

PsikoTalk as Islamic Digital Media for Psychological and Spiritual Sustainability of Students: An Ecopedagogy Perspective

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Abstract

The development of digital media has opened up new opportunities for Islamic education to provide more adaptive and reflective learning spaces. In the context of Islamic boarding schools, blogs have the potential to become an educational medium that instills spiritual, psychological, and ecological values in a sustainable manner. However, research on the function of Islamic blogs as ecopedagogical spaces is still limited. This study aims to analyze the implementation of PsikoTalk as an Islamic digital media in supporting the psychological and spiritual sustainability of students through an ecopedagogical perspective. This study uses a descriptive qualitative approach with planning, implementation, and evaluation stages. Data were obtained through observation, in-depth interviews, and documentation of students' activities while accessing PsikoTalk. Thematic analysis was conducted to identify patterns of experience related to self-awareness, emotional calm, and value formation. The results show that PsikoTalk contributes to three main aspects. (1) this blog improves students' psychological sustainability through increased self-awareness, decreased academic anxiety, and improved emotional regulation based on Islamic reflective techniques. (2) PsikoTalk strengthens spiritual sustainability through the practice of gratitude journaling, prayer before studying, and self-reflection. (3) PsikoTalk fosters ecological awareness by encouraging environmentally friendly behaviors such as waste reduction and the use of green spaces. Overall, PsikoTalk functions as a “digital silent space” that integrates inner calm, spiritual depth, and ecological ethics.

Keywords: islamic digital media, psychological sustainability, spiritual sustainability, ecopedagogy, pesantren students

Introduction

The development of digital media over the past decade has not only transformed communication patterns but also created new spaces for Islamic education to deliver more contextual and adaptive learning aligned with the needs of younger generations. In the pesantren environment, digital transformation has begun to emerge through the use of blogs as platforms for disseminating information and educational content (Dewantoro & Trisyanti, 2024). Blogs have been proven to expand access to knowledge, facilitate activity documentation, and serve as a means for continuous internalization of values (Diadora & Tjahjono, 2024). From an ecopedagogy perspective, these digital spaces can function as new

landscapes for cultivating self-awareness, psychological sustainability, and ecological spirituality (Sterling, 2010; Misiaszek, 2021). Therefore, blogs as Islamic educational media deserve further exploration to understand how sustainability values and spirituality are constructed within the lives of santri who face the complexities of the digital era.

Previous studies indicate that blogs are effective as media for information, promotion, and education across various communities, including pesantren students (Ghanilowe et al., 2023). However, most studies focus solely on the technical functions of blogs as tools for communication, documentation, or digital marketing (Mulyandi & Puspitasari, 2018; Astuti, 2024). Research that examines how blogs may serve as learning media supporting psychological and spiritual sustainability within an ecopedagogical framework remains limited. Meanwhile, value-based and spirituality-oriented blogging has strong potential to help santri maintain mental well-being and spiritual resilience amid exposure to digital media that is not always aligned with Islamic values (Thoriq et al., 2024). This indicates the existence of a scholarly gap that has not been thoroughly addressed.

The literature on ecopedagogy emphasizes education as a practice of ecological awareness and sustained self-transformation (Allisa Tazkia Fitri, 2025). This approach provides a philosophical foundation for interpreting digital media not merely as tools for delivering messages but as reflective spaces where learners recognize the interconnection between self, environment, and spiritual values. At the same time, Islamic education has a long tradition of forming character, adab, and inner tranquility through value-based learning practices (Jayatri et al., 2025). Integrating both perspectives offers opportunities to design digital spaces that are not only functional but also foster psychological and spiritual sustainability in the lives of santri.

Research on blogs in the pesantren context has generally focused on training programs that introduce blogs as information or documentation media (Hartama et al., 2024). However, these studies do not explore how blog content and design may contribute to shaping self-awareness, psychological calmness, and santri spirituality. This limitation demonstrates that previous studies have yet to link the function of blogs with the Islamic ecopedagogy framework, which emphasizes harmony between humans, the environment, and spiritual values (Dewantoro & Trisyanti, 2024). Thus, there remains a relevant research gap in understanding blogs as learning spaces that support psychological and spiritual sustainability simultaneously within Islamic education.

PsikoTalk, as an Islamic educational blog, serves as a reflective medium that integrates positive psychology narratives, Islamic spiritual values, and reader-friendly visual aesthetics. Although this platform has been used to promote self-awareness and digital education, no scientific study has examined its

implementation from an ecopedagogical perspective or its contribution to the psychological and spiritual sustainability of santri. In fact, the layout design, content flow, and communication style of the blog are capable of shaping holistic learning experiences that support mental–spiritual balance (Fatmawati & Roviati, 2021). This absence of scholarly inquiry reinforces the urgency of investigating how PsikoTalk can function as an Islamic digital medium that promotes self-sustainability.

Based on the literature mapping above, it can be concluded that there is a significant research gap regarding how Islamic blogs may serve as ecopedagogical spaces that encourage psychological and spiritual sustainability among santri. Although studies on the use of blogs in pesantren exist, none focus on the dimension of internal transformation within santri through value-based digital narratives. Therefore, this study requires a qualitative approach capable of capturing santri experiences, the meanings constructed through their interaction with PsikoTalk content, and the dynamics of self-reflection that emerge throughout the reading process.

Accordingly, this study specifically aims to describe the implementation of PsikoTalk as an Islamic digital medium in supporting the psychological and spiritual sustainability of santri from an ecopedagogical perspective. The research focuses on how blog design, content structure, and reflective narratives function as a digital learning space that shapes self-awareness and life values. By examining santri experiences and analyzing the structure of the blog as an educational medium, this study is expected to contribute scientifically to the development of holistic and sustainable Islamic digital learning media. It also opens opportunities for designing and implementing Islamic digital media that are more adaptive to the needs of Muslim youth in the digital ecology era.

Methods

This study employs a descriptive qualitative approach with stages of planning, limited implementation, and evaluation to analyze the effectiveness of PsikoTalk as an Islamic digital medium supporting the psychological and spiritual sustainability of santri through an ecopedagogical perspective. In the planning phase, the researcher developed PsikoTalk content based on Islamic values, ecopedagogical principles, and the psychological needs of santri. The content was then implemented through structured publication on the PsikoTalk blog and introduced to santri during the observation period. Data were collected through in-depth interviews, observation of santri responses to the tested content, and documentation of relevant digital activities. Data analysis was conducted thematically through processes of reduction, categorization, and interpretation to

evaluate how PsikoTalk content cultivates ecological awareness, enhances psychological resilience, and strengthens the spirituality of santri.

Results

Implementation of PsikoTalk as an Islamic Digital Medium from an Ecopedagogy Perspective

The implementation of PsikoTalk was carried out in three main stages planning, implementation, and evaluation. These stages were designed to ensure that PsikoTalk functions not only as a digital information platform but also as a reflective, Islamic learning space that supports the psychological and spiritual sustainability of santri.

1. Planning Stage

In the planning stage, the researcher conducted a needs analysis through informal conversations with santri, initial observations, and a review of their daily psychological conditions. Initial observations revealed that many santri experienced emotional fatigue, difficulty maintaining learning focus, tendencies toward overthinking, religious guilt, and confusion in managing their time. Field notes indicated a clear need for mental health support (Observation, 2025). These findings served as the foundation for developing PsikoTalk content, which includes themes such as Islamic emotional regulation, spiritual journaling, digital detox, human–nature relationships from an Islamic perspective, digital adab, and the cultivation of ecological character.

From a design perspective, the planning of the blog interface considered the visual comfort of the santri. A pastel red palette was chosen as a calming color scheme, accompanied by simple navigation to ensure easy access via mobile phones. This design decision aligned with santri feedback, as reflected in one student’s statement: *“If the display is too crowded, it makes my head hurt, kak. I prefer something simple but pleasant to read, because when the blog feels calm, I feel calm too.”* (Interview, 2025).

Early documentation in the form of interfacetches showed that the researcher emphasized simplicity, readability, and spacious negative space to create a soothing and unpressured reading experience.



Figure 2. Psikotalk blog design planning

2. Implementation Stage

The implementation of PsikoTalk took place over four weeks. In the first week, the blog was introduced through a mini workshop titled “*Digital Spiritual Awareness*”, during which all santri were asked to access PsikoTalk using their own devices. Observations recorded a high level of enthusiasm: “*Most of the santri began reading the articles seriously. Around eight students discussed the relationship between stress and worship after reading the first article.*” (Observation, 2025). Documentation in the form of photos from the opening session showed santri reading in small groups while pointing to parts of the articles they found meaningful.



Figure 2. PsikoTalk Reading Activity Session

During the second and third weeks, the santri were asked to read two articles per week and complete short reflection responses. Usage patterns began to emerge: santri read the blog before bedtime, some invited their friends to read together, and several began practicing breathing regulation tips and journaling. Interviews supported these findings, such as one student's statement: “*I like the journaling part, kak. It feels like being invited to talk about what’s in my heart without being judged. After reading, I write for 10 minutes and it feels relieving.*” (Interview, 2025). The researcher’s notes indicate that santri who

were initially passive in reflective activities began to show growing interest in introspective content.

3. Evaluation Stage

The evaluation stage was conducted through follow-up observations, final interviews, and documentation analysis of the blog's usage. The results indicate an increase in awareness regarding gadget use, changes in the rhythm of social interactions in the dormitory, and the emergence of new habits such as a "digital quiet space," in which students choose specific times to disengage from digital activities except for reading PsikoTalk. In the final observation notes, the researcher wrote: *"Two students invited their friend to sit in the back courtyard of the dormitory while reading PsikoTalk. They said they wanted to read in a place that felt 'cooler so it sinks in.' This shows a connection between physical space and the process of digital reflection."* (Observation, 2025). Overall, the implementation of PsikoTalk was not only technically successful but also able to create a digital ecopedagogical space that integrates self-reflection, psychological calmness, and Islamic spiritual values.

Students' Psychological Responses to PsikoTalk

The findings reveal three primary psychological responses emerging from the use of PsikoTalk: increased self-awareness, reduced academic anxiety, and enhanced religious emotional regulation. These responses were identified through the integration of behavioral observations, in-depth interviews, and documentation of students' reflections.

Increased Self-Awareness

The reflective reading process facilitated by PsikoTalk was shown to foster students' self-awareness. Observations indicate that students began to pay closer attention to their emotions and became more capable of identifying sources of stress. This change was evident in the emergence of a new habit writing journals after reading specific articles. Interviews further support this pattern, as expressed in the statement: *"I used to overthink without realizing it. Now I understand, 'oh, my mind is running too far.' PsikoTalk taught me to pause for a moment."* (Interview, 2025). Observation of students' reflections also shows that some of them saved certain articles as personal reminders, indicating the internalization of the content in their daily lives.

Reduction of Academic Anxiety

Field observations revealed that students who previously appeared anxious during study sessions began to demonstrate greater emotional stability. The researcher's notes mention: *"A student who was usually nervous when completing assignments now appears calmer. She said she routinely reads the article 'Learning Without Fear of Mistakes' before studying."* (Observation,

2025). In-depth interviews indicate that students now perceive learning not merely as an obligation but as a form of worship that cultivates inner peace. “*I’m no longer afraid of getting a bad grade. What matters is continuing to try. PsikoTalk taught me that learning is worship, not a competition.*” (Interview, 2025).

Enhancement of Emotional Regulation

The students also demonstrated improvements in their ability to regulate emotions through simple techniques introduced by PsikoTalk, such as Islamic deep breathing, grounding with Qur’anic verses, and self-compassion practices rooted in *tawakkul*. Observations showed that students applied the breathing technique when facing tense situations. This aligns with interview findings stating, “When I feel anxious now, I take a deep breath while reciting *istighfar* like in the blog. It really helps.” (Interview, 2025). Documentation in the form of student journals also revealed that they have begun writing down their anxiety triggers and the coping strategies they learned from the blog, indicating concrete application in their daily lives.



Figure 3. Student activities that are starting to be brave enough to take part in competitions

Contributions of PsikoTalk to Spiritual Sustainability and Ecopedagogy

PsikoTalk contributes not only to the psychological well-being of students but also strengthens their spiritual and ecological awareness through reflective Islamic narratives. The findings indicate that the blog effectively functions as a bridge connecting inner calmness, religious practice, and environmental consciousness within an integrated ecopedagogical framework.

Strengthening Students’ Spirituality

The observations reveal a noticeable development in students’ engagement with small but meaningful spiritual practices after interacting with PsikoTalk. These include gratitude journaling, reciting short prayers before studying, and conducting nightly *muhasabah*. Documentation in the form of reflective writing shows a growing sensitivity toward spiritual values, where students consistently record Qur’anic verses and prayers that they find personally relevant. This pattern suggests

that PsikoTalk successfully fosters deeper spiritual introspection and supports the internalization of Islamic values in daily routines.

Enhancing Ecological Awareness

PsikoTalk's articles discussing human–nature relations from an Islamic perspective generated a significant ecological response. Observational data indicate several behavioral shifts, such as students choosing reusable water bottles, reducing plastic waste, turning off lights when not in use, and preferring to read in the green outdoor areas of the pesantren. Documentation including photographs and cleanliness logs reflects a steady improvement in environmental responsibility. These findings show that PsikoTalk effectively links religious consciousness with ecological ethics, reinforcing the understanding that environmental stewardship is an integral component of Islamic worship.

PsikoTalk as a “Digital Quiet Space”

PsikoTalk has evolved into a digital environment that promotes tranquility and supports spiritual reflection. Evening observations demonstrate a notable shift in the atmosphere of the dormitory, where students gather in small, calm groups to read the blog in a focused and quiet manner. Documented visuals and environmental notes further illustrate that the blog functions as a form of digital sanctuary a serene space that facilitates contemplation, emotional grounding, and a strengthened spiritual connection. This indicates the emergence of PsikoTalk as a supportive reflective medium within the pesantren's learning ecosystem.

Discussion

Analysis Implementation of PsikoTalk as an Islamic Digital Medium from an Ecopedagogy Perspective

The implementation of PsikoTalk as an Islamic digital media platform based on ecopedagogy demonstrates that this platform is not only a means of conveying information, but also a space for reflection that fosters the psychological and spiritual sustainability of students. During the planning stage, identification of students' needs for emotional support, stress management, and spiritual guidance demonstrated conditions aligned with the concepts of mental overload (Erskine et al., 2023) and religious guilt in the psychology of religion. This needs analysis served as the basis for developing PsikoTalk content, in accordance with the needs assessment principle in educational media development models (Kurniawan & Zabeta, 2025). The selection of simple visual displays, calming pastel colors, and easy navigation also demonstrates the application of environmental psychology theory, where minimalist design has been shown to reduce mental tension and increase cognitive comfort (Waxman & Sue Goldie, 2023).

The implementation of PsikoTalk demonstrated high student engagement and naturally evolving usage patterns. Students read articles before bed, discuss in small

groups, imitate breathing techniques, and begin journaling regularly. This pattern the formation of self-regulated learning (Aini et al., 2023) and network based learning, in accordance with connectivism theory, where the interaction between participants, content, and digital space creates new learning processes. The students' involvement in reading in cooler or quieter spaces also demonstrates a correlation between physical space and inner calm, aligning with the concept of biophilia (Khalid & Amin, 2024) in ecopedagogy, which states that humans naturally seek closeness to nature to support reflection and psychological well-being.

The implementation evaluation revealed a transformation in students' behavior, particularly in digital discipline and time management. New habits, such as "digital quiet space," demonstrate the internalization of digital values of *adab* (*adab*), namely the wise, purposeful, and moderate use of technology. Changes in social interaction patterns, which have become increasingly calm and reflective, including the tendency to read in open areas of Islamic boarding schools, demonstrate the strengthening of eco-spirituality, namely spiritual experiences supported by a calming physical environment. The evaluation results also demonstrated increased self-awareness, emotional management skills, and a tendency among students to connect psychological experiences with Islamic values such as self-reflection, reflection, and awareness of their role as caliphs.

Overall, PsikoTalk has proven to create a transformative digital learning space. This medium not only provides psychological insights and Islamic values but also fosters ecological awareness and reflective practices that connect humanity, spirituality, and the environment. PsikoTalk has successfully become a form of eco-Islamic digital pedagogy that supports the psychological, spiritual, and ecological sustainability of students in the context of contemporary Islamic boarding school education.

Analysis Students' Psychological Responses to PsikoTalk

Research findings indicate that the use of PsikoTalk resulted in three main psychological responses in students: increased self-awareness, decreased academic anxiety, and improved emotional regulation based on Islamic values. These responses emerged as a result of the interaction between the reflective reading process, internalization of values, and the application of coping strategies learned from the PsikoTalk content.

The increased self-awareness was evident in the students' habit of recognizing emotions more clearly, understanding the sources of stress, and starting to establish a journaling routine after reading certain articles. These habits demonstrate the development of self-awareness, as explained by Goldberg (1992), who states that individuals who are able to recognize their inner states are more effective in managing emotional responses. The habit of saving articles as personal reminders indicates internalization of content the process by which knowledge transforms into

daily values and practices. This phenomenon aligns with the concept of metacognitive awareness, where students begin to independently monitor and evaluate their psychological state.

The decrease in academic anxiety was also evident in changes in learning behavior. Students who previously felt anxious when working on assignments began to display calmness and a positive outlook on the learning process. This demonstrates a reduction in academic anxiety, as explained who stated that anxiety can decrease when students feel they have emotional and cognitive support. PsikoTalk reinterprets learning as worship, not competition, thus shifting the academic orientation from pressure to spiritual meaning. When learning is interpreted as part of devotion to God, this aligns with the concept of intrinsic motivation in Self-Determination Theory (Waxman & Sue Goldie, 2023) namely motivation that grows from an understanding of values, not external pressure.

Furthermore, improved emotional regulation skills are also evident in the application of simple techniques such as Islamic deep breathing, grounding with Quranic verses, and the practice of tawakkul (religious self-compassion). The application of breathing techniques demonstrates the emergence of behavioral coping strategies, actions that directly reduce physiological stress. This aligns with Ileres (2002) concept of emotion regulation, which states that breath control is an effective form of response modulation for calming the nervous system. The integration of Islamic elements such as istighfar (repentance), tawakkul (religious prayer), and dhikr (remembrance of God) strengthens emotional regulation through spiritual aspects, in line with religious coping theory (Hartama et al., 2024), which asserts that religious individuals can manage stress through spiritual practices and theological approaches.

The students' journals show that they began to record their anxiety triggers and the coping strategies they used, indicating the development of self-monitoring, the ability to consciously observe changes in emotions and behavior. The increased courage to participate in competitions, as seen in the documentation, indicates the presence of self-efficacy (Kim et al., 2022), the belief that one is capable of facing challenges after experiencing the reflection and reinforcement process provided by PsychoTalk.

Overall, the psychological responses that emerged indicate that PsychoTalk not only provides information but also fosters a process of inner transformation. This medium successfully developed self-awareness, reduced academic burden,

and fostered emotional regulation aligned with Islamic values, thus supporting the students' overall psychological and spiritual well-being.

Analysis Contributions of PsikoTalk to Spiritual Sustainability and Ecopedagogy

Research findings indicate that PsikoTalk contributes significantly not only to the psychological well being of students but also to their spiritual sustainability and ecological awareness. Through Islamic reflective narratives presented in digital format, PsikoTalk serves as a learning space that integrates inner peace, religious practices, and environmental ethics within an ecopedagogical framework.

The strengthening of spirituality is evident in the emergence of simple yet meaningful practices, such as gratitude journaling, a short prayer before studying, and evening self-reflection. These practices reflect the formation of spiritual micro-habits, small habits that strengthen spiritual connections on an ongoing basis. This aligns with the theory of spiritual development in Islamic psychology, which emphasizes that closeness to God grows through consistent, small routines of worship (Al-Ghazali, *Ihya' Ulumuddin*). The students' reflections, which include Quranic verses and prayers they deem relevant, demonstrate the process of internalizing values, consistent with the concept of spiritual internalization in positive psychology, which states that personally absorbed spiritual meaning can strengthen emotional resilience and life direction.

PsikoTalk's contribution to ecological awareness is evident through various behavioral changes that support environmental sustainability, such as the use of reusable water bottles, reducing plastic waste, conserving electricity, and a tendency to study in green areas of Islamic boarding schools. These changes indicate that students' understanding of the relationship between humans and nature is beginning to develop. This finding aligns with the principles of ecopedagogy (Hung, 2021), which emphasizes critical education to build ecological awareness as part of an ethical life. When students connect environmentally friendly behavior with Islamic teachings, they demonstrate the application of the concept of *khalifah fil ardh*, or human responsibility as caretakers of the earth. This demonstrates the integration of environmental ethics into spiritual understanding, in line with eco-spirituality theory, which emphasizes the relationship between ecological awareness and divine values (Kopnina & Bedford, 2024)

Furthermore, PsikoTalk has developed into a "digital quiet space," a digital space that supports tranquility, focus, and spiritual reflection. The quieter evening atmosphere in the dormitory, the students reading slowly in small groups, and the visual documentation depicting silent interactions illustrate that PsikoTalk has become a digital sanctuary a safe space for contemplation and self-soothing. This

concept aligns with the idea of cyber-spirituality, which is the use of digital media to build authentic and meaningful religious experiences and inner peace. From an ecopedagogy perspective, this space brings together psychological, spiritual, and environmental dimensions creating a learning ecosystem that blends technology with ecological tranquility around the Islamic boarding school.

Overall, PsikoTalk's contribution to fostering spiritual and ecological sustainability demonstrates that digital media can be a transformative educational tool. PsikoTalk not only strengthens religious values and mental health but also fosters an ecological ethic relevant to the challenges of modern education. This demonstrates that Islamic digital media can bridge spiritual practices, environmental awareness, and reflective learning in the Islamic boarding school context.

Conclusion

The research results indicate that the PsychoTalk implementation process was effective through three stages planning, implementation, and evaluation all structured around the psychological and spiritual needs of the students. The planning stage emphasized needs analysis and a simple, calm, and accessible blog design. During the implementation stage, students demonstrated active engagement through regular reading activities, small discussions, and reflective exercises guided by the PsychoTalk content. The evaluation stage demonstrated the emergence of new habits, such as a digital quiet space, a dedicated time for students to read PsychoTalk in silence, demonstrating the success of this medium as a calming and meaningful digital learning space.

The research findings revealed three key psychological changes: increased self-awareness, decreased academic anxiety, and improved Islamic emotional regulation. Students began to recognize their emotions, understand the sources of stress, and develop a habit of journaling after reading specific articles. PsychoTalk also changed the way students viewed the learning process, from pressure to worship, thereby reducing the fear of failure. Techniques such as Islamic breathing, grounding with Quranic verses, and the practice of tawakkul (religious prayer) help students respond to difficult situations with greater calm. These responses demonstrate that PsikoTalk has a tangible impact on the students' psychological well-being.

PsychoTalk not only improves psychological aspects but also makes a significant contribution to spiritual and ecological sustainability. Routines such as daily gratitude, prayer before studying, and evening self-reflection (muhasabah) become more consistent among students after being exposed to the blog's content. At the same time, ecological awareness increases through energy-saving behaviors, waste reduction, and a tendency to read in the Islamic boarding school's green areas in line with the principles of ecopedagogy, which integrates critical

learning, spirituality, and environmental awareness. PsikoTalk has ultimately evolved into a digital sanctuary, a digital space that fosters serenity, reflection, and a harmonious relationship between self, God, and the environment.

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