REVITALIZING THE IMAGE OF ISLAMIC BOARDING SCHOOLS IN ADDRESSING THE CRISIS OF SOCIETAL STIGMA THROUGH DIGITAL PLATFORMS

Ahmad Nadif SANAFIRI[1]

[1]Nurul Jadid University, Indonesia

Abstract

This study aims to explore how digital strategies employed by Islamic boarding schools (pesantren) can be used to improve their image and address societal stigma. The primary focus is on understanding the role of digital content, user engagement, and feedback in shaping public perceptions of pesantren. The research adopts a qualitative method with a case study approach to gain an in-depth understanding of the topic. The research subjects include the administrators of Nurul Jadid Islamic Boarding School, who are involved in the creation and management of digital content, as well as the audience actively interacting with pesantren content across various digital platforms such as social media, websites, and videos. Data collection techniques involve in-depth interviews with pesantren administrators and the audience to explore their experiences, perceptions, and feedback. Additionally, content analysis of user feedback on digital platforms is employed to enrich the information collected. Data analysis techniques include transcription of interviews, coding of qualitative data, and thematic analysis to identify key themes and patterns. Data from user feedback is analyzed to understand engagement and responses to pesantren content. The findings indicate that positive and informative digital content, such as stories of students and alums, significantly improves public perception of pesantren. Digital platforms enhance the image of pesantren, with audience engagement and responses to user feedback being key factors. This research highlights the importance of responsive digital strategies in building a better image in the eyes of the public.

Keywords:
Image Revitalization, Stigma Crisis, and Digital Platforms

INTRODUCTION

The importance of revitalizing the trainees' image in dealing with society's stigma crisis through digital platforms is an attempt to improve perception and modernize the appearance of practitioners in the digital age (Nguyen et al., 2021). However, trainees often suffer negative stigma from the general public, who lack an understanding of their role in the modern context (Westbury et al., 2023). This stigma is often rooted in inaccurate stereotypes and perceptions that do not match the realities of today's coaches (Bai et al., 2022). It can be seen in the lack of positive representation of the party in the mass media and social media, which leads to the preservation of unfounded negative views (W. Li et al., 2021).

To revitalize the image of the practitioner to overcome the crisis of society's stigma through digital platforms, research (Goulah-Pabst, 2023) outlining that the support groups formed by and for suicide crossings can help overcome the sense of alienation and stigma, as well as strengthen social solidarity and the healing process for those suffering from such losses; (Broekhuizen et al., 2021). Decisions regarding the openness of the digital platform to suppliers, customers, additional service providers, product categories, channels, and current business challenges identify the need for further research to understand and optimize the dimensions and outcomes of the platform's openness. In another study, Tafesse and Wood (2021) found that although the number of followers and the content volume were negatively linked to followers' involvement on Instagram, the numbers followed were positively related to such engagement, and the domain of influencer interests influenced these effects. Akour & Alenezi (2022) Reaffirm that natural disasters have accelerated digital transformation in higher education, revealing existing digital gaps and new challenges in preparing young generations for an increasingly digital society and stressing the need for further research on information management in the context of basic education. (Timotheou et al., 2023) found that integrating information and communication technology in schools affects student performance and various other aspects of the school, with

interrelated factors playing an important role in the process of effective and efficient digital transformation.

The research aims to address the negative stigma against trainers by revitalizing their image through digital platforms, using positive digital content, improving public opinion and increasing support for trainers. On the other hand, the study assesses how user engagement and feedback influence digital strategies and evaluates the effectiveness of various digital platforms in shaping public perception. It can provide practical recommendations for trainers and stakeholders to effectively improve trainers' image.

Revitalizing the practice image through digital platforms can significantly reduce negative stigma and improve public understanding of the role and contribution of practice in modern society. The study is predicated on the idea that the digital platform can be a useful instrument for enhancing and molding the auditorium's image because of its capacity to reach a larger audience and deliver information instantly. By leveraging the right digital marketing strategies, trainees can overcome misperceptions and display images that are more positive and relevant to the needs of today's society.

METHODS

The study aims to explore in depth how trainers can use digital strategies to improve their image and overcome public stigma. The focus is on a qualitative understanding of the role of digital content, user engagement, and feedback in shaping public perceptions of trainers. This research method uses in-depth interviews and content analysis to gather in-depth and contextual information from a variety of sources.

The research population involves trainees managing digital content and audiences interacting with content on digital platforms such as social media, websites, and videos. The sample of the research consists of trainers who are active on the digital platform and users who are engaged with the trainer content. The main tool is an interview guide to dig into managers' and audiences' experiences, perceptions, and feedback. Data is collected through in-depth interviews and analysis of feedback content on digital platforms. Research procedures include the development of interview guides, interview execution, transcription, qualitative data analysis, and preparation of findings reporting to enhance the digital strategy of the trainees and overcome social stigma. Data analysis is done by transcribing the interview and encoding data to identify key themes and patterns. Encoding involves marking text according to categories related to experience and feedback. The analysis aims to identify key factors that influence the audience's image and determine how audience feedback can be used to enhance digital strategy and overcome social stigma.

RESULT AND DISCUSSION

Increased Public Awareness and Understanding through Positive Digital Content. To raise public awareness and understanding of the Nurul Jadid Islamic Boarding School Cottage through positive digital content through online articles, videos, infographics, and social media posts designed to highlight the achievements, social contributions, and modern aspects of the training (Popkova et al., 2022). It provides accurate and interesting information, as well as addressing the negative stereotypes that are often inherent in the trainees. By leveraging various digital platforms, trainers can spread positive messages and educate the public about their role and contribution in contemporary contexts.

Figure 1. Creating Positive Digital Content

Based on the image, it shows that the creation of positive digital content includes one: first, the collection of data and material in this early step involves the gathering of relevant information about the trainees, including academic achievements, social activities, and innovative contributions (Gabbert et al., 2021). This data could be annual reports, alum testimonials, and activity documentation. The purpose of data collection is to obtain accurate and interesting material that will be used to create content. The results of the interviews as the findings illustrate that the manager is still in trouble. According to the results of interviews, "we often have difficulty in collecting and presenting consistent data on the outcome of such activities, so that the information available does not fully reflect the positive impact of training on a wider scale, (PD)." Previous research indicates that digital platforms can be important in shaping public perception by increasing public transparency and involvement (Stallkamp & Schotter, 2021). The findings are relevant because they provide a theoretical basis and empirical evidence that supports efforts to revitalize the image of Nurul Jadid Islamic Boarding Schools through a more structured digital approach while identifying gaps in documentation and communication strategies that need to be fixed.

Production of the material that has been collected is processed into various types of digital content. The process included articles, videos, infographics, and social media posts. The results of other interviews supported the findings, "We processed the material that we have collected into informative articles, a video that describes our activities and achievements in person, an infographic that simplifies important data, and Social Media posts designed to attract attention and enhance engagement, (MM)." Digital content production shows that using various formats, such as articles, videos, infographics, and social media posting, is an effective strategy for increasing visibility and improving the image of institutions (Rayna & Striukova, 2021). Research suggests that informative articles and interesting videos deepen the audience's understanding of training achievements and activities, while infographics help present data more understandably and interestingly.

Table 1. Types of Digital Content with Results

Content-Type	Description	Main Objective	Findings
Article	A long, detailed text about the trainees' accomplishments, activities, and contributions.	Provides comprehensive and in-depth information to the audience.	An article on the coach's official blog discusses the latest education and social activities initiatives.
Video	Visual footage showing training activities, alum	Attracting attention and delivering	A YouTube video featuring a virtual tour of trainees and

	testimonials, and achievements.	messages dynamically.	interviews with alums who share their experiences.
Infographic	Graphics that present data and information concisely and visually.	Simplify complex information and facilitate understanding.	This is a spreadsheet that displays infographics shared through the trainees' yearly digital reports, showing academic achievements and major activities in an easy-to-read format.
Social Media Posts	Short content shared on social media platforms for direct engagement.	Increased engagement, reached a wider audience, and improved image.	There will be posts on Facebook and Instagram promoting the latest events at the training, with pictures and invitations to participate.

Source:

Quality and Validation of Content: Content needs to be checked for accuracy and quality after production. This process includes article proofreading, video editing, and data verification in infographics. Content validation ensures that all information presented is accurate, relevant, and in accordance with training standards (Guàrdia et al., 2023). In content quality and validation, it is explained that "After content is produced, we perform detailed proofreading for articles, thorough editing for videos, and data verification for infographics. It ensures that all information presented is truly accurate and relevant, as well as by the standards set by the trainer (TD)". The quality and validation of digital content indicate that thorough inspection is the key to ensuring the accuracy and relevance of the information submitted. Research (Evans et al., 2022) shows that a thorough content validation process, including cross-checking information and quality monitoring, helps build audience credibility and confidence.

In design and branding, the content must match the branding of Nurul Jadid Islamic Boarding School. It includes the use of logos, colors, and design elements consistent with the trainer's visual identity (Miguel et al., 2024). Good design helps attract audience attention and boost engagement. "We ensure that every content produced follows the brand's branding guidelines consistently, including logos, colors, and design elements that match our visual identity. By applying consistent design elements, the brand can strengthen brand awareness and ensure that all digital material reflects value and aesthetics, (MM)". Research reveals that using consistent design elements, such as logos, colors, and typography, helps create visual images easily recognizable and remembered by the audience (Chen et al., 2022). Designs that match brand identity strengthen brand recognition and improve audience engagement and response to content.

In the Publication Schedule, we plan when and where content will be published. These include setting a social media posting schedule, the time of posting articles on the website, and the frequency of video uploads (Bruun & Lassen, 2024). A good schedule helps maximize content reach and impact. The findings confirm that content publication in interviews "In content distribution strategies, we carefully plan when and where each content will be published, including determining the schedule of posting on social media, the time of posting articles on the website, and the frequency of video uploads, (TD) ."Planning the time and place of publication is crucial to maximizing the reach and impact of content. Research reveals that a good schedule can significantly affect audience engagement by identifying peak times when the audience is most active on various platforms.

Finally, in Content Distribution, once content is produced and designed, the next step is to distribute it through a specified channel. It could include digital platforms like training websites, social media accounts, and other apps. Effective dissemination helps reach a wider audience (Facchinetti, 2021). The results of interviews in content distribution responded, "By optimally utilizing the various digital platforms, the team can ensure that the material that has been created is not only published but

also widely distributed, increasing the visibility of the workshop and maximizing the impact of each content presented, (MM)."

Nurul Jadid Islamic Boarding School cottage actively produces positive digital content and has experienced a significant improvement in public perception. The data showed an increase in the number of followers on social media, higher interaction with the content, and positive feedback from the audience. So, positive digital content effectively raises public awareness and understanding of the Nurul Jadid Islamic Boarding School. The student can improve their image and reduce negative stigma by disseminating informative and inspiring information through various digital platforms. Data showed that this digital strategy has successfully affected public view and increased student support.

The Effectiveness of Various Digital Platforms in Improving Training Images. Various digital platforms such as social media, websites, and video platforms have become important tools in an internship communication strategy in evaluating how effective each platform is in disseminating positive content and influencing public perception (Z. Li et al., 2021). By understanding the contributions and strengths of each platform, trainees can optimize their digital strategies to reach a wider audience, improve their image, and build stronger connections with the community.
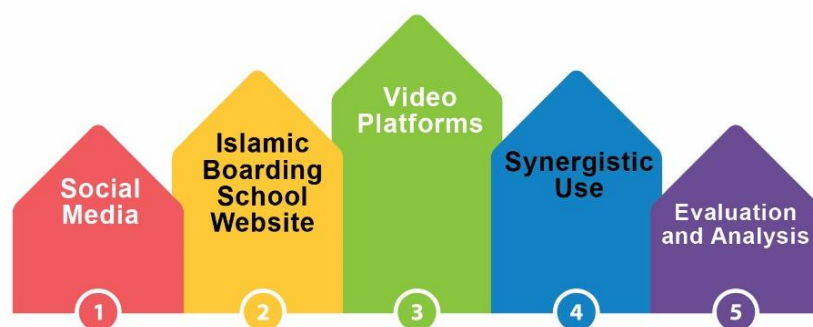

Figure 2. Digital Platforms and Images of Exercise

The image above gives a visual view that: First, social media is used for direct interaction and engagement with the audience, with strategies involving routine posting and visual content to increase the visibility of the audiences and improve the image through live feedback. "We realize that although our social media strategy involves regular posting and visual content, not all audiences are actively involved, and the feedback we receive frequently does not reflect the changes we expect (PD)" (Vandenbosch et al., 2022). In addressing feedback issues that do not reflect the desired changes, trainees need to continuously evaluate performance metrics and adapt strategies based on the data obtained. By adjusting the content and approach based on the analysis, Nurul Jadid Islamic Boarding SchoolHouses can enhance their involvement and improve their image more effectively.

The coach's web site serves as a complete and credible source of information, with regular content updates that help build a positive image through the transparency and success displayed. "Even though the website of the coaches appears complete, I often feel that the information displayed is not always up-to-date and not sufficiently highlighting the existing success, (TD) ."(Buell et al., 2021) shows that transparency and regular content updates are key factors in building a positive image and boosting visitors' confidence. Therefore, it is important for Nurul Jadid Islamic Boarding School to consistently update content and highlight achievements to maximize the benefits of this platform.

Video platforms present attractive visual content, such as video activities and testimonials, which enables the delivery of in-depth and interesting information, increasing the attraction of the event in the public eye. The interview findings are explained using video platforms: "Video activities and testimonials on the platform of Nurul Jadid Islamic Boarding School are interesting, but I often lack detailed information about recent activities or achievements, (DS)." In this case, (Ul Haq et al., 2022) communicate that effective video content should be visually attractive and provide detailed and up-to-

date information about the activities and achievements of the organization. In this respect, the Nurul Jadid Islamic Boarding School House needs to ensure that the video produced is not only interesting but also informative and up-to-date to maximize the effectiveness of their communication.

Synergistic use integrates content from different platforms to maximize reach and impact, with cross-promotion across platforms helping to broaden audiences and improve the overall effectiveness of digital strategies. "I noticed that there were attempts to integrate content across platforms, but the cross-promotion was not fully successful in expanding the audience and improving the overall digital strategy (TD)." (Proksch et al., 2024) The success of this strategy depends on good implementation and consistency in cross-promotion, which may not be fully implemented in some cases. Therefore, it is important to evaluate and improve cross-promoting techniques to ensure that synergies between platforms can achieve the desired results and strengthen the impact of digital communication in the Nurul Jadid Islamic Boarding School.

Finally, the evaluation and analysis were carried out to measure the performance of each platform and analyze the interaction data to evaluate the effectiveness in improving the image of the Nurul Jadid Islamic Boarding School and make adjustments to the strategy to be more effective. The interview responded that in the digital platform's evaluation and analysis, "Despite efforts to analyze interaction data and assess the effectiveness of strategies, I often feel that the changes implemented have not sufficiently significantly affected the image of the trainees." A more structured evaluation and in-depth understanding by Nurul Jadid Islamic Boarding School regarding performance can help formulate effective strategies and enhance the impact of the changes applied to the training image.

The results show that each digital platform has a different role and effectiveness in improving the student's image. Social media, such as Facebook and Instagram, effectively reach a wide audience and create direct interaction through comments and shares. Training websites serve as a comprehensive and credible information hub, while video platforms like YouTube provide an opportunity to present more in-depth and visually engaging content. Using these platforms in synergy helps build a more positive and accurate image of the trainees.

It can be confirmed (Bonina et al., 2021) that the various digital platforms play an important role in improving the image of the contestants. Social media is effective for live interaction and engagement, websites serve as a reliable source of information, and video platforms provide visually engaging in-depth content. The synergistic use of these platforms has proven to be effective in building a positive image and increasing public understanding of training. Data suggests that strategies involving multiple digital platforms simultaneously significantly impact public perception and support for training.

Role of User Engagement and Feedback in Digital Strategies. User engagement on various digital platforms and feedback provided by audiences play an important role in shaping and enhancing the image of Nurul Jadid Islamic Boarding School. User engagement includes active interaction with content, such as likes, comments, and shares. In contrast, user feedback provides insight into how the community receives the content and messages of the hostel (Rohn et al., 2021) in evaluating how such involvement and feedback affects the effectiveness of the trainees' digital strategy, as well as how Nurul Jadid Islamic Boarding School can use this information to improve content and strengthen relationships with their audiences.
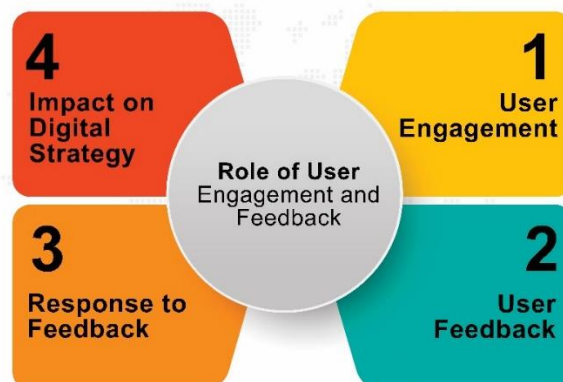
Figure 3. User Engagement Role and Feedback

The observation results show that user engagement is the starting point of the process. User interactions on social media, such as likes, shares, and comments, show how actively the audience is engaged with content posted by Nurul Jadid Islamic Boarding School. Engagement metrics, such as number of followers and level of interaction, provide an overview of the level of interest and audience participation in the uploaded content. In the interview, he stated, "Although there was quite an active interaction on social media, such as many likes, shares, and comments. On the other hand, the number of followers and the level of interaction indicated that the audience was interested and participated, the data did not fully reflect the wider impact on the audience's image, (TD)". It is presented in the research (Castillo et al., 2021) That involvement metrics must be combined with qualitative analysis to gain a more thorough understanding of how social media affects the image of institutions. It is in line with the invention. (Lischka, 2021) editor media sosial menekankan elemen emosional dan mengejutkan dalam berita di Facebook untuk meningkatkan keterlibatan pengguna, namun tetap berusaha mempertahankan standar jurnalistik dan keberagaman berita dalam menghadapi pengaruh algoritma News Feed. Therefore, in the context of the Nurul Jadid Islamic Boarding School, although social media involvement indicates active participation, there needs to be more understanding of how this engagement contributes to a change in perception and broader outcomes, such as new student enrolment or community support.

Further, User Feedback refers to the input the audience gives about the content presented. Comments and reviews on social media, as well as the results of questions and answers and polling, provide insights into the quality of content and what the audience wants. This feedback includes evaluations of existing content and requests for new types of content that are more appropriate to the audience's preferences. Interview results reveal related feedback such as comments, social media reviews, surveys, and poll results. "Al the feedback received provides valuable insights about what the public wants; it suggests the need for a more structured approach to managing feedback, (DS)." (Setterington et al., 2023) Without a structured approach to analyzing and implementing feedback, this valuable insight could lose its impact. (Marengo et al., 2021) He stated in his research that the frequency and intensity of positive feedback (such as Likes) received by Facebook users, who were affected by profiling updates and sharing personal content, were positively linked to perceived happiness, with an increase in self-esteem as a mediator in the process. Thus, the input from the audience can be maximized to improve the relevance and quality of the content presented by the trainees.

Feedback response is the stage in which the trainer responds to the input received. Content adaptation is done to improve quality and relevance based on feedback, while enhanced interaction involves active response to comments and criticism and collaboration with users to enhance engagement. Responses to feedback involve adjusting content to improve quality and relevance and enhance interaction through active responses to comments and criticism. Although there is an effort to adapt based on feedback, often responses are not done in real-time (PD)". Research on feedback reveals

the importance of content adaptation and active interaction in improving audience involvement. According to (Wong et al., 2021) Effective responses to feedback include content adaptation and improved interaction as a strategy to build a stronger relationship with the audience. From the results of the research (Al-Rahmi et al., 2021), the use of social media is driven by a perception of utility, quality of information, and quality of satisfaction, which increases academic achievement. Therefore, developing more efficient and responsive systems to respond to feedback is essential to ensure that the improvements reflect needs and expectations.

Finally, all of these efforts have an impact on the digital strategy. Active and responsive involvement in feedback contributes to improving the audience's image, with a community that is more familiar with and supportive of the audience. In addition, content that has been improved and adapted to audience feedback becomes more effective, increasing the attractiveness and impact of the overall digital strategy. In its digital strategy, Nurul Jadid Islamic Boarding School stated that "active and responsive involvement in feedback has contributed to improving the image of the trainees, making the public more aware and supportive of the institution. Although improved content and adapted to audience feedback show more positive results, there are gaps in measuring the long-term impact of the implemented digital strategy (TD)" (Canhoto et al., 2021). It can be difficult to gauge digital tactics' long-term effects, particularly when connecting visual changes to tangible results like more registration or popular support. The other side is described (Zhao et al., 2021). Most publications define digital competencies, so higher education institutions need to focus on developing digital competencies and implementing strategies to improve the quality of education. Therefore, it is important to develop more comprehensive evaluation methods to measure the long-term impact and effectiveness of the overall digital strategy.

Research results show that user engagement, such as interaction with content on social media and feedback received through various digital platforms, significantly impacts the audience's image. High levels of interaction reflect audience interests, while feedback provides insight into the public perception of the audience. Active and responsive engagement to feedback allows the audience to customize and improve content according to the audience's expectations. However, this study has some things that could be improved. First, the research sample is limited to lecturers with an active presence on the digital platform, so the results may only be generalized for some lecturers. Second, the feedback obtained may not fully represent the audience interaction and reflect the entire population's demographics.

Furthermore, the research relies on qualitative data collected through interviews and content analysis, which may contain subjective bias. These limitations should be considered when evaluating the findings and implementation of the suggested digital strategy. Research results show that user engagement, such as interaction with content on social media and feedback received through various digital platforms, significantly impacts the audience's image. High levels of interaction reflect audience interests, while feedback provides insight into the public perception of the audience. Active and responsive engagement to feedback allows the audience to customize and improve content according to the audience's expectations. However, this study has some things that could be improved. First, the research sample is limited to lecturers with an active presence on the digital platform, so the results may only be generalized for some lecturers. Second, the feedback obtained may not fully represent the audience interaction and only reflect part of the population's demographics. Furthermore, the research relies on qualitative data collected through interviews and content analysis, which may contain subjective bias. These limitations should be considered when evaluating the findings and implementation of the suggested digital strategy.

CONCLUSION

User involvement and feedback significantly impact the effectiveness of digital strategies at Nurul Jadid Islamic Boarding School in improving their image. In-depth interviews and content analysis show that trainers who actively produce and interact with positive digital content experience significant

improvements in public perception. Audiences showed a high interest in personal and informative content, such as centers and alums stories, which helps reduce negative stigma and strengthen the positive image of the trainees in the eyes of the public.

The theoretical implications of this study broaden the understanding of how digital strategies can be used to overcome stigma and build an organization's image in a broader social context. The findings confirm the importance of audience involvement and responses to feedback in the theory of digital communication and marketing, thus contributing to the literature on digital-based communication strategies and how non-profit organizations such as trainees can use digital tools to improve their image and manage public perception.

However, this research also has some limitations, one of which is the size of the sample, which may not fully represent the entire population in the Nurul Jadid Islamic Boarding School or its audience on various digital platforms. Moreover, this research relies on qualitative data that may be subjective and may only accommodate part of the spectrum of public perception. This limitation suggests the need for further research with larger samples and more diverse methodologies to obtain more generalizable and comprehensive results.

REFERENCES

Akour, M., & Alenezi, M. (2022). Higher Education Future in the Era of Digital Transformation. *Education Sciences*, *12*(11), 784. https://doi.org/10.3390/educsci12110784

Al-Rahmi, A. M., Shamsuddin, A., Alturki, U., Aldraiweesh, A., Yusof, F. M., Al-Rahmi, W. M., & Aljeraiwi, A. A. (2021). The Influence of Information System Success and Technology Acceptance Model on Social Media Factors in Education. *Sustainability*, *13*(14), 7770. https://doi.org/10.3390/su13147770

Bai, X., Fiske, S. T., & Griffiths, T. L. (2022). Globally Inaccurate Stereotypes Can Result From Locally Adaptive Exploration. *Psychological Science*, *33*(5), 671–684. https://doi.org/10.1177/09567976211045929

Bonina, C., Koskinen, K., Eaton, B., & Gawer, A. (2021). Digital platforms for development: Foundations and research agenda. *Information Systems Journal*, *31*(6), 869–902. https://doi.org/10.1111/isj.12326

Broekhuizen, T. L. J., Emrich, O., Gijsenberg, M. J., Broekhuis, M., Donkers, B., & Sloot, L. M. (2021). Digital platform openness: Drivers, dimensions and outcomes. *Journal of Business Research*, *122*, 902–914. https://doi.org/10.1016/j.jbusres.2019.07.001

Bruun, H., & Lassen, J. M. (2024). New scheduling strategies and production culture in public service television in the digital era: The case of DR and TV 2 in Denmark. *Critical Studies in Television: The International Journal of Television Studies*, *19*(2), 182–200. https://doi.org/10.1177/17496020231196422

Buell, R. W., Porter, E., & Norton, M. I. (2021). Surfacing the Submerged State: Operational Transparency Increases Trust in and Engagement with Government. *Manufacturing & Service Operations Management*, *23*(4), 781–802. https://doi.org/10.1287/msom.2020.0877

Canhoto, A. I., Quinton, S., Pera, R., Molinillo, S., & Simkin, L. (2021). Digital strategy aligning in SMEs: A dynamic capabilities perspective. *The Journal of Strategic Information Systems*, *30*(3), 101682. https://doi.org/10.1016/j.jsis.2021.101682

Castillo, A., Benitez, J., Llorens, J., & Luo, X. (Robert). (2021). Social media-driven customer engagement and movie performance: Theory and empirical evidence. *Decision Support Systems*, *145*, 113516. https://doi.org/10.1016/j.dss.2021.113516

Chen, L., Tong, T. W., Tang, S., & Han, N. (2022). Governance and Design of Digital Platforms: A Review and Future Research Directions on a Meta-Organization. *Journal of Management*, *48*(1), 147–184. https://doi.org/10.1177/01492063211045023

Evans, A. J., Brown, R. W., Bui, M. M., Chlipala, E. A., Lacchetti, C., Milner, D. A., Pantanowitz, L., Parwani, A. V., Reid, K., Riben, M. W., Reuter, V. E., Stephens, L., Stewart, R. L., & Thomas, N. E. (2022). Validating Whole Slide Imaging Systems for Diagnostic Purposes in Pathology. *Archives of Pathology & Laboratory Medicine*, *146*(4), 440–450. https://doi.org/10.5858/arpa.2020-0723-CP

Facchinetti, R. (2021). News discourse and the dissemination of knowledge and perspective: From print and monomodal to digital and multi semiotic. *Journal of Pragmatics*, *175*, 195–206. https://doi.org/10.1016/j.pragma.2021.01.015

Gabbert, F., Hope, L., Luther, K., Wright, G., Ng, M., & Oxburgh, G. (2021). Exploring the use of rapport in professional information-gathering contexts by systematically mapping the evidence base. *Applied Cognitive Psychology*, *35*(2), 329–341. https://doi.org/10.1002/acp.3762

Goulah-Pabst, D. M. (2023). Suicide Loss Survivors: Navigating Social Stigma and Threats to Social Bonds. *OMEGA - Journal of Death and Dying*, *87*(3), 769–792. https://doi.org/10.1177/00302228211026513

Guàrdia, L., Maina, M., Mancini, F., & Martinez Melo, M. (2023). Key Quality Factors in Digital Competence Assessment: A Validation Study from Teachers' Perspective. *Applied Sciences*, *13*(4), 2450. https://doi.org/10.3390/app13042450

Li, W., Zhu, J., Fu, L., Zhu, Q., Xie, Y., & Hu, Y. (2021). An augmented representation method of debris flow scenes to improve public perception. *International Journal of Geographical Information Science*, *35*(8), 1521–1544. https://doi.org/10.1080/13658816.2020.1833016

Li, Z., Zhang, Q., Du, X., Ma, Y., & Wang, S. (2021). Social media rumor refutation effectiveness: Evaluation, modeling and enhancement. *Information Processing & Management*, *58*(1), 102420. https://doi.org/10.1016/j.ipm.2020.102420

Lischka, J. A. (2021). Logics in social media news making: How social media editors marry the Facebook logic with journalistic standards. *Journalism*, *22*(2), 430–447. https://doi.org/10.1177/1464884918788472

Marengo, D., Montag, C., Sindermann, C., Elhai, J. D., & Settanni, M. (2021). Examining the links between active Facebook use, received likes, self-esteem and happiness: A study using objective social media data. *Telematics and Informatics*, *58*, 101523. https://doi.org/10.1016/j.tele.2020.101523

Miguel, C., Clare, C., Ashworth, C. J., & Hoang, D. (2024). Self-branding and content creation strategies on Instagram: A case study of foodie influencers. *Information, Communication & Society*, *27*(8), 1530–1550. https://doi.org/10.1080/1369118X.2023.2246524

Nguyen, D. N., Kumakura, M., Kudo, S., Esteban, M., & Onuki, M. (2021). Overcoming negative disaster images: How Fukushima's sake breweries challenged negative stereotypes and rebuilt its regional brand. *Journal of Tourism Futures*, *7*(3), 390–405. https://doi.org/10.1108/JTF-11-2020-0197

Popkova, E. G., De Bernardi, P., Tyurina, Y. G., & Sergi, B. S. (2022). A theory of digital technology advancement to address the grand challenges of sustainable development. *Technology in Society*, *68*, 101831. https://doi.org/10.1016/j.techsoc.2021.101831

Proksch, D., Rosin, A. F., Stubner, S., & Pinkwart, A. (2024). The influence of a digital strategy on the digitalization of new ventures: The mediating effect of digital capabilities and digital culture. *Journal of Small Business Management*, *62*(1), 1–29. https://doi.org/10.1080/00472778.2021.1883036

Rayna, T., & Striukova, L. (2021). Involving Consumers: The Role of Digital Technologies in Promoting 'Prosumption' and User Innovation. *Journal of the Knowledge Economy*, *12*(1), 218–237. https://doi.org/10.1007/s13132-016-0390-8

Rohn, D., Bican, P. M., Brem, A., Kraus, S., & Clauss, T. (2021). Digital platform-based business models – An exploration of critical success factors. *Journal of Engineering and Technology Management*, *60*, 101625. https://doi.org/10.1016/j.jengtecman.2021.101625

Setterington, N. A., McLean, S., & Woods, A. (2023). Design, implementation, and evaluation of Students as Partners interactive feedback model. *Advances in Physiology Education*, *47*(2), 181–193. https://doi.org/10.1152/advan.00182.2022

Stallkamp, M., & Schotter, A. P. J. (2021). Platforms without borders? The international strategies of digital platform firms. *Global Strategy Journal*, *11*(1), 58–80. https://doi.org/10.1002/gsj.1336

Tafesse, W., & Wood, B. P. (2021). Followers' engagement with Instagram influencers: The role of influencers' content and engagement strategy. *Journal of Retailing and Consumer Services*, *58*, 102303. https://doi.org/10.1016/j.jretconser.2020.102303

Timotheou, S., Miliou, O., Dimitriadis, Y., Sobrino, S. V., Giannoutsou, N., Cachia, R., Monés, A. M., & Ioannou, A. (2023). Impacts of digital technologies on education and factors influencing schools' digital capacity and transformation: A literature review. *Education and Information Technologies*, *28*(6), 6695–6726. https://doi.org/10.1007/s10639-022-11431-8

Ul Haq, H. B., Asif, M., Ahmad, M. B., Ashraf, R., & Mahmood, T. (2022). An Effective Video Summarization Framework Based on the Object of Interest Using Deep Learning. *Mathematical Problems in Engineering*, *2022*, 1–25. https://doi.org/10.1155/2022/7453744

Vandenbosch, L., Fardouly, J., & Tiggemann, M. (2022). Social media and body image: Recent trends and future directions. *Current Opinion in Psychology*, *45*, 101289. https://doi.org/10.1016/j.copsyc.2021.12.002

Westbury, S., Oyebode, O., Van Rens, T., & Barber, T. M. (2023). Obesity Stigma: Causes, Consequences, and Potential Solutions. *Current Obesity Reports*, *12*(1), 10–23. https://doi.org/10.1007/s13679-023-00495-3

Wong, S. I., Bunjak, A., Černe, M., & Fieseler, C. (2021). Fostering Creative Performance of Platform Crowdworkers: The Digital Feedback Dilemma. *International Journal of Electronic Commerce*, *25*(3), 263–286. https://doi.org/10.1080/10864415.2021.1942674

Zhao, Y., Pinto Llorente, A. M., & Sánchez Gómez, M. C. (2021). Digital competence in higher education research: A systematic literature review. *Computers & Education*, *168*, 104212. https://doi.org/10.1016/j.compedu.2021.104212