❑ 305

Digital Literacy Emergency: The Effect of the use of Short Language on Students' Writing Skills

Abdul Latif[1], Asngadi Rofiq[2]
[1, 2] KH Mukhtar Syafaat University, Blokagung, Banyuwangi, Indonesia

ABSTRACT

Purpose of the study: The digital literacy emergency has become a major concern in the world of education, especially in relation to the influence of the use of abbreviations on students' writing skills.

Methodology: This study was conducted at Madrasah Tsanawiyah Al Amiriyah Banyuwangi, East Java, to identify how the habit of using abbreviations affects the quality of students' formal writing. Based on interviews and observations, it was found that 85% of students routinely use abbreviations in their written communication. This habit is considered to make the writing process easier and faster, but has a negative impact on aspects of formality and grammar.

Main Findings: The data shows that the use of abbreviations is more dominant in less formal tasks such as essays (70%) than reports (60%) and formal letters (50%). The main factors driving this habit include academic pressure, the influence of social media, and the lack of emphasis on formal writing in the curriculum. This study highlights the need for an integrated learning strategy, combining traditional values such as discipline in grammar with the use of digital technology. With a holistic curriculum approach, students are expected to be able to develop formal writing skills without sacrificing adaptation to modern technological developments.

Novelty/Originality of this study: This research provides important innovations for educational policy makers to design learning methods that are relevant to the needs of the digital era while maintaining the quality of students' academic literacy.

Corresponding Author:

Abdul Latif,
KH Mukhtar Syafaat University, Blokagung,
Jl. KH. Mukhtar Syafaat PP. Darussalam Blokagung Ds. Karangdoro Kec. Tegalsari Kab. Banyuwangi Jawa Timur - 68485- Indonesia
Email: mazlathif12@gmail.com

1. INTRODUCTION

In the fast-paced digital era, the use of shorthand has become a widespread social phenomenon, especially among students. Shorthand is often used in everyday communication through social media, instant messaging applications, and other digital platforms. This phenomenon arises because of the need to convey messages efficiently in limited communication space. However, research shows that excessive use of shorthand can affect students' formal writing skills, especially in terms of grammar, sentence structure, and vocabulary [1]. The impact is not only seen in the quality of students' academic writing but also in their ability to convey ideas clearly and effectively in various contexts [2]. This fact shows the need for more attention to the influence of shorthand on students' digital literacy and writing skills, especially in educational settings. Previous studies have examined the influence of digital technology on students' literacy skills, such as increasing access to information

and motivation to learn through digital media [3]. Several studies have also discussed the negative impacts of social media on reading and writing skills, such as decreased vocabulary and poor sentence structure due to exposure to informal content [4]. However, specific research that highlights the direct relationship between the use of shorthand and students' formal writing skills is still limited. For example, studies on the frequency of abbreviation use in students' writing have not been explored in depth, especially in the context of education in Indonesia. This gap opens up opportunities for further research to understand the extent to which the use of abbreviated language affects writing skills and how educational institutions can respond to this challenge.

This study aims to analyze the impact of the use of abbreviated language on students' writing skills at Gunung Al Amiriyyah Blokagung, especially in the context of education in the digital era. The main questions raised in this study are: (1) To what extent does the use of abbreviated language affect the quality of students' formal writing? and (2) What factors influence students' tendency to use abbreviated language in their writing? In addition, this study aims to identify the implications of the use of abbreviated language on literacy learning in schools. By answering these questions, this study is expected to provide clearer insights into the relationship between abbreviated language and writing skills, as well as offer practical recommendations for the development of curricula that support digital literacy.

The use of abbreviated language has the potential to affect students' mindsets and writing habits, both positively and negatively. On the one hand, abbreviated language can accelerate the communication process and foster creativity in expression [5]. On the other hand, excessive exposure to abbreviated language without proper guidance can damage students' ability to understand and apply formal language structures [6]. This study hypothesizes that the use of abbreviated language significantly affects the quality of students' formal writing, especially in terms of grammar and sentence completeness. If this hypothesis is proven, the results of the study will have important implications for educators, policy makers, and parents in designing effective learning strategies to address the challenges of digital literacy in the modern era.

2.   RESEARCH METHOD

2.1 Research Design
This study uses a descriptive qualitative approach with the aim of describing and analyzing the influence of the use of short language (such as abbreviations, emoticons, or digital slang) in digital activities on students' formal writing skills. The main focus is an in-depth understanding of the phenomena in the field through descriptive data.

2.2 Research Subjects
The subjects of the study were students of Madrasah Tsanawiyah Al Amiriyah Banyuwangi class VIII. The selection of subjects was carried out by purposive sampling, with the criteria of students who had high intensity in digital communication and had received formal writing assignments at school.

2.3 Research Instruments
The main instrument in this study was the researcher himself as the key instrument, assisted by:
• Semi-structured interviews with students and Indonesian language teachers.
• Participatory observation of students' writing habits in class and digital conversations.
• Documentation in the form of examples of student writing results and digital communication history (with permission and maintaining privacy).

2.4 Research Procedure
The stages of research implementation include:
1. Preparation: Determining the location and subject, preparing the instrument, and taking care of the permit.
2. Data collection: Observation, interviews, and collection of student writing documents.
3. Data reduction: Filtering relevant information related to the use of short language and writing skills.
4. Data presentation: Compiling a narrative of the findings systematically.
5. Drawing conclusions: Analyzing the relationship between the use of short language and the quality of student writing.

2.5 Data Analysis
The data were analyzed using the Miles and Huberman technique which includes:
• Data reduction to sort out important information.
• Presentation of data in narrative and tabular form.
• Drawing conclusions and verification to ensure the validity of the results.

Data triangulation is carried out by comparing the results of interviews, observations, and documentation to increase validity.

The qualitative research method in this study will adopt a phenomenological approach to understand the influence of the use of short language on students' writing skills. The researcher will collect data through in-depth interviews with students and teachers, as well as observations of students' writing using abbreviated language in writing assignments. Data analysis will be conducted thematically by identifying patterns of abbreviated language use, its impact on writing skills, and students' and teachers' perceptions of this phenomenon. In addition, the researcher will analyze the social and cultural contexts that shape the habit of using abbreviated language among students. The results of the study are expected to provide insight into how the digital literacy emergency characterized by the use of abbreviated language affects the development of students' writing skills in this digital era.

3. RESULTS AND DISCUSSION

The results of the study show that intensive use of abbreviations in digital communication has a real impact on students' writing skills. It was found that students who often use abbreviations, symbols, and non-standard sentence structures in social media tend to have difficulty when they have to write formal texts, such as essays or school reports.

This finding is in line with research by [6] which states that the intensity of digital communication with abbreviations reduces students' sensitivity to language rules in academic texts. Research by [7] also shows that students tend to experience digital language interference when writing school assignments. However, in contrast to these findings, this study found that the impact was not only on the form of writing, but also on students' logical and systematic thinking in conveying ideas in writing.

Based on data obtained from students of Madrasah Tsanawiyyah class VIII, it can be generalized that the trend of using abbreviated language in the digital era is a risk factor for formal writing skills of junior high school students. This phenomenon is also likely to occur at other levels of education, although the level of impact may differ depending on age and linguistic understanding.

The novelty of this study lies in the combined analysis of students' digital habits data and the quality of their formal writing results, which have not been explored directly before. This study not only observes linguistic symptoms, but also relates them to students' written thinking skills as a whole in the context of today's digital literacy education.

Subjects are limited to one school and only involve class VIII students, so the results do not fully represent a broader context. The research is qualitative in nature, so it does not measure correlation statistically. Analysis of student writing is still descriptive, has not tested the writing style or rhetoric in depth.

For Indonesian language teachers: Integrate formal writing learning with explicit discussions about the influence of digital language so that students are more reflective of their language habits. For parents: Guide children to balance using digital language and encourage formal literacy activities at home. For further researchers: It is recommended to conduct further quantitative research to measure the extent to which abbreviated language influences students' writing skill scores statistically. For policy makers: Design a curriculum that is responsive to changes in digital language culture while still emphasizing the importance of academic writing skills.

The use of abbreviations in Madrasah Tsanawiyah Al Amiriyah Banyuwangi has significant implications for integrating traditional values with digital technology in learning strategies. Abbreviations are often used by students as part of their adaptation to digital communication. Based on interviews with students, it was stated that: "I use abbreviations because they are faster and more practical, especially when time is limited." The results of the interviews showed that they considered abbreviations more efficient and relevant to their digital habits. As many as 85% of students in this madrasah admitted to using abbreviations, even though they were aware that this could damage the quality of formal writing. This finding suggests the need for strategies that combine traditional values in formal language learning with the use of digital technology to address the dysfunction caused by the habit of using abbreviations.

Table 1: Interview results on abbreviation use

Questions	Percentage of "yes" answers	Percentage of "No" answers
Do you often use abbreviations?	85%	15%
Do abbreviations help you write faster?	78%	22%
Do you feel that abbreviations affect the quality of your writing?	65%	35%

From the table, it can be seen that the majority of students tend to use abbreviations for time efficiency. As many as 85% of students admit to this habit, and 78% feel that abbreviations help them write faster. However, around 65% of students also realize that this habit affects the quality of their writing, especially in terms of formality and grammatical appropriateness.

The use of language abbreviations at Madrasah Tsanawiyah Al Amiriyah Banyuwangi reflects the dynamic interaction between traditional values and advances in digital technology in the context of learning. Abbreviations are a form of student adaptation to the digital era, where communication is required to be faster and more efficient. As many as 85% of students admitted to often using abbreviations, as shown in interviews, for reasons of practicality and time efficiency. This finding reflects a phenomenon that can be explained through the theory of social adaptation [7], which emphasizes that individual behavior, including the use of abbreviations, is shaped by their interactions with the environment, in this case digital technology. However, although abbreviations are considered relevant in their digital habits, 65% of students realize that this practice affects the quality of formal writing, especially in terms of grammar and formality.

This phenomenon is in line with the symbolic interaction theory [8], which asserts that symbols, including shorthand, are used to convey meaning in communication. Students use abbreviations to adapt to time pressures and academic demands, but this creates challenges in maintaining the quality of formal writing. Based on the data, 78% of students feel that abbreviations help them write faster, but this speed often comes at the expense of grammatical quality, as confirmed by research [9]. In the context of social learning theory [10], this habit indicates the need for teacher guidance in helping students understand when the use of abbreviations is acceptable and when they should apply formal language formats.

In addition, the curriculum structure that does not emphasize the importance of formal writing is also a cause of this habit. Praxis Theory [11] provides an explanation that "habitus", or habitual patterns in the social environment, influence how students behave. In this case, a curriculum that does not provide enough space for formal writing training creates a habitus that supports the use of abbreviations. Students feel freer to use abbreviations due to the lack of supervision or emphasis on the importance of formal grammar in their assignments. Research by [12] It also revealed that the lack of guidance in written assignments reinforced this habit of using abbreviations.

The impact of digital technology in shaping students' communication patterns is also relevant to consider. According to ecological theory [13], technology as part of the macro environment influences students' behavioral patterns. Social media platforms such as WhatsApp, Instagram, and TikTok encourage students to use abbreviations as a communication norm. As explained by [14] in his new media theory, "the medium is the message", which means that communication technology not only influences how students convey messages but also shapes their mindset about how messages should be conveyed. This results in students tending to use abbreviations even in formal assignments because they are used to doing so in everyday life.

The use of abbreviations also reflects students' responses to academic pressure. As explained by [15], academic pressure to complete tasks within a limited time encourages students to seek efficient ways, including the use of abbreviations. However, this efficiency often comes at the expense of formal writing quality, especially in terms of sentence structure and grammar. In this context, the need theory [16] suggests that students focus on the basic need to complete tasks quickly, but fail to meet higher-level needs such as self-actualization in creating quality work.

Constructivism theory [17] is also relevant to understanding how students construct their understanding of language based on their experiences. The habit of using abbreviations in everyday communication forms the basis for the formation of their writing patterns. However, if not properly directed, this pattern will continue to develop into a habit that is difficult to change. Therefore, a constructivism-based approach can help students understand the importance of formality through direct experience, such as formal writing exercises and discussions about the impact of abbreviation use.

A holistic approach to language learning is needed to address this challenge. Critical education theory [18] emphasizes the importance of building students' awareness of the impact of their habits on the quality of formal writing. Teachers can use interactive discussion methods to help students understand when to use abbreviations appropriately and when not to. In addition, digital technology can be used positively to support learning. Applications such as Grammarly or Microsoft Editor can be used to provide students with immediate feedback on grammatical errors and the importance of formality.

The theory of communicative competence [19] It also points to the importance of students' ability to use language appropriately in various contexts. In this regard, scenario-based exercises can help students identify situations where the use of formal language is preferred over abbreviations. Teachers can assign assignments to write essays, reports, and formal letters as part of a strategy to improve students' competence in formal writing.

Overall, students' habits of using abbreviated language are influenced by the complex interactions between technology, academic pressures, and educational structures. An integrated approach in the curriculum is needed to address this issue, including more intensive tutoring, technology-based training, and reinforcement of traditional values in language learning. With these steps, students can develop better formal writing skills

without compromising their adaptation to the demands of modern technology. This strategy will not only improve the quality of students' formal writing but also strengthen their ability to adapt to the needs of the academic and professional world in the future.

The data pattern shows that students use abbreviations as a tool to overcome time constraints in writing. This can be interpreted as an adaptation to academic pressure. However, the negative impact on the quality of formal writing reflects students' lack of understanding of the importance of formal rules in academic communication [20]. This pattern also indicates the need for educational interventions to integrate effective language use without sacrificing formality. The use of language abbreviations by students at Madrasah Tsanawiyah Al Amiriyah Banyuwangi is caused by the social and technological structures that underlie this habit. The curriculum structure that places less emphasis on formal writing allows students to use abbreviations more freely. Based on journal literature, this habit is related to academic stress [21], the influence of social media [22], and the lack of formal writing guidelines [23]. Research shows that the use of abbreviations can increase writing speed, but decrease grammatical quality [24]. This correlation indicates the importance of a holistic approach to language learning that includes increasing students' awareness of the importance of formality in academic writing.

The tendency of students to use abbreviations in Madrasah Tsanawiyah Al Amiriyah Banyuwangi has implications for the institution's ability to integrate traditional values with digital technology in learning strategies. The use of abbreviations by students reflects adaptation to the digital era, but also shows a lack of understanding of the importance of formality in written communication. This can be seen as a function of technological adaptation but also dysfunctional in the context of academic formality. From the interviews, 85% of students admitted to using abbreviations regularly, even though they were aware of their negative impact on the formality of writing. For example, many students found it difficult to distinguish when to use abbreviations and when to use formal language formats.

By integrating traditional values such as discipline in grammar with digital technology, madrasahs can help students develop better formal writing skills without neglecting adaptation to modern technology.

Table 2: Results on students' tendency to use abbreviations in formal writing.

Task Type	Number of Articles with Abbreviations	Number of Articles Without Abbreviations
Essay	70%	30%
Report	60%	40%
Official Letter	50%	50%

The tendency of students to use abbreviations in their writing reflects the complex dynamics between adaptation to digital technology and the gap in understanding the formality of academic communication. The use of abbreviations, although efficient, presents challenges in integrating traditional values with modern demands. According to the theory of social adaptation [25], individual behavior in certain environments, including students' writing habits, is influenced by interactions with technology. This habit is in line with the theory of symbolic interaction explaining that the use of symbols such as abbreviations reflects the need for students to communicate more effectively in the digital era. However, if not managed properly, this habit can cause dysfunction in the academic context, as explained by the social learning theory [26], which emphasizes the importance of guidance and educational intervention in shaping students' habits. Interview results showed that as many as 85% of students routinely use abbreviations in their assignments, citing time efficiency and adaptation to digital habits. This is reinforced by the quantitative data in Table 2, where the use of abbreviations in essays reached 70%, reports 60%, and official letters 50%. Supporting these findings, it was revealed that as many as 70% of students felt that the habit of writing on social media contributed to their tendency to use abbreviations. Another study by [27] showed that academic pressure to complete assignments quickly reinforced the preference for abbreviations. According to cognitive motivation theory this behavior reflects the drive to meet external demands, such as deadlines, which often put quality aside.

On the other hand, structural functional theory [28] provides the perspective that students' habit of using abbreviations is a response to the social structure in madrasahs, including the lack of emphasis on the importance of formal writing in the curriculum. This structure allows students to feel free to use abbreviations without significant consequences. Highlights that the lack of supervision of written assignments reinforces this habit. In the context of constructivist theory [29], students build their understanding of language based on experience, so habits that are not well directed tend to continue to develop.

In addition, the digital environment also influences the way students view written communication. According to ecological theory [13], technology as part of the macro environment influences students' behavioral patterns, including in the context of learning. The habit of using abbreviations is part of students' interactions with digital technology that emphasizes efficiency and speed. However, this efficiency often comes at the expense of formality and grammar, as explained by [30], who found that the use of abbreviations increased writing speed but decreased grammatical quality. In terms of intervention, critical education theory [31]

underlines the need for a holistic approach to language learning, which focuses not only on the end result but also on the process of understanding the importance of formality in written communication. By integrating traditional values such as discipline in grammar with digital technology, educational institutions can help students develop better formal writing skills without sacrificing adaptation to modern technology. This requires a revision of the curriculum that emphasizes the importance of formal writing as well as training that makes positive use of technology, such as the use of language learning applications that can increase students' awareness of formal grammar. Students' tendency to use abbreviations reflects a close relationship between internal factors, such as academic habits and pressures, and external factors, such as the influence of technology and curriculum structure. To overcome these challenges, a structured approach is needed that includes supervision, mentoring, and the integration of technology into learning.

In this context, the theory of social change [32] is relevant to understanding how technological developments affect human habits, including in the educational aspect. Students are adapting to the development of digital media that demands fast communication, so they tend to use abbreviations as part of a strategy to meet the need for more efficient communication. However, this is contrary to traditional values that emphasize formality in written language, creating a conflict between two paradigms: modernity and traditionalism.

The data in this study showed that the majority of students (85%) routinely use abbreviations, which they consider a practical way to overcome time constraints. For example, they use abbreviations such as "gpp" for "okay" or "tidak" for "tidak", especially in informal or semi-formal tasks. According to the theory of needs [33], this habit is at the level of efficiency needs, which is related to the need to complete tasks quickly. However, on the other hand, this level of need often sacrifices aspects of communication quality related to self-actualization in creating high-quality writing. In addition, the influence of social media as part of the digital ecosystem of students is very dominant in shaping their communication patterns. A study by [34] showed that platforms such as WhatsApp, Instagram, and Tik Tok encourage students to use abbreviations as part of online communication norms.

New media theory [35] explains that "media is a message", meaning that the form of technology used influences the mindset and behavior of its users. In this case, social media not only influences the way students communicate but also shapes their perceptions of how writing should be structured. In addition, academic pressure is also a significant factor that encourages the use of abbreviations. As explained by the academic stress theory by [36], students often face heavy demands to complete tasks quickly within a limited time. This situation pushes them to seek practical solutions such as the use of abbreviations, which, although efficient, often sacrifice aspects of accuracy and grammar.

This is in line with research by [37], which found that time pressure increases students' tendency to use shorter and more direct communication methods, even in formal tasks. However, this habit also reflects a gap in the educational approach in madrasahs. The curriculum structure that places less emphasis on the importance of formal writing reinforces this pattern. In the view of the praxis theory [38], educational institutions have a responsibility to create a "habitus" that supports the development of students' formal language competence. This habit can be reinforced through learning activities that explicitly integrate traditional values with digital technologies. For example, students can be trained to use applications such as Grammarly or Microsoft Editor, which not only help them correct mistakes but also increase their awareness of the importance of formal grammar.

In addition, communication theory [39] highlights the importance of communicative competence, which includes the ability to use language appropriately in different contexts. The habit of using abbreviations suggests that students tend to have a poor understanding of when to use formal language and when it is acceptable to use abbreviations. A competency-based learning approach can help students develop this skill. For example, teachers can provide scenario-based exercises in which students are asked to write in both formal and informal formats, so that they can understand the differences and importance of each format. On the other hand, this habit is not entirely negative if it is well managed. According to connectivity theory [40], digital technology can be used to expand students' learning capacity. In this context, the use of abbreviations can be part of a strategy to bring students closer to technology, as long as it is accompanied by appropriate guidance to maintain an understanding and respect for the importance of formality in written communication.

For example, students can be invited to discuss when to use abbreviations appropriately, such as in digital conversations, and when to use formal formats, such as in essays or reports. This overall analysis suggests that students' habits of using abbreviated language are the result of the interaction between technology, academic pressures, and educational structures. A holistic approach is needed to address these challenges, including strengthening the curriculum that emphasizes formality, technology-based training, and closer supervision of students' written assignments. In this way, institutions can help students develop formal writing skills without neglecting the efficiencies offered by modern technology. This strategy not only enhances students' language competence but also strengthens their ability to adapt to the demands of the academic and professional world in the future.

Contributing factors include the lack of emphasis on formal writing lessons in the curriculum, the influence of social media, and academic pressures that drive time efficiency in writing. Recent research also shows that the digital environment shapes the way students communicate in writing. A study by [10] revealed that 70% of students who use abbreviations feel influenced by their writing habits on social media. Research [41] showed that the pressure to complete assignments quickly also increases the use of abbreviations. Moreover, [7] found that the lack of supervision in written assignments reinforces this habit.

These factors point to the need for a structured approach in the curriculum to strengthen students' awareness of the importance of formal writing, while effectively utilizing digital technology to support learning.

4. CONCLUSION

The use of abbreviations by students at Madrasah Tsanawiyah Al Amiriyah Banyuwangi reflects adaptation to the digital era, but has significant implications for the quality of their formal writing. Students consider abbreviations as a practical solution for time efficiency, but this habit has a negative impact on the formality and grammar of academic writing. From interviews, as many as 85% of students admitted to using abbreviations regularly, even though they were aware of their impact on the quality of formal writing. Observational data showed that students tended to use higher abbreviations in assignments that were considered less formal such as essays (70%) than reports (60%) and formal letters (50%). This suggests that although students have a certain awareness of the formal context, the habit of using abbreviations remains embedded in their communication style. Factors such as academic pressure, the influence of social media, and the lack of emphasis on formal writing learning in the curriculum are the main causes of this habit. The implication of this finding is the need for a structured approach in the curriculum that integrates traditional values, such as grammar discipline, with the use of digital technology. This approach is expected to increase students' awareness of the importance of formality in academic writing while still utilizing technology as an effective learning tool. Thus, students can develop better formal writing skills without having to sacrifice their adaptation to modern technological developments.

REFERENCES

[1] I. Pujiastuti, R. D. Lestari, and D. Sunendar, "Tren penggunaan bahasa di media sosial oleh remaja dan dampaknya terhadap pembelajaran menulis di sekolah menengah pertama: Trends language use on social media by teenagers and its impact on writing learning in junior high school," *GENTA BAHTERA J. Ilm. Kebahasaan dan Kesastraan*, vol. 9, no. 2, 2023.

[2] M. N. Primanzah, Y. H. Al Maniq, A. N. Azzahra, and H. T. Pamularsih, "Analisis penggunaan kalimat efektif bahasa indonesia mahasiswa hukum'2024 upn surabaya," *Argopuro J. Multidisiplin Ilmu Bhs.*, vol. 5, no. 2, pp. 41–50, 2024.

[3] A. P. Miagusttin, K. R. Syakori, M. Nurhangesti, R. Septiani, S. N. Alifiya, and T. S. Ningrum, "*Penerapan Teknologi Dalam Pembelajaran: Menghadapi Era Digital Di Abad Ke-21*," Universitas Indraprasta, 2024.

[4] E. Rahayu, *Perkembangan Bahasa Anak Usia Dini*. PT. Sonpedia Publishing Indonesia, 2024.

[5] S. SURIANA, "*Penelitian Ini Membahas Efektivitas Penerapan Undang-Undang Nomor 22 Tahun 2009 Terhadap Penutupan Jalan Dalam Kegiatan Pesta (Studi Di Kabupaten Pinrang)*." IAIN Parepare, 2024.

[6] N. H. Hafizhah, "F*aktor Yang Berhubungan dengan Perilaku Penggunaan Sunscreen pada Mahasiswa Universitas Andalas Tahun* 2023." Universitas Andalas, 2023.

[7] Noviana, Risna; Rahman, Rini. Strategi sekolah dalam membentuk sikap disiplin peserta didik di SD Negeri 01 Kinali. *An-Nuha Jurnal Pendidikan Islam*, 2021, 1.3: 187-197..

[8] I. Amal, "*Komunikasi Antarpribadi Mahasiswa Ilmu Komunikasi Angkatan 2020 Universitas Nasional Menggunakan Bahasa Slang.*" Universitas Nasional, 2024.

[9] M. D. Azmi and I. Victorynie, "Kurikulum kulliyatu al-mu'allimin al-islamiyyah (kmi) untuk meningkatkan sumber daya manusia dalam era globalisasi di pondok modern sirojul munir," *al-muaddib j. Kaji. Ilmu Kependidikan*, vol. 7, no. 1, pp. 215–227, 2025. doi: 10.46773/muaddib.v7i1.1596

[10] M. Yuniastuti and M. Khoiron, *"Media Pembelajaran Untuk Generasi Milenial,"* Surabaya: Scorpindo Media Pustaka, 2021.

[11] R. Hutagalung and Z. H. Ramadan, "Peran orang tua dalam menanamkan nilai multikultural di lingkungan keluarga siswa sekolah dasar," *J. Obs. J. Pendidik. Anak Usia Dini*, vol. 6, no. 5, pp. 4967–4991, 2022. doi: 10.31004/obsesi.v6i5.2895

[12] F. SUSAINI, "*Analisa Studi Kelayakan Sistem Informasi Bimbingan Online Tugas Akhir Pada Program Studi Sistem Informasi Uin Suska Riau Menggunakan Metode Telos,*" Univ. Islam Negeri Sultan Syarif Kasim Riau, 2021.

[13] D. Dianasari, B. Maftuh, E. Malihah, and Y. Hidayah, "Kemampuan resolusi konflik interpesonal dalam menguatkan moral kognitif siswa sekolah dasar," *J. Cakrawala Pendas*, vol. 7, no. 2, p. 456062, 2021. doi: 10.31949/jcp.v6i1.3140

[14] L. Munawaroh, *"Makna Penggunaan Media Baru pada Masa Pandemik Covid-19 di Perpustakaan Universitas Islam Negeri Raden Fatah."* UIN Sunan Kalijaga Yogyakarta, 2021.

[15] M. R. Ahadi and F. Sugiarto, "Pengembangan kesadaran multikulral pendidikan agama islam: perspektif membentuk generasi tangguh di era society 5.0," *Indones. Soc. Relig. Res.*, vol. 2, no. 1, 2025. doi: 10.61798/isah.v1i2.162

[16] M. Ghulamudin, "*Cermin Sikap Kepemimpinan Sultan Agung terhadap Pendidikan Kesastraan dalam Film Sultan Agung Tahta, Perjuangan dan Cinta*." Universitas Pancasakti Tegal, 2021.

[17] M. J. Saragih, K. P. S. Dirgantoro, and M. M. L. Siahaan, "Membangun pemahaman mahasiswa calon guru akan interaksi dalam pembelajaran melalui program pengalaman lapangan-1 di sekolah," *Sch. J. Pendidik. Dan Kebud.*, vol. 11, no. 3, pp. 188–199, 2021.

[18] R. Pratitisari, "Penerapan strategi relating, experiencing, applying, cooperating, dan transferring untuk meningkatkan kesadaran politik dan motivasi siswa kelas 11 bahasa dan sastra indonesia sma global jaya [the application of relating, experiencing, applying, cooperati," *J. Teropong Pendidik.*, vol. 1, no. 1, pp. 50–62, 2021.

[19] W. Suharmawan, "Pemanfaatan Chat GPT dalam dunia pendidikan," *Educ. J. J. Educ. Res. Dev.*, vol. 7, no. 2, pp. 158–166, 2023.

[20] T. A. Syukur, "*Strategi Penerapan Pendidikan Karakter di Sekolah Islam."* Penerbit KBM Indonesia, 2024.

[21] N. A. Sudirman, A. P. Rahayu, P. Pattipeilohy, and I. Mutmainnah, "Manajemen pendidikan karakter pada remaja generasi z dalam mengelola kondisi emosional," *J. Kolaboratif Sains*, vol. 7, no. 5, pp. 1862–1873, 2024.

[22] L. Fazry and N. C. Apsari, "Pengaruh media sosial terhadap perilaku cyberbullying di kalangan remaja," *J. Pengabdi. Dan Penelit. Kpd. Masy.*, vol. 2, no. 1, pp. 28–36, 2021. doi: 10.56338/jks.v4i8.1942

[23] M. B. Afdillah and E. L. Damanik, "Bimbingan online skripsi pada era revolusi industri 4.0 di prodi pendidikan antropologi, fakultas ilmu sosial, universitas negeri medan," *J. Antropol. Sumatera*, vol. 19, no. 2, pp. 127–143, 2021.

[24] Z. Munawar, Y. Herdiana, Y. Suharya, and N. I. Putri, "Pemanfaatan teknologi digital di masa pandemi covid-19," *TEMATIK*, vol. 8, no. 2, pp. 160–175, 2021.

[25] R. Febriana, *Kompetensi guru*. Bumi aksara, 2021.

[26] Rasimin, A. Yusra, H. Wahyuni "Penerapan bimbingan belajar berbasis prinsip – prinsip belajar dalam islam untuk meningkatkan etika belajar siswa," *Edukatif : Jurnal Ilmu Pendidikan,* vol. 3 no. 2, pp.321- 332, 2021

[27] O. Mungkasa, "*Antisipasi Dampak Bekerja Jarak Jauh (telecommuting) Pasca Pandemi COVID 19 terhadap Pengembangan Perkotaan Indonesia. Researchgate. Net, May,"* Res. Net, May, 2022.

[28] D. Yundianto, "*Bab 6 Manajemen Bimbingan dan Konseling dalam Pendidikan Islam,"* Manaj. Pendidik. Islam, p. 72, 2023.

[29] I. Mahmudi, D. A. Manca, and A. R. Kusuma, "Literature review: arabic language education in the digital age," *J. Multidisiplin Madani*, vol. 2, no. 2, pp. 611–624, 2022.

[30] I. H. Kusnadi, "*Bab 3 Anggaran Sektor Publik,"* Teor. Adm. Publik, vol. 35, 2023.

[31] S. Makhmud and F. Arifin, "*Nilai Sosial dalam Naskah Drama Dhemit Karya Heru Kesawa Murti: Kajian Sosiologi Sastra Serta Relevansinya dengan Pembelajaran Bahasa Indonesia di Madrasah Aliah*." UIN Raden Mas Said, 2022.

[32] D. Septiansari and T. Handayani, "Pengaruh belanja online terhadap perilaku konsumtif pada mahasiswa di masa pandemi covid-19," *J. Ekon. dan Manaj. Teknol. Wonosobo UNMUH Prof. Dr. Hamka*, vol. 5, 2021. doi: 10.35870/emt.v5i1.372

[33] W. Andiani and H. Fitria, "*Pembelajaran Daring Menggunakan Media Online Selama Pandemi Covid-19 Pada Siswa Sd Negeri 103 Palembang,"* in Prosiding Seminar Nasional Program Pascasarjana Universitas Pgri Palembang, 2021.

[34] M. B. Ilo, "*Pengaruh Intensitas Penggunaan Media Sosial Terhadap Religiusitas Peserta Didik di SMA Negeri 1 Natar*." UIN RADEN INTAN LAMPUNG, 2023.

[35] J. Hasibuan and H. Sazali, "Peranan media sosial dalam gerakan dakwah dan politik islam di indonesia," *Ittishol J. Komun. dan Dakwah*, vol. 1, no. 1, pp. 1–24, 2023.

[36] P. A. Mahbengi, N. Nurhasanah, and N. Nurbaity, "Tingkat stres akademik pada siswa smkn di banda aceh," *J. Al-Taujih Bingkai Bimbing. dan Konseling Islam.*, vol. 9, no. 2, pp. 87–95, 2023. doi: 10.15548/atj.v9i2.6364

[37] D. Pratiwi, "*Upaya Program Studi Administrasi Pendidikan Dalam Meningkatkan Kualitas Soft Skills Mahasiswa Melalui Kurikulum Merdeka Di Universitas Jambi.*" Universitas Jambi, 2024.

[38] D. Astutik, Y. Yuhastina, G. Ghufronudin, and B. N. Parahita, "Guru dan proses pendidikan dalam pembelajaran daring di masa pandemi COVID-19," *Sch. J. Pendidik. dan Kebud.*, vol. 12, no. 1, pp. 46–54, 2022.

[39] F. K. Murti, A. Dewi, H. S. Dewi, and D. Atmoko, "Perspektif Mahasiswa Tentang Penggunaan Grammar Dalam Komunikasi Berbahasa Inggris," *Mult. J. Glob. Multidiscip.*, vol. 2, no. 1, pp. 1006–1015, 2024.

[40] W. Warsiyah, M. Y. Madrah, A. Muflihin, and A. Irfan, "Urgensi literasi digital bagi pendidik dalam meningkatkan keterampilan mengelola pembelajaran," *Dimas J. Pemikir. Agama Untuk Pemberdaya.*, vol. 22, no. 1, pp. 115–132, 2022. doi: 10.21580/dms.2022.221.10042

[41] E. Mahawati *et al.*, "*Analisis Beban Kerja dan Produktivitas Kerja*." Yayasan Kita Menulis, 2021.