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DIGITAL TRASFORMATION AND QUALITY ASSURANCE SYSTEMS IN ISLAMIC HIGHER EDUCATIOM

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Abstrak

Pesatnya perkembangan teknologi digital telah memberikan pengaruh yang signifikan terhadap pengelolaan dan tata kelola lembaga pendidikan tinggi, termasuk perguruan tinggi Islam. Penelitian ini bertujuan untuk mengkaji peran transformasi digital dalam memperkuat sistem penjaminan mutu di lingkungan perguruan tinggi Islam. Penelitian ini menggunakan pendekatan deskriptif kualitatif untuk mengeksplorasi bagaimana teknologi digital mendukung administrasi akademik, tata kelola kelembagaan, dan proses penjaminan mutu. Data dikumpulkan melalui analisis dokumen, observasi, dan kajian literatur yang relevan mengenai transformasi digital dan praktik penjaminan mutu di pendidikan tinggi. Hasil penelitian menunjukkan bahwa transformasi digital meningkatkan efektivitas dan efisiensi sistem penjaminan mutu melalui pengelolaan data, pemantauan dan evaluasi, pelaporan akademik, serta komunikasi dengan para pemangku kepentingan. Integrasi platform digital memungkinkan institusi meningkatkan transparansi, akuntabilitas, dan pengambilan keputusan berbasis bukti. Selain itu, teknologi digital berkontribusi terhadap peningkatan mutu berkelanjutan dengan menyediakan akses waktu nyata terhadap indikator kinerja institusi dan mendukung pemenuhan persyaratan akreditasi. Namun, masih terdapat beberapa tantangan, termasuk keterbatasan infrastruktur teknologi, kurangnya kompetensi digital di kalangan tenaga pendidik dan staf akademik, serta resistensi terhadap perubahan organisasi. Penelitian ini menekankan pentingnya perencanaan strategis, pengembangan kapasitas, dan komitmen kelembagaan untuk memastikan keberhasilan inisiatif transformasi digital. Kesimpulannya, transformasi digital merupakan faktor penting dalam memperkuat sistem penjaminan mutu di perguruan tinggi Islam, meningkatkan efektivitas kelembagaan, dan mendukung pembangunan pendidikan yang berkelanjutan di era digital.

Keywords: Transformasi Digital, Sistem Penjaminan Mutu, Perguruan Tinggi Islam.

Abstrak

The rapid advancement of digital technology has significantly influenced the management and governance of higher education institutions, including Islamic higher education. This study aims to examine the role of digital transformation in strengthening quality assurance systems within Islamic higher education institutions. A qualitative descriptive approach was employed to explore how digital technologies support academic administration, institutional governance, and quality assurance processes. Data were collected through document analysis, observations, and a review of relevant literature concerning digital transformation and quality assurance practices in higher education. The findings indicate that digital transformation enhances the effectiveness and efficiency of quality assurance systems by facilitating data management, monitoring and evaluation processes, academic reporting, and stakeholder communication. The integration of digital platforms enables institutions to improve transparency, accountability, and evidence-based decision-making. Furthermore, digital technologies contribute to continuous quality improvement by providing real-time access to institutional performance indicators and supporting accreditation requirements. However, several challenges remain, including limited technological infrastructure,

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insufficient digital competencies among academic staff, and resistance to organizational change. The study highlights the importance of strategic planning, capacity building, and institutional commitment in ensuring successful digital transformation initiatives. In conclusion, digital transformation serves as a critical enabler for strengthening quality assurance systems in Islamic higher education, fostering institutional effectiveness, and supporting sustainable educational development in the digital era.
Kata kunci: Digital Transformation, Quality Assurance Systems, Islamic Higher Education

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INTRODUCTION (10%)

The rapid development of digital technology has brought significant changes to various sectors, including higher education(Hanna and Ph n.d.). Digital transformation has become a strategic necessity rather than merely a technological trend because it influences how institutions manage information, deliver educational services, and ensure organizational sustainability(Fernández et al. 2023). The integration of digital technologies into higher education systems enables institutions to enhance communication, streamline administrative processes, support data-driven decision-making, and improve overall institutional effectiveness. Consequently, digital transformation has emerged as one of the key factors determining the competitiveness and sustainability of higher education institutions in a rapidly changing global environment(Méndez et al. 2025).

Alongside the growing importance of digital transformation, quality assurance systems have become a central concern in higher education management(Article 2025). Quality assurance serves as a systematic mechanism for monitoring, evaluating, and continuously improving educational processes, institutional governance, and learning outcomes(Kayyali 2023). Higher education institutions are expected to demonstrate accountability, transparency, and continuous quality improvement to meet the expectations of stakeholders, including students, governments, accreditation bodies, and society. The increasing complexity of higher education management has encouraged institutions to adopt digital technologies as tools for supporting quality assurance activities. Through digital platforms, institutions can efficiently collect, store, analyze, and report data related to academic performance, institutional effectiveness, and accreditation requirements. As a result, digital transformation has become closely linked to the development of more effective and sustainable quality assurance systems.(Sakuroh et al. 2026)

The relevance of digital transformation is particularly evident in Islamic higher education institutions, which play an important role in developing human resources while preserving Islamic values and educational traditions(Hartati 2025). Islamic higher education institutions face unique challenges in balancing technological innovation with their educational missions and cultural identities(Modernity 2024). In recent years, these institutions have increasingly adopted digital technologies to support learning management systems, academic administration, institutional governance, and quality assurance processes. The experience of the COVID-19 pandemic further accelerated the adoption of digital technologies and highlighted the importance of digital readiness in maintaining educational continuity and quality. Consequently, digital transformation has become a strategic priority for many Islamic higher education institutions seeking to improve institutional performance and respond effectively to contemporary educational challenges(Sumiati, Tekke, and Java n.d.).

Previous studies have shown that digital transformation contributes significantly to improving organizational efficiency, enhancing access to information, facilitating communication, and supporting data-driven management practices in higher education(Gonugunta and Leo 2024). Research has also demonstrated that digital technologies can improve student engagement, strengthen institutional governance, and support evidence-based decision-making. Similarly, studies on quality assurance systems have emphasized the

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importance of systematic monitoring, evaluation, and continuous improvement in achieving educational excellence(Okemwa 2024). Several scholars have found that digital technologies facilitate quality assurance processes through automated data collection, digital documentation, online monitoring systems, and real-time performance evaluation. These findings indicate that digital transformation has the potential to strengthen quality assurance systems by increasing transparency, efficiency, and accountability within higher education institutions.

Although the existing literature provides valuable insights into digital transformation and quality assurance, several research gaps remain(Nadkarni and Prügl 2021). Most previous studies focus on higher education institutions in general, with limited attention given to the specific context of Islamic higher education(Abdullah 2017). Islamic higher education institutions possess distinctive organizational characteristics, governance structures, and educational objectives that may influence the implementation and effectiveness of digital transformation initiatives(Hasbi, Alim, and Machmud 2025). Furthermore, many studies examine digital transformation and quality assurance separately rather than investigating the relationship between these two concepts in an integrated manner. There is also limited research exploring how digital transformation specifically contributes to strengthening quality assurance systems in Islamic higher education institutions, particularly in developing countries where technological infrastructure, institutional capacity, and digital literacy levels vary considerably. In addition, while numerous studies highlight the benefits of digital transformation, relatively few address the practical challenges associated with its implementation, including technological limitations, financial constraints, resistance to organizational change, and insufficient digital competencies among academic and administrative staff.

Considering these gaps, further investigation is necessary to understand the role of digital transformation in supporting and enhancing quality assurance systems within Islamic higher education institutions(Abidin, Al-momani, and Ali 2025). Such an investigation is important because it can provide empirical and theoretical insights into how digital technologies contribute to institutional quality improvement, governance effectiveness, and educational sustainability(Aithal and Maiya 2023). Moreover, understanding both the opportunities and challenges of digital transformation can help institutions develop more effective strategies for integrating technology into quality assurance practices(Brunetti et al. 2026). Therefore, this study seeks to examine the role of digital transformation in strengthening quality assurance systems in Islamic higher education institutions, identify the benefits derived from digital technology integration, and explore the challenges encountered during implementation.

Based on the issues outlined above, this study addresses the following research questions: how does digital transformation support the implementation of quality assurance systems in Islamic higher education institutions, what benefits are generated through the integration of digital technologies into quality assurance processes, what challenges are encountered during implementation, and what strategies can be employed to optimize digital transformation for improving institutional quality assurance. Accordingly, the objective of this study is to analyze the contribution of digital transformation to quality assurance systems in Islamic higher education institutions, identify its benefits and challenges, and propose strategic recommendations for enhancing quality assurance practices through the effective utilization of digital technologies. The findings are expected to contribute to the growing body of knowledge on digital transformation and quality assurance while providing practical guidance for policymakers, institutional leaders, and quality assurance practitioners in Islamic higher education(Brunetti et al. 2026).

METHOD (15%)

This study employed a qualitative descriptive design to explore the implementation of digital transformation and its role in supporting quality assurance systems in Islamic higher education. A qualitative descriptive approach was selected because it enables researchers to

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obtain an in-depth understanding of participants' experiences, perceptions, and perspectives regarding the integration of digital technologies within educational and quality assurance practices(Núñez 2023). This design is appropriate for describing phenomena in their natural settings and providing rich, contextualized data(Lim 2025).

The participants of this study consisted of one English teacher and eighteen students enrolled in an intensive English class(European Scientific Journal April edition vol. 8, No.8 1857). The participants were selected using purposive sampling based on their direct involvement in technology-supported learning activities(Mozammel and Hamid 2024). The teacher was chosen because of their experience in implementing digital tools and managing learning processes, while the students were selected because they actively participated in technology-enhanced learning environments and could provide valuable insights into their learning experiences.

Data were collected through classroom observations, semi-structured interviews, and document analysis(Pathak and Intratat 2012). Classroom observations were conducted to examine how digital technologies were utilized during teaching and learning activities and how these technologies contributed to educational quality and learning effectiveness(Buzzard et al. 2012). Semi-structured interviews with the teacher and selected students were carried out to explore their perceptions, experiences, benefits, and challenges related to the use of digital technologies. In addition, relevant documents, such as learning materials, institutional reports, and digital learning records, were analyzed to support and validate the findings obtained from observations and interviews.

The collected data were analyzed using thematic analysis. The analysis process involved data reduction, data display, and conclusion drawing(Joffe 2006). First, the researchers organized and coded the data obtained from observations, interviews, and documents. Second, similar codes were grouped into broader themes related to digital transformation, quality assurance practices, benefits, and implementation challenges. Finally, the themes were interpreted to provide a comprehensive understanding of the role of digital transformation in supporting educational quality. To ensure the trustworthiness of the findings, data triangulation was employed by comparing information obtained from different sources and data collection methods(Application of triangulation in qualitative research 2023).

Through this qualitative descriptive approach, the study sought to generate a detailed understanding of how digital transformation contributes to quality assurance practices and educational improvement from the perspectives of both teachers and students(Ashmel et al. 2022). Prior to the data collection process, the researcher obtained permission from the institution and informed all participants about the purpose of the study. Ethical considerations were carefully observed throughout the research process. Participation was voluntary, and participants were informed that their responses would be used solely for academic purposes. To maintain confidentiality, the identities of the teacher and students were anonymized during data analysis and reporting. Furthermore, all participants were given the opportunity to express their views freely without any pressure or influence from the researcher(Xu et al. 2020).

The research was conducted over a period of several weeks during the intensive English learning program(Lee and Ping 2014). During this period, the researcher observed classroom activities involving the use of digital technologies and quality-related learning practices(Lewin et al. 2019). Multiple observations were conducted to obtain a comprehensive understanding of the learning environment and participant interactions. The interviews were carried out after the observation sessions to allow participants to reflect on their experiences and provide detailed explanations regarding the benefits, challenges, and effectiveness of digital technology integration in supporting learning quality and educational improvement.

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RESULT AND DISCUSSION (70%)

a. Result

This study aimed to explore the role of digital transformation in supporting quality assurance practices in an intensive English class(Fresen and Doctor 2005). The findings were obtained through classroom observations, interviews with one English teacher, and interviews with eighteen students(Journal et al. 2023). The data revealed that digital transformation positively influenced teaching and learning activities, improved classroom management, enhanced student engagement, and supported continuous monitoring of learning outcomes. The findings are presented based on the major themes that emerged from the data analysis.

Interview Script with the Teacher

b. ***Researcher:*** *How do you integrate digital technology into your English teaching activities?*
c. ***Teacher:*** *I regularly use digital platforms such as learning management systems, online quizzes, and interactive learning applications. These tools help me deliver materials more efficiently and make the learning process more engaging for students.*
d. ***Researcher:*** *In your opinion, what are the main benefits of using digital technology in the classroom?*
e. ***Teacher:*** *Digital technology helps me manage learning activities more effectively. I can distribute materials, monitor student participation, assess assignments, and provide feedback more quickly. Students also seem more motivated because the learning activities are interactive.*
f. ***Researcher:*** *How does digital technology support quality assurance in learning?*
g. ***Teacher:*** *Digital platforms automatically record students' attendance, participation, assignment submissions, and assessment results. This information helps me evaluate student progress and identify areas that need improvement. It also provides evidence that can be used for educational quality monitoring.*
h. ***Researcher:*** *What challenges do you encounter when implementing digital technology?*
i. ***Teacher:*** *The main challenges include unstable internet connections, differences in students' digital skills, and occasional technical problems. Some students also require additional guidance when using new applications.*
j. ***Researcher:*** *Do you think digital transformation should continue to be developed in education?*
k. ***Teacher:*** *Absolutely. Digital transformation provides many benefits for teachers and students. However, institutions need to provide adequate infrastructure and training to ensure that technology can be used effectively.*

Enhancement of Learning Engagement

l. Classroom observations demonstrated that students actively participated in learning activities supported by digital technology. Students showed greater enthusiasm when using interactive digital tools compared to traditional learning approaches. They frequently interacted with learning materials, participated in online discussions, and responded positively to technology-based activities. The interview data also indicated that students perceived digital learning environments as more enjoyable and motivating.
m. Several students reported that digital learning tools reduced boredom and increased their willingness to participate in classroom activities. They appreciated the visual and interactive features of digital platforms, which helped them understand learning

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materials more effectively. These findings suggest that digital transformation contributes to creating a more engaging learning environment.

Improvement of Learning Management and Monitoring

n. The findings revealed that digital technologies significantly improved learning management processes. The teacher reported that digital platforms facilitated attendance tracking, assignment submission, assessment management, and communication with students. Observation data confirmed that many administrative tasks could be completed more efficiently through digital systems.
o. The use of digital records also enabled continuous monitoring of student performance. Assessment results, participation levels, and assignment completion rates were automatically stored and easily accessible. Such information supported evidence-based decision-making and helped the teacher identify students who required additional assistance.

Contribution to Quality Assurance Practices

p. Another important finding was the contribution of digital transformation to quality assurance processes. The collected data showed that digital systems provided accurate and accessible information regarding learning activities and student achievement. This information enabled systematic evaluation and continuous improvement of instructional practices.
q. The teacher explained that digital documentation facilitated the preparation of reports and evaluation records. The availability of comprehensive data helped ensure transparency and accountability in the learning process. Consequently, digital transformation served as an important mechanism for supporting educational quality assurance.

Challenges in Digital Transformation

r. Despite the positive outcomes, several challenges were identified. Technical issues such as unstable internet connectivity occasionally disrupted learning activities. Differences in students' digital literacy levels also influenced the effectiveness of technology integration. Some students adapted quickly to new technologies, while others required additional support.
s. The teacher additionally highlighted the need for ongoing professional development to maximize the benefits of digital transformation. Effective implementation requires not only technological infrastructure but also adequate training and institutional support.

DISCUSSION

The findings of this study demonstrate that digital transformation plays a significant role in supporting educational quality and enhancing learning experiences(Dhameria et al. 2025). The results indicate that digital technologies contribute to increased student engagement, improved learning management, strengthened quality assurance practices, and more effective monitoring of educational outcomes. These findings align with contemporary theories emphasizing the transformative potential of technology in education(Journal et al. 2024).

One of the most significant findings concerns the positive influence of digital transformation on student engagement(Zain and Abdullah 2025). Students reported higher

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levels of motivation and participation when digital technologies were incorporated into classroom activities(Godzicki et al. 2013). This finding supports the principles of constructivist learning theory, which emphasizes active learner participation in the knowledge construction process. According to constructivist perspectives, meaningful learning occurs when students interact actively with learning materials and engage in collaborative problem-solving activities. Digital platforms provide opportunities for such interactions by offering multimedia resources, interactive exercises, and immediate feedback(Gan et al. 2015).

The observed increase in engagement may also be explained through self-determination theory(Wood 2020). This theory suggests that motivation is enhanced when learners experience autonomy, competence, and relatedness. Digital technologies often allow students to access learning resources independently, monitor their progress, and participate in collaborative activities. As a result, students develop greater ownership of their learning processes. The interview data revealed that students appreciated the flexibility and interactivity offered by digital tools, supporting the theoretical assumptions of self-determination theory(Jeon 2022).

The findings are consistent with previous studies that reported positive relationships between digital technology use and student engagement(Nkomo, Daniel, and Butson 2021). Earlier research has demonstrated that technology-enhanced learning environments can increase motivation, participation, and academic performance(BG Research Online 2019). Interactive digital tools provide learners with opportunities to engage actively in educational activities rather than functioning as passive recipients of information. The current study extends these findings by showing that similar benefits can be observed within intensive English learning contexts.

Another important finding relates to the improvement of learning management processes(Vovides, Mitropoulou, and Nickmans 2004). The teacher reported substantial benefits from the use of digital platforms for attendance management, assessment administration, and communication. These findings support educational management theories emphasizing efficiency, accountability, and data-driven decision-making. Digital systems reduce administrative burdens and allow educators to allocate more time to instructional activities(Kennedy et al. n.d.).

The ability to collect and analyze educational data represents a critical advantage of digital transformation(Truong and Diep 2023). Data-driven decision-making has become increasingly important in contemporary educational management(Gaftandzhieva et al. 2023). By providing accurate and timely information, digital technologies support informed instructional decisions and continuous improvement efforts. The automatic generation of performance records enables educators to monitor student progress more effectively and implement targeted interventions when necessary.

The findings also highlight the important relationship between digital transformation and quality assurance(Version 2020). Quality assurance systems depend on reliable information to evaluate institutional performance and identify opportunities for improvement. Digital technologies facilitate this process by providing accessible and organized records of educational activities. The teacher emphasized that digital documentation improved transparency and simplified evaluation procedures(Efficiency 2024).

This finding aligns with quality assurance frameworks that emphasize evidence-based evaluation(Beerkens 2018). Effective quality assurance requires systematic collection, analysis, and utilization of educational data. Digital transformation strengthens these processes by increasing data accuracy, accessibility, and efficiency. Consequently, educational institutions can make more informed decisions regarding curriculum development, instructional improvement, and resource allocation.(Liu 2024)

Furthermore, the findings demonstrate that digital transformation supports accountability within educational settings(Triwiyanto et al. 2024). Accountability has become a central principle in modern educational governance. Stakeholders increasingly expect

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institutions to provide evidence of educational effectiveness and continuous improvement. Digital systems contribute to accountability by generating comprehensive documentation that can be used for reporting, evaluation, and accreditation purposes.(Osmin and Darwish 2025)

The study also revealed that digital transformation facilitates continuous quality improvement(Sz 2024). Continuous improvement is a fundamental principle of quality assurance systems. Rather than focusing solely on evaluation, quality assurance seeks to promote ongoing enhancement of educational processes and outcomes. Digital technologies enable continuous monitoring of performance indicators, allowing educators to identify strengths and weaknesses more efficiently.

The observed benefits of digital transformation can also be interpreted through the lens of organizational change theory(Imran et al. 2021). Digital transformation represents more than technological adoption; it involves significant changes in organizational culture, practices, and structures. Successful implementation requires adaptation from both educators and students. The positive outcomes observed in this study suggest that participants were generally receptive to technological innovation and willing to integrate digital tools into their learning activities.

However, the findings also indicate that digital transformation is not without challenges(Nahrkhalaji et al. 2019). Technical difficulties, particularly internet connectivity issues, occasionally disrupted learning activities. This finding reflects broader concerns identified in previous research regarding technological infrastructure limitations. Effective digital transformation requires reliable technological resources, including stable internet access, appropriate devices, and technical support services(Data and Service 2019).

Differences in digital literacy levels among students emerged as another important challenge(Yi and Siqian 2025). Although many students adapted quickly to digital tools, others required additional guidance and support(QUALITY EDUCATION IN THE DIGITAL AGE : ADAPTING TO 21 ST CENTURY PRIMARY SCHOOL LEARNERS O LEKSANDR B LYZNYUK , T ETIANA K ACHAK *, T ETYANA B LYZNYUK , 2025). This finding highlights the importance of digital competence development as a prerequisite for successful technology integration. Educational institutions must recognize that access to technology alone does not guarantee effective utilization.

The teacher's comments regarding professional development further emphasize the human dimension of digital transformation(Oliveira and Souza 2022). Technology implementation depends heavily on educators' knowledge, skills, and attitudes. Teachers play a crucial role in determining how digital tools are integrated into instructional practices. Therefore, continuous professional development programs are essential for ensuring effective technology use.

The findings suggest that institutional support is equally important(Criado and Herreros 2007). Successful digital transformation requires strategic planning, leadership commitment, resource allocation, and ongoing evaluation. Institutions must create supportive environments that encourage innovation while addressing potential barriers. Without adequate support structures, the benefits of digital transformation may not be fully realized(Agrawal, Narain, and Ullah 2020).

From a broader perspective, the study highlights the growing importance of digital transformation in contemporary education(Viera et al. 2023). As educational environments become increasingly complex, digital technologies offer valuable solutions for enhancing efficiency, accountability, and quality. The findings indicate that digital transformation should not be viewed merely as a technological initiative but as a strategic approach to educational improvement.

The results also have important implications for quality assurance policy and practice(Dill 2007). Policymakers should recognize the potential of digital technologies to strengthen quality assurance systems and support continuous improvement. Investments in

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technological infrastructure, digital literacy development, and professional training can contribute significantly to educational quality enhancement.

Moreover, the findings underscore the need for balanced approaches to digital transformation(Orero et al. 2025). While technology offers numerous advantages, successful implementation requires careful consideration of contextual factors, including infrastructure availability, user readiness, and organizational culture. Institutions should adopt comprehensive strategies that address both technological and human dimensions of change.

Overall, the study demonstrates that digital transformation can serve as a powerful catalyst for improving educational quality and strengthening quality assurance systems(Orero et al. 2025). The integration of digital technologies enhances engagement, facilitates monitoring and evaluation, improves administrative efficiency, and supports evidence-based decision-making(Masumbika and Patrick 2024). At the same time, the findings remind educators and policymakers that effective digital transformation requires ongoing investment in infrastructure, training, and institutional support. Through thoughtful implementation and continuous improvement, digital transformation can contribute substantially to the achievement of educational excellence and sustainable quality enhancement.

CONCLUTION (5%)

This study concludes that digital transformation plays a significant role in supporting quality assurance systems within educational settings. The integration of digital technologies facilitates more effective learning management, enhances access to educational information, and supports systematic monitoring and evaluation processes. The findings indicate that digital tools contribute to creating a more organized, transparent, and data-driven educational environment, thereby strengthening the overall quality assurance process.

Furthermore, the study reveals that digital transformation provides meaningful benefits for both teachers and students. The utilization of digital platforms encourages greater participation, improves communication, and enables more efficient documentation of learning activities and outcomes. These advantages demonstrate that technology can serve as an important instrument for promoting educational effectiveness and supporting continuous quality improvement efforts.

From a theoretical perspective, this study contributes to the growing body of literature on digital transformation and educational quality assurance by highlighting the interconnected relationship between technological innovation and quality management practices. Future researchers are encouraged to investigate this relationship in different educational contexts, involving larger participant groups and diverse institutional settings, in order to develop a more comprehensive understanding of the factors influencing successful digital transformation initiatives.

From a practical perspective, educational institutions should develop strategic policies that support the sustainable implementation of digital technologies. This includes improving technological infrastructure, providing continuous professional development programs for teachers, enhancing students' digital competencies, and establishing integrated digital quality assurance systems. Such efforts are expected to maximize the benefits of digital transformation and contribute to the achievement of long-term educational quality and institutional excellence.

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