

Date Received : November 2024
Date Revised : December 2024
Date Accepted : January 2025
Date Published : January 2025

CENTRAL ANALYSIS OF EDUCATION POLICY IN ISLAMIC BOARDING SCHOOL: CHALLENGES AND DEVELOPMENT STRATEGIES

Wildan Alwi¹

Islamic University of Jakarta & Indonesia (wildanalwi@ptiq.ac.id)

Dudi Akasyah

Islamic University of Jakarta & Indonesia (sakinah2007@gmail.com)

Furqon Abdurrahman

Islamic University of Jakarta & Indonesia (abaziyad20@gmail.com)

Marhamah

Islamic University of Jakarta & Indonesia (marhamahsyarif2@gmail.com)

Popi Puadah

Islamic University of Jakarta & Indonesia (dr.popipuadah@gmail.com)

Keywords:

Policy Analysis;
Education in Islamic
Boarding Schools
Challenges;
Strategies

ABSTRACTS

This study aims to examine the education policy in Islamic boarding schools in facing the challenges of globalization by highlighting the role of Law No. 18 of 2019. A qualitative approach is used in this study, with literature studies as a method of collecting and analyzing data related to Islamic boarding school education policies. The results of the study indicate that Islamic boarding school education policies are regulated in Law No. 18 of 2019, which consists of nine chapters and 55 articles. The policy covers five main aspects: institutional forms, Islamic boarding school education objectives, funding sources, quality assurance, and education levels. In addition, globalization has a significant impact on Islamic boarding schools, especially in giving rise to apathy and a culture of laziness among students. Therefore, efforts are needed to develop the potential of students through the use of science and technology. The process of formulating Islamic boarding school education policies can be carried out through five stages: agenda setting, policy formulation, implementation, evaluation, and policy improvement. This study is expected to contribute as a reference in understanding Islamic boarding school education policies in depth and help formulate strategic steps in developing Islamic boarding school education policies in the era of globalization. The results of the study show that educational policies in Islamic boarding schools tend to focus on the tradition of teaching yellow books but are starting to adapt by including a formal curriculum.

¹ Correspondence author

A. INTRODUCTION

Islamic boarding schools are typical Indonesian educational institutions that have a significant role in building character and morals in society. Along with the development of the times, Islamic boarding schools face the challenge of adapting to national education policies that are more oriented towards formal education. Policies such as Law No. 18 of 2019 concerning Islamic boarding schools provide formal recognition to Islamic boarding schools, but their implementation still faces various obstacles (Riyani 2023).

Islamic boarding schools have an important role in Indonesian education, especially in forming characters based on Islamic values. However, the integration of national education policies with the Islamic boarding school system often faces challenges, such as curriculum and funding. Islamic boarding schools are one of the oldest educational institutions in Indonesia that focus on teaching Islamic religious knowledge. However, along with the development of the national education system, Islamic boarding schools began to be integrated into the formal education framework through Law No. 18 of 2019 concerning Islamic Boarding Schools. This law regulates the role of Islamic boarding schools in education, preaching, and community empowerment. However, the implementation of this policy faces challenges in adjusting the traditional Islamic boarding school system and national education policies (Diana Handayani 2022).

Pesantren is a unique educational institution in Indonesia. Many experts describe how pesantren is the strength of Muslims in Indonesia in equipping the next generation with religious knowledge and other knowledge. In the modern context, Islamic boarding schools have undergone significant transformation by incorporating formal education, such as the national curriculum, skills education, and technology integration in learning. This is an effort to answer the challenges of the times, such as globalization, technological developments, and increasingly complex job market demands. Islamic education in Indonesia through Islamic boarding schools has its own uniqueness in integrating Islamic values with local culture. However, the challenges faced are also not few, including limited resources, resistance to modernization, and the pressures of globalization that can erode the traditional identity of Islamic boarding schools (Krisdiyanto et al. 2019).

National education policy in Indonesia has a significant influence on the management and development of Islamic boarding schools as unique Islamic educational institutions. Law Number 18 of 2019 concerning Islamic Boarding Schools marks the official recognition of Islamic boarding schools as an integral part of the national education system. This policy provides a strong legal basis for Islamic boarding schools to carry out their three main functions, namely education, preaching, and community empowerment (Nisa' and Lestari 2023).

To optimize the contribution of Islamic boarding schools in national education, more inclusive and supportive policies are needed. Among them are increasing the allocation of special funds for Islamic boarding schools, continuous training of educators, and development of technology-based educational infrastructure. With adequate support, Islamic boarding schools can play a strategic role in producing a generation of the nation that is faithful, knowledgeable, and competitive in the global era (Rohmadi 2017).

Islamic boarding schools are one of the oldest Islamic educational institutions in Indonesia that have played an important role in shaping the character and knowledge of the Muslim generation. As an educational institution based on Islamic tradition, Islamic boarding schools are centers of religious learning rooted in the teaching of yellow books, as well as being a place for moral development and Islamic values. However, in the modern context, Islamic boarding schools face various complex challenges, both internally and externally.

Internally, many Islamic boarding schools face limitations in management, human resources, and infrastructure. Lack of training for educators, minimal financial support, and obstacles in developing adaptive curricula often become obstacles in improving the quality of education. Externally, globalization, technological developments, and increasingly complex job market demands force Islamic boarding schools to transform without losing their identity (Samudera 2023).

On the other hand, the national education policy regulated through Law Number 18 of 2019 concerning Islamic Boarding Schools provides official recognition of Islamic boarding schools as an integral part of the national education system. This policy opens up great opportunities for Islamic boarding schools to develop their capacity through government support. However, the implementation of this policy often encounters obstacles, such as complicated bureaucracy, lack of understanding of the local needs of Islamic boarding schools, and gaps in access to resources (UU RI No 18 2019).

A comprehensive analysis is needed to understand the education policy in Islamic boarding schools, including the challenges faced and development strategies that are relevant to the needs of the times. This study aims to explore the potential of Islamic boarding schools as centers of Islamic education that are able to adapt to global changes while maintaining their traditions. Thus, Islamic boarding schools can continue to contribute significantly to the development of national education and the formation of a generation of the nation that is faithful, knowledgeable, and competitive.

Islamic boarding schools, as traditional Islamic educational institutions, face major challenges in the era of globalization. Globalization, with its characteristics marked by technological advances, cultural interconnectivity, and global economic competition, brings opportunities as well as threats to the sustainability of traditional values that are the identity of Islamic boarding schools. One of the main challenges faced by Islamic boarding schools is the need to balance the preservation of Islamic scientific traditions, such as the teaching of yellow books, with the demands of modernization. Globalization requires Islamic boarding schools to prepare students with 21st-century competencies, including digital literacy, global communication skills, and foreign language proficiency, without ignoring the values of spirituality and morality that are the core of Islamic boarding school education (Majdi 2023).

Islamic boarding schools are also faced with pressure to improve the quality of management and infrastructure in order to compete with other educational institutions. Amidst the increasing penetration of foreign culture, Islamic boarding schools need to strengthen character and faith education to maintain the Islamic identity of their students. However, limited funds, human resources, and access to technology are often significant obstacles (Arief and Assya'bani 2023).

To face these challenges, Islamic boarding schools need to develop adaptive strategies, such as collaboration with the government, private sector, and international institutions in increasing institutional capacity. In addition, the integration of a

curriculum that accommodates education based on tradition and modernity is an important step to ensure that Islamic boarding schools remain relevant in the era of globalization. Thus, Islamic boarding schools can become a model of Islamic education that not only survives but also contributes significantly to building a religious, inclusive, and globally competitive society (Huda and Adiyono 2023).

By overcoming challenges and implementing comprehensive development strategies, Islamic boarding schools can continue to be an important pillar in forming a generation of religious, knowledgeable, and competitive Muslims in the modern era. Inclusive and adaptive education policies will strengthen the position of Islamic boarding schools as Islamic educational institutions that are able to contribute to national and global development.

B. METHOD

This study uses a qualitative approach to analyze educational policies in Islamic boarding schools. This approach was chosen because it provides an opportunity for researchers to explore social phenomena and understand the policies implemented in the context of Islamic boarding school education in depth. With the type of research used, including literature studies and field research. Literature studies aim to collect and analyze educational policy documents, including relevant laws and government regulations. Field research involves direct observation, interviews, and document collection in Islamic boarding schools to obtain empirical data to support the analysis (Nasir et al. 2023).

Explore the views of Islamic boarding school managers, students, and policymakers on the implemented education policies. Understand the challenges faced by Islamic boarding schools in implementing policies. Policy studies are used to analyze the design, implementation, and impact of educational policies in Islamic boarding schools. Measuring the success of policies in improving the quality of Islamic boarding school education. Identifying the impact of policies on the management of Islamic boarding schools, the quality of education, and the lives of students.

The descriptive-explorative approach aims to describe the conditions and challenges of education in Islamic boarding schools while exploring relevant development strategies. Primary data collection through interviews and observations, as well as secondary data from reports, journals, and articles. To involve various stakeholders of Islamic boarding schools in the research process, so that the results are more relevant and applicable (Stoodley et al. 2020).

Data were analyzed inductively, focusing on in-depth understanding and interpretation of the meaning of the data collected. This process involved identifying key themes, patterns, and relationships between education policies and their implementation in the field. To ensure the validity of the data, this study uses triangulation, which is comparing information obtained from various sources and data collection methods. This technique helps reduce bias and increase the reliability of research results (Susanto, Risnita, and Jailani 2023).

C. RESULT AND DISCUSSION

Educational Policy in Islamic Boarding Schools

The education policy in Islamic boarding schools is regulated in Law No. 18 of 2019, which includes nine chapters and 55 articles. This law groups Islamic boarding school policies into five main aspects: institutional form, educational goals, funding sources, quality assurance, and educational levels. Management of Islamic boarding schools is an important element in achieving the goals of Islamic education. At Muhammadiyah Boarding School Yogyakarta, management of Islamic boarding schools is directed to realize the four dimensions of the goals of Islamic education, namely physical, spiritual, academic, and social.

Salafiyah Islamic boarding schools, such as Riyadlul Mubtadiin, have modernized their curriculum from the pure Salaf model to the semi-Salaf model. This step involves more diverse learning methods and regular program evaluation. Pesantren needs a renewal policy to adapt to the development of the times without ignoring traditional values. The renewal process includes policy analysis, monitoring implementation, and evaluating program success.

Character education in Islamic boarding schools is designed in a structured manner and integrated into daily activities. Routine evaluations are conducted by administrators to ensure the sustainability of the program. Globalization can encourage apathy and a lazy culture among Islamic boarding school cadres. To overcome this, it is important for Islamic boarding schools to support the development of students' potential through mastery of science and technology.

The mu'adalah curriculum is recognized by the government as equivalent to formal educational institutions. However, challenges related to the quality of pesantren graduates who do not take the national exam are still a concern. The concept of full-day school in Islamic boarding schools combines intensive teaching with a focus on moral and academic values. Implementation of this policy requires effective and planned management. Since the independence era, Islamic education policy has undergone significant changes, shifting from domestication to accommodation. This change was influenced by socio-political developments and intellectual transformation of Islamic society.

Results of analysis of Islamic boarding school policies

Based on research conducted on educational policies in Islamic boarding schools, several important findings were found regarding the challenges faced and development strategies that can be applied to improve the quality of Islamic boarding school education. Not all Islamic boarding schools, especially those in remote areas, have equal access to government educational assistance programs. Many small Islamic boarding schools do not receive sufficient information about the latest educational policies. This inequality of access causes inequality in the quality of education received by these Islamic boarding schools.

Many Islamic boarding schools face difficulties in balancing the teaching of yellow books with formal government-approved curricula, such as science, mathematics, or Indonesian. Some Islamic boarding schools, especially the more traditional ones, place more emphasis on religious education without accommodating general education needs. Hal ini mengakibatkan keterbatasan dalam mempersiapkan

santri menghadapi tantangan di dunia kerja yang memerlukan keterampilan tambahan di luar pengetahuan agama (Rofi'i and Fakhrurozi 2022).

Most Islamic boarding schools, especially those in rural areas, do not have adequate infrastructure, such as sufficient classrooms, laboratories, libraries, and technological facilities. Learning in Islamic boarding schools is limited to conventional methods, which are less relevant to the development of 21st century education. In addition, limitations in access to technology hinder the digital-based learning process. And the quality of teaching in Islamic boarding schools tends to be limited and does not follow existing formal education standards.

The government needs to ensure that the pesantren education policy reaches all types of pesantren, both large and small, as well as those in remote areas. More effective socialization programs are needed to introduce new policies and provide wider access to pesantren. The benefits of the policy are more evenly distributed, and small Islamic boarding schools can access development programs. Learning in Islamic boarding schools will be more modern and relevant to the needs of the times, by using technology in learning and developing students' digital skills.

The government needs to simplify administrative procedures for Islamic boarding schools to make it easier to obtain assistance, accreditation, and operational permits. Administrative processes become more efficient, and Islamic boarding schools can focus more on developing education and teaching without being hampered by complicated bureaucracy. Although Islamic boarding schools have significant challenges in implementing education policies, with the right strategic steps, Islamic boarding schools can develop into educational institutions that are more inclusive, modern, and relevant to the needs of the times. Policies that support equal access, balanced curriculum development, and improving the quality of infrastructure and human resources in Islamic boarding schools will contribute greatly to the development of the quality of education in Islamic boarding schools (Ulfah 2022).

Educational policies in Islamic boarding schools in Indonesia face various challenges and opportunities in facing the era of globalization. Law No. 18 of 2019 is the main legal basis that regulates various aspects of Islamic boarding school education, including the form of institution, objectives, funding sources, quality assurance, and levels of education. The challenges of globalization raise the risk of apathy and a culture of laziness among students, so it is necessary to develop potential through the use of science and technology.

Benefits of Educational Policies in Islamic Boarding Schools

Educational policies in Islamic boarding schools in Indonesia have an important role in shaping the character and knowledge of the younger generation. Although Islamic boarding schools are one of the educational institutions that have made a major contribution to society, there are still various challenges in implementing educational policies in the Islamic boarding school environment. Educational policies in Islamic boarding schools have various significant benefits both for the development of Islamic education in Indonesia and for society as a whole.

Islamic boarding schools provide more open access to education for various levels of society, especially those who live in remote areas and are difficult to reach by formal educational institutions. Policies that support the development of Islamic boarding schools help improve educational equality in Indonesia, reduce educational

disparities between urban and rural areas, and provide an educational alternative for children who are unable to access formal schools.

The educational policy implemented in Islamic boarding schools places more emphasis on in-depth Islamic religious learning, including mastery of yellow books and other religious knowledge, which in turn shapes the character and personality of the students. Through this policy, Islamic boarding schools play an important role in forming a young generation that has good morals and ethics, and is able to apply religious teachings in everyday life. This contributes to efforts to build national character based on religious and ethical values.

With policies that integrate formal and religious education curricula, Islamic boarding schools can produce graduates who have general skills as well as in-depth religious knowledge. Graduates of Islamic boarding schools are not only equipped with adequate religious knowledge, but also with general skills needed in the world of work, such as communication, language, and technology skills. An educational policy that integrates these two aspects ensures that students have a balance between religious knowledge and professional skills.

Islamic boarding schools often emphasize the formation of leadership and independence character through various activities involving organizational management, teaching, and participation in social activities. Policies that support leadership development and independence in Islamic boarding schools help students hone their leadership, organizational, and decision-making skills. This makes them better prepared to face challenges in society and the professional world after graduation.

With educational policies that support diversity, Islamic boarding schools become institutions that are able to form a generation that is more tolerant and appreciates differences, which is very relevant to efforts to develop a multicultural society in Indonesia. Islamic boarding schools in Indonesia play a role in educating students from various ethnic, cultural, and social backgrounds. Inclusive education policies can strengthen the ability of Islamic boarding schools to foster a spirit of tolerance and harmony between religious communities.

Policies that encourage Islamic boarding schools to adopt 21st century technology and skills-based education, Islamic boarding schools can adapt to the times without losing their religious identity. Students are not only taught religious knowledge, but also practical skills such as information technology, entrepreneurship, and science. This allows them to be better prepared to face the challenges of globalization and increase competitiveness in the world of work. With educational policies that support the development of economic skills, Islamic boarding schools can become centers for community empowerment, helping to improve economic welfare and opening up job opportunities for students and the surrounding community.

Government policies that support funding and development of infrastructure in Islamic boarding schools can help improve existing educational facilities. Improving physical facilities such as classrooms, laboratories, and technology will enable a more effective and efficient learning process, as well as increase comfort for students in learning. Many Islamic boarding schools provide education at more affordable costs, even free, for those who are less fortunate. Educational policies that support Islamic boarding schools can expand educational opportunities for the less fortunate. This helps reduce social disparities and provides opportunities for families with economic

limitations to send their children to quality educational institutions, without neglecting the religious aspect.

The education policy in Islamic boarding schools provides great benefits not only for students, but also for society at large. By strengthening Islamic boarding schools through appropriate policies, religious education and national character can be realized well, along with the development of increasingly advanced science and technology. Islamic boarding schools are expected to play an active role in producing a generation that is intelligent, has noble character, and is ready to face the challenges of globalization.

Education Policy Analysis Strategy In Islamic Boarding School

To overcome the challenges faced by Islamic boarding schools and strengthen educational policies in Islamic boarding schools, several strategies can be implemented. These strategies aim to improve the quality of education, optimize resources, and adapt Islamic boarding schools to developments in the era and national policies. Building closer partnerships between Islamic boarding schools and the government and formal educational institutions. Islamic boarding schools can be more deeply integrated into national education policies by supporting access to educational assistance, accreditation, and training programs.

Investment in the development of physical facilities of Islamic boarding schools, such as adequate classrooms, laboratories, libraries, and technology facilities. A more modern Islamic boarding school development program can include the development of information technology facilities to support distance learning. By providing better facilities and infrastructure for students, it enables a more effective and comfortable learning process, and prepares them with skills that are relevant to the modern world of work.

Providing training and certification for Islamic boarding school teachers so that they have qualifications that are in accordance with national education standards. In addition, Islamic boarding schools can also organize skills training programs for caregivers and teachers to be better prepared to face challenges in the world of education. By improving the quality of teaching in Islamic boarding schools so that they can produce competent graduates who have skills that are in accordance with the needs of the job market, as well as optimizing the potential of each student in religious and general education.

Developing a curriculum that better integrates religious education and general education (such as mathematics, languages, science, and technology). An education policy that encourages Islamic boarding schools to adopt a balanced curriculum approach will provide students with broad insights and useful skills. Strengthening the quality of Islamic boarding school education by developing a curriculum that not only teaches religious knowledge, but also practical skills needed in modern society. This will produce students who are better prepared to face global challenges and the job market (Fauzan 2017).

Increase the effectiveness and flexibility of the learning process by introducing technology that allows students to access learning materials more easily and improve their skills in the field of technology. Empowering students and the community around the Islamic boarding school with skills that can open up business opportunities and

improve the local economy, while providing the Islamic boarding school with additional resources to support educational development.

Islamic boarding schools can develop programs that teach the values of tolerance and diversity, both at the internal level of the boarding school and in interactions with the outside community. Educational policies that support the spirit of inclusivity and diversity can be integrated into the curriculum of the boarding school. Producing students who have an attitude of tolerance, appreciate differences, and are able to live harmoniously in a multicultural society. This can also strengthen Islamic boarding schools as institutions that support social peace and national integration.

Building collaboration between Islamic boarding schools and universities or the industrial world to facilitate the development of advanced study programs, training, and skills improvement based on market needs. Providing opportunities for students to continue their education to college or enter the workforce with relevant skills. This collaboration will also enrich the pesantren curriculum with the latest insights and expertise.

This strategy can be applied to improve education policies in Islamic boarding schools and improve the quality of education provided. Improving the quality of Islamic boarding schools will not only have an impact on the quality of religious education, but also on the skills of students who can help them in social and professional life in society. With support from the government, society, and formal educational institutions, Islamic boarding schools will be better prepared to face the challenges of the times and make a positive contribution to the development of education in Indonesia.

D. CONCLUSION

Educational policies in Islamic boarding schools in Indonesia play an important role in the development of quality Islamic education. Limited educational facilities, classrooms, and teaching staff with qualifications that meet national education standards are obstacles to developing Islamic boarding schools. Islamic boarding schools face major challenges in adapting to modern developments, especially in terms of technology, 21st century skills, and the needs of globalization without losing their Islamic identity. The right education policy can open wider access for students to get quality education, strengthen religious values, form good character, and provide skills needed in society. Islamic boarding schools can also function as centers for community empowerment through education and skills development, as well as strengthening the spirit of tolerance and harmony in a multicultural society. The education policy in Islamic boarding schools has great potential to improve the quality of Islamic education in Indonesia, but requires more attention to the challenges that exist. With the right strategy and support from various parties, Islamic boarding schools can develop into educational institutions that are more qualified and relevant to the needs of the times.

REFERENCES

- Arief, Mohammad, and Ridhatullah Assya'bani. (2023). "Eksistensi Manajemen Pesantren Di Era Digital." *Al Qalam: Jurnal Ilmiah Keagamaan Dan Kemasyarakatan* 16 (6). <https://doi.org/10.35931/aq.v16i6.1541>.
- Diana Handayani. (2022). "Pesantren, Dinamika, Dan Tantangan Global: Analisis UU Pesantren No.18 Tahun 2019." *EL-HIKMAH: Jurnal Kajian Dan Penelitian Pendidikan Islam* 16 (1). <https://doi.org/10.20414/elhikmah.v16i1.6193>.
- Fauzan, Fauzan. (2017). "Urgensi Kurikulum Integrasi Di Pondok Pesantren Dalam Membentuk Manusia Berkualitas." *FIKROTUNA* 6 (2). <https://doi.org/10.32806/jf.v6i2.3097>.
- Huda, Sholeh, and Adiyono Adiyono. (2023). "Inovasi Pengembangan Kurikulum Pendidikan Pesantren Di Era Digital." *ENTINAS: Jurnal Pendidikan Dan Teknologi Pembelajaran* 1 (2).
- Krisdiyanto, Gatot, Muflikha Muflikha, Elly Elvina Sahara, and Choirul Mahfud. (2019). "Sistem Pendidikan Pesantren Dan Tantangan Modernitas." *Tarbawi: Jurnal Ilmu Pendidikan* 15 (1). <https://doi.org/10.32939/tarbawi.v15i1.337>.
- Majdi, Muhamad. (2023). "Inovasi Pembelajaran Abad 21: Peluang Dan Tantangan Implementasi Kurikulum Merdeka Belajar Di Kampus Merdeka Belajar Pada STIT Buntet Pesantren Cirebon." *JIECO: Journal of Islamic Education Counseling* 3 (1). <https://doi.org/10.54213/jieco.v3i1.254>.
- Nasir, Abdul, Nurjana, Khaf Shah, Rusdy Abdullah Sirodj, and M Win Afgani. (2023). "Pendekatan Fenomenologi Dalam Penelitian Kualitatif 1✉." *INNOVATIVE: Journal Of Social Science Research* 3 (5).
- Nisa', Vivin Nurwachidatin, and Zaenab Tri Lestari. (2023). "Kurikulum Pendidikan Pondok Pesantren Mambaus Sholihin Pada Kebijakan Pemerintah Di Era Society 5.0." *Journal on Education* 5 (2). <https://doi.org/10.31004/joe.v5i2.808>.
- Riyani, Ida. (2023). "Masadepan Pesantren Pasca Diundangkannya UU No. 18 Tahun 2019 Dan PERPRES No. 82 Tahun 2021." *TARBAWI: Jurnal Pendidikan Agama Islam* 8 (01). <https://doi.org/10.26618/jtw.v8i01.9276>.
- Rofi'i, Agus, and Royan Fakhrurozi. (2022). "Penyuluhan Tentang Aktualisasi Budaya Literasi Bagi Santri Di Lembaga Pondok Pesantren." *Papanda Journal of Community Service* 1 (1). <https://doi.org/10.56916/pjcs.viii.50>.
- Rohmadi, Syamsul Huda. (2017). "Pendidikan Islam Inklusif Pesantren (Kajian Historis - Sosiologis Di Indonesia)." *FIKROTUNA* 5 (1). <https://doi.org/10.32806/jf.v5i1.2949>.
- Samudera, Sahara Adjie. (2023). "Undang-Undang Pesantren Sebagai Landasan Pembaruan Pondok Pesantren Di Indonesia (Studi Kebijakan UU No. 18 Tahun 2019)." *Fahima* 2 (2). <https://doi.org/10.54622/fahima.v2i2.92>.
- Stoodley, Cathy, Lois McKellar, Mary Steen, and Julie Fleet. (2020). "Simulation in Midwifery Education: A Descriptive Explorative Study Exploring Students' Knowledge, Confidence and Skills in the Care of the Preterm Neonate." *Nurse Education in Practice* 42. <https://doi.org/10.1016/j.nepr.2019.102635>.

Susanto, Dedi, Risnita, and M. Syahrani Jailani. (2023). "Teknik Pemeriksaan Keabsahan Data Dalam Penelitian Ilmiah." *Jurnal QOSIM : Jurnal Pendidikan, Sosial & Humaniora* 1 (1). <https://doi.org/10.61104/jq.vii.60>.

Ulfah, Anisa. (2022). "Model Literasi Digital Dalam Upaya Mengurangi Kesenjangan Digital Untuk Santri Menuju Indonesia Emas 2045." *HUMANIS: Jurnal Ilmu-Ilmu Sosial Dan Humaniora* 14 (1). <https://doi.org/10.52166/humanis.v14i1.2772>.

UU RI No 18. (2019). "UU No. 18 Tahun 2019 Tentang Pesantren." *Dokumen Negara (Undang-Undang Republik Indonesia Tentang Pesantren)*, no. 006344.

