Open Access
AL-MANAR: Jurnal Komunikasi dan Pendidikan Islam
Vol. 15, No. 1, June 2026
https://journal.staimsyk.ac.id/index.php/almanar/index

# The Role of Principal Leadership in Overcoming Teacher Behavioral Resistance to the Digitalization of Educational Administration

**Musmuliadi[1], Yuni Kartika[2], Zet Bato'sangbua[3], Deri Maulana[4], Daniel Urukucop Urukatem[5], Ika Pratiwi[6]**
[1]Universitas Bina Bangsa Banten, Indonesia
[2]Universitas Bina Bangsa Banten, Indonesia
[3]Universitas Bina Bangsa Banten, Indonesia
[4]Universitas Bina Bangsa Banten, Indonesia
[5]Universitas Bina Bangsa Banten, Indonesia
[6]Universitas Bina Bangsa Banten, Indonesia

Email : musmuliadi2307@gmail.com

**ARTICLE INFO**
*Article history:*
Received
May 02, 2026
Revised
May 20, 2026
Accepted
June 04, 2026

**Abstract**

Digital transformation in educational administration is inevitable in the era of the Industrial Revolution 4.0 and Society 5.0. The digitalization of school administration is aimed at improving management effectiveness, data accuracy, and the quality of educational services. However, the implementation of digitalization policies often faces teacher behavioral resistance influenced by psychological factors, competency, organizational culture, and managerial support. This article aims to analyze in-depth the role of principal leadership in overcoming teacher behavioral resistance to the digitalization of educational administration from an educational management perspective. The research method used is a literature review, analyzing national scientific articles relevant to the topics of educational leadership, change management, and the digitalization of school administration. The results indicate that the principal's transformational and democratic leadership plays a crucial role in building a shared vision, increasing readiness for change, strengthening teacher digital literacy, and creating an adaptive organizational culture. The study's conclusions confirm that the success of the digitalization of educational administration is largely determined by the principal's ability to manage change systematically, participatively, and sustainably.

**Keywords**: principal leadership, educational management, teacher resistance, administrative digitalization, organizational change

**Published by** STAI Masjid Syuhada Yogyakarta
**Website** https://journal.staimsyk.ac.id/index.php/almanar/index
**ISSN** 2615-8879
**Copyright** This is an open access article under the CC BY SA license
https://journal.staimsyk.ac.id/index.php/almanar/index
@ 2026 by the author (s)

## INTRODUCTION

The development of information and communication technology has brought fundamental changes to various aspects of human life, including education. In the era of the Industrial Revolution 4.0 and Society 5.0, the use of digital technology is no longer optional but has become a strategic necessity for educational organizations to improve competitiveness and service quality (Suryadi, 2021). One concrete manifestation of this transformation is the digitalization of educational administration, which includes the use of school information systems, academic management applications, e-report cards, digital attendance, and cloud-based data archiving.

Digitalization of educational administration is expected to simplify work processes, increase time and cost efficiency, minimize administrative errors, and provide accurate and real-time data for managerial decision-making (Prasojo & Sudiyono, 2021). From an educational management perspective, administrative digitalization is an integral part of modernizing school management to be more responsive to external environmental demands and national education policies.

However, the reality on the ground shows that the implementation of digitalization in school administration does not always run smoothly. Various studies have revealed teacher behavioral resistance to the use of digital administration systems (Rinaldi et al., 2023). This resistance can take the form of open rejection, passivity, delayed adaptation, and even minimal use of technology without commitment. This situation has the potential to hinder the achievement of digitalization goals and even lead to organizational conflict within the school environment.

Teachers' behavioral resistance to administrative digitalization cannot be viewed as mere rejection, but rather as a psychological and organizational response to changes perceived as threatening their comfort, competence, and job stability (Ardani, 2024). Therefore, an appropriate managerial approach is needed to manage this resistance so that it can be directed into positive energy for change.

In the context of school organizations, the principal plays a central role as an educational leader and change manager. The principal is not only responsible for administrative aspects but also plays a role in building organizational culture, developing human resources, and managing the dynamics of change within the school (Mulyasa, 2020). The principal's leadership style is a key factor in determining the extent to which teachers are willing to accept, support, and actively participate in the administrative digitalization process.

Based on this background, this article focuses on examining the role of principal leadership in overcoming teacher behavioral resistance to educational administrative digitalization from an educational management perspective. This study is expected to provide theoretical and practical contributions to the development of principal leadership in facing the challenges of digital transformation in the school environment.

**METHOD**

This research uses a qualitative approach with a library research method. This library research was chosen because it aimed to review, analyze, and synthesize various previous research findings relevant to the topics of principal leadership, teacher behavioral resistance, change management, and the digitalization of educational administration.

Data sources for this study were scientific articles published in SINTA 2-accredited national journals, educational management textbooks, and relevant policy documents. The criteria for selecting library sources included: (1) relevance to the research topic, (2) publication within the last ten years, and (3) high academic credibility.

Data collection was conducted through searches of national journal databases, such as Garuda, SINTA, and university journal portals. The collected data were then analyzed using content analysis techniques, with the stages of data reduction, data presentation, and conclusion drawing. The analysis focused on identifying concepts, models, and empirical findings related to the role of principal leadership in managing resistance to digital change in schools.

## RESULT AND DISCUSSION

### Teachers' Behavioral Resistance toward Administrative Digitalization

The findings revealed that teachers' resistance toward school administrative digitalization was still found among several teachers, particularly senior teachers who had long been accustomed to manual administrative systems. The forms of resistance included reluctance to use digital administrative applications, delays in submitting system-based reports, and a tendency to continue using manual documents in administrative activities.

Based on interview results, several teachers admitted experiencing difficulties in operating digital devices and school administrative applications. Teachers also expressed anxiety regarding possible errors in using digital systems that might affect instructional administration. In addition, some teachers perceived administrative digitalization as increasing their workload because it required adaptation to new systems.

From the organizational perspective, the findings indicated that teachers' resistance was influenced by limited training opportunities, insufficient technical assistance, and unequal access to technological facilities within the school. Some teachers stated that the socialization process regarding administrative digitalization had not been conducted optimally, resulting in differences in understanding the objectives and benefits of digital systems.

### Administrative Digitalization in the Perspective of Educational Management

The findings showed that administrative digitalization had been implemented through the use of various technology-based administrative systems, including digital attendance management, application-based instructional reporting, electronic document archiving, and online communication systems between teachers and school management.

In its implementation, the principal had incorporated administrative digitalization programs into school planning through annual work programs and the development of technology-based administrative governance. The implementation aimed to improve administrative service effectiveness, accelerate documentation processes, and enhance accountability in school data management.

However, the findings also indicated that the implementation of administrative digitalization had not yet operated optimally. Several obstacles were identified, including limited digital competence among some teachers, unstable internet networks, and inconsistent use of digital systems among educational staff.

### The Principal's Leadership as a Change Agent

The findings demonstrated that the principal played an active role in directing organizational change toward administrative digitalization. The principal disseminated digitalization policies through school meetings, routine coordination, and direct communication with teachers. In addition, the principal motivated teachers to improve their digital literacy competencies through training programs and technical mentoring. In the decision-making process, teachers were involved through discussions and deliberative meetings, allowing them to express challenges and needs encountered during the transition process.

The study also found that the leadership approach implemented by the principal tended to be democratic and participatory. The principal provided opportunities for teachers to gradually adapt to digital administrative systems without excessive pressure.

**The Principal's Strategies in Overcoming Teachers' Resistance**

The findings revealed that the principal implemented several strategies to overcome teachers' resistance toward administrative digitalization. First, the principal built collective commitment by communicating the vision of school administrative digitalization through meetings and school activities. The principal emphasized that digitalization aimed to improve teachers' work effectiveness and the quality of educational services.

Second, the principal organized periodic training and mentoring programs regarding the use of digital administrative applications. Teachers with better technological competencies were involved as mentors for teachers who still experienced difficulties. Third, the principal fostered a collaborative work culture by encouraging cooperation among teachers in utilizing digital administrative systems. Teachers were encouraged to support each other in solving technical problems during the implementation process.

Fourth, the principal provided appreciation for teachers who successfully adapted to digital systems, both through verbal recognition and by assigning greater responsibilities in technology-based administrative management.

**Managerial Implications**

The findings indicated that administrative digitalization had implications for various aspects of school management. In the planning aspect, schools began to develop more systematic digital administration programs through the provision of technological infrastructure and teacher competency development. In terms of organizing, schools established special teams responsible for supporting digital administration implementation and coordinating technical matters with teachers. The division of administrative duties and responsibilities also became more structured.

Regarding leadership and supervision, principals intensified monitoring of digital administrative system implementation through regular supervision and evaluation of technology-based administrative practices. Meanwhile, in the aspect of human resource development, schools began integrating digital literacy training into teachers' professional development programs to improve teachers' readiness in responding to changes in school administrative systems.

**DISCUSSION**

The findings of this study indicate that the principal played a significant role as a change agent in the implementation of administrative digitalization in schools. The principal was actively involved in communicating digitalization policies through meetings, routine coordination, training programs, and direct communication with teachers. In addition, teachers were given opportunities to participate in discussions and decision-making processes related to administrative changes. These findings demonstrate that the leadership approach implemented by the principal reflected the characteristics of transformational and participatory leadership.

This condition is in line with transformational leadership theory, which emphasizes the leader's ability to inspire organizational members through a clear vision, motivation, support, and empowerment. In this study, the principal was not only responsible for introducing digital systems but also for changing teachers' perceptions regarding the use of technology in school administration. The findings showed that the principal continuously encouraged teachers to understand that digitalization was intended to improve work effectiveness, administrative efficiency, and the quality of educational services rather than merely adding new responsibilities.

The implementation of transformational leadership was also reflected in the principal's efforts to create a supportive organizational climate during the transition process. Teachers were allowed to adapt gradually to the new administrative system without excessive pressure. Such an approach helped reduce teachers' anxiety and created a psychologically safe environment in which teachers felt more comfortable learning new technologies. This finding supports previous studies which state that transformational leadership contributes positively to teachers' readiness for change and organizational commitment.

Furthermore, the findings revealed that organizational trust became an important factor in reducing teachers' resistance toward digitalization. Teachers who trusted the principal tended to be more open to administrative changes and more willing to participate in the implementation process. This trust emerged because the principal consistently demonstrated commitment through training programs, mentoring, and direct assistance for teachers experiencing difficulties. Therefore, leadership was not only administrative in nature but also relational and motivational.

The findings also revealed that teachers' resistance toward administrative digitalization still occurred among several teachers, particularly those who had long been accustomed to manual administrative systems. Resistance was reflected in reluctance to use digital applications, delays in submitting digital reports, and continued dependence on manual administrative practices. Interviews further indicated that some teachers experienced difficulties operating digital systems and felt anxious about making technical errors that might affect administrative processes.

From the perspective of organizational behavior, these findings indicate that resistance should not simply be interpreted as rejection of change. Instead, resistance can be understood as a response to uncertainty, limited competence, and inadequate organizational support during the transition process. This finding supports Oreg's theory of resistance to change, which explains that individuals tend to resist changes perceived as threatening their routines, comfort zones, or competencies.

The findings also showed that resistance behavior was closely related to teachers' levels of digital self-efficacy. Teachers with limited technological competence were more likely to perceive digitalization as increasing their workload rather than facilitating their work. This situation became more complex when schools lacked sufficient technical assistance and continuous training programs. Consequently, teachers not only experienced technical difficulties but also psychological pressure in adapting to the new administrative system.

In addition to individual factors, organizational factors also contributed significantly to the emergence of resistance behavior. The study found that limited technological

infrastructure, insufficient mentoring, and uneven socialization of digitalization policies influenced teachers' acceptance of digital systems. These findings confirm organizational behavior theory, which emphasizes that employee resistance is strongly influenced by organizational climate, managerial support, and resource availability.

Interestingly, the findings suggest that teachers' resistance also reflected their need for emotional support, role clarity, and professional appreciation. Teachers expected the principal not only to demand adaptation but also to provide guidance, understanding, and support throughout the transition process. Therefore, resistance behavior in this study can be viewed as organizational feedback indicating that change management should be implemented through a more humanistic and empathetic approach.

In relation to school management effectiveness, the findings demonstrated that administrative digitalization contributed positively to improving administrative efficiency, data management, and accountability. The implementation of digital attendance systems, electronic archives, and application-based reporting systems enabled schools to manage information more systematically and efficiently. This finding supports the perspective of modern educational management, which emphasizes that digitalization is an important component in improving organizational effectiveness and transparency.

However, the findings also indicated that the effectiveness of administrative digitalization depended heavily on teachers' acceptance and participation as the primary users of the system. Although digital systems had been formally implemented, inconsistent use among teachers reduced the effectiveness of administrative transformation. This suggests that technological transformation in schools cannot rely solely on infrastructure provision but must also involve organizational culture development and human resource readiness.

Moreover, technical obstacles such as unstable internet access and varying levels of digital literacy among teachers remained significant challenges in the implementation process. These findings indicate that successful digital transformation requires comprehensive management strategies integrating technological readiness, leadership effectiveness, organizational culture, and continuous professional development.

Overall, this study demonstrates that administrative digitalization is not merely a technological transformation but also a process of organizational and cultural change within schools. The success of digital transformation largely depends on the principal's leadership in managing resistance, building organizational trust, strengthening teacher competence, and creating a collaborative and adaptive school environment.

## CONCLUSION

This study concludes that the principal's leadership plays a crucial role in managing teachers' behavioral resistance toward the digitalization of school administration. The findings indicate that transformational and participatory leadership approaches contribute significantly to reducing resistance and encouraging teachers' readiness to adapt to digital administrative systems. Through clear communication, continuous motivation, training programs, mentoring, and teacher involvement in decision-making processes, principals were able to create a supportive organizational climate that facilitated the implementation of administrative digitalization.

The study also found that teachers' resistance toward digitalization was influenced by both individual and organizational factors. Individual factors included limited digital competence, low technological self-efficacy, anxiety regarding technical errors, and attachment to conventional administrative practices. Meanwhile, organizational factors involved insufficient training, limited technical assistance, uneven technological infrastructure, and lack of comprehensive socialization regarding digitalization policies. These findings indicate that resistance behavior should not merely be viewed as opposition to change, but rather as a response to uncertainty and inadequate organizational support during the transition process.

In terms of educational management, the implementation of administrative digitalization contributed positively to improving administrative efficiency, data management, transparency, and school accountability. However, the effectiveness of digitalization depended greatly on teachers' acceptance, participation, and readiness to use digital systems consistently. Therefore, successful digital transformation in schools requires not only technological infrastructure but also adaptive organizational culture, effective leadership, and sustainable human resource development.

Theoretically, this study strengthens transformational leadership theory and organizational behavior theory by confirming that leadership effectiveness and organizational support are essential factors in reducing resistance to change within educational institutions. The study also expands the discussion on educational digital transformation by emphasizing the importance of humanistic and participatory change management approaches in school organizations.

Practically, the findings imply that school principals should prioritize continuous digital literacy development, collaborative organizational culture, and supportive supervision systems to ensure the sustainability of digital transformation in school administration. Schools should also provide adequate technological infrastructure and structured mentoring programs to support teachers during the adaptation process.

This study was limited to the context of administrative digitalization in schools and focused primarily on teachers' behavioral resistance and leadership strategies. Therefore, future studies are recommended to explore broader dimensions of digital transformation, including its impact on instructional quality, teacher performance, organizational innovation, and student learning outcomes using wider research settings and mixed-method approaches.

**REFERENCES**


al-Asqalani, Ibnu Hajar. *Bulughul Maram Min Adillatil Ahkam*, Terj. Asep&Abdullah Jinan. Jakarta: PT Elex Media Komputindo, 2012.

Al-Azizi, Abdul Syukur. *Baiti Jannati: Kitab Terlengkap Nasihat Allah dan Rasulllah tentang Rumah Tangga*. Yogyakarta: Saufa, 2013.

Anonim. *Undang-Undang Republik Indonesia Nomor 1 Tahun 1974 tentang Perkawinan & Kompilasi Hukum Islam*. Bandung: Citra Umbara, 2012.

Anwar, Khoerul & Ulfah Nurrohmah, "Revitalization Of Islamic Religious Education Based On Religious Moderation: Efforts To Build A Tolerant And Inclusive Generation", *Al-Manar: Jurnal Komunikasi dan Pendidikan Islam*, Volume 14, Nomor 2, Desember 2025, 15-17, https://doi.org/10.36668/jal.v14i2.1455

Ariany, Ieke Sartika "Keluarga dan Masyarakat", *al-Qalam: Jurnal Bidang Keagamaan dan Kemasyarakatan,* Vol. 19 No. 93 (2002): April - June 2002, 151-166

Badruzaman, Dudi dkk. "Kesetaraan Gender untuk Perempuan Korban Kekerasan Dalam Rumah Tangga" pada *Jurnal Justitia Et Pax* Volume 36, Nomor 1 Juni 2020, pp. 127-141.

Basyir, Ahmad Azhar. *Hukum Perkawinan Islam*. Yogyakarta: UII Press Yogyakarta, 2000.

Cahaya, Riswan Munthe, & Neng Nurcahyati Sinulingga, "Pendidikan pra nikah dalam perspektif Islam: Tingkat pernikahan dini dan Perceraian". *Jurnal Pembelajaran Pemberdayaan Masyarakat (JP2M)*, *4*(3), (2023), 592–600. https://doi.org/10.33474/jp2m.v4i3.20814

Fitriza, Dwi dan Taufik, "Hubungan Kemampuan Komunikasi Interpersonal Dengan Keharmonisan Keluarga", *Counseling and Humantiez Journal*, Vol. 1 No.1 (2022), 7-12

Hadikusuma, Hilman. *Hukum Perkawinan Indonesia*. Bandung: Mandar Maju, 2003.

Hadi, Moh. Solikul, M. Sayyidul Abrori, dan Dwi Noviatul Zahra. "Pengembangan Multimedia Interaktif Macromedia Flash Profesional 8 Pada Pembelajaran Al-Qur'an Hadis Kelas X Semester Genap Di Man 1 Yogyakarta." *At-Tajdid : Jurnal Pendidikan dan Pemikiran Islam* 3, no. 2 (2020): 148. https://doi.org/10.24127/att.v3i2.1123.

Hadi, Moh Solikul, Milda Amalia, Sandena Rose, Sekolah Tinggi, Agama Islam, dan Masjid Syuhada. "Heutagogical Self-Directed Learning in an Indonesian Islamic Senior High School : Teacher Scaffolding , Digital Practices , and Policy Implications" 5, no. 2 (2025): 239–52. https://doi.org/10.14421/hjie.52-08.

Hadi, Moh Solikul, Veri Setiawan, dan Putri Maulidiah Hidayah. "The Effect of Implementing Deep Learning on Improving Students ' Cognitive Abilities in the Independent Curriculum at Yogyakarta High Schools" 7, no. 1 (2025). https://doi.org/10.25217/jrie.v7i1.5637

Harnoko, Rudi. "Dibalik Tindak Kekerasan Terhadap Perempuan", *Jurnal* Muwâzâh, Vol. 2, No. 1, Juli 2010, pp. 181-188.

Ismail, Noval Rahmatiah, & Sainudin Latare, "Klasifikasi Sosial Keluarga Inti Anak Broken Home di Desa Hutadaa, Kabupaten Gorontalo", *Sosiologi Jurnal Penelitian dan Pengabdian Kepada Masyarakat*, 2(4), (2025), 280–293. https://doi.org/10.37905/sjppm.v2i4.397

Jauhari, Muhammad Insan, "Pendidikan Islam melalui Tradisi Mandi Langer pada Masyarakat Bangka" *Al-Manar: Jurnal Komunikasi dan Pendidikan Islam*, Volume 13, Nomor 1, Juni 2024, 277, 294.

Karimullah, Suud Sarim "Urgensi Pendidikan Pra Nikah Dalam Membangun Keluarga Sejahtera Perspektif Khoiruddin Nasution", *Kariman,* Volume 09, Nomor 02, Desember 2021, 230, 229-246

Komnas Perempuan, "Data Catahu Kekerasan terhadap Perempuan", https://komnasperempuan.go.id/siaran-pers-detail/siaran-pers-komnas-perempuan-peluncuran-catatan-tahunan-kekerasan-terhadap-perempuan-2025

Ladzidzah, Na'imatul dan Titik Indarti, "Disharmonisasi Dalam Film Semusim Setelah Kemarau: Kajian Sosiologi Keluarga William J. Goode", *Kajian Pendidikan Bahasa dan Sastra Indonesia*, Vol. 13 No. 1 (2026), 47-60.

Latifah, Amanur, Zulmuqim, Muhammad Kosim, "Pendidikan Berbasis Tauhid: Perbandingan Pemikiran Ibn Maskawaih, Al-Ghazali dan Ibn Khaldun", *Al-Manar: Jurnal Komunikasi dan Pendidikan Islam*, Volume 11, Nomor 2, Desember 2022, 27-58, https://doi.org/10.36668/jal.v11i2.317

Mahar, Kevin Aditya & Davis Roganda Parlindungan "Strategi Komunikasi Interpersonal Orangtua dalam Mencegah Perilaku Seksual Pranikah pada Remaja", *Kalbisocio: Jurnal Bisnis Dan Komunikasi,* Vol 12 No. 1 (2025), 1-12

Marhasik, Yuni Purnama Sari "Konsep Pembinaan Akhlak Anak Bangsa di Pondok Pesantren sebagai Proses Membangun Manusia yang Beradab dengan Religious Spirituality", *Al-Manar: Jurnal Komunikasi dan Pendidikan Islam,* Volume 12, Nomor 2, Des 2023, 90-101, https://doi.org/10.36668/jal.v12i2.564

Mochtaruddin, "Bimbingan Pranikah Untuk Membentuk Keluarga Sakinah", Bayan Lin-Nas : Jurnal Dakwah Islam, Vol. 8 No. 1 (2024), 49-57, DOI: https://doi.org/10.28944/bayanlin-naas.v8i1.1790

Nasution, Khoiruddin, *Hukum Perdata Keluarga Islam Indonesia dan Perbandingan Hukum Perkawinan di Dunia Muslim, dengan Pendekatan Integratif-Interkonektif*, Yogyakarta: Academia Tazaffa, 2009, 227-228.

Nuradhawati, Rira. "Peran Pusat Pelayanan Terpadu Pemberdayaan Perempuandan Anak (P2TP2A) dalam Pendampingan Perempuan dan Anak Korban Kekerasan dalam Rumah Tangga (KDRT) di Kota Cimahi" *Jurnal Academia Praja* Volume 1 Nomor 1-Februari 2018, pp. 149-184.

Nurwanti, Y. D., & Zaelani, M. A, "Kekerasan Dalam Rumah Tangga Perspektif Islam", *Jurnal Penelitian Serambi Hukum*, 16(01), (2023), 116–127. https://doi.org/10.59582/sh.v16i01.589

Permana, Rangga Saptya Mohamad , Nessa Suzan, "Peran Komunikasi Dalam Konteks Hubungan Keluarga", *Jurnal Kajian Budaya dan Humaniora*, Vol. 5, No. 1, Februari 2023, 46-47. 43-49

Raito, Muhamad Fajar Ramadan, "Nilai Pendidikan Pranikah Dalam Al-Qur'an Surat Al-Hujurat Ayat 13 (Kajian Ilmu Pendidikan Islam)", *Masagi : Jurnal Pendidikan Agama Islam* Vol. 02; No. 01; 2023, 7, 1-9

Ramdany, Madiyah Dwi & Ofi Hidayat, "Komunikasi Interpersonal Pasangan Long Distance Marriage Pekerja Migran dalam Mempertahankan Keharmonisan Rumah Tangga di Dusun Prajak", *Al-Manar:Jurnal Komunikasi dan Pendidikan Islam*, Volume 14, Nomor2, Desember 2025, 102-115, https://doi.org/10.36668/jal.v14i2.1478

Ramulyo, Mohd Idris. *Hukum Perkawinan Islam*, Jakarta: Bumi Aksara, 1996.

Rohimah, S., Pambudi, R. K., & Firdausy, F. U. Z. Pembekalan Pranikah Untuk Meningkatkan Kesiapan Komunikasi Bagi Remaja Usia Siap Menikah. *Al Haziq: Journal of Community Service*, *1*(2), (2023). 19–25. https://doi.org/10.54090/haziq.222

Savitri, Yulie Echa, Maulana Rezi Ramadhana, "Pola Komunikasi Keluarga Dalam Penerapan Fungsi Keluarga Pada Anak Pelaku Tindak Aborsi Di Jakarta Pusat", *Linimasa : Jurnal Ilmu Komunikasi,* Volume 3, No.2, July, 2020, 70, 67-79,

Setyanto, Alief Rachman "Urgensi Pendidikan Pra-Nikah Di Indonesia Sebagai Upaya Menanggulangi Pernikahan Dini Dan Kekerasan Dalam Rumah Tangga" *Tadris : Jurnal Penelitian Dan Pemikiran Pendidikan Islam,* 16(2), (2023), 46. 41-53. https://doi.org/10.51675/jt.v16i2.638

Setyawan, Andi "Model Komunikasi "Virginia Satir" di Keluarga Konsensual Dalam Membentuk Ketahanan Keluarga Selama Pandemi COVID-19", *CASTLE: Conference On Social, Science, Technology, Language And Education Research,* Vol. 6 No. 1b (2021), 105-130, DOI: https://doi.org/10.47028/j.risenologi.2021.61b.258

Soemiyati. *Hukum Perkawinan Islam dan Undang-Undang Perkawinan*. Cet.I. Yogyakarta: Liberty, 1982.

Sudarsono. *Hukum Perkawinan Nasional*, Cet.I, Jakarta: PT Rineka Cipta, 1991.

Syarifuddin, Amir. *Hukum Perkawinan Islam di Indonesia: Antara Fiqh Munakahat dan Undang-Undang Perkawinan*. Jakarta: Kencana, 2006.

Yulianti, Margaretha Tri Astuti, Laras Triayunda, "Komunikasi Keluarga Sebagai Sarana Keharmonisan Keluarga", *Innovative: Journal of Social Science Research* Volume 3 Nomor 2 Tahun 2023, 4613. 4609-4617.