Palembang City High School Mover's Use of School Digitalization to Enhance Learning Quality

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Abstract: This research aims to explore and analyze the impact of implementing school digitalization to improve the quality of learning in Palembang City High School mover. The study uses a qualitative approach with a descriptive method and was conducted at SMA Negeri Sumatera Selatan, SMA LTI IGM Palembang, and SMA Negeri 18 Palembang. Data collection techniques included interviews, field observations, and documentation studies. The results show that the implementation of digitalization has contributed to enhancing the quality of learning. School digitalization provides opportunities for teachers and students to experience a more flexible and effective learning process tailored to individual needs. It has been integrated into various aspects, such as the learning system, diverse learning media, school administration, student activities, and teacher development. This study is useful for providing additional information about school digitalization and its benefits in relation to the quality of education currently being implemented in Indonesia.

Keywords: Learning Quality, School Digitalization, School Mover

A. Introduction

Curriculum development is an absolute thing that can happen, the term change of minister to change the curriculum, seems to be also unfamiliar to some people. However, this is a natural thing along with the changing times. A long time ago, there were no content creators, digital marketing, editors, and other jobs that were closely related to technology. Currently, these jobs actually have a very large opportunity to be obtained by the community. In line with this, according to Lubis et al. (2023), the curriculum must take into account the different needs of the students, encourage creativity, critical thinking skills, teamwork, problem-solving, digital literacy, and the ability to quickly adjust to changes. In today's society, computer technologies have taken over, and smart computers (artificial intelligence) have supplanted physical labor. People's work, communication, and working models are altered by this circumstance, (Halid et al., 2020). The same thing was also expressed by Ummah (2019) that education in science, technology, engineering, mathematics, and digital skills is necessary for the new skills of the future. Therefore, the curriculum should

change, so that schools are able to prepare students to answer the challenges of the times. Through a good education system, it will be possible to produce *professional output* and human resources so that they are able to compete in the international arena, (Mahendra, 2019).

In Indonesia, 13439 students in 410 classes have completed math, science, and reading exams which is about 3,790,800 students, or 85% of the total 15-year-old students. Meanwhile, for the results obtained in 2022, the score obtained by Indonesia was 366 for mathematics ability, 383 for science ability, 359 for reading ability, (OECD, 2024). This problem not only shows the quality of education for students in several regions in Indonesia, more or less there is a contribution to teacher performance which contributes to the percentage of low minimum competence of students in terms of numeracy, literacy and science. The Ministry of Education and Culture, Research and Technology in the daily newspaper Jawa Pos revealed that the score or competency score of Indonesian teachers in 2021 was at 50.64. The same thing was also expressed by Veirissa (2021), that in Indonesia there are teachers who do not have the necessary skills in teaching, they experience teacher incompetence as a result of lack of interest in learning, reading, writing, and making learning media works. The school gains a lot from the school driving program, including better performance, faster school digitization, Pancasila, and rigorous mentoring with a new paradigm, (Hayati & Utomo, 2020). In the school mover program, there are five interrelated and inseparable interventions, namely: 1) Consultative and Asymmetric Assistance**,** 2) Strengthening School Human Resources, 3) Learning with a New Paradigm, 4) Data-based Planning, 5) School Digitalization.

The use of technology to enhance the teaching and learning process and, more generally, the administration of schools is known as digitalization in education, (Dunya et. al., 2022). Meanwhile, according to Murhadi & Ponidi (2019), digitization is the process of transforming and displaying all types of printed and similar documents into digital form. As explained by (Khairunnisa et al., 2020) that technological developments can play a role as a learning medium to encourage and foster curiosity and foster students' interest in learning. The same thing was also expressed by Isma et al. (2022) that digitalization can help teachers in developing student skills that are collaborative, critical, communicative, and creative as a catalyst that supports the government's independent learning program.

However, the fact is that teachers' ability to use digital technology is still low. There are still teachers who do not have the ability to use technology to help students learn, the digitalization of learning remains an ongoing challenge, (Suhendri et al., 2020). Moreover, research has shown that teachers are less proficient in information and communication technology, and real efforts are needed to improve this, (Astini, 2019).

Therefore, based on the detailed background description above, the author is very interested in conducting research in the SMA level school mover in Palembang City,

specifically at SMAN Sumatera Selatan, SMAN 18 Palembang, and SMA LTI IGM Palembang. The explanation above reinforces the researcher's belief that school digitalization has an impact on education, particularly in terms of teacher teaching quality, student skill enhancement, and encouraging innovation in the education sector.

The research problem in this study were 1) how was the implementation of school digitalization improving the quality of learning in Palembang City High School mover? 2) What were the supporting and inhibiting factors for the implementation of school digitalization in improving the quality of learning in Palembang City High School mover? 3) How did the digitalization of schools impact the improvement of learning quality in Palembang City High School mover?

Quality of Learning

According to Rosyada et al. (2021), the quality of learning can be defined as the intensity of systemic and synergistic relationships between teachers, students, the learning environment, and the learning media used to optimize the learning process and outcomes to meet curricular demands. Meanwhile according to Asad Ali & Masih (2021) that comprehensive, integrative, and generative knowledge is brought about by high-quality education. From the various opinions above, it can be concluded that the quality of learning is a synergistic combination of students, teachers, learning resources, and the learning climate that produces optimal learning processes and outcomes in accordance with curriculum demands. So, good learning quality will be formed when students and teachers are involved in the right learning environment, effective communication occurs, and information transfer happens from both parties.

The behavior of the teacher, the behavior of the student, the learning climate, materials, media, and the learning system are all indications of the quality of learning. The quality of learning in educational units can also be seen from the education report. The Education Report at educational units and regional governments is used to present educational data to encourage educational units and regional governments to identify their conditions, make planning according to needs, and carry out targeted improvements. Meanwhile, the Indonesian Education Report provides an overview of the quality of educational services in Indonesia to stimulate further support and collaboration. From the results of the Indonesian Education Report 2024, there are differences in literacy achievements based on the curriculum used. Based on the results of the national assessment, in 2013 (2013 curriculum), the literacy achievement was 3.25, while in 2023 under the independent curriculum, the literacy achievement increased to 6.08. This shows that the government's intervention in promoting the school mover program has already shown positive changes. It is hoped that other interventions and breakthroughs in the school mover program can also improve the quality of education in Indonesia.

School Digitalization

Bican & Brem (2020) emphasize that digitalization has a broader meaning, referring to the use of digital technology or the use of information already in digital form to create and obtain new value in new ways. Meanwhile according to Abdullatif & Armin, (2023), school digitalization is an intervention that enables the provision of services automatically, openly, and quickly to adapt to current technological and informational advancements. From the experts' explanations above, the researcher concludes that the school digitalization referred to this study is a series of learning activities that involve the creative use of digital technology to enhance students' interest in participating in learning. Through school digitalization, it is expected that there will be active student involvement in the learning process, starting from the opening, core, and closing activities, as well as an effective and efficient feedback process, which will certainly impact the quality of education in schools.

The Covid-19 pandemic, which began in March 2020, has significantly increased the significance of digitization in terms of distant labor and virtual learning, (ILO, 2021). The school digitalization program does not aim to eliminate face-to-face learning, as face-to-face learning is considered more effective. However, the goal of this program is to enhance educational services through the use of technology in schools via engaging digital content. The school digitalization program must be supported through the enhancement of teachers' competencies, particularly in the field of technology related to the school digitalization program. In addition, teachers must possess professionalism and dedication as educators to achieve the goal of creating superior Indonesian human resources.

The failure of school digitalization implementation is generally not due to issues with tools, software, or infrastructure availability. However, this failure arises due to the human factor, namely the change in work culture and the lack of a culture of knowledge sharing among educators. In line with this, Muhadjir Effendy (2019) stated that teachers hold the key to the success of the school digitalization program. Therefore, teachers must possess good skills. Teachers must learn every day, whether through self-study or studying with fellow teachers. Teachers must act as connectors of learning resources and facilitators. According to Nuraini, Rini, et all, (2023), to implement school digitalization, there are several things that must be considered, namely: 1) Digitalization must be designed to provide added value both formally and informally for users, 2) The implementation of the blended learning model can be carried out during the socialization period. 3) Digitalization is an institutional initiative and not just an HRD initiative, 3) Make users, in this case students, the main role in the learning process, not the object of learning.

There are several indicators of school digitalization, namely: 1) The use of computers in learning, 2) The use of the school internet network, 3) Home learning applications, (Manijeni et al., 2022). Meanwhile according to Miftah & Rozi (2022), The indicators

of school digitalization include: 1) Confidence in using computer media, 2) Adoption of new technologies, 3) Using digital devices for learning, 4) Familiarity with technical aspects and contemporary educational terminology.

Digitalization will also help change human behavior as educators and students track, study, document, and continue class materials on demand. Looking at the current reality, it cannot be denied that digital transformation presents both opportunities and challenges for the world of education. The obstacles that arise in online education include inadequate network access, limited availability of learning media for students such as ownership of Android smartphones, and the availability of internet data quotas, especially for less privileged students. The various existing challenges certainly require an evaluation of educational policies by all stakeholders to support the fulfillment of the right to education for everyone. Moreover, training activities on the use of learning media applications must be conducted extensively by the education office and schools for educators to realize the creativity of online learning.

B. Methods

This research is a qualitative study with a descriptive method. Qualitative research is intended to understand certain phenomena that can be in the form of something experienced by research subjects such as behavior, perception, motivation, actions, and so on, which are holistically described in words that depict the actual condition, (Mouwn Erland, 2020). This research is a qualitative study with a descriptive method. The research was conducted in three school mover located in Palembang City, that is SMA Negeri Sumatera Selatan, SMA LTI IGM, and SMA Negeri 18 Palembang. The data collection techniques used were interviews, field observations, and documentation studies. The subjects of observation in this research include the principal, teachers, IT Team, and students, who are directly related to the focus of observation in this study. The research period will begin in July-December 2024.

C. Results and Discussion

Implementation of school digitalization in improving the quality of learning in Palembang City High School Mover

The research conducted by Putranto et al. (2023), which examines the use of digitalization to improve quality and support learning at PKBM Cipta Cendikia, provides a perspective that aligns with the findings from the research on the implementation of digitalization at SMA Kota Palembang's school mover. The research used a participatory action research approach with data collected through participatory observation, interviews with participants and facilitators, as well as surveys to measure perceptions and impacts of digitalization utilization.

This is in line with the approach used in the research on the implementation of digitalization in the SMA Kota Palembang school mover, which also involves the principal, teachers, IT team as facilitators, and students as participants. Both studies aim to improve the quality of learning through the implementation of school digitalization. In PKBM Cipta Cendekia, this digitization includes the use of learning software and internet access integrated into learning and activity administration. Both show that the implementation of school digitalization is very important in achieving the quality of learning. Nevertheless, the success of digitalization implementation is inseparable from the support and collaboration of various parties, including school principals, teachers, and facilitators. Good cooperation among all stakeholders is necessary to ensure the smoothness and success of this program in improving the quality of learning holistically. In line with this, the research conducted by Nurkolis et al. (2024), that he success of school digitalization is positively impacted by regional variations that show a dedication to implementing digital infrastructure in a region. Similarly, a person's impact over the standard of school digitalization increases with their position in the school advocating for policies.

However, there are several points to note that the implementation of this digitalization needs to be initiated with a commitment from both teachers and students. Because with commitment, one of which is through class agreements, order in the classroom learning system will be established. Students have fully realized their duties and responsibilities while participating in learning with digital devices. This is also in line with the results of PISA Indonesia 2024, which show that digitalization is changing the social environment of 15-year-old students, both in school and outside of school. In Indonesia, 67% of students use digital tools for learning purposes for one hour or more per day at school, and 45% outside of school on weekends (OECD average: 55% and 50%). In general, this type of use appears to be positive, but only slightly associated with students' performance in creative thinking. In the sense that the use of digitalization has not yet impacted the students' creative thinking process.

The use of digital tools to fill free time has different impacts on students' creative thinking abilities. In Indonesia, 36% of students spend more than one hour a day on activities such as playing games or using social media while at school. On average, in OECD countries, this context and type of use are negatively related to students' creative thinking performance. However, students in Indonesia who spend more than one hour a day using digital tools for relaxation outside of school, for example. on regular weekdays and weekends, they scored 3.7 points higher than their peers, taking into account gender, socio-economic profile of students and schools. This figure represents 62% of students in Indonesia, and an average of 80% in OECD countries, (OECD, 2024).

The implementation of digital learning contributes significantly to improving the quality of education at SMAN Sumatera Selatan. that the digitalization of schools in learning at SMA Negeri Sumatera Selatan includes the use of various learning media

and social media, and platforms that support the learning process, both provided by the government and other relevant sources. Digitalization allows learning to take place effectively through the use of applications that support the learning process, such as Google Workspace, Quizizz, Kahoot, Mentimeter, and Padlet. Teachers at SMA Negeri Sumatera Selatan always innovate by keeping up with the times in applying various enjoyable learning media that attract students' interest in learning.

Meanwhile, the implementation of digital learning at SMA LTI IGM has been carried out effectively and efficiently, and has made a significant contribution to improving the quality of education. Digitalization at SMA LTI IGM Palembang has encompassed many aspects, such as the teacher and student attendance system, guest book, library visitor log, class change bell, internet corner, digital bulletin board, information TV for school activities, and of course, digitalization in the classroom. Students feel happy and enthusiastic while participating in the learning process. Almost all teachers have implemented digital-based learning in the classroom, with some subjects that have not yet used digital technology, such as entrepreneurship and cultural arts, due to the need to adjust to the characteristics of each subject. Based on the research conducted by Pettersson (2021), that digitalization enables development beyond access to new digital tools and towards changes in classroom practices and organizational structures. These changes are complex and diverse, requiring various stages, levels, and meanings. That's why, all the implementation of digitalization in the school must have good coordination among the stakeholders.

Next, the implementation of digital learning developed at SMA Negeri 18 Palembang focuses on the learning process based on LMS (Learning Management System). In its third year as a school mover, SMA Negeri 18 was chosen by Telkomsel to support the LMS-based learning system called School ID. The use of LMS is supported by adequate facilities and infrastructure, as well as teachers' capabilities that support the implementation of digital-based learning. The learning process has been carried out effectively and efficiently, and has resulted in an improvement in the quality of education.

The Supporting and Inhibiting Factors for the Implementation of School Digitalization in Improving the Quality of Learning in Palembang City High School Mover

This research is in line with the study conducted by Nikmawati (2023) in titled Implementation of Education Digitalization on Learning at SMP Permata Insani Pasar Kemis Tangerang, which states that the use or application of school digitalization as an effective learning medium in the learning process can increase students' interest in studying. This study uses qualitative methods with data collection techniques through observation, interviews, and documentation. According to research conducted by Sitepu (2021) that among the benefits of digitalization in education include the ability

to explain the text so that it is not always verbalist, as well as the ability to accommodate time, space, and indera.

Infrastructure in the form of internet access and the quality of the devices used are supporting factors for the implementation of school digitalization, both at SMA Negeri Sumatera Selatan, SMA LTI IGM, and SMA Negeri 18 Palembang. When all this technical support can be provided, the quality of learning will also improve. Another factor that supports the implementation of school digitalization is human resources, because all hindering factors can be overcome if the school has human resources with a strong desire to learn and develop themselves. According to research by Putri (2023), in order to improve the quality of effective learningwhich is made up of a number of components, including content, materials, methods, media, communication, and evaluation, educational institutions must constantly work to improve the acquisition and upkeep of educational facilities and infrastructure. Having those elements in the learning activities will result in teaching and learning activities that generate high-quality learning.

In this case, the obstacles present at SMA Negeri Sumatera Selatan, SMA LTI IGM, and SMA Negeri 18 differ from one another, although these differences are not the main factors. Students at SMA Negeri Sumatera Selatan come from economically disadvantaged backgrounds, so most of them do not have supporting digital devices and internet access, but this does not mean it cannot be overcome. SMA Negeri Sumatera Selatan has reliable human resources, including teachers, the IT team, and students who have a strong desire to continue learning and utilizing the resources available at the school as a strength that must be developed. Meanwhile, at SMA LTI IGM, with a background of upper-middle-class students, infrastructure and internet connectivity are no longer obstacles in the learning process. The challenge faced by the school is how to become teachers who can continuously innovate with all the existing developments.

Meanwhile, at SMA LTI IGM Palembang, the supporting factors for the digitalization of learning include the availability of adequate facilities and infrastructure, collaboration between parents and the foundation to support students in having devices that aid learning, teachers' expertise in using technology, and the smart chat program to support teachers' professional development. In terms of inhibiting factors, they only include technical obstacles that can be overcome by teachers and students. This is fact also in line with the research conduct by Kafa (2025) that educational policies should place a strong emphasis on the value of involving other stakeholders, including academia, businesses, and governmental organizations like ministries that deal with digital policy. In line with this, the research conducted by Khairunnisa & Ilmi (2020), that the weakness of digital learning media is that students do not have sufficient funds to use devices like laptops and smartphones, and some networks do not support them. These factors make it difficult to access educational media that require the internet.

Next, at SMA Negeri 18 Palembang, the supporting factors for school digitalization lie in the availability of adequate resources and infrastructure, such as electricity and high internet speed, as well as the teachers' expertise in using this technology. Additionally, support from various parties involved in the implementation of school digitalization, such as committees, foundations, and school management, provides opportunities for teachers to develop themselves in the application of digital-based learning. The inhibiting factors lie in technical issues, namely the condition of the network and devices. Furthermore, there are still teachers who are unwilling to learn independently to better understand the use of digital technology, and also students who sometimes do not focus on learning when using digital devices.

Some of the above facts align with the research conducted by Meliani et al. (2021), that the supporting factors for the digitalization of the curriculum at SMP Islam Cendekia Cianjur include the availability of digital facilities to support learning activities. The facilities and infrastructure include learning media developed directly by teachers, educational videos, and digital modules. In addition, digital writing tools (pan pad), laptops, infocus, WhatsApp groups, and LMS are also available. Meanwhile according to Mustika & Nadela (2021), facilities and infrastructure, technology proficiency, and student psychology are some of the factors that need to be taken into account in technology-based learning. From the facts outlined above, it can be concluded that the implementation of school digitalization can be realized if supported by adequate facilities and infrastructure, as well as support from all parties for the implementation of school digitalization.

The Impact of School Digitalization Implementation on Improving the Quality of Learning in Palembang City High School Mover

The research results show that the school digitalization in SMA Kota Palembang school mover has a significant impact on improving the quality of learning. Digitalization successfully changed teachers' behavior, resulting in increased participation and enthusiasm for based learning. Not only that, through digitalization, teachers can learn from anywhere and anytime through various sources, both provided by the government and other sources. Digitalization also provides opportunities for teachers to enhance their competencies, both in terms of mastering information technology and in applying more innovative teaching methodologies. This is inline with the research conducted by Ronzhina et al. (2021) that the asynchronous approach to education entails students studying the material on their own, uploading and transferring it within the software, and electronically reporting to the instructor in accordance with the individual course schedule. That's why, online training and courses enable teachers to improve and enhance their skills in using technology to support learning.

Next, digitalization successfully changed students' behavior and learning outcomes. Students become more active in learning activities because they feel fully engaged in

them. With the presence of technology, students can learn independently by utilizing various available digital resources. Digital-based learning gives students the opportunity to manage their own time and learning methods, as well as to delve deeper into topics of interest. Digital platforms allow students to collaborate with their peers, both inside and outside the classroom. Collaborative projects, online group discussions, and social learning forums enrich the learning experience and strengthen social and communication skills among students. This collaborative learning not only enhances students' interpersonal skills but also encourages them to work as a team, which is an important skill in the workplace.

In terms of learning impact, digitalization has a positive effect on improving student learning outcomes. At SMA Negeri Sumatera Selatan, SMA LTI IGM Palembang, and SMA Negeri 18 Palembang, student learning outcomes can be seen from their educational report cards. The educational report cards at these three schools have shown improvement, both in terms of literacy skills, numeracy, character, the security climate of the educational unit, the diversity climate, and of course, the focus of this research lies in the aspect of learning quality. The quality of learning can also be seen from the learning climate; the learning process after digitalization allows students and teachers to learn from anywhere and anytime. Learning activities that were usually conducted in the classroom can now be done virtually. Digitalization also allows students to experience real learning through virtual reality and augmented reality-based learning activities. Students and teachers collaborate together in carrying out learning activities and self-development.

Digitalization also allows for the wider dissemination of learning materials, whether in the form of text, video, or multimedia. With access to various educational platforms, learning resources become more diverse and can be accessed anytime by students and teachers. For example, the use of Learning Management Systems (LMS) or other online platforms allows learning materials to be accessed flexibly, according to the needs of the students. This supports the improvement of learning quality because students have broader access to various materials that can be tailored to their learning styles, unrestricted by time and place.

Next, in terms of learning media and learning systems, digitalization enables the use of various more interactive media and learning systems, such as quizzes, online discussions, simulations, and game-based learning. Thus, learning becomes more engaging and can be tailored to the pace and learning needs of students in a more personalized manner. This interactivity encourages active student engagement in the learning process, which in turn enhances their understanding and skills. Additionally, personalized learning helps students with different learning needs to develop according to their abilities. Digitalization facilitates assessment through online tests and faster, more accurate data collection. The e-assessment system can provide direct feedback to students, allowing them to identify their strengths and weaknesses more quickly and accurately. A faster and more accurate evaluation process supports the

improvement of learning quality, as it allows educators to make adjustments or modifications to teaching strategies more effectively.

Digitalization also facilitates administrative management in education, such as scheduling, task management, and monitoring student progress. Digital systems can also facilitate communication between teachers, students, and parents regarding learning progress. This more efficient management allows for more time to be used in meaningful learning activities, as well as speeding up responses to emerging learning challenges.

The impact of school digitalization at SMA Negeri Sumatera Selatan has a positive effect, namely an increase in participation and academic achievement of teachers and students. There has been an increase in the number of students from SMAN Sumatera Selatan who were accepted into public and private universities with scholarships amounting to 100%.

The educational report card scores have consistently improved, both in terms of literacy, numeracy, character, the security climate of educational units, the diversity climate, and of course, the focus of implementation lies in the aspect of learning quality. The improvement in the quality of learning can be seen from the students' activity and enthusiasm in participating in the lessons, as well as the educational report results in 2023, which showed an increase, particularly in the aspect of learning quality by 0.3. This achievement ranks in the top 1-20% in the province, and nationally, it also ranks in the top 1-20%. This is in line with the research that has been conducted by Galih Visnhu Pradana et al (2022), that the digitization of learning media allows for the improvement of the quality of education and services to students. This creates a foundation for forward-thinking smart schools, also known as smart schools of the future.

Next, at SMA LTI IGM Palembang, school digitization has a positive impact, namely an increase in public interest in choosing SMA LTI IGM. Next, in 2024, there was an increase in the number of students who graduated from State Universities, reaching 79.8%. In terms of student character, there has also been an improvement; students tend to be easy to manage and easy to collaborate with. Students have also won various competitions in both academic and non-academic fields. In addition, the character of the students has also improved better compared to the previous year. At the education report, there has been an improvement in all aspects, including the quality of learning, which is characterized by a well-organized classroom atmosphere and the attention and support from educators.

The school digitalization in SMA Negeri 18 Palembang has a positive impact, it can increase students' enthusiasm for learning because assessments are based on projects and competency-based evaluations. This is in line with the research conducted by Håkansson Lindqvist & Pettersson (2019) that both curriculum and school

administration now place a greater emphasis on digitalization, successful implementation and the expectation of better student outcomes seem to be correlated with school leadership. In SMA Negeri 18 Palembang, students have also won various competitions, both academic and non-academic. In addition, 138 students from SMA Negeri 18 Palembang have entered higher education institutions. Among them, less than 50% are students who passed the UTBK. In addition, the school quality report shows improvement in literacy and numeracy aspects.

In line with the above facts, the research conducted by Putranto et al. (2023) that the use of digitalization has improved the quality of learning and supported learning at PKBM Cipta Cendikia. Learning materials are more accessible and customizable, and student engagement in the learning process has increased. The increased interaction between participants and facilitators also leads to a more supportive learning environment and stronger collaboration between students and teachers. Through the use of technology in the learning process, teachers and students can access learning materials more easily and variably, making the learning process more dynamic and engaging.

Overall, digitalization has a very significant positive impact on the quality of learning. Through improved access to materials, more active interactions, the development of teacher competencies, and faster and more accurate assessments, digitalization enables a more engaging, effective, and relevant learning process that meets the needs of the times. In addition, digitalization also supports the development of 21st-century skills that are very important for students in the future.

D. Conclusion

The implementation of digitalization has been integrated into the school management system, school administration, teacher development, and learning system. The supporting factors include availability of adequate facilities and infrastructure, the teachers' proficiency in using digital technology, and the desire of teachers and students to continue learning. Meanwhile the inhibiting factors include: the available facilities and infrastructure are not yet able to meet all learning needs, technical constraints that arise on devices and networks, and there are still teachers who do not have the independence to learn in exploring digital-based learning. Digitalization in the school mover at the high school level in Palembang City has a significant impact on improving the quality of learning, that is digitalization provides teachers and students with the opportunity to have a more flexible and effective learning experience according to the individual learning needs of each person and there is an increase in participation and academic achievement of teachers and students

E. Acknowledgments

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