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Kepemimpinan Visioner Kepala Sekolah dalam Mengembangkan Keterampilan Hidup Multimedia bagi Siswa Sekolah Berasrama Islam

The Principal's Visionary Leadership in Developing Multimedia Life Skills for Islamic Boarding School Students

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ABSTRAK

Penelitian ini bertujuan untuk menganalisis kepemimpinan visioner kepala sekolah dalam pengembangan life skill multimedia santri di Pondok Modern An-Nuqthah. Fokus penelitian meliputi strategi kepemimpinan visioner yang diterapkan kepala sekolah, pengelolaan sumber daya manusia dalam mendukung program multimedia, serta upaya peningkatan kompetensi santri melalui pengembangan keterampilan multimedia. Penelitian menggunakan pendekatan kualitatif dengan metode deskriptif. Data diperoleh melalui wawancara mendalam, observasi, dan studi dokumentasi yang melibatkan kepala sekolah, guru, pembina multimedia, dan santri sebagai informan penelitian. Analisis data dilakukan melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan, sedangkan keabsahan data diuji melalui triangulasi sumber dan teknik. Hasil penelitian menunjukkan bahwa kepala sekolah menerapkan kepemimpinan visioner melalui perumusan visi yang berorientasi pada penguasaan teknologi digital, pemberdayaan sumber daya manusia, penguatan budaya inovasi, serta pengembangan program pelatihan multimedia secara berkelanjutan. Pengelolaan sumber daya manusia dilakukan melalui peningkatan kompetensi guru, kolaborasi dengan berbagai pihak, dan penyediaan fasilitas pendukung pembelajaran multimedia. Program tersebut berdampak pada meningkatnya keterampilan multimedia, kreativitas, dan kesiapan santri menghadapi tuntutan era digital. Simpulan penelitian menunjukkan bahwa kepemimpinan visioner kepala sekolah berperan strategis dalam mengembangkan life skill multimedia santri melalui pengelolaan sumber daya manusia yang terarah, inovatif, dan berkelanjutan.

ABSTRACT

This study aims to analyze the visionary leadership of the school principal in developing students' multimedia life skills at Pondok Modern An-Nuqthah. The research focuses on the visionary leadership strategies implemented by the principal, human resource management in support of the multimedia program, and

efforts to enhance students' competencies through the development of multimedia skills. The study employs a qualitative approach using descriptive methods. Data were collected through in-depth interviews, observations, and document analysis involving the school principal, teachers, multimedia instructors, and students as research informants. Data analysis was conducted through the stages of data reduction, data presentation, and drawing conclusions, while data validity was tested through source and technique triangulation. The results of the study indicate that the school principal exercises visionary leadership by formulating a vision focused on digital technology proficiency, human resource empowerment, strengthening a culture of innovation, and the continuous development of multimedia training programs. Human resource management is carried out through enhancing teachers' competencies, collaborating with various stakeholders, and providing multimedia learning support facilities. This program has led to improved multimedia skills, creativity, and the students' readiness to meet the demands of the digital age. The study's conclusions indicate that the principal's visionary leadership plays a strategic role in developing students' multimedia life skills through targeted, innovative, and sustainable human resource management.

INTRODUCTION

The development of digital technology in the era of the Fourth Industrial Revolution and Society 5.0 has driven transformation across various sectors of life, including education. Educational institutions are no longer merely expected to produce graduates with academic abilities, but must also equip students with a range of 21st-century skills relevant to the needs of society and the workforce. These skills include critical thinking, creativity, collaboration, communication, and digital literacy—all of which are essential components of the life skills students must possess to face global challenges (Ghassoul & Messaadia, 2023; Karaferye, 2022; Legi et al., 2023). In the context of Islamic education, the development of life skills is a strategic necessity so that students not only possess strong religious competencies but are also able to adapt to rapid technological advancements and social changes (Fitriyani & Fauzi, 2023; Sari et al., 2022; Zamroni et al., 2023).

Pesantren, as the oldest Islamic educational institutions in Indonesia, continue to evolve in response to changing times. The transformation of pesantren education is not only focused on strengthening Islamic values but also on developing practical skills that can support students' independence after they complete their education. One skill set that is increasingly in demand in the digital age is multimedia skills, which include graphic design, digital content management, photography, videography, animation, and video editing. These skills hold strategic value because they can serve as a means of digital da'wah while also opening up opportunities in the creative economy for students in the future (Darajat et al., 2022; Muiz, 2023; Rindiani, 2022).

The success of multimedia skills development in educational settings is greatly influenced by the quality of the principal's leadership. Principals play a central role in formulating a vision, mobilizing human resources, building an organizational culture, and developing educational innovations that meet the needs of students. From an educational management perspective, leadership is a key factor in determining the effectiveness of a school organization because it serves to direct all resources toward the achievement of established goals (Schmitz et al., 2023; Indah et al., 2022; Zhang et al., 2023). Therefore, the success of a program designed to develop students' competencies cannot be separated from the quality of leadership demonstrated by the school principal.

One leadership approach considered relevant in addressing the challenges of 21st-century education is visionary leadership. Visionary leadership is a leader's ability to formulate, communicate, and implement a vision for the future that inspires all members of the organization to achieve shared goals (Maharani et al., 2024; Handayani, 2023). Visionary leaders are not only focused on the current

situation, but also have the ability to anticipate change, foster innovation, and build collective commitment to bring about organizational transformation. In the context of education, visionary leadership serves as a key instrument in driving change in schools so that they can better adapt to advances in science and technology (Nor & Suriansyah, 2025; Wijaya, 2023).

In addition to leadership, human resource management is also a key element in improving the quality of education. Human resources are a strategic asset that determines the success of various educational programs. Teachers, educational staff, and program coordinators play a direct role in translating the principal's vision into concrete learning activities (Rahmayanti & Permana, 2022; Iqbal et al., 2023). Therefore, effective human resource management must be carried out through a process of planning, competency development, empowerment, and continuous evaluation so that the organization's goals can be optimally achieved.

Various previous studies have examined the development of life skills in Islamic boarding schools. A study conducted by Hakim & Sa'diyah (2023) showed that the muhadharah program was able to improve students' communication, leadership, and adaptability skills (Hakim & Sa'diyah, 2023). Meanwhile, a study by Sitosanova (2022) found that the development of foreign language skills contributes to the improvement of students' personal and social competencies (Sitosanova, 2022). A study by Sari et al. (2022) also explains that life skills education plays a crucial role in fostering students' independence through practice and intensive guidance (Sari et al., 2022). The results of the study indicate that the development of life skills is an important part of modern Islamic boarding school education.

Another study conducted by Shidiq & Mubin (2022) highlights the development of digital education in Islamic boarding schools through the integration of technology into the learning process. The study describes the boarding schools' efforts to utilize digital technology to improve the quality of education (Shidiq & Mubin, 2022). However, this study focuses primarily on the implementation of educational technology and has not yet conducted an in-depth examination of the role of school principals' leadership in managing human resources that support the development of students' multimedia competencies. Consequently, the aspects of visionary leadership and human resource management still require a more comprehensive study.

Based on a review of previous research, a research gap has been identified. Most previous studies have focused on the development of life skills, digital literacy, or technology-based education in isolation. Previous research has not specifically integrated the aspects of visionary leadership by school principals, human resource management, and the development of students' multimedia life skills into a single, comprehensive analytical framework. Yet these three aspects are closely interrelated in creating an educational environment capable of producing graduates who can adapt to technological advancements and the needs of modern society.

Pondok Modern An-Nuqthah is an Islamic educational institution that strives to integrate religious education with the development of multimedia competencies as part of strengthening the students' skills. The programs developed are not only focused on mastering religious knowledge but also on enhancing practical skills that prepare students for the workforce and the digital age. These factors make Pondok Modern An-Nuqthah a relevant research context for examining how the principal's visionary leadership is applied in managing human resources to support the development of students' multimedia life skills.

Based on the above description, this study aims to analyze the visionary leadership of the school principal in developing students' multimedia life skills at Pondok Modern An-Nuqthah. The novelty of this study lies in its analysis, which integrates the principal's visionary leadership, human resource management, and the development of students' multimedia life skills within the context of modern Islamic boarding school education. The results of this study are expected to contribute theoretically to the development of Islamic educational management studies and serve as a practical reference for

educational institutions in designing strategies to develop students' competencies relevant to the demands of the digital age.

RESEARCH METHOD

This study employs a qualitative approach using descriptive methods to gain an in-depth understanding of the implementation of the principal's visionary leadership in developing students' multimedia life skills at Pondok Modern An-Nuqthah. The qualitative approach was chosen because this study focuses on uncovering social phenomena, experiences, behaviors, and strategies applied by the principal in a natural context that cannot be measured quantitatively. This approach allows the researcher to gain a comprehensive understanding of the leadership process, human resource management, and the development of students' multimedia competencies (Sugiyono, 2021).

The study was conducted at Pondok Modern An-Nuqthah, located in Tangerang Regency, Banten Province. The research site was selected through purposive sampling because this institution offers a multimedia skills development program that is integrated into the pesantren education system. The research subjects consisted of the principal, vice principal, teachers, multimedia instructors, and students directly involved in the implementation of the multimedia life skills development program. Informants were selected using purposive sampling, taking into account their involvement, experience, and understanding of the research focus (Creswell & Creswell, 2022).

Research data were collected through in-depth interviews, observations, and a review of documents. The interviews were conducted using a semi-structured approach to gather information on the school principal's visionary leadership strategies, human resource management, and the implementation of multimedia development programs. Observations focused on learning activities, multimedia training, and interactions among the school principal, teachers, and students. Meanwhile, the document review involved analyzing school documents such as the school's vision and mission statements, work programs, curriculum, activity reports, and various other supporting documents relevant to the research (Miles et al., 2018).

The primary instrument in this study was the researcher himself (human instrument), who was responsible for collecting, analyzing, and interpreting the data. To support the data collection process, interview guidelines, observation sheets, and documentation forms were used, all of which were developed based on the research focus. The use of these various supporting instruments was intended to enhance the accuracy and depth of the data obtained throughout the research process (Moleong, 2018).

Data validity was tested using source triangulation and methodological triangulation. Source triangulation was conducted by comparing information obtained from the school principal, teachers, multimedia instructors, and students. Methodological triangulation was conducted by comparing the results of interviews, observations, and documentation to ensure data consistency. In addition, this study also employed member checking by reconfirming the findings with the informants to enhance the credibility and reliability of the data obtained.

Data analysis was conducted interactively through three stages: data reduction, data presentation, and drawing conclusions, as outlined by Miles et al. (2018). During the data reduction stage, the researcher selected, grouped, and focused on data relevant to the themes of visionary leadership, human resource management, and the development of multimedia life skills among santri. Next, the data were presented in the form of descriptive narratives to facilitate interpretation. The final stage involved drawing conclusions through a continuous verification process to obtain a comprehensive picture of the role of the principal's visionary leadership in the development of students' multimedia life skills at Pondok Modern An-Nuqthah.

RESULT AND DISCUSSION

The Principal's Visionary Leadership in Developing Multimedia Life Skills Among Students

The research findings indicate that the principal of Pondok Modern An-Nuqthah practices visionary leadership by formulating an educational vision that integrates digital technology proficiency with pesantren values. This vision is realized through various policies that support the development of students' multimedia competencies, including the provision of multimedia training programs, the formation of a multimedia mentoring team, the development of a media production unit, and providing students with opportunities to participate in various digital content production activities.

Based on the results of interviews and research documentation, the implementation of visionary leadership by school principals can be summarized in Table 1.

Table 1. Implementation of the Principal's Visionary Leadership in Developing Students' Multimedia Life Skills

No.	Visionary Leadership Aspect	Research Findings
1	Vision Formulation	The principal formulated a student development vision that integrates religious competencies and digital skills.
2	Vision Communication	The vision was communicated through meetings, teacher development programs, student activities, and multimedia programs.
3	Innovation Development	Multimedia programs were developed as learning tools and as a means of strengthening students' competencies.
4	Human Resource Empowerment	Training and mentoring were provided to teachers and multimedia supervisors.
5	Strategic Decision-Making	The principal supported the provision of multimedia facilities and the development of digital content production activities.
6	Organizational Culture Strengthening	A culture of creativity, innovation, and adaptability to technological advancement was fostered within the institution.

Source: Results of interviews, observations, and research documentation (2026).

The findings indicate that school principals serve not only as educational administrators but also as agents of change who drive the transformation of pesantren education toward strengthening students' digital competencies.

The research findings indicate that the principal's visionary leadership is a key factor in the successful development of students' multimedia life skills. The principal is able to translate changes in the educational environment into a vision focused on digital technology proficiency without neglecting the distinctive characteristics of pesantren education. This situation demonstrates that visionary leadership is not only about the ability to formulate a vision for the future but also the ability to mobilize all organizational resources to bring that vision to life.

The findings of this study are consistent with the research by Handayani (2023) and Maharani et al. (2024), which states that visionary leaders have the ability to identify future challenges and guide organizations toward more adaptive change (Handayani, 2023; Maharani et al., 2024). In the context of Pondok Modern An-Nuqthah, the vision for multimedia development serves as a strategic tool to prepare students to meet the increasingly complex demands of the digital society. These findings indicate that a clear vision provides direction for all educational activities and serves as the foundation for the development of innovative programs.

Furthermore, this study also supports the findings of Nor & Suriansyah (2025) and Wijaya (2023), which indicate that visionary leadership contributes to the creation of an organizational culture

that is innovative and responsive to change (Nor & Suriansyah, 2025; Wijaya, 2023). At Pondok Modern An-Nuqthah, a culture of innovation is reflected in the students' involvement in various multimedia activities, such as graphic design, videography, photography, and digital content production. These activities not only enhance the students' technical skills but also foster creativity, communication skills, and problem-solving abilities—all of which are essential 21st-century skills.

When compared to the study by Shidiq & Mubin (2022), there is a fairly fundamental difference. That study focused on the integration of technology in pesantren education, whereas this study shows that the success of educational digitization is determined not only by the availability of technology but also by visionary leadership capable of directing, managing, and integrating all educational resources toward a common goal (Shidiq & Mubin, 2022). Thus, the leadership of the school principal is a key driver in the digital transformation process within Islamic boarding schools.

These findings reinforce the novelty of this research, which shows that the development of students' multimedia life skills cannot be separated from the visionary leadership of the school principal. Visionary leadership serves as a bridge between the institutional vision, human resource management, and the implementation of multimedia programs, thereby creating an educational ecosystem that supports the development of students' competencies in the digital age.

Human Resource Management in Supporting the Development of Multimedia Life Skills Among Islamic Boarding School Students

The research findings indicate that the success of developing multimedia life skills among students at Pondok Modern An-Nuqthah is determined not only by the principal's vision but also by well-planned and sustainable human resource management. The principal has taken various steps to ensure that teachers, multimedia instructors, and support staff possess the necessary competencies to support the implementation of the multimedia program.

Based on the results of interviews, observations, and documentation, human resource management is carried out through planning for teaching staff needs, competency development, staff empowerment, strengthening teamwork, and periodic program evaluations. These efforts aim to create a learning environment that optimally supports the development of students' multimedia skills.

Table 2. Human Resource Management in Supporting the Multimedia Program

No.	Human Resource Management Aspect	Research Findings
1	Human Resource Planning	Teachers and supervisors were assigned according to their competencies and areas of expertise.
2	Competency Development	Multimedia training and digital skills enhancement programs were provided for teachers.
3	Human Resource Empowerment	Teachers and supervisors were actively involved in the development of multimedia programs.
4	Team Collaboration	Collaboration was established among the principal, teachers, supervisors, and students.
5	Monitoring and Evaluation	Regular evaluations were conducted to assess the implementation of multimedia programs.
6	Motivation Enhancement	Moral support and opportunities for professional development were provided to personnel.

Source: Interview, observation, and documentation data (2026).

Research findings indicate that school principals strive to create a human resource management system that focuses not only on the performance of administrative tasks but also on the capacity building

of individuals involved in multimedia programs. This is evident in the provision of training, mentoring, and the assignment of tasks tailored to each staff member's competencies.

Human resource management is one of the factors that determine the success of implementing skills-based education programs. Research findings indicate that school principals systematically apply human resource management principles through planning, development, empowerment, and evaluation. These strategies enable all educational resources to work synergistically in supporting the development of students' multimedia life skills.

The results of this study are consistent with the findings of Rahmayanti & Permana (2022), who state that effective human resource management contributes to improving the quality of educational services and achieving organizational goals (Rahmayanti & Permana, 2022). In this study, developing the competencies of teachers and multimedia instructors was one of the key strategies used to improve the quality of program implementation. Teachers serve not only as instructors but also as facilitators who guide students in developing their multimedia skills.

The findings of this study also support the research by Iqbal et al. (2023), which explains that human resource capacity building is a strategic investment in enhancing the competitiveness of educational institutions (Iqbal et al., 2023). At Pondok Modern An-Nuqthah, capacity building is carried out through training, mentoring, and hands-on learning so that teachers and counselors can keep pace with ever-changing technological developments. This approach has a positive impact on the quality of multimedia-based learning received by the students.

Furthermore, the results of this study reinforce the findings of Schmitz et al. (2023), who state that educational organizations that successfully adapt to change are generally supported by highly competent human resources and a collaborative culture (Schmitz et al., 2023). In the context of this study, collaboration among the school principal, teachers, multimedia instructors, and students was a key factor contributing to the program's success. This collaboration created a conducive learning environment and facilitated the ongoing transfer of knowledge and skills.

This study also shows that periodic evaluations are an important part of human resource management. Evaluations are used to identify obstacles to program implementation, measure the extent to which objectives have been achieved, and determine necessary corrective actions. These findings are consistent with the research by Zhang et al. (2023), which explains that ongoing evaluations are a key tool for improving the effectiveness of educational organizations and ensuring the sustainability of innovations that have been developed (Zhang et al., 2023).

When compared to previous studies that have focused more on the development of students' life skills in general—such as those by Hakim & Sa'diyah (2023); Sari et al. (2022) and Sitosanova (2022), this study shows that the success of skill development is not only influenced by the learning programs provided to students but also depends heavily on the quality of human resource management that supports the implementation of these programs (Hakim & Sa'diyah, 2023; Sari et al., 2022; Sitosanova, 2022). Thus, human resource management serves as a strategic element that links the principal's vision with the implementation of multimedia programs within the Islamic boarding school setting.

The findings of this study reinforce the novel insight that the development of multimedia life skills among santri requires the integration of visionary leadership and effective human resource management. Visionary leadership provides direction for change, while human resource management ensures the availability of the competencies, commitment, and collaboration necessary to achieve the goal of sustainable multimedia development among santri.

Development of Multimedia Life Skills Among Islamic Boarding School Students in the Context of Modern Islamic Boarding School Education

The research findings indicate that the development of multimedia life skills among students at Pondok Modern An-Nuqthah is carried out through various activities designed to enhance digital

competencies while fostering the students' independence. The program not only focuses on mastering technical multimedia skills but is also aimed at developing creativity, communication skills, teamwork, and the ability to adapt to technological advancements.

The program is implemented through learning activities, hands-on practice, mentoring by multimedia instructors, participation in pesantren media production, and an internship program that provides students with real-world experience in applying the skills they have learned. Through these various activities, students have the opportunity to develop their skills in graphic design, photography, videography, video editing, social media management, and digital content production.

Based on the results of interviews, observations, and documentation, the forms of multimedia life skills development for santri can be summarized in Table 3.

Table 3. Development of Multimedia Life Skills for Islamic Boarding School Students

No.	Development Program	Activity Type	Competencies Developed
1	Graphic Design	Design training and practical exercises	Creativity and digital design skills
2	Photography	Image capturing and editing activities	Visual literacy and documentation skills
3	Videography	Video production and editing activities	Digital media production skills
4	Social Media Management	Content creation and publication	Digital literacy and communication skills
5	Islamic Boarding School Media Production	Documentation of boarding school activities	Teamwork and responsibility
6	Internship Program	Field practice in multimedia units	Work experience and professionalism

Source: Results of interviews, observations, and research documentation (2026).

Research findings indicate that students' participation in various multimedia programs provides opportunities for experiential learning. Students not only understand multimedia concepts in theory but are also able to create digital products that support various activities at the Islamic boarding school.

The research findings indicate that the development of multimedia life skills at Pondok Modern An-Nuqthah represents an adaptation of pesantren education to the demands of the digital age. The multimedia program developed there serves not merely as an extracurricular activity but has become an integral part of the educational strategy aimed at preparing students to face social change and technological advancements. This situation demonstrates that modern pesantren are beginning to integrate digital literacy into the process of developing students' competencies.

The findings of this study are consistent with those of Ghassoul & Messaadia (2023); Karaferye (2022); and Legi et al. (2023), who emphasize that 21st-century education requires students to possess critical thinking, creativity, communication, collaboration, and digital literacy skills (Ghassoul & Messaadia, 2023; Legi et al., 2023; Karaferye, 2022). The various multimedia activities carried out at Pondok Modern An-Nuqthah indirectly contribute to the development of these competencies. Through the process of producing digital content, students learn to identify problems, design creative solutions, collaborate in teams, and communicate their ideas to a wider audience.

From an Islamic education perspective, the development of multimedia life skills also reflects the pesantren's efforts to balance religious and professional competencies. This finding supports the research by Fitriyani & Fauzi (2023); Sari et al. (2022); and Zamroni et al. (2023), which explains that the development of life skills in the pesantren environment serves as a crucial tool in shaping students who are independent, productive, and capable of adapting to the changing times (Fitriyani & Fauzi,

2023; Sari et al., 2022; Zamroni et al., 2023). The multimedia program does not detract from the pesantren's primary function as an Islamic educational institution; rather, it expands the students' capacity to contribute to the digital society.

The results of this study also reinforce the findings of Darajat et al. (2022); Muiz (2023); and Rindiani (2022), which indicate that multimedia skills play a strategic role in supporting digital da'wah and the development of the creative economy (Darajat et al., 2022; Rindiani, 2022; Muiz, 2023). The students' skills in graphic design, photography, videography, and social media management can serve as a key asset in meeting the demands of an increasingly technology-driven job market. Thus, multimedia development not only provides educational benefits but also enhances the students' career readiness for the future.

Furthermore, the existence of internship programs emerged as one of the key findings in this study. These programs provide practical experience that enables students to apply the knowledge and skills they have acquired during the learning process. This finding expands upon the research findings of Hakim & Sa'diyah (2023) and Sitosanova (2022), which placed greater emphasis on the development of students' communication and language skills (Hakim & Sa'diyah, 2023; Sitosanova, 2022). This study shows that the development of life skills takes place not only through formal learning activities but also through real-world work experiences that strengthen both the technical and non-technical skills of the students.

When compared to the study by Shidiq & Mubin (2022), there are quite significant differences. That study focused on the integration of technology into the learning process at Islamic boarding schools, whereas this study shows that technology is used not only as a learning medium but also as a means of developing students' professional competencies through structured and sustainable multimedia programs (Shidiq & Mubin, 2022). Thus, this study provides a broader perspective on the role of technology in the transformation of pesantren education.

The research findings confirm that the development of students' multimedia life skills is the result of the integration of the principal's visionary leadership, effective human resource management, and practice-based learning programs. The novelty of this study lies in the finding that the successful development of students' multimedia competencies in a modern Islamic boarding school setting is influenced not only by the availability of technology but also by the synergy between leadership, human resource management, and learning strategies oriented toward the needs of the digital age. Thus, the development model implemented at Pondok Modern An-Nuqthah can serve as a reference for other Islamic educational institutions seeking to improve the quality of their human resources by strengthening multimedia skills.

CONCLUSION

This study shows that the principal's visionary leadership plays a strategic role in developing students' multimedia life skills at Pondok Modern An-Nuqthah. Visionary leadership is manifested through the formulation and communication of a vision focused on strengthening students' digital competencies, fostering a culture of innovation, and implementing multimedia programs relevant to the needs of the digital age. The principal's ability to steer change and build shared commitment is a key factor in driving the transformation of pesantren education while remaining grounded in Islamic values.

The research findings also indicate that the successful development of students' multimedia life skills is supported by well-planned and sustainable human resource management. The development of competencies among multimedia teachers and mentors, the empowerment of human resources according to their areas of expertise, and the strengthening of collaboration among educational stakeholders all contribute to the effectiveness of the multimedia program's implementation. Effective human resource management enables the institutional vision to be translated into educational practices that support improvements in the quality of learning and the development of students' skills.

In addition, the development of multimedia life skills is carried out through various practice-based activities, such as graphic design, photography, videography, digital media management, content production, and internship programs. These activities not only enhance the students' technical competencies but also foster creativity, communication skills, teamwork, and the ability to adapt to technological advancements. The findings of this study confirm that the development of multimedia skills in modern Islamic boarding schools is the result of the integration of visionary leadership, effective human resource management, and experiential learning. The contribution of this study lies in strengthening the study of Islamic educational management through a model for developing multimedia life skills that links the visionary leadership of school principals with human resource management in the context of the transformation of Islamic boarding school education in the digital age.

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