

## Technology-based administrative innovation and its impact on integrated islamic school management

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### ABSTRACT

Digital transformation in education requires schools, including integrated Islamic schools, to develop technology-based administrations to improve efficiency, transparency, and accountability. The complexity of integrated Islamic school management, which combines the general curriculum, the Islamic curriculum, as well as the full day and boarding school models, makes digital administration innovation an urgent need. This study aims to describe the implementation of technology-based administrative innovations and analyze their impact on school management, especially in the fields of personnel, student affairs, and general education. The method used is descriptive qualitative by collecting data through observation, semi-structural interviews, and documentation, then analyzed through data reduction, narrative presentation, and conclusion drawing with validity maintained through triangulation. The results of the study show that in the field of personnel, the application of digital attendance and *daily to-do lists* improve employee discipline and performance; in the student aspect, online PPDB, DAPODIK integration, and *cashless cards* facilitate data collection and involve parents; while in general education administration, the use of e-Raport, SIDIDIK, and web-based infrastructure systems increases reporting efficiency even though some processes are still manual. The research concludes that technology-based administrative innovation not only increases operational effectiveness, but also strengthens humanist work culture, transparency, and Islamic character development, so that it can become a strategic model of integrated Islamic school governance in the digital era.

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### Introduction

The development of information and communication technology in the digital era has affected almost all aspects of human life (Lestyningrum et al., 2022), including the field of education (M. Nauvan, 2024). Schools as formal educational institutions are required to be able to adapt to these changes so that they remain relevant to the needs of society and the development of the times (Azzahra et al., 2024; Tumiran et al., 2024). One of the forms of adaptation is the digitization of school administration (Aulia, 2023; Nazira et al., 2024), which is expected to be able to create a more effective, efficient, and accountable management system (Qamaruzzaman et al., 2024; Suyadnya, 2024). In the context of integrated Islamic

schools, the application of administrative technology is not only aimed at improving the quality of services (Zebua, 2023), but must also be aligned with the vision of moral development, spirituality (Adila & Rodiyah, 2024; Delia Maharani & Latifah Meynawati, 2023), as well as the integration of Islamic values in education governance (Meliani et al., 2021; Muttaqien et al., 2023).

However, the reality on the ground shows that not all educational institutions are able to optimize the use of technology in the administrative system (Sarwadi, Q. Robbaniyah, 2022) and its management (Amen, 2021). Some schools still rely on time-consuming manual systems, prone to errors (Purwanto, 2023), and less transparent (Santika et al., 2023). On the other hand, the complexity of integrated Islamic school management that combines the national curriculum, the typical Islamic curriculum, and the boarding and full day school model adds its own challenges (Parida et al., 2021; Satrio et al., 2021). Therefore, technology-based administrative innovation is an urgent need, not only to improve work efficiency, but also to strengthen religious values in every managerial process (Hermawan & Rohman, 2021; Satrio et al., 2021).

Various previous studies have shown positive benefits from the application of technology in the world of education. Studies report that school management information systems can improve the quality of governance, accelerate data access, and strengthen administrative accountability (Nugraha, 2022). Another study confirms that the use of educational technology in the era of the industrial revolution 4.0 plays an important role in creating a more innovative learning process and school management (Dito & Pujiastuti, 2021). In fact, technology integration has been proven to be able to improve communication between schools, parents, and students through a digital-based reporting system (Yunia et al., 2025).

Nevertheless, most of the research still focuses on the general context of school management, without further discussing the unique characteristics of integrated Islamic schools. In fact, integrated Islamic schools have additional challenges in the form of integrating Islamic values, moral development, and the need for an administrative system that is able to bridge the full day school and boarding education model. Therefore, there is still a research gap on how technology-based administrative innovations can be implemented specifically in integrated Islamic schools and what are their practical impacts on personnel management, student affairs, and educational services. This gap is the gap in novelty in this study.

This research is present to describe in depth the practice of technology-based administrative innovation in integrated Islamic schools, as well as analyze its impact on the effectiveness of school management. The main focus of the research is directed at how the digital administration system supports personnel aspects through attendance and to-do list applications, facilitates student services through online PPDB and cashless cards, and strengthens general education management through e-Raport and integrated information systems. Thus, this study not only describes the phenomenon, but also offers a technology-based management model that is in accordance with the characteristics of integrated Islamic educational institutions.

It is hoped that the results of this research can provide practical and theoretical benefits. Practically, this research is expected to be a reference for integrated Islamic schools in developing an administrative system that is more efficient, transparent, and relevant to the needs of the digital era. Theoretically, this research provides a scientific contribution in the form of enriching the literature on technology-based Islamic education management, while emphasizing the role of digital administrative innovation in supporting the goals of Islamic education: forming students who excel in science, are skilled in technology, and have Qur'anic character. Thus, this research has a double significance: improving the quality of governance of educational institutions and strengthening the development of Islamic character through a modern administrative system

## Research Methods

This study uses a descriptive qualitative approach that aims to describe in depth the implementation of technology-based administrative innovations and their impact on integrated Islamic school management. This approach was chosen because the focus of the research is to understand the practices, procedures, and influence of the use of technology on aspects of personnel administration, student affairs, and general education in schools. Data were obtained through observation, semi-structural interviews, and documentation. Observations were carried out to see firsthand the application of technology in administration, such as the digital attendance system, employee to-do list application, PPDB portal, e-report card, and cashless system for students. Interviews were conducted with school principals, vice principals, teachers, education staff, and dormitory employees to obtain information about the process, obstacles, and effectiveness of technological innovations in supporting school management. Meanwhile, documentation is used to verify data and support analysis, including personnel reports, class journals, LPJ activities, and other administrative records.

Data analysis is carried out in a qualitative descriptive manner, starting with data reduction to select relevant information, then presenting data systematically in the form of narratives, tables, or graphs that describe the implementation of technology and its impact. Furthermore, the researcher draws conclusions about the effectiveness of technological innovations on transparency, accountability, efficiency, and the development of employee performance and the quality of student learning. The validity of the data is maintained through triangulation of methods and sources, namely comparing the results of observations, interviews, and documentation, as well as ensuring the consistency of information from various parties. This research also pays attention to research ethics by asking for permission from the school, maintaining the confidentiality of the identity of the informant, and using data only for academic research purposes

## Results and Discussion

### 1. Personnel Administration of SMP IT Abu Bakar Yogyakarta

SMP IT Abu Bakar Yogyakarta is an integrated Islamic educational institution under the auspices of the Mulia Foundation Consortium. This school has two education service systems, namely a full day school system and a boarding school (dormitory). With a total of approximately 1,000 students and 117 employees, SMP IT Abu Bakar has a complex but neatly organized organizational structure and educational management. The educational services provided focus on the formation of Islamic character, academic achievement, and the development of students' potential through various programs.

The vision of SMP IT Abu Bakar Yogyakarta is "Giving birth to a generation of Muslims who are Qur'anic Personal, Environmentally Friendly, Superior in Language, Science and Technology." Mission of SMP IT Abu Bakar Yogyakarta

- a. Improving the quality of learning ulumul qur'an
- b. Organizing Qur'anic personal coaching programs
- c. Instilling a sense of love for the homeland, global diversity, mutual cooperation, and independence
- d. Fostering a safe, comfortable, beautiful and Islamic educational environment
- e. Getting used to the 6S culture (Smile, Greeting, Greetings, Politeness, Courtesy and Enthusiasm)
- f. Increase the concern and participation of all school residents towards environmental sustainability
- g. Improve Arabic and English language coaching and familiarity programs
- h. Carry out learning effectively and qualitatively
- i. Improving learning culture through literacy, critical reasoning, and creativity
- j. Improve Information and Communication Technology skills
- k. Implementing partnerships at home and abroad
- l. Improving the quality of education services
- m. Developing research and educational development skills

Personnel management in this school has been well organized through a clear division of authority between the school and the foundation. Here are the detailed results of the observation:

a. Assignment of Officers

The authority in assigning employees is fully in the hands of the principal. This means that the principal has the authority to determine the position or job responsibilities of each employee in the school environment. For example, the placement of teachers in certain fields of study, the arrangement of teaching schedules, and the appointment of school activity coordinators are all decisions made by the principal. This assignment is based on consideration of the ability, experience, and needs that exist in the school. This shows that there is full trust in the principal in carrying out managerial functions in the field of personnel.

b. Recruitment, Selection and Dismissal of Employees

The process of recruitment, selection, and dismissal of employees is carried out directly by the foundation that oversees the school. The school in this case is not involved in the technical process, but only receives the final result in the form of a list of employees who have been accepted or dismissed. This mechanism shows that foundations have a central role in human resource management. The school is in charge of running educational operations, while strategic and administrative affairs are held by the foundation. Thus, the school follows the foundation's policy in terms of placement and termination of employment relationships.

c. Hostel Staff

Employees who are on duty in student dormitory do not come from the school's internal environment or permanent teachers, but are recruited from outside. They are specifically employed to handle the needs of the dormitory, such as daily supervision, facility management, and student discipline coaching outside of class hours. This policy reflects the separation between academic and non-academic tasks, and ensures that the management of the dormitory is carried out by people who are indeed focused and competent in the field.

d. Handling of Problematic Employees

In dealing with employees who experience problems, the school applies a gradual approach. The first step taken is to give a verbal or written reprimand as a form of initial coaching. If there is no change in behavior, then the employee will be called directly by the principal to get further direction or clarification. If the problem is still not resolved, the case will be forwarded to the foundation to be handled more seriously. This approach shows that schools strive to prioritize educational and persuasive solutions before taking decisive steps.

e. Discipline and Performance Monitoring System

One of the advantages of the personnel system at Abu Bakar Junior High School Yogyakarta is the use of technology in monitoring employee discipline and performance. There is a special application that is used to carry out daily attendance, as well as record employee work activities in the form of to-do lists. Each employee is required to fill out a list of tasks that have been and will be carried out in one working day. This data is directly monitored by the foundation, allowing for more objective, transparent, and real-time supervision. This system encourages employees to work independently and responsibly.

f. Licensing Procedure

The licensing process for leave or absence from work is carried out informally but controlled. Employees who want to apply for a permit only need to submit an application through the WhatsApp application to the principal. Although it seems simple, this method is considered effective because it facilitates communication and decision-making quickly. However, the management of leave administration is still recorded as part of the school's personnel documentation.

g. Employee Mutation

Mutation or transfer of employees to other levels of education, such as from junior high school to high school, is not the result of an initiative from the school or the employee itself. This mutation is a decision that is determined directly by the foundation based on the needs of

workers at other levels of education. In other words, the foundation has a mutation policy that is centralistic and functional, adjusted to the needs of the institution as a whole. This aims to make the placement of employees effective and maintain a balanced distribution of human resources in all educational units under the auspices of the foundation.

#### h. Reward System Without Punishment

In the personnel management system at Abu Bakar Junior High School Yogyakarta, there is no formal punishment system applied to employees who have problems. On the contrary, schools focus more on the implementation of the reward system. Every teacher or employee has the opportunity to get a performance allowance every six months. The nominal of the allowance is adjusted to the performance assessment of each employee as seen from attendance, daily work reports, and contributions to school activities. This system is considered to be able to motivate employees to improve their work performance voluntarily and competitively.

#### i. Spiritual Building of Officers

One of the important aspects in fostering employees in this school is the strengthening of spirituality and Islamic values. Every employee is required to follow the BIPA (Islamic Guidance for Refraction of Customs) agenda every morning before starting work activities. In addition, in the afternoon the reading of the ma'tsurat prayer was carried out in congregation. This agenda aims to strengthen spirituality, increase work morale, and instill good values in employees. Not only that, every week there is also special coaching for teachers and employees filled by senior employees or appointed figures. This coaching is a means of improving self-quality both in terms of science, attitude, and professionalism.

#### j. Number of Employees

Currently, Abu Bakar Yogyakarta Junior High School has a total of 117 employees. This number includes all lines of work in schools, both those who play the role of teachers, education staff, administrative staff, and dormitory officers. This figure reflects the large scale of school operations that require solid and well-organized personnel management.

It can be concluded that the personnel administration at Abu Bakar Junior High School Yogyakarta has been managed well and professionally. The division of authority between schools and foundations is effective. The system used supports transparency, accountability, and employee productivity. The technological support in performance monitoring, regular spiritual coaching, and the implementation of the reward system show that this school prioritizes a humanist approach in building a healthy and religious work culture.

## **2. Student Administration**

Student administration at SMP IT Abu Bakar is an important part of school management which has a strategic role in coaching and managing students. The interviews conducted with the school's student affairs provide a comprehensive overview of the tasks, functions, systems, and challenges faced in the implementation of student administration.

The duties and functions of students at SMP IT Abu Bakar include the implementation of management within the scope of student development. The Vice Principal for Student Affairs has duties that include five elements of POACE management, namely: planning, organizing, actuating, controlling, and evaluating. The student sector is responsible for the implementation of student development programs such as student councils, extracurriculars, competitions, and other development activities.

Student activities are not carried out by one person alone, but are assisted by a team consisting of various parts. These teams include: extracurricular team, student council team, character development team, competition team, order team, counseling guidance (BK) team, homeroom team, and student talent interest coordination team. Each team has specific tasks and coordinates with each other in the success of the student program.

Student data collection is carried out from the beginning through the New Student Admission (PPDB) process. Because Abu Bakar IT Junior High School is a private school, the data collection system is carried out independently and is not automatically integrated with

the education office system. All student data, including supporting files such as birth certificates, family cards (KK), and achievement data, are systematically input and stored. This data is the basis for validation in the DAPODIK (Basic Education Data) system which must be used by schools for administrative purposes related to the education office. In addition to DAPODIK, schools also rely on PPDB's internal system as a database.

Schools use the DAPODIK application from the education office to record students, which includes personal, family, and other supporting documents. In addition, to record new students, an internal system that has been integrated with the PPDB process is used. Every activity carried out by the student department must be reported by the committee or the person in charge of each activity. The person in charge of the activity includes the chairman, secretary, treasurer, and documentation team. Activity reporting includes proposals, accountability reports, and documentation in the form of photos and meeting minutes as evidence of activities, especially for accreditation purposes.

Recording student attendance is done manually. Because the school has a boarding system, the communication process between the dormitory coach and the school is important to record students' permits or illnesses. Attendance is recorded in a daily data book and learning journal that is updated every teacher change. For the aspect of order, the school has a team that supervises violations or student problems consisting of homeroom teachers, BK teachers, and other teams. The coaching process is adjusted to the condition of students, both full day and boarding.

New students are required to submit documents in the form of birth certificates, family cards, and diplomas. Achievement data is also recorded if available. The school has developed a cashless-based administration system to avoid excessive use of cash by students. This transaction card can only be used in the school environment and is integrated with the shopping system and the library. Parents can monitor and set their child's daily usage limit, with a default limit of IDR 35,000 per day.

Coordination between full day and boarding students is carried out through a structured student system and team. The order team, BK teachers, and homeroom teachers work together to overcome violations and develop students' potential through student council, mosque hikmatul activities (for male students), and worship hikmatul (for female students). All students are given space to channel their talents and leadership abilities, regardless of the program they are enrolled in.

The main challenge in student administration is the difference in supervision patterns between boarding and full-day students. Boarding students are easier to condition because they are under 24-hour supervision, while full-day students have obstacles in attendance and engagement on weekends. These differences raise the need for a fair and assertive approach, including the assignment of substitute assignments for absentee students.

The student body has a system of screening students' interests and talents which has been carried out since the beginning of the year. The competition team is in charge of screening and training students to take part in competitions, both academic such as OSN and non-academic such as karate and MTQ. Each competition is handled by a special coach who has been determined since the beginning of the year. The selection process is carried out through the stages of interest selection, administrative selection, and intensive training.

Routine student activities include student council, order activities, extracurriculars, and competitions. The implementation teams are in charge of carrying out activities, while the student department conducts periodic monitoring and evaluation. Evaluation is carried out depending on the type of activity. For long-term activities, evaluations are carried out monthly, while short-term activities are evaluated after the activities are completed and used as recommendations for future improvements.

The flagship program of student affairs is the development of interests and talents as well as the formation of character and leadership spirit of students. Character development is carried out by the TEKAD team (focusing on discipline) and the BIPA (Worship and Habituation Development) team. Both work closely with teachers, student councils, and class representatives. Coaching evaluations are conducted periodically to adjust the approach that

is most appropriate for students.

Student data collection is updated once a year through the DAPODIK system. Students are also in charge of recommending student mutations to the administration department based on the request of the student's guardian and consideration of students' abilities and interests. At Abu Bakar IT Junior High School, there are specialization classes such as science, language, and tahfidz classes. Student placement is carried out based on selection, but still pays attention to the aspirations of students and guardians.

Activity reporting is prepared in the form of proposals, LPJ, and documentation, then validated by the treasurer, students, and principals. For activities under the curriculum, validation is carried out by the curriculum section. Student achievement data is recorded in a format that is in accordance with the needs of official reports, even though it has not been integrated into the school's digital system.

Students with problems are dealt with based on their level. If it is light, it is handled by the nearest team such as homeroom teachers and BK. If it is heavy, it is handled by a special team according to the student order guidelines (PANTES book). The morning apple and BIPA activities were also used as a moment of supervision and character development for students.

The selection of the Student Council is carried out through administrative selection, written tests, interviews, and recommendations. The determination of the core team is carried out based on the results of selection and exemplary considerations. Outstanding students, both academic and non-academic, are given appreciation in the form of a charter, cash, or other form of award.

The preparation of the activity calendar is carried out through coordination between all deputy principals to avoid schedule conflicts. The activity calendar refers to the calendar of the education office and is adjusted to the internal needs of the school and foundation. Although all educational units are under one foundation, the implementation of activities is carried out independently according to the level.

The process of changing schools starts from the homeroom teacher consultation, continues to student affairs, and then is officially submitted to the principal with a transfer request letter. The total number of students at Abu Bakar IT Junior High School reached around 1,000 people, spread across two campuses with a full day and boarding system. Each field has an implementation team, secretary, and coordinator who is responsible for each of the activities and trainings.

One of the key innovations is the use of cashless cards that allow for real-time control of students' finances by parents. This card can only be used in school environments and has a daily transaction limit. The system is integrated with the national banking network, allowing parents to top up their balance online. This innovation is expected to avoid the misuse of cash by students and improve efficiency and security.

### **3. Educational Administration in General**

#### **a. Form of School Administration**

When it comes to classroom administration, schools use several important documents that have a strategic function. One of them is the class attendance book, which not only serves to record student attendance, but also serves as a reference for teachers in managing daily classes, such as assigning assignments, study groups, or follow-up for absent students. In addition, there is a class progress book (class journal) that records the material chronologically of each meeting. Filling out this journal is the responsibility of the subject teacher, but the homeroom teacher and class leader also have an active role in ensuring that the journal is filled consistently every day.

To support the role of homeroom teachers, the school implements a teacher mutabaah journal, which records the timeliness of teachers' attendance and their mentoring activities in the classroom. This journal was then evaluated by the principal as part of efforts to maintain the quality of classroom management and the performance of teaching staff.

In the aspect of official administration, SMP IT Abu Bakar utilizes two main systems: SIDIDIK, which is a system for reporting GTK data to the City Education Office every semester

online, and DAPODIK, which includes comprehensive data on schools including infrastructure. However, additional teachers such as Arabic, Sirah Nabawiyah, or religion teachers are sometimes excluded from the system, depending on their administrative status.

#### b. Online and Manual Administration System

The school implements a combined administration system between digital and manual. For the online system, the PPDB portal has been run almost entirely online (around 80%). This process makes it easier to select, announce, and coordinate. In addition, the infrastructure and personnel system (HRD/BPH) has also been managed using web-based applications, making data more centralized and easily accessible.

However, there are still some aspects that have not been fully digitized. Some internal administrations, such as class journals or internal correspondence, still use printed/manual documents, because they have not fully transformed to a digital system.

#### c. General Administration and Finance

In terms of correspondence procedures, schools have a clear working system. For incoming letters, TU first records them in the agenda book, then forwards them to the relevant party or section. For example, if it concerns student activities, the letter is sent to the Vice President of Student Affairs; for cooperation, directed to the Principal. The principal then determines who is in charge.

As for the outgoing letter, the official format (such as a letter of assignment or institutional decree) is made by the TU based on a predetermined flow. After that, the letter is signed by the authorities (usually the principal), then submitted to the relevant party.

The management of facilities and infrastructure (sarpras) is carried out by eight TU staff. Of these, two people specialize in managing inventory and spatial arrangement, while the other supports the fields of curriculum, student affairs, personnel, and public relations. Reports on infrastructure are submitted periodically to the foundation through the school's internal portal.

The academic administration at Abu Bakar IT Junior High School has implemented e-Raport as a replacement for local Excel. With this system, the reporting and evaluation of student learning outcomes has been integrated nationally.

In financial management, out of the eight TU staff, two people are appointed as treasurers: one is responsible for finances related to the service (such as tuition and allowance reports), and the other handles the internal finances of the foundation, in particular tuition fee receipts and internal administration of the school.

## Conclusion

Technology-based administrative innovations at Abu Bakar IT Junior High School Yogyakarta have proven to have a positive impact on the effectiveness of integrated Islamic school management. In the personnel field, the use of digital presence applications and daily to-do lists increases transparency, accountability, and employee performance. In the student aspect, the integration of the online PPDB, DAPODIK, and cashless card systems makes it easier to collect data, strengthen supervision, and involve parents directly in managing students' finances. Meanwhile, in general education administration, the use of e-Raport, SIDIDIK, and web-based infrastructure systems supports smooth governance, although there are still some activities that are carried out manually.

Overall, the application of technology in school administration not only improves the efficiency and accuracy of data, but also strengthens the development of Islamic character, humanist work culture, and collaboration between schools, foundations, and parents. Thus, technology-based administrative innovation can be a strategic model for the development of integrated Islamic school management in the digital era.

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