

RESILIENCE OF ISLAMIC EDUCATION QUALITY IN RESPONDING TO TECHNOLOGICAL DISRUPTION

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ABSTRACT

The rapid progression of digital disruption necessitates that Islamic educational institutions transform their governance and quality management systems to remain responsive. This study analyzes the resilience of Islamic education quality through three core dimensions: policy adaptation, institutional readiness, and quality sustainability. This study employs a qualitative descriptive approach at SDIT Cita Mulia Ajibarang, data were gathered through in-depth interviews, field observations, and documentation involving school leadership and IT coordinators. The results reveal that policy adaptation is executed through internal regulatory updates and digital platform integration. Institutional readiness remains varied due to infrastructure disparities and fluctuating teacher digital literacy. Quality sustainability is pursued through continuous professional development and the internalisation of Islamic values as an ethical framework for technology use. Quality resilience is constructed through the synergy of strategic innovation, systematic quality assurance, and technology utilization. This research formulates a conceptual framework for quality resilience at the primary school level that integrates managerial and cultural dimensions, moving beyond previous studies that focused primarily on partial technical adoption.

Keywords: Quality resilience, Islamic education, Technological disruption, Educational management

ABSTRAK

Disrupsi teknologi menuntut lembaga pendidikan Islam untuk mentransformasi tata kelola dan manajemen mutu secara responsif. Penelitian ini bertujuan menganalisis resiliensi mutu pendidikan Islam melalui tiga dimensi utama: adaptasi kebijakan, kesiapan kelembagaan, dan keberlanjutan mutu. Penelitian ini menggunakan pendekatan kualitatif deskriptif di SDIT Cita Mulia Ajibarang, data dikumpulkan melalui wawancara mendalam, observasi, dan dokumentasi terhadap pimpinan sekolah serta koordinator IT. Temuan menunjukkan bahwa adaptasi kebijakan dilakukan melalui pembaruan regulasi internal dan integrasi

platform digital. Kesiapan kelembagaan ditemukan masih bertingkat akibat kesenjangan infrastruktur dan variasi literasi digital guru. Keberlanjutan mutu diupayakan melalui pelatihan berkelanjutan dan internalisasi nilai Islam sebagai etika penggunaan teknologi. Resiliensi mutu terbangun melalui sinergi antara inovasi strategi, sistem penjaminan mutu, dan pemanfaatan teknologi. Penelitian ini merumuskan kerangka konseptual resiliensi mutu tingkat sekolah dasar yang mengintegrasikan aspek manajerial dan kultural, berbeda dengan studi sebelumnya yang cenderung bersifat teknis-parsial..

Kata kunci: Resiliensi mutu, Pendidikan Islam, Disrupsi teknologi, Manajemen pendidikan

INTRODUCTION

The development of digital technology over the past two decades has brought fundamental changes to educational governance and practices, including Islamic education. The era of technological disruption has not only transformed modes of instructional delivery but has also compelled Islamic educational institutions to adapt their management systems, quality assurance mechanisms, and institutional policies in more responsive and strategic ways. On the one hand, Islamic educational institutions are required to preserve Islamic values as their core identity; on the other hand, they must continuously innovate to remain relevant and competitive in the digital era.

Numerous studies indicate that the response of Islamic educational institutions to digitalization continues to face significant challenges. Mulyadi (2025) emphasizes that the transformation of Islamic education must move from traditional patterns toward a transformative approach that positions technology as a driver of learning innovation. However, Nugraha et al. (2025) found that many Islamic educational institutions have not yet developed quality assurance systems that are adaptive to digitalization, particularly in monitoring learning processes, evaluating teacher performance, and utilizing technology-based data.

At the national level, the Indonesian government has promoted the acceleration of educational digitalization, as reflected in data from 2024/2025 showing that more than 316,000 schools have been connected to the internet (Indonesia Baik, 2024). Nevertheless, access availability does not necessarily guarantee optimal technology utilization at the school level. Putriana et al. (2024) demonstrate that many teachers still experience difficulties in integrating technology into classroom instruction due to limited training opportunities, insufficient technical assistance, and a lack of sustained institutional support. These findings reinforce the argument that the primary challenge of digitalization lies not in technology itself, but in institutional readiness and resilience.

Several studies further confirm that technology has the potential to enhance the quality of Islamic education through the use of digital platforms, interactive multimedia, and learning management systems (Nurbudiman, 2025). However, implementation is often constrained by limited human resources, resistance to change, and the absence of structured internal policies. Moreover, post-pandemic studies reveal that the success of technology adoption is strongly influenced by leadership quality, organizational culture, and institutional quality

management systems (Prasetyo et al., 2023). Therefore, digitalization should be understood as a managerial and cultural process rather than merely a technical innovation.

From the perspective of Islamic education management, quality resilience refers to an institution's capacity to survive, adapt, and continuously renew itself in response to change. Jemadi et al. (2025) show that digital-based quality management innovations can improve institutional efficiency and transparency; however, their implementation remains uneven, particularly among small- and medium-scale Islamic schools. At the same time, Islamic education curricula are considered insufficiently responsive to the characteristics of Generation Z and Alpha learners, who require digital, collaborative, and contextual learning approaches (Sapruddin, 2025; Ritonga, 2025).

Based on these studies, it can be concluded that the main challenge facing Islamic education in the digital era lies in institutional quality resilience, which encompasses leadership, human resource capacity, quality assurance systems, and infrastructure readiness. However, most previous studies have focused primarily on technology adoption or the effectiveness of digital learning in a partial manner and have not comprehensively examined quality resilience strategies at the level of Islamic primary education institutions. Empirical research integrating policy adaptation, institutional readiness, and quality sustainability within a unified resilience framework also remains limited.

In this context, SDIT Cita Mulia Ajibarang is regarded as a relevant research setting for examining the quality resilience of Islamic education in responding to technological disruption. The school has begun integrating technology into learning and administrative processes, yet it continues to face challenges related to infrastructure limitations, variations in teachers' digital literacy, and the need to strengthen quality governance. Therefore, this study aims to explore in depth the quality resilience strategies of Islamic education at SDIT Cita Mulia Ajibarang through three main dimensions—policy adaptation, institutional readiness, and quality management sustainability—in order to enrich the discourse of Islamic Education Management with an adaptive and contextual perspective in the era of technological disruption.

METHOD

The research was conducted at SDIT Cita Mulia Ajibarang, Banyumas Regency, which was purposively selected due to its ongoing digital adaptation in both instructional and administrative practices. Data were collected through in-depth interviews, field observations, and document analysis (Rusandi & Rusli, 2021). Semi-structured interviews were conducted with three key informants: the school principal, the vice principal for curriculum affairs, and the IT coordinator/school operator. These informants were selected using purposive sampling because of their strategic roles in the school's digitalization process and quality assurance system.

Observations were carried out to directly examine technology-based learning and administrative practices, as well as teacher-student interactions within a digital context. Document analysis included digital lesson plans, internal policies on technology utilization, standard operating procedures for digital learning, evaluation reports, application-based attendance records, and archival

school documents. These documents were used to corroborate and validate the findings obtained from interviews and observations.

Data analysis followed the interactive model proposed by Miles and Huberman, which consists of data reduction, data display, and conclusion drawing (Miles & Huberman, 2014). The analysis was conducted thematically to identify key patterns related to quality resilience strategies in Islamic education. Data trustworthiness was ensured through methodological triangulation, member checking with informants, and the development of an audit trail to maintain transparency and traceability throughout the research process (Sugiyono, 2016).

RESULTS AND DISCUSSION

Quality Resilience of Islamic Education through Adaptation, Readiness, and Sustainability

The findings indicate that the quality resilience of Islamic education at SDIT Cita Mulia Ajibarang is constructed through three interrelated components: policy adaptation, institutional readiness, and quality sustainability. These components interact dynamically in maintaining educational service quality amid technological disruption. The findings are derived from interviews with the school principal, vice principal for curriculum affairs, and IT coordinator, and are corroborated by observations and document analysis.

Policy Adaptation as the Foundation of Quality Resilience

Policy adaptation serves as the primary foundation for building quality resilience at SDIT Cita Mulia Ajibarang. The school's digitalization process began with internal policy adjustments following the post-pandemic period, including the formulation of standard operating procedures for digital device use, curriculum adjustments, and the reorganization of teachers' roles to align with technological demands. These policies were developed contextually and grounded in Islamic values to ensure that digital innovation remains aligned with the school's cultural and religious identity.

This finding aligns with Bahri (2025), who emphasizes that the success of digitalization in Islamic education is largely determined by visionary and structured policies rather than mere technological availability. However, the findings also reveal a gap between policy formulation and implementation. Variations in teachers' digital competencies, limited training opportunities, and uneven infrastructure distribution have constrained the effectiveness of digital policies in instructional practices. This condition reinforces the findings of Sunaryati et al. (2024) and Salekun and Shofiyuddin (2021), who argue that digital policies often remain administrative in nature when not supported by adequate technical and human resource capacity. Thus, while policy adaptation at SDIT Cita Mulia Ajibarang constitutes a critical pillar of quality resilience, it continues to face structural and cultural constraints. This finding highlights a research gap regarding effective strategies for implementing digital policies in Islamic educational institutions with limited resources and strong religious value orientations.

Institutional Readiness as a Determinant of Quality Resilience

Institutional readiness emerged as a crucial determinant of school resilience. This readiness is reflected in three key aspects: technological

infrastructure, teachers' digital competencies, and technology governance. The school has provided basic digital facilities, including internet access, devices for some teachers, and digital applications for administration and assessment. However, the uneven distribution of devices across classrooms has resulted in inconsistent technology integration.

Teachers' digital competencies also vary significantly. While some teachers integrate technology creatively into instruction, others utilize it in a limited and supplementary manner. This finding supports Muhsinin (2024), who notes that many Islamic educational institutions remain at the stage of technology use rather than pedagogical integration. From a governance perspective, the school has begun developing technical guidelines for technology utilization; however, these efforts are not yet supported by a structured monitoring system. This indicates that SDIT Cita Mulia Ajibarang remains in a transitional phase of institutional readiness. The findings corroborate Kasim and Surya (2025) and national data from Indonesia Baik (2024), which emphasize that access to technology does not automatically translate into institutional readiness. Consequently, this study confirms the need for practical strategies to strengthen digital readiness in Islamic educational institutions without compromising their Islamic identity.

Quality Sustainability as a Pillar of Long-Term Resilience

Quality sustainability constitutes a key pillar of long-term resilience in responding to technological disruption. Interview findings indicate that digitalization initiatives are not intended merely as short-term responses but are gradually institutionalized as part of the school's organizational culture. Sustainability is supported through phased teacher training, equipment maintenance, and continuous policy updates in line with technological developments.

Observations reveal that some teachers have independently developed digital teaching materials and utilized application-based evaluation platforms, although these practices are not yet widespread. This suggests that quality sustainability is progressing but has not reached institutional stability. The literature supports this finding; Firdausiah et al. (2025) and Nugraha et al. (2025) emphasize the importance of digital roadmaps, adaptive quality assurance, and continuous monitoring to ensure that digital transformation is sustained beyond its initial phase.

Beyond technical aspects, quality sustainability is also reinforced through the internalization of Islamic values such as *amanah* (trustworthiness), *ihsan* (excellence), and collective responsibility. These values serve as the ethical foundation for technology use, although their integration into a systematic digital quality management framework remains underdeveloped. This finding reveals a research gap concerning operational models that integrate Islamic values with digital quality management at the Islamic primary school level.

Empirical Analysis of Institutional Resilience in Islamic Education

The empirical analysis demonstrates that digital transformation at SDIT Cita Mulia Ajibarang is perceived as a systemic change affecting governance, school culture, and learning quality. Digitalization initially focused on administrative functions as the most feasible entry point and subsequently

expanded to technology-based instruction and hybrid learning models. This approach has enhanced instructional variety and administrative efficiency, although implementation remains uneven.

The primary challenges lie in human resource readiness, particularly teachers' digital literacy, as well as the risk of digital distractions among students. To address these issues, the school has implemented standard operating procedures for device use and promoted digital etiquette. From a quality management perspective, the school has begun adopting basic Total Quality Management (TQM) principles through routine evaluations and internal reflections, consistent with the findings of Putriana et al. (2024). Overall, the resilience of Islamic educational institutions is shaped by visionary leadership, teachers' digital readiness, infrastructure availability, and the capacity to integrate Islamic values into digital learning practices.

An Integrative Model of Strategy, Quality, and Technology

Based on the empirical findings and literature review, this study proposes an integrative model that combines innovative strategies, quality management, and technology utilization to strengthen institutional resilience in Islamic education. These three components interact dynamically: innovation functions as the driver of change, quality management serves as the control mechanism, and technology acts as an accelerator of institutional effectiveness and efficiency. The model underscores that quality resilience cannot be developed in isolation, but rather through sustained managerial, cultural, and technological synergy.

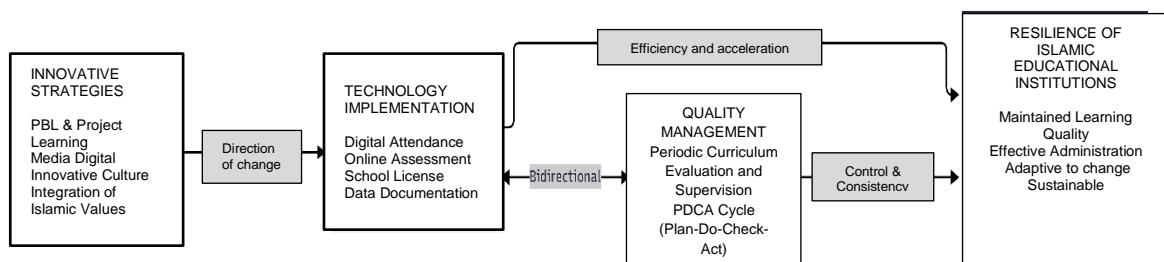


Figure 1. Conceptual Model of Integrating Innovative Strategies, Quality Management, and Technology in Islamic Educational Institutions

Innovative Strategy as the Initial Driver of Transformation

Interviews with the Vice Principal for Curriculum Affairs indicate that innovation is positioned as the initial step to strengthen both instructional practices and school governance. At SDIT Cita Mulia Ajibarang, several teachers have begun developing varied instructional approaches, including simple project-based activities, collaborative reflection, and the use of digital learning media. Teachers recognize that innovation does not merely involve changing teaching techniques, but also renewing mindsets, work culture, and the dynamics of teacher-student interaction.

These field findings are consistent with previous studies demonstrating that the implementation of Problem-Based Learning (PBL) in Islamic educational institutions enhances students' collaborative skills and problem-solving abilities.

Such innovation is particularly relevant for SDIT Cita Mulia, which has begun to develop problem- and project-based learning so that students are not solely oriented toward memorization, but are also able to think critically and work collaboratively (Antika, 2023).

Furthermore, interviews with the school principal reveal that innovation is perceived as a means to balance the traditions of Islamic education with contemporary demands. This finding aligns with Al-Ihsan (2023), who emphasizes the integration of *turath learning* with collaborative instructional models as a form of innovation that preserves Islamic values while remaining responsive to change.

2. Quality Management as a System for Controlling Change

The findings indicate that innovative strategies at the school do not operate independently, but are guided through internal quality management mechanisms. The school principal explained that teacher performance evaluations, instructional supervision, and curriculum planning are conducted periodically, albeit in a relatively simple manner. This approach reflects the principles of Total Quality Management (TQM), in which quality is embedded across all institutional activities.

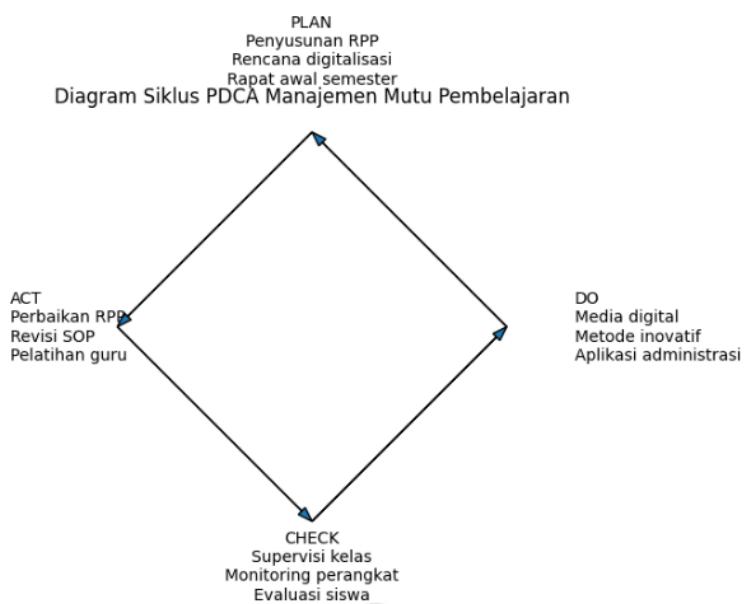


Figure 2. Diagram Siklus PDCA

The implementation of the Plan–Do–Check–Act (PDCA) cycle is evident in several processes. The PDCA cycle illustrates that efforts to improve instructional quality are carried out through continuous and systematic procedures. Planning serves as the foundation for implementing instructional innovations, which are then evaluated periodically through supervision and monitoring mechanisms. The results of these evaluations inform decision-making processes for improvement and policy reinforcement. Accordingly, the PDCA cycle functions as a quality management framework that ensures innovations do not stop at the implementation stage, but are continuously refined through structured evaluation and follow-up actions.

This finding is consistent with Rachman (2020) and Alan et al. (2025), who argue that PDCA is an effective tool for maintaining quality consistency in Islamic educational institutions. Nevertheless, the field data also reveal constraints, including limited teacher training opportunities and the absence of well-documented evaluation data—challenges commonly faced by Islamic schools undergoing digital transformation.

3. Technology Implementation as an Enabler of Efficiency and Acceleration

Interviews with the IT Coordinator indicate that technology plays a crucial role in enhancing administrative and instructional efficiency. The implementation of digital attendance systems, online grading, and the use of laptops and LCD projectors in classrooms represents the school's initial steps toward digitalization. However, technological facilities remain limited and unevenly distributed across classrooms, resulting in partial implementation.

These findings align with Ramadhani et al. (2024), who report that administrative digitalization reduces manual workloads and accelerates academic services. A similar pattern is observed at SDIT Cita Mulia, where digital attendance and assessment systems have supported teachers in working more effectively. In the context of Islamic boarding schools and Islamic schools, Ma'arif (2023) demonstrates that the implementation of Management Information Systems (MIS) improves service quality and data accuracy. However, the study also highlights persistent challenges such as limited internet access, insufficient digital literacy, and infrastructure gaps—issues that are likewise evident at SDIT Cita Mulia Ajibarang.

4. Synergistic Mechanism of the Three Components within a Quality Resilience Framework

Based on field analysis and relevant literature, innovative strategy, quality management, and technology do not function independently, but form a synergistic relationship:

- **Innovation** provides the direction for change, such as the adoption of new instructional methods.
- **Quality management** ensures process consistency by monitoring and evaluating innovations through the PDCA cycle.
- **Technology** accelerates and systematizes these processes by enabling automated reporting, rapid evaluation, and structured data documentation.

Without innovation, quality management becomes routine without renewal. Without quality management, innovation is unsustainable and difficult to measure. Without technology, both processes operate slowly and inefficiently. The synergy among these three components constitutes institutional resilience, defined as the capacity of an institution to maintain quality while responding to change.

5. Critical Reflections on the Model

While the proposed model offers an adaptive resilience framework, field findings at SDIT Cita Mulia reveal several implementation challenges, including:

1. the need for long-term institutional commitment, particularly in financing technological infrastructure;
2. uneven human resource capacity, especially teachers' digital competencies;

3. the risk of technology overload if not accompanied by adequate training; and
4. infrastructural limitations such as unstable internet access and non-standard classroom equipment.

Therefore, the model must be supported by comprehensive human resource development strategies, an organizational culture open to change, and sustainable funding mechanisms. Overall, the integrative model combining innovation, quality management, and digital technology is relevant for explaining the resilience of Islamic educational institutions in the digital era. Its application at SDIT Cita Mulia Ajibarang demonstrates that synergy among these components enhances instructional quality, administrative effectiveness, and institutional readiness for change. Nevertheless, its success is highly dependent on leadership quality, teacher readiness, infrastructure availability, and an organizational culture that supports sustainable digital transformation.

CONCLUSION

This study demonstrates that the quality resilience of Islamic education at SDIT Cita Mulia Ajibarang is constructed through the synergy of three main components: policy adaptation, institutional readiness, and the sustainability of quality management. Digital policy adaptation is implemented gradually and contextually while remaining grounded in Islamic values through the revision of internal guidelines, the utilization of digital platforms, and the enhancement of teachers' competencies. These findings affirm that effective digital policies should not be generic, but must be tailored to the characteristics, culture, and capacity of Islamic educational institutions. Institutional readiness remains uneven, particularly with regard to infrastructure, teachers' digital literacy, and the availability of instructional devices. Nevertheless, the school has established an initial foundation for digital governance through administrative digitalization, internet provision, and the development of technology utilization guidelines. This indicates that digital readiness is a gradual and systemic process rather than a mere matter of technological provision.

Quality sustainability is supported by institutional commitment to human resource development, continuous monitoring of technology use, and the internalization of Islamic values as a foundation of digital ethics. This approach aligns with the principles of continuous quality management and is essential to ensure that digitalization evolves beyond initial implementation into stable and sustainable institutional practices. From a managerial perspective, this study highlights the critical role of school leadership in managing digital transformation holistically through strategic planning, the strengthening of quality management systems, and sustained investment in teacher competency development. The integration of innovative strategies, continuous evaluation-based quality control, and technology utilization aligned with Islamic values constitutes the core foundation of resilience for Islamic educational institutions in responding to technological disruption. These findings offer practical insights for Islamic school administrators in designing adaptive, contextual, and sustainability-oriented digitalization strategies.

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