

HUMAN RESOURCE MANAGEMENT OF ISLAMIC EDUCATION IN THE DIGITAL ERA THROUGH THE INTEGRATION OF DIGITAL LITERACY AND QURANI ETHICS: A LITERATURE REVIEW

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ABSTRACT

The digital era fundamentally changed Human Resource Management (HRM) in the field of education, demanding a new paradigm that integrates mastery of technology with spiritual and moral integrity. This study aims to analyze Islamic Education Human Resources Management in the Digital Era through the Integration of Digital Literacy and Quranic Ethics. This study uses the library research method, the results of the study show that effective educational resources in the digital era must shift from traditional administration to adaptive and ethical competency development. AI and Big Data demand not only technical skills, but also AI literacy to ensure critical, responsible, and ethical use, as well as reduce potential data bias. Furthermore, the integration of Islamic values such as trust, justice, and strong morals is central in creating a holistic learning environment. The recommended strategies include systematically increasing teacher capacity in digital leadership and a technology-integrated curriculum that remains firmly rooted in moral and spiritual principles derived from the Qur'an. This holistic approach is crucial to produce a competent and ethical generation, capable of competing globally while maintaining an Islamic identity.

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INTRODUCTIONS

The transformation of the digital era has brought a massive wave of change in all sectors of life, including the world of education (Ahmad Khumaidi et al., 2024). The technological revolution driven by Artificial Intelligence (AI), Big Data, and the Internet of Things requires educational institutions to fundamentally revise the way they manage human resources (HR). This change redefines the role of Educational Human Resource Management (MSDM Education) which is no longer just a clerical personnel administration affair. In contrast, HRD has evolved into a strategic function that focuses primarily on developing adaptive competencies and increasing the global

competitiveness of its human resources (Maulana & Rahma, 2024). The management of teachers and education personnel must be redesigned to ensure they are ready to face and utilize technological innovations to create a more personalized, efficient, and future-oriented learning process.

The context in Indonesia, especially in Islamic educational institutions, makes this digitalization challenge even more complex and unique. Digitalization is in direct contact with the vision of education which inherently requires a harmonious balance between the mastery of general knowledge and the strengthening of character (noble morals). Islamic education human resources are not only required to be at the forefront of responding to and adopting new technologies such as e-learning or hybrid learning but also have the dual responsibility to ensure that every innovation and technological implementation carried out does not erode, but rather reinforces Islamic and ethical values (Saputra & Murdani, 2023). Therefore, the MSDM strategy must be able to bridge the gap between the demands of global digital competence and the maintenance of Islamic moral and spiritual integrity, creating human resources that excel in two dimensions.

In an effort to achieve this balance, MSDM Education in the digital era faces two fundamental challenges, with the first issue being the Digital Competency Challenge. These challenges are indicated by the existence of a significant digital competency gap among teachers and staff, the limitations of equitable technology infrastructure, and varying levels of readiness in implementing advanced technologies such as AI (Hakim & Yulia, 2024; Ardiansyah et al., 2024). To succeed in this environment, educational human resources must be systematically equipped with relevant 21st Century Skills. This includes intensive training that focuses not only on the technical ability to operate the device, but also on the development of AI literacy, data literacy, critical thinking, and the ability to collaborate effectively in the digital ecosystem.

The second crucial issue is the Ethical and Character Challenge, where technological innovation must be in harmony with the formation of civilized character and noble character according to Islamic principles. The massive use of technology, including e-learning and hybrid learning, must be able to be fully integrated to support the goals of Islamic education (Saputra & Murdani, 2023). This requires MSDM to design a digital ethics framework for teachers, ensuring that every interaction, student data management, and use of high-tech learning materials is carried out by upholding the values of trust, justice, and moral responsibility. The integration of values in this era of Society 5.0 is the key to producing graduates who are not only technologically savvy but also have strong spiritual depth and Qur'anic ethics.

Given the complexity of this duality challenge, this conceptual article exists to present a comprehensive framework for Educational HRM, aiming to provide a roadmap for Islamic educational institutions. The discussion in this article will be developed in three main interrelated focuses: first, the urgency of strengthening digital literacy and 21st century skills as the foundation of technical competence; second, an in-depth analysis of the integration of Islamic values in innovation and human resource management; and third, the formulation of a solid, balanced, and adaptive Islamic human resource development strategy based on digital and Qur'anic ethics. Through this framework, it is hoped that Islamic educational institutions can respond to the demands of the times strategically without sacrificing religious identity and values.

RESEARCH METHODS

This research is a Library Research. This method was chosen specifically because the focus of the research is on the concept and strategy of MSDM Education in the digital era which has a broad multidisciplinary and conceptual nature. To collect data, researchers rely on a variety of relevant academic sources. The data analysis procedure applied includes three main steps: first, Identification and Classification, which is identifying and grouping the literature that has been collected based on the three main topics of discussion that have been determined; second, Conceptual Synthesis, in which researchers synthesize and integrate findings from various literature to build a comprehensive

argument regarding the strategic transformation of MSDM Education; and third, Ethics Verification, this step ensures that all proposed concepts and strategies are aligned with academic ethics as well as fundamental principles in Islamic education.

RESULTS AND DISCUSSION

Based on a systematic literature review, this study found that Islamic Education Human Resource Management (HRM) in the digital era is at a crossroads between the demands of technological modernization and the need to maintain the integrity of Islamic values. The results of the study show that the transformation of educational human resources cannot be carried out partially or sectorally, but must be understood as a systemic change that includes paradigms, competencies, and value orientation.

In general, the findings of this research can be mapped into three main axes that are intertwined and form a unified framework of adaptive and ethical Islamic Education MSDM.

1. Paradigm Transformation of MSDM in Islamic Education

The results of the study show that MSDM Education has undergone a fundamental shift from an administrative-conventional approach to a strategic and human development oriented approach. In the old paradigm, MSDM focused more on managing personnel administration, such as appointments, attendance, and payroll. However, in the digital era, this approach is no longer considered adequate.

The researcher found that modern Islamic Education MSDM must play the role of an architect of competence and character, who is responsible for ensuring that teachers and education personnel have digital readiness as well as moral integrity. This transformation is strengthened by the global need for adaptive, creative, and ethical human resources, especially in the face of technological disruptions such as AI and Big Data.

In the context of Islamic education, this paradigm transformation is becoming increasingly important because Islamic educational institutions not only function as institutions for knowledge transfer, but also as centers for moral and spiritual development. Thus, MSDM of Islamic Education is required to integrate the goals of modern professionalism with the mission of Islam in a balanced and sustainable manner.

2. Digital Literacy as a Core Strategic Competence

The results of the study show that digital literacy has developed into a core competency that determines the quality of educational human resources. Digital literacy is no longer understood as limited to the ability to use technological tools, but includes the ability to think critically about information, understand how digital systems work, and be aware of the social and ethical implications of technology.

Researchers found that AI literacy and Big Data literacy are urgent needs for Islamic education human resources. AI has been used in learning personalization, teacher performance analysis, and data-driven decision-making. However, without adequate literacy, this technology has the potential to be misused or used uncritically.

In the perspective of researchers, AI literacy should be placed within the framework of human-centered technology, where technology serves as a tool to improve the quality of education, not as a substitute for the role of humans. This is in line with the view of Islam which glorifies reason and the role of humans as caliphs on earth.

3. The Value of the Qur'ani as the Foundation of Digital Ethics

Another important finding is that Qur'anic values serve as the ethical foundation throughout the entire cycle of Islamic Education. The values of trust, justice ('adl), and ihsan are not only normative, but must be translated into concrete HR policies and practices.

The researcher found that the integration of Qur'anic values is the main differentiator between Islamic Education MSDM and general education MSDM. These values act as a moral compass that directs the use of technology to remain in the corridor of humanity and spirituality.

The Word of Allah SWT affirms the principle of human moral responsibility in working and managing the mandate:

وَقِفُّهُمْ إِنَّهُمْ مَسْئُولُونَ

“And hold them back, and they will be held accountable”

(QS. Ash-Shaffat: 24)

This verse provides a theological foundation that every HR practice, including digital-based ones, will be held accountable, both professionally and spiritually.

Table 1. Synthesis of Key Research Findings

Axis of Findings	Key Focus	Implications for MSDM in Islamic Education
MSDM Paradigm	Administrative → strategic-ethical transition	MSDM plays the role of competency developer and value keeper
Digital Literacy	AI & Big Data Literacy	The need for technical training as well as digital ethics
The Value of the Qur'ani	Trust, Adl, Courtesy	Becoming a standard of digital professionalism and ethics

This table shows that the transformation of MSDM is not linear, but integrative. The change in the paradigm of human resources encourages the strategic role of institutions in human resource development. Digital literacy strengthens technical capacity, while Qur'anic values ensure that the entire process runs ethically and is oriented towards the goal of holistic Islamic education.

In other words, this table emphasizes that the success of Islamic Education MSDM lies in the synergy between competence and character, not in the dominance of one of them.

DISCUSSION

This discussion places the research findings in a theoretical framework, empirical context, and normative reflection of Islamic education. The researcher views that Human Resource Management (HRM) of Islamic Education in the digital era is not sufficiently understood as a technological response, but must be interpreted as a process of transforming values, paradigms, and orientation of educational goals. Therefore, the discussion is focused on three main dimensions: digital literacy and 21st century skills, the integration of Qur'anic values in human resource innovation, and a holistic and sustainable Islamic Education MSDM development strategy.

1. Digital Literacy and 21st Century Skills in the Perspective of Islamic Education

In the researcher's view, digital literacy is the main foundation for the development of educational human resources in the digital era. However, the digital literacy in question cannot be reduced only to the technical ability to operate technological devices or applications. Digital literacy must be understood as a cognitive, critical, and ethical capacity to understand, use, and evaluate technology responsibly.

The results of the study show that digital literacy has evolved into advanced literacy that includes information literacy, data literacy, AI literacy, and digital ethical literacy. This transformation demands the role of Education HR to design human resource development that not only improves technical skills, but also forms a reflective and adaptive mindset. In the context of Islamic education, this demand is in line with the Qur'an's command that human beings use their intellect optimally and responsibly:

أَفَلَا تَعْقِلُونَ

“Then don't you think?”

(QS. Al-Baqarah: 44)

This verse affirms that the use of reason is an integral part of faith. Therefore, digital literacy is actually not a foreign concept in Islam, but a contemporary means to actualize the commands of critical and reflective thinking.

AI Literacy as a New Inevitability

The researcher views that Artificial Intelligence (AI) literacy is a critical point in the transformation of MSDM Education. AI offers great opportunities in learning personalization, performance analysis, and data-driven decision-making. However, without adequate AI literacy, teachers and education personnel have the potential to become passive users who accept the results of algorithms without critical understanding.

In the Islamic perspective, blind dependence on technology is contrary to the principle of human responsibility as a caliph. Humans remain the main subjects responsible for every decision, as affirmed by Allah SWT:

إِنِّي جَاعِلٌ فِي الْأَرْضِ خَلِيفَةً

“Indeed, I will make a caliph on earth.”

(QS. Al-Baqarah: 30)

This verse affirms that technology, including AI, must be under human control and responsibility. Therefore, AI literacy in Islamic Education MSDM must be directed at the ability to understand how AI works, recognize potential algorithm biases, and assess the ethical impact of its use on students.

21st Century Skills and the Affective-Spiritual Dimension

Researchers are of the view that 21st-century skills such as critical thinking, creativity, collaboration, and communication are often understood in a secular and utilitarian manner. In Islamic education, these skills must be placed within the framework of morals and social responsibility. Critical thinking should not give birth to nihilistic skepticism, but rather reflection oriented towards truth and benefit.

Digital collaboration skills, for example, must be associated with the value of ta'awun (helping in kindness), as Allah says:

وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ

“And help you in virtue and piety.”

(QS. Al-Ma'idah: 2)

Thus, 21st century skills in Islamic education are not only oriented towards global competitiveness, but also on the formation of civilized and ethical personalities.

2. Integration of Qur'anic Values as the Foundation of Digital Ethics and Professionalism

The researcher considers that the integration of Qur'anic values is the main distinguishing element of MSDM in Islamic Education compared to the secular education management model. Digitalization without value has the potential to give birth to ethical crises, dehumanization of learning, and commercialization of education. Therefore, Qur'anic values must be placed as a normative foundation in the entire cycle of MSD.

Trust as a Principle of Digital Ethics

In the digital context, amanah has an increasingly broad meaning. Teachers and education staff are not only responsible for the learning process, but also for data management, student privacy, and academic integrity. The researcher is of the view that digital ethical violations such as data manipulation, plagiarism, or misuse of technology are a form of betrayal of trust.

Allah SWT emphasizes the importance of maintaining trust in all aspects of life:

إِنَّ اللَّهَ يَأْمُرُكُمْ أَنْ تُؤَدُّوا الْأَمَانَاتِ إِلَىٰ أَهْلِهَا

“Indeed, Allah has commanded you to convey the message to those who are entitled to receive it”

(QS. An-Nisa': 58)

This verse is the theological foundation for MSDM in Islamic Education to make trust the main indicator of HR professionalism in the digital era.

Justice ('Adl) in Digital Systems

The researchers highlight that digital technologies, particularly AI and Big Data, are not neutral. Algorithms can contain biases that have the potential to harm certain groups. Therefore, the principle of justice must be the main guideline in the use of educational technology.

Justice in MSDM Islamic Education includes fairness in recruitment, performance evaluation, training distribution, and access to technology. This principle is in line with the word of Allah:

اعْدِلُوا هُوَ أَقْرَبُ لِلتَّقْوَى

“Be just, because justice is closer to piety”

(QS. Al-Ma'idah: 8)

The researcher is of the view that digital justice is not just a technical issue, but a moral and spiritual issue that determines the legitimacy of Islamic educational institutions in the eyes of the public.

Courtesy and Digital Professionalism

The value of ihsan requires educational human resources to work with the best quality, even if they are not always supervised. In the digital context, ihsan is reflected in the seriousness of teachers to make optimal use of technology to improve the quality of learning, not just fulfilling administrative obligations.

The concept of ihsan gives a spiritual dimension to modern professionalism, as the Prophet صلى الله عليه وسلم said about ihsan as working as if seeing Allah. Thus, MSDM in Islamic Education has a strong theological foundation to build a superior work culture and integrity.

3. Strategy for the Development of Human Resources for Digital-Based Islamic Education and Qur'anic Ethics

In the researcher's view, the development strategy of MSDM in Islamic Education should be designed as an integrated system that connects the vision of values, managerial policies, and operational practices. A partial approach, for example, only focusing on technology training without ethical coaching will result in unequal human resources.

Integrity-Based Recruitment and Selection

The researcher emphasized that recruitment is the initial gate for the formation of human resource quality. Therefore, the selection of teachers and education staff must assess academic competence, digital literacy, and moral and spiritual integrity. Islamic education cannot sacrifice grades in order to pursue purely technical competence.

Continuous and Integrated Training

Training in MSDM Islamic Education must be sustainable and integrated between technical and ethical aspects. AI literacy must be accompanied by Islamic digital ethics training, so that teachers are able to use technology critically and responsibly.

Value-Based Performance Evaluation

The researcher is of the view that performance evaluation is a strategic instrument to maintain the consistency of values. Performance indicators must reflect the dimensions of trust, justice, and courtesy, not just academic output. Thus, MSDM functions as a mechanism to strengthen institutional character.

Digital Leadership as Uswah Hasanah

Leadership in MSDM Islamic Education must serve as a moral example in the use of technology. Islamic digital leaders not only master technology, but are also able to demonstrate ethical and responsible practices, so that they become uswah hasanah for all human resources.

The researcher is of the view that the future of Islamic education is highly determined by the ability of MSDM to make the value of the Qur'ani as a compass for digitalization. Technology should be placed as a means to bring people closer to the goal of Islamic education, not as the ultimate goal itself.

With this holistic approach, MSDM in Islamic Education can produce human resources who are professionally superior, technologically adaptive, and spiritually strong, a synthesis that is the key to the sustainability of Islamic education in the digital era.

CONCLUSION

This study concludes that Islamic Education Human Resource Management (HRM) in the digital era is a strategic transformation process that cannot be separated from the integration between mastery of digital literacy and strengthening Qur'anic ethics. Digitalization of education is not just the adoption of technology, but a change in the paradigm of human resource management that requires simultaneous readiness of competencies, character, and value orientation. MSDM Islamic Education no longer functions as a manager of personnel administration, but has developed into a strategic instrument in forming adaptive, professional, and moral educational human resources.

Digital literacy, including AI literacy, data literacy, and 21st century skills—is the main foundation in improving the quality and competitiveness of educational human resources. However, this literacy must be developed critically and reflectively so that technology functions as a means of improving the quality of learning and accountable decision-making. In this context, the integration of Qur'anic values such as amanah, justice ('adl), and ihsan acts as an ethical compass that directs the practice of MSDM to remain oriented towards the benefits and goals of Islamic education.

An effective Islamic Education MSDM development strategy must be designed holistically and sustainably, including integrity-based recruitment, ethically integrated digital literacy training, value-based performance evaluation, and digital leadership that serves as a moral example. This synergy between digital competence and Qur'anic ethics is what allows Islamic educational institutions to remain relevant, competitive, and have a strong identity in the midst of the dynamics of the digital era.

The implications of these findings are multidimensional. Theoretically, this study enriches the scientific treasures of MSDM in Islamic Education by offering an integrative perspective between modern management, digital technology, and Islamic values. The resulting conceptual framework can be used as a reference for further research, especially empirical studies that test the implementation of the Islamic Education MSDM model based on digital literacy and Qur'anic ethics.

Practically, Islamic educational institutions are expected to revitalize the MSDM policy by placing the development of digital literacy and professional ethics as a top priority. Teacher and education training programs need to be designed systematically and sustainably, while the recruitment and performance evaluation system must assess not only technical competence, but also integrity and moral responsibility.

In the policy realm, these findings imply the need for regulatory support that encourages the strengthening of Islamic Education MSDM that is oriented towards a balance between digital competence and character development. This policy support is important to ensure that the digital transformation of education runs in harmony with Islamic values and the social needs of the community.

Thus, this study emphasizes that the success of Islamic Education MSDM in the digital era is highly determined by the ability of educational institutions to manage technology wisely, ethically, and value-oriented. Critical awareness and collective commitment from educators, managers, and policymakers are the main keys in producing educational human resources that are professionally superior while being morally and spiritually strong.

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