; Wahyudin et al., 2023). Islamic values in education are generally categorized into three essential dimensions: faith (aqidah), morality (akhlaq), and worship (ibadah) (Siregar & Daulay, 2022). These three dimensions are designed to shape individuals who are faithful, pious, and virtuous, thereby providing guidance for Muslims in fulfilling their responsibilities as servants of Allah and as khalifah (vicegerents) on earth. Furthermore, the internalization of Islamic values in education seeks to instill not only knowledge but also the skills and attitudes aligned with Islamic teachings (Rodhiyana, 2022). This process plays a vital role in preserving students' religious identity while fostering their moral and character development (Pratama et al., 2024). The integration of Islamic values into education is therefore essential in shaping students' character, particularly within Islamic educational settings. In this regard, Islamic educational institutions play a central role in embedding these values, ensuring that each student develops a strong moral foundation and Islamic identity (Fauzi & Nursikin, 2023).

Educational institutions must continuously adapt to the demands of contemporary developments by integrating technology into their learning systems. In the context of Islamic education, such integration represents a crucial step toward creating learning experiences that are not only contextual and dynamic but also grounded in moral and spiritual values (Ulhusni & Hamami, 2024). The preservation of these values is essential, as they serve as the foundation for character building rooted in Islamic teachings. The incorporation of Islamic values in the process of character development strengthens students' knowledge of Islam while simultaneously providing a robust moral framework (Eryandi, 2023). Through this approach, students are expected to cultivate positive traits such as honesty, perseverance, and responsibility (Hamidah & Susilawati, 2023). However, effective character education requires collaborative efforts to create a supportive educational climate (Sukatin et al., 2021). To achieve this goal, comprehensive strategies are needed, including the integration of character values into digital curricula, the reinforcement of positive habits, and the provision of exemplary role models (Nelliraharti et al., 2023). Ultimately, character formation in the digital era, when grounded in Islamic values, is expected to enhance the quality of education and foster a generation that not only possesses technological competence but also demonstrates strong moral and spiritual character (Purna et al., 2023).

In achieving this vision, the innovative role of school principals is essential, as their responsibilities extend beyond the management of educational institutions to fostering

innovation in teaching and learning. Principals are expected to integrate modern technology with Islamic values, thereby ensuring that education remains relevant to contemporary needs while firmly rooted in Islamic principles. In practice, principals serve as mediators, motivators, and supervisors who facilitate curriculum implementation and encourage teachers to actively engage in professional development and adopt technology in instructional practices (Isa et al., 2022). The principal carries full responsibility for sustaining the continuity and quality of education within the institution they lead (Iswanto, 2023). Consequently, school principals must demonstrate responsiveness in addressing both opportunities and challenges, enabling them to advance their schools effectively (Nurrochman et al., 2023). Their pivotal role in realizing the school's educational vision requires the ability to integrate technology with Islamic values through curriculum transformation, enhancement of teacher competencies, and collaboration with multiple stakeholders to achieve holistic educational objectives (Prastiwi & Widodo, 2023).

To contextualize the issues examined in this study, a review of relevant literature on the innovative role of school principals was conducted. First, (Hasanah & Mustofa, 2024) demonstrated that principals' innovative practices significantly influenced school achievement, particularly in institutions that attained an "A" accreditation. Their findings highlight the critical importance of innovative approaches in education, particularly in relation to the strategies adopted by principals to enhance staff performance. Second, (Kurniawan et al., 2023) emphasized that innovative leadership in improving institutional effectiveness encompasses three primary roles: motivator, policymaker, and driver of processes. Their research further revealed that innovative leadership operates in a dual capacity, simultaneously applying different leadership styles to optimize organizational effectiveness. Third, (Setiati et al., 2024) reported that the principal's role as an innovator contributed 49.9% to academic quality, with the strongest impact stemming from the pursuit of new ideas and the weakest from role modeling. These findings underscore the significant influence of innovative leadership, particularly in fostering creativity and the generation of novel educational initiatives. Fourth, (Asy'ari & Inayati, 2023) argued that school principals' innovations extend beyond the academic sphere, producing improvements in both academic and non-academic domains. Their study demonstrated that the principal's role also includes supporting aspects of education, such as the provision and development of school facilities and infrastructure.

The findings from the reviewed literature indicate that the innovative role of educational leaders, particularly school principals, consistently yields positive outcomes for educational institutions. Building on this evidence, it can be inferred that principals' innovative leadership may also play a critical role in reinforcing Islamic values within the framework of digital-based education. Accordingly, this study seeks to explore the innovative role of the principal at SD Al-Azhar 17 Bintaro in strengthening Islamic values through digital-based education. Specifically, the study examines the principal's role in the implementation of digital education, the innovations introduced to reinforce Islamic values, the impact of digital learning on value internalization, and the challenges encountered along with the strategies employed to address them.

## **B. RESEARCH METHODS**

This study employed a descriptive qualitative approach with the aim of providing a comprehensive understanding of findings that cannot be adequately explained using quantitative methods (Nasution, 2023; Tharaba & Wahyudin, 2024). This method was selected to generate in-depth insights into the perceptions, experiences, and perspectives of the participants. The research was conducted at SD Al-Azhar 17 Bintaro, located on Jalan Bonjol No. 9, RT. 6 / RW. 2,

Pondok Karya, Pondok Aren, Kota Tangerang Selatan, Banten 15221. The participants in this study consisted of the principal and several teachers, who were selected as key informants to provide relevant supporting data.

The data collection process was carried out in several stages to ensure accuracy and consistency, employing instruments such as (1) the development of interview guidelines, observations, and documentation aligned with the theme and objectives of the study; (2) the collection of data through interviews, supported by documentation; and (3) the management of data by classifying and organizing it according to the requirements of the research report (Pandriadi et al., 2022). The data consisted of both primary and secondary sources. Primary data were obtained through interviews, observations, and documentation, whereas secondary data were drawn from scientific articles, books, and other references that supported and strengthened the study's findings.

The data analysis technique employed the Miles and Huberman model, which involves three key stages: data reduction, data display, and conclusion drawing (Sa'odah et al., 2020). This analysis was used to examine the innovations introduced by the principal and their impact on strengthening Islamic values through digital-based education at SD Al-Azhar 17 Bintaro. To ensure the validity of the findings, the study applied source triangulation, whereby data were collected from multiple sources to enhance credibility and reliability (Susanto et al., 2023).

## C. RESULT AND DISCUSSION

### **The Role of Principals in Digital-Based Education**

Based on the observations conducted with the principal of SD Islam Al-Azhar 17 Bintaro, Mrs. Retno Fitriasih, M.Pd., it was identified that the principal plays a pivotal role in the progress and development of the institution. This finding reflects the reality that the rapid pace of societal change demands that school leaders be responsive by integrating digital technology into the learning process. In guiding her leadership, the principal refers to the Hadith of Ali bin Abi Talib, which states, *"Educate your children according to their era, because they live in their era, not yours."* This principle serves as a key motivation for the principal to innovate by embedding digital technology in classroom learning while simultaneously strengthening students' Islamic values. The primary objective of implementing digital-based education, as articulated by the principal, is to prepare students with digital competence, competitiveness, and moral civility. Nonetheless, she emphasized that the effective application of digital education requires consistent supervision from both teachers and parents to prevent potential deviations from the intended learning objectives. To address this, the principal actively promotes collaboration between teachers and parents in joint supervision, thereby fostering a participatory approach and creating a supportive climate for character development. Furthermore, digital platforms such as Jamf Teacher and Jamf Parent are employed as monitoring tools to ensure that the learning environment remains conducive and aligned with the school's educational mission.

In addition, the principal of SD Islam Al-Azhar 17 Bintaro fulfills multiple leadership roles serving as a mediator, facilitator, motivator, and supervisor in the integration of Islamic values into digital-based education. Findings from the interviews indicate that the principal has undertaken several strategic initiatives to ensure the successful incorporation of Islamic values within the school's digital learning framework, including the following:

#### **Developing Digital Policy**

The principal emphasized the importance of actively participating in policy design, particularly in integrating technology into the learning process as a means of strengthening Islamic values. Through the use of digital learning platforms, students are guided not only to

acquire knowledge but also to cultivate proper ethics and manners in the use of technology. In this regard, the principal assumes the role of a mediator, accommodating input from parents and teachers to serve as a basis for policy formulation at the institutional level.

### **Providing Digital Tools and Infrastructure**

To support digital-based education, the principal prioritizes the provision of adequate facilities and infrastructure that align with the school's vision of Islamic education. This includes ensuring the availability of updated devices, adopting learning platforms that are compatible with Islamic values, and implementing digital security systems to restrict access to inappropriate content. In this capacity, the principal functions as a facilitator, ensuring that the infrastructure provided not only supports learning but also safeguards students' moral and spiritual development.

### **Conducting Digital Training**

The principal also places a strong emphasis on capacity building for teachers by organizing training sessions and providing continuous guidance on the integration of Islamic values into digital education. These initiatives aim to enhance teachers' digital competencies while equipping them to model and reinforce ethical behavior in students' use of technology as a learning tool. In this process, the principal acts as both a motivator and supervisor, inspiring change while monitoring the quality and sustainability of the practices implemented.

Based on the findings, it can be concluded that the principal of SD Islam Al-Azhar 17 Bintaro plays a pivotal role in advancing the institution by responding proactively to educational changes and demands through the integration of digital technology into the learning process. This aligns with the research of (Nurrochman et al., 2023), which emphasizes that school principals must remain responsive to opportunities and challenges in order to enhance the schools they lead. In implementing digital-based education, the principal aims to equip students with the knowledge and preparation necessary to develop digital competence, competitiveness, and moral civility. This finding resonates with (Ulhusni & Hamami, 2024; Wahyudin et al., 2024), who argue that the integration of technology in Islamic education constitutes a crucial step in fostering contextual and dynamic learning experiences while simultaneously preserving moral and spiritual values. Furthermore, in applying digital technology within education, the principal of SD Islam Al-Azhar 17 Bintaro actively promotes the involvement of both teachers and parents in joint supervision to ensure the creation of a supportive environment for students' character formation. This is consistent with the research of (Sukatin et al., 2021), which highlights that the success of character education requires strong collaboration between schools and parents in establishing a positive educational climate.

### **Principal Innovation in Strengthening Islamic Values**

Interviews with the principal of SD Islam Al-Azhar 17 Bintaro revealed that innovations implemented at the school are consistently oriented toward prioritizing Islamic values across all classroom programs, including digital-based educational activities. The principal emphasized three flagship programs as the primary platforms for integrating and strengthening Islamic values, namely the smart classroom, tafhidz, and bilingual programs. These initiatives are designed to embed Islamic principles into both academic and co-curricular activities. According to the principal, the internalization of Islamic values begins as early as the first grade and is systematically reinforced throughout all classroom programs by habituating students to engage in activities that reflect Islamic teachings. Such practices aim to shape students' character through the early instillation of values rooted in faith, morality, and worship. In addition, within

the framework of curriculum digitalization, the principal ensures that Islamic values are integrated into the three curricula implemented at the school: the national curriculum, the Al-Azhar curriculum, and the Cambridge curriculum. This integration reflects a strategic effort to harmonize global educational standards with the school's vision of fostering character development grounded in Islamic values.

Furthermore, interviews with the principal revealed four primary roles undertaken in innovating and implementing the strengthening of Islamic values in schools: catalyst, creator, facilitator, and supervisor. These roles collectively illustrate the multifaceted leadership required to integrate Islamic values within digital-based education at SD Islam Al-Azhar 17 Bintaro.

### **Catalyst**

In the role of a catalyst, the principal instills confidence in all school stakeholders, teachers, staff, and parents in addressing contemporary challenges and recognizing the urgency of strengthening Islamic values. This role aims not only to improve students' Islamic character and civility but also to enhance the overall quality of education. To achieve this, the principal consistently communicates with stakeholders regarding the necessity of reinforcing Islamic values in the midst of rapid technological development, which poses potential risks of moral decline among students.

### **Creator**

As a creator, the principal acts as an innovator by generating new ideas and involving all school stakeholders in the formulation of policies and decisions related to the strengthening of Islamic values. This inclusive approach fosters a sense of ownership and responsibility in supporting the programs designed. In practice, the principal provides teachers and parents opportunities to contribute constructive feedback and suggestions, thereby ensuring that innovation in digital-based education remains collaborative and reflective of the community's aspirations.

### **Facilitator**

The principal assumes the responsibility of ensuring that adequate facilities and infrastructure are available to support the integration of Islamic values into digital-based learning. This includes the strategic provision of technological resources such as updated digital devices, reliable internet connectivity, and learning platforms aligned with Islamic principles. In addition, the principal facilitates teacher training and mentoring to optimize the use of technology as a medium for delivering instructional content enriched with moral and spiritual values. Beyond infrastructure, the principal also fosters a religious and supportive learning environment by engaging teachers, educational staff, and parents in sustaining the application of Islamic values throughout the school.

### **Supervisor**

In the supervisory role, the principal provides systematic oversight to ensure that the integration of Islamic values within digital-based education aligns with the school's vision and mission. This includes conducting regular monitoring of curriculum implementation, observing teachers' practices in faith-based learning, and delivering constructive feedback for continuous improvement. The principal also identifies challenges encountered during implementation and promptly formulates solutions, thereby ensuring that the process of strengthening Islamic values remains sustainable and effective in shaping students' character.

The findings of this study demonstrate that the principal of SD Islam Al-Azhar 17 Bintaro assumes a highly strategic role in integrating Islamic values into digital-based education. The innovations introduced extend beyond the technical utilization of digital tools, emphasizing

instead the substantive dimension of reinforcing spiritual and moral values rooted in Islam. The principal actively develops and oversees three flagship programs smart classroom, tahlidz, and bilingual education each of which incorporates Islamic principles from the first grade onward. These initiatives are reinforced through daily habituation practices, including congregational *dhuha* prayers, recitations of daily supplications and *Asmaul Husna*, as well as regular Qur'anic study sessions. Collectively, these practices foster a sustainable and deeply embedded religious culture that contributes to the formation of students' noble character (*akhlaq al-karimah*). This finding resonates with (Mukhtar et al., 2021), who argue that Islamic values encompass moral, spiritual, and ethical principles that must be integrated into education to preserve students' religious identity. Similarly, (Siregar & Daulay, 2022), highlight that Islamic education should ideally encompass the dimensions of faith, morality, and worship, which collectively cultivate individuals who are devout, pious, and noble in character. Furthermore, the principal's efforts to enrich the smart classroom and bilingual programs with Islamic values illustrate an innovative adaptation to the demands of the digital age. As emphasized by (Ulhusni & Hamami, 2024), the integration of technology within Islamic education not only provides contextual and dynamic learning experiences but also safeguards moral and spiritual values. Consequently, the innovations carried out by the principal of SD Islam Al-Azhar 17 Bintaro underscore the significance of educational leadership that transforms the internalization of Islamic values within the digitization process, moving beyond mere technical effectiveness in teaching and learning.

### **Strategy for digitizing the curriculum based on Islamic values**

Interviews with the principal of SD Islam Al-Azhar 17 Bintaro revealed that the digitization of the curriculum is strategically directed by prioritizing the integration of Islamic values across all classroom programs. This strategy is operationalized through intensive coordination with teachers in the development of lesson plans, ensuring that instructional content is not solely oriented toward academic achievement but also enriched with Islamic moral and spiritual dimensions. The strengthening of Islamic values is systematically implemented by integrating the three core dimensions of faith (*aqidah*), morality (*akhlaq*), and worship (*ibadah*) into every subject taught. Consequently, digital-based learning is designed not merely to enhance students' technological competencies but also to foster the formation of strong Islamic character. In addition, digital activities introduced by the school, such as the use of interactive learning media, serve as practical tools for the internalization of Islamic values in students' daily lives. The principal emphasized that this strategy aims to establish a balance between technological mastery and the cultivation of Islamic values, ensuring that the process of curriculum digitization remains firmly rooted in the vision of Islamic education. Ultimately, the approach underscores the school's mission to produce students who are not only digitally competent but also possess noble character and civility (*akhlaq al-karimah*).

In implementing the strategy of digitizing the curriculum based on Islamic values, the principal of SD Islam Al-Azhar 17 Bintaro assumes several pivotal roles that highlight his capacity as an innovative educational leader. These roles include:

#### **Integration of Islamic Values into Subjects and Digital Activities**

The principal ensures that the dimensions of *aqidah* (faith), *akhlaq* (morality), and *ibadah* (worship) are systematically embedded in all subjects and digital-based learning activities. This is accomplished by guiding teachers in the preparation of teaching materials and in the use of digital platforms that not only deliver academic content but also instill Islamic values. Consequently, students are consistently exposed to a learning process that fosters the development of Islamic character.



### **Formal Integration into the Curriculum**

The principal also plays a supervisory and directive role in ensuring that the integration of Islamic values extends beyond classroom practices to be formally institutionalized within the digital curriculum. At this level, the principal safeguards the alignment between the national curriculum, the Al-Azhar curriculum, and the Cambridge curriculum, ensuring coherence with the vision of Islamic education. This responsibility is demonstrated through the principal's active involvement in coordinating teachers to design syllabi, lesson plans, and digital modules with an Islamic orientation, as well as conducting periodic monitoring to ensure proper implementation in accordance with intended objectives.

### **Implementation in Daily Practices and School Culture**

The principal also emphasizes the embodiment of Islamic values within the daily practices and overall culture of the school. This is realized through religious activities such as daily prayers, congregational dhuha prayers, and regular Qur'anic recitation, which are further reinforced through the use of digital media as a pedagogical tool. In this role, the principal serves not only as a role model for teachers and students but also as a collaborator with parents to sustain these religious practices within the home environment. In this way, the reinforcement of Islamic values transcends the written curriculum and becomes ingrained in the lived experiences of students through a holistic religious school culture.

The findings of this study demonstrate that the digitization of the curriculum based on Islamic values at SD Islam Al-Azhar 17 Bintaro represents a concrete manifestation of the principal's strategic role in addressing the challenges of education in the digital era. This strategy is implemented through the systematic integration of the dimensions of faith (*aqidah*), morality (*akhlaq*), and worship (*ibadah*) into both subject content and digital-based learning activities. Such an approach aligns with (Siregar & Daulay, 2022), who emphasize that Islamic education encompasses these three core dimensions with the ultimate aim of nurturing students who are faithful, pious, and of noble character. By embedding these dimensions into the digital curriculum, the principal underscores that technological mastery must be accompanied by the strengthening of spiritual and moral values. Furthermore, the collaborative coordination between the principal and teachers in developing instructional materials reflects the essence of transformative leadership, which is responsive to contemporary educational dynamics. This resonates with (Nurrochman et al., 2023), who argue that school principals must demonstrate responsiveness in seizing opportunities and addressing challenges in order to advance the institutions they lead. Consequently, digital learning at SD Islam Al-Azhar 17 Bintaro is designed not only to enhance academic achievement but also to serve as a vehicle for shaping Islamic character. At the formal curriculum level, the principal ensures the synergy of the national curriculum, the Al-Azhar curriculum, and the Cambridge curriculum, maintaining coherence with the vision of Islamic education. This step reinforces (Mukhtar et al., 2021), who emphasize that Islamic values—comprising moral, spiritual, and ethical principles—must be integrated into education to safeguard students' religious identity. Therefore, the digitization of the curriculum at SD Islam Al-Azhar 17 Bintaro extends beyond an administrative innovation; it constitutes a substantive effort to preserve and strengthen the Islamic character of students within the framework of digital education.

## **D. CONCLUSION**

This study concludes that the principal of Al-Azhar 17 Bintaro Islamic Elementary School plays a crucial innovative role in integrating Islamic values into digital-based education. This role

is realized through strategies that not only emphasize the technical aspects of technology utilization but also ensure the internalization of Islamic spiritual and moral values in every learning process. This shows that innovative leadership in Islamic educational units is capable of responding to the challenges of the digital era while maintaining the Islamic identity of students.

Empirically, this study found that the strategy of digitizing the Islamic values-based curriculum covers three main dimensions: first, the integration of the values of faith, morals, and worship into every subject and digital activity; second, the affirmation of Islamic values in formal curriculum documents that combine the national curriculum, the Al-Azhar curriculum, and the Cambridge curriculum; and third, the implementation of Islamic values in daily practices and school culture through religious habits supported by digital media. These three dimensions reinforce the argument that curriculum digitization in Islamic education cannot be separated from the goal of character building.

The contribution of this study lies in emphasizing that innovative school leadership is a determining factor in creating a balance between technological mastery and the strengthening of Islamic values. These findings reinforce the previous theoretical view that Islamic education in the digital age must combine technological competence with moral and spiritual foundations. Thus, this study emphasizes the importance of an innovative leadership model oriented towards Islamic value-based digital transformation as a prerequisite for developing a competitive, characterful, and civilized Muslim generation.

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