

## Optimizing Digital Platforms for Monitoring Student Character Development in the Age of Disruption

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### ABSTRACT

**Objective:** This study examines the optimization of digital platforms for monitoring students' character development in the era of disruption. **Method:** The study was conducted using a qualitative method with a literature review approach, drawing on various journals, scientific articles, and reference sources related to digital education and character education. **Results:** The results of the study indicate that the use of digital platforms can assist schools in regularly and continuously monitoring students' attitudes, sense of responsibility, discipline, and social behavior. Additionally, digital platforms can simplify teachers' tasks in recording and evaluating students' character development and can enhance communication between schools and parents through faster and more transparent access to information. However, the implementation of digital platforms still faces several challenges, such as limited technological infrastructure, low digital literacy among some parents and teachers, and the risk of reduced direct interaction between teachers and students. Therefore, the use of digital platforms must be accompanied by supervision, collaboration between schools and parents, and an approach that continues to instill humanistic values in the educational process. With such support, digital platforms can become an effective tool in supporting students' character development while adapting to the evolving times. **Novelty:** The use of digital platforms for regularly and continuously monitoring students' attitudes, sense of responsibility, discipline, and social behavior, while enhancing communication between schools and parents through faster and more transparent access to information in the era of disruption.

## INTRODUCTION

Targeted and sustained efforts are needed to optimize digital platforms for tracking students' character development. In today's era of disruption, technological advancements enable schools to better monitor students' character development. Digital tools allow teachers to track their students' attitudes, discipline, responsibility, and social behavior more regularly. This technology also helps schools communicate with parents about their children's progress. Thus, digital platforms can help schools build students' character in a way that aligns with the times.

Everyone involved in the educational process must be prepared to realize this vision. Schools must provide a user-friendly digital system capable of supporting the ongoing monitoring of students' character. As the primary implementers, teachers must be proficient in using digital technology so that the monitoring process can run smoothly. In addition, collaboration between schools, teachers, and parents is essential for building an effective character monitoring system. Parents also play a vital role in supporting the monitoring and development of students' character through the school's digital platform [1].

However, there are still many challenges when using digital platforms to monitor students' character development. Not all schools have the technological infrastructure and internet connectivity needed to maximize the use of digital platforms. Additionally, the digital literacy of teachers, students, and parents varies, which can affect the effectiveness of monitoring. In the character development process, excessive use of technology can reduce direct interaction between educators and students. Therefore, infrastructure must be in place, digital skills must be improved, and proper oversight is necessary to ensure that digital platforms can continue to optimally support students' character development. [2].

According to several previous studies, digital literacy and the use of digital platforms play a crucial role in building students' character in the age of disruption. According to research conducted by Nur Yudi and Siti Maryam, digital literacy skills influence the effectiveness of character education for students. Meanwhile, Sugiarto and Ahmad Farid state that digital literacy can help students strengthen their moral values. Furthermore, research by Fadlin Fajri indicates that digital technology offers numerous opportunities for character development, though it still faces challenges such as the misuse of digital media and insufficient supervision. Additionally, Bustanol Arifin demonstrates that integrating character education into digital-based learning can enhance the overall quality of education through collaboration between schools and parents. Furthermore, Kamaludin's research states that digital transformation in education must be balanced with character building and supervision to ensure that technology use does not negatively impact student behavior. Therefore, this research indicates that optimizing digital platforms can aid in monitoring and fostering student character development when accompanied by supervision, digital literacy, and effective collaboration among students [1], [3], [4], [5], [6].

This study has a distinct research focus, even though previous studies have extensively addressed digital literacy and character education among students. This study focuses on optimizing digital platforms as a means of tracking students' character development in the age of disruption. Previous studies typically focused on the use of digital literacy in the learning process and on character development in general. This study not only discusses how technology is used in learning but also how digital platforms can be used to consistently track students' development in attitude, discipline, responsibility, and social behavior. Furthermore, this study demonstrates that collaboration between schools, teachers, and parents is crucial for implementing digital-based character monitoring.

The development of digital technology in this era of disruption has had a significant impact on students' behavior and character, making this research essential. In the field of education, digital platforms can serve not only as learning tools but also as a means to track students' character development more effectively and sustainably. However, to implement digital-based character monitoring, further research is needed on how well schools are functioning and the extent of parental and teacher involvement. Furthermore, the increased use of technology by students has led to various issues. Some of these

include the misuse of digital media and a lack of direct social interaction. Therefore, this study is crucial for providing insights into how to optimize digital platforms to support the monitoring of students' character development. This research will also assist schools in creating an educational system that better aligns with technological advancements.

## **RESEARCH METHOD**

This study employs a qualitative research method using a literature review approach to analyze the optimization of digital platforms in monitoring students' character development in the era of disruption. This approach was chosen because the study focuses on examining various theories, research findings, and scientific information relevant to the research topic. Data collection was conducted by searching various national and international journals, scientific articles, books, and other supporting documents related to digital education, character education, adaptive leadership, and the challenges of implementing education in the era of disruption. Data sources were obtained through academic platforms such as Google Scholar, SINTA, and Scopus to obtain valid, relevant, and reliable references [7].

The research sample in this study consists of various scientific articles, national and international journals, and literature sources related to educational transformation in the era of disruption, the use of digital platforms in education, character education, and educational leadership. The selection of sources was conducted using a purposive approach, taking into account the relevance of the theme, the quality of the sources, the year of publication, and the alignment of the content with the research focus under examination. These sources were used to obtain data and information supporting the discussion on the challenges of implementing digital technology in monitoring students' character development. The primary instrument in this study was the researcher themselves (human instrument), who played a role in collecting, selecting, categorizing, and analyzing data from the various literature sources used.

The research procedure was carried out in several stages: determining the research focus; searching for and collecting journals from Google Scholar, SINTA, and Scopus; selecting sources based on their relevance to the research; and identifying key information from each journal used. Once the data was collected, the researcher grouped the data based on specific themes such as the challenges of digital technology implementation, changes in the role of teachers, adaptive leadership, and educational transformation in the era of disruption. Subsequently, the data was analyzed using qualitative descriptive analysis techniques through the processes of data reduction, data presentation, and drawing conclusions. The analysis was conducted by thoroughly reading, understanding, and interpreting the journal content to obtain a systematic overview of the challenges of implementing digital platforms in monitoring student character development in the era of disruption.

## RESULTS AND DISCUSSION

### *Results*

#### **Digital Platforms in Student Management**

Current advances in digital technology are driving changes in student management systems in schools, as digital platforms are not only being used as tools for online learning but are also beginning to be used as instruments for systematically managing and monitoring student behavior [8]. This transformation has emerged due to schools' need to document student progress in a transparent, timely, and ongoing manner. In practice, digital platforms enable schools to track students' activities and behavior through data-driven systems.

One of the common features available is the recording of students' disciplinary issues and achievements, with teachers entering data related to discipline, attendance, tardiness, and academic or non-academic achievements directly into the system [9]. This mechanism is considered more effective than manual record-keeping because, when using a digital platform, data is stored in a structured manner and is easy to retrieve when needed. In addition, the digital platform also provides a student progress dashboard that displays students' behavioral records and achievements on a regular basis. This dashboard can help schools monitor student behavior over time, enabling quick, data-driven evaluations.

With this feature, schools can identify students' needs for special support as well as recognize their achievements. Another key feature is data access for teachers and parents, as digitization allows parents to receive real-time, transparent updates on their children's progress [10]. This can strengthen communication between schools and families in fostering students' character, because in the context of student management, parental involvement is crucial, as character development takes place not only in the school environment but also within the family.

Nevertheless, the use of digital platforms for monitoring students should be viewed critically, as digitization does not automatically improve the quality of character development among students, which leads to the assumption that the more advanced the technology used, the better the results of that development. [1]. In fact, the effectiveness of digital platforms depends heavily on how they are integrated with educational values and a humanistic approach. If digital platforms are used solely for monitoring and point-based punishment, the system becomes a tool for administrative control; in such a scenario, students may comply simply because they feel they are being watched, rather than out of an internal sense of discipline and responsibility [11].

#### **Mechanism for Monitoring Digital Character Alignment**

Digital character monitoring mechanisms utilize information technology to collect continuous, rapid, and accurate data for observing and assessing student behavior. This helps schools systematically track students' progress in attitude, discipline, and responsibility. Since data is automatically stored in the school's database, the digital monitoring system enables teachers to conduct character assessments more objectively. Real-time access to information on students' character development can also increase

parental engagement. This aligns with research showing that AI- and NLP-based technologies can aid in analyzing students' character and tracking their progress in contemporary educational settings [12].

Digital character monitoring begins with data collection, data processing, and the evaluation of character development outcomes. Teachers can enter their observations of student behavior into a digital system designed in accordance with character education indicators, and this data is then analyzed to determine the level of students' character development in various areas, such as discipline, tolerance, and resourcefulness. The use of digital systems helps schools reduce errors in manual record-keeping and expedite the process of evaluating student character. Digital-based character education management can enhance the efficiency of monitoring and evaluating character education programs in schools in the digital age [8].

An e-assessment application integrated with the school system also enables the implementation of a digital character monitoring mechanism. This application allows teachers to conduct character assessments directly through their digital devices, enabling the collection of assessment results quickly and transparently. By automatically storing data, the system helps schools monitor students' character development on a regular basis. Additionally, the digital application can help teachers keep records of students' tolerance assessment results. Research shows that digital technology provides more measurable and efficient monitoring results than traditional methods [13].

In addition, a digital character monitoring system facilitates communication between schools and parents in overseeing student behavior. Through this system, parents can view students' character development, discipline levels, and any violations committed by students in real time. This helps teachers and parents collaborate more effectively to shape students' character. Furthermore, technology that tracks student violations can be used to conduct consistent character evaluation and guidance at school. A ViMoIS study shows that digital monitoring systems can improve the effectiveness of student character monitoring because parents and schools can easily access data [14].

### **The Effectiveness of Digital Platforms on Student Behavior**

The age of disruption, digital platforms have become essential tools for supporting the learning process and monitoring students' character development. With the rapid advancement of technology, schools are beginning to use various digital media to help students develop behaviors such as communication, responsibility, and discipline. Character education in the age of disruption encompasses more than just direct instruction. Technology also helps to better monitor and assess students. To implement character education in the era of disruption, strategies adapted to technological advancements are necessary so that character values can be instilled in students [15]. The use of digital platforms that support learning and guide student behavior on an ongoing basis is necessary to enhance character education in the digital age [16].

The increased discipline and sense of responsibility among students in participating in learning activities is one indication that digital platforms have successfully influenced student behavior. Students have become more organized in fulfilling their obligations

through online attendance, digital assignments, and learning activity monitoring systems. Additionally, digital platforms make monitoring and evaluating student behavior easier and more structured for teachers. Character education management in the digital age is crucial for fostering discipline and a sense of responsibility among students. By utilizing technology that supports the learning process and monitors student character, character education management plays a vital role in enhancing the quality of learning [17].

During the process of monitoring students' character development, digital platforms help teachers, students, and parents communicate more effectively. Information regarding student behavior, discipline, and learning activities can be shared more quickly and easily through digital channels. Continuous communication helps schools and parents collaborate in monitoring and guiding students' character development. Character education management in the digital age is not solely focused on learning; it also helps schools and families work together to foster students' discipline and sense of responsibility [17].

The use of digital platforms in education has a positive impact on monitoring students' character development and behavior. These platforms enable teachers to regularly and quickly monitor students' learning activities, discipline, and responsibility. E-learning platforms can make learning easier and more effective. However, challenges associated with the use of digital platforms include reliance on devices, a reduction in face-to-face social interaction, and the potential for misuse of digital media [18]. Therefore, teachers and parents must work together to ensure that the use of technology remains focused on fostering positive character in students. Education in the modern era must emphasize character development through careful supervision and the judicious use of technology, so that students can adapt to the changing times without neglecting character values [19].

### **Implementation Challenges in the Age of Disruption**

The era of disruption is characterized by rapid advancements in digital technology that are impacting various aspects of life, including education. These changes are driving educational institutions to undergo transformation by leveraging digital platforms in both the learning process and the monitoring of students' character development. The use of digital technology offers significant opportunities as it facilitates the monitoring, communication, and management of student data in a more effective and systematic manner. However, the implementation of digital technology in educational settings still faces various challenges related to human resource readiness, social change, and limitations in educational infrastructure [20].

One of the main challenges in this era of disruption is the low level of preparedness among human resources when it comes to adapting to advancements in digital technology. Many teachers still struggle to operate digital platforms and adapt to changes in technology-based learning systems. This situation is compounded by a shift in the educational paradigm, which requires teachers to act not only as content deliverers but also as facilitators, mentors, and managers of digital learning. Additionally, some parents

lack sufficient digital literacy, so the collaborative process of monitoring students' character development has not yet been optimized [21].

Another challenge relates to the shifting authority of knowledge in the digital age. Students today find it easier to access information through the internet and social media than from teachers in the classroom. This phenomenon is causing the role of teachers as the primary source of knowledge to shift, as students tend to trust digital information they obtain independently. Consequently, teachers face the challenge of guiding students to critically evaluate information and use technology wisely. In the context of character education, this situation poses a serious challenge because not all digital information aligns with the moral values and character traits that schools aim to cultivate [22].

In addition to human resource factors, limitations in technological infrastructure also pose a barrier to the implementation of education in the era of disruption. Not all schools have stable internet access, adequate digital devices, or well-integrated technology systems. These disparities in facilities mean that the adoption of digital platforms has not yet been implemented uniformly across all educational institutions. On the other hand, the use of digital technology also raises new issues such as data security, student privacy, and the digital divide between schools and students from different economic backgrounds [20], [22].

In light of these conditions, the adaptive leadership of school principals is a key factor in ensuring the successful implementation of digital education. School principals are expected to be visionary, innovative, and flexible in responding to rapid and complex changes. Adaptive leadership helps schools create an organizational culture that is open to change and fosters collaboration among teachers, students, and parents. Additionally, school principals play a role in enhancing teachers' competencies through digital training, the development of innovative learning strategies, and the continuous evaluation of educational programs [23].

The challenges of implementing education in the age of disruption are also influenced by shifts in society's educational priorities. Some parents still place greater emphasis on academic achievement than on character development, creativity, and 21st-century skills. In fact, modern education emphasizes not only cognitive learning outcomes but also critical thinking, communication, collaboration, creativity, and the character development of students. Therefore, the successful implementation of education in the era of disruption requires strong collaboration between schools, teachers, parents, and the community so that the educational process can proceed in a holistic and sustainable manner [21], [22].

Although it presents various challenges, the era of disruption also offers significant opportunities for the education sector to innovate and transform learning systems. The use of digital platforms can help monitor students' character development more effectively, quickly, and in an integrated manner. With the support of adaptive leadership, improved digital competencies among teachers, strengthened technological infrastructure, and collaboration among relevant stakeholders, the implementation of

education in the era of disruption is expected to foster a generation that is adaptable, creative, of good character, and ready to face the challenges of the times.

### *Discussion*

Research findings confirm that the use of digital platforms to monitor students' character development significantly contributes to the effectiveness of student management in the age of disruption. Digital systems enable schools to record students' behavior, discipline, responsibility, and social interactions in a more systematic and continuous manner. Additionally, structured data storage facilitates character evaluation for teachers, as information can be retrieved as needed. The use of digital technology also enhances transparency in communication between schools and parents regarding student development. Thus, the use of digital platforms has proven to support the character monitoring process in a more efficient, adaptive, and relevant manner, keeping pace with the dynamics of the evolving times [24].

The results of this study confirm that the transformation of student management in the digital age is not only focused on administrative aspects of schools but also on strengthening character education. Digital platforms serve as a means to build a more targeted character monitoring system through behavioral supervision and periodic evaluation of student development. This finding is consistent with the research by Arjuni and Aristiati, which shows that the transformation of student management can strengthen character education through student management that is adaptive to technological developments and social dynamics. In this context, the digitization of education opens opportunities for schools to integrate technology with character education values more effectively. Therefore, the use of digital platforms should be directed not only toward academic purposes but also to support the continuous development of students' character [25].

Furthermore, this study confirms that collaboration between schools and parents is a crucial factor in the success of digitally-based monitoring of students' character development. Through the use of digital platforms, parents can obtain information about students' behavior, discipline, and activities directly and continuously. Parental involvement in the monitoring process also fosters consistent oversight between the school and family environments. This finding aligns with the research by Irwan, Nuryani, and Masruddin, which emphasizes that synergy between schools and parents can improve the quality of learning and students' development in a sustainable manner. With more open digital communication, schools and parents can work together to shape students' character to be disciplined and responsible [26].

This study also reveals that the use of digital platforms can enhance the effectiveness of the learning process as well as the supervision of students in schools. Digital technology makes it easier for teachers to take attendance, record disciplinary infractions, evaluate behavior, and convey learning information more quickly and efficiently. These conditions underscore the vital role of digitalization in supporting a modern and integrated education system. These findings are reinforced by research by

Subha, which demonstrates that the use of digital technology can enhance the effectiveness of learning while facilitating more systematic educational management. Thus, the use of digital platforms can be viewed as a strategic solution to address educational challenges in an era of disruption that demands a more flexible and adaptive system [27].

However, the implementation of digital platforms for monitoring students' character development still faces a number of challenges. Not all teachers or parents possess adequate digital literacy, so technology-based monitoring processes have not yet been able to function optimally. Additionally, limited technological infrastructure and internet access in some schools pose obstacles to the comprehensive implementation of digital systems. Overreliance on technology also risks diminishing the intensity of direct social interaction between teachers and students in character development. Therefore, the use of digital platforms must be balanced with a humanistic approach to ensure that the character-building process remains effective and does not rely solely on technological systems [28].

Based on research findings, the successful optimization of digital platforms for monitoring students' character development requires support from various stakeholders, including schools, teachers, parents, and the students themselves. Schools need to establish policies and provide adequate technological facilities to ensure the optimal use of digital platforms. Teachers are required to possess sufficient digital competencies so they can use technology as a tool for both monitoring and character development. On the other hand, parental involvement is a crucial factor in supporting the supervision of students' behavior both within the family and at school. Through synergistic collaboration between schools and families, the use of digital platforms is expected to foster students who are disciplined, responsible, and adaptable to technological advancements in the era of disruption [29].

## CONCLUSION

**Fundamental Finding :** The use of digital platforms to monitor students' character development is a highly relevant strategic solution in today's era of disruption. Technology not only facilitates data-driven behavioral tracking and evaluation but also enhances engagement and transparency among schools, teachers, and parents. **Implication :** With clear policies and holistic collaboration, education can cultivate a generation that is creative, adaptable, and of strong character. **Limitation :** Its success depends heavily on prepared human resources, digital literacy, adequate infrastructure, and robust safeguards for student data security and privacy. **Future Research :** Furthermore, to ensure that technology fosters genuine character growth rather than merely superficial compliance, a humanistic approach must remain the cornerstone. Adaptive leadership, collaboration between schools and parents, and ongoing training for teachers are essential components in optimizing the use of these digital platforms.

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