

Enhancing Santri Digital Literacy through English News Blogging Training: A Community Empowerment Program at Pondok Pesantren Al- Mansyuriyah, Tangerang

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Abstract

This community service article reports an English news blogging training program designed to strengthen santri's digital literacy and English news-writing skills at Pondok Pesantren Al-Mansyuriyah, Tangerang. The program aimed to improve participants' understanding of responsible digital media use, basic journalistic writing, and blog-based publication. A descriptive qualitative community service approach was applied with 50 senior high school-level santri as participants. The training was conducted in three sessions, consisting of preparation, interactive lectures, discussions, guided English news-writing practice, blog introduction, publication assistance, and reflection. Data were collected through facilitator observation, participant responses, writing practice, and institutional feedback. The results show that participants produced several English news drafts and published several blog-based articles related to pesantren activities. Participants demonstrated improved understanding of news structure, 5W1H elements, digital ethics, and responsible content sharing. The program also encouraged santri interest in writing and provided an additional digital publication medium for pesantren activities. However, the limited duration restricted deeper mentoring in writing revision and blog management. Future programs should provide longer mentoring, structured assessment, and an English blogging club to sustain students' writing practice and digital publication skills.

Keywords: digital literacy, English news writing, blogging, santri, pesantren

1. INTRODUCTION

The rapid development of digital communication has transformed the way students access information, communicate ideas, produce content, and participate in public discourse. In the context of education, digital literacy is no longer understood merely as the technical ability to operate digital devices or access online platforms. It also includes the ability to search for information critically, evaluate the credibility of digital content, communicate responsibly, create useful digital products, and understand ethical consequences in online interaction. UNESCO-UNEVOC defines digital literacy as the ability to "access, manage, understand, integrate, communicate, evaluate, and create information safely and appropriately through digital technologies" (UNESCO-UNEVOC, n.d.). This definition shows that digital literacy is closely related to knowledge, skill, attitude, ethics, and responsibility. In Indonesia, digital literacy is commonly framed through four main pillars: digital skills, digital ethics, digital safety, and digital culture (Kementerian Kominfo & Katadata Insight Center, 2023; Siberkreasi, n.d.). These pillars emphasize that students need to be guided not only to use digital technology, but also to participate in digital spaces wisely, safely, and productively.

Previous studies have acknowledged that digital literacy is essential for students in the contemporary learning environment. Al Anshori et al. (2022) explain that pesantren students need a strong digital literacy culture because they increasingly interact with digital media in learning and daily communication. Similarly, Sugiarto and Farid (2023) argue that digital literacy can support character education in the Society 5.0 era because it encourages students to use technology in ways that are responsible and value-based. In pesantren contexts, this issue

becomes more significant because santri are expected to maintain religious values, discipline, and moral responsibility while adapting to technological development. Nargaza et al. (2024) also show that training in basic technology and healthy internet use is needed in pesantren to prevent students from becoming passive consumers of digital content. These studies indicate that digital literacy programs in Islamic boarding schools should not only focus on access to technology, but also on ethical awareness, critical thinking, safe internet practices, and productive digital participation.

Besides digital literacy, English writing competence is also an important skill for santri in facing academic, social, and global communication demands. English enables students to access wider sources of knowledge, communicate ideas to broader audiences, and represent pesantren-based experiences in international or digital spaces. However, writing in English remains challenging for many Indonesian EFL learners because it requires vocabulary mastery, grammatical accuracy, text organization, coherence, and confidence in expressing ideas. Ilham (2022) states that project-based learning can improve EFL students' writing achievement because it provides meaningful tasks and encourages active student participation. Dewi et al. (2022) also found that digital media and social media can support English writing learning by giving students opportunities to practice writing in more authentic contexts. These findings suggest that English writing instruction becomes more effective when students are given contextual, meaningful, and publication-oriented writing activities.

One type of writing that is relevant for pesantren students is English news writing. News writing trains students to report factual information clearly, briefly, and systematically. It introduces students to basic journalistic elements, especially the 5W1H pattern: who, what, where, when, why, and how. Putri et al. (2024) emphasize that the 5W1H elements help students organize information in news texts and make their writing more complete and understandable. For santri, English news writing can be connected to familiar topics such as pesantren activities, school events, religious programs, student achievements, competitions, and community service. This contextual approach may reduce writing anxiety because students write about events they understand. It also supports meaningful language use because students are not only practicing grammar and vocabulary, but also learning to document real experiences in their educational environment.

The use of blogs has also been widely recognized as a beneficial medium for English writing development. Blogging provides an authentic digital publication space where students can write, revise, publish, and share their texts with real audiences. Roy (2016) explains that blogging can encourage creativity and collaboration in EFL classes because students are involved in writing activities that go beyond ordinary classroom exercises. Han (2023) further reports that blog-based writing instruction contributes to improving writing performance and motivation among EFL learners. In the Indonesian context, Syafi'i et al. (2024) found that blogging can enhance students' writing skills because it creates opportunities for practice, feedback, and audience awareness. These studies show that blogs can function not only as digital tools, but also as pedagogical media that strengthen writing motivation, responsibility, and confidence.

Although previous studies have discussed digital literacy, English writing, and blogging, there is still a need for more practical community service models that integrate these three aspects in pesantren contexts. Many digital literacy programs focus mainly on safe internet use or basic technology skills, while many English writing programs focus on classroom-based writing tasks. Meanwhile, blog-based writing studies often involve formal schools or university students rather than santri in Islamic boarding schools. This condition creates a practical gap: pesantren students need training that combines digital ethics, English news-writing practice, and blog-based publication in a contextual and value-based learning environment. This gap is particularly relevant for santri because their daily learning environment provides many meaningful activities and experiences that can be transformed into educational digital content, yet they often lack structured guidance to communicate these experiences through responsible digital platforms. Therefore, training that connects digital literacy, English writing, and blogging is needed to help santri become not only informed digital users but also active creators who can represent positive pesantren activities through ethical and informative online publications. Such integration is

important because santri should not only understand how to use digital media, but also how to produce useful, ethical, and informative digital content.

Pondok Pesantren Al-Mansyuriyah Tangerang faces similar challenges. Santri are increasingly exposed to digital media, but they still need structured guidance in using online platforms ethically, safely, and productively. They also need opportunities to develop English writing skills through activities that are connected to their daily pesantren life. In addition, they require a simple publication medium that can support creativity, confidence, and responsibility in digital communication. Blogging can respond to these needs because it allows students to publish English news texts, document pesantren activities, and share positive information with wider audiences. However, without proper training, santri may find it difficult to organize news content, apply English writing conventions, and understand ethical principles in online publication.

Based on these problems, the English News Blogging and Digital Literacy Training was conducted at Pondok Pesantren Al-Mansyuriyah Tangerang as a community service program for senior high school-level santri. The program was designed to integrate digital literacy education, English news-writing practice, and blog-based publication training. It aimed to strengthen santri's awareness of responsible digital media use, improve their ability to write simple English news texts, and introduce blogs as a productive publication platform. Therefore, this article presents the design, implementation, results, and recommendations of the training program. The study statement of this article is that English news blogging can serve as a contextual strategy to empower santri by combining digital literacy, English writing competence, and responsible pesantren-based digital publication.

2. METHODOLOGY

This article uses a descriptive qualitative community service approach, which focuses on providing rich, direct descriptions of activities and participant experiences rather than numerical measurement or statistical testing (Furidha, 2024). In this study, the community service activity was implemented as a structured training and mentoring program for santri at Pondok Pesantren Al-Mansyuriyah, Tangerang. The participants were 50 male and female santri at the senior high school or Madrasah Aliyah (MA) level, representing a mix of ages and backgrounds within the pesantren. The program was carried out intensively in the multimedia room of the pesantren on 18 October 2025, using interactive presentations, guided practice, and discussion to document the process and capture participants' responses in a natural setting.

The program was organized in four stages. The first stage was the preparation phase. At this stage, the facilitator conducted an initial needs assessment and identified the partner's need for digital literacy strengthening, opportunities to practice English writing, and guidance in blog-based publication for wider dissemination of student work. Based on this analysis, the training materials were carefully prepared and structured around four main topics: basic digital literacy and media ethics, the structure and characteristics of English news texts, techniques for writing simple and clear English news, and an introduction to blog publication, including basic steps for uploading and managing content.

The second stage was the material delivery session. In this phase, the facilitator used an interactive lecture method to explain key concepts of digital literacy, digital ethics, the structure and characteristics of English news texts, and the function of blogs as publication media. The presentation was not only theoretical but also supported by concrete examples taken from online news, social media content, and simple blog posts. Through these examples, participants were encouraged to actively ask questions and share their experiences, so they could connect the new knowledge with their daily learning routines and pesantren activities in a meaningful way.

The third stage was guided practice. In this phase, participants were asked to write short English news texts based on familiar events or daily activities in the pesantren environment. During the writing practice, participants were divided into several small groups to facilitate discussion, idea development, and collaborative learning. Each group was guided by the facilitator to identify potential news topics and organize the writing process, while each participant remained involved in developing their own writing skills. The facilitator provided step-by-step

guidance in identifying a clear news topic, arranging 5W and 1H information, writing a simple and effective lead, and organizing supporting details into coherent paragraphs. Participants received direct feedback on language use, content accuracy, and news structure. In addition, they were introduced to blog publication as a practical way to present and share their writing digitally with a wider audience.

The fourth stage was reflection and evaluation. The evaluation was conducted descriptively through facilitator observation, participant responses, writing practice, and feedback from the pesantren management. The evaluation focused on participant engagement, ability to understand basic news structure, ability to produce simple English news, understanding of blog function, and awareness of responsible digital media use. Since the original PKM report did not include numerical pre-test and post-test data, this article does not claim statistical improvement. The results are presented as descriptive evidence from program implementation.

3. PROCEDURE

This community service program was developed using three connected theoretical foundations: digital literacy, English news writing, and blog-based project learning.

First, digital literacy provides the main framework for responsible media use, integrating technical abilities with ethical, safe, and culturally aware participation in digital spaces. It includes the capacity to operate devices and platforms, access and evaluate information, communicate appropriately, create content, and protect oneself from digital risks. In Indonesia, these competencies are widely structured into four pillars: digital skills, digital ethics, digital safety, and digital culture, adapted from the Digital Literacy Global Framework and adopted by the Ministry of Communication and Information Technology (Kominfo). Digital skills cover the effective use of digital tools, while digital ethics emphasizes responsible behavior and communication. Digital safety focuses on awareness of data protection and online risks, and digital culture concerns participation that respects social values and norms. These four pillars align well with pesantren, enabling integration of digital competence with character and value-based education (Saepurohman et al., 2025).



Figure 1. Presenting the steps of blogging

Second, English news writing is grounded in genre-based writing practice, where learners study typical text structures and language features to achieve specific communicative purposes. News writing requires students to organize information clearly, accurately, and briefly by following a conventional structure consisting of a headline, lead, supporting details, and closing information. This structure is commonly developed through the 5W1H pattern, namely who, what,

where, when, why, and how, which is widely used to guide news writing and journalism activities. For EFL learners, genre-based instruction and 5W1H scaffolding help reduce writing difficulty and improve organization because students follow predictable discourse patterns and focus on essential content (Liu et al., 2023; Nguyen & Truong, 2024). This approach also trains learners to distinguish key facts from supporting information and is practical for documenting everyday pesantren activities.

Third, blogging is used as a project-based digital learning medium that engages students in producing authentic written products over time. Project-based learning (PBL) emphasizes meaningful tasks, active participation, product creation, and reflection, and has been shown to significantly improve EFL/ESL writing skills and motivation through real-world, student-centered projects. In writing instruction, PBL increases engagement because learners work toward a tangible end product rather than only completing isolated exercises. Blogging supports this approach by providing a publication space where students share texts, receive feedback, and view their writing as public communication, which strengthens motivation, interaction, and writing quality. When combined with English news writing, blogging can further enhance language practice, digital authorship, audience awareness, and ethical responsibility in documenting pesantren activities (Al-Jarf, 2022; Handayani et al., 2024).



Figure 2. Writing practice activity

These three foundations create an integrated model that combines skills and character. Digital literacy guides students to use technology wisely by linking technical abilities with ethical and responsible online behavior that supports character education in the digital era (Sugiarto & Farid, 2023). English news writing, framed through genre-based learning, helps students organize information clearly and improves writing literacy when combined with literacy activities and character-strengthening practices. Blogging then provides a practical platform where learners can publish and share their English news texts, integrating digital tools, language practice, and character formation through authentic tasks. In the pesantren context, this model supports digital competence while preserving core religious and ethical values, especially when digital literacy initiatives are managed strategically and aligned with pesantren-based educational implementation (Saepurohman et al., 2025).

4. RESULTS AND DISCUSSION

The program was implemented successfully and received positive responses from participants and the partner institution. Participants showed strong interest, especially during guided English news-writing practice and blog-introduction sessions. Their engagement appeared through questions, discussion, and attempts to express pesantren-related ideas in English. This finding is consistent with previous studies showing that authentic digital writing tasks, blogging, project-based learning, and social media can increase EFL learners' motivation, audience awareness, and writing participation (Han, 2023; Ilham, 2022; Syafi'i et al., 2024; Dewi et al., 2022). Therefore, English writing becomes more engaging when connected to real activities and digital publication.

The first result concerns participants' digital literacy awareness. Through the introductory session, santri were introduced to the importance of using digital media wisely, ethically, and responsibly. The discussion emphasized that digital media should not only be used for entertainment or passive consumption, but also for learning, writing, publication, and sharing useful information. This result is consistent with Indonesia's digital literacy framework, which emphasizes digital skill, digital ethics, digital safety, and digital culture (Kominfo & Katadata Insight Center, 2023). In pesantren settings, such awareness is important because digital participation must support moral responsibility, character education, healthy internet use, and careful information sharing (Sugiarto & Farid, 2023; Nargaza et al., 2024).

The second result concerns participants' English news-writing ability. Most santri were able to produce simple English news texts with basic structure after guided practice. The activity helped them understand that news writing requires clear information, concise sentences, factual organization, and attention to the 5W1H elements before drafting. This finding is consistent with studies showing that journalism activities strengthen news-text writing, genre-based scaffolding improves EFL writing organization, and project-based tasks support engagement in writing production (Hendrastuti & Rahmawati, 2023; Nguyen & Truong, 2024; Ilham, 2022). For santri, this practice is useful for documenting pesantren activities for broader audiences through structured, contextual, and meaningful publication-oriented learning experiences within their own educational community contexts.

The third result concerns blogging as a publication medium. Participants gained an initial understanding that blogs can be used to publish written work, document activities, and communicate ideas responsibly. Blogs were introduced not only as technical platforms, but also as spaces for digital expression and audience-based writing. This publication orientation made the writing task more meaningful because participants could recognize that their texts had potential readers beyond the classroom. Previous studies show that blog-based writing can strengthen EFL learners' writing performance, motivation, audience awareness, and digital writing practice (Syafi'i et al., 2024). Therefore, blogging can support more purposeful, responsible, and engaging English writing activities.

The fourth result concerns the participants' confidence in using English and digital media. The training activities encouraged them to express ideas through simple English writing tasks and blog-based publication, an approach consistent with research showing that technology-mediated, meaningful writing tasks can increase confidence and motivation in EFL. Although several participants still required scaffolding related to vocabulary choice and sentence accuracy, such support is known to reduce writing anxiety and foster a supportive, motivating environment for EFL writers (Razmi & Ghane, 2024). In this program, the hands-on practice substantially reduced their hesitation, as they were invited to write about familiar events in their pesantren context, aligning with findings that familiar, personally meaningful topics and self-assigned themes increase intrinsic motivation and writing confidence (Bui & Luo, 2021). Confidence is a crucial affective outcome in EFL learning, because low self-efficacy and high writing anxiety are strongly associated with avoidance behavior and weaker writing performance. In the present program, guided practice, a clear and simple text structure, and the use of personally meaningful topics worked together to lower this barrier and support more active participation in English writing,

echoing broader evidence that process-oriented, scaffolded instruction with meaningful tasks enhances both writing development and learners' confidence (Khosravi et al., 2023).

The fifth result concerns partner relevance. The pesantren management gave a positive response because the program was considered relevant to santri's needs in the digital era. According to the partner institution, the training provided practical benefits by introducing a new approach to documenting and publishing pesantren activities through English-based digital media. The program was also considered valuable because it encouraged santri to become more active in producing educational content, improving their English writing skills, and utilizing digital platforms in a productive manner. This response shows that pesantren can be strategic partners for digital literacy and English communication programs, as also reflected in other pesantren-based digital literacy and English programs that were well accepted by institutional partners and learners (Jamali & Zubaili, 2025).

Furthermore, the partner institution viewed English news blogging as a potential medium to support future pesantren communication and publication activities. The blog platform introduced during the training can be developed as an additional channel for sharing student achievements, educational activities, and pesantren programs with a wider audience. As a follow-up plan, the facilitator and pesantren management agreed on the importance of providing continuous mentoring, encouraging santri to regularly produce English news content, and developing a more structured blogging activity or English writing community within the pesantren. This sustainability effort is expected to strengthen digital literacy practices and maintain students' motivation to write beyond the initial training period. Pesantren-based training should not only transfer technical knowledge, but also adapt digital skills to the values and learning culture of the institution, a principle emphasized in strategic efforts to integrate vocational skills, digital literacy, and Islamic values in pesantren curricula (Wakhid, 2024).

However, the program also had several limitations that should be considered for future implementation. The main limitation was the short training duration. A two-hour session was adequate for introducing digital literacy, English news writing, and blogging practice, but it was insufficient for deeper writing revision, peer feedback, blog design, editorial planning, and continuous publication. Another limitation was the absence of quantitative evaluation, such as pre-test and post-test scores, a writing rubric, or digital literacy measurement. Future programs should use assessment instruments, including a digital literacy questionnaire, English news-writing rubric, participant satisfaction survey, and documentation of published blog posts as outputs.

Overall, the training indicates that English news blogging can serve as an effective community service model for integrating digital literacy and English writing in pesantren. The model is practical because it uses real pesantren-related topics, simple news-text structure, guided writing practice, and accessible digital media. It is also pedagogically relevant because blogging provides authentic publication, audience awareness, and repeated writing opportunities that can support EFL learners' motivation and writing development. Through this model, santri are encouraged not only to consume digital content, but also to become ethical, productive, and responsible digital content creators.

5. CONCLUSION

The English News Blogging and Digital Literacy Training for Pesantren at Pondok Pesantren Al-Mansyuriyah made a meaningful contribution to strengthening santri's awareness of digital literacy and improving their basic English news-writing skills. Throughout the program, the participants demonstrated active involvement in discussions, guided writing activities, and blog-introduction sessions. They learned how to use digital media more responsibly by understanding digital ethics, credible information, and appropriate online publication practices. In addition, the santri gained practical experience in writing simple English news texts by applying basic journalistic structure, such as clear headlines, factual information, concise sentences, and logical organization. The introduction of blogging also helped them see digital platforms as useful spaces for learning, expression, and publication. Overall, the program indicates that blogging can

serve as a contextual and empowering learning medium that integrates English writing, digital literacy, and pesantren-based student development in a practical and meaningful way.

The main limitation of the program was its relatively short training duration, which limited the participants' opportunities to receive continuous mentoring, develop multiple drafts, and conduct deeper revisions of their English news texts. As a result, the training could only provide an introductory experience rather than a more comprehensive writing development process. Future programs should therefore be implemented through a series of structured meetings to allow students to practice writing gradually, receive feedback, and improve their work more effectively. In addition, the use of pre-test and post-test instruments is recommended to measure participants' progress in digital literacy awareness and English news-writing competence. A structured writing rubric should also be applied to assess important aspects such as content accuracy, organization, language use, clarity, and journalistic structure. Future activities are expected to produce measurable digital outputs, particularly published blog posts created by the santri. Furthermore, establishing an English blogging club would support program sustainability and help develop students' writing confidence, digital responsibility, creativity, and public communication skills over time. To ensure long-term implementation, the pesantren is encouraged to provide periodic mentoring sessions and integrate English blogging activities into existing extracurricular programs. Through regular guidance and institutional support, santri can continue practicing English writing, managing digital publications, and developing creative content beyond the initial training period.

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