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Transformation Of Islamic Boarding School Culture In The Digital Era: Collaboration Of Local Values And Global Competence

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Abstract

The cultural transformation of Islamic boarding schools in the digital era is an effort to adapt traditional Islamic educational institutions to rapid technological developments. This research aims to analyze how Islamic boarding schools can combine the local values that form their identity with global competencies that are relevant in the 21st century. With a focus on the integration of digital literacy, curriculum changes, and the use of technology in education and da'wah, this research shows that Islamic boarding schools not only adopt technology to expand the reach of learning and da'wah, but also maintain a balance between preserving Islamic values and local traditions. The results of this research show that Islamic boarding schools are able to use technology wisely, by emphasizing the use of technology that is in line with Islamic morals. Apart from that, Islamic boarding schools are also updating their curriculum to improve 21st century skills, such as digital literacy, foreign languages and critical thinking. This research concludes that Islamic boarding schools can be a model of Islamic education that is innovative and relevant to global demands without losing Islamic identity and local values.

Keywords: Islamic boarding school cultural transformation, digital era, local values, digital literacy, digital da'wah.

INTRODUCTION

The cultural transformation of Islamic boarding schools in the digital era reflects the adaptation of traditional educational institutions to current developments, where Islamic boarding schools, which have been bastions of local values based on religion and traditional wisdom, are now integrating digital technology in learning, administration and preaching. (Fuad,

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2022) This phenomenon can be seen through the use of e-learning, social media, and technology based applications to disseminate Islamic knowledge more widely and efficiently. Apart from that, Islamic boarding schools are starting to combine local values such as simplicity, mutual cooperation, and good morals with global competencies such as digital literacy, technological skills, foreign languages, and innovation. (MAULIDA, 2020) Programs such as coding training, entrepreneurship, and international discussions culture is proof of the Islamic boarding school's efforts to produce globally competitive students without losing local identity. However, the digital era also brings challenges in the form of access to information that has the potential to conflict with Islamic boarding school values, so moral guidance is needed so that students are able to filter information wisely. By collaborating between local values and global competencies, Islamic boarding schools not only maintain traditions, but also demonstrate relevance as a proactive education model that is able to answer the demands of the times. (Ridwan Maulana Rifqi Muzakky et al., 2023)

Various previous studies have discussed the cultural transformation of Islamic boarding schools in facing the digital era, showing the relevance between local values and the need for global competence. One study by Sahal and Wahid (2019) highlighted how Islamic boarding schools utilize digital technology to expand the reach of da'wah and education. This study found that Islamic boarding schools that adopt digital platforms, such as social media and learning applications, are able to increase the accessibility of religious knowledge and create more effective communication between caregivers, students and the wider community (Subahri & Khosim, 2024). This research also shows that digitalization not only modernizes Islamic boarding schools, but also helps maintain the relevance of local values in a global context.

Another research by Nurcholis (2021) discusses the integration of digital literacy into the Islamic boarding school curriculum as an effort to build global competence among students. The results of this research reveal that students who have technological skills tend to be better prepared to compete in the world of work, especially in the industrial era 4.0. However, this research also emphasizes the importance of a local values-based approach in teaching digital literacy so that students do not lose their Islamic identity. For example, Islamic boarding schools use technology to teach the Yellow Book online or spread da'wah through digital content that is still based on morals. A study from Hasbullah (2020) highlights the challenges of this transformation, such as resistance to change in some traditional Islamic boarding schools. The research notes that Islamic boarding schools that do not adapt to technology risk losing their appeal in the eyes of the younger generation. However, this study also highlights the importance of maintaining traditional Islamic boarding school values such as simplicity, discipline and

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diversity in the digitalization process. These studies show that the transformation of Islamic boarding school culture in the digital era is a strategic step to bridge local traditions with global demands (Nanda & Azizah, 2024). By integrating local values and global competencies, Islamic boarding schools are not only able to survive amidst changing times, but also become centers of educational innovation based on religious values.

The research entitled "Transformation of Islamic Boarding School Culture in the Digital Era: Collaboration of Local Values and Global Competence" offers novelty in several aspects that are relevant to the context of modernization and globalization of Islamic boarding school education. One of the main points of innovation is a collaborative approach that integrates local values typical of Islamic boarding schools, such as traditional wisdom, simplicity, and spirituality, with global competency demands, including digital literacy, critical thinking, and cross-cultural communication skills. (Wahyudi & Khotijah, 2021) Although many studies have discussed digitalization in Islamic boarding schools, this study focuses on how Islamic boarding schools have not only adapted to technology, but also become pioneers in developing religious value-based education models that are compatible with the global world.

Another novelty of this research is the exploration of the dynamics of Islamic boarding school cultural transformation in the context of the digital era, especially how Islamic boarding schools can become incubation spaces for social innovation. In contrast to previous research which was more oriented towards technology adoption alone, this research underlines the importance of maintaining a balance between tradition and modernization. In this case, Islamic boarding schools are not only seen as conservative institutions, but also as agents of change capable of transforming traditional values into strength to compete at the global level (Santoso et al., 2024). Apart from that, this research also highlights the dimensions of challenges and resistance in this transformation process, such as inequality in access to technology and concerns about the degradation of local values. By offering solutions based on collaboration between internal Islamic boarding school actors and external stakeholders, this research provides a new contribution to Islamic boarding school studies, especially in formulating Islamic education models that are relevant in the digital era.

This research aims to identify and analyze how Islamic boarding schools can carry out holistic cultural transformation in the digital era by combining local values that form the identity of Islamic boarding schools with global competencies that are relevant in the 21st century. As the oldest Islamic educational institution in Indonesia, Islamic boarding schools not only act as centers of religious knowledge, but also as bastions of civilization capable of forming a religious and competent generation to face global challenges. (Tamilarasi & Anantha Kumar, 2010) This

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transformation includes the development of a technology-based education system, curriculum updates for digital literacy, as well as the application of local values such as mutual cooperation, discipline and sincerity in using technology. This research also examines the use of hybrid learning, digital platforms for da'wah, and social media as a means of spreading Islamic values, while ensuring that this modernization continues to strengthen the Islamic boarding school's local traditional roots. It is hoped that the results of this research can provide effective strategic guidance for Islamic boarding schools in integrating local values and global competencies, so that they can become a model of Islamic education that is innovative, relevant, and contributes to producing a generation with noble character, broad insight, and global competitiveness without losing Islamic identity. Apart from that, this research also contributes to enriching scientific studies of Islamic education related to the cultural transformation of Islamic boarding schools in the digital era.

RESEARCH METHODS

The object of this research is the Al-Inayah Islamic Boarding School which is located in Rimbo Bujang, Jambi for several main reasons. First, this Islamic boarding school is unique in integrating local values with modern technology, which reflects a collaborative effort between tradition and innovation. This uniqueness provides important insights into how traditional Islamic educational institutions can face the challenges of globalization without losing their cultural and spiritual identity. Second, the relevance of this Islamic boarding school can be seen from its role in shaping the character of students by strengthening local values while developing global competencies needed in the digital era. This makes it a significant example for understanding cultural transformation in the Islamic boarding school environment.

Al-Inayah Islamic Boarding School has implemented a holistic approach that includes spiritual, academic and technological aspects in its educational process. This educational model is very relevant as a reference in developing an adaptive Islamic boarding school education system amidst technological advances. In addition, this Islamic boarding school operates in a local context rich in cultural values, which provides the opportunity to explore traditional and modern approaches applied synergistically. Therefore, the Al-Inayah Rimbo Bujang Islamic Boarding School, Jambi, offers a unique and significant case study in understanding the cultural transformation of Islamic boarding schools in the digital era, especially in integrating local values with global competencies.

Data will be collected through in-depth interviews with caregivers, teachers, students and Islamic boarding school managers. In addition, direct observation of technology-based

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learning activities as well as analysis of policy documents, curricula and digital programs implemented in Islamic boarding schools will be carried out to enrich the findings. Data analysis was carried out using thematic methods to identify main patterns, challenges and opportunities in the collaboration of local values and global competencies. It is hoped that this research can reveal best practices in the Islamic boarding school cultural transformation process that are relevant in the digital era. In addition, it is hoped that the research results can provide useful recommendations for other Islamic educational institutions in developing adaptation strategies that are effective, innovative, and remain rooted in the local values that are the identity of Islamic boarding schools.

The sources of informants in this research include various parties who have important roles and perspectives regarding the transformation of Islamic boarding school culture in the digital era. Among them are Islamic boarding school caregivers who have the main responsibility for maintaining local values while encouraging adaptation to modern technology, Islamic boarding school managers who are involved in planning and implementing policies related to digital transformation, and teachers who are at the forefront in implementing technology-based curricula without leaving behind. local wisdom. In addition, students were chosen as informants to provide perspectives on their experiences in undergoing education that combines tradition and innovation. Parents of students are also important informants, because they can provide feedback regarding how this transformation affects the development of their child's character and competence. Communities around the Islamic boarding school were also involved to gain views on the impact of this cultural transformation on the image of the Islamic boarding school in the local social context.

Data collection techniques in this research include observation, interviews and documentation. Observations were carried out by directly observing activities taking place at the Al-Inayah Rimbo Bujang Islamic Boarding School, Jambi, including interactions between students, teachers, Islamic boarding school managers, and the use of technology in the learning process. This observation aims to obtain a clear picture of how Islamic boarding schools integrate local values with modern technology in education. In-depth interviews were conducted with various key informants, such as Islamic boarding school caregivers, Islamic boarding school managers, teachers, Islamic boarding school students, parents of Islamic boarding school students, and the surrounding community, to explore their views, experiences and perceptions regarding the cultural transformation of Islamic boarding school in the digital era.

In this research, the data analysis technique uses the interactive model from Miles and

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Huberman which includes three main stages: data reduction, data presentation, and drawing conclusions. The analysis process begins with data reduction, namely filtering and simplifying raw data collected from observations, interviews and documentation. This stage aims to get rid of irrelevant information and group data based on main themes related to the collaboration of local values and global competencies in Islamic boarding schools. Relevant data will be organized into categories to make it easier to identify existing patterns and relationships.

RESULTS AND DISCUSSION

Adoption of Technology as a Tool for Transforming Education and Da'wah

Based on data in the field, adopting technology in Islamic boarding schools is one of the strategic steps in facing the challenges of the digital era. Technology has helped Islamic boarding schools to carry out transformations in education and da'wah, enabling more flexible access to learning and wider reach of da'wah. (Ridwan Maulana Rifqi Muzakky et al., 2023) For example, the use of e-learning platforms, online learning applications, and media social media not only expands the reach of Islamic boarding schools but also overcomes geographical barriers that have limited access to religious knowledge. In addition, technology provides opportunities for Islamic boarding schools to update previously traditional learning methods to become more interactive and relevant to the needs of the younger generation. (Lundeto et al., 2021) However, the application of technology in Islamic boarding schools also faces various challenges, such as limited infrastructure and digital skills of teaching staff. Nevertheless, Islamic boarding schools that have succeeded in adopting technology effectively have been able to demonstrate significant progress in the quality of their education and preaching. One Islamic boarding school even uses social media to spread lectures, Islamic studies and moral values to a wider audience, not limited to just Islamic boarding school students.

Surveys show that Islamic boarding schools have begun to make significant use of technology to support education and da'wah. The interview data from the respondent, namely KH. Muhammad Rifai Abdullah, Caretaker of Al-Inayah Rimbo Bujang cottage as follows: “Technology has become an important tool in conveying religious knowledge more widely and efficiently. PP Al-Inayah utilizes technology to support online learning, spread da'wah through digital content, and strengthen relationships between students, alumni and the community. However, guiding students in using technology wisely so that they remain in line with Islamic values and maintaining the local identity of Islamic boarding schools in the midst of the rapid flow of globalization is no less important."

The results of the interview above state that Islamic boarding schools have begun to

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utilize technology significantly to support education and da'wah. Not only does it improve accessibility, technology is also a means of maintaining the existence of Islamic boarding schools in the digital era. However, it is important to ensure that the traditional values of Islamic boarding schools are maintained despite changes in methods of delivering education and da'wah. The findings regarding the adoption of technology as a tool for educational transformation and da'wah show that Islamic boarding schools are able to utilize digital technology to support the relevance and effectiveness of their traditional functions in the modern era. This indicates a paradigm shift among Islamic boarding schools, from previously relying on conventional methods to a technology-based approach. The use of social media for da'wah, as revealed in interviews, reflects the Islamic boarding school's adaptive strategy in responding to changes in society's communication patterns. In addition, online learning allows Islamic boarding schools to expand access to education, especially for students who face geographical or time constraints, without sacrificing Islamic values.

The theory relevant to these findings is the Diffusion of Innovation Theory from Everett M. Rogers, which explains how innovation, including technology, is adopted by social groups through certain stages: knowledge, persuasion, decision, implementation, and confirmation. In this context, Islamic boarding schools are at the implementation stage, where technology has been integrated into daily activities to meet educational and da'wah needs. Factors for the success of technology adoption in Islamic boarding schools, such as caregiver support and infrastructure readiness, are also in accordance with the elements in this theory, namely innovation, communication channels, time and social systems. (Efendi, 2022) These findings also reflect the principle of cultural adaptation, where Islamic boarding schools not only maintain their local identity but also accommodate global needs through technology. Thus, the adoption of technology in Islamic boarding schools is not just a technical innovation, but rather a strategic step in maintaining the relevance and influence of Islamic boarding school culture in facing the challenges of the digital era.

Curriculum Changes and Global Competency Development

Islamic boarding schools, as Islamic educational institutions, have taken strategic steps to update their curriculum to make it more relevant to global demands. One significant change is the integration of digital literacy, mastery of foreign languages, and 21st century skills, such as communication, collaboration, and critical thinking. This effort aims to prepare students not only to become religiously devout individuals but also competent to compete in the dynamic modern world. This curriculum change also reflects the Islamic boarding school's awareness of

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the importance of balance between preserving local values and meeting global needs.

In practice, several Islamic boarding schools have started teaching technology skills, such as graphic design, coding, and social media management, as part of their extracurricular curriculum. This not only provides practical skills for students but also increases their competitiveness in the job market. Apart from that, Islamic boarding schools also strengthen the teaching of foreign languages, such as English and Arabic, to equip students with cross-cultural communication skills.

The interview data is from the respondent Mrs. Nadila Dewi Ningrum, one of the educators at PP. Al- Inayah Rimbo Bujang as follows: "We realize that the traditional curriculum must be updated so that students not only understand religious knowledge, but also have the skills to compete at the global level. Therefore, we include basic technology lessons, English, and the development of critical thinking skills in the curriculum. However, we continues to emphasize Islamic values as the main foundation of education in Islamic boarding schools."

The results of the interview above confirm that changes to the curriculum in Islamic boarding schools are not only oriented towards innovation, but also strengthen the Islamic foundation of the students. This step shows the Islamic boarding school's commitment to producing a generation that is able to bridge their religious identity with the competitive needs of the global world, while maintaining the noble values of the Islamic boarding school.

Findings regarding curriculum changes and the development of global competencies in Islamic boarding schools indicate a strong awareness of the need to modernize the education system. Pesantren, which initially focused on traditional religious knowledge, is now expanding the scope of its curriculum to include digital literacy, foreign languages and 21st century skills. This step reflects a strategic transformation to prepare students to face global challenges without abandoning their religious identity. The integration of skills such as coding and social media management shows that Islamic boarding schools are not only adapting to changing times, but also building competitiveness for students in the digital era.

The theory relevant to these findings is Howard Gardner's Multiple Intelligences Theory, which emphasizes the importance of developing various types of intelligence, including linguistic, logical-mathematical, and interpersonal intelligence. Curriculum changes in Islamic boarding schools accommodate this need by strengthening foreign language learning (linguistic intelligence), digital literacy (logical-mathematical intelligence), and collaboration skills (interpersonal intelligence). Apart from that, strengthening Islamic values in learning remains relevant to intrapersonal and spiritual intelligence, which is the core of Islamic boarding school education.

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This transformation is also in line with the Competency Based Education Theory, which emphasizes learning outcomes oriented towards mastering specific skills relevant to the needs of the global market and society. By applying this theory, Islamic boarding schools not only ensure that students receive education that is relevant to the demands of the modern world of work, but also maintain the traditional values that characterize them. This step strengthens the position of Islamic boarding schools as progressive and adaptive Islamic educational institutions. Integration of Local Values in Digital Literacy

Islamic boarding schools, as educational institutions rooted in local values and Islamic traditions, are now facing the challenge of integrating digital literacy in their curriculum. (Ridwan Maulana Rifqi Muzakky et al., 2023) This transformation process is not only about introducing technology, but also ensuring that local values that have long been part of the Islamic boarding school's identity are maintained and respected. In this effort, Islamic boarding schools try to teach students about using technology wisely, by prioritizing ethics and morals that are in line with Islamic teachings. Digital literacy includes not only technical skills, but also an understanding of the use of social media and other technologies in a way that is consistent with local religious and cultural norms. (Fiyah, 2024) This is important to avoid the negative impacts of technology that can threaten the moral and social values adhered to by Islamic boarding schools.

The results of the interview with Ustazah Fitri, a teacher at PP. Al- Inayah Rimbo Bujang as follows: "We not only teach students how to use technology, but also how to use technology wisely, in accordance with Islamic teachings. Social media, for example, must be used for useful things, such as sharing knowledge and da'wah, not for useless things. useless or detrimental. We are trying to instill in students that technology is a tool, and what is more important is how we use it."

The results of the interview above state that Islamic boarding schools focus on building the character of students in facing the digital world. This integration of local values in digital literacy creates a balance between technological progress and the preservation of moral and spiritual values which have been the main pillars of Islamic boarding school education. This proves that the Al-Inayah Rimbo Bujang Islamic Boarding School not only adapts to changing times but also maintains deep principles in guiding the younger generation to live according to religious teachings in an increasingly digital world.

Findings regarding the integration of local values in digital literacy in Islamic boarding schools show that Islamic boarding schools try to adopt technology carefully, while maintaining local religious and cultural values which are part of their identity. (Harmathilda et al., 2024)

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Islamic boarding schools are not only teaches technical skills in using technology, but also emphasizes the wise and beneficial use of technology, in accordance with Islamic teachings. This reflects an effort to maintain a balance between progress over time and the preservation of moral values that have long been valued in Islamic boarding school life. (Yakin et al., 2024) In this context, digital literacy is not only seen as a technical ability, but also as a skill. to use technology with good morals and positive goals.

The theory that is relevant to these findings is the Digital Culture Theory proposed by and approved by Henry Jenkins. Jenkins argues that digital culture is not only concerned with access to technology, but also with how individuals and communities use it to shape their identities and values. In this case, Islamic boarding schools use technology as a tool to strengthen their local values, such as Islamic morals, in an increasingly connected world. Islamic boarding schools apply this approach to ensure that students are not only skilled in using technology, but also wise in applying it in everyday life.

Thus, these findings illustrate how Islamic boarding schools try to bridge two worlds. a world of technology that continues to develop and a traditional world full of local religious and cultural values. This confirms that Islamic boarding schools, although focused on preserving traditions, are also committed to preparing students to play an active role in the digital world by maintaining strong moral principles.

CONCLUSION

The adoption of technology by Islamic boarding schools has become an important strategy to face the challenges of the digital era, especially in education and da'wah. Technology allows Islamic boarding schools to expand access to learning, reach a wider audience, and overcome geographical limitations. By utilizing social media, e-learning, and digital applications, Islamic boarding schools are able to increase the effectiveness of their da'wah and the relevance of their education. Despite facing obstacles such as limited infrastructure and digital skills of teaching staff, Islamic boarding schools that have successfully integrated technology have shown significant progress. Apart from that, Islamic boarding schools continue to maintain local identity and Islamic values by using technology wisely in accordance with religious and cultural norms. This transformation also reflects the Islamic boarding school's adaptation to social change through theories such as Diffusion of Innovation and Digital Culture.

In modernization efforts, Islamic boarding schools not only integrate technology but also update the curriculum to meet global needs. Digital literacy, foreign languages, and 21st century skills such as critical thinking are becoming an important part of learning. Islamic boarding

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schools are committed to preparing students to be able to compete in the global world while maintaining spiritual and moral values as the main foundation of education. This approach reflects a balance between preserving tradition and adapting to changing times, which strengthens the position of Islamic boarding schools as progressive and adaptive Islamic educational institutions in the digital era.

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