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Integrating Media Literacy into School Governance: An Administrative Framework for Digital Citizenship

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ABSTRACT

The rapid escalation of digital disruption has introduced complex challenges to educational environments, ranging from widespread disinformation to ethical dilemmas in digital interactions. While media literacy is frequently addressed through a pedagogical lens, its integration into formal school governance remains underdeveloped. This gap often results in fragmented institutional responses to digital risks, leaving a void in the systematic protection and empowerment of students as digital citizens. This research aims to develop and propose a strategic administrative framework that integrates media literacy into school governance. By shifting the focus from individual classroom practice to institutional policy, the study seeks to establish a sustainable model for fostering robust digital citizenship within educational organizations. The study employed a qualitative research design, utilizing a multi-site case study approach. Data were gathered through in-depth interviews with school administrators, a comprehensive review of institutional policy documents, and focus group discussions involving key educational stakeholders. The analysis focused on identifying administrative barriers and enablers in implementing digital literacy initiatives. The findings indicate that effective media literacy integration requires more than curricular changes; it demands a dedicated administrative commitment through formal policy frameworks, strategic resource allocation, and cross-stakeholder synergy. The research proposes a "Tri-Pillar Administrative Model" consisting of visionary leadership, digital policy infrastructure, and community-based collaboration. These elements collectively transform school governance from a reactive stance into a proactive, resilient system that reinforces digital citizenship as a core institutional value.

Keywords: Administrative Framework, Digital Citizenship, Education Policy, Media Literacy, School Governance

INTRODUCTION

In the era of massive digital transformation, educational institutions face a dual challenge: as a science center as well as an entity that is vulnerable to the risk of information disruption (Agustin, 2025). The phenomenon of hoaxes, cyberbullying, and digital ethical degradation is no longer just an issue in the classroom, but has become an institutional risk that threatens the reputation and stability of school administration (A. Angwaomaodoko, 2024; Diamanduros & Downs, 2019). However, until now, media literacy is still often viewed narrowly as pedagogical material in the curriculum or the responsibility of teachers in the classroom alone (Gloria Chirwa Beatrice Chitalah Joel Nyali Christopher Newby Michael Udedi Richard Hooper & Sandra Jumbe, 2023; Yeh, 2019).

There is a significant research gap in the current literature, Where media literacy is rarely studied from the perspective of governance and administration. Much of the research focuses on teachers' instructional strategies but ignores how school administrative structures—such as formal policies, resource allocation, and crisis management protocols—should integrate digital citizenship values (Irmawanti Tahir & Anne Abdul Rachman, 2025; Moyle, 2014). Without a strong administrative framework, media literacy initiatives in schools tend to be sporadic, reactive, and unsustainable.

This article offers a new perspective by shifting the focus of media literacy from just individual skills to institutional governance strategies. We propose a comprehensive

Administrative Framework to integrate media literacy into the school's organizational structure. It aims to create a resilient education ecosystem, where every administrative policy is designed to support the creation of a healthy and ethical digital environment (Ahyar et al., 2025; Niswaty et al., 2015).

Based on this background, this study aims to answer the main question: How can the integration of media literacy be formulated into school governance structures to strengthen digital citizenship? Specifically, this study aims to: 1) Identify administrative barriers in the implementation of media literacy policies; and 2) Develop an administrative framework model (Tri-Pillar Model) that connects community leadership, policy, and collaboration.

Conceptually, this study integrates the foundations of Institutional Theory with the New Media Literacy framework to dissect how schools, as formal organizations, adopt and internalize digital norms (Shetye & Indrakanti, 2023; Sisodia, 2024). Institutional Theory provides a lens to understand that integrating media literacy is not just a curricular change, but a process of organizational legitimacy that requires a stable support structure (Burch & Crowson, 2020; Rojas-Estrada et al., 2024; Shetye & Indrakanti, 2023; Yang & Li, 2024). In this context, media literacy is positioned not only as an individual competence, but as a manifestation of structured and measurable organizational behavior.

To operationalize the synthesis of the theory into administrative actions, this study establishes four strategic indicators as variables for the development of the framework. The first is the Infrastructure of Policy, which focuses on the availability of formal rules and Standard Operating Protocols (SOPs) that govern digital interaction in the school environment (Garg, 2023). The existence of this regulation is the legal and ethical foundation for all school residents in navigating information disruption. Second, Administrative Leadership is measured through the strategic commitment of the leadership in allocating budget, time, and human resources (Anirwan, 2022). This indicator confirms that the sustainability of media literacy is highly dependent on the vision orientation of top management in prioritizing the security and digital proficiency of institutions.

Furthermore, this study emphasizes the importance of Stakeholder Synergy as a variable that measures the effectiveness of administration in bridging collaboration between educators, parents, and digital platform providers (Abeer et al., 2024). This synergy reflects the school's ability to build an inclusive support ecosystem beyond the physical boundaries of the institution. Finally, the Accountability and Evaluation dimension was used to measure the effectiveness of periodic monitoring and assessment mechanisms for digital behavior in schools (Khan et al., 2022). With measurable evaluation instruments, schools can make continuous improvement to their digital policies, while ensuring that ethical and security standards are maintained to realize a resilient digital citizenship.

This research is important not only for the development of educational administration science, but also for practitioners (principals and policy makers) in developing strategies that are more proactive in facing the challenges of the information age. By adopting this framework, schools can transform from mere learning buildings into institutions capable of producing critical, ethical, and responsible digital citizens.

METHOD

This study uses a qualitative approach with a multi-site case study design. This approach was chosen to explore in depth how the administrative framework is applied in the context of different school organizations. With case studies, researchers can capture the complexity of the interactions between formal policy and administrative practice in the field that cannot be explained by numbers alone.

The research loci were selected using purposive sampling techniques, which focus on educational institutions that have embarked on digitalization initiatives but still face challenges in administrative governance. Key informants in this study include: a) School Administrators (Principals/Deputy for Management): To explore policy aspects and leadership commitments; b) Administrative/IT Staff: To understand the implementation of SOPs and digital infrastructure; c) School Committee (Parent Representative): To evaluate stakeholder synergy; and d) Education Supervisor: To gain perspective on accountability and evaluation standards from the government/foundation side.

Data was collected through three data collection techniques to ensure the validity of the findings, namely: a) In-depth Interview: Using semi-structured interview guidelines developed from four key indicators (Infrastructure, Leadership, Synergy, and Accountability); b) Documentation Study: Analysis of "institutional artifacts" documents such as the School Budget Work Plan (RKAS), SOP text for media use, and draft school digital code of ethics policy; and c) Participatory Observation: Observation of communication dynamics on the school's official digital platform (coordination group, school social media, or administrative portal) to see how policies are implemented in daily practice.

Data analysis was carried out interactively following the Miles, Huberman, and Saldana model, which includes: a) Data Condensation: Sorting and simplifying interview transcripts and field notes to focus on media literacy governance issues; b) Data Display: Compile findings into a categorization matrix based on predetermined administrative variables; and c) Conclusion Drawing and Verification: Identify emerging patterns to build an Administrative Framework (Tri-Pillar Model) as the main findings of the study.

To ensure the reliability of the research, the researcher applies data validity criteria which include credibility through source triangulation, dependability through research trail audit, and confirmability to ensure that the findings are purely derived from field data and not the researcher's subjective bias.

RESULT AND DISCUSSION

The findings of the study show that although educational institutions have massively adopted digital technology, the integration of media literacy into administrative governance is still at the surface level. Here is an in-depth analysis based on four main variables:

Infrastructure of Policy: From Reactive Regulation to Strategic Protocol

1. Document Analysis: The Absence of Digital Pedagogy in Regulatory Texts

The documentation study was carried out by dissecting the "Student Discipline Pocket Book" in both schools. Content analysis focuses on articles that regulate the use of information technology. At SMK Negeri 1 Makassar, the code of conduct document is very detailed and layered. However, the diction used is dominated by criminal-legal terminology such as "sanction," "confiscation," and "gross misdemeanor." There was not a single clause that regulates "social media ethics" or "information verification procedures". Meanwhile, at SMK 1 Gowa Regency, the written policy is more concise but absolute. The policy generalizes the use of gadgets for learning with the use of gadgets for entertainment, which leads to a total ban on school hours unless there is a teacher's instruction.

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Table 1. Comparative Analysis of Digital Policy Documents

Policy Document Indicators	SMK Negeri 1 Makassar (Urban Case)	SMK 1 Kabupaten Gowa (Regency Case)	Administrative Analysis
Form of Regulation	Layered Articles & Violation Points (Credit Points System)	Single Prohibition & Physical Seizure	The approach is based on Compliance, not Consciousness.
Control Mechanism	CCTV & Routine Raids by Student Council/Picket Teachers	Collection of Gadgets at Homeroom Teachers (HP Box)	Supervision is physical and external, not building student self-control.
Definition of "Violation"	Carrying cellphones without permission, recording teachers, playing games.	Bring a cellphone to the school environment.	Narrow definition; does not include cyberbullying or the spread of hoaxes (disinformation).
Policy Orientation	Reactive-Punitive (Punishing after the incident)	Preventive-Restrictive	The loss of the educational aspect in the regulation.

In-depth interviews with key stakeholders confirmed that the restrictive policy was born out of "administrative anxiety" and a lack of competence in managing digital risks.

The Vice Principal for Student Affairs at SMK Negeri 1 Makassar (Informant A-1) stated:

> *"To be honest, we were overwhelmed. Students in Makassar are very smart at hiding violations. If we release (empowerment), we are afraid that it will be used to play online gambling slots or go viral with videos that tarnish the school's name. So, the safest option administratively is to prohibit it, so that if there is a problem, the school has a legal basis to expel students."*

This statement shows that policies are created as a "protective shield of the institution", not as a curriculum for character development. On the other hand, at SMK 1 Gowa Regency, Counseling Guidance Teachers (Informant B-2) highlighted the limitations of supervision infrastructure:

> *"We don't have a monitoring system as sophisticated as the city. There are also many teachers here who are lacking in technology. If HP is released, we can't control what content they access. Instead of becoming a moral problem, it is better to collect your cellphone in the morning and take it when you go home."*

The two quotes above validate the finding that restrictive policies are an administrative shortcut due to the school's unpreparedness in building a comprehensive media literacy governance system.

2. The "Empowerment Gap": Visualizing the Policy Focus

To clarify the inequality between the aspects of prohibition and empowerment, the researcher conducted keyword mapping on the vision-mission and rules of the two schools' vision-mission and rules of conduct. The results are presented in the following chart showing the dominance of the "Forbidden" paradigm.

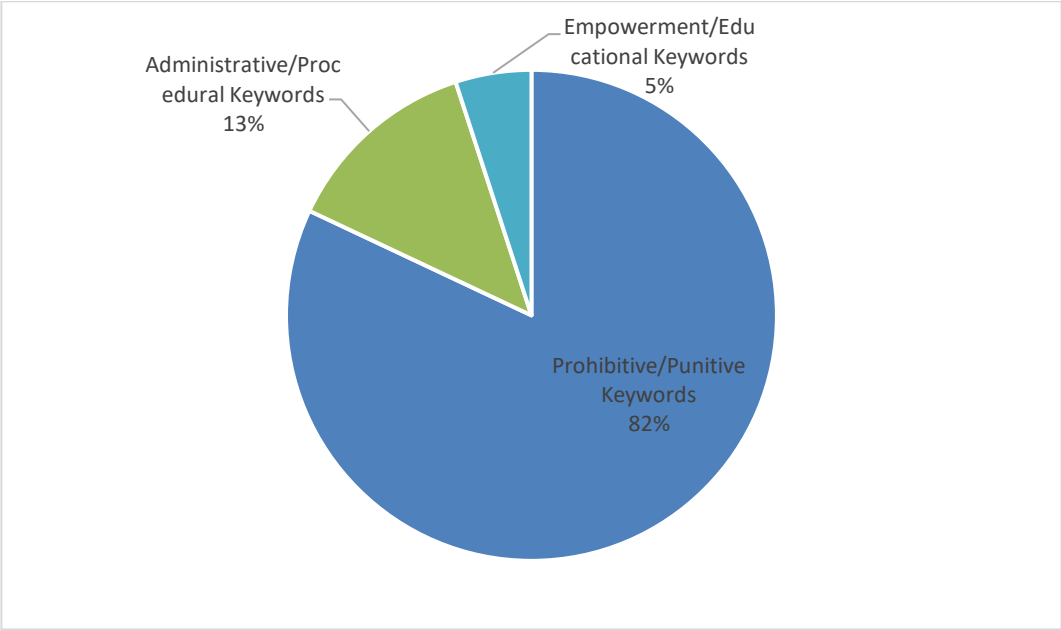

Chart 1. Distribution of Policy Focus: Prohibition vs. Empowerment Keywords

The chart above visually confirms the existence of an "Empowerment Gap". Schools spend administrative energy on devising punishment mechanisms (82%), but almost neglect to devise educational mechanisms (5%). As a result, students miss out on the opportunity to learn to become responsible digital citizens in a safe and guided environment.

From an administrative perspective, the absence of specific SOPs regarding information disruption mitigation causes administrative staff and faculty to often stutter when facing digital crises (such as the spread of internal hoaxes or institutional defamation). This discussion emphasized that the Infrastructure of Policy must be transformed into a framework that guides digital ethics, not just a disciplinary instrument. A strong policy is one that provides a clear workflow for school citizens in filtering and distributing information. A comparison of cases between SMK Negeri 1 Makassar and SMK 1 Gowa Regency concluded that although the geographical locations are different, the administrative response is uniform: Gadgets are seen as a disruption risk, not as a learning asset. This "prohibition" policy creates a hidden curriculum where students learn to be "clever at hiding gadgets", instead of "smart with gadgets".

Administrative Leadership: Budget Priorities and Digital Vision

One of the most significant findings in the study was the existence of "technocratic bias" in administrative leadership at both study sites. Data shows that the vision of "School Digitalization" is narrowly translated as the procurement of goods (hardware), not cultural development (literacy). This inequality is evident through the analysis of budget documents and validation through interviews.

1. Document Study: The Asymmetry in RKAS (School Budget Plan)

A search of the current year's RKAS documents in both schools shows a very uneven spending pattern. The budget posts related to digitalization are dominated by Capital Expenditure for physical infrastructure.

SMK Negeri 1 Makassar: As a reference school in the city center, the budget allocation is very large for server maintenance, additional internet bandwidth (dedicated line), and laboratory computer rejuvenation. However, no specific budget post named "Media Literacy Training" or "Digital Ethics Workshop" was found. Teacher capacity building activities are only inserted as a sub-activity of ordinary official meetings with a consumption budget only.

SMK 1 Gowa Regency: At the district level, the pressure to meet the standards of the Computer-Based National Assessment (ANBK) has made almost 90% of School Operational Assistance (BOS) funds allocated to the IT sector sucked in for hardware repairs and relatively more expensive monthly internet bill payments in semi-urban areas.

To visualize this inequality, the following is presented a comparative graph of the budget allocation of the technology sector in the two schools:

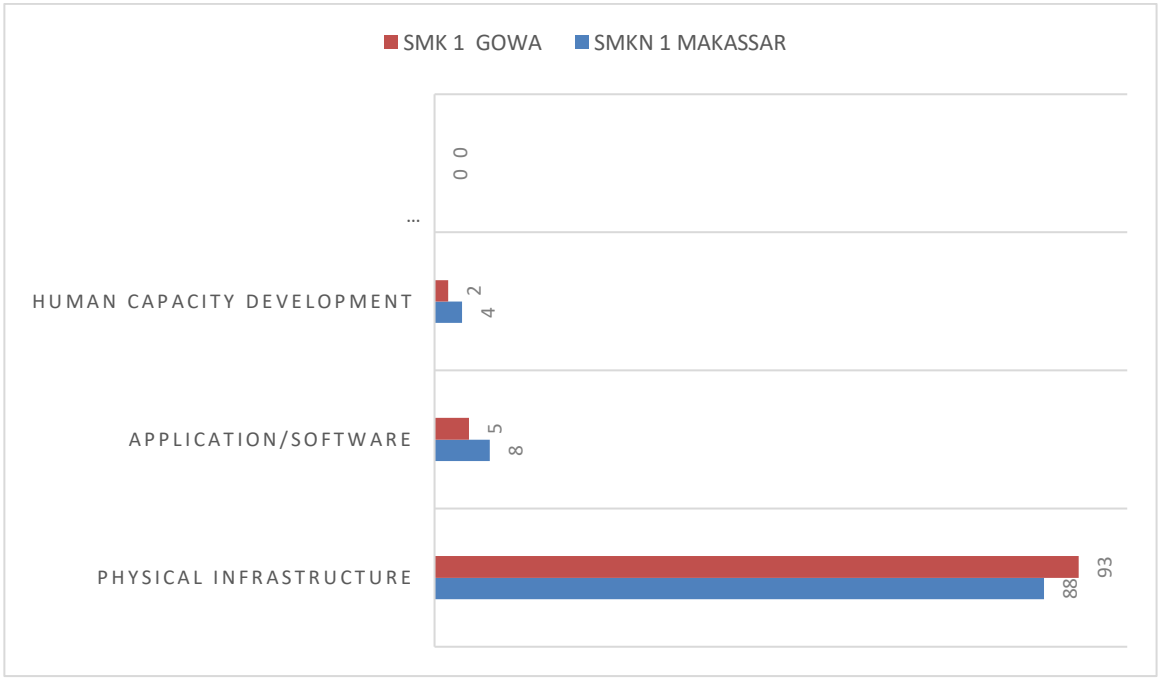

Chart 2. Budget Allocation Structure: Hardware vs. Human Capacity (FY 2024)
*Data is processed from the recapitulation of the RKAS for the 2024 Fiscal Year

The chart above shows that investment in Human Capacity (teacher and student literacy) is the highest priority in both schools, regardless of their status and geographical location.

2. In-Depth Interview: The "Tangible Asset" Justification

An in-depth interview reveals the reason behind the inequality of the above figures. School policymakers tend to prioritize "tangible" assets over "intangible" competencies.

The Principal of SMK Negeri 1 Makassar (KS-MKS Informant) argued that physical investment is a demand for school branding:

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> "*The parents of the students see the school progressing from its facilities. If the computer lab is sophisticated, the Wi-Fi is fast, that's a selling point. If the digital literacy training is done, the results are not immediately visible, it is difficult to measure the impact on physical accreditation.*"

This statement indicates that budget policy is driven by institutional marketing motives rather than pedagogical urgency.

Meanwhile, the Treasurer of SMK 1 Gowa Regency (BEN-GOWA Informant) highlighted the obstacles of administrative regulations:

> "*In the technical instructions for the use of BOS funds, the post for the purchase of the equipment is clearly coded. But for specific 'media literacy' training, it is a bit difficult to enter the post, usually having to stick to MGMP activities. So we spend more safely on items that can be inventoried.*"

This finding is crucial because it shows that bureaucratic obstacles and the rigidity of the state's financial reporting system also contribute to marginalizing media literacy programs. Administrative leadership plays a crucial role as an enabler. Without concrete budget commitments, media literacy will only become a classroom discourse without systemic support. These findings strengthen the argument that leadership with a digital vision is not only measured by the sophistication of the devices purchased, but also by the extent to which leaders integrate media literacy into the School Budget Work Plan (RKAS). Administrative leadership must be able to convert the cost of media literacy into an investment for the long-term stability of the institution.

Stakeholder Synergy: Building an Inclusive Communication Ecosystem

Stakeholder synergy should ideally be dialogical and collaborative. However, field data show that communication patterns in both research loci are still trapped in the "Administrative Monologue" model. Schools position themselves as single instructional hubs, while parents are positioned as passive recipients. As a result, crucial issues regarding students' digital challenges outside of school hours (such as addiction to online games or promiscuity on social media) become a "vacuum" that is untouched by school governance.

Observations were made on digital artifacts in the form of official WhatsApp groups of classes and school management platforms (School Management System) for one semester.

Data at SMK Negeri 1 Makassar shows that the school uses an integrated application and an official WhatsApp group per batch. An interesting finding from the observation is that the group's privacy settings are permanently set to "Only Admins Can Send Messages" mode. Parents' communication lines to schools are diverted through "Digital Suggestion Boxes" which, according to system logs, are rarely responded to in real-time.

Data findings at SMK 1 Gowa Regency show that communication is more informal using WhatsApp groups per class managed by homeroom teachers. Although the chat column is open, content analysis of the last 300 messages shows that 95% of conversations only dwell on administrative information (vacation schedules, fee bills, exam schedules). There was not a single discussion initiated by teachers regarding safe internet guidelines for students.

Table 3. Comparative Analysis of School-Parent Digital Interaction

Interaction Indicators	SMK Negeri 1 Makassar (Urban)	SMK 1 Gowa Regency (Semi-Urban)	Administrative Impact
Model Channel	Centralized Applications & WA Broadcast	Class WhatsApp Group (Informal)	Parental Alienation: Parents feel alienated from school policies.
Direction of Information Flow	Top-Down Rigid (Searah, Kaku)	Top-Down Incident (Searah, Insidental)	There is no consensus/mutual agreement on gadget rules.
Dominant Content	Financial & Academic Administration	Student Attendance & Violations	The issues of "Media Literacy" & "Digital Mental Health" are marginalized.
School Response	Slow (Bureaucratic)	Reactive (Only when there is a problem)	Loss of momentum in early detection of students' digital problems.

The in-depth interview uncovered the root of the problem of this one-way communication. The school feels "tired" of serving debates, while parents feel "directionless" in accompanying their children in cyberspace.

The homeroom teacher at SMK Negeri 1 Makassar (WK-MKS Informant) explained the reason for the communication restrictions:

> "*In the past, our group was open (two-way), but the content was noisy. Parents protested about HP's policy, but did not provide a solution. Finally, the school's policy decided to only one-way communication so that official information would not be drowned. When it comes to children playing cellphones at home until the morning, it is the authority of parents, the school cannot intervene.*"

This statement reflects the attitude of "Administrative Silos", where schools draw a strict line of responsibility limits, even though the impact of using digital media is borderless.

On the other hand, a representative of parents of SMK 1 Gowa students (OT-Gowa Informant) expressed their concerns:

> "*We in this village do not understand technology. We hope schools call us to teach us how to monitor children's cellphones, or block porn sites. But the school calls us only if our child is caught carrying a cellphone or skipping school. There has never been a discussion of how to prevent it.*"

This quote validates that parents actually demand the role of schools as Literacy Education Centers, not just punishing institutions. These findings confirm that schools are failing to harness the social capital of parents. In the perspective of modern education administration, media literacy governance cannot be done partially. The cases at SMK N 1 Makassar and SMK 1 Gowa show that the Top-Down approach creates the Illusion of Control. The school feels that it has regulated students through strict rules, even though outside the school gates, students do not have harmonious assistance because their parents are never involved in

educational dialogue. This empty synergy makes students the most vulnerable group in the midst of the rapid flow of digital information.

Administratively, schools have not fully functioned as a "hub" or center of the digital ecosystem. Weak synergy results in a double standard of digital behavior between school and at home. The discussion in this study offers a "Borderless Governance" model, in which school administrations bridge active collaboration with digital content providers and parent associations. This synergy ensures that media literacy becomes a collective responsibility that is professionally managed through transparent communication channels.

Accountability and Evaluation: Towards Proactive Supervision

The findings of the study point to a fundamental paradox in modern school governance: while schools demand digitalization in the learning process, institutional accountability and evaluation systems remain locked to an analogous paradigm. The absence of Key Performance Indicators (KPIs) related to digital behavior creates a phenomenon referred to in this study as "Systemic Blindness", in which school administrations do not have the instruments to detect, measure, or evaluate the "digital health" of their school citizens.

The document study was conducted comparatively against two main administrative artifacts: the Learning Outcome Report (Student Report) and the Teacher Supervision Instrument (PK GURU).

Data at SMK Negeri 1 Makassar (Urban) shows that although this school has implemented an application-based e-Report, the analysis of the assessment structure shows the absolute dominance of the cognitive aspect. The "Character Assessment" column is indeed available (according to the Independent Curriculum), but the indicators are generic such as "Gotong Royong" and "Critical Reasoning". No specific rubrics were found that assessed the competence of "Digital Ethics" or "Information Verification". As a result, students who actively engage in cyberbullying outside of school hours can still get a "Good" score in the character column as long as they are polite in the physical classroom.

Meanwhile, data at SMK 1 Gowa Regency (Semi-Urban) shows that the evaluation documents in this school are more conventional. The main focus of the evaluation was the achievement of the Minimum Completeness Criteria (KKM) of the subject and the percentage of physical attendance. Students' digital behavior is considered a "gray area" that doesn't make it onto the administration's radar, unless it's a serious violation that goes viral.

Table 4: Audit of Evaluation Instruments (KPI Gap Analysis)

Evaluation Components	SMK Negeri 1 Makassar	SMK 1 Gowa Regency	Status KPI Digital
Student KPIs	Academic Grades (80%) + Extracurriculars (20%)	Academic Grades (90%) + Attendance (10%)	**Non-Existent** (No value for 'Digital Citizenship').
Teacher KPI	Curriculum & Administration Outcomes of RPP	Teaching Hours & Officer Discipline	**Ignored** (Teachers are not judged based on their ability to guide digital ethics).
Institutional Evaluation	Physical Accreditation & Competition Achievements	UN Graduation/Work	**Blind Spot** (No school digital security climate survey).

An interview with the Deputy Principal for Curriculum and Counseling Guidance Teachers (BK) revealed the reason behind the absence of this indicator.

At SMK Negeri 1 Makassar, the Curriculum Waka (KUR-MKS Informant) acknowledged the technical difficulties of the administration:

> "*We are bound by the report card format from the central Dapodik. If we make an additional report card specifically for 'Digital Behavior', it adds to the administrative burden of teachers. Subject teachers are already dizzy to input cognitive values and skills, let alone have to monitor students' social media status. That's an invisible burden that has no incentive.*"

This statement confirms that administrative barriers (workload) are the main barrier to evaluation innovation.

Meanwhile, BK Teachers at SMK 1 Gowa (BK-GOWA Informants) highlighted the unpreparedness of the instruments:

> "*We only act if there is a (curative) case. We do not have a measuring tool or questionnaire to assess whether this class X student is wise in social media or not. So the evaluation is case-based, not evidence-based.*"

Analysis of the above data concludes that schools are currently managed using "Lagging Indicators". The school only realized there was a problem in students' digital behavior after the problem exploded (viral/legal case). Instead, schools do not have "Leading Indicators" in their administrative systems, such as periodic digital literacy scores or cyber climate surveys, that can predict and prevent problems before they occur. The absence of this digital KPI makes all forms of media literacy socialization ineffective, because in the principle of organizational management: "People respect what you inspect". Because digital behavior is never "checked" or assessed on report cards, students and teachers consider it not a priority of the institution.

Accountability does not mean repressive supervision, but the availability of a periodic evaluation system for the school's digital climate. This study argues that school administration needs to include the variable "Digital Health" in the annual evaluation instrument. With a clear accountability mechanism, schools can detect negative behavior trends early and measure the effectiveness of the media literacy programs that have been implemented. This changes the administrative function from just a data logger to a digital citizenship quality assurance unit.

From Empirical Findings to the Tri-Pillar Administrative Model

This study synthesizes empirical findings into a coherent administrative framework that integrates media literacy into school governance. Rather than emerging as an abstract conceptual proposition, the *Tri-Pillar Administrative Model* is directly grounded in recurring patterns identified across the four analytical dimensions: policy infrastructure, administrative leadership, stakeholder synergy, and accountability mechanisms.

The first pillar, Visionary Administrative Leadership, originates from findings related to leadership orientation and budgetary priorities. Empirical evidence shows that school leaders tend to equate digital transformation with physical infrastructure investment, such as hardware procurement and network expansion, while overlooking human capacity development in media literacy and digital ethics. This technocratic orientation limits the sustainability of digital initiatives and reinforces reactive governance. Therefore, visionary leadership is positioned as a foundational pillar that redefines digitalization as an institutional culture-building process rather than a purely technical project.

The second pillar, Digital Policy Infrastructure, is derived from the analysis of school regulations and standard operating procedures. The findings reveal that existing policies are

predominantly restrictive and punitive, driven by administrative anxiety toward digital risks. Media use is regulated through prohibitions and sanctions, with minimal guidance on ethical digital behavior, information verification, or crisis management. This condition demonstrates the absence of governance-oriented policy instruments. Consequently, the model emphasizes the need for structured digital policy frameworks that function as ethical guidelines and preventive governance tools, rather than merely disciplinary mechanisms.

The third pillar, Community-Based Collaboration, emerges from findings related to stakeholder communication and accountability. The study identifies a persistent pattern of one-way, top-down communication between schools and parents, resulting in weak synergy in addressing students' digital behavior beyond school boundaries. Furthermore, the absence of digital citizenship indicators in evaluation systems reflects systemic blindness toward digital risks. These findings highlight the necessity of collaborative governance that actively involves parents, educators, and external stakeholders in shared responsibility for digital citizenship development.

Together, these three pillars form an integrated administrative framework that shifts school governance from a control-oriented approach to an empowerment-oriented model. The *Tri-Pillar Administrative Model* enables schools to institutionalize media literacy as a core governance function, ensuring that leadership vision, regulatory structures, and stakeholder collaboration operate in alignment to foster resilient and ethical digital citizenship.

CONCLUSION

This study concludes that the integration of media literacy in school governance at SMK Negeri 1 Makassar (urban) and SMK 1 Gowa Regency (semi-urban) is still trapped in the phenomenon of "Infrastructure Trap". Although both institutions show disparities in resource capacity and geographic location, they exhibit a uniform administrative pattern: massive physical modernization is not followed by governance modernization.

The study's main findings boil down to four critical points:

1. Policy Paradigm: School regulations are restrictive-punitive, driven by "administrative anxiety" about digital risks, thus ignoring the aspect of student empowerment.
2. Leadership Bias: There is a "Technocratic Bias" in budget allocation (RKAS), where more than 85% of technology funds are absorbed for tangible assets, leaving a vacuum for teacher and student competency development (intangible assets).
3. Synergy Gap: Communication with parents goes one-way (Administrative Monologue), creating a broken feedback loop in digital parenting.
4. Evaluation Blindness: The absence of Key Performance Indicators (KPIs) related to digital behavior (Systemic Blindness) means that schools do not have data to proactively mitigate risks.

Theoretically, this study confirms that without managerial intervention, schools will only engage in institutional isomorphism—imitating digitalization symbols without internalizing substantial digital citizenship values.

Based on the above findings, this study recommends a governance transition from a "Control" model to an "Empowerment" model through the Tri-Pillar Administrative Framework:

1. Adaptive Policy Pillar: Schools must revise the Student Code of Conduct from just a list of prohibitions to a Digital Ethics Guideline. SOPs for handling cyber crises (e.g.,

handling cyberbullying) must be standardized to provide legal certainty for teachers and students.

2. Human Capital Investment Pillar: School leadership is obliged to reorient the budget by setting a minimum limit (e.g. 15-20% of the IT budget) specifically for sustainable media literacy training for the school ecosystem.
3. Ecosystem Collaboration Pillar: Opening a two-way communication channel that is institutionalized with parents (e.g., Digital Parenting Forum), so that schools and homes have the same value standards in accompanying students' digital activities.

In closing, for this framework to be effective, national and regional evaluation systems need to accommodate Digital Citizenship Indicators into school and student performance assessment instruments. Without clear metrics, media literacy will only become a fringe discourse in education administration.

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