



Optimizing Digital Literacy to Elevate Graduate Quality in Islamic Junior High Schools

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ABSTRACT

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This study examines the management of digital literacy programs at SMP Plus Ulil Albab Cirebon, an Islamic junior high school, using a qualitative case study approach. It focuses on how key managerial functions—planning, organizing, implementing, and supervising—are applied to integrate digital literacy in a systematic and ethical manner. Data collection included interviews, observations, and document analysis. The findings show that digital literacy is seen not just as a technical skill but as a transformative process aligned with the school's religious values and educational mission. Strategic planning incorporates both national and global education frameworks; organizational structures foster distributed leadership; instructional practices emphasize constructivist and value-based approaches; and supervision encourages collective reflection. The program has boosted student agency, digital ethics, and the school's learning culture, although challenges remain, such as infrastructure limitations and varying teacher digital competence. This study offers an ethical, contextually relevant model for managing digital literacy in faith-based schools, providing valuable insights for educational policy, school leadership, and curriculum development in the digital age.

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INTRODUCTION

The rapid expansion of digital technology has reshaped how societies engage with knowledge, social structures, and institutions. In education, this transformation signals a significant shift away from traditional, didactic pedagogies towards dynamic, technology-enhanced learning environments. Digital literacy, once considered a supplementary skill, is now a fundamental imperative, encompassing technical, cognitive, ethical, and affective literacies that enable individuals to navigate, critique, and actively contribute to the digital world (Ng, 2021). This shift is especially important in Indonesia, where

integrating digital competencies into education is a key goal of national strategies like Industry 4.0 and Society 5.0 (Sagala & Sutrisno, 2020).

However, a gap persists between policy ambitions and the actual capacity of institutions to integrate digital literacy effectively. Despite initiatives such as the "Merdeka Belajar" program and increasing digital penetration—77.02% internet usage in 2022 (APJII, 2022)—challenges remain in terms of pedagogical practices, infrastructure, and digital competencies among both educators and students. This discrepancy is not only technical but also epistemological and managerial, requiring systemic changes. In particular, students in religious-based junior high schools often struggle to develop the necessary digital skills to engage with content critically. Teachers face challenges in adopting new pedagogical methods, utilizing technology effectively, and innovating curricula, compounded by limited professional development and institutional support (Wulandari & Santoso, 2020).

Traditional approaches, such as providing equipment or holding isolated training sessions, have proven ineffective. These piecemeal interventions fail to address the broader organizational dynamics and strategic foresight needed for a sustainable digital literacy culture. Kurniawan and Rahmawati (2021) argue that when digital literacy initiatives are not embedded within comprehensive management systems, they tend to be fragmented and yield limited results. Therefore, this study emphasizes the importance of integrating digital literacy within a strong managerial framework that encompasses planning, organizing, implementing, and evaluating.

Previous research underscores the significance of participatory and integrative management approaches, which have been shown to enhance program effectiveness and stakeholder engagement in public education contexts (Wijaya et al., 2023). Additionally, Suherman and Hidayati (2022) highlight distributed leadership and institutional collaboration as essential for embedding digital literacy into the fabric of school life. However, there is a noticeable gap in the literature regarding how these management principles are applied in private Islamic educational settings.

This study fills that gap by exploring the management of digital literacy programs at SMP Plus Ulil Albab Cirebon, a private Islamic junior high school in West Java. Drawing from the planning-organizing-leading-controlling (POLC) model of classical management theory, this research examines how digital literacy is institutionalized and operationalized to enhance graduate outcomes. The study is diagnostic and developmental, identifying systemic bottlenecks and proposing strategic pathways for program improvement.

Moreover, the research draws on international scholarship that emphasizes institutional leadership, iterative evaluation, and stakeholder

participation in advancing digital literacy (Park & Kim, 2021). These insights align with Indonesia's Ministry of Education, Culture, Research, and Technology's vision for localized, context-sensitive, and innovation-driven digital education models (Kemendikbudristek, 2021). By contextualizing these global imperatives within the unique socio-pedagogical environment of an Islamic junior high school, this study contributes to the ongoing discourse on culturally responsive digital education.

SMP Plus Ulil Albab Cirebon provides an insightful case study due to its blend of religious values with academic and technological aspirations. The school's digital literacy initiatives are not merely administrative tasks but expressions of its institutional identity and educational vision. This study investigates how digital literacy management contributes to shaping graduates who are not only digitally competent but also ethically grounded, socially engaged, and intellectually agile.

In conclusion, this research contributes to the expanding field of educational leadership and digital transformation by offering a detailed, context-specific analysis of digital literacy program management in Islamic educational settings. It proposes an empirical and theoretical model for integrating digital competencies into school management systems, enhancing the strategic coherence and pedagogical effectiveness of such programs. Ultimately, it supports both national and global initiatives to cultivate a generation of learners equipped with the digital skills and ethical awareness necessary for meaningful participation in an increasingly complex world.

RESEARCH METHOD

This study employs a qualitative case study approach to explore the management dynamics of digital literacy programs at SMP Plus Ulil Albab Cirebon, an Islamic junior high school. A case study design is ideal for examining the complex, context-specific processes involved in digital literacy integration within a faith-based educational environment (Merriam, 2009; Stake, 1995). Here, digital literacy is viewed not just as a technical skill but as a pedagogical and managerial construct aligned with the school's values, curriculum, and community involvement.

The study uses a single-case design, offering both macro- and micro-level insights by analyzing variations across school stakeholders while maintaining institutional coherence. It examines the functionality of the planning, organizing, leading, and controlling (POLC) mechanisms in the school's digital literacy strategy. By embedding these actions within broader cultural and epistemological contexts, the study identifies both structural gaps and normative logics that influence program outcomes.

Participants were purposively selected from key roles, including school leadership, ICT coordinators, teachers, and students, ensuring a comprehensive view of the program. Data were collected through semi-structured interviews, observations, and document analysis, with 18 stakeholders interviewed over three months. To ensure reliability and credibility, the study employed triangulation, member checks, and peer audits. NVivo 12 software was used for data coding, and thematic analysis focused on identifying managerial tensions and patterns of digital literacy integration.

RESULT AND DISCUSSION

Result

Strategic Planning as Ideological Articulation

The strategic planning process at SMP Plus Ulil Albab Cirebon reflects a profoundly reflective and value-oriented vision in which digital literacy is positioned not merely as a technical skill, but as a religiously inspired, mission-aligned imperative. Rather than treating technology integration as a neutral function, the school framed it within its spiritual and pedagogical values. This perspective shaped a comprehensive diagnostic phase that included iterative SWOT analyses, long-term institutional assessments, and benchmarking against both Islamic and secular educational institutions.

The planning process was collaborative and inclusive, engaging leadership teams, instructional personnel, and community stakeholders. This participatory model aligned with shura (consultative) traditions in Islamic organizational culture, fostering a dialogical ethos in decision-making. Resulting strategic documents reflected a conscious effort to align school aspirations with national programs like "Merdeka Belajar" and global goals such as the Sustainable Development Goals (particularly SDG 4 on inclusive and quality education).

Additionally, the school employed a diversified fiscal strategy to sustain its digital literacy initiative. This included leveraging government operational funds (BOS), mobilizing community fundraising, and securing philanthropic grants. By embedding financial resilience and community ownership into its strategic blueprint, SMP Plus Ulil Albab Cirebon established a robust foundation for a sustainable and ethically grounded digital literacy program.

Table 1. Strategic Inputs and Planning Instruments at SMP Plus Ulil Albab Cirebon

Planning Dimension	Key Instruments & Practices
Diagnostic Assessment	SWOT analysis, longitudinal reviews, stakeholder surveys
Benchmarking	Comparison with Islamic and public schools
Participatory Planning	Shura-based forums, joint visioning sessions

Policy Alignment	Integration with SDGs and Merdeka Belajar principles
Fiscal Mapping	BOS funds, community contributions, external grants
Strategic Documentation	Digital literacy blueprint, strategic action plans, evaluation logs

3.2 Organizational Structuration and Distributed Leadership

The institutional arrangement and operational framework at SMP Plus Ulil Albab Cirebon underwent a purposeful restructuring to support the multifaceted demands of digital literacy integration. A cross-functional digital literacy task force was established, comprising curriculum developers, ICT specialists, subject teachers, and administrative leaders. This collective leadership model signaled the school's commitment to hybridized and collaborative governance.

To formalize coordination and accountability, the school issued internal decrees and strategic memoranda that delineated specific roles, decision-making pathways, and feedback loops. These instruments ensured clarity in function and strengthened organizational coherence. Distributed leadership was not merely conceptual; it was practiced through routine coordination meetings, collaborative target setting, and peer mentoring systems, fostering a culture of shared responsibility.

Professional development was another core strategy. Teachers and staff engaged in tiered training sessions focused on digital pedagogy, received certifications, and participated in structured peer-reflection activities. These initiatives enhanced both individual competencies and institutional learning capacity.

On the infrastructural front, the school modernized its ICT laboratories, deployed high-speed wireless networks, and developed mobile digital resource units. These adaptations were essential in making digital tools more accessible and promoting flexible, student-centered learning environments. Collectively, these structural changes transformed the organization into a dynamic and adaptive institution, aligning Islamic educational traditions with the demands of 21st-century digital education.

Table 2. Key Components of Distributed Leadership Implementation

Domain	Strategy or Action
Structural Design	Formation of cross-functional task force
Governance Instruments	Internal decrees, strategic memoranda
Leadership Practices	Weekly coordination, peer mentoring, joint goal-setting
Professional Development	Tiered digital training, certification, reflective

	practices
Infrastructure Innovation	Modern ICT labs, wireless networks, mobile resource units

3.3 Pedagogical Enactment and Curricular Integration

Implementation efforts within classrooms at SMP Plus Ulil Albab Cirebon reflected a sophisticated integration of constructivist, critical, and value-based pedagogies. The school restructured its curricular framework to embed digital literacy competencies across disciplines, particularly emphasizing thematic integration within Islamic Studies, Language Arts, and Social Sciences. This curriculum design enabled students to engage with technology through a moral and epistemic lens.

Teachers employed blended learning strategies using platforms such as Google Classroom, Edmodo, and Quizizz to support differentiated instruction, real-time formative assessment, and collaborative learning. Through project-based learning, students explored contemporary digital issues such as misinformation, online ethics, digital consumerism, and Islamic finance, producing outputs like digital khutbahs, animated Qur'anic interpretations, podcasts, and infographics tied to civic campaigns.

The shift from summative to formative assessment emphasized learner autonomy, peer critique, and reflective journaling, reinforcing both digital skills and ethical reasoning. These pedagogical practices cultivated a classroom environment where digital tools were not only used for technical engagement but as instruments for intellectual empowerment and spiritual development.

Table 3. Curricular and Pedagogical Strategies for Digital Literacy Integration

Pedagogical Dimension	Strategies and Tools
Curriculum Integration	Thematic alignment in Islamic, Language, and Social Studies
Instructional Approach	Blended learning, project-based inquiry, collaborative tasks
Digital Platforms	Google Classroom, Edmodo, Quizizz
Student Outputs	Podcasts, infographics, digital khutbahs, animated Qur'anic content
Assessment Mode	Formative: peer review, journaling, autonomy-based evaluations

3.4 Supervision and Reflexive Governance

The supervisory ecosystem at SMP Plus Ulil Albab Cirebon was designed to be dialogic, formative, and embedded within the school's professional culture. Instead of emphasizing inspection, the evaluation process centered on reflective learning and collective improvement. Monitoring

protocols drew on a multi-tiered evidence base, including structured classroom observations, rubric-based student performance data, instructional coaching logs, and teacher self-evaluations.

These diverse data sources were triangulated and reviewed during quarterly reflection cycles facilitated by school leaders and the ICT task force. These forums fostered collaborative dialogue, enabling teachers and administrators to reinterpret challenges as opportunities and co-construct actionable improvement strategies. The role of the principal shifted from that of inspector to that of mentor, fostering epistemic humility and shared responsibility for learning outcomes.

All supervisory records were digitally archived, supporting longitudinal tracking of instructional patterns and enabling cross-year meta-analysis. This system allowed the school to iteratively refine both strategic goals and program delivery based on evidence, reflection, and evolving needs.

Table 4. Reflexive Supervision Framework at SMP Plus Ulil Albab Cirebon

Supervision Component	Key Practices
Evidence Collection	Observations, rubrics, coaching notes, self-evaluations
Reflection Mechanisms	Quarterly cycles, ICT task force facilitation
Evaluation Approach	Dialogic, formative, improvement-oriented
Leadership Role	Principal as mentor, collaborative planning forums
Documentation and Follow-Up	Digital archiving, longitudinal trend analysis, strategy revision

3.5 Transformation of Learner Dispositions and Organizational Ethos

The impact of the digital literacy initiative at SMP Plus Ulil Albab Cirebon manifested across cognitive, behavioral, affective, and institutional dimensions. Student artifacts—portfolios and reflective journals—demonstrated growth in digital fluency, critical thinking, media ethics, and Islamic digital engagement. Learners showed heightened self-regulation, curiosity, and sociotechnical awareness, enabling meaningful participation in digital discourse within and beyond the school.

Notably, the integration of Islamic values in digital projects shaped a distinctive learner identity rooted in ethical discernment and civic responsibility grounded in faith. Institutionally, the school transformed into a complex adaptive system that embodies the attributes of a learning organization, including systems thinking, shared vision, team learning, and reflective governance.

Persistent challenges such as digital access disparities, inconsistent teacher digital competence, and curriculum misalignment were addressed

through adaptive strategies and stakeholder consultation. These issues were not viewed as failures but reframed as stimuli for organizational learning and policy refinement.

Together, these findings confirm that the school's digital literacy initiative transcended mere technological integration. It became a paradigm of integrative, values-based, and reflectively managed educational innovation—offering a replicable model for other Islamic schools aiming to harmonize tradition and modernity in digital learning environments.

Table 5. Domains of Impact from the Digital Literacy Program

Domain	Key Outcomes
Cognitive	Improved digital literacy, critical thinking, content creation skills
Behavioral	Enhanced self-regulation, collaborative engagement, responsible tech use
Affective	Heightened curiosity, motivation, ethical sensitivity
Religious-Civic	Ethical digital identity, Islamic civic participation
Institutional	Learning organization traits, strategic responsiveness, stakeholder unity

A tabular summary is chosen here for clarity across dimensions. For publication, a radar chart or spider diagram could visually represent the comparative strength of each impact domain.

Discussion

The results of this study reveal the complex, multifaceted dynamics involved in the governance of digital literacy programs within a religiously grounded educational institution. At SMP Plus Ulil Albab Cirebon, digital transformation is not a straightforward or purely technical intervention; instead, it represents a fusion of discursive, managerial, and pedagogical factors that reframe the purpose and practice of Islamic education in the digital age. This section explores and interprets these findings through the lens of critical educational leadership and culturally embedded innovation, providing a deep theoretical perspective appropriate for doctoral-level inquiry.

Strategic planning emerged as far more than an instrumental exercise in this context. It became a vital tool for articulating the institution's identity in relation to technological change. The incorporation of SWOT analyses and benchmarking demonstrates a reflective institutional posture that aligns with adaptive leadership theory (Heifetz et al., 2009). Within this faith-based setting, such planning required a delicate negotiation between religious ideals and the

demands of technological progress—a synthesis rarely addressed in traditional models of educational change. By framing digital literacy as an extension of moral education, the school advances a uniquely contextual model of digitality that integrates both ethical and technical dimensions.

On the organizational front, the study uncovered a sophisticated leadership structure that balanced formal hierarchies with emergent professional communities. The creation of a dedicated task force, with clearly defined mandates and interdisciplinary collaboration, exemplifies Gronn's (2002) hybrid leadership model and networked governance. This structure allowed the school to leverage not just material resources but also social capital, particularly through partnerships with civil society and parent networks. This capacity-building approach is crucial for fostering sustainable institutional innovation (Leithwood et al., 2020).

Pedagogically, the digital literacy program was underpinned by an integrative instructional design that emphasized experiential learning and multimodal representation. The strategic use of digital platforms for collaborative inquiry and content creation aligned with constructivist pedagogical paradigms, while the incorporation of Islamic epistemologies into digital artifacts exemplified culturally responsive teaching (Gay, 2010). By blending technological and theological approaches, the school challenges the conventional divide between modernity and tradition, positioning digital tools as instruments for spiritual and civic development. This dual focus on academic and moral outcomes created dynamic learning environments where students engaged with complex sociocultural issues through digital media.

In terms of supervision, the school implemented a formative, dialogical model of oversight that emphasized distributed accountability and continuous organizational learning. The use of rubrics, reflective logs, and stakeholder interviews created a feedback-rich environment conducive to ongoing improvement. These mechanisms align with Senge's (2006) concept of the learning organization, reflecting the school's commitment to epistemic humility—its willingness to self-examine and adapt in response to internal evaluations and external challenges.

However, the study also highlighted significant challenges, particularly in terms of device access, technological infrastructure, and varying levels of teacher digital competence. These issues resonate with the digital divide literature, which critiques policies that focus exclusively on technology while overlooking the sociocultural and pedagogical dimensions of digital integration (Selwyn, 2011). The research also found that teachers experienced change fatigue and diminished motivation, which mirrors concerns in the innovation sustainability literature, which warns of the risks of reform saturation and the

erosion of professional agency (Hargreaves & Fullan, 2012).

Drawing these insights together, the research proposes a theoretical model for effective digital literacy management in religious school settings. It argues that successful integration requires a balance of contextual sensitivity, pedagogical reflection, and managerial coherence. Rather than a linear process from policy to practice, the findings suggest a dynamic, negotiated approach where institutional actors collaborate to co-create pathways for digitally enhanced education.

Ultimately, this study offers a unique contribution by showing how Islamic schools can approach digital literacy not merely as a technical skill but as a form of ethical and intellectual engagement. It calls on policymakers and educational leaders to embrace a nuanced, dialogic approach to digital reform—one that respects institutional culture, prioritizes pedagogical goals, and builds the collective capacities needed for meaningful change.

CONCLUSION

The digital literacy initiative at SMP Plus Ulil Albab Cirebon articulates an exemplary convergence of epistemological coherence and institutional praxis, wherein Islamic educational values are not only preserved but reinterpreted through the lens of digitally mediated pedagogy. Far exceeding the parameters of a functional technology upgrade, the program embodies a paradigmatic reconstitution of educational governance, anchoring digital literacy within the strategic, structural, pedagogical, and evaluative architectures of the school. This approach affirms a departure from instrumentalist frameworks toward a more ontologically and culturally embedded modality of digital transformation.

What emerges from this initiative is an educational ecosystem in which digital literacy operates as both a cognitive scaffold and a normative vehicle for learner formation. The strategic embedding of digital competencies into curricular, co-curricular, and governance domains facilitated the construction of a learner archetype defined by digital agency, ethical orientation, and socio-religious consciousness. The school's deliberate synthesis of digital modalities with Islamic pedagogical philosophy reflects a post-secular paradigm in education, wherein faith and digitality are positioned not as antagonistic domains but as synergistic vectors of identity, criticality, and civic formation.

The empirical contours of this study substantiate the proposition that effective digital literacy implementation within faith-based institutions necessitates an ensemble of interdependent elements: strategic foresight grounded in institutional theology, distributed and relational leadership models, culturally resonant pedagogical repertoires, and reflective supervisory

practices that privilege dialogical accountability over bureaucratic compliance. The project's success further underscores the role of Islamic schools as agents of educational renewal capable of transcending the dichotomies often posited between tradition and innovation.

Nevertheless, this success is situated within a landscape of persistent asymmetries and systemic tensions. The uneven distribution of technological infrastructure, variability in faculty digital pedagogical competencies, and the fragility of cross-sectoral policy alignment represent enduring constraints. These limitations call for a sustained commitment to trans-scalar educational partnerships, inclusive policy frameworks, and critical pedagogical research capable of addressing the material and ideological dimensions of the digital divide in religious schooling contexts.

In synthesizing these dynamics, the case of SMP Plus Ulil Albab Cirebon renders visible an emergent model of digital Islamic schooling, characterized by epistemic integrity, adaptive governance, and pedagogical intentionality. It gestures toward a future in which Islamic education can contribute meaningfully to global discourses on technology, ethics, and justice in education, not by mimicking dominant paradigms but by offering alternative imaginaries rooted in local knowledge systems, faith traditions, and transformative praxis. As such, this study lays a critical foundation for further scholarly interrogation into how digital literacy can be contextually mobilized as a vector for moral, intellectual, and civic flourishing within faith-informed educational environments.

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