Dinamika Penelitian
Media Komunikasi Penelitian Sosial Keagamaan

SUPPLEMENTARY MATERIAL

Digital Islam as an Institutional Governance Lens: An Exploratory Survey of Digital Practices and Knowledge Integration in Sharia Study Programs at UIN Antasari

Arie Sulistyoko[1], Ergina Faralita[2]
[1,2] Universitas Islam Negeri Antasari, Banjarmasin, Indonesia
Email: ariesulistyoko51@gmail.com

How to Cite: Sulistyoko, A., & Faralita, E. (2026). Digital Islam as an Institutional Governance Lens: An Exploratory Survey of Digital Practices and Knowledge Integration in Sharia Study Programs at UIN Antasari. *Dinamika Penelitian: Media Komunikasi Sosial Keagamaan*, *26*(2), 127–143. https://doi.org/10.21274/dinamika.2026.26.2.127-143

This supplement documents the questionnaire fields, response coverage, descriptive calculations and traceable open-response analysis for the 53 survey submissions. It distinguishes measured respondent perceptions from the proposed governance interpretation.

Analytical status. Quantitative results are recalculated from the original survey export. Tables S10–S12 document a supplementary coding reconstruction using the themes described in the manuscript. Theme names, frequencies and percentages are consistent with the manuscript; Table S8 explains the category boundaries and interpretive assignments. This register documents the present supplementary analysis rather than an archived original coding history.

Document language. Explanatory text is in English. Tables S10–S12 place original responses beside English translations so that the evidence can be read with the manuscript. Originals retain their language, spelling and grammatical irregularities; translations convey their meaning in readable English. R01–R53 denote export rows 2–54 and are record labels rather than independently verified unique participant identities.

Survey context and response coverage

The manuscript describes a cross-sectional, descriptive-exploratory online survey circulated through student class WhatsApp groups and direct WhatsApp messages to lecturers. The first and last exported timestamps are 1 May and 19 June 2026. The timestamp timezone is not specified in the export. Recruitment was nonprobability based; the number invited and response rate are undetermined. Student eligibility is recorded as at least fourth-semester enrollment.

Table S1. Response completeness by questionnaire section

Section	Columns	Present n	Blank n	Analytical treatment
Profile	B–D	53	0	All records
Existing governance	E–I	0	53	All five items blank
Governance weakness	J	0	53	Open prompt entirely blank
Digital practices	K–P	10	43	Lecturers only; N duplicates M
Digital barriers	Q	9	44	9 substantive; one says no barrier
Knowledge integration	R–V	53	0	All five items complete
Ideal integration	W	39	14	38 substantive; R19 punctuation
Transformation endorsement	X–AA	53	0	All four items complete
Governance priorities	AB	36	17	30 priorities; 6 excluded texts

A blank response is treated as missing, never as zero, disagreement or evidence that a service is absent. The export does not identify why the existing-governance section is empty or why digital questions are answered only by lecturers. Routing, eligibility restrictions and form configuration require the administered form to establish them. No missing responses are imputed.

The digital export contains six numeric columns, but five unique retained item fields. Columns M and N have identical wording apart from a suffix and identical responses. N is excluded. K and M also have identical numeric response vectors in the ten lecturer

records, despite distinct question wording; both are retained as different items, and this redundancy warrants attention when interpreting alpha.

Questionnaire field dictionary

Table S2 reproduces every field header from the Google Forms export in its original sequence. Item identifiers are assigned here for reproducibility. The export does not preserve the original introductory text, the five response-option labels, branching rules or consent screen. The numeric scale is 1–5, with higher endorsement as described in the manuscript; the exact option labels should be confirmed from the original form.

Table S2. Original questionnaire fields

ID	Col	Original wording	Type and treatment
META	A	Timestamp	Metadata; Retained
PROG	B	Program Studi	Category; Retained
TEN	C	Lama berinteraksi dengan program studi	Category; Retained
ROLE	D	Status Anda	Category; Retained
G1	E	Tata kelola program studi berjalan secara sistematis dan terstruktur	1–5 item; Not analyzed; blank
G2	F	Pengambilan keputusan akademik dilakukan secara transparan	1–5 item; Not analyzed; blank
G3	G	Kebijakan akademik mudah dipahami oleh civitas akademika	1–5 item; Not analyzed; blank
G4	H	Evaluasi kinerja program studi dilakukan secara berkala	1–5 item; Not analyzed; blank
G5	I	Koordinasi antara program studi dan fakultas berjalan efektif	1–5 item; Not analyzed; blank
OG	J	Menurut Anda, apa kelemahan utama tata kelola saat ini?	Open text; Not analyzed; blank
D1	K	Program studi telah menggunakan sistem digital dalam layanan akademik	1–5 item; Retained
D2	L	Sistem digital memudahkan proses administrasi akademik	1–5 item; Retained
D3	M	Pembelajaran telah didukung oleh platform digital (e-learning)	1–5 item; Retained
D3dup	N	Pembelajaran telah didukung oleh platform digital (e-learning) 2	1–5 item; Excluded duplicate
D4	O	Pengambilan keputusan berbasis data digital telah diterapkan	1–5 item; Retained
D5	P	Infrastruktur teknologi di program studi sudah memadai	1–5 item; Retained
OD	Q	Apa kendala utama dalam penggunaan teknologi digital?	Open text; Retained
I1	R	Kurikulum mencerminkan integrasi antara ilmu Islam dan ilmu umum	1–5 item; Retained
I2	S	Dosen mengintegrasikan berbagai disiplin ilmu dalam pembelajaran	1–5 item; Retained
I3	T	Penelitian dosen mencerminkan pendekatan multidisipliner	1–5 item; Retained
I4	U	Integrasi keilmuan relevan dengan kebutuhan masyarakat modern	1–5 item; Retained
I5	V	Program studi memiliki arah yang jelas dalam integrasi keilmuan	1–5 item; Retained
OI	W	Menurut Anda, bagaimana bentuk integrasi keilmuan yang ideal?	Open text; Retained
T1	X	Program studi perlu melakukan transformasi tata kelola	1–5 item; Retained
T2	Y	Digitalisasi penting dalam pengembangan program studi	1–5 item; Retained
T3	Z	Integrasi keilmuan harus diperkuat dalam kebijakan akademik	1–5 item; Retained
T4	AA	Transformasi tata kelola akan meningkatkan kualitas program studi	1–5 item; Retained
OT	AB	Apa yang paling perlu diperbaiki dalam tata kelola program studi?	Open text; Retained

Respondent profile

Table S3. Respondent characteristics

Characteristic	Category	n	% of 53
Role	Student in at least semester 4	43	81.1
Role	Lecturer	10	18.9
Study program	PM	6	11.3
Study program	HTN	20	37.7
Study program	HKI	24	45.3
Study program	PM, HES, HKI, HTN	1	1.9
Study program	HES	2	3.8

Characteristic	Category	n	% of 53
Interaction length	1–3 years	41	77.4
Interaction length	Less than 1 year	3	5.7
Interaction length	More than 6 years	7	13.2
Interaction length	4–6 years	2	3.8

HKI denotes Hukum Keluarga Islam; HTN, Hukum Tatanegara; PM, Perbandingan Mazhab; and HES, Hukum Ekonomi Syariah. The combined PM, HES, HKI, HTN entry is retained as recorded and is not split into four respondents. Role and program are self-reported. Small and uneven groups do not support representative institutional comparisons.

Item statistics and denominator rules

Tables S4–S6 report counts for each numeric response category, item mean, sample standard deviation and the proportion scoring 4 or 5. All retained numeric values lie within 1–5. The agreement percentages use the item-specific observed denominator. Digital items have n = 10; integration and transformation items have n = 53. Item wording is available in Table S2.

Digital practice items

Table S4. Response distributions and descriptive statistics

Item	n	1	2	3	4	5	Mean	SD	4 or 5
D1	10	0	1	1	2	6	4.30	1.06	80.0%
D2	10	1	0	1	1	7	4.30	1.34	80.0%
D3	10	0	1	1	2	6	4.30	1.06	80.0%
D4	10	0	1	1	5	3	4.00	0.94	80.0%
D5	10	0	1	2	5	2	3.80	0.92	70.0%

D1 Program studi telah menggunakan sistem digital dalam layanan akademik

D2 Sistem digital memudahkan proses administrasi akademik

D3 Pembelajaran telah didukung oleh platform digital (e-learning)

D4 Pengambilan keputusan berbasis data digital telah diterapkan

D5 Infrastruktur teknologi di program studi sudah memadai

These responses are from ten lecturers. The excluded e-learning duplicate is not included in any composite or alpha. The response vectors for D1 and D3 are identical, an additional reason to interpret the high internal-consistency estimate cautiously.

Knowledge integration items

Table S5. Response distributions and descriptive statistics

Item	n	1	2	3	4	5	Mean	SD	4 or 5
I1	53	2	3	6	15	27	4.17	1.09	79.2%
I2	53	2	3	7	18	23	4.08	1.07	77.4%
I3	53	3	1	9	19	21	4.02	1.08	75.5%
I4	53	1	2	5	19	26	4.26	0.92	84.9%
I5	53	2	3	5	16	27	4.19	1.08	81.1%

I1 Kurikulum mencerminkan integrasi antara ilmu Islam dan ilmu umum

I2 Dosen mengintegrasikan berbagai disiplin ilmu dalam pembelajaran

I3 Penelitian dosen mencerminkan pendekatan multidisipliner

I4 Integrasi keilmuan relevan dengan kebutuhan masyarakat modern

I5 Program studi memiliki arah yang jelas dalam integrasi keilmuan

These items describe perceived curricular and academic integration. They do not independently verify course content, lecturer practice or research output.

Governance transformation items

Table S6. Response distributions and descriptive statistics

Item	n	1	2	3	4	5	Mean	SD	4 or 5
T1	53	2	2	7	18	24	4.13	1.04	79.2%
T2	53	2	1	7	16	27	4.23	1.01	81.1%

Item	n	1	2	3	4	5	Mean	SD	4 or 5
T3	53	4	1	4	14	30	4.23	1.17	83.0%
T4	53	3	2	5	11	32	4.26	1.15	81.1%

T1 Program studi perlu melakukan transformasi tata kelola

T2 Digitalisasi penting dalam pengembangan program studi

T3 Integrasi keilmuan harus diperkuat dalam kebijakan akademik

T4 Transformasi tata kelola akan meningkatkan kualitas program studi

These items measure endorsement of governance change and expected quality improvement. In particular, T4 is a belief about a possible benefit; it is not a measurement of an observed improvement.

Composite calculation and reliability audit

For each complete record, the composite is the arithmetic mean of retained items in that group. A group summary is the arithmetic mean of those respondent composites. The reported maximum-relative score equals the mean composite multiplied by 20. It ranges from 20 to 100, so it must not be described as a true zero-based scale. An optional zero-based transformation would be (mean − 1) × 25, but that transformation is not used for manuscript results.

Sample standard deviation uses denominator n − 1. Agreement percentage equals 100 times the count of responses 4 or 5 divided by observed n. Cronbach's alpha is calculated as k divided by (k − 1), multiplied by one minus the sum of sample item variances divided by the sample variance of respondent total scores. The same complete cases are used for each item set. There are no partially completed retained numeric groups requiring a minimum-item rule.

Table S7. Recalculated composites and Cronbach alpha

Group	n	Items	Mean 1–5	Composite SD	Score /100	Alpha
Digital practices	10	5	4.1400	1.0113	82.8	0.968
Knowledge integration	53	5	4.1434	0.9457	82.9	0.942
Transformation endorsement	53	4	4.2123	0.9835	84.2	0.921

The recalculated means, maximum-relative scores and alpha coefficients match the manuscript at its stated rounding precision. The SD column measures dispersion of respondent-level means, not the average of item SDs. No current-governance index is computed because G1–G5 have zero observations.

Reliability limitations. Alpha is an internal-consistency statistic; it does not establish content validity, unidimensionality, factor structure or criterion validity (Tavakol & Dennick, 2011). The lecturer alpha is based on only ten complete cases and includes identical D1/D3 response vectors. No independent instrument-validation or pilot record is available. No inferential tests, causal model or institutional competitiveness estimate is produced.

Coding definitions and thematic frequencies

Tables S10–S12 reconstruct a semantic coding register from the original survey answers within the manuscript's thematic framework. The short written answers support descriptive categorization rather than in-depth interview analysis. Theme frequencies are consistent with the manuscript. Interpretive cases are explained below so readers can inspect the link between each original answer and its assigned theme. The register has not undergone an independent researcher audit; Braun and Clarke (2006, 2021) provide methodological context.

Eligibility. Blank responses remain missing. Punctuation-only integration answer R19 is excluded. All other 38 nonblank integration answers remain in the substantive-text denominator, but R28 discusses scholarly integrity rather than the integration prompt and receives OT rather than a forced topical code. The short answers "Seimbang" (R41 and R42) receive AD by reference to the question context and are flagged as low-specificity interpretations. The nine digital narratives include R13 "Tidak ada", preserved as NB. For governance priorities, five punctuation entries and R29 "tidak ada" have no codable improvement priority, leaving 30 answers.

Coding rule. Digital and integration answers can receive several codes, once per respondent per theme. Governance answers receive one primary code based on the concrete improvement requested. Specific academic provision or communication/service concerns take priority over general management wording, as in R25 and R23, respectively. An organizational orientation or personnel request is MQ, as in R38 and R52. If priorities remain equally prominent, the first substantive request is primary, as in R47. Secondary concerns remain visible in the original text.

Interpretive assignments. Integration answer R52 links broader knowledge to experience and socialization in society; CR includes this contextual grounding as well as explicit references to contemporary change. Integration answer R25 connects moderation across general and religious disciplines with everyday conduct; EV includes this value-oriented application of integration. Governance answer R25 is CA because the specific requests concern courses, professional teaching and relevant program activities. These are interpretive category decisions, not additional survey responses.

Table S8a. Semantic coding dictionary

Code	Category	Operational inclusion rule
PR	Personnel readiness and training	Digital skills, understanding, training, socialization or staff capability.
NA	Network/infrastructure/access	Internet, network, access, facilities or technology infrastructure.
UG	User guidance	Usable features, manuals or video demonstrations.
NB	No barrier stated	Explicit no-barrier answer; retained as a negative case.
AD	Anti-dichotomy and balance	Religion and general knowledge combined, complementary or balanced; unity/balance interpreted in question context.
HA	Holistic, applied and problem-solving	Holistic/unified knowledge or practical problem-solving, human/social benefit or work readiness.
CR	Contemporary/contextual relevance	Changing times, technology, social needs/experience, professional settings or local/national/global context.
IC	Interdisciplinary and collaborative	Connections between disciplines, collaboration, multiple perspectives or breadth beyond one field.
EV	Islamic values, tawhid and public benefit	Religious values, tawhid, moral/spiritual foundations, public benefit or moderation applied to daily conduct through religious/general integration. Generic scholarly honesty alone excluded.
CP	Curriculum/RPS/tridharma practice	Curriculum/course balance, RPS, teaching/learning, materials, practice or tridharma activities.
OT	Outside topical categories	Substantive text about scholarly integrity rather than knowledge integration.
DG	Digitalization, data integration, and digital academic services	Digital administration, integrated records/data, websites or online learning/access.
MQ	Management, quality, systems, and human resource strengthening	Management systems, internal quality assurance, measurable quality, governance personnel or organization.
SR	Communication, transparency, responsiveness, and service	Communication, transparency, cooperation, responsiveness or academic service quality.
CA	Curriculum, learning, and academic support	Curriculum direction, teaching quality/methods, relevant academic activities or academic/nonacademic student support.
IF	Infrastructure/facilities	Physical facilities, including air conditioning or toilets.

Table S8b. Thematic frequencies consistent with the manuscript

Prompt	Theme	Code	n	%
Digital barriers	Personnel readiness and training	PR	5	55.6
Digital barriers	Network/infrastructure/access	NA	4	44.4
Digital barriers	User guidance	UG	2	22.2
Ideal integration	Anti-dichotomy and balance	AD	19	50.0
Ideal integration	Holistic, applied and problem-solving	HA	14	36.8
Ideal integration	Contemporary/contextual relevance	CR	13	34.2
Ideal integration	Interdisciplinary and collaborative	IC	10	26.3
Ideal integration	Islamic values, tawhid and public benefit	EV	10	26.3
Ideal integration	Curriculum/RPS/tridharma practice	CP	8	21.1
Governance priorities	Digitalization, data integration, and digital academic services	DG	11	36.7
Governance priorities	Management, quality, systems, and human resource strengthening	MQ	7	23.3
Governance priorities	Communication, transparency, responsiveness, and service	SR	6	20.0
Governance priorities	Curriculum, learning, and academic support	CA	4	13.3
Governance priorities	Infrastructure/facilities	IF	2	6.7

Bases are 9 digital-barrier texts, 38 substantive integration texts and 30 governance priorities. Counts reproduce manuscript Tables 4 and 6 and the digital-barrier narrative. NB (1/9) and OT (1/38) remain visible only in the registers. Integration and barrier themes overlap; exclusive governance frequencies total 30 and 100%, apart from rounding. Tables S10–S12 document each assignment.

Respondent level audit

Respondent IDs follow export order: R01 corresponds to Excel row 2 and R53 to row 54. No response timestamps or program-by-role combinations are reproduced here. A dash denotes missing digital items or missing text, not a zero score. Text states are S = substantive, P = punctuation-only, N = no priority stated, O = substantive but outside integration categories. Integration means use I1–I5, digital means D1–D5, and transformation means T1–T4.

Table S9. Respondent composites and open response availability

ID	L/S	Digital mean	Integration mean	Change mean	Barrier	Integration text	Priority text
R01	S	—	4.40	4.75	—	—	—
R02	L	4.00	4.60	5.00	S	S	S
R03	S	—	3.20	3.00	—	—	—
R04	L	4.20	4.60	4.25	S	S	S
R05	L	5.00	5.00	5.00	S	S	S
R06	S	—	4.80	4.75	—	S	S
R07	S	—	3.40	3.00	—	S	P
R08	L	1.80	1.60	1.50	—	—	—
R09	S	—	4.60	4.00	—	S	S
R10	L	5.00	5.00	5.00	S	S	S
R11	L	4.80	5.00	5.00	S	S	S
R12	L	4.60	5.00	4.75	S	S	S
R13	L	4.60	5.00	5.00	S	S	S
R14	S	—	3.60	3.75	—	S	—
R15	L	4.40	4.60	5.00	S	S	S
R16	S	—	4.20	4.75	—	—	—
R17	S	—	4.20	4.00	—	—	—
R18	S	—	3.80	4.50	—	S	S
R19	S	—	5.00	4.75	—	P	P
R20	S	—	4.40	4.00	—	—	—
R21	S	—	4.60	5.00	—	S	—
R22	S	—	5.00	4.75	—	S	S
R23	S	—	4.00	4.00	—	S	S
R24	S	—	5.00	4.75	—	S	S
R25	S	—	3.40	4.00	—	S	S
R26	S	—	4.00	4.25	—	S	P
R27	S	—	4.00	4.75	—	S	S
R28	S	—	5.00	4.50	—	O	P
R29	S	—	4.80	4.00	—	S	N
R30	S	—	4.60	4.50	—	S	S
R31	S	—	4.00	4.25	—	S	S
R32	S	—	3.00	5.00	—	—	—
R33	S	—	4.00	3.75	—	—	—
R34	S	—	5.00	5.00	—	S	S
R35	S	—	5.00	5.00	—	S	S
R36	S	—	3.80	3.00	—	—	—
R37	S	—	1.00	1.00	—	S	S
R38	S	—	1.80	1.00	—	S	S
R39	S	—	4.00	4.00	—	S	S
R40	S	—	3.40	4.50	—	S	S

SUPPLEMENTARY MATERIAL DINAMIKA PENELITIAN: MEDIA KOMUNIKASI PENELITIAN SOSIAL KEAGAMAAN DOI 10.21274/dinamika.2026.26.2.127-143

ID	L/S	Digital mean	Integration mean	Change mean	Barrier	Integration text	Priority text
R41	S	—	3.40	4.00	—	S	S
R42	S	—	3.80	3.25	—	S	P
R43	S	—	5.00	5.00	—	—	—
R44	S	—	5.00	4.50	—	—	—
R45	S	—	4.20	4.75	—	S	S
R46	S	—	4.20	3.00	—	—	—
R47	L	3.00	4.20	5.00	S	S	S
R48	S	—	2.80	5.00	—	S	S
R49	S	—	5.00	4.75	—	S	—
R50	S	—	4.60	4.75	—	—	—
R51	S	—	4.80	4.75	—	S	S
R52	S	—	2.20	2.75	—	S	S
R53	S	—	5.00	5.00	—	—	—

Role: L = lecturer; S = student. Means are displayed to two decimal places; all aggregate calculations use unrounded values. Complete numeric-group counts are 10, 53 and 53, respectively.

SUPPLEMENTARY MATERIAL
DINAMIKA PENELITIAN: MEDIA KOMUNIKASI PENELITIAN SOSIAL KEAGAMAAN
DOI 10.21274/dinamika.2026.26.2.127-143

Digital barrier coding register

Original prompt: Apa kendala utama dalam penggunaan teknologi digital? Multiple codes are allowed. All nine nonblank answers are reproduced, including the negative case. The one lecturer without a narrative is R08; students have no responses to this prompt.

English prompt: What are the main barriers to using digital technology? The English column is a translation of the response, not an additional answer. Punctuation-only entries are reproduced unchanged in both columns. The original-language text remains the source for coding; all theme assignments and frequencies are retained.

Table S10. Original digital barrier responses English translations and codes

ID	Original response	English translation	Code
R02	Sosialisasi, fitur yang mudah maupun modul cara penggunaan teknologi digital yg user friendly.	Outreach, easy-to-use features, and user-friendly modules explaining how to use digital technology.	UG, PR
R04	Jaringan Internet	Internet connectivity.	NA
R05	SDM nya saja dan perlu pelatihan / pembimbingan	The issue is the human resources; training or guidance is needed.	PR
R10	Teknis jaringan	Technical network issues.	NA
R11	Sarana, prasarana, dan SDM	Facilities, infrastructure, and human resources.	NA, PR
R12	Pemahaman dan pengetahuan terhadap teknologi digital	Understanding and knowledge of digital technology.	PR
R13	Tidak ada	None.	NB
R15	Akses digital dan kemampuan pengguna	Digital access and users' capabilities.	NA, PR
R47	Demo Penggunaan teknologi digital berbasis video,	Video-based demonstrations of how to use digital technology.	UG

Frequency checks: PR = 5/9 (55.6%), NA = 4/9 (44.4%), UG = 2/9 (22.2%) and NB = 1/9 (11.1%). Responses can contribute to more than one theme. R02 contains both a socialization/readiness request and user-friendly guidance; R15 combines access and user capability.

Knowledge integration coding register

Original prompt: Menurut Anda, bagaimana bentuk integrasi keilmuan yang ideal? All 39 nonblank texts are reproduced. The analytical denominator is 38 after excluding R19. Codes use the manuscript themes and definitions in Table S8a. R25 and R52 include the interpretive assignments explained in the coding notes.

English prompt: In your opinion, what would ideal knowledge integration look like? Tawhid refers to the oneness of God; RPS denotes a semester learning plan; tridharma refers to teaching, research and community service. R28 uses "integritas" rather than "integrasi"; its translation retains the distinction as scholarly integrity. No absent detail is supplied to the brief responses.

Blank integration records: R01, R03, R08, R16, R17, R20, R32, R33, R36, R43, R44, R46, R50, R53. R28 is retained as substantive text but is outside the topical categories. The six manuscript-theme counts are AD = 19, HA = 14, CR = 13, IC = 10, EV = 10 and CP = 8; percentages are 50.0, 36.8, 34.2, 26.3, 26.3 and 21.1, respectively. Multiple codes are allowed.

Table S11. Original integration responses English translations and codes

ID	Original response	English translation	Code or status
R02	Dituangkan dalam.bentuk evaluasi RPS dimana setiap pembelajaran terdapat integrasi keilmuan	Express it through the evaluation of semester learning plans (RPS), with knowledge integration present in every learning activity.	CP
R04	Memadukan pendekatan islam dan pendekatan umum yang holistik	Combine Islamic and general approaches holistically.	AD, HA
R05	Interdisipliner lokal, nasional, global dan islam	Local, national, global, and Islamic interdisciplinary perspectives.	IC, CR
R06	Integrasi yang ideal adalah dimana setiap prodi memiliki keseimbangan mata kuliah antara agama dan juga teknologi serta positif	Ideal integration is when each study program has a balance of courses in religion and technology, with a positive orientation.	AD, CR, CP

ID	Original response	English translation	Code or status
R07	Integrasi ideal, Tauhid sebagai paradigma.Semua ilmu dipakai untuk mengenal Allah dan memakmurkan bumi.	Ideal integration uses tawhid as its paradigm. All knowledge is used to know Allah and contribute to the flourishing of the earth.	EV, HA
R09	ilmu pengetahuan umum (sains) dan ilmu agama tidak dipandang sebagai dua entitas yang terpisah (dikotomis), melainkan saling menyapa dan melengkapi	General knowledge (science) and religious knowledge are not regarded as two separate, dichotomous entities; they engage with and complement each other.	AD
R10	Integrasi keilmuan yang tidak bersifat dikotomis, mampu secara fungsional dlm memecahkan masalah yang semakin kompleks dengan cara yg holistik dan kolaboratif.	Knowledge integration that is not dichotomous and can functionally solve increasingly complex problems in a holistic and collaborative way.	AD, HA, IC
R11	Terintegrasi dalam tridharma PT	Integrated into the three responsibilities of higher education: teaching, research, and community service.	CP
R12	Mengkolaborasikan beberapa disiplin keilmuan dalam bahan ajar pada mata kuliah tertentu	Bring several disciplines together in the teaching materials for a particular course.	IC, CP
R13	Ilmu pengetahuan yang berbasis nilai nilai agama	Knowledge grounded in religious values.	EV
R14	Bagaimana jurusan itu memuat suatu hal atau keilmuan yang memang pada saat ini itu memang di butuhkan di dalam jurusan tertentu	How a department includes subjects or knowledge that are currently needed within that particular department.	CR
R15	Membangun ilmu yang utuh, manusiawi dan bermaslahat	Develop knowledge that is coherent, humane, and serves the public good.	HA, EV
R18	integrasi keilmuan yang ideal adalah yang mampu menjaga kedalaman spesialisasi namun tetap memiliki keluasan konektivitas.	Ideal knowledge integration preserves depth of specialization while maintaining broad connections.	IC
R19	..	..	Excluded punctuation
R21	Menurut saya integrasi keilmuan yang ideal itu, menggabungkan antara ilmu umum dengan ilmu keagamaan yang tidak melulu agama saja ataupun sebaliknya umum saja. Misalnya ada satu keilmuan umum nah didalam pembelajaran ilmu umum tersebut bisa diselingi dengan ilmu keagamaan pun sebaliknya.	In my opinion, ideal knowledge integration combines general and religious knowledge, rather than focusing only on religion or only on general knowledge. For example, when teaching a general subject, religious knowledge can be included, and vice versa.	AD, CP
R22	menurut saya integrasi keilmuan yang ideal itu adalah paradigma yang menghilangkan dikotomi antara ilmu agama (wahyu) dan ilmu umum (sains/pengetahuan empiris), menjadikannya satu kesatuan sistematis yang saling melengkapi dan mendukung.	In my opinion, ideal knowledge integration is a paradigm that removes the dichotomy between religious knowledge (revelation) and general knowledge (science or empirical knowledge), bringing them into a systematic whole in which they complement and support one another.	AD, HA
R23	Menurut saya, bentuk integrasi keilmuan yang ideal adalah perpaduan antara ilmu agama, ilmu sosial, dan ilmu sains/teknologi yang saling melengkapi, bukan dipisahkan secara kaku. Setiap disiplin ilmu memiliki fungsi masing-masing, tetapi semuanya diarahkan untuk mencapai kemaslahatan manusia.	In my opinion, ideal knowledge integration combines religious knowledge, social sciences, and science or technology so that they complement one another rather than being rigidly separated. Each discipline has its own function, but all are directed toward human welfare.	AD, IC, HA, EV
R24	Menurut saya yang ideal ketika dapat memadukan antara ilmu pengetahuan umum dan ilmu agama sehingga dapat menghasilkan bentuk keilmuan baru antara ilmu pengetahuan dan agama	In my opinion, integration is ideal when general and religious knowledge can be combined to produce new forms of knowledge from science and religion.	AD
R25	Dalam pandangan saya, integrasi keilmuan yang ideal dapat terwujud apabila dalam proses perkuliahan baik dari mahasiswa maupun tenaga pengajar senantiasa bersikap moderat dari berbagai segi disiplin ilmu, terutama dalam ilmu umum dan keagamaan yg tercermin dalam perilaku sehari-hari	In my view, ideal knowledge integration can be achieved when both students and teachers consistently adopt a moderate stance toward different disciplines during university learning, particularly general and religious knowledge, and reflect this stance in their everyday conduct.	AD, CP, EV
R26	Menjadi satu kesatuan yang utuh saling memperkuat	Become a coherent whole in which the parts strengthen one another.	AD, HA
R27	dengan memaparkan pembahasan yang mendalam dan tentu berkaitan dengan seiring berkembangnya zaman	Present in-depth discussion that keeps pace with changing times.	CR
R28	Integritas keilmuan yang ideal adalah sikap menjunjung tinggi kejujuran, objektivitas, dan tanggung jawab dalam proses mencari serta mengembangkan ilmu. Hal ini tercermin dari penyajian data yang apa adanya, penggunaan sumber yang benar, keterbukaan terhadap kritik, serta konsistensi antara prinsip dan praktik. Pada akhirnya, integritas keilmuan berorientasi pada kebenaran ilmiah, bukan sekadar pencapaian nilai akademik.	Ideal scholarly integrity means upholding honesty, objectivity, and responsibility in seeking and developing knowledge. This is reflected in presenting data as they are, using appropriate sources, being open to criticism, and maintaining consistency between principles and practice. Ultimately, scholarly integrity is oriented toward scientific truth, rather than merely toward academic grades.	OT
R29	Integrasi ideal itu seperti pohon. Akarnya = wahyu & nilai. Batangnya = akal & metode. Daun & buahnya = ilmu terapan yang bermanfaat. Kalau cuma daun tanpa akar, gampang rontok. Kalau akar tanpa buah, nggak ada manfaatnya.	Ideal integration is like a tree. Its roots are revelation and values. Its trunk is reason and method. Its leaves and fruit are useful applied knowledge. Leaves without roots fall easily. Roots without fruit offer no benefit.	AD, HA, EV
R30	Bentuk integrasi keilmuan yang jelas dan baik antara ilmu agama Islam dan ilmu umum adalah dengan menghubungkan ajaran Islam ke dalam berbagai bidang ilmu pengetahuan sehingga keduanya saling mendukung. Ilmu umum digunakan untuk mengembangkan kehidupan manusia, sedangkan ilmu agama menjadi pedoman moral dan etika dalam penggunaannya. Ilmu umun untuk menjawab permasalahan-permasalahan kontemporer akan tetapu jangan sampai menghilangkan esensi dari nilai nilai keislaman.	Clear and sound integration between Islamic religious knowledge and general knowledge connects Islamic teachings with different fields so that they support each other. General knowledge is used to develop human life, while religious knowledge provides moral and ethical guidance for its use. General knowledge addresses contemporary problems, but it should not lose the essence of Islamic values.	AD, HA, CR, EV

ID	Original response	English translation	Code or status
R31	yang bisa mengaitkan suatu cabang ilmu dengan cabang ilmu yang lainnya	Something that can connect one branch of knowledge with another.	IC
R34	Menurut saya Integrasi keilmuan yang ideal bersifat interkonektif dan kolaboratif, yaitu perpaduan harmonis antara ilmu agama (wahyu) dan sains/ilmu umum (empiris-rasional), tanpa menghilangkan ciri khas masing-masing. Integrasi ini menyeimbangkan kecerdasan intelektual, moral, dan spiritual untuk menjawab tantangan zaman	In my opinion, ideal knowledge integration is interconnected and collaborative: a harmonious combination of religious knowledge (revelation) and science or general knowledge (empirical and rational), without removing their distinctive characteristics. This integration balances intellectual, moral, and spiritual capacities in responding to the challenges of the times.	AD, HA, CR, IC, EV
R35	Integrasi yang ideal itu ketika ilmu agama dan ilmu umum tidak jalan sendiri-sendiri. Jadi di dalam kelas, dosen tidak cuma bahas teori fikih klasik, tapi juga dikaitkan dengan realitas zaman sekarang misalnya bagaimana hukum Islam memandang sistem-sistem digital atau isu sosial modern. Selain itu, kurikulum seyogyanya mampu membuat mahasiswa siap kerja dan punya wawasan yang luas.	Integration is ideal when religious and general knowledge do not operate separately. In the classroom, lecturers should discuss classical theories of Islamic jurisprudence and connect them with current realities, for example how Islamic law views digital systems or contemporary social issues. The curriculum should also prepare students for work and give them a broad perspective.	AD, CP, CR, HA
R37	Integrasi keilmuan yang ideal menurut saya yaitu mampu memadukan antara ilmu keislaman dan ilmu sains, kemudian diselaraskan dengan keindonesiaan, agar mahasiswa dapat lebih menunjukkan identitas budaya daerahnya menjadi go internasional	In my opinion, ideal knowledge integration combines Islamic knowledge and science and aligns them with the Indonesian context, so that students can express their regional cultural identities on an international stage.	AD, CR
R38	Integrasi yang ideal adalah yang menghasilkan solusi aplikatif. Ilmu tidak boleh berhenti di menara gading teks akademis. Integrasi baru dikatakan berhasil ketika ia mampu menjawab kegelisahan sosial, memberikan kepastian hukum yang adil, dan tetap menjaga nilai-nilai moralitas kemanusiaan yang universal.	Ideal integration produces practical solutions. Knowledge should not remain in the ivory tower of academic texts. Integration succeeds when it addresses social concerns, provides just legal certainty, and preserves universal human moral values.	HA, CR, EV
R39	Bentuk integrasi keilmuan yang ideal adalah ketika berbagai disiplin ilmu saling melengkapi untuk menyelesaikan suatu persoalan tanpa menghilangkan karakter masing-masing.	Ideal knowledge integration is when different disciplines complement one another in solving a problem without losing their respective characteristics.	IC, HA
R40	menyatukan ilmu islam dan ilmu umum	Unite Islamic and general knowledge.	AD
R41	Seimbang	Balanced.	AD Low specificity
R42	Seimbang	Balanced.	AD Low specificity
R45	Bentuk integrasi keilmuan yang ideal ialah yang bisa menyesuaikan dirinya dengan perkembangan teknologi dan zaman	Ideal knowledge integration can adapt to developments in technology and changing times.	CR
R47	Mengintegrasikan ilmu islam dan ilmu hukum positif di setiap pembelajaran, praktik dan kegiatan civitas akademika	Integrate Islamic knowledge and positive law into every learning activity, practical activity, and activity of the academic community.	AD, CP
R48	Make it more based on what people need, what Indonesian people need, bukan sekadar mengejar gelar Sarjana pada kertas, tapi yg mampu mengubah Indonesia menjadi lebih baik dari masa sekarang.	Make it more responsive to what people need, particularly what Indonesians need, rather than merely pursuing a bachelor's degree on paper. Graduates should be able to make Indonesia better than it is today.	CR, HA, EV
R49	Yang tidak ketinggalan zaman dan menyesuaikan perkembangan zaman	Keep up with and adapt to changing times.	CR
R51	Bentuk integrasi keilmuan yang ideal yaitu tidak hanya terpaut pada satu sisi keilmuan tetapi memandang dengan sisi sisi keilmuan lainnya	Ideal knowledge integration is not confined to one perspective; it considers other perspectives as well.	IC
R52	Integrasi ilmu itu memerlukan pengetahuan yg lebih luas,serta kan juga pengalaman sosialisasi dimasyarakat	Knowledge integration requires broader knowledge, together with experience of engagement in society.	IC, CR

Governance improvement coding register

Original prompt: Apa yang paling perlu diperbaiki dalam tata kelola program studi? All 36 nonblank responses are reproduced. One primary theme is assigned to each of 30 improvement priorities; six other texts are excluded from priority frequencies. Long responses may contain additional concerns that remain visible but are not counted separately.

English prompt: What most needs to be improved in study program governance? R18's distinction between empirical and normative legal research is retained as the respondent's methodological view. Original English wording in R48 is reproduced unchanged. The translated column preserves respondent opinions without treating them as verified institutional facts.

Blank governance-priority records: R01, R03, R08, R14, R16, R17, R20, R21, R32, R33, R36, R43, R44, R46, R49, R50, R53. Primary-code counts are DG = 11, MQ = 7, SR = 6, CA = 4 and IF = 2. Their percentages are 36.7, 23.3, 20.0, 13.3 and 6.7, respectively, consistent with manuscript Table 6. R25 is CA because its specific requests concern courses, professional teaching and relevant academic activities.

Table S12. Original governance responses English translations and primary themes

ID	Original response	English translation	Primary code or status
R02	Digitalisasi dan sentralisasi kebutuhan administrasi agar terarsip dg baik dan terpusat dalam layanan bantuan	Digitalize and centralize administrative needs so that records are properly archived and assistance is available through a centralized service.	DG
R04	Tata kelola yang full digital	Fully digital governance.	DG
R05	Komunikasi dan kerja sama	Communication and cooperation.	SR
R06	Prosedur prosedur berkas bisa di buat menggunakan digital untuk mempermudah dan efisien	Document procedures could be digitalized to make them easier and more efficient.	DG
R07	-	-	Excluded Punctuation only
R09	transparansi komunikasi, responsivitas, dan konsistensi penyampaian informasi.	Transparent communication, responsiveness, and consistency in sharing information.	SR
R10	Digitalisasi data yg saling terintegrasi	Digitalize data so that they are integrated with one another.	DG
R11	Sistem dan SDM	Systems and human resources.	MQ
R12	Digitalisasi data prodi yang dapat diakses oleh civitas akademika	Digitalize study program data so that the academic community can access them.	DG
R13	Digitalisasi akademik	Academic digitalization.	DG
R15	Perlu pergeseran dari tata kelola administrasi menuju tata kelola berbasis mutu, data, relevansi dan dampak. Karena prodi yang baik bukan yang sibuk tapi yang terarah dan terukur	A shift is needed from administrative governance to governance based on quality, data, relevance, and impact. A good study program is not one that is merely busy, but one that is purposeful and measurable.	MQ
R18	sedikit saran untuk bisa dievaluasi terkait mata kuliah di prodi HTN khususnya supaya "arah" yg dituju oleh mahasiswa lebih fokus (kalo skrg kan katanya linear ke hukum tata usaha negara tp smpai d smster 4 pun blm ad matkul tsb, bhkan skrg semester 6 nya bikin proposal skripsi byk "efektivitas" yg mana jd ad yg berpikiran bhwa htn lebih diutamakan empiris dn jarang diterima normatif (pdhl seyogyanya lebih bagus normatif krna mahasiswa "hukum" artinya mengkaji uu, perda dn smcamny itu real di lapangan ada problem jd ada celah kekosongan hukum tdk d normatifny, ada ga kepastian hukum ny yg tertuang di normatif/ uu/ perda nya ttg problem itu). contoh matkul di prodi htn, semester 2 bljr matkul hukum acara perdata bahkan uas nya sdh praktek lalu di semester 4 bljr lg matkul hukum acara perdata di pengadilan (jd 2x/ pengulangan mata kuliah). supya lulusan uin tdk dipandang sebelah mata saat melamar atau sdh didunia kerja, org yg llusan uin pun tau keahliannya apa/ dmna dan mampu mempertanggungjawabkan kualitas/ keahlian tsb khususnya anak htn, bukan hanya kuantitas mencetak byk lulusan s1 4 thn kuliah/ di semester 6 sdh byk yg sempro. terima kasih	I would suggest evaluating the courses in the constitutional law study program (HTN) so that students have a clearer direction. At present, we are told that the program leads toward administrative law, but by semester four we have not had a course in that field. Students in semester six are preparing many thesis proposals about ‘effectiveness’, which has led some to think that HTN prioritizes empirical studies and rarely accepts normative ones. In my view, normative work should be more appropriate for law students because they examine statutes, regional regulations, and similar legal texts. Actual problems in the field may reveal legal gaps: do the laws or regional regulations provide legal certainty regarding those problems? For example, in semester two we studied civil procedural law and had a practical final examination; in semester four we studied civil procedural law in the courts again, repeating the subject. Graduates from UIN should not be underestimated when applying for jobs or entering the workplace. They should know where their expertise lies and be able to demonstrate its quality, particularly HTN students. The focus should not merely be on producing many bachelor’s graduates within four years, or on having many students defend proposals in semester six. Thank you.	CA
R19	..	..	Excluded Punctuation only
R22	dengan sistem penjaminan mutu internal	Through an internal quality assurance system.	MQ
R23	Menurut saya, hal yang paling perlu diperbaiki dalam tata kelola program studi adalah kualitas manajemen dan komunikasi antara pihak program studi dengan mahasiswa. Banyak masalah sebenarnya bukan karena kurangnya potensi, tetapi karena koordinasi, transparansi, dan pelayanan yang belum optimal.	In my opinion, the most important improvements in study program governance concern the quality of management and communication between the program and students. Many problems arise not from a lack of potential, but from coordination, transparency, and services that are not yet optimal.	SR
R24	Yang paling perlu diperbaiki dalam tata kelola program studi adalah transparansi, pelayanan akademik, komunikasi, dan evaluasi kinerja agar lebih efektif dan juga profesional.	The most important improvements in study program governance are transparency, academic services, communication, and performance evaluation, so that the program becomes more effective and professional.	SR
R25	Sebaiknya dilakukan pengelolaan secara menyeluruh, mulai dari mata kuliah yang diajarkan, tenaga pengajar yang profesional, hingga pengembangan aktivitas-aktivitas yang relevan bagi program studi	Management should be comprehensive, covering the courses taught, professional teaching staff, and the development of activities relevant to the study program.	CA

ID	Original response	English translation	Primary code or status
R26	-	-	Excluded Punctuation only
R27	seperti adanya website atau dipajang terkait transformasi kampus	For example, provide a website or display information about campus transformation.	DG
R28	-	-	Excluded Punctuation only
R29	tidak ada	None.	Excluded No improvement priority stated
R30	Begini, untuk tata kelola menurut saya itu sudah lumayan bagus, tapi persoalannya bagaimana nantinya prodi ini bisa membantu mahasiswa dalam pelaksaan perkuliahan yang maksimal dan efektif serta pendukungan penuh terhadap persoalan peningkatan akademik dan non akademik. karna tidak semua mahasiswa itu pintar bahkan nggul terhadap pelajaran kuliah, tapi bnyak juga dri mereka yang keunggulannya dri segi non akademik, nah prodi harus bisa menjawab serta mendukung penuh persoalan ini	In my opinion, governance is already fairly good. The issue is how the program can help students study as effectively as possible and fully support their academic and nonacademic development. Not all students excel in their coursework; many have strengths outside academic learning. The program should recognize and fully support this.	CA
R31	hanya prasananya saja dari AC dan WC agar lebih optimal	Only the facilities, particularly air conditioning and toilets, need improvement so that they function better.	IF
R34	Menurut saya, metode pembelajaran yang terlalu banyak menggunakan presentasi kelompok perlu dikurangi. Saya berharap dosen lebih banyak menjelaskan materi secara langsung agar mahasiswa memperoleh pemahaman yang lebih mendalam. Presentasi mahasiswa tetap penting untuk melatih kemampuan berbicara dan berdiskusi, namun sebaiknya digunakan sebagai pelengkap, bukan sebagai metode utama perkuliahan dari awal hingga akhir semester	In my opinion, teaching methods that rely too heavily on group presentations should be reduced. I hope lecturers will explain more of the material directly so that students gain a deeper understanding. Student presentations remain important for developing speaking and discussion skills, but they should complement teaching rather than serve as the main method throughout the semester.	CA
R35	Secara keseluruhan tata kelola prodi sudah berjalan dengan baik. Ke depannya, yang paling perlu ditingkatkan adalah konsistensi dalam pemanfaatan teknologi digital untuk sistem administrasi dan keterbukaan informasi, agar segala info terkait perkuliahan maupun magang bisa diakses mahasiswa dengan lebih cepat dan merata.	Overall, study program governance is working well. The main future improvement should be more consistent use of digital technology in administration and more open information, so that students can access information about classes and internships more quickly and equitably.	DG
R37	Kebijakan absen online, kelas online	Policies for online attendance and online classes.	DG
R38	Perbaikan tata kelola prodi yang paling mendesak adalah pergeseran dari mentalitas "melayani dokumen" menjadi "melayani substansi akademik." Ketika prodi mampu menyediakan ekosistem riset yang rapi, sistem digital yang efisien, dan kurikulum yang adaptif, maka kualitas lulusan akan meningkat dengan sendirinya	The most urgent governance improvement is a shift from a mindset of ‘serving documents’ to one of ‘serving academic substance’. When a program provides a well-organized research environment, an efficient digital system, and an adaptive curriculum, the quality of graduates will improve on its own.	MQ
R39	Yang paling perlu diperbaiki dalam tata kelola program studi adalah peningkatan komunikasi dan transparansi antara pihak program studi dengan mahasiswa/i, serta evaluasi kurikulum secara berkala agar tetap sesuai dengan perkembangan zaman dan kebutuhan dunia kerja. Selain itu, pelayanan akademik juga perlu dibuat lebih cepat, efektif, dan mudah diakses.	The most important improvements in study program governance are better communication and transparency between the program and students, along with regular curriculum evaluation to keep pace with changing times and labor market needs. Academic services should also be faster, more effective, and easier to access.	SR
R40	komunikasi dosen dengan mahasiswa nya	Communication between lecturers and their students.	SR
R41	Fasilitas	Facilities.	IF
R42	-	-	Excluded Punctuation only
R45	Sistemnya	The system.	MQ
R47	Penggunaan digital, pemetaan man power dengan baik, pembekalan kompetensi digital dan budaya organisasi	Use digital technology, map staffing needs properly, develop digital competencies, and strengthen organizational culture.	DG
R48	Instead of quantity try focus more on quality	Instead of quantity try focus more on quality	MQ
R51	Upgrade teknologi yang lebih terbaru dan regulasikan penggunaanya	Upgrade to newer technology and regulate its use.	DG
R52	Sebelum memperbaiki dulu sistem tata kelola program studi,diperlukan juga perbaikan diri nya orang yg merencanakan tata kelola program studi	Before improving study program governance, the people who plan that governance also need to improve themselves.	MQ

Interpretive boundaries and research documentation

The evidence supports descriptions of the participating respondents' endorsements, written priorities and reported barriers. It does not measure current governance performance, institutional digital maturity, service efficiency, validated Islamic ethical practice or competitiveness effects. The five entirely blank current-governance items remain unmeasured. Digital Islam is an interpretive institutional-ethics lens rather than an operationalized survey construct.

Four governance domains are provisional organizing concepts: digital governance is informed by lecturer items and digital priorities; quality governance by change endorsement and management priorities; knowledge-integration governance by I1–I5 and integration texts; and stakeholder-responsive governance by communication/service priorities. These domains are not estimated latent factors or validated causal determinants. Their evidence can be traced to Tables S4–S6 and S10–S12.

SIGAP-Syariah remains a proposed self-assessment concept. No functioning application, approved scale, scoring weights, thresholds, benchmark or pilot deployment is documented by these data. Development would require expert content review, cognitive pretesting, appropriate measurement validation, usability work and a field pilot. Governance outcomes and competitiveness would require independent institutional indicators and longitudinal evidence.

Research documentation and verification considerations

- Archive the administered Google Form, response labels, branching settings and consent information. Explain why G1–G5 and the governance-weakness prompt have no answers, and establish the reason for lecturer-only digital coverage.
- Confirm the instrument's development or adaptation sources, expert review and pilot history. Do not describe these steps as completed unless records exist.
- Review the response-to-theme assignments in Tables S10–S12, including the interpretive cases described in Table S8. Preserve an author-approved coding record alongside the original survey export.
- Document who coded the answers, how definitions were decided and whether a researcher audit or alternative interpretation review occurred. Do not claim intercoder reliability or saturation without a matching procedure.
- Verify institutional ethics review or exemption requirements and report the actual consent procedure. This supplement does not assign an approval number or establish that ethical approval was obtained.
- Check participant permission and institutional disclosure rules before publicly distributing verbatim answers. Row IDs remove direct labels, but distinctive wording and the small lecturer group may remain recognizable. The secure original export should retain the row mapping; raw data release is not established by creating this document.

Source records. The statistical source is the worksheet "Form Responses 1" in the original Google Forms survey export, comprising 53 records and 28 fields. Manuscript findings were checked against the survey-based analyses documented here. All numerical summaries retain the original export-row structure. Unique human participation cannot be established from the export because no direct participant identifier is present.

Methodological references

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative Research in Psychology, 3(2), 77–101. https://doi.org/10.1191/1478088706qp063oa

Braun, V., & Clarke, V. (2021). One size fits all? What counts as quality practice in (reflexive) thematic analysis? Qualitative Research in Psychology, 18(3), 328–352. https://doi.org/10.1080/14780887.2020.1769238

Tavakol, M., & Dennick, R. (2011). Making sense of Cronbach's alpha. International Journal of Medical Education, 2, 53–55. https://doi.org/10.5116/ijme.4dfb.8dfd

SUPPLEMENTARY MATERIAL
DINAMIKA PENELITIAN: MEDIA KOMUNIKASI PENELITIAN SOSIAL KEAGAMAAN
DOI 10.21274/dinamika.2026.26.2.127-143