

Analysis of Digital Transformation in Madrasas: A Case Study of the Implementation of the *Jelajah Ilmu Platform* at MIN 6 Banda Aceh City

Zikriati¹, Nur Rohman², Samsuar A. Rani³

^{1,2,3}STAIN Teungku Dirundeng Meulaboh

email. zikriati@staindirundeng.ac.id¹, nur.rohman@staindirundeng.ac.id²,
samsuartba@gmail.com³

ABSTRACT

Digital transformation in education has become the main focus to improve the quality of learning in the technological era. In Indonesia, the Ministry of Religious Affairs, through the Regional Office of the Ministry of Religion of Aceh, has introduced the *Jelajah Ilmu* application as a digital platform to support learning in madrasas. This application aims to increase the effectiveness of learning by providing interactive content that is relevant to the curriculum. However, although these policies are implemented flexibly, various challenges in the field such as limited infrastructure, teacher training, and access to technology cause gaps in technology adoption in madrasas. This study uses a qualitative method with a case study approach to analyze the implementation of the *Jelajah Ilmu* application in MIN 6 Banda Aceh City. The focus of the research is to explore the experiences of teachers, students, and policymakers in using this platform, as well as to analyze the digitalization policies implemented by the Regional Office of the Ministry of Religion of Aceh. Data was collected through in-depth interviews, observations, and documentation. The results of the study show that despite the challenges in the application of technology, the use of the *Jelajah Ilmu* application can increase interactivity in learning, enrich teaching materials, and expand students' access to learning resources. This research suggests the need for deeper policies in supporting digital transformation, including increasing teacher training and providing adequate infrastructure, so that digitalization in madrasas can run more effectively and sustainably.

Keywords: Digital Transformation, *Jelajah Ilmu Platform*.

Introduction

Digital transformation has become one of the main focuses in efforts to improve the quality of education in the technological era¹ Information technology-based education provides opportunities to create a more relevant, efficient, and engaging learning experience for students.² According to a Unesco report, the digitalization of education not only supports the achievement

¹ Nur Rohman Et Al., "Edu-Technopreneurship: The Concept Of Educational Business Development In The Digital Era," In *Proceedings: Dirundeng International Conference On Islamic Studies*, 2023, 35–48, <https://Ejournal.Staindirundeng.Ac.Id/Index.Php/Dicis/Article/View/2573>.

² Ade Frictarani Et Al., "Educational Strategies For Success In The Technology Era 5.0," *Journal Of Educational Innovation And Information Technology (Jipti)* 4, No. 1 (2023): 56–68.

of 21st century learning goals, but also narrows the educational gap between urban and rural areas. This transformation is important for madrasas in Indonesia, which often face challenges in adopting modern technology due to limited infrastructure and human resources.

In Indonesia, the policy of the Ministry of Religion through the Regional Office of the Ministry of Religion of Aceh has paid special attention to digitalization in madrasas. One of the initiatives that stands out is the introduction of the Jelajah Ilmu application, a digital-based learning platform that aims to support the learning process in madrasas. This application is designed to increase the effectiveness of learning through digital content that is easily accessible, interactive, and in accordance with the curriculum. The existence of this application is in line with research conducted by Isti'ana which states that the integration of technology in education can increase student participation and enrich their learning experience.³

However, the reality on the ground shows that the adoption of technology in learning still faces various obstacles. Most madrasas in Indonesia, especially in Aceh, still rely on traditional learning methods, such as lectures and manual assignments.⁴ This makes the learning process less attractive to students, as revealed by Situmorang, who found that conventional methods tend to reduce students' interest in learning, especially in an era where access to technology is increasingly⁵ widespread.

This problem creates a gap between the digitalization policy that has been designed by the government and its implementation at the madrasah level. One of the main factors that hinders digital transformation in schools is the lack of synergy between the provision of digital infrastructure and the strengthening of teacher competence. Teachers often feel unconfident in using technology due to the lack of continuous training. As a result, students miss out on the opportunity to gain a more modern and contextual learning experience.⁶

The policy provided by the Regional Office of the Ministry of Religion of Aceh regarding

³ Ais Isti'ana, "Integration Of Technology In Islamic Education Learning," *Indonesian Research Journal On Education* 4, No. 1 (2024): 302–10.

⁴ Rohman Et Al., "Edu-Technopreneurship."

⁵ Dina Yanti Situmorang, "The Use Of Social Media As A Learning Tool And Its Influence On Student Interaction," *Journal Of Educational Technology* 2, No. 2 (2023): 110–19.

⁶ Shakila Adzira Putri Prasetyo Et Al., "Challenges Of Information Technology Education In The City Of Bandung: Hindering The Realization Of Smart City And Smart People," *Triwikrama: Journal Of Social Sciences* 5, No. 10 (2024): 131–40.

digitalization is also not mandatory. The policy is still in the form of options that can be chosen by madrasahs according to the availability of facilities and infrastructure owned. Madrasahs that have better infrastructure tend to be easier to adopt applications such as Jelajah Ilmu, while madrasahs with limited resources often require more time and support to implement. This flexibility allows madrasahs to adapt policies to their individual conditions, although at the same time creating disparities in the level of digital transformation implementation.

In this context, MIN 6 Banda Aceh City emerged as a successful example in implementing digital transformation through the Jelajah Ilmu application. This madrasah has utilized the application to increase interactivity in the learning process, enrich teaching materials, and expand students' access to learning resources. This success shows that the use of technology-based learning applications can improve student learning outcomes by up to 25% compared to traditional methods. This confirms that with the right policy support, intensive training, and adequate infrastructure, digital transformation in madrasahs can be realized.⁷

However, it needs to be acknowledged that research on the effectiveness of the Jelajah Ilmu application in supporting digital transformation in madrasahs is still limited. Most previous studies have focused only on the technical aspects of technology implementation without reviewing their impact on student learning outcomes or the effectiveness of the policies that support them. Therefore, this study aims to fill this gap by analyzing the implementation of the Jelajah Ilmu application in MIN 6 Banda Aceh City as a case study. This study also wants to highlight how the policies of the Aceh Regional Office of the Ministry of Religion play a role in accelerating digital transformation in madrasahs, as well as providing recommendations for future policy development.

Using qualitative methods, this research will explore the experiences of teachers, students, and stakeholders in adopting digital technology through the Jelajah Ilmu application. This approach allows for a deeper understanding of the factors that support or hinder the success of digital transformation in madrasahs. This research not only contributes to the development of

⁷ Hurnia Pebriana, Herman Wijaya, And M. Arsyad, "Implementation Of The Quizizz Application In Improving English Learning Outcomes In Grade Xi Students Of Sma Negeri 2 Mataram," *Alinea: Journal Of Language, Literature And Teaching* 3, No. 2 (2023): 393–404.

science, but also provides practical benefits for policymakers and madrasahs in designing more effective digitalization strategies.

Overall, this research offers new contributions by combining policy analysis, technology implementation, and its impact on the learning process in madrasahs. By highlighting the success of MIN 6 Banda Aceh City, this research is expected to be a model for other madrasahs in Indonesia to adopt digital transformation more effectively and sustainably.

Research Methods

This study uses a qualitative approach⁸ with a case study method to analyze the implementation of the Jelajah Ilmu application in supporting digital transformation in MIN 6 Banda Aceh City. The qualitative approach was chosen because it provides space for in-depth exploration of the phenomenon being studied through direct interaction with the research subject and contextual analysis of the data obtained.⁹ The case study method was used to specifically examine how the Jelajah Ilmu application was implemented in MIN 6 Banda Aceh City, which has successfully adopted this platform in learning activities. The focus of the research is directed at the experiences, perceptions, and views of teachers, students, and policy makers in madrasahs, with the aim of understanding the factors that support the success of the digital transformation.¹⁰

The research location is centered on MIN 6 Banda Aceh City, which was chosen purposively because this madrasah is one of the institutions that has successfully implemented the Jelajah Ilmu application as part of the digital-based learning process. The research subjects consisted of teachers who actively use the application, students involved in the learning process, and policy makers such as madrasah heads and representatives from the Aceh Regional Office of the Ministry of Religion. The selection of research subjects was carried out by considering the relevance of their role in the implementation of digital transformation policies through the Jelajah Ilmu application.

⁸ Sugiyono, "Educational Research Methods Quantitative, Qualitative And R&D Approaches," 2013, https://digilib.unigres.ac.id/index.php?p=show_detail&id=43.

⁹ Andra Tersiana, *Research Methods* (Anak Hebat Indonesia, 2018),

¹⁰ Cholid Narbuko And Abu Achmadi, "Metodepenelitian," *Penerbit Bumi Aksara, Jakarta*, 2005, [Http://digilib.uinkhas.ac.id/83/6/Bab%20iii.Pdf](http://digilib.uinkhas.ac.id/83/6/Bab%20iii.Pdf).

The research data was collected through several techniques, namely in-depth interviews, participatory observations, documentation, and questionnaires. In-depth interviews were conducted with teachers, madrasah heads, and students. These interviews are semi-structured to provide flexibility in exploring relevant issues. In addition, participatory observation is carried out to directly observe learning activities using this application. The observed aspects include interaction between teachers and students, the use of features in the application, and student responses to digital-based learning. Meanwhile, documentation is carried out by analyzing related documents, such as the policies of the Regional Office of the Ministry of Religion of Aceh, learning plans, and reports on the implementation of the Jelajah Ilmu application. A questionnaire was also distributed to students to measure their level of satisfaction with this digital-based learning, complementing data from interviews and observations.¹¹

Data analysis was carried out descriptively with a thematic analysis approach to identify relevant patterns and themes. The analysis process begins with data reduction, which is grouping data based on related themes, such as supporting factors for implementation, obstacles faced, and the impact of using the Jelajah Ilmu application. The reduced data is then presented in the form of descriptive narratives, tables, or diagrams to facilitate interpretation.¹² The conclusion of the study was made based on the patterns found in the data, which were then verified through data triangulation, namely comparing the results of interviews, observations, documentation, and questionnaires to ensure the validity of the findings.

Discussion

1. Implementation Policy of the Jelajah Ilmu Platform

The results of the study show that the implementation policy of the Jelajah Ilmu platform initiated by the Ministry of Religion is flexible and does not bind all madrasas to adopt it compulsorily. This policy provides an option for each madrasah to adjust the use of the platform to the condition of its facilities and infrastructure. This policy reflects the adaptive approach of the Ministry of Religious Affairs in encouraging digital transformation in the Islamic education environment. Madrasas with adequate technological infrastructure, such as stable internet access

¹¹ Sugiyono, "Educational Research Methods Quantitative, Qualitative And R&D Approaches."

¹² Sugiyono.

and sufficient digital devices, are better able to integrate Jelajah Ilmu in their learning process. On the other hand, for madrasahs that face limited resources, this policy is not an additional burden, but opens up opportunities to implement digital transformation gradually according to their respective capabilities.

The Jelajah Ilmu platform itself is the result of a collaboration between a third party and the Ministry of Religious Affairs, especially in the field of education. This collaboration is designed to provide digital-based learning solutions that are in accordance with the needs of the madrasah curriculum. As a strategic partner, the third party is responsible for providing interactive learning content, technology infrastructure, and training for educators to use the platform effectively. This collaboration provides added value to efforts to digitize education in madrasahs, as it combines technological expertise from external partners with the specific needs of religion-based education in Indonesia.¹³

This approach is in line with the principles of inclusive and needs-based education, which not only encourages innovation but also accommodates the diversity of educational institutions' ability to implement digital technologies.¹⁴ Thus, the implementation policy of the Jelajah Ilmu platform reflects the Ministry of Religion's efforts in bridging the digital divide in madrasahs while ensuring the sustainability of digital education transformation in the future.

2. Stages of Implementation of the Jelajah Ilmu Platform at MIN 6 Banda Aceh City

Digital transformation in education has become a strategic step taken by various institutions to face the challenges of the technological era.¹⁵ In this context, MIN 6 Banda Aceh City is one of the madrasahs that took the initiative to implement the Jelajah Ilmu platform, a digital device designed to support the modern learning process. The results of the study show that this madrasah has implemented a systematic and gradual approach, by involving various parties to ensure the smooth and successful program.

a. Internal Meeting with Madrasah

¹³ Siti Ridloah Et Al., *Introduction To Education Management* (Seval Literindo Kreasi, 2024),

¹⁴ Firman Firman, "Innovation In Islamic Education Management To Improve The Quality Of Learning In The Digital Education Era," *Journal Of Education And Teaching Review (Jrpp)* 7, No. 3 (2024): 9035–44.

¹⁵ Istiningsih Istiningsih And Nur Rohman, "Digital Technology-Based Edupreneurship Reviewed From The Evaluation Of The Cipp Program," *Islamic Education: Journal Of Islamic Education* 11, No. 01 (2022), <https://jurnal.staialhidayahbogor.ac.id/index.php/Ei/article/view/3062>.

The first stage begins with an internal meeting involving the principal, deputy principal for curriculum, and the teacher council. This meeting became the main forum to discuss the readiness of madrasahs in adopting the Jelajah Ilmu platform. Various strategic aspects became the subject of discussion, including: the advantages of the platform, such as the ability to provide learning materials digitally, improving interaction between teachers and students, and easy access to learning resources. As well as potential shortcomings or challenges, such as the availability of devices, the skills of teaching staff in using technology, and the limitations of information technology infrastructure in the school environment. The results of this meeting became the basis for making decisions regarding the necessary preparatory steps before the implementation began. This meeting also ensured that there was a common understanding among all educators regarding the vision and mission of using the platform.

Internal meetings are one of the important steps that must be taken by an institution before implementing a new program. Through these meetings, the institution can ensure that each member has the same understanding regarding their respective goals, duties, and responsibilities.¹⁶ This process helps create careful planning so that the implementation of the program can run effectively and in accordance with the targets that have been set.

In addition, internal meetings are a strategic forum for effective decision-making. By involving all key decision-makers, every point of view and input can be thoroughly considered.¹⁷ This ensures that the decisions taken are the result of collective thinking that considers various aspects, so that they are more relevant to the needs of the institution and program to be implemented. Internal meetings also serve as a means of coordination and collaboration between team members. In the meeting, each individual has the opportunity to convey ideas and ideas that can enrich the program plan. The communication established in this forum not only strengthens cooperation, but also encourages each member to feel involved and contribute to the success of the program.

In addition to discussing plans, internal meetings also play a role in evaluation and monitoring.

¹⁶ Dwi Harivarman, "Internal Communication Barriers In Government Organizations," *Aspikom Journal* 3, No. 3 (2017): 508–19.

¹⁷ Aswar Annas, *Interaction Of Decision Making And Policy Evaluation*, Vol. 1 (Celebes Media Perkasa, 2017),

Institutions can use this forum to review the performance of ongoing programs or plan new programs. As such, institutions can identify potential challenges and take the necessary corrective steps to achieve optimal outcomes.

b. Coordination with School Committees

The next step is coordination with the school committee as a strategic partner in the management of the madrasah. At this stage, the principal and his team submitted a detailed plan for the use of the Jelajah Ilmu platform to the committee. The explanation includes the program's objectives, the expected benefits for students, and the technical needs needed to support implementation. This coordination aims to gain the full support of the school committee, especially in facilitating communication with parents and helping to overcome challenges that may arise. Support from the school committee is essential to build parents' trust in the program.

In the interview, representatives of the school committee explained that they are fully involved in the implementation of various programs in the madrasah, including digital-based programs such as the Jelajah Ilmu platform. "We always try to support every program designed by the madrasah, from the planning stage to the implementation. We want to ensure that all activities can run smoothly and achieve the goals that have been set".

Related to the Jelajah Ilmu platform, the school committee also plays an important role in helping the madrasah socialize the platform to parents. "We are aware that not all parents immediately understand the benefits of this platform. Therefore, we actively communicate with them, explaining how this platform can support their children's learning in a more interactive and modern way".

In addition to socializing the platform, the school committee is also trying to find solutions to help parents who are facing obstacles.

"We found that there are some parents who have difficulties, either due to limited devices, internet access, or technical understanding. In cases like this, we and the madrasah are looking for a solution, for example by providing joint learning facilities in the madrasah or providing short training for parents. We want all parties to be involved, both madrasahs, students, and parents, so that technology like Jelajah Ilmu can really be used optimally," he said."¹⁸

¹⁸Interview With The Chairman Of The School Committee Of Min 6 Banda Aceh City

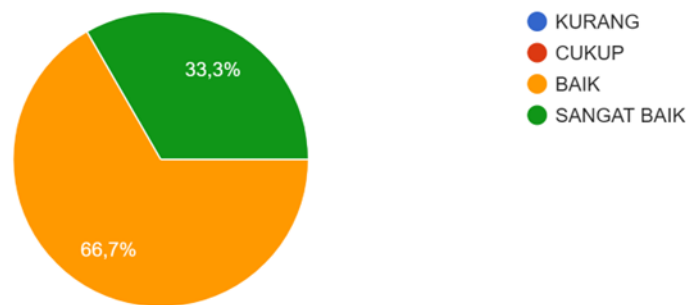


Figure 1. Questionnaire on the involvement of school committees in implementing the Jelajah Ilmu platform

c. Socialization to Guardians of Students

As part of transparency, the madrasah held a meeting with the parents of students to convey the implementation plan of the Jelajah Ilmu platform. At this stage, parents are given information about: The benefits of the program, such as improving the quality of learning through the use of digital technology; Technical procedures, including how students access the platform, the need for necessary devices, and mentoring mechanisms; and the role of parents, namely providing support to children in operating devices and managing their learning time at home. In addition to socialization, the madrasah also collects data on students who are willing to participate in this program. This approach allows the madrasah to identify the needs of each participant, such as the availability of devices and internet access at home.

d. Phased Implementation

The implementation stages are carried out in stages to ensure optimal technical and non-technical readiness. In the first year, this program was applied to grade IV students as a pilot group. The selection of grade IV is based on the consideration that students at this level already have an adequate level of learning independence, so it is expected to be easier to adapt to digital learning methods.

This gradual implementation also provides an opportunity for madrasahs to conduct periodic evaluations. The results of the evaluation will be the basis for correcting any obstacles that arise, such as the need for additional training for teachers or infrastructure improvements, before the

program is extended to other classes.

3. Jelajah Ilmu Platform in the Learning Process

The Jelajah Ilmu platform is a web-based innovation designed to support digital transformation in the education sector, especially in the madrasah environment. The platform provides a variety of learning content that is well-curated and tailored to the needs of the curriculum. The materials available include various formats such as PDF files, learning videos, to learning projects that allow students to learn actively and creatively. With these various features, Jelajah Ilmu plays an important role in providing learning alternatives that are more interesting, efficient, and relevant to the needs of the digital era.

One of the excellent features of Jelajah Ilmu is the integrated account system for principals, teachers, students, and parents. The principal's and parents' accounts function to monitor learning activities directly. This account provides access for principals to evaluate the learning process and for parents to monitor their child's involvement. This transparency not only increases trust between the school and families, but also encourages more effective collaboration in supporting student development.

Teacher and student accounts play a major role in the implementation of the learning process. Teachers can upload various learning materials in the form of PDFs and learning videos. They can also design learning projects that students can access through this platform. On the other hand, students can actively participate in learning by accessing the materials provided and creating their own learning products using other applications, such as Canva, which have been integrated with Jelajah Ilmu. This creates an interactive learning atmosphere and stimulates students' creativity. This is in accordance with the principal's explanation when interviewed by the following authors:

“When registering as a Jelajah Ilmu partner, we are given an account according to the package chosen. Usually, there are at least three accounts provided, namely for principals, teachers, and students. The principal's account is used to monitor learning activities, so all learning processes carried out can be monitored properly. Meanwhile, teacher accounts function to provide instructions, upload materials, and assess student assignment results. The student's own account contains learning materials, such as PDFs, videos, or projects, as well as assignment instructions given by the teacher. With this system, all parties have

a clear role in supporting the teaching and learning process."¹⁹

This study found that students' enthusiasm in using Jelajah Ilmu was very high. They feel more motivated to learn because of the more varied and interesting learning format. Learning videos, for example, make it easier for students to understand difficult material, while experiential learning projects allow them to put real-life learned theories into practice. These results are in line with previous research that states that the use of digital technology in learning can increase student motivation, participation, and understanding. The following is the explanation of the Curriculum Vice Principal when the author interviewed:

"This application really helps us in presenting learning materials more effectively. The features available, such as the ease of uploading and organizing materials, really make our job easier. With Jelajah Ilmu, I feel more able to create a dynamic and student-centered learning experience. This is very much in line with the modern learning approach that places students as active subjects in the learning process."²⁰

In addition, the study also shows that the integration of Jelajah Ilmu with apps like Canva gives students the opportunity to develop 21st-century skills. Skills such as critical thinking, creativity, collaboration, and digital literacy are becoming increasingly important in the age of technology, and these platforms provide an ideal space for students to hone those skills. This finding is supported by another study that confirms that project-based learning that utilizes digital technology can strengthen students' critical thinking²¹ and collaboration skills.²² The grade IV teacher explained that:

"The use of the Jelajah Ilmu application integrated with Canva has a positive impact on students' enthusiasm during the learning process. Students look more excited because they can directly use Canva to create creative and engaging learning products. For example, they can create professionally designed posters, infographics, or presentations, and all of this can be accessed through student accounts on Jelajah Ilmu. This integration not only increases learning motivation, but also results in a much more engaging and quality learning product."²³

In line with the explanation of the grade IV teacher of MIN 6 Koa Banda Aceh, one of the

¹⁹ Interview With The Principal Of Min 6 Banda Aceh City

²⁰ Interview With Curriculum Vice Principal Of Min 6 Banda Aceh City

²¹ Peni Tri Nastiti And A. Wathon, "Building Project-Based Learning Through Educational Game Activities," *Management Information Systems* 2, No. 1 (2019): 161–87.

²² Dina Ediana Et Al., "Project-Based Learning Through Web Applications And Platforms: A Literature Review On The Development Of Students' Holistic Skills," *Journal Of Education And Teaching Review (Jrpp)* 6, No. 3 (2023): 860–66.

²³ Interview With Class Iv Teacher Of Min 6 Banda Aceh City

students when interviewed also said the same thing. The students' responses when using the knowledge exploration application are as follows:

"I am very happy to learn to use the Jelajah Ilmu application, especially because I can use Canva right away. With Canva, I can create cool posters and presentations for schoolwork. So, learning is not only reading or writing, but also being creative. It feels more exciting and not boring, especially when you see the results are good, so you are more excited to learn again".²⁴



However, although Jelajah Ilmu shows many advantages, this study also finds some challenges in its implementation. Some madrasahs experience limitations in terms of digital infrastructure, such as unstable internet access and adequate hardware availability. This issue affects the ability of students and teachers to optimize the overall use of the platform. This challenge reminds us of the importance of policies that support the development of digital infrastructure in madrasahs, as recommended by UNESCO, which states that the success of digital transformation in the education sector requires policy support and sustainable investment.

Overall, this study confirms that Jelajah Ilmu is an effective innovation in supporting the learning process in madrasahs. This platform not only helps students understand the subject matter better, but also encourages them to become active learners who are creative and adaptive to technological developments. With adequate infrastructure support and continuous training for teachers and students, Jelajah Ilmu has great potential to become a catalyst in accelerating digital transformation in the education sector.

²⁴ Interview With Grade Iv Students Of Min 6 Banda Aceh City

Conclusion

The conclusion of this study shows that the implementation policy of the Jelajah Ilmu platform by the Ministry of Religion is flexible and adaptive to the conditions of each madrasah. This policy provides an opportunity for madrasahs to gradually adopt technology in accordance with the available infrastructure, thereby supporting inclusive digital transformation in Islamic education. Collaboration with third parties in the provision of content, infrastructure, and training for educators enriches efforts to digitize education, facilitates effective implementation in madrasahs, and pays attention to the diversity of institutional capabilities.

The Jelajah Ilmu platform has proven to be effective in supporting the learning process, offering a variety of content that is varied and in accordance with the curriculum, and providing opportunities for students to be active and creative through the use of various digital applications such as Canva. The existence of integrated accounts for principals, teachers, students, and parents also facilitates more transparent monitoring and collaboration in the teaching and learning process. Students' enthusiasm for using the platform is very high, and they feel more motivated to learn thanks to the engaging and experiential learning format. The platform's integration with other apps, such as Canva, allows students to develop 21st-century skills such as creativity and digital literacy.

However, the study also found challenges, especially related to the limitations of digital infrastructure in some madrasahs, such as unstable internet access and lack of adequate hardware. This challenge shows the importance of sustainable policies and investments in the development of digital infrastructure in madrasahs. Overall, the Jelajah Ilmu platform has great potential to accelerate digital transformation in madrasah education, with clear effectiveness in supporting more engaging and interactive learning. With adequate infrastructure support and continuous training, this platform can be an important catalyst in realizing a more modern and adaptive education in Indonesia.

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