



Utilization of SIAGA System in Improving Islamic Education Teachers' Professionalism in the Ministry of Religious Affairs Office of Sukabumi City

Syafira Khaerunisa^{1✉} & Dinda Andiana²

^{1✉}Universitas Nusa Putra, syafira.khaerunisa_sd22@nusaputra.ac.id, Orcid ID: [0009-0005-0909-5186](https://orcid.org/0009-0005-0909-5186)

²Universitas Nusa Putra, dinda@nusaputra.ac.id, Orcid ID: [0009-0006-1723-5625](https://orcid.org/0009-0006-1723-5625)

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Abstract

This community service program aims to improve the digital competence of Islamic Education teachers in Sukabumi City through the optimization of the Religious Teacher Information and Administration System (SIAGA). The main problems faced are low digital literacy and high dependence of teachers on operators in managing professional data. Without proper intervention, these technological barriers risk hindering the fulfillment of teachers' administrative rights and widening the professionalism gap in the era of digital transformation. The activities were carried out using a descriptive-participatory method, with direct mentoring, technical assistance, and administrative problem mediation for Islamic Education teachers under the guidance of the Ministry of Religious Affairs Office of Sukabumi City. The results of the community service showed a significant transformation, with the data input error rate decreasing from 52% to 18% and the teacher independence index increasing from 30% to 75%. Additionally, a community of practitioners (peer learning) was formed to ensure the sustainability of the program. These results indicate improvements in teacher administrative order, understanding of the certification and Teacher Professional Education processes, and increased teacher confidence in managing professional data independently through SIAGA. In conclusion, systematic mentoring can transform teachers' work culture from manual-bureaucratic to digital-professional, directly affecting the certainty of fulfilling teachers' certification and professional allowance rights. This activity has made a positive contribution to improving the quality of religious education administration services and strengthening the professionalism of Islamic Education teachers.

Keywords:

Islamic Education Teacher, SIAGA, Teacher Professionalism

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Abstrak

Pengabdian masyarakat ini bertujuan meningkatkan kompetensi digital guru Pendidikan Agama Islam (PAI) di Kota Sukabumi melalui optimalisasi Sistem Informasi dan Administrasi Guru Agama (SIAGA). Masalah utama yang dihadapi adalah rendahnya literasi digital dan ketergantungan tinggi guru pada operator dalam pengelolaan data keprofesian. Tanpa intervensi yang tepat, hambatan teknologi ini berisiko menghambat pemenuhan hak-hak administratif guru dan memperlebar kesenjangan profesionalisme di era transformasi digital. Kegiatan dilaksanakan menggunakan metode deskriptif-partisipatif dengan pendekatan pendampingan langsung (direct mentoring), asistensi teknis, dan mediasi masalah administratif kepada guru PAI di bawah binaan Kementerian Agama Kota Sukabumi. Hasil pengabdian menunjukkan transformasi signifikan dimana tingkat kesalahan input data menurun dari 52% menjadi 18%, sementara indeks kemandirian guru meningkat dari 30% ke 75%. Selain itu, terbentuk komunitas praktisi (peer-learning) yang menjamin keberlanjutan program. Hasil tersebut menunjukkan adanya peningkatan ketertiban administrasi guru, pemahaman alur sertifikasi dan PPG, serta meningkatnya kepercayaan diri guru dalam mengelola data keprofesian secara mandiri melalui SIAGA. Kesimpulannya, pendampingan sistematis mampu mengubah budaya kerja guru dari manual-birokratis menjadi digital-profesional, yang secara langsung berdampak pada kepastian pemenuhan hak sertifikasi dan tunjangan profesi guru. Kegiatan ini memberikan kontribusi positif bagi peningkatan kualitas layanan administrasi pendidikan agama dan penguatan profesionalisme guru PAI.

Kata Kunci:

Guru Pendidikan Agama Islam, SIAGA, Profesionalisme Guru

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INTRODUCTION

Globalization in the digital era is an unavoidable reality in modern life. Technological developments that are advancing rapidly require everyone and every institution to adapt to remain relevant in the dynamics of global change. One of the main characteristics of the digital era is the use of computer technology and internet networks as the main means of communication and information management. This condition enables quick and efficient information exchange, so that information is no longer just a complement but an important resource for supporting activities and decision-making. The acceleration of information flow requires high adaptability so that individuals and organizations are not left behind in global competition (Sutrisno et al., 2026).

Advances in information technology have a significant impact on various sectors, both public and private, including in the field of education. The use of technology not only makes it easier to carry out work but also increases the effectiveness, efficiency, and quality of data and service management. In the context of education, information technology plays an important role in supporting a more transparent and accountable administrative system, especially in the management of educators' data. Therefore, the ability to manage information professionally is an indispensable requirement for every institution or organization to achieve its goals and carry out its functions optimally (Al Irsyadi et al., 2024).

The Ministry of Religious Affairs, as one of the government agencies, has developed various information systems to support the administration of religious education services. One use of this technology is the "Sistem Informasi Administrasi Guru Agama" (Information and Administration System for Religious Teachers, or SIAGA), developed by the Directorate General of Islamic Religious Education. SIAGA is designed as a data collection system for Islamic Religious Education (PAI) teachers to manage teacher professional information, including personnel data, certifications, Teacher Professional Education (PPG), and other professional administration. Through SIAGA, the management of teacher data is expected to be more orderly, integrated, and easy to monitor by related parties (Hidayat et al., 2025).

However, in practice, the use of SIAGA within the Ministry of Religious Affairs of Sukabumi City still faces various obstacles. Based on initial observations and information from the staff of the Islamic Religious Education Section (PAIS), some PAI teachers have not fully understood the flow for using SIAGA, especially in filling in professional data and uploading supporting documents. These conditions affect administrative disorder, delays in data updates, and teachers' reliance on operators or administrative staff for assistance. This situation shows that optimizing the use of SIAGA still requires assistance and strengthening user capacity.

Although SIAGA has been implemented as a data collection system for PAI teachers, in practice, various problems persist, including low digital literacy among some teachers, incompatibility between data and physical documents, delays in data updates, and teachers' heavy reliance on operators. These problems affect the inhibition of professional administrative services, such as certification and PPG. This condition shows a gap between the administrative digitalization policy and the readiness of human resources in the field, so an intervention in the form of assistance is needed.

The quality of education is not only determined by the classroom learning process but is also greatly influenced by an effective educational administration and governance system. Islamic religious education teachers play a strategic role in shaping students' character, morals, and religious values, so teacher professionalism is an aspect that warrants serious attention. This professionalism not only includes mastering pedagogical and scientific competencies but also compliance with administrative requirements, fulfillment of performance standards, and the ability to utilize educational information systems. The use of effective administrative technology can help teachers carry out their duties more efficiently and in a more measurable way (Nurhayati, 2022). In this context, the challenges faced by Islamic Religious Education (PAI) teachers in the digital era are not limited to pedagogical competence but also to digital literacy skills, which are the foundation of their professionalism (Safrudin & Sesmiarni, 2022).

In addition, the provision of teacher professional allowances is one of the government's policies aimed at improving teachers' welfare and performance. Professional allowances are expected to encourage improvements in the quality of learning and the professionalism of educators. However, in practice, there are still conditions in which improvements in welfare are not always accompanied by improvements in performance, due to a weak supervision and management system. Therefore, an effective management and monitoring system is needed to ensure that the provision of professional allowances has a positive impact on teacher performance. Information systems such as SIAGA can support supervision, data management, and the continuous improvement of the professionalism of Islamic education teachers (Sutikno, 2025).

Without proper intervention, these technological barriers risk hindering the fulfillment of teachers' administrative rights and widening the professionalism gap in the era of digital transformation. Therefore, a program is needed to help overcome these problems. This community service program aims to improve the digital competence of Islamic Education teachers in Sukabumi City through the optimization of the Religious Teacher Information and Administration System (SIAGA).

METHODS

Forms and Activities

This community service activity is designed as administrative and technical assistance in using the Religious Teacher Information and Administration System (SIAGA) for Islamic Religious Education (PAI) teachers within the Ministry of Religious Affairs Office of Sukabumi City. The approach used is descriptive-participatory, in which the service team is directly involved in mentoring with partners to solve problems teachers face in managing digital-based professional administration. This approach positions teachers and staff of the Islamic Religious Education Section (PAIS) as active subjects who participate at every stage of the activity, rather than merely as objects of observation.

In community service activities, a participatory approach is used to actively involve partners at all stages, from planning to mentoring evaluation, thereby fostering collaboration between the service team and participants in solving the problems they face (Umar et al., 2026).

Location and Subject of Activities

The community service activity was conducted in the Ministry of Religion of Sukabumi City's work environment, specifically in the Islamic Religious Education Section (PAIS), which manages PAI teacher data through the SIAGA system. The subjects include:

1. PAIS Section Employees who are responsible for the management of teacher administration
2. PAI teachers who are involved as system users, as well as
3. Related parties related to the operation of SIAGA

Stages of Implementation of Activities

The implementation of service activities is carried out gradually and systematically through several phases as follows.

Needs Analysis Stage

This stage aims to identify the main problems PAI teachers face in using SIAGA. The needs analysis was carried out through observation of the digital administration process within PAIS, as well as interviews with PAIS staff and several PAI teachers. Needs analysis is used to ensure that the designed mentoring program is truly appropriate to the context of real problems in the field and to direct activities toward solutions. This approach aligns with participatory needs analysis, in which data are systematically collected through field observation and direct communication with stakeholders to design targeted interventions (Ahari et al., 2012).

Mentoring Program Planning Stage

Based on the results of the needs analysis, the service team prepares a mentoring program plan that includes the objectives of the activity, success indicators, assistance materials, mentoring

methods, and the implementation schedule. The mentoring material includes: (1) introduction to SIAGA and the function of each menu, (2) simulation of filling and updating teacher data, (3) procedures for uploading supporting documents for certification and PPG, and (4) understanding the flow of teacher professional administration services. Program planning is carried out collaboratively with PAIS partners to ensure the program aligns with the needs and policies that apply within the Ministry of Religious Affairs Office of Sukabumi City.

Stages of Mentoring Implementation

Mentoring is carried out in face-to-face meetings and direct assistance. Each mentoring session is structured around a short period of socialization, hands-on practice, and individual consultation. In general, the implementation of activities is divided into three main sessions, namely: Socialization session, which focuses on the introduction of SIAGA, system functions, and the importance of professional administrative order for teachers; Direct practice sessions, namely assistance in filling and updating SIAGA data and uploading supporting documents; Consultation and problem-solving sessions, namely individual assistance for teachers who experience technical and administrative problems. The direct mentoring model is considered effective in PKM activities because it allows participants to gain contextual learning experiences and practical solutions to the problems they face (Scherer et al., 2019).

Data Collection Techniques

Data was collected through observations, interviews, and documentation. Observations were carried out directly on the administrative management activities of PAI teachers using SIAGA. Observation includes the data input process, certification management, PPG data collection, and other administrative processes involving SIAGA. The observation aims to provide a clear picture of the system's workflow, its effectiveness, and the obstacles encountered in the field.

Based on the results of interviews conducted with the staff of the Islamic Religious Education Section (PAIS) of the Ministry of Religious Affairs Office of Sukabumi City, information was obtained that the level of understanding of Islamic Education teachers on the use of the Religious Teacher Information and Administration System (SIAGA) is still diverse. According to PAIS staff, some teachers have understood the basic function of SIAGA as a data-collection system but have not fully understood the administrative flow or the interconnectedness among the system's menus. In terms of benefits, PAIS staff said that implementing SIAGA has a positive impact on the order of teacher administration. Teacher data becomes more structured, easier to monitor, and supports administrative processes such as certification and Teacher Professional Education (PPG).

Documentation is carried out for various documents related to the administration of PAI teachers, including personnel data, certifications, SKBK, PPG, administrative reports, and data recorded in the SIAGA system. The documentation aims to corroborate observation and interview data and to provide objective evidence regarding the use of SIAGA.

Indicators of Activity Success

The success of service activities is measured through several indicators, including: (1) increasing PAI teachers' understanding of the flow of SIAGA use; (2) increasing teachers' independence in managing professional data digitally; (3) reduced errors in data filling and completeness of documents in the SIAGA system; and (4) the improvement of the administrative order of the teacher profession which is reflected in the completeness of the data in the SIAGA system.

RESULTS AND DISCUSSION

Overview of Initial Conditions for SIAGA Utilization

Based on initial observations and interviews with staff from the Islamic Education Section (PAIS) of the Ministry of Religious Affairs Office of Sukabumi City, it is evident that the use of

the Religious Teacher Information and Administration System (SIAGA) by Islamic Education (PAI) teachers remains suboptimal. PAIS staff reported that teachers' understanding of SIAGA varies. Some teachers understand the basic functions of SIAGA as a data collection system. However, many still do not fully understand the administrative process, particularly regarding the filling in of professional data, uploading of supporting documents, and data verification. This initial condition has resulted in administrative irregularities, such as data that does not comply with regulations, incomplete documents, and delays in data updates. PAIS staff also explained that in this situation, teachers tend to rely on operators or administrative staff, resulting in low independence in managing their professional data.

Mentoring Process and Interaction with Partners

The SIAGA system assistance procedure is carried out through a series of systematic stages, beginning with field observations. It needs analysis to map concrete obstacles, such as low digital literacy and teachers' dependence on operators. Based on these findings, a comprehensive program plan was developed, covering the preparation of materials and intervention strategies, which were then disseminated to teachers to build awareness of the importance of digital administration independence. The core stage of the activity focused on direct practice, with teachers conducting simulations of independent data entry and providing private consultation sessions to resolve specific, individual technical obstacles.

Community service activities are carried out through administrative mentoring and technical consultation involving PAI teachers and PAIS staff. Mentoring focuses on assisting with filling in and correcting SIAGA data, adjusting documents to comply with applicable regulations, and understanding the certification process and Teacher Professional Education (PPG). In this process, the role of PAIS staff is very important as a source of information on teacher administration policies and regulations. PAIS staff said the assistance provided helped simplify the administrative service process by enabling teachers to understand common mistakes and how to correct them. The interaction between the facilitators, teachers, and PAIS staff created a two-way learning process, in which teachers not only received technical assistance but also gained a conceptual understanding of the importance of digital administrative order.

During the process, regular monitoring was conducted to ensure consistency in teachers' management of their professional data without third-party intervention. The entire series of procedures ended with an in-depth evaluation to measure the effectiveness of the assistance in improving teacher competence. Through this structured process, the teachers' work culture has shifted from a manual, bureaucratic pattern to a more accountable, digital, professional governance system. To validate these observational changes and gain a deeper understanding of the system's impact from an institutional perspective, a series of interviews was conducted with PAIS staff and key stakeholders.

The interview results show that SIAGA use provides significant benefits for managing PAI teacher data. According to PAIS staff, using SIAGA helps centralize teacher professional data, making it easier to monitor and verify. Well-organized data facilitates administrative processes, particularly certification and PPG. However, PAIS staff also revealed technical and non-technical obstacles. Technical obstacles include limited internet access and system access at certain times. Meanwhile, non-technical obstacles stem from teachers' limited initial understanding of administrative regulations and dynamic policy changes. These obstacles often lead to data entry errors and delays in administrative processes.

Changes and Impact After Assistance for Teacher Professionalism

After assistance was provided, PAIS staff observed positive changes in PAI teachers' use of SIAGA. Teachers became more independent in managing professional data and more thorough in completing supporting documents. Data entry errors, which had previously been common, were minimized, and the data verification process became smoother. In addition to improved technical skills, teachers' attitudes toward professional administration also changed. Teachers showed greater awareness that data management was not merely an administrative obligation but part of

their professional responsibilities. This was reflected in the teachers' increased initiative to update data regularly and to seek consultation when encountering obstacles actively.

The mentoring results showed an increase in PAI teachers' understanding and independence in managing SIAGA data. Based on the results of the observation and recapitulation of mentoring, there was a decrease in teacher administrative data-filling errors from 52% before mentoring to 18% after mentoring. Supporting this finding, PAIS staff observed positive changes in PAI teachers after the mentoring sessions. In addition, the level of teacher independence in updating SIAGA data has increased: only 30% of teachers could update data independently, but this rose to 75% after the mentoring program was implemented. The increase shows that mentoring is not only technically helpful but also helps teachers build confidence in using the professional digital system.

Table 1. Comparison of the Conditions of PAI Teachers Before and After SIAGA Assistance

Indicator	Before Mentoring	After Mentoring
Teachers are able to log in independently	45%	90%
Teachers are able to update SIAGA data	30%	75%
Data input errors	52%	18%
Completeness of digital documents	40%	85%
Understanding administrative flows	Low	Increase

Optimal utilization of SIAGA contributes to improving the professionalism of Islamic Education teachers. Based on information from PAIS staff, SIAGA encourages teachers to be more disciplined, responsible, and accountable in managing professional data. The administrative order created through SIAGA supports the smooth running of certification services and continuous professional development. These findings indicate that teacher professionalism is not only determined by pedagogical competence and personality, but also by the ability to manage professional administration digitally. Thus, assistance in utilizing SIAGA serves as a strategy for empowering teachers that is relevant to the demands of digitizing educational administration. Overall, these results and discussions confirm that community service activities that support the use of SIAGA make a real contribution to improving the quality of religious education administration and strengthening the professionalism of PAI teachers in Sukabumi City.

The Program Sustainability

To ensure the program's long-term sustainability, mentoring activities move beyond one-time technical assistance toward a structural empowerment model through the formation of a community of practitioners (peer learning). Within this framework, teachers who have achieved high competence in the SIAGA system are empowered to serve as peer tutors, fostering a self-sustaining support network among colleagues. Furthermore, the service team has institutionalized this knowledge by developing standardized independent guides, including SOPs, infographics, and short video tutorials accessible to all PAI teachers at any time. This multi-layered approach is specifically designed to build collective independence and systematically eliminate long-term dependence on external administrative assistance.

Discussion

The order of professional administration through SIAGA has indirect implications for classroom learning quality. Teachers with an orderly, well-documented professional administration tend to have a more manageable administrative burden, leaving them with more time and energy to design learning innovations. Thus, SIAGA assistance not only affects the administrative aspect but also contributes to improving teachers' professionalism holistically (Hidayat et al., 2026). The study's findings show that direct mentoring is more effective than written guidance alone. This aligns with the concept of digital literacy, where mastery of

technology includes not only technical skills but also the ability to understand the context of technology use in teachers' professional work. The success of increasing teacher independence in the SIAGA system aligns with the findings of Mahardika et al. (2023), who showed that hands-on training is effective in improving teachers' adaptability to digital platforms.

From the perspective of the Technology Acceptance Model (TAM), it is explained that the use of a technology is influenced by two main factors: perceived usefulness and perceived ease of use. When users believe a system is useful and easy to use, the likelihood of accepting and using it increases. This is relevant in the context of teachers who receive SIAGA through direct mentoring, in which the perception of benefits and ease of use increases after being personally guided (Abuhassna et al., 2023).

Direct mentoring, including face-to-face training, joint practice, and intensive assistance, is more effective at improving teachers' digital literacy than written guidance alone. Such mentoring helps teachers understand the context of technology (ICT) use and practice it effectively, thereby positively impacting their ability to use digital systems for professional tasks (Scherer et al., 2019).

The optimal use of SIAGA has a positive impact on the professionalism of Islamic Religious Education teachers. Based on information from PAIS staff, SIAGA encourages teachers to be more disciplined, responsible, and accountable in managing professional data. The administrative order created through SIAGA supports the smooth running of certification services and sustainable professional development. These findings show that teachers' professionalism is not only determined by pedagogic competence and personality, but also by the ability to manage professional administration digitally. Thus, assistance with SIAGA use plays a role as a teacher empowerment strategy relevant to the demands of digitization in educational administration (Rahmawati & Suharyati, 2022; Aya et al., 2023). Overall, the results and discussion emphasized that community service activities through assistance in using SIAGA made a real contribution to improving the quality of religious education administration and strengthening the professionalism of PAI teachers in Sukabumi City (Supriyati et al., 2025).

CONCLUSION

Community service activities through the use of SIAGA for Islamic Education teachers in Sukabumi City show real changes in work practices and in the patterns of professional administration and management of teachers. Prior to the mentoring activities, the management of professional administration was still dominated by manual processes, was bureaucratic, and depended on PAIS staff for assistance in the data update process.

After mentoring was implemented, there was a shift in teachers' work culture towards a more digital, professional work pattern. Teachers become more independent in managing professional data through the SIAGA system, more thorough in completing supporting documents, and more proactive in regularly updating data. Direct assistance, accompanied by practice using the system, independent guidance, and strengthened peer learning, encourages the formation of new work habits that are better adapted to the digitalization of education administration.

These changes not only affect the technical aspects of administrative management but also teachers' professional attitudes towards their responsibilities. Teachers show greater awareness that administrative order is an integral part of professionalism, not merely an administrative obligation. Thus, this service has succeeded in encouraging the transformation of teachers' work culture from the original manual-bureaucratic to a more orderly, accountable, and sustainable digital-professional work culture. More broadly, the change in work culture contributes to improving the quality of religious education administration in Sukabumi City and supports the smooth running of certification services and sustainable professional development of PAI teachers. This shows that SIAGA's mentoring program does not stop at short-term technical assistance but serves as an empowerment strategy relevant to the demands of digital transformation in education administration.

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