

Assistance in Implementing AI Technology in Managing Muhammadiyah School Social Media in Sidoarjo

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ABSTRACT

Objective: This community service activity aims to improve the competence of Muhammadiyah school staff in Sidoarjo in managing social media through the use of artificial intelligence (AI) technology. The main objective of this program is to help schools improve the effectiveness of digital communication, strengthen branding, and reach a wider audience through data-driven content strategies. **Method:** The method employed is a phased approach over six months, encompassing awareness-raising, technical training, practical sessions, evaluation, and discussion forums. The training introduces various AI tools such as ChatGPT, Hootsuite, Canva, and Google Analytics, which are used in content planning, audience analysis, and publication scheduling. Evaluation is conducted through pre-tests and post-tests for 40 participants to measure improvements in understanding and skills. **Results:** The results showed a significant 40% increase in the school's social media interactions and an increase in staff confidence in using AI technology. The program also produced creative and consistent promotional content that contributed to enhancing the school's reputation in the community. **Novelty:** Thus, this mentoring program proved effective in integrating AI technology into the school's digital communication strategy.

INTRODUCTION

Educational institutions, including the Muhammadiyah School in Sidoarjo, are faced with new challenges and opportunities in the management of social media. Social media has become an important platform for communication, interaction, and dissemination of information in the context of education [1]. With the increasing use of social media, schools need to leverage the latest technologies, such as artificial intelligence (AI), to increase effectiveness in managing social media accounts. Although Muhammadiyah schools show a desire to adapt to technology, their use of social media is still relatively simple. Many staff do not have sufficient understanding and skills in using AI-based tools and applications to manage content and audience analysis [2]. This causes them to have difficulty in creating interesting and relevant content, as well as in understanding the audience they are aiming for.

Research shows that the use of AI in social media management can improve the efficiency and effectiveness of communication of educational institutions [3]. Using AI-based analytics tools, educational institutions can conduct more in-depth audience analysis to understand their preferences and design content accordingly [4]. Therefore, it is important for Muhammadiyah Schools to receive assistance in the form of training on the application of AI technology.

One of the important reasons for the use of AI technology in social media is its ability to analyze data quickly and accurately. Thus, staff can identify trends and patterns of audience behavior that can be used to optimize communication strategies [5]. This supports the idea that effective communication is the result of a good understanding of the audience [6].

In addition to audience analysis, AI technology can also be used for content scheduling on social media. Tools like Hootsuite or Buffer allow staff to plan and schedule posts automatically, reducing the time it takes to manage social media [7]. With proper scheduling, Muhammadiyah Schools can ensure that their content is posted at the most effective time to reach the target audience.

However, there are skills gaps that need to be addressed. Many staff at Muhammadiyah Schools feel unconfident in using new technologies, especially AI [8]. Therefore, a structured mentoring program is needed to train staff in implementing this technology, including an introduction to the tools available and how to use them effectively.

Through systematic training and technical guidance, it is hoped that Muhammadiyah School staff can improve their skills in creating interesting and relevant content [9]. This mentoring should also include practical sessions, where staff can directly try out the tools taught and get feedback from the mentoring team. As part of the program, it is important to document every step taken and allow staff to share their experiences in practice using AI technology [10]. Presenting discussion forums among staff can strengthen the learning process and introduce new ideas that can be integrated in social media management.

The positive impact of the application of AI technology in social media can be seen from the increase in *Commitment* with the audience. Previous research has shown that educational institutions that rely on data analysis and the use of technology can attract more attention from students, parents, and the community [11]. This is an indicator that Muhammadiyah Schools can expand their reach through this new approach. In addition, more effective social media management also contributes to improving the school's reputation. In an academic context, reputation serves as an attraction for prospective students and parents [12]. Therefore, it is important for Muhammadiyah Schools to utilize AI technology to build a positive image in the eyes of the public.

The application of AI technology in social media management is expected to facilitate better two-way communication between schools and their audiences [13]. Intensive and responsive interaction through social media can create stronger relationships with students and parents, thus encouraging greater engagement in school activities [14].

In order to achieve these goals, staff need to be equipped with adequate skills to understand both the functions and benefits of AI technology in the context of social media [15]. The results of the implementation of this mentoring are expected to be able to make Muhammadiyah Schools a reference for other educational institutions that want to follow in their footsteps in using technology optimally. In conclusion, assisting the

implementation of AI technology in managing social media at Muhammadiyah Schools in Sidoarjo is not only about improving staff skills, but this program also aims to build a stronger relationship with the audience. A systematic and planned approach will have a great impact on the effectiveness of school communication, as well as increase the good name and popularity of the school in the eyes of the public.

Challenges in managing social media often arise, especially when staff have not fully leveraged Artificial Intelligence (AI) to improve the effectiveness of communication and content management [16]. This ignorance can lead to the spread of misinformation and reduce audience engagement, so strategic steps are needed to address the issue.

As a solution, mentoring programs focused on the application of AI technology in social media management are proposed to improve staff skills. Through a series of activities that include socialization, technical training, practical sessions, and evaluations, the Program aims to provide staff with the necessary skills to be able to use AI-based tools and applications effectively. It is hoped that with this increase in understanding and skills, 80% of staff will be able to implement better communication strategies, so that they can reach a wider and more efficient audience. Thus, this program will contribute to strengthening communication in the school environment and become an example for other educational institutions.

This community service activity is designed with a systematic gradual approach, starting from the socialization process to a reflective forum, to ensure an in-depth understanding and improvement of staff skills in managing social media based on Artificial Intelligence (AI) technology. The first stage began with the socialization of the program to all staff in Muhammadiyah schools in Sidoarjo Regency. This socialization aims to introduce the background, goals, and benefits of assisting the use of AI in school social media management.

Furthermore, the activity continued on the implementation of technical guidance through intensive training sessions on the use of relevant AI-based tools and applications. In this session, participants were equipped with theoretical and technical understanding, including how to use tools such as Hootsuite, Canva, and Google Analytics for content management needs, audience analysis, and broadcast scheduling.

To reinforce the skills that have been provided in the training sessions, the activity continues with practical sessions that allow staff to directly apply the knowledge that has been gained in the school's social media management simulation. In this process, participants will receive guidance and direction directly from the accompanying team.

In order for the learning process to be reflective and adaptive, this activity also includes evaluation of the training results and providing feedback. The evaluation was carried out to measure the extent to which the participants' understanding and skills were improved, as well as to be the basis for improving the method in the next stage. Finally, the discussion forum was opened as an interactive space for participants to share experiences, challenges, and innovative ideas that emerged during the process of implementing AI technology in school social media activities.

The entire series of service activities was carried out for six months, starting from the planning stage to the final evaluation. The activity took place in several Muhammadiyah schools under the auspices of the Muhammadiyah Regional Executive of Sidoarjo Regency. This gradual approach was chosen to provide sufficient space for participants to absorb the material, practice directly, and adjust digital communication strategies according to the needs of their respective institutions.

In order to ensure the effectiveness of the mentoring program, data collection was carried out before and after the implementation of the training. Initial data was collected through the distribution of questionnaires to school staff to identify their level of understanding of social media management and the use of AI technology. The results of this questionnaire are the basis for the preparation of training materials that are right on target. After the training and practical sessions were carried out, follow-up data collection was carried out to measure the improvement of participants' skills and understanding. This post-training evaluation also aims to assess the extent to which participants are able to implement the technology that has been introduced during the mentoring session.

The main target of this program is to increase the understanding and skills of Muhammadiyah school staff in utilizing AI technology to manage social media more effectively and efficiently. It is hoped that as many as 80% to 100% of participants who take part in this mentoring program will be able to apply the technology that has been taught in the daily activities of school social media management. With the achievement of this target, schools are expected to increase audience engagement, strengthen institutional branding, and expand the reach of communication with the community in general.

RESEARCH METHOD

The method of implementing assistance activities for the application of Artificial Intelligence (AI) technology in social media management at Muhammadiyah Sidoarjo School will be carried out in stages and structured for 6 months, starting with the socialization of the program which aims to introduce the purpose and benefits of mentoring to all staff, as well as explaining the importance of using AI in increasing communication effectiveness. Next, technical training sessions will be held, which include an explanation of the various applications of AI that can be used in social media management, followed by practical sessions where staff are given the opportunity under the guidance of experienced instructors. To ensure an in-depth understanding, evaluations will be conducted at the end of the session to gauge staff upskilling and provide constructive feedback for improvement. In addition, a discussion forum will be held to facilitate the exchange of experiences and problem-solving faced in the application of AI technology. The initial and post-training data collection procedures will also be carried out using questionnaires, so that they can be analyzed to assess the effectiveness of the mentoring program implemented. With this comprehensive implementation method, it is hoped that staff can develop the skills necessary to

optimally apply AI technology, as well as improve communication strategies in the school environment.

RESULTS AND DISCUSSION

The Muhammadiyah schools became partners and pilot projects in the community service program run by the Abdimas team with the title "Assistance in the Implementation of AI Technology in Managing Muhammadiyah School Social Media in Sidoarjo". In order to handle the main problems faced by partners, the Abdimas team provides assistance in the form of training or on the job training in the form of technical guidance. Before the training began, the Abdimas team gave a questionnaire to participants who were asked to fill out a pretest related to understanding the use of AI technology. The questionnaire form was filled out by 40 participants who took part in the training, the results are presented in the following graph.

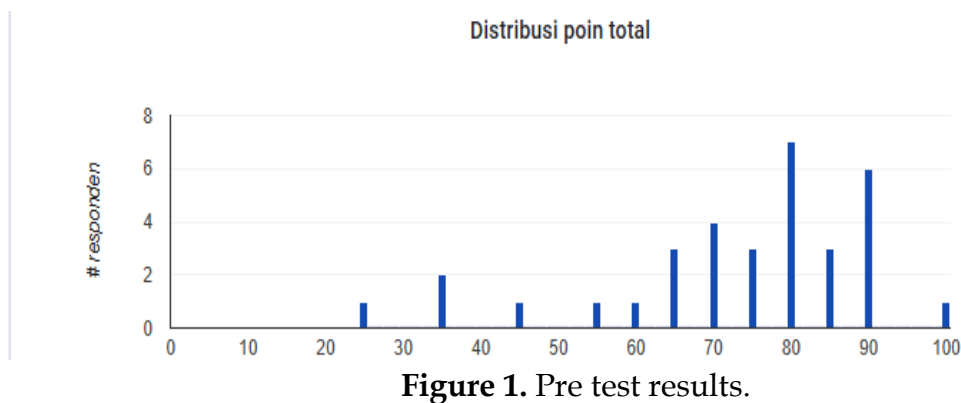


Figure 1. Pre test results.

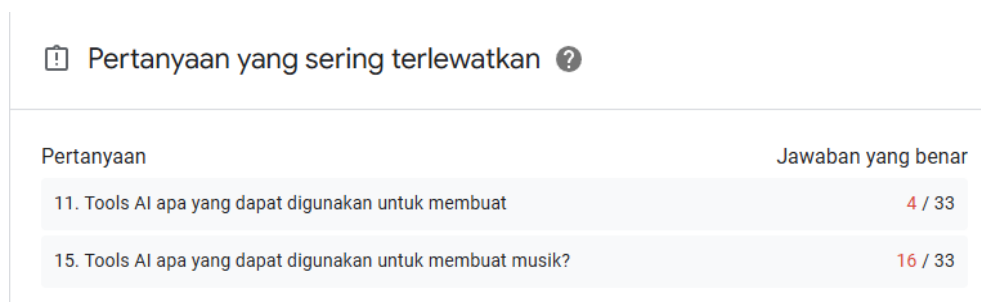


Figure 2. Unanswered questions during the pre test.

Based on this data, it can be concluded that most of the participants do not know the AI tools that can be used to increase engagement on social media. Therefore, seeing the results of the questionnaire, the Abdimas team carried out assistance in the implementation of AI technology in managing social media, with the aim of increasing engagement in Muhammadiyah schools to social media staff. The training was carried out twice, starting from the end of February 2025. The following is a series of training details that have been carried out by the Abdimas team:

a. Training I and II (26 February 2025)

The first and second trainings were held in one day, on February 26, 2024, which was attended by 40 social media staff from all Muhammadiyah schools in Sidoarjo

Regency. The material in the first training discussed the importance of social media management in educational institutions. Some of the materials presented include: 1) the use of social media in Indonesia, 2) the use of social media by the Indonesian people for product research or other things, 3) social media rankings that are often used by the Indonesian people, 4) providing an understanding of the importance of social media for schools, as a means of communication with students, prospective students, parents and the community, increasing branding and positive image of the school, media documentation and publication of school activities, increasing school community involvement and rapid dissemination of information, 6) school social media management strategy where participants will be given how to determine goals and then choose the right and consistent platform to create content, 7) depiction of content that must be owned by school social media, namely: providing storytelling principles in educational content, types of content and visual design and the use of copywriting, 8) provide an understanding of crisis management and digital ethics, about dealing with negative comments/hoaxes, the ethics of interacting on social media, 9) evaluation and measurement of success are carried out using insights and analytics. In the first training session, the material delivery and question and answer session lasted for 120 minutes.

The participants looked very enthusiastic and actively participated. Their enthusiasm was evident when in the question and answer session, participants were more active in asking questions to the speakers. Meanwhile, in the second training, the community service team provided insights about the use of AI technology and the content of the material presented during the second training includes, 1) tools used to create content ideas, 2) managing social media in scheduling content airing periodically, 3) integrating the SMART approach in setting goals, building a strong online presence, and synergistically increasing brand equity can strengthen competitive position and reputation, 4) Manage content planning, structuring and production workflow properly and regularly scheduled, At the end of the training session, the community service team provides ice breaking and quizzes to help participants review the material that has been learned, as well as renew their enthusiasm and motivate them.



Figure 3. Speaker of AI technology implementation.



Figure 4. Enthusiasm of AI technology assistance participants.

b. Assistance in the implementation of AI technology in social media management (March – April 2025)

At the previous week's meeting, the community service team provided knowledge related to the urgency of using social media for educational institutions and the use of AI to manage social media. This report presents progress in the assistance program for the implementation of artificial intelligence (AI) technology for social media management at Muhammadiyah Schools in Sidoarjo Regency which lasted from March to April 2025. The program is designed to enhance staff skills in utilizing modern technology in communication with students, parents, and the community. During this period, mentoring is carried out through technical mentoring sessions, where staff are introduced to various AI-based tools and applications, such as Hootsuite, Canva, and Google Analytics. This training aims to provide staff with the strength and knowledge to be able to manage social media accounts more effectively.

During the mentoring period, it was shown that they felt more confident in using digital tools after participating in the training. In addition, these sessions also create constructive discussions, where staff can exchange experiences and ideas.

Participants can directly apply the skills that have been learned, then the Muhammadiyah school social media team produces various creative content in accordance with the school's communication plan. They also conduct an initial analysis of the audience using tools like Google Analytics to understand the level of interaction and interest of students and parents. Monitoring and direct feedback from the support team helps ensure that staff can improve and improve the quality of content.

The results of this mentoring program show a significant improvement in the management of Muhammadiyah School's social media. Analysis data obtained after the implementation of mentoring reflects a 40% increase in interaction with the audience on social media platforms, which is characterized by an increase in the number of likes, comments, and shares on each content posted. This increase not only demonstrates the effectiveness of the use of AI technology, but also reflects the more active involvement of students and parents in the activities delivered by the school.

In addition, the staff also managed to put together a scheduled content plan that included a variety of school activities, such as academic events, holiday

commemorations, and extracurricular activities. This plan provides structure to social media management and helps ensure that the content created is engaging and relevant to the targeted audience. With the implementation of this plan, Muhammadiyah Schools are able to provide updated information consistently, so that it can increase its reputation in the eyes of the public.

As a follow-up, the program plans a reflection session at the end of April 2025 to discuss the experiences and challenges faced during the process of implementing AI technology. Periodic monitoring will also be carried out to provide additional support to staff and ensure the sustainability of the use of new tools and technologies in social media management. It is hoped that the success of this program will not only increase the use of technology in school communication, but also can be an example that can be followed by other educational institutions in applying similar technology to create more effective and efficient communication. At the end of the session, the trainees responded to the implementation of the program, and they revealed that with this training, they felt that it was very helpful in understanding and developing social media management skills using AI technology.

Participants have gained new knowledge and understanding and are able to apply social media management to increase engagement. The number of participants from the beginning to the end of the training remained stable and did not decrease. After the training was completed by the community service team, participants were asked to fill out a questionnaire through the post test form. This questionnaire was made by the community service team as a form of evaluation, monitoring, and to find out the level of satisfaction of participants with the implementation of training. The following are the results of the questionnaire from filling out the trainees:

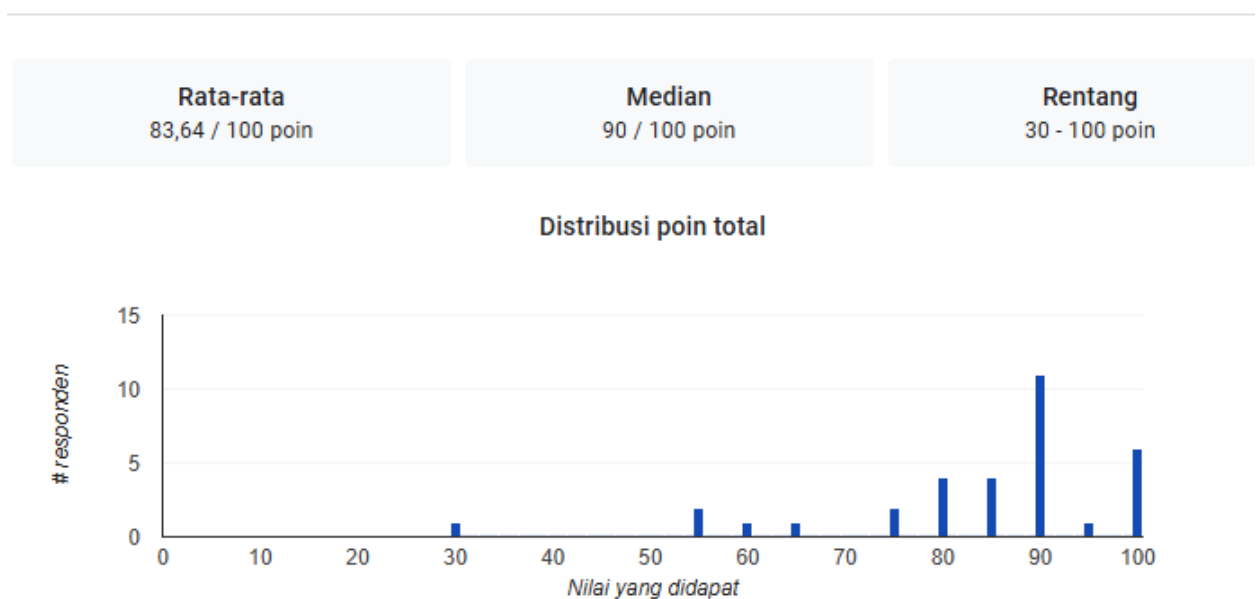


Figure 5. Post test results .

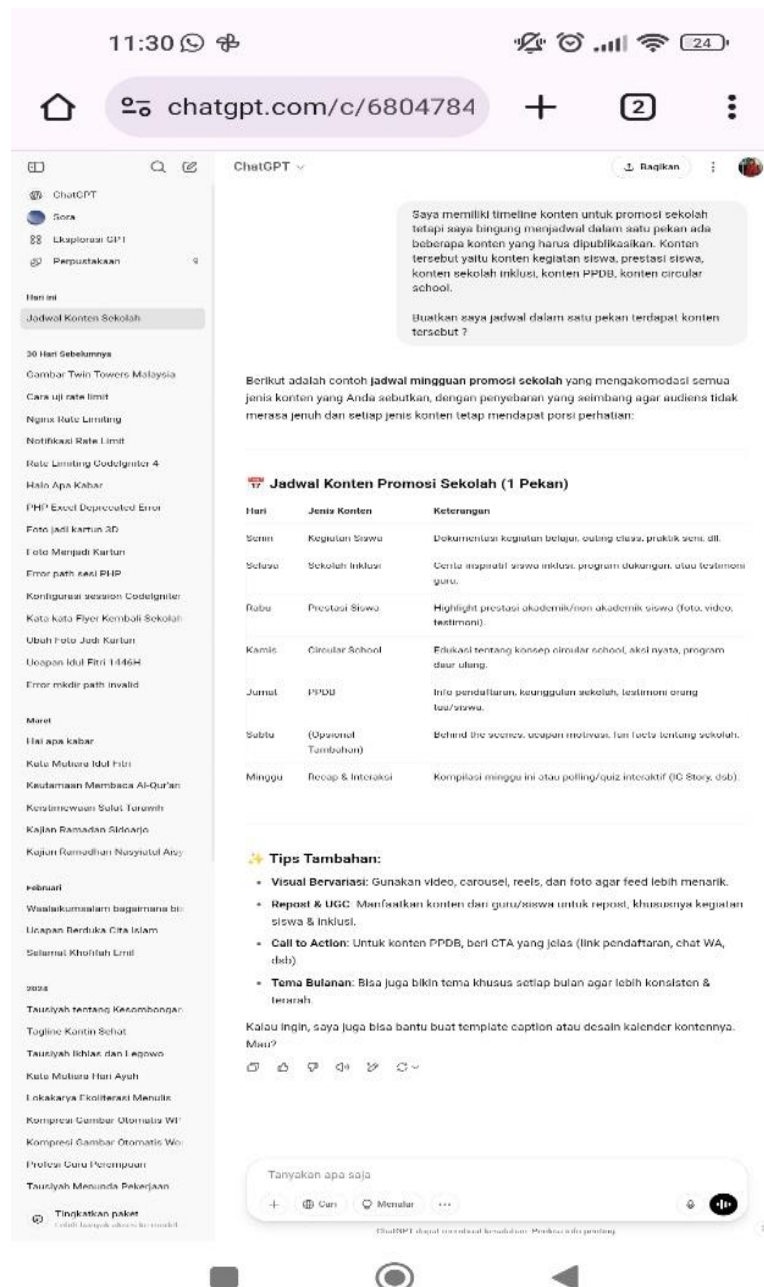


Figure 6. Creation of content plans via AI.

Assistance activities for the implementation of AI technology in social media management in Muhammadiyah Sidoarjo schools have a positive impact in the form of increasing effectiveness and regularity in the process of creating promotional content. One form of implementation is to utilize ChatGPT AI to compile a weekly schedule of school promotional content.

During the mentoring activity, participants were guided to design a content timeline for one week that included various types of materials, including: student activities, inclusive school programs, student achievements, the concept of the Circular School, PPDB information, as well as recap and interaction content.

Through the distribution of types of content every day, schools are able to maintain the diversity of social media content so that it is not boring, while ensuring the delivery of important messages consistently.

Participants are also equipped with various tips to create more interesting content, such as utilizing visual variations (videos, carousels, reels), reposting from teachers or students, and adding clear calls to action. In addition, it is also recommended to develop a monthly theme to maintain consistency and relevance of the content.

This mentoring activity shows that the use of AI technology such as ChatGPT can support schools in designing content strategies that are more systematic, interesting, and easy to manage independently. This effort plays an important role in strengthening the brand image of Muhammadiyah schools in the digital era, especially on social media such as TikTok and Instagram.

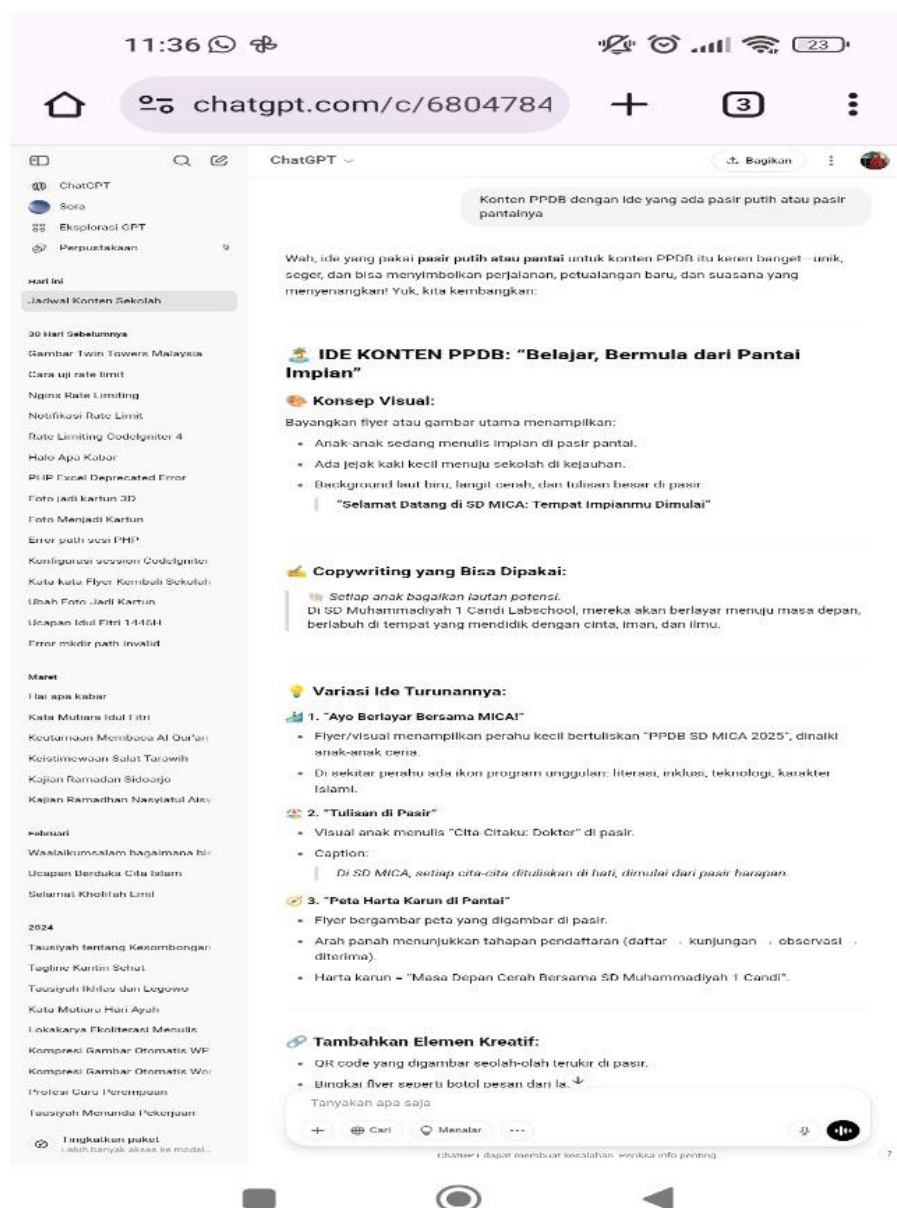


Figure 7. Content idea generation through AI.

In this mentoring activity, AI technology such as ChatGPT is used to design a creative and interesting PPDB promotion concept. One of the content ideas born from the process of discussion and exploration with AI is the theme 'Learning, Starting from the Beach of Dreams'.

This concept presents the visual of the beach and white sand as a symbol of a fun and hopeful learning journey. Suggested visuals include children writing dreams on the sand or small boats containing their dreams. This idea is considered appropriate to describe the learning atmosphere in Muhammadiyah schools that is warm, imaginative, and motivating.

In addition to the main visuals, a number of derivative content ideas that can be used sustainably were also developed. The beach-themed PPDB campaign at SD Muhammadiyah 1 Candi Labschool (MICA) is designed with visual touches and imaginative narratives to attract the interest of prospective students and parents. In the concept of 'Let's Sail Together with MICA!', an illustration of a ship with the words PPDB SD MICA 2025 is depicted as a symbol of the children's enthusiasm in starting the educational journey towards a bright future. Meanwhile, the idea of 'Writing in the Sand' shows children writing their dreams in the sand, complemented by poetic narratives such as 'At SD MICA, every story is embedded in the heart, starting from the sand full of hope'—describing the beginning of their journey to gain knowledge. In addition, the 'Treasure Map on the Beach' visual displays a map of the school's location designed to resemble a treasure map, giving the impression that MICA Elementary School is a valuable place to discover knowledge, character, and a glorious future. These three concepts reflect a creative, humanist, and inspirational promotional strategy, in line with Islamic values and the vision of superior education.

This mentoring activity proves that the use of AI not only helps in compiling content schedules, but is also able to present fresh visual and copywriting ideas that are in accordance with the characteristics of the school. This makes the school branding process on social media more effective, consistent, and innovative.



Figure 8. Image or video content via AI tools.

One of the concrete proofs of the success of assisting the implementation of AI technology in social media management in Muhammadiyah Sidoarjo schools is the creation of promotional materials with strong visuals, attractive copywriting, and consistent branding as seen in the PPDB 2024 campaign poster with the theme 'Let's Ngaji lan Sinau at SD Muhammadiyah 1 Candi Labschool Umsida.'

This poster presents illustrations of students' animated characters that reflect the school image of a positive, cheerful, and modern. Visual elements such as hot air balloons with 'MICA' written on them and the background of the school building also reinforce the school's branding identity as a fun place to learn, focusing on noble morals and achievements.

The contribution of AI such as ChatGPT in the digital campaign process of PPDB SD Muhammadiyah 1 Candi Labschool (MICA) appears significant in three main aspects, namely copywriting, branding, and collaborative creativity. In terms of slogan design, AI helps generate locally relevant sentences such as "Ayo Ngaji lan Sinau" and "We Build

Your Character", which combine religious values and local wisdom of the Javanese language with a modern approach suitable for millennial parents. In addition, AI also encourages branding consistency by providing recommendations for design variations that are then applied uniformly across various digital platforms such as Instagram Story, TikTok, and WhatsApp Status. No less important, AI is also a collaborative partner for teachers and promotion teams in compiling various versions of call to action sentences such as *"Let's Register!"* and help compile promotional materials that include ppdb.sdmica.sch.id PPDB portal links, so that campaigns become more directed, attractive, and accessible.

This mentoring activity proves that AI not only functions as a technical tool, but also as a creative partner in designing visual narratives and school communication strategies. Thus, schools can appear more professional and competitive in the digital realm, which now has a big role in influencing parents' decisions when choosing a school for their child.

CONCLUSION

Fundamental Finding : Assistance in the implementation of AI technology in social media management at Muhammadiyah of Sidoarjo school has proven to have a significant impact on the skills and knowledge of staff. With a structured and systematic approach, this program is able to increase the effectiveness of school social media communication. The results achieved show that the staff has become more confident in utilizing new technology, and is able to adapt to changes. **Implication:** It is hoped that Muhammadiyah Schools will not only become an example for other educational institutions in the application of technology, but also can continue to develop and optimize social media strategies, so as to increase their visibility and reputation in the eyes of the public. **Limitation :** This mentoring shows that AI technology is not just a tool, but also the key to building stronger relationships with audiences. However, the statement is based on a localized implementation, and the extent to which these outcomes can be generalized to other institutions with different resources or contexts is not fully addressed. **Future Research :** Further research could explore the scalability of this AI-based mentoring model to a broader range of schools, assess long-term impacts on institutional branding, and examine the integration of evolving AI tools in educational communication strategies.

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