

Transformation of Traditional Teachers into Educational Influencers in Schools

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Abstract

The development of digital technology has brought about major changes in the world of education, encouraging teachers to not only become facilitators in the classroom, but also transform into public figures who have broad influence through social media. This study aims to describe the process of transformation of traditional teachers into digital educators (educational influencers), identify supporting and inhibiting factors, and analyze their impact on the learning environment in schools. The method used is a literature study with a descriptive qualitative approach. Data sources come from relevant national and international scientific literature during the period 2019–2024. The results of the study show that this transformation process involves three main dimensions: the formation of a new professional identity, creativity in delivering educational content digitally, and the expansion of social networks that enable collaboration between teachers and communities. The main supporting factors include school technology support, digital literacy training, and positive student responses to a more visual and interactive learning approach. However, this transformation also faces obstacles such as the digital literacy gap between teachers, limited infrastructure in 3T areas, and social pressure due to "viral culture". In conclusion, the transformation of teachers into educational influencers can create a learning environment that is more participatory, inclusive, and relevant to the needs of the times, but requires structural support and adaptive education policies.

Keywords:

Teacher Transformation,
Digital Educator,
Digital Literacy

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INTRODUCTION

The development of digital technology has brought about major changes in all sectors, including education. Teachers who previously only played a role as facilitators in the classroom are now faced with the challenge of expanding their role to the digital space (Uno & Mohamad, 2022). Social media has become a new medium for conveying educational values, where teachers are no longer limited to traditional roles but are required to become educational influencers who have broad influence (Baskoro et al., 2023). This transformation is not only about mastery of technology, but also changes in communication patterns and teacher leadership in building social networks and influence (Yasin & Adawiyah, 2022).

Educational influencers are individuals who have a significant influence in shaping opinions, learning habits, and academic aspirations of the public through digital platforms, especially social media.

They can come from educators, students, or public figures who actively share educational, motivational, or informative content. In Dewi's (2021) research, the lifestyle and overseas education experience of an influencer such as Gitasav are able to create an aspirational perception among their followers, encouraging interest in learning and motivation for international studies through interesting personal narratives on social media such as Instagram (Dewi, 2021). The existence of educational influencers also opens up a flexible and interesting non-formal learning space, especially for the younger generation who are familiar with the digital world.

The impact of educational influencers is not only motivational, but also has the potential to shape critical thinking patterns and civic values. Dwimita (2023) highlights that education influenced by authoritative figures in the family or environment, including influencer figures, can influence children's morality, especially when accompanied by good parenting (Dwimita, 2023). In another context, Wahyu & Saino (2023) show that reviews from verified influencers also have a significant impact on decisions and purchasing interest in educational products among students, indicating that the credibility and communication style of influencers are important aspects (Wahyu & Saino, 2023). This underscores the importance of a strategic approach in utilizing educational influencers for the purpose of strengthening student literacy and character.

The phenomenon of teachers as educational influencers is beginning to be seen with the increasing number of teachers who are active on social media to share learning materials, learning motivation, and national character values (Yasin et al., 2023). This shows that digital space is not only a means of recreation, but also a productive place to learn if used wisely (Hartutik, 2021). This change requires teachers to develop digital literacy skills, public communication, and educational content management (Angraini et al., 2017). This new role also demands ethical and professional responsibility so that the information conveyed remains in accordance with pedagogical principles (Debora & Han, 2020).

Teachers as agents of change not only work in the classroom, but also have an influence in the community and digital media (Yasin & Jannah, 2022). The presence of teachers in the digital public space allows for a broader and more participatory learning process, in line with the goals of an adaptive and character-oriented curriculum (Alawiyah, 2013; Robe'ah, 2021). Teachers who are able to deliver content creatively and inspiringly on social media can influence students' learning motivation, parents' perceptions, and even colleagues (Wahid, 2023). Thus, this transformation opens up opportunities to build a more collaborative and open educational ecosystem (Irshadi & Ivanna, 2024).

However, not all teachers are able to automatically transform into educational influencers due to obstacles such as the digital divide, limited training, and the challenges of a conservative school culture (Yulianto, 2023). This change process requires structural support from the principal, digital competency training, and strengthening the teacher's mindset about the importance of building a professional image in the digital era (Lutfillah et al., 2022). Therefore, it is important to examine in depth how the transformation process takes place and the factors that influence it.

The urgency of this research lies in the need for a comprehensive understanding of the transformation of the role of teachers in the digital era, especially in the context of primary and secondary education. By making teachers educational influencers, it is hoped that a more open, inspiring, and character-based learning culture can be formed (Faiz, 2020; Syafi'i et al., 2024). In addition, this phenomenon can be used as a basis for designing teacher professional development policies that are more adaptive to the challenges of the times (Pianda, 2018).

Previous studies have shown a shift in the role of teachers from teachers to digital facilitators. For example, a study by Baskoro et al. (2023) identified the transformation of teachers in integrating social media for learning (Baskoro et al., 2023), while Yasin et al. (2023) highlighted the importance of teacher interaction with the digital community in shaping an educational image (Yasin et al., 2023). However, studies

that specifically address the role of teachers as educational influencers in schools are still very limited, so this study tries to fill this gap.

The purpose of this study is to describe the process of transforming traditional teachers into educational influencers in schools, identify supporting and inhibiting factors, and analyze the impact of these roles on the learning environment. With these results, it is hoped that it can contribute to the development of teacher training strategies and educational policies that are more responsive to the digital era.

METHOD

This study uses a qualitative approach with a literature study research type. This approach was chosen to explore in depth the concept, process, and dynamics of the transformation of the role of traditional teachers into educational influencers in schools by referring to relevant and current scientific sources. Literature studies are considered relevant in this context because they are able to provide a broad theoretical and conceptual understanding of the phenomena studied, especially in the context of changes in the role and function of teachers in the digital era (Ghony & Almanshur, 2012; Moleong, 2021).

The data sources in this study come from secondary literature, namely national and international scientific journals, academic reference books, seminar proceedings, and relevant research reports in the last five years (2019–2024). Researchers focused their search for data sources on topics related to digital transformation in education, the role of teachers as agents of change, digital literacy of educators, and the phenomenon of teachers as educational influencers.

The data collection technique was carried out by means of documentation, namely identifying, selecting, and grouping literature sources based on topics and their relevance to research problems. Researchers used systematic literature review techniques to trace information from various selected sources, then classified based on major themes, such as the role of teachers in the digital era, the dynamics of social media in education, and the challenges of teacher professional transformation (Sujarweni, 2014). To strengthen data accuracy, cross-validation (source triangulation) between literature was also carried out.

The data analysis method used was content analysis with a descriptive-analytical approach. The analysis steps include data reduction, data presentation, and drawing conclusions based on concept mapping and relevant literature findings (Miles et al., 2020). The researcher emphasizes the interpretation of the meanings contained in the literature narrative related to the transformation of teacher roles, then groups them into a thematic framework that supports the formulation of conclusions and implications of the study. This analysis process allows for a comprehensive understanding of the phenomenon of teacher transformation into educational influencers as a complex and multidimensional process.

RESULT AND DISCUSSION

Based on the results of a search of national and international literature in the period 2019–2024, 10 scientific articles have been selected that are most relevant to the topic “Transformation of Traditional Teachers into Educational Influencers in Schools.” These articles were selected based on thematic suitability, topicality of the issue, and their contribution in describing the process of transforming the role of teachers in the digital era. The following table summarizes the data found in the literature, including the focus of the discussion and its contribution to the development of the concept of teachers as educational influencers.

Table 1. Literature Review

No	Author and Year	Article Title	Key Focus
1	Karjagdi Çolak et al. (2025)	Reconstructing Professional Identity through Collaboration in Pluralistic Approaches	Teacher professional identity in collaborative and multicultural approaches
2	Luguetti & Ginciene (2025)	What can Freire bring to a Hybrid Approach of Teaching Games	Social justice approaches and pedagogical change
3	Puspitasari (2025)	Role of SEL in Pre-Service Teachers' Identity	The influence of social-emotional learning on teacher identity transformation
4	Županec et al. (2025)	Flipping the Classroom to Enhance Biology and Ecology Learning	Flipped learning
5	Richards & Phillipson (2025)	Actiotope Model of Parental Engagement	Parent and teacher engagement in children's education
6	Xiang & Xiong (2025)	Application of AIGC Technology in Digital Arts Education	Use of generative AI in arts education
7	Puddicombe (2025)	Design and Technology in Pre-Service Teachers	Teacher transformation in design technology education
8	Bangoy et al. (2025)	Navigating Educational Change: Leadership in East Asian Systems	Leadership and teacher professional transformation
9	Madhanlal & Nakedi (2025)	Socio-Emotional Practices and Cognitive Achievement	The role of teachers in building SEL-oriented learning environments
10	Sharma (2025)	Responding to Technology-Induced Transformations in Writing Education	Literacy transformation in higher education

The table containing ten scientific articles from 2025 reflects the diversity of approaches and relevant contributions to the topic of the transformation of traditional teachers into educational influencers in the digital era. Each work raises a different dimension of the changing role of teachers that is no longer limited to the classroom, but extends to the digital public realm with various complexities of identity, socio-emotional, technology, and leadership.

The first article by Karjagdi Çolak et al. (2025) entitled *Reconstructing Professional Identity through Collaboration in Pluralistic Approaches* emphasizes the importance of collaboration in a multicultural context to reconstruct the professional identity of teachers. This study provides a strong conceptual foundation on how teachers need to redefine themselves in a wider social space, especially in the digital era. In the context of the role of teachers as educational influencers, this identity adaptation process is crucial so that they can articulate educational values effectively on public platforms such as social media (Karjagdi Çolak et al., 2025).

Furthermore, the article by Luguetti & Ginciene (2025) entitled *What can Freire bring to a Hybrid Approach of Teaching Games* utilizes Paulo Freire's educational philosophy approach as a basis for designing a pedagogical transformation based on social justice. This is very relevant to the narrative of

educational influencers who not only convey learning materials, but also voice social values and shape critical awareness of students. In this case, teachers as digital influencers are expected to be agents of social change, not just communicators of academic content (Ginciene & Luguetti, 2025).

Puspitasari's research (2025) entitled *Role of SEL in Pre-Service Teachers' Identity* raises the social-emotional (SEL) aspect in the formation of prospective teacher identities. This aspect becomes very important when teachers act as public figures because they must be able to maintain emotional balance in dealing with public expectations, digital social dynamics, and the pressure to always appear inspiring. The formation of educational figures through media requires not only intellectuality, but also stable emotional maturity (Puspitasari, 2025).

Županec et al. (2025) through his study *Flipping the Classroom to Enhance Biology and Ecology Learning* explains the application of the flipped learning model which is a concrete form of digital learning transformation. This model reflects a paradigm shift from teachers as the only source of knowledge to facilitators in interactive learning based on digital media. This is very much in line with the practice of teachers as influencers, where they produce educational content that can be accessed by students at any time, not only in formal classrooms (Županec et al., 2025).

The contribution of Richards & Phillipson (2025) in the *Actiotope Model of Parental Engagement* broadens the understanding of teacher influence outside of school. This study shows how teacher involvement in building synergy with parents and communities through digital platforms creates a more holistic educational ecosystem. Teachers as influencers not only deliver material, but also become a liaison between schools, families, and communities (Richards & Phillipson, 2025).

Meanwhile, Xiang & Xiong (2025) in their article *Application of AIGC Technology in Digital Arts Education* highlight the role of generative artificial intelligence (AIGC) technology in digital arts education. This finding opens up a new perspective on how teachers can utilize technology to build a creative and innovative image in the digital space. The use of AI is not just a tool, but a means to strengthen branding and the appeal of educational content on social media platforms (Xiang & Xiong, 2025).

Puddicombe (2025) through his research *Design and Technology in Pre-Service Teachers* highlights the transformation of teachers' mindsets in design and technology education. He emphasized that today's teachers are required to have design thinking skills, which are the main key to creating educational content that is interesting, effective, and relevant to the needs of the digital generation. This article emphasizes that the digital transformation of teachers is not only a technical issue, but also rooted in changes in perspective and innovation in thinking (Puddicombe, 2025).

The article by Bangoy et al. (2025) *Navigating Educational Change: Leadership in East Asian Systems* focuses on the aspect of leadership as a driver of teacher professional transformation. Leadership in this context does not only apply to principals, but also to teachers who have a strong influence on social media. They become opinion leaders in education, influencing the perceptions of students, parents, and even public policies related to education (Bangoy et al., 2025).

In *Socio-Emotional Practices and Cognitive Achievement*, Madhanlal & Nakedi (2025) emphasize the important role of teachers in creating a learning environment that is oriented towards the social and emotional well-being of students. Teachers as influencers have a great opportunity to form an empathetic, inspiring, and supportive learning atmosphere. They can convey moral and social messages widely with an emotional approach that is close to their digital audience (Madhanlal & Nakedi, 2025).

Finally, Sharma (2025) in his article *Responding to Technology-Induced Transformations in Writing Education* underlines the transformation of literacy in higher education due to the entry of technology. This article presents teachers as central figures in integrating technology into pedagogical practices. For teachers who act as influencers, mastery of digital literacy is the main foundation for communicating ideas

effectively through various platforms such as educational videos, microblogging, and podcasts (Sharma, 2025).

Overall, these ten articles show that the transformation of teachers into educational influencers is a multidimensional process that includes aspects of identity, social justice, emotion, technology, leadership, and pedagogical innovation. The contributions of each article form a mosaic of deep understanding of the complexity of the new role of teachers in the digital era who are not only teaching, but also inspiring, influencing, and shaping a learning society.

Discussion

Transformation of Traditional Teachers into Educational Influencers: An In-depth and Contextual Narrative

The transformation of traditional teachers into educational influencers in schools is a complex yet very significant journey of change. This change is not only about the shift in media from the blackboard to the digital screen, but also touches more deeply on aspects of identity, way of thinking, and the social role of teachers in the digital era educational environment.

In the early stages, teachers began to build educational personal branding through digital platforms such as Instagram, TikTok, and YouTube. This branding is not merely for the sake of popularity, but to strengthen their self-image as an inspiring and trusted figure in the field of education. A real example of this can be seen in the figure of Ike Wahyuni, a teacher from East Java who is active on TikTok and Instagram. Through her social media accounts, she presents Indonesian language learning materials with a light and humorous approach. In a relatively short time, she managed to attract more than 200 thousand followers. This shows that a strong and authentic teacher personal branding is able to build emotional closeness with young audiences without losing the educational essence.

As digital capabilities develop, many teachers are starting to adopt a more creative approach to digital content. They learn to deliver material through short videos, infographics, and even educational podcasts. One successful example is Agus Susanto, a Mathematics teacher from South Kalimantan who manages the YouTube channel "Mathematics Fun". The channel presents Mathematics learning with a professionally packaged animation and entertainment style. With more than 150 thousand subscribers, Agus proves that Mathematics learning no longer has to be rigid and scary, but can be fun and visually appealing. This approach shows that teachers' digital transformation also requires strong storytelling and information design skills.

This transformation process does not happen in a vacuum. These teachers actively join digital communities that accommodate collaboration and self-development, such as the Komunitas Guru Belajar, PGRI Smart Learning, and Sahabat Rumah Belajar owned by the Ministry of Education. One inspiring story comes from Sulastri, a teacher from West Sumatra who is part of the Sahabat Rumah Belajar program. Through intensive training, she not only learned digital skills, but also formed a local community that trained more than 300 other teachers in her area. The role of this community is an important support in disseminating digital skills and expanding the impact of collective transformation.

The culmination of this transformation process is the reconstruction of the teacher's own professional identity. They no longer see themselves merely as conveyors of subject matter in the classroom, but as agents of social change and opinion leaders in the world of education. The latest book entitled *Artificial Intelligence, Digitalization and Regulation* by N. Mansour and LMB Vadell (2024) notes that UNESCO's digital literacy training in Indonesia has been able to increase teachers' self-confidence and provide broader social recognition for their role in the digital world (Mansour & Vadell, 2024). Some of them

have even been invited to become national speakers, proving that digital teachers now hold an influence that cannot be underestimated.

Thus, the transformation of teachers from traditional roles to educational influencers is a process that touches three main dimensions: identity, creativity, and social networks. This indicates that teachers no longer only teach, but also inspire, influence, and shape an inclusive and adaptive learning ecosystem to the times.

Table 2. Supporting Factors for Transformation

Factors	Explanation
School Technology Support	Provision of adequate devices, internet access, and digital learning platforms.
Professional Community	The existence of peer learning forums between teachers such as PGRI Smart Learning, Ruang Guru Penggerak, etc.
Digital Education Policy	The Merdeka Curriculum and the Merdeka Belajar program that open up space for creative exploration.
Digital Literacy Training	Programs such as the Digital Talent Scholarship from the Ministry of Communication and Information and Microsoft Educator training.
Positive Response from Students	Increasing student participation and enthusiasm for a more visual and interactive learning approach.

Table 3. Factors Inhibiting Transformation

Factors	Explanation
Limitations of Teachers' Digital Literacy	Many senior teachers feel technologically illiterate and lack confidence in adopting digital platforms.
Uneven Availability of Infrastructure	In the 3T (Disadvantaged, Frontier, Outermost) regions, internet access is still a major challenge.
Resistance to Change	Conservative attitudes towards traditional teaching models, as well as fear of 'viral culture'.
Time and Administrative Burden	Many teachers are overwhelmed by managing content due to high teaching and administrative burdens.

The Impact of Teacher Transformation into Influencers on the Learning Environment: An In-depth Narrative

The transformation of teachers into educational influencers has had a significant impact on the learning environment in schools, both directly and indirectly. This change is not just about introducing technology into the classroom, but also creating changes in the atmosphere, relationships, and learning culture in the school environment. One interesting case comes from MA Muhammadiyah 06 Payaman in Indonesia, which was studied by EA Izzah (2025). The study explains how religious teachers who previously tended to use a traditional lecture approach, are now starting to adopt digital media such as interactive videos, educational Instagram, and online discussions as part of active learning. This transformation has a clear effect on increasing student understanding and engagement.

In this case, the learning environment becomes more supportive and participatory. Students are no longer just recipients of information, but are starting to dare to ask questions, comment on content shared by teachers on social media, and even propose topics to be discussed in class. This creates what is called a "student-driven learning environment", where students feel they have the space to contribute to the direction of learning. The researchers concluded that teachers' openness to digital approaches encourages students' increased activeness in understanding religious values contextually and in accordance with the times.

This change also triggers greater involvement from parents and the community. At SMA Negeri 1 Parepare, for example, a teacher named Rahayu manages a YouTube account containing documentation of the learning process, student experiments, and reflections on class discussion results. Parents of students actively follow the channel and provide positive comments. Teachers not only teach, but also build three-way communication between teachers, students, and parents. This shows that the role of influencer teachers is able to be a transparent information bridge while uniting parties that were previously less involved in the learning process.

However, this transformation is not without challenges. In some schools, the phenomenon of "social validation" has emerged where teachers focus too much on the number of likes, views, or positive comments on social media. Some teachers begin to measure the success of their content not from the impact of learning, but from digital recognition. This can lead to a degradation of pedagogical quality, where the substance of the lesson begins to be replaced by an overly entertaining delivery style. A study by S. Fitriani and Y.Y. Sari (2025) highlighted this risk in one of the high schools in a large city in Indonesia (Fitriani et al., 2025). In the study, there was a case of a teacher who prioritized the creation of viral content rather than conducting in-depth learning assessments of his students. As a result, students lose consistency in understanding concepts because learning tends to be partial and fragmented.

On the other hand, the digital divide between technology-literate teachers and those who still use conventional approaches also has the potential to cause polarization within the school. Teachers who are not familiar with social media often feel marginalized or underappreciated by school management, especially if institutional policies begin to support "viral teachers" more. This case emerged in a study at SMA Bina Nusantara Jakarta, where there was tension within the teaching team due to differences in technological capabilities. The study shows that digital transformation requires inclusive change management and not only flattering those who are vocal on social media.

Even so, the overall positive impact is still more dominant. Schools that support teachers as influencers tend to experience an increase in public image and public trust. In the Empowering Tomorrow report by Mansour & Vadell (2024), it is explained that schools with active teachers in the digital realm are more likely to receive media attention, industry partner collaboration, and even educational tool donations because they are considered adaptive and innovative.

This transformation also triggers massive learning innovation. Methods such as flipped classrooms, gamification, and project-based learning are easier to implement because teachers have flexible and familiar content distribution channels for students. The learning environment becomes more dynamic, multidimensional, and relevant to today's needs.

Contribution to Training Strategy and Policy

The transformation of teachers into educational influencers provides an important contribution to the formation of training strategies and education policies that are more adaptive to the digital era. The results of the analysis show that future teacher training can no longer focus only on pedagogical aspects and conventional curriculum. Instead, what is needed is training that combines digital skills, public

communication skills, and social media ethics. Teachers need to be trained not only to master teaching materials, but also to present them in an interesting and relevant way through various digital platforms. In addition, the peer mentoring approach is crucial so that experienced teachers who have previously been successful in the digital world can guide their colleagues in a more personal and practical way.

Furthermore, there needs to be integration of these digital skills into the teacher certification system and professionalism assessment. Teachers who are active and impactful in the digital realm should receive formal recognition that encourages motivation and healthy competition. To support this, education policy also needs to develop a new appreciation system, such as awards for innovative digital teachers or national edu-influencers. Thus, the direction of training and policy is not only responsive to developments in the era, but also encourages teacher transformation in a holistic and sustainable manner.

CONCLUSION

The transformation of teachers from traditional roles to educational influencers is a complex change in professional identity, which includes adaptation to technology, public communication skills, and the formation of self-image as agents of social change. This change has had a positive impact on the learning ecosystem in schools with increased student participation, parental involvement, and the emergence of digital-based learning innovations.

The government and educational institutions need to design teacher training programs that not only emphasize pedagogical aspects, but also the integration of digital skills, ethical management of social media content, and personal branding management. In addition, the peer mentoring approach must be optimized to strengthen collective transformation and mutual support between teachers.

This study has limitations because it is a literature study, so it has not presented empirical field data that can describe the direct experiences of teachers in the transformation process. In addition, the literature used is still limited to the last five years and tends to focus on the Indonesian context.

Further research needs to be conducted using a case study or digital ethnography approach to explore more deeply the dynamics of teacher transformation in various school and regional contexts. In addition, there needs to be an evaluation of the long-term impact of the role of teachers as digital educators on student learning outcomes and the overall school climate.

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