



Journal of Educational Sciences

Journal homepage: <https://jes.ejournal.unri.ac.id/index.php/JES>



P-ISSN
2581-1657

E-ISSN
2581-2203

Organizational Legitimacy Strategy Through Privatization, Edtech, and Data Systems: A Study at An-Nahl High School in Jambi

Mukhtar Latif, Jamrizal, Muhammad Zaki Rahman, Nispi Syahbani*

Program Doktor Manajemen Pendidikan Islam, Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi, Indonesia

ARTICLE INFO

Article history:

Received: 02 Jan 2026

Revised: 14 March 2026

Accepted: 25 March 2026

Published online: 05 April 2026

Keywords:

Organizational Legitimacy,
Islamic Education,
Educational Privatization,
Edtech,
Data Management Systems,
Islamic Educational Management

* Corresponding author:

E-mail: nispisyahbani@uinjambi.ac.id

Article Doi:

<https://doi.org/10.31258/jes.10.4.p.484-494>

This is an open access article under the [CC BY-
SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



ABSTRACT

The contemporary landscape of Islamic education is marked by increasing legitimacy pressures across regulatory, normative, and cognitive dimensions. Islamic educational institutions must respond to modernization and market competition while maintaining their Islamic identity. This study examines organizational legitimacy strategies implemented by SMA IT An-Nahl Jambi through the integration of privatization, educational technology (EdTech), and data management systems. This research uses a qualitative approach with a case study design. Data were collected through observations, in-depth interviews, and document analysis, and analyzed using the interactive model of Miles, Huberman, and Saldaña. The findings show that privatization provides managerial autonomy, enabling curriculum innovation and service differentiation, thereby strengthening regulatory and normative legitimacy. The use of EdTech supports cognitive legitimacy by presenting the school as modern and adaptive. Additionally, data systems enhance transparency, accountability, and evidence-based decision-making. The study concludes that sustainable organizational legitimacy in Islamic education requires an integrated strategy combining privatization, EdTech, and data systems within a value-based educational framework grounded in Islamic principles.

1. Introduction

Technological advancements born from scientific research and innovation have paved the way for various institutions to thrive in their daily activities throughout the world, of which the education sector is one of the beneficiaries (Adeleye, 2025). Contemporary Islamic education faces challenges in responding to modernity without losing its Islamic identity (Salim, 2023). In Indonesia, Islamic educational

institutions play a strategic role not only in the transfer of religious knowledge, but also in character building and national competence (Abdullah, 2017). This role places Islamic education under complex legitimacy pressures, covering regulatory (standards and accreditation), normative (conformity with Islamic values), and cognitive (public trust) aspects. The implementation of Management Information Systems (MIS) plays an important role in strengthening regulatory legitimacy through operational efficiency, data-based decision making, and accountability to stakeholders (Sugianto, 2023). These three strategies form an integrated configuration of legitimacy: privatization opens up space for innovation, EdTech represents pedagogical innovation, and data systems become a mechanism for monitoring and institutional legitimacy. The rapid advancement of digital technology in the Society 5.0 era has had a significant impact on various sectors, including vocational education (Adelia, 2025).

Organizational legitimacy is a central construct in institutional theory that explains how organizations acquire and maintain their existence in a social environment. According to Suchman (1995), legitimacy is the general perception or assumption that the actions of an entity are appropriate, correct, or suitable within a system of socially constructed norms, values, beliefs, and definitions. Richard (2008) identifies three institutional pillars, each of which produces a different form of legitimacy: regulatory, normative, and cognitive.

Education privatization, in a broad sense, refers to a series of policies and practices that transfer responsibility for the provision, financing, or management of education from the public sector to the private sector (Ball, 2009). This practice takes various forms, ranging from reduced state involvement in financing to the complete transfer of ownership and management to the private sector (Musayyidi, 2020). The privatization of Islamic education in Indonesia has distinctive characteristics that are reflected in several key dimensions. First, the dimension of ownership, in which private Islamic schools are generally managed by individual foundations, families, or religious organizations, thus having high flexibility in strategic decision-making (Herlambang, 2024). Second, the financing dimension, which relies on tuition fees, donations, partnerships, and limited government assistance, thereby encouraging educational institutions to be market-oriented and provide value-added services.

Third, the management dimension, which is characterized by managerial autonomy, the application of professional management, quality assurance, financial transparency, and brand strengthening. Fourth, the service provision dimension, which allows for differentiation through the integration of national and Islamic curricula, full-day schooling, character building, and excellent facilities and programs. Based on these dimensions, modern private Islamic schools differ from traditional madrasas in their application of professional management, planned branding strategies, formal quality assurance systems, and provision of modern facilities. All of these practices are carried out with a market orientation without neglecting their social mission and Islamic values. Without us realizing it, the mathematical concepts we have learned at school are always applied in various activities (Saragih, 2025).

The privatization of education presents a paradox between increased efficiency, innovation, and service options with the risk of excessive commercialization, which can increase education costs and widen access gaps (Salim, 2024). In Islamic education, this challenge is exacerbated by the tension between market demands and social-religious missions, namely maintaining financial sustainability without neglecting community service and Islamic values. From an organizational legitimacy perspective, privatization strengthens cognitive legitimacy through the establishment of a reputation and brand for leading schools, as well as normative legitimacy through the implementation of professional management that is transparent, accountable, and oriented towards continuous quality improvement.

Educational Technology (EdTech) is the integrated use of digital technology in learning, assessment, and educational administration to improve the quality of learning, management efficiency, student participation, and access to learning resources. As artificial intelligence (AI) becomes increasingly prevalent in educational settings, understanding its impact on language learning outcomes is crucial (Sormin, 2025). EdTech is not merely the use of technology, but reflects fundamental changes in the design, implementation, and evaluation of education (Susanto, 2022). In Islamic education, EdTech includes several main forms, namely Learning Management Systems (LMS) for online and blended learning, content technology in the form of interactive and personalized Islamic digital learning resources, assessment and analytics tools for assessment and monitoring of the learning process, communication and collaboration tools for interaction and collaborative work, and administrative systems to improve the efficiency of educational institution management (Siregar, 2025).

The integration of EdTech in Islamic education faces challenges in technological, pedagogical, and philosophical aspects. The main challenges include the digital divide due to limited access to devices and the internet, the low digital competence of educators who require continuous training, the risk of reducing the spiritual depth of Islamic content due to digitization, and the need for a balance in screen use so as not to reduce social interaction and Islamic character building (Syafaruddin, 2024). The adoption of EdTech signals that educational institutions are innovative and relevant amid developments in modern education. For millennial parents and Generation Z students, the use of technology has become a common expectation that strengthens the cognitive legitimacy of institutions. However, sustainable legitimacy can only be achieved through the substantive implementation of EdTech that has a real impact on improving quality and learning outcomes, not just symbolic adoption for image purposes (Susanto, 2022).

The Education Management Information System (SIM) is an integrated system for managing academic (Azzahra, 2024), administrative, financial, and human resource data in real-time to support transparency, accountability, and evidence-based decision-making (Shobri). Its main components include academic data to monitor student progress, administrative data related to staffing, finance, and infrastructure, as well as analytics and dashboards that present performance indicators, predictive analysis, and reports for various stakeholders (Farid, 2025). The challenges of implementing a data system include low literacy and analytical capacity, lack of

system integration that causes data silos, data security and privacy risks, and high investment and maintenance costs. These challenges need to be managed so that the data system truly supports effective and sustainable decision-making. The implementation of an integrated data system strengthens the regulatory legitimacy of institutions through ease of reporting compliance, increased audit readiness, transparency that builds trust, and evidence-based accountability. Through this mechanism, institutions are perceived as professional, transparent, and regulatory compliant.

This study aims to analyze how privatization, the adoption of educational technology (EdTech), and the implementation of integrated data systems function as key strategies in building and maintaining institutional legitimacy. Furthermore, this study examines the dynamics of privatization and its implications for institutional governance, educational service orientation, and school positioning strategies in gaining competitive legitimacy amid competition among Islamic educational institutions. This study also describes and evaluates the implementation of EdTech as an instrument of cognitive legitimacy that not only represents innovation but also demonstrates the pedagogical relevance of schools to contemporary learning needs. Additionally, this study analyzes the role of data systems and information management in strengthening regulatory legitimacy through increased accountability, transparency, and effectiveness in institutional management. Thus, this study is expected to provide a comprehensive overview of the configuration of integrated legitimacy strategies in the practice of modern Islamic education at SMA IT An-Nahl Jambi.

2. Methodology

This study uses a qualitative approach with a case study design, which was chosen for its ability to explore phenomena in depth in their natural context, emphasizing understanding of the perspectives and experiences of the participants (Rahardjo, 2017). This approach allows researchers to comprehensively examine the organizational legitimacy strategies implemented by SMA IT An-Nahl Jambi in a specific and real context. Through case studies, this research seeks to obtain a holistic and contextual understanding of how private Islamic schools respond to legitimacy pressures through privatization strategies, the adoption of educational technology, and the development of management information systems (Nurfajriani, 2024).

The data sources in this study consist of primary and secondary data. Primary data was obtained directly from key informants, including the principal, vice principal for curriculum, teachers, administrative staff, and school committee representatives. Meanwhile, secondary data was obtained from various official school documents, such as the school's profile and organizational structure, student data, accreditation reports, management information system documents, and school activity and publication archives. Data collection was carried out using three main techniques. Observation was used to directly observe school activities, the implementation of educational technology, and daily management practices. In-

depth interviews were conducted with key informants to explore information about organizational legitimacy strategies, policy backgrounds, and various challenges faced by the school. In addition, documentation studies were used to analyze written documents, school policies, statistical data, and school publication materials in both print and digital forms.

Data analysis in this study used an interactive analysis model developed by Miles (2014). The analysis was conducted simultaneously and continuously through four main stages, namely data collection, data condensation, data presentation, and conclusion drawing and verification. The data obtained was selected, focused, and simplified through a process of coding, categorization, and discovery of main themes. Furthermore, the data was presented systematically in the form of matrices, tables, flowcharts, and descriptive narratives to facilitate the process of interpretation and conclusion drawing. The research conclusions were developed gradually and continuously verified with field data through pattern identification, proposition formulation, and final conclusion formulation that answered the research questions.

To ensure the validity and credibility of the data, this study applied several data validity checking techniques. Triangulation was carried out through source, method, and time triangulation to ensure the consistency and accuracy of the information obtained (Denzin, 2017). In addition, member checks were conducted by confirming the results of the analysis and research findings with the informants, both through discussions and presentations of preliminary results, to ensure that the researchers' interpretations were in line with the intentions and experiences of the research subjects (Patton, 2002).

3. Result and Discussion

Research Results

Legitimacy Strategy through Privatization and Management Autonomy

Privatization at SMA IT An-Nahl Jambi is reflected in the high level of autonomy in strategic decision-making, particularly in terms of curriculum, human resource management, and education financing. This autonomy allows the school to develop an adaptive curriculum while maintaining Islamic values. The Merdeka curriculum is integrated with a pesantren-specific curriculum that emphasizes the formation of TAQWA character, resulting in an educational model that balances academic and spiritual strengthening. This curriculum strengthening is realized through various flagship programs. The Tahfidz and Tilawah Al-Qur'an programs form the foundation of students' spiritual development, with the habit of reading the Qur'an every morning, daily murojaah activities, and special assessments during the admission of new students. This program demonstrates the school's commitment to making the Qur'an the basis for character building.

In addition, SMA IT An-Nahl has developed the An-Nahl Mengajar (PAJar) Program as a unique innovation aimed at training students' courage, leadership, and communication skills. This program is one of the graduation requirements and is implemented through direct teaching practice at various levels of education. The implementation of PAJar demonstrates students' ability to manage technology-based interactive learning and instills values of manners and social responsibility. The Internship and Life Proposal programs are other forms of future-oriented curriculum innovation. Through internships, students are introduced to the world of work in line with their interests and aspirations. Meanwhile, the Life Proposal encourages students to design comprehensive life plans, covering education, career, family, and socio-religious contributions. This program reinforces the school's normative legitimacy as an institution that not only provides academic education but also guides students' life directions.

The integrated School Environment Introduction Period (MPLS) and bilingual learning further strengthen the school's differentiation. MPLS is designed to instill school culture, discipline, and leadership, while the bilingual program broadens students' global perspectives. All of these programs reinforce SMA IT An-Nahl's positioning as a progressive modern Islamic school. Privatization is also reflected in the comprehensive new student admission system. The selection process not only assesses academic ability, but also spiritual aspects, worship practices, and parents' readiness to work together with the school. This approach strengthens cognitive and normative legitimacy by ensuring alignment of values between the school, students, and families.

In terms of finance, SMA IT An-Nahl implements transparency by publicly publishing its education cost structure. The flexible financing scheme options demonstrate a service orientation that is responsive to community needs. This transparency strengthens public trust and the regulatory legitimacy of the institution. The privatization strategy is reinforced through branding and school differentiation. A strong visual identity, clear tagline, affiliation with JSIT Indonesia, and the use of digital media are means of communicating the school's values and quality to the wider community. The publication of the school's achievements and activities plays an important role in building a positive image and competitive legitimacy.

Legitimacy Strategy through the Adoption of Educational Technology (EdTech)

The adoption of educational technology is an important pillar in the legitimacy strategy of SMA IT An-Nahl Jambi. The vision of technological mastery is realized through the provision of modern learning infrastructure, such as air-conditioned classrooms with Smart TVs, digital libraries, computer laboratories, and internet access. These facilities support multimedia-based learning and increase the comfort and effectiveness of the learning process. Technology is also integrated into daily learning practices. The PAJar program, for example, utilizes digital presentations and interactive media, demonstrating that technology is not merely a tool, but part of the school's pedagogy. Teachers and students are accustomed to using various digital media to support creative and participatory learning.

The school's digital literacy is reflected in its dynamic website management and use of social media as a means of communication, documentation, and public education. The publication of school activities not only serves as promotion but also as a form of accountability and proof of pedagogical innovation to the community. The use of information technology in administration and communication with parents strengthens cognitive legitimacy and stakeholder trust. Through these various programs, students are trained to develop digital competencies, ranging from creating presentation content, technology-based public speaking skills, to research and information search skills. These competencies are relevant to the demands of the 21st century and strengthen the school's image as an institution that is adaptive to the times.

Legitimacy Strategy through Information Systems and Data Management

Strengthening information systems and data management is an important element in reinforcing the regulatory legitimacy of SMA IT An-Nahl Jambi. Although not all systems are exposed in detail, various indicators show structured and professional data management. The presence of school operators with a background in information technology, integration with the Dapodik system, and student database management demonstrate the school's readiness to meet regulatory standards. The data system also supports the implementation and monitoring of flagship programs, such as PAJar, internships, and life proposals. Each activity is digitally documented and well archived, enabling continuous evaluation and accountable reporting. Technology-based communication with parents strengthens transparency and coordination effectiveness.

Information transparency is an important part of this legitimacy strategy. The publication of education costs, open access to contact information, and regular updates to the school website demonstrate a commitment to public accountability. Thus, the information system not only functions administratively but also as a means of building trust and institutional legitimacy. Overall, the research findings show that SMA IT An-Nahl Jambi has successfully built an integrated legitimacy strategy configuration. Privatization opens up space for managerial innovation, EdTech represents modernity and pedagogical relevance, while data systems strengthen accountability and regulatory compliance. These three elements form a solid foundation of legitimacy in building the image and sustainability of private Islamic schools in the contemporary era.

Discussion

Privatization as a Regulatory and Normative Legitimacy Strategy

The results of the study indicate that the privatization implemented by SMA IT An-Nahl Jambi functions effectively as a strategy for regulatory and normative legitimacy as described in Richard's (2008) legitimacy theory framework. From a regulatory perspective, the school has met formal requirements through the possession of an official operating license and the achievement of an A accreditation from BAN-S/M in its first year of accreditation. This achievement

confirms the school's compliance with national education standards, even though it is still relatively new as an institution. More than just compliance with regulations, privatization also provides autonomy for schools to respond strategically to institutional pressures. In line with DiMaggio's (1983) concept of coercive isomorphism, SMA IT An-Nahl continues to adopt the Merdeka Curriculum and is integrated with the Dapodik system, while maintaining managerial freedom to develop distinctive programs such as PAJar, internships, life proposals, and integrated MPLS as forms of institutional differentiation.

On the normative aspect, legitimacy is built through the alignment of educational practices with the moral values and expectations of society. The life proposal program presented to parents reflects transparency, accountability, and family involvement in the educational process, values that are highly valued in the context of Islamic education. In addition, financial management autonomy allows schools to allocate resources for educational innovation, as Lubienski (2003) asserts that the managerial freedom of private schools supports innovation. Transparency in education costs and the provision of financing options also strengthen the school's commitment to the principles of good governance and social inclusiveness.

EdTech as a Cognitive Legitimacy Strategy

The adoption of educational technology at IT An-Nahl High School serves as a strategy to build cognitive legitimacy, namely the acceptance of schools as relevant and reasonable institutions in the digital age. The use of technology is not only positioned as a tool, but is integrated into the school's vision through the mastery of technology as part of the value of TAQWA, which emphasizes the importance of digital literacy for 21st century graduates. The implementation of EdTech is evident in the PAJar program, where students use PowerPoint and Smart TV in teaching practices. This program not only trains pedagogical and public speaking skills but also familiarizes students with the contextual and meaningful use of technology. Although it reflects mimetic isomorphism through the adoption of best practices from leading schools, SMA IT An-Nahl innovates by making PAJar a graduation requirement. In addition, modern learning facilities and active digital publications serve as signals of quality, demonstrating the school's professionalism and modernity to prospective students and parents.

Data Systems and Transparency as Normative Legitimacy

The data and transparency systems at SMA IT An-Nahl play a role in building normative legitimacy through professional and accountable information management. Indicators such as the presence of operators with an information technology background, integration with the Dapodik system, and comprehensive student admission assessments demonstrate well-organized data management practices. Financial transparency is realized through the open publication of education costs, the provision of contact information, and easy access to payment information, thereby reducing information asymmetry with parents. The school's regularly updated website serves as a means of public accountability by showcasing the school's activities and flagship programs. In the context of Islamic education,

this practice reflects the values of trustworthiness and accountability, where schools not only teach Islamic values but also implement them in institutional governance.

Interaction of Three Legitimacy Strategies: An Integrated Model

The findings show that the strategies of privatization, EdTech adoption, and data system strengthening at SMA IT An-Nahl do not work separately but reinforce each other in an integrated legitimacy ecosystem. Privatization provides managerial autonomy for innovation, EdTech serves as the main support for the implementation of learning innovations, while data systems and transparency ensure program accountability. These three strategies respond to different institutional pressures, namely coercive isomorphism through regulatory compliance, mimetic isomorphism through the adoption of best practices, and normative isomorphism through demands for professionalism and transparency. However, SMA IT An-Nahl is not merely reactive, but proactive in creating innovations such as PAJar as a graduation requirement and a life proposal involving parents. This demonstrates the organization's agency in building legitimacy. Thus, the case of SMA IT An-Nahl proves that the privatization of Islamic education can produce quality innovations without neglecting religious values.

4. Conclusion

Based on research at SMA IT An-Nahl Jambi, this school implements an integrated organizational legitimacy strategy through privatization, adoption of educational technology (EdTech), and data management systems. Privatization provides regulatory and normative legitimacy through curriculum autonomy with flagship programs such as PAJar, internships, and life proposals; a comprehensive student admission system; cost transparency and program accountability; and strong branding with the tagline “School of Stars, Dear Friends, Character Based on the Qur'an”. This strategy contributed to achieving A accreditation in the first year and the “School with the Best Progress 2024” award.

The adoption of EdTech builds cognitive legitimacy by providing full air-conditioned classrooms, Smart TVs, and computer laboratories, integrating technology into learning through digital media and PowerPoint in PAJar, and developing students' digital literacy and communication with parents through an active website. Technology is not only a means of learning but also serves as a signal of the school's quality and modernity. The data and information management system supports normative legitimacy through structured administration, integration with Dapodik, monitoring of flagship programs, organized documentation of activities, and transparency of information through website publications and easy access to contacts. This demonstrates the application of the values of trustworthiness and accountability in school governance. These three strategies interact within a coherent ecosystem: privatization provides autonomy for innovation, EdTech enables programs, and data systems ensure accountability. This synergy forms multidimensional legitimacy (regulatory, normative, and cognitive)

that strengthens stakeholder trust, while proving that private Islamic education can effectively combine high-quality innovation with religious values.

References

- Abdullah, M. A. (2017). Islamic Studies in Higher Education in Indonesia: Challenges, Impact and Prospects for The World Community. *Al-Jami'ah: Journal of Islamic Studies*, 55(2), 391-426. <https://doi.org/10.14421/ajis.2017.552.391-426>.
- Adeleye, J. A. ., Alaba, F. J., Abosede, A. B., Gbeleyi, O. ., & Olusegun, O. P. (2025). Bridging Banking and Education: Evaluating the Multifunctional Use of the Tertiary Education Student ATM Card. *Journal of Educational Sciences*, 9(5), 4557-4567. <https://doi.org/10.31258/jes.9.5.p.4557-4567>
- Adelia, C., & Ningrum, G. D. K. (2025). The Effectiveness of Project-Based Learning Assisted by the Digital IoT Blynk Simulation on Improving the Practical Skills of Grade X Mechatronics Students at SMKN 8 Malang. *Journal of Educational Sciences*, 9(5), 4648-4764. <https://doi.org/10.31258/jes.9.5.p.4648-4764>
- Azzahra, A. (2024). Transformasi Digital dalam Pengelolaan Data Siswa: Studi Kasus SMK Kabupaten Kampar. *Al-Marsus: Jurnal Manajemen Pendidikan Islam*, 2(2), 142-153. <https://doi.org/10.30983/al-marsus.v2i2.9098>.
- Ball, S. J., & Youdell, D. (2009). Hidden Privatisation in Public Education. *Education Review*, 21(2).
- Denzin, N. K. (2017). *The Research Act: A Theoretical Introduction to Sociological Methods*. Routledge.
- DiMaggio, P. J., & Powell, W. W. (1983). The Iron Cage Revisited: Institutional Isomorphism and Collective Rationality in Organizational Fields. *American Sociological Review*, 48(2), 147-160.
- Farid, M., Ibrahim, T., & Arifudin, O. (2025). Mekanisme Pengambilan Keputusan Berbasis Sistem Informasi Manajemen dalam Lembaga Pendidikan Islam. *Jurnal Tahsinia*, 6(1), 86-103.
- Herlambang, M., Muqowim, M., & Rofik, R. (2024). Sejarah Perkembangan Lembaga Pendidikan Islam di Indonesia. *Tarbiyatuna Kajian Pendidikan Islam*, 8(2), 275-296. <https://doi.org/10.69552/tarbiyatuna.v8i2.2512>.
- Lubienski, C. (2003). Innovation in Education Markets: Theory and Evidence on The Impact of Competition and Choice in Charter Schools. *American educational research journal*, 40(2), 395-443.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook*. (No Title).
- Musayyidi, M. (2020). Menyoal Komersialisasi Pendidikan di Indonesia. *Kariman: Jurnal Pendidikan Keislaman*, 8(1), 125-140. <https://doi.org/10.52185/kariman.v8i1.134>.
- Nurfajriani, W. V., Ilhami, M. W., Mahendra, A., Afgani, M. W., & Sirodj, R. A. (2024). Triangulasi Data dalam Analisis Data Kualitatif. *Jurnal Ilmiah Wahana Pendidikan*, 10(17), 826-833. <https://doi.org/https://doi.org/10.5281/zenodo.13929272>.
-

-
- Patton, M. Q. (2002). *Qualitative Research and Evaluation Methods 3rd. ed.* Sage Publications.
- Rahardjo, M. (2017). Studi Kasus dalam Penelitian Kualitatif: Konsep dan Prosedurnya.
- Richard, S. W. (2008). Institutions and organizations: Ideas and interests. *Kenya: Sage Publications.*
- Salim, A., Manubey, J., & Kuswandi, D. (2023). Neoliberalisme dan Dampaknya Bagi Pendidikan Indonesia: Sebuah Refleksi. *Jurnal Pendidikan, 24(2)*, 97-115. <https://doi.org/10.52850/jpn.v24i2.12484>.
- Saragih, S. E. R., Siregar, S. N., & Murni, A. (2025). Application of The Problem Based Learning Model to Improve Mathematical Representation Capability Class X.2 Students of SMAN 6 Pekanbaru. *Journal of Educational Sciences, 9(2)*, 626-635. <https://doi.org/10.31258/jes.9.2.p.626-635>
- Siregar, H. S., Nurhamzah, N., Munir, M., & Fikri, M. (2025). Enhancing Islamic Education Through Technology Integration: A Study of Teaching Practices in Indonesia. *Jurnal Ilmiah Peuradeun, 13(2)*, 959-986. <https://doi.org/10.26811/peuradeun.v13i2.1875>.
- Sormin, R. K. ., Sari, I. P., Purba, A., & Rizki, F. (2025). Implications of AI Based as Learning Media to Improve the Speaking Skill from Perspective Students at STIKOM Tunas Bangsa ; Trough Mobile Assisted Language Learning. *Journal of Educational Sciences, 9(4)*, 2323-2332. <https://doi.org/10.31258/jes.9.4.p.2323-2332>
- Suchman, M. C. (1995). Managing Legitimacy: Strategic and Institutional Approaches. *Academy of management review, 20(3)*, 571-610.
- Sugianto, O., Munawaroh, L., Supriani, I., Cahyono, H. N., & Nyairoh, N. (2023). Peran Teknologi dalam Pembelajaran Pendidikan Agama Islam. *IJoIS: Indonesian Journal of Islamic Studies, 4(1)*, 17-24. <https://doi.org/10.59525/ijois.v4i1.197>.
- Susanto, S. (2022). Trends of Educational Technology (EdTech): Students' Perceptions of Technology to Improve the Quality of Islamic Higher Education in Indonesia. *International Journal of Learning, Teaching and Educational Research, 21(6)*. <https://doi.org/10.26803/ijlter.21.6.14>.
- Syafaruddin, B. (2024). Conceptual Framework of Islamic Education in the Digital Era: Challenges, Opportunities and Strategies. *ETDC: Indonesian Journal of Research and Educational Review, 3(4)*, 56-64. <https://doi.org/10.51574/ijrer.v3i4.2186>.

How to cite this article:

Latif, M., Jamrizal., Rahman, M. Z., & Syahbani, N. (2026). Organizational Legitimacy Strategy Through Privatization, Edtech, and Data Systems: A Study at An-Nahl High School in Jambi. *Journal of Educational Sciences, 10(4)*, 484-494.
