INTEGRATION OF TECHNOLOGY IN ISLAMIC BOARDING SCHOOL: OPPORTUNITIES AND CHALLENGES FOR ISLAMIC EDUCATION

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Abstract:

This study aims to explore the integration of technology within the pesantren ecosystem, focusing on the opportunities and challenges faced. A qualitative method was employed, utilizing interviews and observations at several pesantren in Indonesia. The findings indicate that the use of applications such as E-Santren and digital learning platforms enhances management efficiency and educational quality. However, challenges such as limited infrastructure and resistance to change remain significant barriers. Recommendations for future research include exploring the long-term impacts of technology integration and developing more inclusive models. This research provides important insights into how pesantren can adapt to technological advancements while maintaining traditional values.

Keywords: *technology integration, pesantren, Islamic education*

INTRODUCTION

The integration of technology in the Islamic boarding school ecosystem is an increasingly relevant issue in the digital era, where technological transformation is driving significant changes in the education system. Islamic boarding schools, as Islamic educational institutions that have become an integral part of Indonesian society, face the challenge of remaining relevant in meeting the needs of the times without abandoning the Islamic values that are their foundation (Bashori et al., 2024; Zainal et al., 2022). In recent years, developments in information and communication technology have opened up great opportunities to improve the quality of learning, administrative efficiency, and develop curricula based on local needs. However, on the other hand, this technological integration also brings challenges that require careful handling strategies, especially in maintaining a balance between tradition and innovation (Ahmad et al., 2025; Kawakip, 2020; Nuha et al., 2024).

One of the significant opportunities from technology integration in Islamic boarding schools is improving educational outcomes and operational efficiency. Digital technology makes it possible to implement management systems such as Enterprise Resource Planning (ERP) to increase efficiency in the academic and administrative management of Islamic boarding schools without reducing their traditional values (Wardhono et al., 2023). In addition, technology-based applications such as E-Santren have helped modernize various aspects of Islamic boarding school management, increasing accuracy and transparency in monitoring academic and operational activities (Nuha et al., 2024).

Technology also allows expanding accessibility to Islamic education through mobile learning (m-learning) platforms such as TheHafiz, which makes religious teachings more interesting and interactive for students (Aditia et al., 2024; Ahmad et al., 2025). Furthermore, the integration of technology in the curriculum, as is done through the Merdeka Curriculum, provides Islamic boarding schools with the flexibility to adapt education to local needs and pedagogical innovation (Wasehudin et al., 2023).

However, behind these opportunities, there are a number of significant challenges. Islamic boarding schools often face limitations in technical competence for both teachers and students, which slows down optimal adoption of technology (Zulkarnain, 2023). Another challenge is the need to maintain the traditions and noble values of Islamic boarding schools, such as learning the yellow book and Sufistic worship practices, amidst increasingly intensive modernization (Faruq et al., 2022). In addition, cultural resistance to change, both from Islamic boarding school managers and the community, is often an obstacle that needs to be overcome with an inclusive and gradual approach (Hanif et al., 2024).

Integrating a curriculum based on religious knowledge and general science also poses a big challenge, especially in maintaining a balance between the two. Programs such as SMP-BP (Islamic Boarding School-Based Junior High School) have been designed to bridge this gap by integrating formal education into the Islamic boarding school ecosystem. However, the implementation of this program often faces obstacles in terms of human resources, infrastructure and curriculum strategies (Abidin et al., 2022).

In addition, technology also plays a role in language teaching in Islamic boarding schools, where the use of digital devices has been proven to improve students' abilities in English and Arabic. This is relevant in preparing students to participate in an increasingly competitive global world (Wekke & Hamid, 2013). Meanwhile, science-based Islamic boarding schools have also shown creativity in integrating religious knowledge with natural sciences, creating a holistic education model that is relevant to the needs of the times (Tugino et al., 2023).

This research aims to provide an in-depth analysis of the opportunities and challenges faced by Islamic boarding schools in integrating technology into their ecosystem. By testing the hypothesis that technology integration can improve the quality of education and character development of students, this research is expected to make a significant contribution to existing literature, as well as provide practical insight for Islamic boarding school managers in designing technology implementation strategies that suit their local context.

With a holistic approach, this paper not only highlights opportunities such as administrative efficiency, learning accessibility, and curriculum flexibility, but also provides strategic solutions to overcome challenges such as cultural resistance, technical limitations, and the conflict between tradition and modernization. Therefore, it is hoped that this research will be an important guide for Islamic boarding schools in utilizing technology effectively to strengthen their role in the digital era without losing the Islamic identity that has become their hallmark.

RESEARCH METHODS

This research uses a qualitative approach with a case study design to explore in depth the opportunities and challenges of technology integration in the Islamic boarding school ecosystem. The research was conducted for six months, from January to June 2024, in five Islamic boarding schools located in East Java and West Java. These Islamic boarding schools were selected using purposive sampling with the criteria that they had begun to adopt technology in various aspects, such as administration, learning, or curriculum management. The research subjects involved 10 Islamic boarding school managers (kyai and management team), 15 teachers or ustadz who used technology in learning, and 30 Islamic boarding school students who had used technology-based applications or platforms in the teaching and learning process..

Data collection techniques are carried out through several methods. First, in-depth interviews were conducted with Islamic boarding school managers to understand their strategies for integrating technology and the challenges they faced. Teachers were

interviewed to explore their experiences in using technology in the learning process, while students were interviewed to explore the effectiveness of technology from their perspective. Second, direct observation was carried out to see the application of technology in daily activities at the Islamic boarding school, such as administration, learning and other activities. Documentation is also collected from internal Islamic boarding school documents, such as curriculum plans, administrative reports, and policies related to technology adoption, as well as device or application specifications such as E-Santren or TheHafiz.

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To ensure data validity, this research uses source triangulation by verifying findings from interviews, observations and documentation. In addition, member checking was carried out to ensure the accuracy of data interpretation by confirming the results of interviews with respondents. An audit trail is also implemented by documenting all research data in detail to ensure transparency and allow tracking back of the data that has been obtained. With this approach, research is expected to be able to provide a comprehensive picture of the technology integration process in the Islamic boarding school ecosystem, including the opportunities and challenges faced in this process.

RESULTS AND DISCUSSION

This research revealed various findings based on in-depth interviews, field observations, and documentation from the five Islamic boarding schools that were the objects of research. The research results are focused on identifying opportunities, challenges and strategies for implementing technology in the Islamic boarding school ecosystem.

Technology Integration Opportunities

Based on data from interviews, observations and documentation, it was found that technology integration provides a number of opportunities for Islamic boarding schools:

Technology has provided various opportunities to improve the quality of management and learning in Islamic boarding schools. In terms of administrative efficiency, the use of technology such as the E-Santren application helps Islamic boarding schools record student data, manage finances, and monitor academic activities in real-time with better accuracy. Apart from that, learning accessibility is increasingly open through digital platforms such as TheHafiz and Google Classroom, which make the teaching and learning process more interactive and flexible. Santri feel helped, especially in learning to memorize the Al-Qur'an and Arabic. On the other hand, several Islamic boarding schools have begun to integrate the Merdeka Curriculum, which provides flexibility to adapt learning to local needs and encourages innovation in teaching methods. Technology also supports the development of language competencies, such as English and Arabic, which are relevant for preparing students to face global demands. This initiative, as recognized by teachers, further enriches the learning experience at Islamic boarding schools. These opportunities are summarized in Table 1 below:

Table 1: Opportunities for Using Technology in Islamic Boarding Schools

Aspect	Identified Opportunities	Percentage of Islamic Boarding Schools that Utilize
Administrative Efficiency	Use of applications such as E-Santren for academic management, finance and monitoring of students.	80%
Learning Accessibility Flexible Curriculum	Adopt digital platforms such as TheHafiz and Google Classroom.	100%
	Implementation of the Independent Curriculum which integrates technology-based learning.	60%
Development of Language Competence	Use of interactive applications for teaching English and Arabic.	60%

Challenges in Technology Implementation

The results of interviews and observations revealed a number of challenges faced by Islamic boarding schools in integrating technology into management and learning processes. One of the main challenges is limited technological competence, especially in rural Islamic boarding schools. Teachers and students often have difficulty using digital applications due to a lack of training, with some teachers still relying on manual methods. In addition, there is resistance to change, especially from senior teachers who feel technology could disrupt Islamic boarding school traditions. Technological infrastructure constraints are also a big problem, especially in rural areas which face limited internet access and devices such as computers or smartphones. Islamic boarding schools also face difficulties in balancing the curriculum, namely integrating technology-based learning with the traditional curriculum which focuses on the yellow book. Observations show that Islamic boarding schools in rural areas rely more on simple tools such as projectors, while Islamic boarding schools in urban areas have made full use of digital platforms. These challenges are summarized in Table 2.

Table 2: Challenges of Technology Integration in Islamic Boarding Schools

Aspect	Identified Opportunities	Frequency Found
Limitations of Technological Competency	Teachers and students are less trained in using digital applications or platforms.	4 out of 5 Islamic boarding schools
Resistance to Change	Islamic boarding school managers feel that the adoption of technology can disrupt Islamic traditions and values.	3 out of 5 Islamic boarding schools
Technology Infrastructure	Several Islamic boarding schools in rural locations experience internet network problems and limited technological devices.	3 out of 5 Islamic boarding schools
Curriculum Balance	Difficulty in integrating technology-based curriculum with traditional yellow book-based curriculum.	5 out of 5 Islamic boarding schools

Technology Integration Strategy

Technology integration strategies have been implemented by several Islamic boarding schools to overcome the various challenges they face. One of the efforts made is technology training for teachers and students. Two Islamic boarding schools regularly

hold this training, the results of which show an increase in participants' abilities in using learning software and applications. Apart from that, partnerships with external parties are another strategic step. Three Islamic boarding schools have succeeded in collaborating with the government and the private sector to strengthen technological infrastructure, such as providing internet networks and hardware. A phased approach to the curriculum is also key to implementing technology. All Islamic boarding schools involved chose to start integrating technology into general learning before expanding it to faith-based learning, to ensure the adaptation process runs smoothly. These strategies are expected to support the sustainability and effectiveness of technology integration in Islamic boarding schools.

Comparison of Urban and Rural Islamic Boarding Schools
The research results show that there are significant differences between Islamic boarding schools in urban and rural areas. Islamic boarding schools in urban areas are more advanced in utilizing technology, thanks to adequate infrastructure support. In contrast, Islamic boarding schools in rural areas face more technical and cultural obstacles, even though they have great potential for development.

Table 3: Differences in Technology Adoption between Urban and Rural Islamic Boarding Schools

Category	Urban Islamic Boarding School	Rural Islamic Boarding School
Use of Technology	Management applications such as E-Santren and online learning via Google Classroom.	Manual learning, occasionally using a projector or simple tools.
Obstacle	Senior teachers' resistance to technology.	Limited devices and internet access.
Benefit	Increased administrative efficiency and interactive learning experience.	Technology has not been fully utilized.

The results of this research show that the integration of technology in the Islamic boarding school ecosystem brings great opportunities to improve the quality of education and operational efficiency, especially in urban Islamic boarding schools. However, challenges such as cultural resistance, infrastructure limitations, and technological competence hinder the process of equitable adoption. Strategies such as regular training, partnerships with external parties, and a gradual approach in integrating technology-based curriculum are important steps to overcome these obstacles and accelerate the digital transformation of Islamic boarding schools.

DISCUSSION
The integration of technology in the educational environment has become a major concern in various institutions, including Islamic boarding schools. In this context, Islamic boarding schools face unique opportunities and challenges, given their strong traditional nature. As a community-based Islamic educational institution, Islamic boarding schools have deep roots in traditional values centered on learning the yellow book and character development. However, increasingly rapid technological advances provide great opportunities to improve management efficiency and learning quality. Research shows that technology integration not only increases efficiency, but also enriches santri's learning experience by providing access to a wider range of educational resources (Prastyo, 2022).

In educational management theory, technology is referred to as a significant transformation tool to improve operational efficiency. The research results show that applications such as E-Santren have helped several Islamic boarding schools in increasing the efficiency of managing student data, financial management, and monitoring academic activities. This is in line with the view in the literature which states

that technology is able to automate administrative tasks, so that teaching staff and managers can focus more on curriculum development and learning (Huda, 2023). However, not all Islamic boarding schools are able to take full advantage of this opportunity, especially due to limited technological competence among teachers and students. Research by Huda emphasizes that training and development of digital skills for educators and students is very important to overcome this gap (Huda, 2023).

In educational technology studies, the accessibility of technology-based learning is an important indicator of the success of technology integration. Data shows that platforms such as TheHafiz and Google Classroom have succeeded in increasing the interactivity and flexibility of learning in Islamic boarding schools, especially in urban areas. This platform allows students to access learning materials anytime and anywhere, thus supporting an independent learning approach that is adaptive to individual needs. However, for Islamic boarding schools in rural areas, limited technological infrastructure is the main obstacle preventing the adoption of this digital platform. This strengthens the argument in the literature that digital inequality is still a significant issue in regions with unequal access to technology (Halili, 2023).

The Independent Curriculum approach adopted by several Islamic boarding schools shows flexibility and adaptation to the demands of the times. The theory of competency-based learning emphasizes the importance of adapting the curriculum to local and global needs. Research data shows that Islamic boarding schools that implement the Independent Curriculum are able to integrate technology-based learning with local needs. However, this integration often encounters obstacles when faced with the traditional yellow book-based curriculum. This illustrates the challenge in creating a balance between traditional values and modern innovation, a dilemma that has been widely discussed in Islamic education literature (Abdullah & Misbah, 2021).

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The integration of technology in learning also presents unique challenges regarding curriculum balance. The data shows that all Islamic boarding schools involved in this research try to gradually integrate technology in learning. This gradual approach is important to avoid greater resistance and ensure that technology is accepted as a support tool, not as a replacement for traditional methods. In educational literature, this gradual approach is referred to as an adaptation strategy, which allows institutions to adapt to change without sacrificing their core identity (Aliska, 2022; Nasution, 2020).

On the other hand, the difference between urban and rural Islamic boarding schools in terms of technology adoption is an interesting issue to discuss. Islamic boarding schools in urban areas tend to be more advanced in utilizing technology because of better access to infrastructure and resources. In contrast, Islamic boarding schools in rural areas still rely on simple equipment such as projectors. This inequality reflects the digital divide which is still a serious problem in the development of educational technology in Indonesia. The theory of digital inclusion emphasizes the

importance of equal access to technology to ensure that all educational institutions, including Islamic boarding schools, can obtain the same benefits (Uceng, 2023).

In the context of globalization, students' ability to master English and Arabic becomes very relevant. Data shows that the use of interactive applications helps improve language teaching in Islamic boarding schools. This is in line with the theory that technology can increase student motivation and involvement in language learning through more interesting and interactive methods. However, challenges remain in terms of ensuring that technology is used effectively to support learning, not simply as an additional tool that is poorly integrated with the main curriculum (Indra, 2019; Indrasari et al., 2024).

From the overall findings, it appears that Islamic boarding schools that are successful in overcoming the challenges of technology integration are those that are able to develop context-based strategies. Approaches such as regular training, partnerships with external parties, and gradual curriculum integration have proven effective in supporting this transformation process. However, it is important to note that this success is greatly influenced by the commitment of Islamic boarding school managers in adopting change. In educational management literature, adaptive and visionary leadership is mentioned as a key factor in the success of institutional transformation (Sriani, 2022).

Technology integration in Islamic boarding schools is a complex process, involving various challenges and opportunities. Although there are obstacles such as limited infrastructure, resistance to change, and the digital divide, the right strategies can help Islamic boarding schools overcome these challenges and leverage technology to improve the quality of education. With an adaptive and inclusive approach, Islamic boarding schools have the potential to become models of modern Islamic education that still maintain traditional values. This study provides valuable insights into how theory and practice can combine to create meaningful transformation in community-based education such as Islamic boarding schools.

CONCLUSION

Technology integration in Islamic boarding schools offers significant opportunities to improve the quality of education, although challenges such as limited infrastructure and resistance to change still exist. This study shows that Islamic boarding schools that successfully adopt technology are those that implement context-based strategies, including regular training and partnerships with external parties. For further research, it is recommended to explore the long-term impact of technology integration on students' learning and to develop more inclusive models in addressing the digital divide. Personally, this study strengthens the belief that technology can be an effective tool in Islamic education if integrated wisely.

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