PAPER NAME

artikel pengabdian 22 - english.doc

AUTHOR

nur2 Nurhakki

WORD COUNT

6384 Words

CHARACTER COUNT

37008 Characters

PAGE COUNT

18 Pages

FILE SIZE

199.5KB

SUBMISSION DATE

Mar 4, 2023 11:47 AM GMT+8

REPORT DATE

Mar 4, 2023 11:48 AM GMT+8

● **6% Overall Similarity**

The combined total of all matches, including overlapping sources, for each database.

- 3% Internet database
- Crossref database
- 3% Submitted Works database

- 4% Publications database
- Crossref Posted Content database

● **Excluded from Similarity Report**

- Bibliographic material
- Cited material

- Quoted material
- Small Matches (Less then 8 words)

Da'wah Literacy and Digital Informatization at Al Hidayah Tana Toraja Islamic Boarding School

Nurhakki[1], Ahmad Sultra Rustan[2], Hayana[3], Nur Annisa[4]

nurhakki@iainpare.ac.id, ahmadsultrarustan@iainpare.ac.id, hayana@iainpare.ac.id, nurannisa@iainpare.ac.id

Abstract, It turns out that it is very possible for Islamic boarding schools to implement digital systems in the management of Islamic boarding schools for educational, da'wah, and information purposes. Although initially Islamic boarding schools experienced a digital divide, slowly and gradually pesantren were able to transform from inequality to adaptation through digital literacy efforts to increase the ability to produce messages in digital media by using website channels and social media for the dissemination of Islamic Education, Islamic da'wah, and informatization as a center for Islamic education and preaching in Tana Toraja. This literacy aims to find out how the problems are faced so that assistance is provided to increase the ability to use digital media for the purpose of spreading Islamic da'wah and information at the Al Hidayah Tana Toraja Islamic boarding school. Using a Community Based Research (CBR) approach produces output from the action and the results can be accessed via the link https://alhidayahkaduaja.ponpes.id. The website is integrated with YouTube channels and social media. Through pages and social media with an analysis of 681 subscribers and a total of 19,367 views since November 13, 2021, as well as 5,000 website visits. This means that the location of Islamic boarding schools can occupy a position in the dissemination of da'wah and information without space barriers by utilizing digital media. It is hoped that this service research can be replicated in similar educational institutions. The limitations of this community service research were carried out in one Islamic boarding school, and there was no testing of digital literacy achievement using the main indicators of digital literacy.

Keyword: Digital Literacy; Da'wah and Informatization; Boarding school

Introduction

The position of Islamic boarding schools as educational institutions that are committed to the inheritance of faith and morals for the nation's generation along with cognitive achievements, makes them institutions that are of interest to the Indonesian people. The second educational institution after the family which has a conducive

environment forms the positive character of the students, so that the students can grow in internalizing these positive values (Zahroh, 2021). The pesantren environment can also raise students' self-awareness of the internalization of the culture prevailing in the pesantren (Sari, 2019). Currently, in Indonesia, there are 26,975 Islamic boarding schools with a total of 1.64 million students. The Indonesian government pays attention to this educational institution, one of which is by setting October 22 as the national santri day.

The focus of Islamic boarding schools in education and instilling moral principles sometimes ignores the application and mastery of digital media. Along with global developments and information disclosure, Islamic boarding schools are faced with a dilemma between maintaining 'culture' and carrying out transformations in line with the development of science and technology. For example, Yeni Aprillia Mantyastuti's research shows that the digital divide experienced by students is the gap in the stages of physical and material access, the skills of students in operating gadgets and the use of gadgets to positive activity. There are several negative impacts that may occur if digital literacy in Islamic boarding schools is low, including (1) lack of ability to access information available online, such as books, articles, and video tutorials and difficulties accessing and utilizing this information; (2) lack of ability to compete due to low ability to operate technology and access information online is very important to compete in the world of work; (3) lack of learning opportunities using available online learning platforms due to difficulties accessing and utilizing these platforms for learning.

Anticipating these problems, the ministry of religion has launched digital transformation in work units under the auspices of the ministry of religion with the birth of KMA 788 in 2021. Digital transformation is the process of changing new ways of working continuously within the organization using a combination and adoption of digital technology which aims to improve services or products, optimize resources, make processes better, and strengthen coordination and communication between stakeholders (Widnyani et al., 2021).   This change in method does not only focus on materials but prepares human resources (HR) to understand the technology to be used (Ananda, 2021).   As a consequence, the era of disruption, or better known as the Industrial Age 4.0, has resulted in changes in business models, overhauling the business ecosystem to become more innovative, complex and dynamic (Winasis, 2020) including institutions with core business education. Its scope includes the use and transformative capabilities in terms of informing digital awareness in institutions, one of which is Islamic boarding schools. The transformation stage is the stage of using digital processes that enable innovation and creativity in a particular digital

product, not only enhancing it, but also supporting traditional methods. (Rahmawati et al., 2021).

Maintaining the traditional values of Islamic boarding schools needs to be aligned with digital transformation as an adaptation that is in harmony with the development of information technology where it is required to build an informatization system, build an administration system, disseminate information, spread Islamic da'wah. If they have not adapted to technological developments, then pesantren are assumed to be vulnerable to experiencing digital divide or digital divide individually and institutionally which in the end there is concern about cultural shock when dealing with the social environment, both scientific transformation and da'wah dissemination which can no longer be separated from the media. Digital technologies play an important role in providing insight into activities, opinions, health and daily life (Radovanović et al., 2020)

Digital literacy as an effort to anticipate the digital divide does not only focus on media access, but a more fundamental thought which, even though it becomes a joint contemplation and finds answers regarding where humans are going in the transformation of digital technology, humans must still be an important part of digital communication. Efforts to increase the expansion of the meaning of technology are rapidly offering related awareness of its implications for more meaningful uses of every human affair. This is because digital media has invited everyone to invest, such as buying a device to make things easier, but is the investment commensurate with the benefits that have been obtained.

Islamic boarding schools and madrasas as an educational institution that has manners and knowledge that should be disseminated and fill the agenda for setting digital media, which is currently very popular and used by almost all groups. Mediatization efforts are in line with indicators of digital adaptation capability, must keep abreast of information technology developments at all times and be able to operate or master information technology devices (Makmur, 2019). Transformation that allows the concept of e-madrasas to take many benefits, including the flexibility of educational programs, preaching Islamic teachings, and study materials that can be made more interesting and memorable (Nuryana, 2019), s as well as improving information technology systems that have an effective and efficient impact in service (Mulyani et al., 2019). The urgency of digital literacy in Islamic boarding schools is to increase the ability to access information quickly and easily, build extensive networking, increase competency in using digital media, increase access to job opportunities, increase productivity, increase independence in solving problems and

making decisions independently, so that they can develop independence and confidence. As UNESCO defines that digital literacy is the ability to access, manage, understand, integrate, communicate, evaluate, and create information safely and appropriately through digital devices and network technologies to participate in economic and social life. This includes a competency referred to as computer literacy (Radovanović et al., 2020).

The urgency of community service is supported by one of the studies at tertiary institutions to measure digital competency assessed through the Self- Assessment Tool of the European Digital Competence Framework for Educators (DigComEdu) using the standard Deviation and Chi-Square tests. The findings reveal that there is a strong and significant relationship between digital literacy of faculty members and research productivity. That is, increased understanding, discovery, the use and creation of information using digital technology is positively related to the ability of lecturers to conduct, complete, present, and publish research articles. Similarly, the digital competence of faculty members is strong and significantly correlated with their research productivity, which clearly shows that as their knowledge, skills, and attitudes to work, live, and study in a knowledge society increase, there is also a significant increase in their ability to produce published research results (Yazon et al., 2019). This research shows that digital literacy skills are positively related to productivity, so literacy efforts in Islamic boarding schools also need to be carried out to increase the productivity of Islamic boarding schools.

As with other studies, digital literacy research has several important objectives, including: (1) to identify project success, (2) to help organizations understand the process, confirm what they know or reveal what they don't know, (3) to check whether stakeholder needs are being met, (4) to identify where problems and improvements are needed, and (5) to show if planned improvements are actually taking place (Gunasekaran & Kobu, 2007; Parker, 2000). The use of the CBR method in service to achieve this goal, especially in Islamic boarding schools.

Islamic boarding schools and madrasas are very easy for us to find in various regions in Indonesia, but there are certain areas such as Tana Toraja Regency which still lack Islamic Education Institutions compared to other regions in Indonesia. On the other hand, Tana Toraja is a world destination (word heritage) because of its natural beauty and cultural uniqueness. This is a distinct side of excellence that is oriented towards the future where Tana Toraja is not only a tourist destination but also a destination for Islamic Education. Development efforts, although carried out in stages, by starting steps to increase digital-based da'wah and information literacy as a process

of social expansion in virtual space. The presence of virtual institutions will slowly improve the performance of Islamic education institutions in Tana Toraja.

Research and Service Methods

The service technique used is a Community Based Research (CBR) approach based on the principles of community empowerment, collaboration, and social change that places the community's participation not as research subjects but as partners and agents of change.

The service technique uses Community-Based Research (CBR), an approach that involves the active participation of stakeholders, namely those whose lives are related to the issue being studied in all phases of research with the aim of producing useful findings and making positive changes. The main characteristics of CBR include: Community-based, participatory, and action-oriented. This approach was chosen as a process of formulating and achieving a positive level of social change by prioritizing specific values including: Empowerment, collaborative relationships, social change by reducing the gap between knowledge and action (for change), emphasizing a continuous process. The four stages in the service with the CBR method include: laying the groundwork, plaining, data analysis, determining the action.

Results and Discussion

Al-Hidayah Kaduaja Islamic Boarding School was established on May 3, 2018 and officially operates with the issuance of the Decree of the Head of the Office of the Ministry of Religion of Tana Toraja Regency Number 113 of 2018. Standing as an Islamic Education institution in the midst of Muslim minorities certainly has its own opportunities because similar institutions still exist. slightly, where currently there are only two Islamic boarding schools in Tana Toraja. Meanwhile, adherents of Islam in Tana Toraja need Islamic institutions as a place to pursue education that is in line with the demands of increasing faith and piety. The existence of Islamic Education institutions needs to be strengthened, one of which is through the pesantren digitalization program as a form of adaptation to developments so that they become institutions that are of interest to the people of Tana Toraja and surrounding districts, because Tana Toraja has the attractiveness of natural beauty which is a potential attractive area to visit as a tourist destination as well as for education.

Digital Da'wah Literacy aims to develop human resources in mastering and utilizing digital media for the pesantren community as an effort to broaden information about the existence of Islamic Education institutions and Islamic symbols in Tana Toraja Regency. This existence has an important position as a center for

Islamic education and da'wah in the midst of the presence of Muslims who are still few compared to adherents of other religions.

Informatization Literacy is increasing the use of websites and social media to disseminate information related to madrasah programs and profiles at Al Hidayah Islamic boarding school. Website, YouTube, Instagram, and Facebook are social media applications that are used in information penetration. Competency upgrade digital skills as an effort to acquire digital skills in increasing the spread of Islamic da'wah and informatization of pesantren programs. This effort as an intentional increase strategy by using information technology to promote development, especially Islamic education; Second, as an effort to penetrate information using modern communication technology into Islamic boarding schools and madrasa education institutions; third, as an effort to increase the flow of information technology development for the diffusion of mass media and education among the public (Littlejohn & Karen A. Fos, 2009).

The informatization program is of course supported by competency skills that are currently aligned with the development of digital information systems. Being an absolute requirement in informatization programs besides institutional development programs is mastering aspects of compiling digital-based information content, better known as digital skills with indicators of the ability to access, select, understand, analyze, verify, evaluate, distribute, produce, participate and collaborate. The stages and results achieved can be seen in the following description,

I. Laying The Foundation

Understanding one's condition as an effort to understand reality in this phase is by mapping the use of digital media used. Conduct a study of what benefits have been obtained from digital media to make it easier to gain an understanding of the hardware and software that has been used. Second, exploring awareness of the presence of obstacles that assisted partners are still experiencing in the use of digital media. Third, forming a basic understanding of the use of digital media as a channel for Islamic da'wah.

a. *Mapping digital assets at the Al Hidayah Islamic Boarding School*

The mapping of ICT resources owned by the two assisted groups has differences, including motivation, infrastructure, and ability to utilize them. At the Al-Hidayah Islamic boarding school, through discussions since the beginning of February 2021, discussions were held with several individuals who had important roles in the pesantren, including the school principal, dormitory assistants, and the director. Through this discussion it can be seen that the motivation for the use and utilization of digital media is very high because it is seen as a medium that can connect Islamic

boarding schools with the community. Assisted partner groups are motivated by the conveniences that can be carried out during school outreach using digital media.

Tabel 1: Access to infrastructure/ownership of assisted partners with digital media

No	Nama Perangkat	Kepemilikan	Jumlah
1	Smartphone Android	Member individual mitra assisten	36 unit
2	Notebook with content product specification (ROG Strix GL503GE – EN023T	Individual	1 unit
3	School's Notebook	School	7 unit
4	Computer	Madrasah Aliyah	15 unit
5	Computer	Madrasah Tsanawiah	8 unit
6	Camera digital (DSLR) sony	Individual member of community	1 unit
7	Modem wirless	Boarding School Manager	1 unit
8	Clip on	Boarding School Manager	1 unit

Source: Field research data

Ownership of digital media both personally and owned by Islamic boarding schools shows that access to infrastructure for digital technology devices has increased compared to previous conditions (in 2021). This increase is a form of attention from the government of the ministry of religion regional office of South Sulawesi province, through affirmative assistance as stated by one of the Madrasah Aliyah Kaduaja Awal Sukru principals that 'after the launch of the Al hidayah website, we received attention from the regional office of the ministry of religion of South Sulawesi Province with assistance of 1 unit of personal computer and 3 units of computers. In 2022 we will again receive a grant program for 21 computers through the RI Ministry of Religion's Digitalization Strengthening Assistance program. Thus, there is an increase in the potential for digital assets owned by Islamic boarding schools at all madrasah levels.

b. Mapping the Condition of Digital Urilization in the First Year of Assistance (program 2021)

The previous year (2021) an initial mapping was carried out with a focus on digital divide factors. The second year's mapping is more on the achievement of skills that are implemented in creating content. So far, the use of digital media has been felt to provide benefits both individually and as a group. Through mapping it is known that many applications have been used so that it can also be understood together, that regarding the use of digital media slowly everyone can learn optimally for the purpose of Islamic da'wah. The macro conditions faced were access to network access providers which were still the same as the previous year, namely limited internet networks so that network constraints became one of the obstacles access. The anticipation is choosing certain spots to upload news and content on the YouTube channel.

The establishment of a website information house has facilitated the dissemination of activity news. Previously, news of Al Hidayah Islamic boarding school activities were published on other parties' websites such as the website of the Ministry of Religion, but after the first phase of assistance, all news was published on the alhidayahkaduaja.ponpes.id website. The website, which was launched in November 2021, is still being managed on an ongoing basis by the pesantren from the madrasah school level in an integrated manner under the auspices of the Al Hidayah Islamic boarding school.

The presence of this website has raised Al Hidayah's reputation and branding as an important religious education institution in Tana Toraja. One of them is marked by the presence of attention from the Regional Office of the Ministry of Religion of South Sulawesi Province to provide support for facilities and infrastructure in the field of developing digital madrasas. As stated by the surveyor team Abd. Mujahid regarding Alhidayah's breakthrough.

> "*We are very amazed by what has been done by the Al Hidayah Kaduaja Islamic Boarding School. Located in the mountains but very quickly responds to changes and adapts to existing advances. We were assigned by the head of the office to look at all this and to take what is good to set an example for other Islamic School*".

Through focus group discussions with assisted partners to examine how the benefits are obtained by Islamic boarding schools after an official website has been managed for
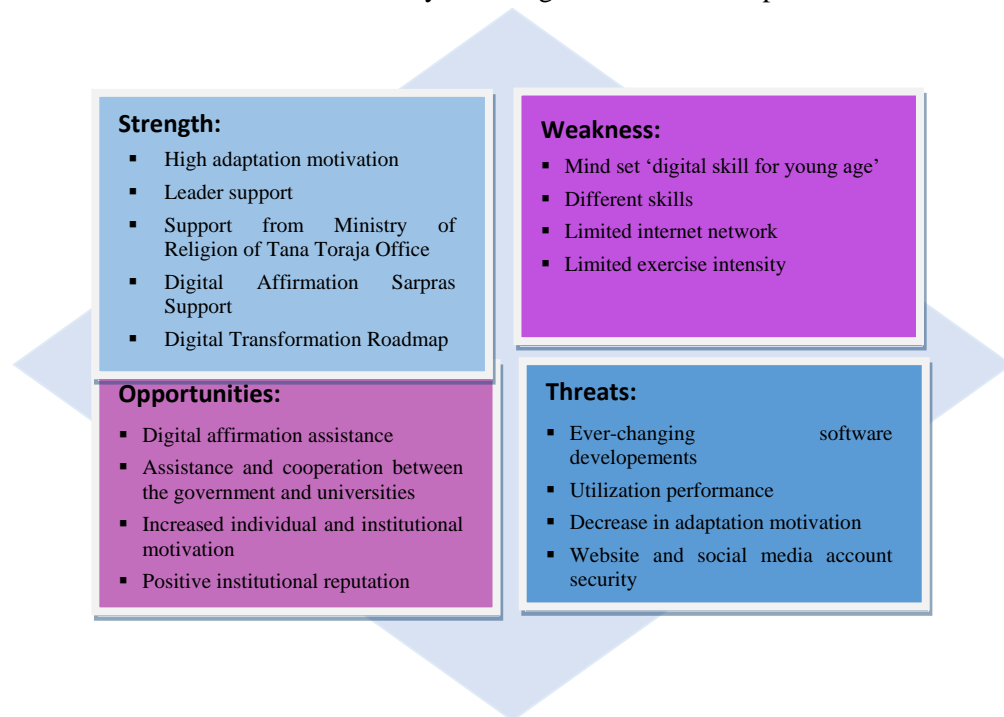
6 months, since it was launched on 18 November 2021. The second phase of the FGD was held on 2 July 2022 as an effort to evaluate and monitor for determine the direction of development in the second phase which will be carried out in 2022. Some of the perceived benefits based on the results of the FGD are as follows: (1) Facilitate the development of Islamic da'wah. The presence of the Al Hidayah website and YouTube channel is a Dakwah channel that can reach unlimited audiences in Tana Toraja. The delivery of da'wah content on the channel varies greatly according to the characteristics of the Tana Toraja people, including: religious lectures, da'wah tours, hifzil Quran, and Islamic religious songs; (2) As a good electronic communication media between schools, agencies and other private institutions; (3) Accelerating the delivery of information both between schools, agencies or parents (community) where the website facilitates the speed of information that can be disseminated in a very short time. The message delivery system uses the internet network and can be sent at any time without being limited by distance and time so that information and da'wah can be disseminated onlineexpanded in a short time and at the same time; (4) as a channel or learning medium; (5) As an alternative learning media (learning variations so it's not

boring). The presence of a website managed by the Islamic boarding school is a new space that triggers teachers and students to study material related to improving digital skills.

Various things became conditions that were revealed in focus group discussion sessions at the mapping stage and plans for activities to improve digital skills. Through FGD it is also very necessary to express the views and aspirations of group members regarding the mastery of the skills they already have and the obstacles in mastering the skills. This is urgent as initial information regarding the alignment of materials and subsequent assistance processes according to the needs and abilities of assisted partner members.

After obtaining an assessment of the benefits of the previous program and the capabilities of the members of the assisted partner group, a SWOT analysis is then carried out by analyzing strengths, weaknesses, opportunities/opportunities, and threats. Analysis to map the strengths, weaknesses, and opportunities possessed by the Al Hidayah Islamic boarding school and all madrasas that are sheltered for the development of digital boarding schools or madrasas. This analysis forms the basis for an introduction to the real situation of group members to understand the situation they are facing so that the strengths and opportunities they have become spaces that can be exploited while the weaknesses will be situations that, although circumvented.

Picture 1: SWOT Analysis of Digitalization Development

Strength:
- High adaptation motivation
- Leader support
- Support from Ministry of Religion of Tana Toraja Office
- Digital Affirmation Sarpras Support
- Digital Transformation Roadmap

Weakness:
- Mind set 'digital skill for young age'
- Different skills
- Limited internet network
- Limited exercise intensity

Opportunities:
- Digital affirmation assistance
- Assistance and cooperation between the government and universities
- Increased individual and institutional motivation
- Positive institutional reputation

Threats:
- Ever-changing software developements
- Utilization performance
- Decrease in adaptation motivation
- Website and social media account security

c. ***Mapping the Goals and Roles of Al Hidayah Islamic Boardin School Assisted Partners***

Achievement of goals is carried out after mapping the resources owned in the form of digital assets that can be accessed by community members, utilizing the results that have been achieved related to the use of digital media, mapping obstacles in the use of digital previously, and then mapping objectives to obtain other benefits that can increase value. added benefit from access to digital assets owned both individually and institutionally.

Al Hidayah Islamic Boarding School has a desire to develop information systems and da'wah, but lack of literacy is an obstacle faced in its development. Islamic boarding schools which are still very new require penetration of information regarding the existence of pesantren as the center of Islamic education institutions in Tana Toraja. The lack of Islamic institutions is one of the opportunities to become an educational destination for residents of Tana Toraja and North Toraja to get Islamic education. Digital literacy by strengthening informatization using websites and social media does require skills in producing messages that will be disseminated to the public.

Picture 2: Roadmap for Development of Islamic Boarding Schools and Madrasah Digitalization in Islamic Boarding Schools Kaduaja Tana Toraja
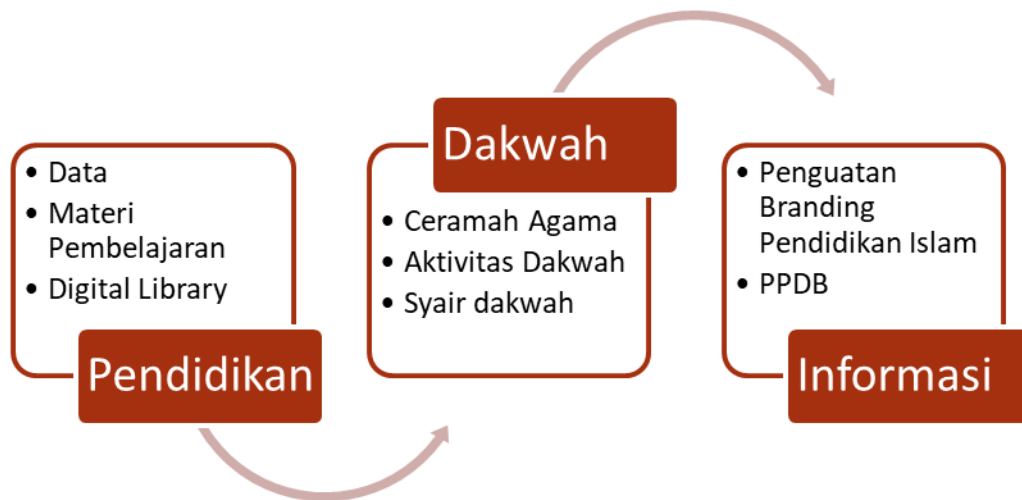
II. Service Planning (*Planning*)

The implementation of community service planning is based on SWOT analysis and Mapping the roadmap for the development of digital pesantren. Recognizing weaknesses as an effort to assist in preparing action programs according

to the potential possessed by the service team. Weaknesses must be recognized because not all digital weaknesses can be overcome by the service team, such as infrastructure, limitations in network access. Weaknesses that can be overcome are related to skills in utilizing content production using digital media.

As previously explained, the SWOT analysis found several weaknesses in terms of hardware, human ware and software, including: The assumption that digital skills and prowess is only for young people, varying abilities to master skills, limited internet network for studying and accessing some the software needed to create learning content, literacy is still low, competency standards are still low, training intensity and time are limited. Another weakness is that the use of digital media is the largest portion of the use of social media, but on the other hand Al Hidayah Islamic boarding school does not yet have a social media account managed by an admin who routinely disseminates information on school activities.

III. Data Collection and Analysis

Recognizing the potentials of digital media in disseminating information begins with the presentation of research results that were studied with the assisted communities as an effort to build a shared understanding that the value of benefits can be increased by increasing everyone's skills to produce messages that are suitable for consumption by audiences. Forms of action to increase the ability to use digital media with the ability to produce and disseminate da'wah messages and information through social media.

An analysis has also been carried out with assisted members regarding the limitations of the program (constrains) which are the focus of the second stage, because too many competencies learned make it more difficult to master skills, so those chosen are those that are closely related to needs, and are adjusted to time allocation, focus and exercise intensity. Reading and interpreting constraints through FGDs so that action planning is carried out by allocating time together, both by the facilitator and by the assisted partner community.

IV. Determination of Acting on Finding (*Acting On Finding*)

Web development is carried out by a companion team and is carried out jointly with assisted partners. Purchases for domain ownership, the management of the pesantren provides school data for the purpose of purchasing domains official on the ponpes.id domain, while the web developer process is carried out entirely by the service team because the ability to access the network at the location of the assisted partner is difficult to access the internet network which can support smooth web design.

The domain application is still being carried out by the pesantren using the data of the pesantren leadership. Once formed, the assisting action for human resource development is with the following material: Equalization of Perceptions on Da'wah

Literacy and Islamic Boarding School and Madrasah Informatization Programs; Up Grading Dynamic content filling on the new website design; Arrangement and filling of Digital Content on the Website; Making teaching materials with the Ispring Application; Creating Flyers with the Canva Application; Urgency and Analysis of Social Media in institutional information systems and Islamic Da'wah; Social Media content strategy for information dissemination; Da'wah and strengthening Institutional Branding; FGD Making Audio Visual Profile of Islamic Boarding School Al Hidayah.

The website has also converged with the YouTube channel and Facebook social media. Upgraded website design and templates still use the same page and name. Changes were made only for the purpose of adjusting to the needs of the institution, as well as establishing digital competency improvement material as a goal which is the target for further skill improvement. The initial stage begins with determining some of the features needed. After listing the features, then upgrading the website is carried out so that it is possible to enter or add the required custom. Several advantages and additional features after upgrading the Al Hidayah website on the Website https://alhidayahkaduaja.ponpes.id among others:

1. More responsive display which is marked by a difference in appearance when opened on a laptop and on a mobile phone. The characteristic of a responsive website is a dynamic appearance with an attractive design so that visitors can feel at home and search on website pages.

2. Website settings are also dynamic so that operators can easily perform basic configurations on the website. Such as the identity of the institution, color, logo and so forth.

3. PPDB system. With the new website design, an online registration system is also provided for people who want to register their children as new students or PPDB with an online system. Operators can download registrant data directly from the website dashboard.

4. Institution profile. Settings such as Statistical Number, NPSN, Accreditation, Status, Establishment Decree, Logo and others.

5. Leadership profile. Settings such as Name, NIP, Position, Photo and Principal's Greeting.

6. Vision, Mission and Goals. Arrangements regarding the description of the vision, mission and goals to be achieved by the school.

7. Admin / Operator Profile. Settings like Name, No. WhatsApp and Photo Admin or Operator.

8. Contact Information. Settings like Email, Tel, Social Media Links and School Website Name.

9. Partnert Logo. Settings for displaying school or institution partner logos. Activity News. A feature is available to display writing or editorial news activities.

10. Facilities. Menu settings to display existing facilities in schools at all levels.
11. Announcement. Features for submitting school announcements online.
12. Extracurriculars. Feature to display existing extracurricular activities at schools.
13. Achievements. Displays achievement information. Both student achievement and school achievement.
14. Civitas Academica. Features for displaying teacher, staff and employee data which is in school at every level.
15. Testimonial. Testimonials or opinions about impressions and messages from alumni and the general public who interact on the website. Suggestions are also seen by the manager on the testimonial menu.
16. Share to Social Media. All content and information on the website can be shared on social media. Integration with social media can assist in the dissemination of information and propaganda on websites and channels, because not all netizens have the motivation to enter website pages. This is different from social media pages which get a lot of visitors and attention so that social media can be used as hyperlinks to share news links on the website. The social media share menu makes it easy for visitors to share links to their respective social media.
17. Help/Support. If there are difficulties, contact us via WhatsApp anytime and anywhere. The inclusion of the manager's contact person on the menu aims to make it easier for netizens to interact when they want to check information that is unclear, also related to information or for other purposes.
18. Intergrated with social media Facebook, Intragram, and YouTube channels. A new design that also makes it easier to click on social media managed by the website manager. Visitors who enter the website can also choose social media managed by Al Hidayah.
19. Cooperation Partner Logo. This makes it easier for the foundry to weave collaboration in the development of Islamic boarding schools.

Tabel 2: Time Line dan changes

Time Line	Material	Strategy	Changes
4 Jpl	FGD Equal Perceptions about Literacy Da'wah and Pesantren and Madrasah Informatization Program	FGD	Individual digital Gap Mapping
5 Jpl	Release Up Grade Display and Static content	FGD	Filling in static menus with important information about Islamic boarding schools and madrasah institutions
5 Jpl	Content arrangement and filling Digital On Website	Training Skill	Ability to download ebooks and arrange them in a digital library
5 Jpl	Making Teaching materials with	Training skill	Producing and compiling

	spring aplication		learning content that can fill the channel Youtube.
4 Jpl	Social Media content strategy for Information dissemination Da'wah and reinforcement Institutional Branding	Training skill	Producing da'wah messages and information based on social media
22 Jpl	Audio Profiling FGD Visual of Al Hidayah Islamic Boarding School	Training Skill	Producing the profile of Al Hidayah Islamic Boarding Scool

Data Source: Estimated hours of skills training lessons

Training is done to build an information container in one house with different content modifications. Webstie to provide information in the form of visual writing and photos which include static content and dynamic content. Static content is in the form of information about the existence of pesantren while dynamic content is content about information on various activities in the form of written news. Alumni can also provide testimonials on the website as a trace of having received formal education and the results reaped after becoming alumni.

Display of the website on the menu with the choice of Islamic boarding school profiles which displays the vision and mission, at a glance or a brief profile, facilities and infrastructure, and organizational structure. The news article menu as a website space for publishing activities and articles written by contributors to provide information on activities carried out by Islamic boarding schools. The contact menu is prepared as a personal service information space needed for example when accepting new students and there are public relations staff who are expected to be able to provide services to the community regarding the acceptance of new students. The Management Menu is a content space about pesantren managers with several Education levels and dapodik menus to present data on educators and education staff. The entire menu or space facilitates the delivery of information to the public, both static school data and dynamic activity information.

YouTube channel with the name Al Hidayah Toraja Channel which can be accessed at https://www.youtube.com/channel/UCrsvs5ZTuACkiBvrhk___coQ. The audio-visual content of 33 videos has received the attention of netizens with a total of 6,386 broadcast hours watched since publishing began on November 13, 2021. The number of 11 videos has reached 676 subscribers with a duration of 19,366 views.

News programs in the form of audio visual are not developed enough due to limited equipment and human resources who control the production process. Madrasah and Islamic boarding school information is mostly presented in online (visual) news production. The da'wah program is one of the leading programs under the name of the Hidayah Lantern program. The channel program, which is oriented towards the production of lectures by students and teachers, aims to expand the dissemination of da'wah messages without being limited by pulpits but also on network-connected screens, both smartphones and notebooks, by clicking on links. This da'wah digitalization effort aims to carry out the da'wah function of Islamic boarding schools

as centers of Islamic da'wah in Tana Toraja Regency where the existence of Islamic educational institutions is still a minority compared to other religious education. The existence of digital media to strengthen da'wah in a multi-religious society while still carrying out moderate da'wah.

Improving the ability of assisted partner groups in managing websites and channels was carried out in the form of skills training in the second stage, totaling 22 teachers from Islamic boarding schools from elements of Aliyah Madrasah, Sanawiyah Madrasah, Ibtidaiyah Madrasah, and Raudhatul Athfal. Assistance in improving skills as a continuation of previous training with a focus on producing da'wah content and information for informatization activities for Islamic boarding schools.

Conclusions

Digital literacy in Islamic boarding schools aims to assist the process of transforming digital systems for managing Islamic boarding schools for educational, da'wah, and information purposes. Although initially considered as a group experiencing the digital divide, gradually they were able to adapt and take advantage of virtual space to develop information systems both for educational purposes and for da'wah purposes. *Community Based Research* (CBR) approach with the initial stages of laying the foundation to explore the problems and limitations as well as assets owned for further analysis, planning and joint action. Devotion produces outputs from actions including: Al-Hidayah Islamic Boarding School has managed a website with the domain https://alhidayahkaduaja.ponpes.id/ which is integrated with YouTube channels and social media. Through the https://www.youtube.com/channel/UCrsvs5ZTuACkiBvrhk__coQ page and social media with an analysis of 681 subscribers and a total of 19,367 views since November 13, 2021. Hopefully the results of this dedication can be replicated in similar institutions so that Islamic boarding schools become icons in transformative education in organizing learning, Islamic da'wah, public informatization.

Mold Library

Ananda, I. (2021). *Literatur Review: Implementasi Strategi Transformasi Digital Pada Organisasi Internasional. Computer Based Information System Journal*, *9*(1). https://doi.org/10.33884/cbis.v9i1.2473

Littlejohn, S. W., Foss, K. A., & Allen, B. J. (n.d.). *Halaman 1 Halaman 2 ENSIKLOPEDIA*.

Littlejohn, S. W., & Karen A. Fos (Eds.). (2009). *Encyclopedia of Communication Theory*. Sage Publications, Inc.

Makmur, T. (2019). *Teknologi Informasi. Info Bibliotheca: Jurnal Perpustakaan Dan Ilmu Informasi*, *1*(1). https://doi.org/10.24036/ib.v1i1.12

Mulyani, I., Zamzami, E. M., & Zendrato, N. (2019). Pengaruh Sistem Teknologi Informasi Pada Manajemen Data Dan Informasi Dalam Layanan Keperawatan: Literature Review. *Inspiration: Jurnal Teknologi Informasi Dan Komunikasi*, *9*(2). https://doi.org/10.35585/inspir.v9i2.2526

Nuryana, Z. (2019). *Pemanfaatan Teknologi Informasi Dalam Pendidikan Agama Islam. Tamaddun*, *19*(1). https://doi.org/10.30587/tamaddun.v0i0.818

Radovanović, D., Holst, C., Banerjee Belur, S., Srivastava, R., Vivien Houngbonon, G., Le Quentrec, E., Miliza, J., Winkler, A. S., & Noll, J. (2020). Digital literacy key performance indicators for sustainable development. *Social Inclusion*, *8*(2), 151–167. https://doi.org/10.17645/si.v8i2.2587

Rahmawati, Thamrin, H., Guntoro, S., & Kurnialis, S. (2021). Transformasi Digital Wakaf BWI Dalam Menghimpun Wakaf Di Era Digitalisasi. *Jurnal Tabarru': Islamic Banking and Finance*, *4*(2). https://doi.org/10.25299/jtb.2021.vol4(2).8375

Sari, R. W. (2019). *Budaya Pesantren Dalam Membentuk Perilaku Islami Santri Di Pesantren Al-Azhaar Lubuklinggau. Nuansa*, *12*(1). https://doi.org/10.29300/nuansa.v12i1.2107

Widnyani, N. M., Astitiani, N. L. P. S., & Putri, B. C. L. (2021). Penerapan Transformasi Digital Pada Ukm Selama Pandemi Covid-19 Di Kota Denpasar. *Jurnal Ilmiah Manajemen Dan Bisnis*, *6*(1). https://doi.org/10.38043/jimb.v6i1.3093

Winasis, S. (2020). Transformasi Digital di Industri Perbankan Indonesia : Impak pada Stress Kerja Karyawan. *IQTISHADIA Jurnal Ekonomi & Perbankan Syariah*, *7*(1), 55–64. https://doi.org/10.19105/iqtishadia.v7i1.3162

Yazon, A. D., Ang-Manaig, K., Buama, C. A. C., & Tesoro, J. F. B. (2019). Digital literacy, digital competence and research productivity of educators. *Universal Journal of Educational Research*. https://doi.org/10.13189/ujer.2019.070812

Zahroh, A. (2021). Transformasi Budaya Aswaja di Pesantren. *Tarbiyatuna*, *14*(1). https://doi.org/10.36835/tarbiyatuna.v14i1.853

Ananda, I. (2021). *Literatur Review: Implementasi Strategi Transformasi Digital Pada Organisasi Internasional. Computer Based Information System Journal*, *9*(1). https://doi.org/10.33884/cbis.v9i1.2473

Littlejohn, S. W., Foss, K. A., & Allen, B. J. (n.d.). *Halaman 1 Halaman 2 ENSIKLOPEDIA*.

Littlejohn, S. W., & Karen A. Fos (Eds.). (2009). *Encyclopedia of Communication Theory*. Sage Publications, Inc.

Makmur, T. (2019). Teknologi Informasi. *Info Bibliotheca: Jurnal Perpustakaan Dan Ilmu Informasi*, *1*(1). https://doi.org/10.24036/ib.v1i1.12

Mulyani, I., Zamzami, E. M., & Zendrato, N. (2019). Pengaruh Sistem Teknologi Informasi Pada Manajemen Data Dan Informasi Dalam Layanan Keperawatan: Literature Review. *Inspiration: Jurnal Teknologi Informasi Dan Komunikasi*, *9*(2). https://doi.org/10.35585/inspir.v9i2.2526

Nuryana, Z. (2019). Pemanfaatan Teknologi Informasi Dalam Pendidikan Agama Islam. *Tamaddun*, *19*(1). https://doi.org/10.30587/tamaddun.v0i0.818

Radovanović, D., Holst, C., Banerjee Belur, S., Srivastava, R., Vivien Houngbonon, G., Le Quentrec, E., Miliza, J., Winkler, A. S., & Noll, J. (2020). Digital literacy key performance indicators for sustainable development. *Social Inclusion*, *8*(2), 151–167. https://doi.org/10.17645/si.v8i2.2587

Rahmawati, Thamrin, H., Guntoro, S., & Kurnialis, S. (2021). Transformasi Digital Wakaf BWI Dalam Menghimpun Wakaf Di Era Digitalisasi. *Jurnal Tabarru': Islamic Banking and Finance*, *4*(2). https://doi.org/10.25299/jtb.2021.vol4(2).8375

Sari, R. W. (2019). Budaya Pesantren Dalam Membentuk Perilaku Islami Santri Di Pesantren Al-Azhaar Lubuklinggau. *Nuansa*, *12*(1). https://doi.org/10.29300/nuansa.v12i1.2107

Widnyani, N. M., Astitiani, N. L. P. S., & Putri, B. C. L. (2021). Penerapan Transformasi Digital Pada Ukm Selama Pandemi Covid-19 Di Kota Denpasar. *Jurnal Ilmiah Manajemen Dan Bisnis*, *6*(1). https://doi.org/10.38043/jimb.v6i1.3093

Winasis, S. (2020). Transformasi Digital di Industri Perbankan Indonesia : Impak pada Stress Kerja Karyawan. *IQTISHADIA Jurnal Ekonomi & Perbankan Syariah*, *7*(1), 55–64. https://doi.org/10.19105/iqtishadia.v7i1.3162

Yazon, A. D., Ang-Manaig, K., Buama, C. A. C., & Tesoro, J. F. B. (2019). Digital literacy, digital competence and research productivity of educators. *Universal Journal of Educational Research*. https://doi.org/10.13189/ujer.2019.070812

Zahroh, A. (2021). Transformasi Budaya Aswaja di Pesantren. *Tarbiyatuna*, *14*(1). https://doi.org/10.36835/tarbiyatuna.v14i1.853

● **6% Overall Similarity**

Top sources found in the following databases:

- 3% Internet database
- Crossref database
- 3% Submitted Works database

- 4% Publications database
- Crossref Posted Content database

TOP SOURCES

The sources with the highest number of matches within the submission. Overlapping sources will not be displayed.

1   Saidah Laugi. "Use of Websites in School Management: An Effort to Bu...   <1%
    Crossref

2   hrpub.org   <1%
    Internet

3   Teachers College on 2021-04-25   <1%
    Submitted works

4   University of Wolverhampton on 2020-12-10   <1%
    Submitted works

5   repository.lppm.unila.ac.id   <1%
    Internet

6   repository.unikama.ac.id   <1%
    Internet

7   edunesia.org   <1%
    Internet

8   Miftahal Anjar. "Kiai and Economic Independence: Kiai's Strategy in Re...   <1%
    Crossref

9 Melikai Jihan Elyunusi, Rusijono Rusijono, Umi Anugerah Izzati. "Chara...   <1%
   Crossref

10 Mahlil Nurul Ihsan, Nurwadjah Ahmad, Aan Hasanah, Andewi Suhartini....   <1%
    Crossref

11 Mochammad Ardani, Dani Setiawan, Muhammad Misbachul Munir, Sho...   <1%
    Crossref

12 researchgate.net   <1%
    Internet

13 UIN Maulana Malik Ibrahim Malang on 2018-11-06   <1%
    Submitted works

14 University of Nottingham on 2021-02-13   <1%
    Submitted works

15 ijassjournal.com   <1%
    Internet

16 Gamal Kusuma Zamahsari, Agus Purnomo AP, Moh. Badruddin Amin, ...   <1%
    Crossref

17 Hamdi, Setria Utama Rizal, Muhammad Redha Anshari, Nurul Hikmah...   <1%
    Crossref

18 Maisah, Ahmad Syukri, Sungkowo. "LIFE SKILLS PROGRAM MANAGE...   <1%
    Crossref

19 Pasundan University on 2022-02-15   <1%
    Submitted works

20 UIN Maulana Malik Ibrahim Malang on 2022-06-01   <1%
    Submitted works

21 Ujang Sahid, Iim Wasliman, Hendi Suhendraya Muchtar, Husen Saeful I... <1%
Crossref

22 journal.uinsgd.ac.id <1%
Internet