



## **DIGITAL TRANSFORMATION ON STUDENT BEHAVIOR CHANGES AT JUNIOR HIGH SCHOOL LEVEL**

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### **Abstract:**

This research uses qualitative descriptive methods to explore the impact of digital transformation on changes in student behaviour at SMP Negeri 1 Besuk, Probolinggo Regency. This digital transformation in school learning includes using technology such as Google Classroom, Zoom, and other learning applications that influence learning patterns, social interactions, digital literacy, and students' psychological and emotional aspects. Data was collected through interviews and observations of students, teachers and other related parties. The research results show that digital technology has increased student independence in learning, although several challenges arise related to minimal supervision and withholding technology access. The impact on social interaction shows reduced face-to-face communication between students, while digital literacy has increased, although not evenly. Psychologically, students experience impacts in the form of anxiety and stress triggered by social pressure and excessive use of technology. This research suggests the need for more intensive digital literacy training and wise management of technology to support students' holistic development.

**Keywords:** *Transformation, Digital, Behavior.*

### **INTRODUCTION**

Digital transformation has become one of the most significant phenomena in the modern era, having a major impact on various aspects of life, including the world of education (Wahyudi et al., 2024). At the junior high school (SMP) level, the use of digital technology is increasingly massive, both in the learning process and in students' social interactions. This development was accelerated by the COVID-19 pandemic, which forced educational institutions to adopt digital technology as the main medium for online learning. These changes not only affect the way students access and utilize information, but also reshape their behavioral patterns in learning. Children at the junior high school level, who are in the cognitive and emotional development phase, are now more familiar with devices such as smartphones, tablets and computers. Easy access to the internet and social media provides great opportunities for knowledge exploration, but also presents challenges, such as increased distractions, decreased face-to-face social interactions, and the risk of exposure to inappropriate content.

Digital transformation also broadens the horizons of learning methods, ranging from e-learning to gamification-based applications designed to increase interest in learning (Syukur, 2024). However, this convenience requires adequate digital literacy skills from students so they can sort relevant and credible information. Changes in learning behavior, such as the preference for independent learning via online platforms compared to conventional methods, are clear evidence of the impact of this

transformation. Previous research also discussed this research, including research by (1) Anisah, M., et al. (2021). The Effect of Digital Learning on Student Motivation and Learning Outcomes. This research explores how digital learning influences student motivation and learning outcomes, especially in the context of primary to secondary schools, (2) Mashhadi & Kargozari (2020). Digital Classrooms and Their Impact on Student Interaction and Learning Outcomes. This research examines the implementation of digital classes in secondary schools and their impact on student interaction behavior and learning outcomes, (3) Setiawan, H., et al. (2023). The Influence of Digital Technology on Learning Motivation and Academic Performance in Middle School Students. This study shows how digital technology increases students' learning independence, but also reduces the values of moral education on student behaviour. Digital transformation at the junior high school level has brought significant changes to student behavior, both in the learning process and social interactions. The application of digital technology, such as virtual classes, the use of electronic devices, and widespread access to the internet, has changed the way students learn and communicate. Studies such as those conducted at SMP Negeri 1 Lamongan show that the implementation of digital classes increases student interaction and participation in the learning process, but also presents challenges such as impaired concentration and the risk of dependence on technology. On the other hand, research by Mashhadi and Kargozari (2020) states that digital classes create a more collaborative learning environment and allow students to share ideas effectively. However, adequate digital literacy is needed so that students can use technology wisely and remain focused on their academic achievements.

This research offers novelty in the study of digital transformation on changes in student behavior at the junior high school level with a focus on SMP Negeri 1 Besuk, Probolinggo Regency. The uniqueness of the research lies in exploring the implementation of digital technology in schools located in semi-urban areas, with different social characteristics and technological infrastructure from schools in urban areas. This research will specifically analyze the impact of digital transformation on aspects of student behavior, such as learning patterns, social interactions, and digital literacy levels, in an environment with limited access to technology and supporting resources (Irma & Sallo, 2025). Apart from that, this research will examine the role of teachers and schools in integrating digital technology in learning, as well as students' adaptation strategies in facing changes in learning methods. Focusing on the Probolinggo Regency area provides a new perspective on the application of digital transformation in an area that has not been studied much before, so it is hoped that it can provide practical and theoretical contributions in the development of inclusive educational technology.

## **RESEARCH METHODS**

This research uses qualitative methods by conducting research aimed at describing problems and analyzing the problems that occur (Nartin et al., 2024). The institution chosen in this research is a state educational institution located in Besuk Agung Village, Besuk District, Probolinggo Regency.

Researchers collected data through several stages (Mulyana et al., 2024), namely observation activities, by conducting direct observations at the research location, namely SMP Negeri 1 Besuk. Next, the researcher conducted an interview session with several informants.

Furthermore, observations were carried out at several meetings with direct observation of the management activities of the quality control circle at the institution. The final step is document analysis that can support the research results (Niam et al., 2024).

## **RESULTS AND DISCUSSION**

changes in student behavior at junior high school level (Nadeak, 2024), especially in aspects of learning, social interaction and emotional management. The

adoption of digital technologies such as application-based learning, e-learning, and social media has changed the way students learn, communicate, and interact.

### **Teaching is more interactive and interesting'**

At SMP Negeri 1 Besuk, digital transformation has brought major changes to the way of teaching and learning. Thanks to technology, teaching has become more effective, interactive and interesting for students. The learning process is no longer limited to the traditional method, where students only receive material from the teacher in class. With the help of technology, many aspects of learning become more flexible and can be adapted to student needs. The following is a complete explanation of how technology supports teaching at SMP Negeri 1 Besuk:

One important aspect of digital transformation at SMP Negeri 1 Besuk is the use of online learning platforms. With platforms such as Google Classroom, Zoom, and other applications, teachers can deliver lesson material to students online. This allows students to study anytime and anywhere, which gives them flexibility in managing their own study time. Apart from that, students can also access learning materials uploaded online by teachers, such as presentation slides, videos or other files. This method provides more opportunities for students to learn outside of limited class hours. In this way, learning does not only occur in the classroom, but can continue independently.

To make the material easier to understand, SMP Negeri 1 Besuk uses learning videos. This video is used to explain the material more visually. For example, for science or math lessons that involve abstract concepts or experiments, videos can provide clearer and easier to digest explanations. Students can see firsthand how experiments are carried out or how a concept is applied in everyday life. This makes learning more lively and interactive. Videos also give students the opportunity to review the material at any time if they feel they don't fully understand the topic. This helps students learn more independently and reduces dependence on direct explanations from teachers.

SMP Negeri 1 Besuk also uses educational games as a way to make learning more fun. In this educational game, students can learn while playing, taking quizzes or challenges that test their understanding of the subject matter. This game changes the way of learning which usually feels formal and stiff to become more interesting and involved. By using educational games, students can be more active in participating in learning and feel more motivated to understand the material (Arumdapta & Fadly, 2024). Apart from that, educational games also allow students to see their level of understanding through the scores obtained after playing, so they can immediately know which areas need improvement. One of the great benefits of technology is its ability to encourage collaboration between students, even when they are not in the same place. At SMP Negeri 1 Besuk, students use Google Docs, Microsoft Teams, and other applications to work together on projects or group assignments. These applications allow students to share ideas, edit documents together, and work on assignments as a team. This collaborative learning teaches students to work together, share opinions, and solve problems together (Mahmudah & Paramita, 2023). Additionally, they learn how to communicate effectively in the digital world, which is an important skill for the future, especially in a world of work that is increasingly dependent on technology.

With the help of technology, teaching at SMP Negeri 1 Besuk has become more effective, interactive and interesting. Technology allows students to learn more flexibly, collaboratively, and independently. The use of online platforms, learning videos, educational games, and project-based learning makes the learning experience more dynamic and enjoyable (Sunanda et al., 2023). Additionally, technology also allows for rapid evaluation and personalized learning, which helps students learn in a way that better suits their needs. All these changes show that digital transformation has had a big positive impact in improving the quality of education at SMP Negeri 1 Besuk.

### **Changes in Learning Patterns.**

At SMP Negeri 1 Besuk, digital transformation has brought significant changes to student learning patterns. Previously, learning was carried out entirely in face-to-face classes, but with the presence of technology, student learning patterns have begun to shift towards online learning. This provides more flexibility for students to access learning materials anytime and anywhere, reducing dependence on limited time and space. One of the main changes is online learning. Students can now access materials through various platforms such as Google Classroom or Zoom, which allows them to learn more independently. Learning is no longer limited to direct classroom teaching, but can be accessed flexibly according to student needs. They can repeat material, utilize instructional videos, or take online classes, increasing their understanding in a more interactive way.

Apart from that, this digital transformation also affects collaboration patterns between students. At SMP Negeri 1 Besuk, students can now work together on group assignments even though they are not in the same location. Applications such as Google Docs facilitate them to work together to complete tasks or projects, which were previously done face to face. This online collaboration encourages students to hone collaboration and communication skills that are important in today's digital world. Not only can material be accessed online, assignments and exams are also starting to be carried out via online platforms. Assignments are given and collected digitally, and exams are also carried out online. This makes the evaluation process more efficient, with results known more quickly, and makes it easier for students to complete assignments without having to rely on a specific time. However, this online exam pattern requires students to be more disciplined and independent in managing their time.

With the existence of these various digital platforms, students at SMP Negeri 1 Besuk are also becoming more accustomed to independent learning patterns. They can look for additional resources, watch video tutorials, or take online courses to deepen their understanding of the subject matter. This independent learning provides students with the opportunity to be more responsible for their learning process and manage their time better. However, despite the many benefits, there are also challenges faced by students and schools. One of them is limited access to technology, where not all students have adequate devices or stable internet access (Sa'id et al., 2024). Apart from that, the loss of face-to-face interaction with teachers and friends is also a challenge, because not all aspects of learning can be replaced with virtual communication.

Overall, digital transformation at SMP Negeri 1 Besuk has had a positive impact on student learning patterns. More flexible, collaborative and independent learning allows students to learn more effectively (Fitriyah et al., 2024). However, challenges in access to technology and the lack of face-to-face interaction need to be overcome so that the teaching and learning process can take place optimally.

Digital technology also introduces more interactive learning through applications such as Quizizz or Canva, which make the learning process more interesting and fun (Ningrum & Hadiono, n.d.), (Banar et al., 2023). Even so, SMP Negeri 1 Besuk faces infrastructure problems, such as unstable internet connections and digital devices that are not evenly distributed among students. On the other hand, the role of teachers is also changing; they now act as facilitators who guide students to use technology effectively. To ensure that this transformation provides optimal benefits, adequate infrastructure support is needed, digital literacy training for teachers and students, as well as supervision from parents so that the use of technology does not become an obstacle, but instead enriches the student learning process (Sunanda et al., 2023).

### **Moral change**

Digital transformation at SMP Negeri 1 Besuk brings many benefits to learning, but also raises challenges, one of which is the decline in moral values among students. In an increasingly digital world, this change in behavior is influenced by various factors that require serious attention and handling. One cause is reduced direct social

interaction. Students now spend more time with gadgets or digital devices than talking directly with friends, teachers or family. As a result, their ability to communicate well and show empathy begins to decline. This has an impact on the value of good manners which is an important part of moral education.

Apart from that, easy internet access also opens up opportunities for students to be exposed to negative content, such as violence, pornography, or behavior that is not in accordance with moral norms. If left unchecked, this can influence their attitudes and actions, both at school and outside. Lack of supervision from parents or teachers in the use of technology is also a problem. Many students use digital devices without direction, so they focus more on unproductive activities, such as playing excessive games or spending time on social media for unimportant things (Ratnasari, 2020). This dependency makes them less appreciative of learning processes that require effort, such as reading or solving problems without the help of a technologist.

Changes in students' behavior patterns can also be seen in the way they treat other people, including teachers (Akbar & Aufa, 2024), (Arifin et al., 2023). Some students become less respectful, because they feel they know more thanks to technology. Apart from that, actions such as speaking harshly or bullying online (cyberbullying) also begin to appear, which shows a decline in moral values in their lives. The impact of all this is quite serious. Students are starting to lose the habit of speaking politely, have less respect for others, and don't even understand the importance of maintaining etiquette when using technology. Dependence on the digital world also makes them less concerned with the surrounding environment and tend to be individualistic (Masitoh et al., 2023). However, there are several steps that can be taken to overcome this problem. One way is by integrating moral education into the digital curriculum. Schools can teach moral values through discussions about digital ethics and responsibility when using technology. Stricter supervision from parents and teachers is also very necessary, including limiting the time students use digital devices.

Teachers and parents must also be good role models. By showing attitudes that are in accordance with moral values, students will more easily learn and imitate this behavior. In addition, extracurricular activities that involve direct interaction, such as scouting or character development discussions, can help students balance the use of technology and moral values. Lastly, moral-based digital literacy needs to be improved. Students are not only taught how to use technology, but also how to use it wisely and responsibly. With this approach, digital transformation not only brings academic intelligence, but also shapes students into individuals with good character, morals, and ready to face the challenges of the times. All parties, including schools, parents and the community, need to work together to ensure this is achieved at SMP Negeri 1 Besuk.

### **Impact on Social Interaction**

Digital transformation at SMP Negeri 1 Besuk, Probolinggo Regency, has had a big impact on students' social interactions. The way they interact with friends, teachers and the surrounding environment decreases, leading to an increase in their individualistic nature and a reduction in their ability to work together in groups. At SMP Negeri 1 Besuk, students are starting to feel this change, both in social and academic terms. Much of their communication is now more often done through online platforms such as WhatsApp and Instagram, which, while expanding their social networks, also decrease their in-person communication skills, such as reading body language and understanding facial expressions.

Students now have the opportunity to interact with friends from other regions or countries, enriching their perspective on cultural diversity. However, dependence on technology for communication can hinder their ability to build deep social relationships and hone social skills in face-to-face situations (Kamaruddin et al., 2023). Apart from that, the use of technology also opens up opportunities for conflict and cyberbullying, which requires more attention from schools and parents (Masitoh et al., 2023), (Kamaruddin et al., 2023).

In the digital world, students more often communicate via text messages, social

media, or online learning applications, which do not require face-to-face interaction or rich verbal communication. One of the direct consequences of reduced face-to-face contact is an increase in individualism among students. When interacting digitally, they tend to be more focused on themselves and personal issues, given that communication is often more limited and less in-depth than face-to-face conversations.

Collaboration in groups is also an inhibiting factor for students in developing knowledge. is an important skill that every student must have. However, with major changes in the way of learning, where many activities are carried out online, students' opportunities to practice working together in groups have become more limited. Most assignments are assigned to be done individually, or only require communication via digital platforms such as email, Google Classroom, or other applications, which limits direct interaction between students. In fact, in face-to-face group activities, students can learn how to listen to and respect the opinions of group friends, discuss and solve problems together. All of these processes involve important social skills, such as communication, negotiation, and conflict resolution. Without this experience, students tend to become less skilled at working in teams, and they may feel awkward or less confident when it comes to collaborating in the real world.

This affects the way they complete school assignments. Many students choose to work on assignments independently, without involving their friends in discussion or collaboration. In fact, in conventional learning, direct interaction between students in class helps them exchange ideas, solve problems together, and develop an attitude of mutual cooperation. Without this direct interaction, students more often feel comfortable working alone, which ultimately reduces their social skills.

Overall, although digital transformation offers many benefits in terms of connectivity and expansion of social networks, its impact on students' social interactions at SMP Negeri 1 Besuk must be managed carefully. Guidance from teachers and parents is needed so that the use of technology remains healthy and supports social development and good communication skills. To overcome this negative impact, several steps can be taken. Schools need to create more activities that involve direct interaction, such as group discussions, group games, or extracurricular programs that require students to work together in groups. This helps students develop their social skills better.

Additionally, it is important to teach digital etiquette to students, so they know how to communicate well and respect others both in person and online. Educational programs that teach empathy, respect for others, and be kind online can help reduce problems such as cyberbullying. Supervision from teachers and parents is also very important. With proper supervision, students can be directed to use technology wisely and not excessively. Gadget use must be limited to a healthy amount of time, so that students do not lose the opportunity to interact directly.

### **Increasing Technological Capabilities**

At SMP Negeri 1 Besuk, the use of digital devices in learning has begun to be introduced. Some students and teachers now use laptops, tablets and smartphones to access study materials, take online classes and communicate directly via online learning platforms. However, not all students have devices with the same specifications. Some students may only use mobile phones with limited capabilities, while others have laptops with features that better support digital learning.

Increasing technological capabilities at SMP Negeri 1 Besuk means students and teachers need to master these devices better. For example, students who are used to using cellphones need to be given further training regarding the use of learning applications such as Google Classroom or Zoom to ensure that they can access material optimally and participate in learning without obstacles.

Other advances can be seen in their ability to operate devices such as laptops, tablets and smartphones. With this device, students can complete assignments, search for information, and make presentations (Tulungen et al., 2022). This makes them more confident and proficient in using technology for academic purposes. Apart from

that, digital transformation also increases students' ability to sort information. In the learning process, they are encouraged to search for information from the internet. Even though they sometimes have difficulty distinguishing between true and false information, teachers play an important role in guiding them to be smarter in choosing accurate sources of information. Not only technical aspects, students' creativity also develops rapidly. Many students are starting to create creative content, such as educational videos and digital posters, as part of their assignments. This activity not only trains technological skills, but also encourages students to think innovatively and work productively.

Collaboration between students has also changed. By using tools like Google Docs or Microsoft Teams, they can work together online even if they are not in the same place. This shows that they are getting used to the technology-based way of team work. During the pandemic, discussing using WA Groups is a challenge in itself. However, the students of SMP Negeri 1 Besuk managed to show good adaptability despite several obstacles. They still tried to connect with teachers and friends, even though they had to study from home.

However, digital transformation is not completely smooth. Some students face obstacles such as limited digital devices and internet access. This is a challenge that needs to be overcome by schools and the government so that all students get the same opportunity to learn with technology. With teacher guidance and support from parents, this development provides great benefits for students. They become more independent, creative and skilled in using technology, which is an important provision to face the digital era. Digital transformation not only changes the way they learn, but also shapes their mindset and attitudes to be better prepared to face future challenges.

However, even though technology has begun to be implemented, SMP Negeri 1 Besuk still faces several challenges. One of them is limited access. Not all students at this junior high school have adequate devices, and even though there has been some device assistance from the government, there are still students who have difficulty accessing the internet stably. The problem of costs and internet networks that are not evenly distributed in several areas around the school are still obstacles for some students in accessing learning materials smoothly. In addition, there are challenges in using the technology itself. Not all students have sufficient technology skills, so they have difficulty participating in digital learning. Therefore, SMP Negeri 1 Besuk needs to provide more intensive training and support for students and teachers so that they can master technology well.

## **CONCLUSION**

Digital transformation at SMP Negeri 1 Besuk has had a significant impact on teaching and learning. The use of technology such as online learning platforms, educational videos, interactive games and collaborative applications has made learning more flexible, engaging and effective. Students can access learning materials anytime and anywhere, and work together online, which develops their collaboration skills. However, infrastructure-related challenges, such as limited device and internet access, need to be addressed to ensure equal opportunities for all students. Changes in learning patterns that are more independent and flexible are also reflected in the increase in students' technological abilities. They are becoming more adept at using digital tools and learning applications, which not only enhances their technical skills, but also encourages creativity and innovation. However, the success of this transformation requires continuous support from teachers, parents, and adequate infrastructure.

On the other hand, digital transformation also affects students' social interactions. Reliance on digital communication reduces face-to-face interactions, which impacts their social skills. For this reason, there needs to be strict supervision and development of moral values, as well as moral-based digital literacy education, so that students can use technology wisely and responsibly. Overall, digital transformation at SMP Negeri 1 Besuk has brought great progress in education, but challenges in access to technology and student moral development must still be overcome to

maximize the benefits in the long term.

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