

The Influence of Principal Competence and Mastery of Information Technology on the Performance of Islamic Education Teachers

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Abstract: *The Influence of Principal Competence and Mastery of Information Technology on Islamic Education Teachers Performance*

Objective: This study aims to determine the effect of principal competence and IT mastery on the performance of Islamic religious education teachers in SMP Negeri 1 Tigo Nagari, Pasaman Regency. **Methods:** This study uses a quantitative correlation approach. The sample of this study amounted to 46 teachers. Questionnaires were used to collect data. Data were analyzed using normality test, multicollinearity test, heteroscedasticity test, multiple linear regression test, F test, and determination test. **Results:** Principal competence (and mastery of information technology) have a positive and significant effect on the performance of Islamic religious education. **Conclusion:** Principal competence is an aspect of creating an educational environment that supports, motivates, and facilitates Islamic religious education teachers effectively in their duties. **Contribution:** This study contributes as a guide for principals in improving their competence to create a productive work environment and support the improvement of teacher performance.

Keyword: Principal Competence; Information Technology; Islamic education teachers Performance

Abstrak: Pengaruh Kompetensi Kepala Sekolah dan Penguasaan Teknologi Informasi terhadap Kinerja Guru Pendidikan Agama Islam

Tujuan: Studi ini bertujuan untuk mengetahui pengaruh kompetensi kepala sekolah dan penguasaan TI terhadap kinerja guru pendidikan agama islam di SMP Negeri 1 Tigo Nagari Kab. Pasaman: **Metode:** Penelitian ini menggunakan pendekatan kuantitatif korelasi. Sampel penelitian ini berjumlah 46 orang guru. Angket digunakan dalam proses mengumpulkan data. Data dianalisis menggunakan uji normalitas, uji multikolinearitas, uji heteroskedastisitas, uji regresi linier berganda, uji F, dan Uji Determinasi. **Hasil:** Kompetensi kepala sekolah (dan penguasaan teknologi informasi berpengaruh positif dan signifikan terhadap kinerja pendidikan agama islam. **Kesimpulan:** Kompetensi kepala sekolah merupakan aspek dalam menciptakan lingkungan pendidikan yang mendukung, memotivasi, dan memfasilitasi guru pendidikan agama Islam secara efektif dalam menjalankan tugasnya. **Kontribusi:** Penelitian ini berkontribusi sebagai panduan bagi kepala sekolah dalam meningkatkan kompetensinya untuk menciptakan lingkungan kerja yang produktif dan mendukung peningkatan kinerja guru.

Kata Kunci: Kompetensi Kepala Sekolah, Teknologi Informasi, Kinerja Guru

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A. INTRODUCTION

Islamic education teachers' performance, encompassing planning, implementation, and evaluation of learning, as well as guidance and counseling, is a crucial element of education and significantly influences its quality. Islamic education teachers' performance directly impacts student learning outcomes as Islamic education teachers often engage closely with students (Xu et al., 2020). Therefore, greater attention is needed to develop qualified Islamic education teachers capable of supporting the overall performance of education (Asensio-Pérez et al., 2017). Additionally, Islamic education teachers carry a substantial responsibility to achieve the expected performance standards.

From an Islamic perspective, Islamic education teachers' performance encompasses broader dimensions (Hayati & Caniogo, 2012). It involves technical aspects such as planning, implementation, evaluation of learning, guidance, and counseling and reflects spiritual and moral values. Islamic education teachers are regarded as educators (*murabba*), mentors (*murshid*), and role models (*wah*) who bear a profound responsibility for cultivating students' morality and character. Students' academic success does not solely measure Islamic education teachers' performance in Islam but also by the extent to which Islamic education teachers instill faith (*iman*), piety (*taqwa*), and noble character (*akhlak mulia*) in their students (Sholeh & Efendi, 2023). As the Prophet Muhammad (peace be upon him) said:

بُعِثْتُ إِنَّمَا لِأَتَمِّمَ مَكَارِمَ الْأَخْلَاقِ

Meaning: "Verily, I have only been sent to perfect righteous character." (HR. Ahmad).

High-performing Islamic education teachers, from an Islamic perspective, are those who can create a learning environment filled with wisdom (*hikmah*), patience (*sabr*), and compassion (*rahmah*). This aligns with the words of Allah SWT,

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ
إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

Meaning: "Invite (all) to the Way of thy Lord with wisdom and beautiful preaching; and argue with them in ways that are best and most gracious: for thy Lord knoweth best, who have strayed from His Path, and who receive guidance" (QS. An-Nahl: 125).

A qualified Islamic education teacher is proficient in pedagogical competencies and embodies strong moral and spiritual integrity (Abulibdeh et al., 2024). Evaluating Islamic education teachers' performance from an Islamic perspective should encompass the assessment of intention (*ikhlas*), moral conduct (*akhlak*), relationships with students, and contributions to fostering a generation of faithful and pious individuals. Supporting Islamic education teachers in improving their performance should include spiritual development, skill enhancement, and the provision of a conducive work environment (Ahakwa, 2024). This aligns with the Islamic principle that education is a form of *amal jariyah* (ongoing charity), where the rewards continuously flow as long as the knowledge shared benefits others.

Islamic education teachers must possess social, personal, pedagogical, and professional competencies (Mulyani, 2017). According to Bakar (2024), Islamic education teachers hold a noble role in Islam as mentors, educators, and role models for future generations. Their responsibilities extend beyond delivering knowledge to shaping students' personalities, morals, and spirituality following Islamic teachings (Sabic-El-Rayess, 2020). The National Education Ministerial Regulation No. 16 of 2007 outlines the qualifications and competencies Islamic education teachers and educators require. Supporting these efforts demonstrates a collective commitment to improving the quality of education in Indonesia (Sari et al., 2024).

An effective school management system, especially through the principal's leadership, plays an important role in this context (Navaridas-Nalda et al., 2020). Principals are responsible for managing human resources, designing educational programs, and building

relationships with various stakeholders (Stahl et al., 2020). A competent principal can foster a supportive work environment, enhance Islamic education teachers performance, and promote professionalism among Islamic education teachers (Khafidah, 2019). Furthermore, mastery of information technology (IT) has become increasingly essential in the education sector. Islamic education teachers who are adept in IT can effectively integrate technology into the teaching-learning process, making lessons more interactive, engaging, and conducive to better educational outcomes (Gupta et al., 2023).

SMP Negeri 1 Tigo Nagari exemplifies optimal school management, as evidenced by high student attendance rates and the absence of tardy Islamic education teachers. The principal engages in academic supervision, budget management, and long-term planning. Moreover, the school demonstrates effective use of IT in the learning process, including hardware and software integration. However, Islamic education teachers performance remains suboptimal despite optimized school management and IT capabilities. This is apparent from inadequate lesson preparation, insufficient use of media, unconventional strategies and methods, and limited utilization of technology in teaching. Therefore, this research is essential for understanding how Islamic education teachers performance is influenced by IT mastery and the competence of the school principal.

Research on the impact of school principals' competencies and Islamic education teachers' mastery of information technology on the performance of Islamic education teachers has been widely conducted. Still, most studies focus on one factor, either the competency of school principals or information technology, without integrating both in the context of religious education (Meidiana et al., 2020; Mun'im Amaly et al., 2021; Norjanah et al., 2022; Selamat, 2017; Pasaribu, 2019). Some studies indicate that good school leadership can improve Islamic education teachers' motivation and performance, while other research highlights that Islamic education teachers' mastery of information technology can enhance the quality of teaching. However, research combining both factors in the context of Islamic education and their impact on Islamic education teachers' performance remains limited. The gap in this research lies in the lack of studies examining how school leadership competency and mastery of information technology collaborate to improve Islamic education teachers' performance. This study focuses on developing a model that directly links both factors and explores how they support Islamic education teachers' performance in Islamic education, using information technology to facilitate more effective and relevant learning processes in the digital age. This research contributes new insights into exploring the interdependent relationship between school leadership and information technology skills in improving the quality of Islamic religious education in schools.

B. METHOD

The study aims to provide a quantitative overview of the extent to which information technology mastery and work culture influence Islamic education teachers performance. This study uses a quantitative approach with a correlational design to examine the influence of information technology mastery and work culture on Islamic education teachers performance. The research was conducted in 2024 at SMPN 1 Tigo Nagari. The study involved a total population of 46 Islamic education teachers, with all members of the population included in the sample using a total sampling technique. Data were collected through questionnaires, which served as the main instrument to gather information from the Islamic education teachers.

Before analyzing the data, classical assumption tests were conducted to ensure that the data met the necessary requirements for statistical analysis. These tests included normality tests to assess the distribution of the data, multicollinearity tests to check for correlations between independent variables, and heteroscedasticity tests to examine the variance of residuals. These tests ensured that the data were appropriate for regression analysis.

Once the assumptions were met, the data were analyzed using multiple linear regression to explore the relationships between the independent variables (information technology mastery and work culture) and the dependent variable (Islamic education teachers performance). The F-test was applied to determine the overall significance of the regression model, while a coefficient of determination (R-squared) test was used to assess the contribution of the independent variables to the dependent variable.

C. RESULTS AND DISCUSSION

Result

1) Prerequisite Analysis Test

a) Normality Test

The normality test is part of the classical assumption tests. Its purpose is to determine whether the residual values are normally distributed. A good regression model should have residuals that are normally distributed. The testing criterion is as follows: if the significance value (Sig) or probability value (p) > 0.05, the data is normally distributed. The normality test results using the One-Sample Kolmogorov-Smirnov Test indicate that the sample size (N) for this study is 46. The mean of the unstandardized residuals is 0.0000000, with a standard deviation of 10.88051592. The largest absolute value of the Most Extreme Differences is 0.109, with a positive difference of 0.109 and a negative difference of -0.061. The test statistic is 0.109, and the significance value (Asymp. Sig. 2-tailed) is 0.200. Since the significance value is greater than 0.05, it can be concluded that the residual data is normally distributed, meeting the assumption required for regression analysis. The detailed results can be seen in the following table:

Table 1. Normality Test

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		46
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	10,88051592
Most Extreme Differences	Absolute	,109
	Positive	,109
	Negative	-,061
Test Statistic		,109
Asymp. Sig. (2-tailed)		,200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

b) Multicollinearity Test

The multicollinearity test is conducted to determine whether there is any correlation among the independent variables in the regression model. If correlations are present, multicollinearity issues must be addressed. Multicollinearity in a model can be assessed using the following criteria: (1) If the Tolerance value is greater than 0.10, no multicollinearity or correlation among independent variables is present; (2) If the Variance Inflation Factor (VIF) value is less than 10.00, no multicollinearity or correlation among independent variables is present. For more clarity, refer to the following table:

Table 2. Multicollinearity Test

Collinearity Statistics		VIF
Tolerance		
	,991	1,009

,991

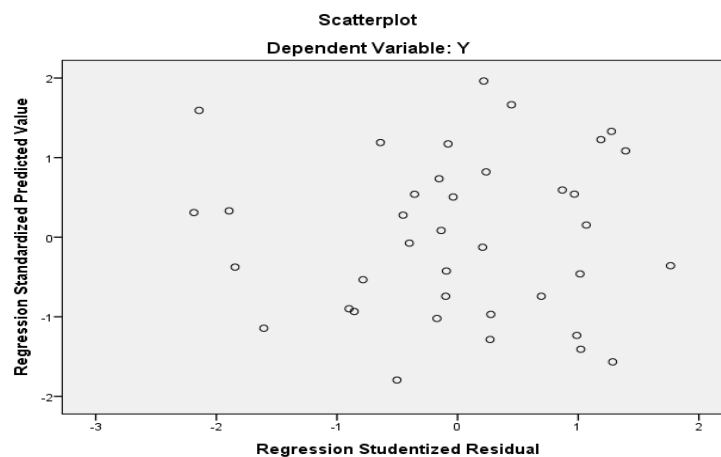
1,009

a. Dependent Variable: Y

The results of the multicollinearity statistical analysis show a Tolerance value of 0.991 for each independent variable and a Variance Inflation Factor (VIF) value of 1.009. The Tolerance value, which is close to 1, indicates that the independent variables have a low level of correlation with one another, meaning there is no multicollinearity issue. Similarly, the VIF value, below the 10 threshold, confirms no significant multicollinearity among the independent variables. Thus, the independent variables in the model can be used for regression analysis without affecting the reliability of the estimates.

c) Heteroscedasticity Test

The heteroscedasticity test aims to determine whether there is an unequal variance of residuals from one observation to another in the regression model. If the variance differs, it is called heteroscedasticity. One way to detect heteroscedasticity in a regression model is by examining a scatterplot or the predicted variable values (SRESID) with residual errors (ZPRED). If there is no specific pattern and the residuals are spread equally above and below 0 on the y-axis, heteroscedasticity is not present. However, heteroscedasticity is present if a specific pattern is observed and the residuals are spread both above and below 0 on the y-axis. For further clarity, refer to the graph below:



Graphic 2. Scatterplot

Based on the scatterplot graph obtained from the SPSS 22 output, the data points are spread above and below or around the value of 0. The points are not clustered only above or below the Y-axis, and the spread of the data points on the graph indicates that no clear pattern has been formed. Thus, it can be concluded that there is no issue with heteroscedasticity in the regression model, and this test is valid.

2) Hypothesis Testing

a) Multiple Linear Regression Test

The researcher used multiple linear regression statistics, employing SPSS version 22 for the analysis. In this study, multiple regression analysis was used to examine the influence of the Principal's Competency and Information Technology Mastery on Islamic education teachers Performance at SMPN 1 Tigo Nagari as follows:

Table 3. Multiple Linear Regression Test

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	168,339	25,247		,000

X1	,496	,087	,651	5,735	,000
X2	,128	,061	,237	2,091	,000

a. Dependent Variable: Y

The regression analysis results show that the constant (intercept) has a value of 168.339, with a t-value of 6.668 and a significance value of 0.000, indicating statistical significance. The independent variable X1 (Principal's Competency) has an unstandardized regression coefficient (B) of 0.496, with a t-value of 5.735 and a significance value of 0.000. This indicates that X1 has a positive and significant effect on the dependent variable Y (Islamic education teachers Performance), with a relative contribution shown by the beta coefficient (Beta) of 0.651.

Meanwhile, the independent variable X2 (Information Technology Mastery) has an unstandardized regression coefficient of 0.128, with a t-value of 2.091 and a significance value of 0.000. This shows that X2 also has a positive and significant effect on Y, with a relative contribution shown by the beta coefficient (Beta) of 0.237. Therefore, the Principal's Competency and Information Technology Mastery positively and significantly affect Islamic education teachers Performance at SMPN 1 Tigo Nagari.

b) Simultaneous Test (F)

The researcher used multiple linear regression statistics, employing SPSS version 22 for the analysis. The F-test (simultaneous) is used to determine whether the independent variables collectively have a significant effect on the dependent variable.

Table 4. Simultaneous Test (F)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4370,060	2	2185,030	17,637	,000 ^b
	Residual	5327,353	43	123,892		
	Total	9697,413	45			

a. Dependent Variable: Y

b. Predictors: (Constant), X2, X1

The results of the ANOVA analysis show that the regression model used is statistically significant in explaining the effect of the independent variables (X1: Principal's Competency and X2: Information Technology Mastery) on the dependent variable (Y: Islamic education teachers Performance). The Sum of Squares for regression is 4370.060 with degrees of freedom (df) of 2, resulting in a Mean Square value of 2185.030.

The Residual Sum of Squares is 5327.353 with degrees of freedom of 43, resulting in a Mean Square value of 123.892. The obtained F-value is 17.637, with a significance level (Sig.) of 0.000 below 0.05. This indicates that the regression model is significant in predicting Islamic education teachers Performance, suggesting that the independent variables, the Principal's Competency and Information Technology Mastery, make a meaningful contribution to Islamic education teachers Performance.

c) Coefficient of Determination (R^2) Test

The Determination Test measures how the model explains the variation in the dependent variable. The coefficient of determination is between $0 < R^2 < 1$, where a small R^2 value indicates that the independent variable cannot explain the dependent variable. The independent variables are considered to provide the necessary information to predict the dependent variable when R^2 approaches 1. If $R^2 = 0$, there is no relationship between the independent and dependent variables, while if $R^2 = 1$, there is a strong relationship between the independent and dependent variables.

Table 5. Coefficient of Determination (R^2)

Model	Model Summary ^b			
	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,671 ^a	,451	,425	11,131

a. Predictors: (Constant), X2, X1

b. Dependent Variable: Y

The analysis from the Model Summary table shows that the correlation coefficient (R) value of 0.671 indicates a strong relationship between the independent variables (X1: Principal's Competency and X2: Information Technology Mastery) and the dependent variable (Y: Islamic education teachers Performance). The R Square value of 0.451 indicates that 45.1% of the variation in Islamic education teachers Performance can be explained by combining the Principal's Competency and Information Technology Mastery. Meanwhile, the Adjusted R Square value of 0.425 reflects a slightly smaller percentage after adjusting for the number of variables in the model the Std. The error of the Estimate value of 11.131 represents the standard error in predicting the dependent variable. Overall, this regression model is quite good at explaining the relationship between the independent and dependent variables.

Discussion

The regression analysis shows that the constant (intercept) has a value of 168.339, with a t-value of 6.668 and a significance value of 0.000, indicating statistical significance. The independent variable X1 (Principal's Competency) has an unstandardized regression coefficient (B) of 0.496 with a t-value of 5.735 and a significance value of 0.000. This indicates that X1 has a positive and significant effect on the dependent variable Y (Islamic education teachers Performance), with the relative contribution shown by the beta coefficient (Beta) of 0.651.

According to the analysis, the Principal's Competency is highly necessary for improving Islamic education teachers Performance at SMPN 1 Tigo Nagari, to the point where the Principal's Competency influences Islamic education teachers performance at the school. To further improve Islamic education teachers Performance at SMPN 1 Tigo Nagari, it is expected that the Principal's Competency should be better, with appropriate placement and continuous improvement. This finding has important practical implications for school management. Principals can enhance Islamic education teachers performance by focusing on developing their managerial skills. This could include leadership training and development, human resource management, effective communication, and other management skills. Thus, investing in developing the Principal's Competency can be an effective strategy to improve the quality of education at SMP Negeri 1 Tigo Nagari.

Therefore, principals with good managerial skills are more likely to build positive relationships with staff and other school community members (Sanders, 2016). This can help create a collaborative and supportive work environment where Islamic education teachers feel supported and motivated to contribute their best. As a result, principals can use this finding to encourage collaboration and collaborative leadership in efforts to improve Islamic education teachers performance and student achievement (Gillies, 2019).

This study is in line with Sari (2016) on the influence of Principal's Competency on Islamic education teachers performance at State Elementary Schools in Bambang Lipuro Subdistrict, Bantul. This study's results showed an effect of Principal's Competency on Islamic education teachers performance, amounting to 18.5%. Additionally, a study by Faisal (2013) on the influence of Principal Competency on Islamic education teachers performance at State Elementary Schools in Kota Gede Yogyakarta also found a significant effect of Principal Competency on school staff performance (Administration).

Several previous studies have highlighted that Islamic education teachers performance, particularly from an Islamic perspective, is greatly influenced by the principal's competency

as an educational leader. Ferdinand (2024) emphasizes the importance of the principal's competency in building a work environment that supports Islamic education teachers performance, where Islamic values such as *Amanah* (trust), *ikhlas* (sincerity), and responsibility serve as the foundation. A principal with strong managerial and supervisory competencies can motivate Islamic education teachers to work professionally while upholding Islamic values in educating students. This idea is also affirmed by Suwartiningsih (2022), who states that principals with personal and social competencies can become role models in creating an Islamic work culture, reflected in the steadfastness of Islamic education teachers in performing their duties responsibly. Yani (2021) also found that principals competent in strategic planning based on Islamic values can enhance Islamic education teachers performance. This is realized through a leadership approach that emphasizes aspects of *tarbiyah* (education) and *tazkiyah* (purification of the soul), ensuring that Islamic education teachers focus not only on worldly tasks but also on the *ukhrawi* (spiritual) aspect as a form of worship to Allah.

Meanwhile, the independent variable X2 (Information Technology Mastery) has an unstandardized regression coefficient of 0.128, with a t-value of 2.091 and a significance value of 0.000. This indicates that X2 also has a positive and significant effect on the dependent variable Y, with the relative contribution shown by the beta coefficient (Beta) of 0.237.

According to the analysis, Islamic education teachers' mastery of IT significantly influences their performance at SMP Negeri 1 Tigo Nagari, which is important in improving Islamic education teachers performance. To further enhance Islamic education teachers performance at SMP Negeri 1 Tigo Nagari, annual training sessions are expected to improve Islamic education teachers' IT skills.

Therefore, developing IT proficiency among Islamic education teachers can become an effective strategy to improve their performance at SMP Negeri 1 Tigo Nagari. The school should consider investing in training and developing Islamic education teachers' IT skills to enhance teaching and learning effectiveness. Furthermore, integrating information technology into the learning process can help create a more dynamic and engaging learning environment for students. Thus, Islamic education teachers' understanding and mastery of IT are crucial for improving the quality of education at the school.

This study aligns with previous research, such as Marwan's (2017) study on the impact of information technology utilization and classroom supervision on the performance of Islamic Education Islamic education teachers at high schools in Palu City. The study found that utilizing information technology and implementing classroom supervision contributed 40.5% to the Islamic education teachers' performance. In comparison, the remaining 59.5% was influenced by other variables not covered in the study. Furthermore, Toyo et al. (2022) reported that the use of information technology at SMP Negeri 1 Tomia was at a good level. Both partial and simultaneous utilization of information technology positively impacted Islamic education teachers performance. The Islamic education teachers performance at SMP Negeri 1 Tomia was high. However, there were areas for improvement, such as responsibility for work volume, time efficiency, idea generation, task completion, lesson planning, and the development of teaching materials that are logical, contextual, and up-to-date. Additionally, the Islamic education teachers were encouraged to improve the effectiveness of learning activities, use appropriate learning resources, and design evaluative tools for student progress.

Isti'ana (2024) found that Islamic education teachers who master information technology can improve learning effectiveness based on Islamic values. Information technology was a vital tool in helping Islamic education teachers integrate educational content with values such as honesty, responsibility, and *Ihsan* so that learning focuses not only on academic aspects but also on the character-building of students in line with Islamic teachings. Similarly, Lisyawati (2023) found that mastery of information technology positively influenced the

ability of Madrasah Aliyah Islamic education teachers to prepare teaching materials based on the Qur'an and Sunnah. Technology, such as interactive Islamic applications, helped Islamic education teachers achieve educational objectives efficiently while aligning with the Islamic principle of utilizing knowledge as a form of worship to Allah. Sholeh dan Efendi (2023) also revealed that Islamic education teachers in pesantren-based schools who utilized information technology could present Islamic material engagingly and profoundly. This research emphasized that information technology is important in supporting education and da'wah, as it allows Islamic education teachers to integrate modern methods with Islamic values, such as good character (*akhlak Karima*), patience, and sincerity in teaching students.

The ANOVA analysis results show that the regression model used is statistically significant in explaining the influence of the independent variables (X1: School Principal Competence and X2: Information Technology Mastery) on the dependent variable (Y: Islamic education teachers Performance). The Sum of Squares for the regression is 4370.060 with 2 degrees of freedom (df), yielding a Mean Square value of 2185.030. The Residual Sum of Squares is 5327.353 with 43 degrees of freedom, resulting in a Mean Square of 123.892. The obtained F value is 17.637 with a significance level (Sig.) of 0.000, below 0.05. This indicates that the regression model is significant in predicting Islamic education teachers Performance, and both the School Principal Competence and Information Technology Mastery variables jointly contribute meaningfully to Islamic education teachers Performance.

The analysis from the Model Summary table shows that the correlation coefficient (R) is 0.671, indicating a strong relationship between the independent variables (X1: School Principal Competence and X2: Information Technology Mastery) and the dependent variable (Y: Islamic education teachers Performance). The R Square value of 0.451 indicates that the combination of School Principal Competence and Information Technology Mastery can explain 45.1% of the variation in Islamic education teachers Performance. Meanwhile, the Adjusted R Square value of 0.425 shows a slightly smaller percentage after adjustment for the number of variables in the model. The Std. The error of the Estimate value of 11.131 indicates the standard error in predicting the dependent variable. Overall, this regression model is quite good in explaining the relationship between the independent and dependent variables.

This study aligns with previous research examining the relationship between school principal competence, information technology mastery, and Islamic education teachers performance. One relevant study by Manan (2023) showed that Islamic education teachers' mastery of information technology could improve teaching quality and enhance the efficiency of the teaching-learning process. The appropriate use of technology in education enriches teaching methods and supports the development of Islamic education teachers' skills. This is consistent with the findings of this study, which indicates that both the variables of school principal competence and information technology mastery significantly contribute to Islamic education teachers performance.

Priyambodo (2023) also found that school principals with high professional competence can improve Islamic education teachers' teaching performance by implementing policies and strategies that support the professional development of Islamic education teachers. In this case, Islamic education teachers' performance can be improved through strong leadership from the school principal. On the other hand, Sholeh & Efendi (2023) stated that optimal use of information technology can positively impact teaching performance, as Islamic education teachers can use various digital tools to enhance the quality of teaching materials and interaction with students. Lastly, Permatasari et al. (2023) argued that a transformational leadership model from the principal can enhance Islamic education teachers motivation and performance through empowerment and inspiration. This reinforces the findings of this study, which shows that school leadership and information technology mastery have a positive relationship with Islamic education teachers performance.

D. RESEARCH IMPLICATIONS AND CONTRIBUTIONS

1. Research Implications

This study provides input for policymakers to design training programs that target the improvement of principals' competencies and Islamic education teachers' mastery of technology and provides a basis for further studies related to other factors that affect Islamic education teachers' performance, such as school organizational culture, work motivation, and physical environment.

2. Research Contribution

The results of this study serve as a basis for designing data-based education policies that support the professional development of principals and Islamic education teachers. This study enriches the literature on the influence of principals' leadership competence and mastery of information technology on Islamic education teachers' performance. The results of this study can be the basis for designing data-based education policies that support the professional development of principals and Islamic education teachers.

E. RECOMMENDATIONS FOR FUTURE RESEARCH DIRECTIONS

Further research could also link the influence of principals' competence and mastery of information technology on Islamic education teachers' performance with students' learning outcomes or achievement in Islamic Religious Education. By looking at the direct relationship between these factors and students' academic achievement, research can provide stronger evidence of the important role of principals and technology in improving the quality of religious education in schools. As well as broadening the scope by comparing the influence of principals' competencies and mastery of information technology in different schools with different backgrounds in terms of location, school size, and education level (e.g., primary, secondary, or tertiary schools). This could provide greater insight into how these factors affect Islamic education teachers' performance in a more diverse context.

F. CONCLUSION

The results of this study indicate that the competence of school principals and mastery of information technology have a significant positive impact on Islamic education teachers' performance at SMPN 1 Tigo Nagari. The competence of the school principal proves to play a more dominant role, where competent principals can create a supportive work environment, provide effective supervision, and serve as role models for Islamic education teachers. Meanwhile, Islamic education teachers' mastery of information technology is also an important factor in improving the quality of teaching. Islamic education teachers who optimally utilize information technology can present learning materials in a more engaging, relevant, and appropriate way to meet the needs of students in the digital age. These factors collectively improve Islamic education teachers' performance, reflecting the importance of synergy between good leadership and adaptation to technological developments.

Principal competence is important in creating an educational environment that supports, motivates, and facilitates Islamic education teachers effectively performing their duties. Competent principals tend to improve Islamic education teachers' performance through strong leadership, good management, and appropriate decision-making. Islamic education teachers' ability to master information technology positively impacts teaching effectiveness and the management of other educational tasks. Islamic education teachers proficient in information technology can better adapt modern learning methods and enhance students' learning experience.

This research emphasizes the importance of continuous training for principals and Islamic education teachers to improve their leadership and information technology

competencies. Local governments and related parties are expected to provide the necessary support to achieve this goal. Islamic education teachers' combination of good principal competence and high mastery of information technology contributed significantly to the overall improvement of Islamic education teachers performance. This suggests that supportive leadership and adequate technological capabilities complement each other in creating better quality education.

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