



ISLAMIC EDUCATION TRANSFORMATION MANAGEMENT THROUGH INTEGRATION OF TRADITIONAL AND MODERN EDUCATION IN CHARACTER BUILDING OF INDEPENDENT STUDENTS

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Abstract:

This study aims to analyze the management strategy of Islamic education transformation in integrating traditional and modern education systems and to determine its contribution to the development of independent character of students management of Islamic education transformation through the integration of traditional and modern education in the formation of independent character of students. This study uses a qualitative method with a library research approach through a review of various literature, scientific journals, and references relevant to Islamic education management, Islamic boarding school integration, and character education. Data analysis was conducted descriptively through the stages of data reduction, information grouping, interpretation, and drawing conclusions. The results show that the transformation of Islamic boarding school education is carried out through a change management strategy that maintains traditional values such as the study of yellow books, the role model of kiai, moral development, and Islamic boarding school culture, and integrates them with a modern education system in the form of curriculum development, technology, and skills. This integration contributes to the formation of independent character of students through the habituation of discipline, responsibility, self-management skills, and leadership. This study concludes that the management of Islamic education transformation that balances traditional and modern values can make Islamic boarding schools into adaptive, quality educational institutions, and remains based on Islamic values.

Keywords: *Transformation Management, Integration, and Independent Character of Students*

INTRODUCTION

Islamic education in Indonesia continues to evolve in line with social change, technological advancements, and the needs of modern society. As one of the oldest Islamic educational institutions, Islamic boarding schools play a strategic role in preserving Islamic values while adapting to changing times. In facing global challenges, Islamic boarding schools cannot simply maintain traditional Salafist scholarship but also need to develop an educational system that meets the needs of society. Therefore, transforming Islamic education

through the integration of Salafist and modern education is a crucial step in creating educational institutions that remain rooted in religious values yet open to scientific developments (Khozali et al., 2025).

Traditional Islamic boarding schools have long been known for their educational system, emphasizing the study of yellow texts, the exemplary conduct of religious leaders, the practice of worship, discipline, and the development of moral character in students. Meanwhile, modern Islamic boarding schools have developed a more structured educational system through formal education, mastery of general knowledge, technology, and life skills. Both approaches have their own advantages, so integrating traditional and modern education provides a solution for creating a balanced education that encompasses spiritual, intellectual, and social aspects. Through this integration, Islamic boarding schools can develop students who not only understand religion but also possess the skills to face the demands of modern life (Nuriana & Syihabuddin, 2026).

Building the independent character of students is one of the important goals in the transformation of Islamic boarding school education. Independence is not only related to the ability to meet personal needs, but also encompasses responsibility, decision-making, leadership, and readiness to face the community. The Islamic boarding school environment has great potential to build this character through a culture of discipline, organizational activities, familiarization with communal living, and empowering students with responsibilities. With the integration of traditional and modern education, the character-building process can be carried out more comprehensively and in accordance with the needs of the times (Azhari et al., 2025).

Previous studies have shown that Islamic boarding school education plays a significant role in shaping the character of students. Research on the role of modern Islamic boarding schools in shaping student leadership character explains that organizational activities and the instilling of discipline can enhance students' responsibility and leadership skills (Fatmawati et al., 2020). Furthermore, research on educational strategies for developing independent and self-confident student character shows that modern Islamic boarding school education patterns can foster independence through various learning activities and daily life (Malyuna, 2023). However, this research focuses more on modern Islamic boarding schools and has not yet addressed integration with traditional Islamic values.

Other research on the traditions and culture of Salafi Islamic boarding schools explains that traditional values play a crucial role in shaping the discipline, responsibility, and morals of students (Darmayanti et al., 2024). However, these studies are limited to the influence of Salafi culture without connecting it to the process of modern educational transformation. This indicates a need for research examining how Islamic boarding school education management can combine Salafi and modern systems in a balanced manner. This integration is crucial for Islamic boarding school development, ensuring that Islamic boarding schools maintain their Islamic identity while improving the quality of education.

The main challenge in transforming Islamic boarding school education is how to manage change without losing the fundamental character of the school. Therefore, transformation management is needed, encompassing planning, implementation, and evaluation, to integrate traditional values with modern educational innovations. The solution to this problem is through strengthening the education system, which combines the study of Islamic texts, exemplary

values, and Islamic boarding school culture with modern learning methods, technology, and the development of student skills. With this strategy, Islamic boarding schools can produce graduates with a strong religious understanding, academic ability, and independent character.

The novelty of this research lies in its focus on the management of Islamic education transformation through the integration of traditional and modern education in shaping the independent character of students. This research not only examines the educational outcomes in the form of student character, but also examines the process of managing change within Islamic boarding schools. The purpose of this article is to analyze the management strategy of Islamic education transformation in integrating traditional and modern education systems and to determine its contribution to the development of independent character of students. This research is expected to provide theoretical contributions to the development of Islamic education management and serve as a practical reference for Islamic boarding schools in building educational systems that are relevant to current developments.

RESEARCH METHODS

This study employed library research with a qualitative approach (Abdurrahman, 2024). This method was chosen because the research focused on examining concepts, theories, and previous research findings relevant to the management of Islamic education transformation through the integration of traditional and modern education in character building and student independence. A qualitative approach was used to deeply understand the meaning, patterns, and relationships between concepts contained in the scientific literature, without involving field data collection.

Data collection techniques involved collecting and reviewing various written sources, including scientific books, journal articles, and academic works such as theses, dissertations, and theses related to the research topic (Iba & Wardhana, 2023). These sources were selected based on their relevance, credibility, and relevance to the research focus, ensuring that the data analyzed was comprehensive and representative.

The data analysis technique used was content analysis (Ahmad, 2019). This analysis was conducted by identifying themes, concepts, and meanings contained in the collected documents, then grouping them into categories related to the management of Islamic educational transformation, the integration of traditional and modern education, and the character development and independence of students. The results of the analysis were used to develop a comprehensive and systematic conceptual synthesis in accordance with the research objectives.

RESULTS AND DISCUSSION

Result

Islamic Education Transformation Management

Islamic educational transformation management is the process of managing change within Islamic educational institutions in a planned, systematic, and sustainable manner to enable them to face current developments without abandoning fundamental Islamic values. This transformation encompasses changes to the institutional vision, organizational structure, curriculum, learning strategies, and institutional culture. From the perspective of Kurt Lewin's theory of change, transformation occurs through three stages:

unfreezing (building awareness of the need for change), changing (implementing change), and refreezing (maintaining the new conditions that have been established). This theory is relevant for Islamic educational institutions with strong traditions, requiring gradual change while maintaining Islamic values (Kusuma et al., 2023).

In practice, Islamic educational transformation management requires visionary, participatory leadership capable of creating an adaptive organizational culture. Educational change is not only related to technical aspects, but also involves changes in mindset, institutional governance, and human resource development. Islamic educational institutions need to update their curriculum systems, learning methods, administration, and organizational management to remain relevant to the needs of modern society (Imdad et al., 2025). Thus, the transformation of Islamic education is a strategic effort to maintain sustainability and improve the quality of educational institutions.

In addition to adapting to changing times, the management of Islamic educational transformation also plays a role in improving the quality and competitiveness of institutions. Through effective change management, Islamic education can develop innovative learning that focuses not only on knowledge transfer but also on the development of student character and competency. Institutional transformation, which includes strengthening the vision, mission, leadership, and organizational culture, is a crucial factor in creating effective, high-quality Islamic education that remains grounded in Islamic values (Diana & Sa'diyah, 2021).

Integration of Salaf and Modern Education

The integration of traditional Islamic boarding school education with modern formal education within a single Islamic educational institution. Traditional Islamic boarding school education emphasizes deepening religious knowledge through the study of yellow books, fostering worship, and developing morals, while modern education emphasizes mastery of general knowledge, technology, and skills. This integration arose in response to the societal need for Islamic boarding school graduates to possess a balance between religious competence and the ability to navigate modern developments. Thus, the integration of traditional Islamic boarding school and modern Islamic boarding school education is a form of Islamic education development that can eliminate the dichotomy between religious and general knowledge (Zuhri & Syamsia, 2023).

Historically, Islamic boarding schools have evolved from a traditional Islamic boarding school education system to one that is more open to modernization through the implementation of a formal curriculum, classical learning, and more structured institutional management. Nevertheless, traditional methods such as sorogan (prayer), bandongan (practical guidance), and the role model of the kiai (Islamic teacher) remain hallmarks of traditional Islamic boarding school education. This integration is also evident in the curriculum, which combines the study of traditional Islamic texts with general subjects such as science, language, and technology, so that students develop a strong understanding of religion and relevant academic skills (Hilmi et al., 2025).

In the learning process and institutions, the integration of traditional and modern education results in a blend of traditional methods with innovative approaches such as discussions, presentations, and the use of learning technology. This change has enabled Islamic boarding schools to develop as

educational institutions that function not only as centers for religious study but also as institutions that develop the skills and competencies of students. Through proper management, the integration of traditional and modern education can maintain the pesantren's identity while producing students who are religious, independent, and adaptable to the demands of the times (Abror, 2020).

Formation of Independent Character of Students

The development of independent character in students is an educational process aimed at instilling the values of responsibility, discipline, self-management, and independent decision-making in daily life. Islamic boarding schools are effective environments for developing this character because the students' lives are integrated through learning, habituation, role models, and a culture of simple living. Character formation is not only carried out through formal education, but also through daily activities such as time management, religious observance, completing assignments, and taking responsibility for the community. This makes Islamic boarding schools institutions play a crucial role in developing the students' overall character (Gumilang & Nurcholis, 2019).

Theoretically, the development of independent character in students is related to Thomas Lickona's character education theory, which explains that character is formed through three aspects: moral knowledge (cognitive), moral feelings (affective), and moral actions (behavior). The value of independence is instilled through a continuous process of habituation until it becomes part of the students' personalities. Furthermore, the Panca Jiwa Pondok (Islamic Boarding School) concept, encompassing sincerity, simplicity, Islamic brotherhood, freedom, and independence, forms the basis for the formation of Islamic boarding school culture, training students to live independently and responsibly (Ismail et al., 2020). This value of independence is also reinforced by Quranic values that emphasize responsibility, hard work, and independence from others (Yunus & Syu'aib, 2025).

In practice, students' independent character is developed through strategies of role modeling, habituation, delegation of responsibility, organizational activities, and ongoing supervision. Indicators of independence can be seen in students' ability to manage study time, obey Islamic boarding school rules, complete assignments, demonstrate self-confidence, and make decisions. The success of this character development is greatly influenced by the Islamic boarding school culture and the role of the kiai (Islamic teacher) and ustadz (Islamic teachers) as role models. Thus, Islamic boarding school education not only produces students who are able to live independently socially, but also have strong morals, responsibility, and spiritual values (Priadi et al., 2023).

DISCUSSION

The strategy for managing Islamic boarding schools to integrate traditional and modern values is implemented through adjustments to the education system that maintain the pesantren's identity while keeping pace with current developments. This management includes curriculum planning, institutional strengthening, teacher competency development, and learning innovation. Traditional values such as the study of yellow books, moral development, and the exemplary behavior of religious leaders remain the primary foundation of student education, while modern values are implemented through the use of technology, the development of science, and skills appropriate to community needs (Wardani et al., 2024).

The integration of traditional and modern values is realized through the development of an integrated curriculum that combines religious education with general education. Traditional education plays a role in providing a moral and spiritual foundation through Islamic studies, while modern education strengthens students' academic abilities, critical thinking, and life skills. An integrative curriculum is a crucial strategy for producing graduates who balance religious understanding, social competence, and the ability to face modern challenges without losing the pesantren's character (Tiya, 2025).

In addition to the curriculum, the pesantren management strategy also includes strengthening the pesantren's culture as an environment for character formation. Islamic boarding school life, which instills discipline, simplicity, responsibility, and the habit of worship, is the primary means of building student independence. These values are reinforced through modern activities such as student organizations, leadership training, and skills development, so that the educational process takes place not only in the classroom but also throughout all aspects of Islamic boarding school life (Baroroh & Khobir, 2025).

The success of integrating traditional and modern education is greatly influenced by the leadership of the Islamic boarding school in managing change. Islamic boarding school leaders play a crucial role in directing educational innovations to ensure they remain aligned with the goals of Islamic education. Effective leadership can create change through organizational strengthening, learning innovation, and developing the potential of students without losing the distinctive values of the Islamic boarding school. Therefore, Islamic boarding school management that balances tradition and modernity is a key factor in building an adaptive and sustainable Islamic educational institution (Aziz & Hanif, 2026).

CONCLUSION

Based on a study of the management of Islamic education transformation through the integration of traditional and modern education in the formation of the independent character of students, it can be concluded that the transformation of Islamic boarding schools is a process of managing change carried out in a planned manner while maintaining Islamic values. The integration of traditional and modern education is an important strategy in developing an Islamic boarding school education system that is able to combine scientific traditions such as the study of yellow books, exemplary behavior, and moral development with modern educational innovations in the form of curriculum development, technology, and skills. Through institutional management, adaptive leadership, and a strong Islamic boarding school culture, this integration is able to support the formation of independent character of students through the values of discipline, responsibility, simplicity, and self-management. Thus, the management of Islamic education transformation can make Islamic boarding schools into educational institutions that remain rooted in Islamic tradition while being able to produce students who are religious, independent, and responsive to the development of the times. The conclusion and recommendation of the author are given in this section and are consistent in using the term "Conclusion". The conclusion of the research should serve the urgent purposes of the study within this section. This can be followed by suggesting the relevant future studies.

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