



## Self-Management Strategy of Students in Facing Fomo Challenges and Increasing Social Media Involvement in Islamic Boarding School

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### Abstract

Technological advances bring new challenges for receptionists, such as Fear of Missing Out (FOMO) and high social media engagement. This study aims to explore self-management strategies in dealing with FOMO challenges and increasing healthy social media engagement in the dormitory environment. This study uses a qualitative approach with in-depth interviews with 6 students who are included in the respondent criteria from the Strensains Islamic boarding school in the Sragen area. Data analysis was carried out using the NVIVO12 application and data use was carried out using the interactive data analysis model from Miles which consists of three stages, namely: coding, data reduction, data presentation and finally drawing conclusions. The results of the study indicate that students develop various effective self-management strategies. First, students try to maintain daily routines in training, such as worship, study, and other activities. Second, students limit the use of exercise and social media, which are the main sources of exposure to content that triggers FOMO. Third, students develop interests and hobbies outside of social media, such as sports, arts, or extracurricular activities. The findings of the study contribute to a more comprehensive understanding of the psychological dynamics of students in dealing with digital challenges. The identified self-management strategies can be a model for other centers in managing social media use and preventing the negative impacts of FOMO. This study also provides practical implications for nurses in nursing homes in designing training programs that support centers in using social media wisely and enhancing healthy social engagement in the training environment.

**Keywords:** FOMO, Self-management, Social media, Engagement, Psychological dynamics

### Abstrak

*Kemajuan teknologi telah membawa tantangan baru bagi santri di pondok pesantren, yakni Fear of Missing Out (FOMO) dan tingginya keterlibatan di media sosial. Penelitian ini bertujuan mengeksplorasi strategi manajemen diri yang digunakan santri dalam menghadapi tantangan FOMO dan meningkatkan keterlibatan media sosial yang sehat dilingkungan pondok pesantren. Penelitian ini menggunakan pendekatan kualitatif dengan wawancara mendalam terhadap 6 orang santri yang termasuk dalam kriteria responden dari pondok pesantren Strensains yang ada di daerah Sragen. analisis data dilakukan dengan aplikasi NVIVO12 dan penggunaan data dilakukan dengan menggunakan model analisis data interaktif dari Miles yang terdiri dari tiga tahap yaitu: pengkodean, reduksi data, penyajian data hingga akhirnya penarikan kesimpulan. Hasil penelitian menunjukkan*

*bahwa santri mengembangkan beragam strategi manajemen diri yang efektif, Pertama, santri berusaha mempertahankan rutinitas harian di pesantren, seperti ibadah, belajar, dan kegiatan lainnya, Kedua, santri membatasi penggunaan gawai dan media sosial, yang menjadi sumber utama paparan terhadap konten yang memicu FOMO, Ketiga, santri mengembangkan minat dan hobi di luar media sosial, seperti olahraga, kesenian, atau kegiatan ekstrakurikuler. Temuan penelitian berkontribusi pada pemahaman yang lebih komprehensif tentang dinamika psikologis santri dalam menghadapi tantangan digital. Strategi manajemen diri yang diidentifikasi dapat menjadi model bagi santri lain dalam mengelola penggunaan media sosial dan mencegah dampak negatif FOMO. Penelitian ini juga memberikan implikasi praktis bagi pengasuh pondok pesantren dalam merancang program pembinaan yang mendukung santri untuk memanfaatkan media sosial secara bijak dan meningkatkan keterlibatan sosial yang sehat dilingkungan pesantren.*

**Kata Kunci:** FOMO, Manajemen diri, media sosial, Keterlibatan, dinamika psikologi.

## INTRODUCTION

Social media has become a powerful tool in shaping mindsets and behaviors, especially among students who are often in an environment that should uphold spiritual and social values (Bingham & Conner, 2010). However, the influence of social media and the Fear of Missing Out phenomenon is increasingly prevalent among students (Varchetta et al., 2020). Since access to social media platforms is very easy, students are often exposed to various information and trends that change rapidly. Accordingly, this situation creates pressure to always follow popular trends, resulting in a disrupted focus on learning and worship, creating anxiety and worries about missing important moments in students' social lives and at risk of experiencing negative impacts on mental health.

In 2023, the largest internet usage in Indonesia was recorded at 90.9% using applications with varied ages of 16-64, Instagram with a proportion of users of 85.3%, Facebook at 81.6%, and TikTok at 73.5%, according to the latest report from the We are Social Survey institution, and students are the largest contributors of users, up to 87% accessing social media (UNICEF Research) related to internet user behavior. Students are always interested in new things that appear on social media without considering the risks that arise (O'Keeffe & Clarke-Pearson, 2011). Their curiosity often makes them fully involved with their Android, which is a big problem for the psychological health of students, so they are vulnerable to the impact of fear of missing out. Islamic boarding schools, as Islamic educational institutions, have an important role in shaping the character and morals of students (Khaidir & Suud, 2020). With the development of technology and the emergence of social media, students in Islamic boarding schools face impacts on mental health, such as FOMO, which can interfere with students' involvement in social and religious activities (Ginting et al., 2023). This FOMO can cause students to be fixated on gadgets and social media, thereby reducing their participation in more meaningful activities (Upreti & Musalay, 2018). Various studies have proven that FOMO can influence the behavior and religious activities of students at Islamic boarding schools (Agustini et al., 2022). Research conducted by Grisna Anggadwita et al., (2021) found that Islamic boarding schools need to open themselves to technological advances and have an effective social media development strategy.

Social media has become an inseparable part of everyday life, including for students at Islamic boarding schools (Rahmawati et al., 2022). However, the use of social media in Islamic boarding schools is often strictly regulated to maintain focus on learning and religious activities (Raudah et al., 2021). The arrangement made, even though it has good intentions, can still trigger feelings of FOMO in students who feel left behind by the outside world and their friends outside the Islamic boarding school. In addition, students are also required to obey the rules in the Islamic boarding school regarding the use of social media, so the desire to use social media personally is carried out by students secretly, and this causes problems in the lives of students psychologically so that it causes anxiety, this proves that students need self-management in helping to manage the use of social media to be healthier in using it and not involved in activities that have negative impacts that are not related to social and religious activities in Islamic boarding schools.

In Islamic boarding schools, the use of Android is usually strictly regulated so that technology can be used wisely and does not interfere with learning and worship activities. In the learning process, students are taught that the use of appropriate technology can form a good character (Masturin, 2024). However, there are still some students who ignore the rules of the Islamic boarding school even though they will face serious consequences and have an impact on life at the Islamic boarding school. The students will use their Androids outside of study time, such as during prayer breaks, meal breaks, even at night before going to bed, or on Sundays when the use of social media is allowed. The students' desire to be able to connect with friends outside the boarding school and the desire to play Android often become obstacles in managing themselves and their emotions and envy so that students experience FOMO (Dahri et al., 2023).

Self-management is an individual's ability to regulate their behavior, emotions, and thoughts in achieving certain goals (Lorig & Holman, 2003). In the context of students at Islamic boarding schools, self-management includes how they manage time, emotions, and activities in facing the challenges of FOMO and remaining positively involved on social media (Salma & Alsa, 2023). Effective self-management strategies are essential to help students maintain a balance between their obligations at the Islamic boarding school and the need to stay connected to the outside world (Tjahjono & Hamami, 2017). With effective self-management, students can develop a strong, independent, and responsible character so that they are ready to face challenges in everyday life and the future. On the other hand, if students' self-management is not effective, it will actually cause many problems within themselves.

Therefore, this study aims to explore the self-management strategies of students in facing the challenges of FOMO and increasing healthy social media engagement in Islamic boarding schools. This study explains that social media development strategies must consider the purpose of establishing Islamic boarding schools, such as to form individuals who understand and practice the values of Islamic teachings by utilizing technology to carry out worship effectively.

## **METHOD**

This research was conducted using a qualitative approach with a descriptive case study research type. The researcher chose a qualitative approach, which was considered more effective for exploring the phenomena studied in depth and comprehensively, and conducted a detailed

analysis of the situation or events that occurred in the Islamic boarding school environment in Sragen. Data collection in this study was carried out using various triangulation techniques and data validity. The techniques used include in-depth interviews, participant observation, and documentation (Santos et al., 2020). Researchers with 6 students conducted in-depth and semi-structured interviews to obtain views and experiences on strategies used by students in dealing with the impact of FOMO. Researchers conducted participant observation to observe and document relevant behavior, interactions, and processes in the Islamic boarding school environment (Junaedi, 2015). Document analysis was carried out regarding notes taken during interviews and observations of students' behavior of using Android or laptops in their daily processes.

Data analysis was carried out using the NVIVO12 application, and data use was carried out using the interactive data analysis model from Miles, which consists of three stages: coding, data reduction, data presentation, and finally drawing conclusions (Rahadi, 2020). Researchers started by importing interview transcript data, field notes, articles, or images into Nvivo12. After the data were imported, researchers created a project in Nvivo12 to organize the data. Researchers did this project to store and organize all data to facilitate access to management, then conducted qualitative data analysis by coding data, marking certain parts that match the theme used to group data in the form of more specific categories. In the final step after coding, Nvivo12 analyzed the relationships between patterns or categories related to themes or indicators (Wolters & Hussain, 2015). Researchers make direct notes in Nvivo12 to document thoughts until researchers make interpretations and conclusions.

This research is expected to contribute to the development of science and provide practical solutions to students at Islamic Boarding Schools who are facing the increasing challenge of FOMO in the use of social media in positive activities, as well as supporting the improvement of student achievement and balancing social activities.

## **RESULTS AND DISCUSSION**

The results of this study will be described based on the results of interviews through recordings that are reduced into text data, after which data coding and processing are carried out on the NVIVO12 application with research findings, observation results, and documentation integrated into the results of this study, as well as discussions that focus on the problems being studied.

### **Analyzing the strategies used by students to manage themselves against the impact of FOMO**

Based on the results of interviews and observations conducted, researchers found that student's understanding of the concept of FOMO is a form of anxiety or worry about being left behind. Researchers found, based on an analysis of self-management indicators, how students are able to manage their self-management by using social media to avoid the impact of FOMO.

**Table 1.** Satri's Self-Management Strategy on the Impact of FOMO

Self-management indicators	Participants	Interview Results
<b>Self Awareness</b>	SF, AF, MH, and FT	As many as 4 participants understood and recognized the feeling of FOMO that they had, while 2 participants did not recognize whether they felt they had a feeling of FOMO, even though they had the desire to be able to see the social media that they had.
<b>Time of technology usage</b>	SF, AF, AS, SK, MH, dan FT	Even though the rules of the Islamic boarding school regarding the use of technology are limited to things that support tasks and achievements, the six participants were able to arrange their time to view social media and browse their accounts.
<b>Task Priority</b>	SF, AF, AS, SK, MH, dan FT	6 participants were able to maximize their daily priorities
<b>Independence in decision-making</b>	SF, AF, AS, SK, MH, dan FT	With the support of friends and <i>ustadz</i> , the six students have the independence to make decisions for themselves.
<b>Emotion Management</b>	SF, MH, and FT	Three participants were able to manage their emotions, and 3 participants had difficulty managing their emotions when they were anxious and stressed when they wanted to know the status updates of their friends outside the Islamic boarding school.
<b>Social Skills</b>	SF, AF, MH, and FT	Four participants had good social skills, and 2 other participants had low social skills.
<b>Focus on Personal Goals</b>	AF, AS, SK, MH, dan FT	Five participants were able to focus on their goals, and 1 was less focused on personal goals.
<b>Self-development</b>	SF, AF, AS,	Three participants showed good competition in self-development.
<b>Self Reflection</b>	SF, SK, and FT	Three participants were always able to reflect on themselves. The other 3 participants sometimes felt unable to correct themselves.
<b>Positive Attitude</b>	SF, AF, MH, and FT	Four participants were able to have a positive attitude, and 2 participants still had a less positive attitude in their daily lives.

In this finding, students face the challenge of managing themselves so as not to be trapped by anxiety due to losing information or experiences that are considered important. Social psychology theory, including the Basic Needs Theory, analyzes how students try to fulfill social and recognition needs, which are often triggered by social media (Cheung et al., 2011). The efforts of students to overcome FOMO adopt strategies such as setting time limits for using social media, focusing on direct interaction with other students, and strengthening commitment to religious and academic activities that are students' priorities. In addition, stress

management shows that mindfulness practices and self-reflection can be effective strategies for students to overcome the impact of FOMO. By implementing meditation and contemplation, students can increase awareness of thoughts and feelings that arise due to social pressure. This is in line with research showing that individuals who have the ability to regulate their emotions tend to be more resilient to pressure from the external environment (Troy & Mauss, 2011). Through this approach, students are not only able to manage their fear of losing experience but can also strengthen their identity as independent students who focus on academics.

Islamic boarding schools with stricter rules on the use of technology tend to limit students' access to the Android devices they own and the use of the internet in the Islamic boarding school lab to access their personal social media. This is done to maintain students' focus on learning activities, as well as to avoid distractions that could interfere. In an environment like this, students are more directed to traditional learning, religious discussions, and other spiritual activities without much interference from the outside world. These technological limitations also aim to build strong discipline and foster students' dependence on the knowledge provided by the teachers at the Islamic boarding school.

On the other hand, Islamic boarding schools that are more flexible in their use of technology give students greater freedom to access information and communicate via the internet (Mursidi et al., 2021). These Islamic boarding schools usually view technology as a tool that can support the learning process and broaden the student's horizons. With access to technology, students can follow the development of information, access various online references, and learn digital skills that are relevant to the modern world. However, these Islamic boarding schools must still maintain a balance so that the use of technology does not reduce the students' focus on religious and moral education. This flexibility allows students to develop themselves in a broader context but still within the framework of the values of the Islamic boarding school.

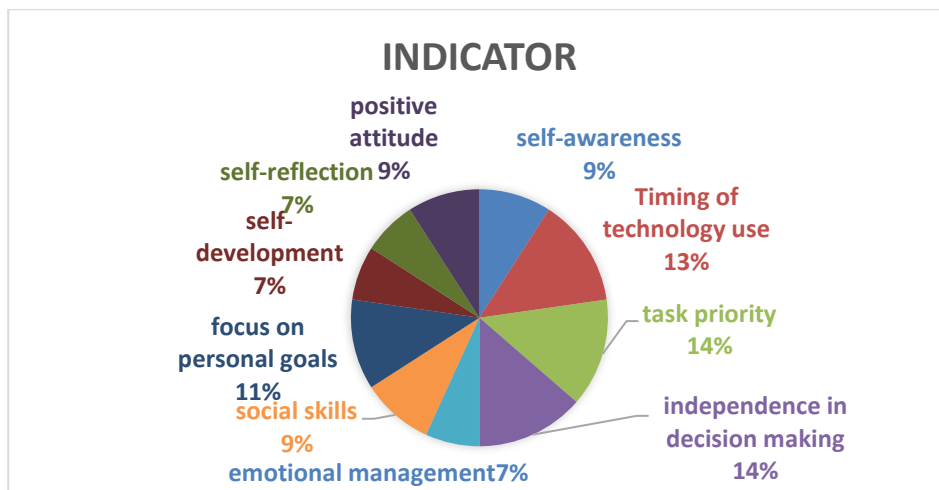


Figure 1. Percentage Graphic Style of Santri Self-Management Indicators

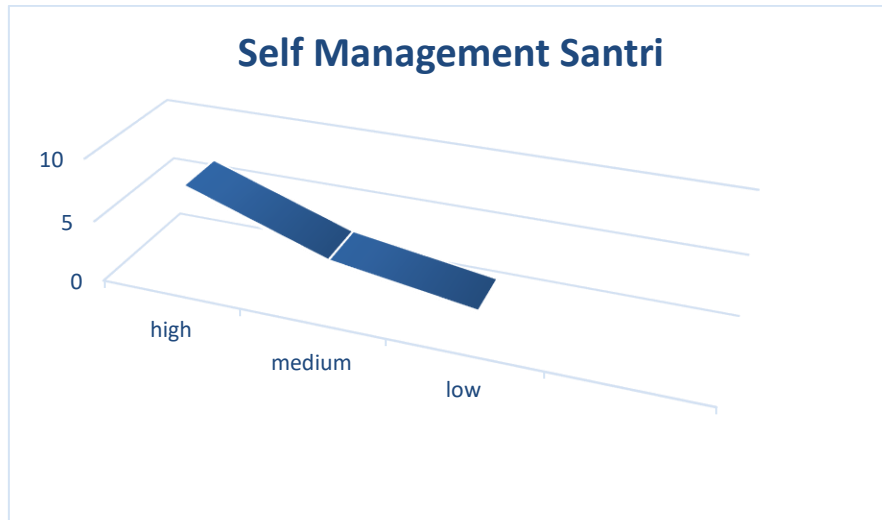
From chart styles data, the percentage of students' self-management indicators shows that students' self-acceptance is 9%. This explains that students understand and accept themselves, realize that everyone has advantages and disadvantages, and try to accept themselves as part of themselves without feeling inferior, aware of their condition whether they are in a state of anxiety due to FOMO or other psychological conditions.

The indicators with the highest percentages are "independence in decision making" and "task priority," with percentages of 14% each. This shows that the ability to make decisions and prioritize tasks is an important factor in managing the use of technology independently in students. Another fairly important indicator is "technology usage time," with a percentage of 13%, which shows the importance of managing the time of technology usage so as not to interfere with other activities.

Other indicators that are also important are "positive attitude," "self-awareness," and "social skills," with a percentage of 9% each. This shows that positive attitude, self-awareness, and social skills are also important factors in building digital independence. The indicator "focus on personal goals," with a percentage of 11%, shows that individuals need to have clear personal goals in order to utilize technology effectively. The indicators "self-development" and "emotional management," with a percentage of 7% each, show that self-development and the ability to manage emotions are also important in building digital independence.

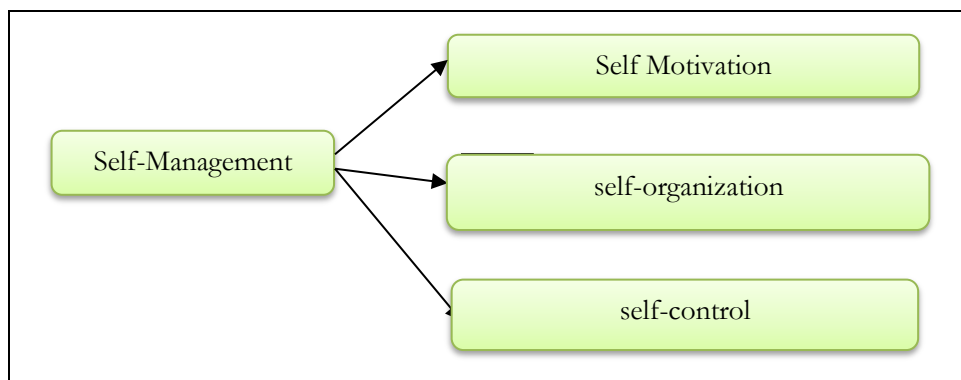
To manage themselves from the impact of FOMO, students at Islamic boarding schools have developed several effective strategies. First, students try to maintain their daily routines at the boarding school, such as praying, studying, and other activities. This routine helps them stay focused on their main purpose of being at the boarding school and reduces anxiety about being left behind from outside activities. Second, students limit their use of gadgets and social media, which are the main sources of exposure to content that triggers FOMO. By reducing time in the digital world, students have more opportunities to engage in productive activities at the boarding school. Third, students develop interests and hobbies outside of social media, such as sports, arts, or extracurricular activities (Suud et al., 2024). Developing self-identity through meaningful activities helps students not to be easily influenced by social comparisons that trigger FOMO.

In addition, students also apply self-awareness strategies, such as having a good understanding of themselves, their strengths, and their life goals. Strong self-awareness prevents students from being easily influenced by social media content and from being trapped in detrimental social comparisons (Aladwani & Almarzouq, 2016). A conducive Islamic boarding school environment, with guidance from *ustadz/ustadzah* and peer support, is also an important factor in helping students manage FOMO. A strong Islamic boarding school community can provide a sense of security, motivation, and emotional support for students (Suud et al., 2020). Finally, spiritual practices such as prayer, dhikr, and self-reflection also have a significant role in strengthening the mental and spiritual of students so that they are able to manage FOMO well. Students need to manage themselves with honesty, which is part of the spiritual practices they carry out (Suud et al., 2019).



**Figure 2. Self-Management of Students**

In the context of self-management strategies of students in Islamic boarding schools facing the challenges of FOMO and increasing healthy social media involvement, three categories of self-management levels can be identified. Students with high self-management tend to implement comprehensive strategies, such as limiting gadget use, increasing religious and spiritual activities, developing positive social relationships in the Islamic boarding school environment, and using alternative activities to reduce the negative impact of FOMO. They are able to balance their involvement in social media with a focus on Islamic boarding school activities (Muhandis et al., 2020). On the other hand, students with moderate self-management show good efforts in implementing several strategies but still have difficulty controlling social media use consistently. Meanwhile, students with low self-management tend to still experience challenges in managing time, limiting gadget use, and developing alternative activities, making them vulnerable to the negative impacts of FOMO and excessive involvement in social media.



**Figure 3. Factors influencing self-management**

Self-management of students is an important process in achieving success in religious learning and daily life. Factors that influence it include self-motivation, self-organization, and self-control (Nizamova & Kolochkova, 2020). Self-motivation encourages students to study hard, worship, and have good morals. This motivation can come from personal desires,



encouragement from the environment, or the example of the *ustadz*. Self-organization helps students manage their time, tasks, and activities effectively (Agranovich et al., 2019; Anwar et al., 2023). These abilities include planning, determining priorities, and self-discipline to achieve predetermined targets (Akbari & Sahibzada, 2020; Ernest, 2021).

Self-control plays an important role in controlling the lust, emotions, and behavior of students. Students who have self-control are able to restrain themselves from worldly temptations, focus on goals, and behave politely in interacting with others (Saguni & Fakhrurozi, 2023). These three factors are interrelated and must be developed in a balanced way. Students who are able to manage themselves well will find it easier to achieve their maximum potential and become responsible, disciplined, and noble individuals.

### **The students' self-management balances between obligations at the Islamic Boarding School and involvement in social media**

As members of the Islamic boarding school community, students are faced with two main responsibilities, such as carrying out obligations in the Islamic boarding school environment and fulfilling their personal needs, including social media. Balancing these two responsibilities is often a challenge for students, especially with the increasing use of social media among the younger generation today (Amirudin et al., 2024; Azizah, 2021; Zaini et al., 2023). Therefore, students need to have good self-management skills so that they are able to fulfill their obligations at the Islamic boarding school without neglecting their personal needs.

One of the important aspects of student self-management is the ability to manage time effectively. Students must be able to divide their time proportionally between activities at the Islamic boarding school, such as attending recitations, congregational prayers, and studying, with activities on social media (Azizah & Mardiana, 2024; Haidar et al., 2022; Syahri, 2021). With good time management, students can fulfill all their responsibilities without feeling burdened or experiencing psychological disorders due to anxiety about missing out on information on social media. In addition, students' ability to determine priorities and make daily plans also helps maintain a balance between obligations at the Islamic boarding school and involvement in social media (Abidin, 2024; Aziz et al., 2024; Soleman et al., 2020).

In addition, students also need to have self-awareness and good emotional regulation skills to manage their use of social media. Students who are able to control impulsivity and are aware of the negative impacts of excessive use of social media tend to avoid addictive behavior towards social media. With good self-regulation skills, students can maintain a balance between fulfilling obligations at the Islamic boarding school and healthy use of social media, thus avoiding negative impacts, such as declining academic achievement, disrupted social interactions, or even psychological problems (Arif et al., 2024; Mirawati, 2018). Through comprehensive self-management efforts, students are expected to achieve an optimal balance between their responsibilities at the Islamic boarding school and their personal needs, including in the use of social media (Bahiroh & M.Suud, 2020; Muslikah et al., 2024).

### **The role of Islamic boarding school management support in helping students develop effective self-management**

As a traditional educational institution, Islamic boarding schools have an important role in shaping the character and discipline of students. One important aspect that must be developed in students is the ability to manage themselves effectively. Self-management includes various abilities, such as time management, goal setting, emotional regulation, and decision-making. Students very much need this ability to balance their responsibilities at the Islamic boarding school and their personal needs, including the use of social media. In an effort to develop students' self-management, the role of support from Islamic boarding school managers is very important.

One form of support that Islamic boarding school managers can provide is through the development of programs that are specifically aimed at improving students' self-management skills. For example, managers can provide training or workshops on effective time management, goal-setting techniques, and emotional regulation strategies. Through these programs, students can gain practical knowledge and skills that can be applied in everyday life, both in the Islamic boarding school environment and in the use of social media (Fawzi & Dodi, 2022). In addition, Islamic boarding school managers can also provide individual guidance and counseling for students who need more intensive assistance in developing their self-management (Gea et al., 2022; Lubis et al., 2022; Pusvitasari & Zarkasyi, 2024).

In addition, Islamic boarding school managers can also play a role in creating an environment that supports the development of students' self-management. This can be done through the creation of policies and regulations that support students to manage their time and emotions and use social media responsibly (Basri et al., 2024). For example, by setting a strict daily schedule, such as waking up early, praying in congregation, and studying time, Islamic boarding school managers can help students get used to managing their time effectively (Yundianto et al., 2023). In addition, managers can also limit or regulate the use of social media in the Islamic boarding school environment so that students can focus on their activities at the Islamic boarding school without being distracted by excessive use of social media.

In addition, role models and mentoring from Islamic boarding school managers are also very important in developing students' self-management skills. Islamic boarding school managers, such as *kyai*, *ustadz*, and administrators, can be models for students who want to implement effective self-management. Through direct examples of the behavior and lifestyle of Islamic boarding school managers, students can learn and adopt appropriate self-management strategies. In addition, Islamic boarding school managers can also provide personal mentoring and guidance to students so that they can get support and direction in developing their self-management skills.

### **Analysis of the psychological impact of FOMO and social media use on the welfare of Islamic boarding school students**

The psychological impact of FOMO and uncontrolled use of social media can affect the mental well-being of students. One of the negative impacts of FOMO and excessive use of social media is the decline in the psychological well-being of students. Students who often compare themselves to others on social media tend to experience feelings of dissatisfaction with

their current lives (Zimmer-Gembeck et al., 2021). In addition, FOMO can also cause anxiety, depression, and sleep disorders in students (Li et al., 2020). These conditions can hinder the personal and academic development of students, as well as impact their social interactions in the pesantren environment. Excessive use of social media is also related to decreased self-esteem and life satisfaction among students. Students who focus too much on social comparison on social media tend to have a negative self-concept and are less grateful for what they have (Cramer et al., 2016).

Furthermore, FOMO and uncontrolled use of social media can affect the spiritual well-being of students. Students who experience FOMO and use social media too often tend to have low levels of spirituality (Tutar et al., 2022). This is because their attention and time are focused on activities in the digital world, thus reducing the time to carry out spiritual practices, such as worship, dhikr, and self-reflection. This condition can have an impact on the decline in the quality of the relationship with God, as well as the decline in the ability of students to manage emotions and stress (Ginting et al., 2023; M. Suud & Na'imah, 2023). To overcome the negative impacts of FOMO and social media use, comprehensive efforts are needed from the Islamic boarding schools, families, and students themselves. The Islamic boarding school can provide guidance and counseling to help students manage their use of social media and overcome FOMO. Families can also provide support and a good understanding of healthy social media use. Meanwhile, students need to develop self-awareness and time management skills and improve spiritual practices to maintain their mental and spiritual well-being. With this collective effort, it is hoped that students can effectively manage the impacts of FOMO and social media use so that they can achieve optimal psychological well-being.

## CONCLUSION

FOMO and social media engagement are complex phenomena that have a significant impact on the well-being of students in Islamic boarding schools. Through effective self-management strategies, students can learn to manage feelings of anxiety and social pressure that arise from FOMO while remaining positively engaged on social media. The results of this study reveal effective self-management strategies in dealing with these challenges. These strategies include maintaining daily routines at Islamic boarding schools, limiting the use of gadgets and social media, and developing interests and hobbies outside of social media.

This study provides a more comprehensive understanding of the psychological dynamics of students facing digital challenges. The identified self-management strategies can be a model for other students in managing social media use and preventing the negative impacts of FOMO. This study also provides practical implications for Islamic boarding school caretakers to hold activities, such as training sessions on digital literacy and teaching effective time management techniques. Caretakers can invite students to make daily schedules. In addition, caretakers can also encourage students to share positive experiences using social media, thus supporting students in using social media wisely and increasing healthy social involvement in the Islamic boarding school environment.

This study makes an important contribution to understanding the impact of technology on the lives of students and provides practical solutions to overcome the challenges they face. The self-management strategies revealed in this study can be a guide for students and caretakers

of Islamic boarding schools in creating a conducive environment for the spiritual and intellectual development of students in the digital era.

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