

# Pesantren Education Management: The Transformation of Religious Learning Culture in the Age of Disruption

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## Info Artikel

## Abstract

### Keywords:

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In recent decades, technological disruption has brought significant changes to various aspects of life, including education. Amidst this development, Pesantren-based education, a traditional education model, faces significant challenges in maintaining its identity, especially in maintaining religious culture-based learning. This study focuses on the complex dynamics between Pesantren traditions and religious values and the impact of technological disruption in education management at various levels, such as Raudhatul Athfal, Madrasah Ibtidaiyah, Tsanawiyah, and Aliyah. As part of the approach to Pesantren-based education management, the aim is to uncover the transformation of religious culture learning in the era of disruption, which will then serve as the basis for creating a relevant and adaptive education model. The research method used is qualitative, with in-depth case studies conducted in several Pesantrens. This design is selected based on the phenomenon's complexity involving a combination of traditional and modern aspects in the transformation of religious learning. Data collection techniques involve participatory observation, in-depth interviews with Pesantren leaders, teachers, and students, and document analysis of Pesantren policies and curricula. The study results indicate the importance of developing an Islamic education model responsive to technological advances while maintaining the traditional values of Pesantrens. Integrating modern management, technology, and religious values produces relevant and adaptive education in technological disruption. This study provides an essential contribution to creating an inclusive, dynamic Islamic education that maintains the essence of religious values amidst the development of the times.

### Kata Kunci:

Manajemen Pendidikan Pesantren, Transformasi Religious Culture, Disrupsi.

### Abstrak

Dalam beberapa dekade terakhir, disrupsi teknologi telah membawa perubahan signifikan pada berbagai aspek kehidupan, termasuk dalam bidang pendidikan. Di tengah perkembangan ini, pendidikan berbasis pesantren yang dikenal dengan model pendidikan tradisional menghadapi tantangan besar dalam mempertahankan identitasnya, khususnya dalam menjaga pembelajaran berbasis religius culture. Penelitian ini berfokus pada dinamika kompleks antara tradisi pesantren, nilai-nilai keagamaan, dan dampak disrupsi teknologi dalam manajemen pendidikan di berbagai jenjang seperti Raudhatul Athfal, Madrasah Ibtidaiyah, Tsanawiyah, dan Aliyah. Tujuannya adalah untuk mengungkap transformasi pembelajaran budaya religius (religious culture) di era disrupsi sebagai bagian dari pendekatan manajemen pendidikan berbasis pesantren, yang kemudian diharapkan menjadi dasar untuk menciptakan model pendidikan yang relevan dan adaptif. Penelitian ini menggunakan desain kualitatif dengan studi kasus. Pemilihan desain ini didasarkan pada kompleksitas fenomena yang melibatkan perpaduan aspek tradisional dan modern dalam transformasi pembelajaran religius. Teknik pengumpulan data melibatkan observasi partisipatif, wawancara mendalam dengan pimpinan pesantren, pengajar, dan santri, serta analisis dokumen terkait kebijakan dan kurikulum pesantren. Hasil penelitian menunjukkan pentingnya pengembangan model pendidikan Islam yang responsif terhadap kemajuan teknologi, sekaligus

*mempertahankan nilai-nilai tradisional pesantren. Integrasi antara manajemen modern, teknologi, dan nilai-nilai keagamaan menghasilkan pendidikan yang relevan dan adaptif di era disrupsi teknologi. Penelitian ini memberikan kontribusi penting dalam menciptakan pendidikan Islam yang inklusif, dinamis, dan tetap menjaga esensi nilai-nilai religius di tengah perkembangan zaman.*

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## INTRODUCTION

In recent decades, technological disruption has brought significant changes to various aspects of life, including education. Amidst this development, Pesantren-based education, a traditional education model, faces significant challenges in maintaining its identity, especially in maintaining religious culture-based learning. Previous research on Pesantren education management shows that Pesantrens have limited adaptive capabilities to technological developments. For example, research by Zamroni found that although Pesantrens have the potential to develop educational management based on religious values, the lack of utilization of modern technology is one of the main obstacles in implementing religious culture-based learning in the era of technological disruption (Zamroni, 2011). Furthermore, research conducted by Suyanto indicates that the transformation of religious learning in Pesantrens has not yet touched on the solid integration between traditional values and modern educational management approaches (Mufron, 2020; Mukhlisin, 2009). This creates an empirical gap in developing an educational management model that can bridge the traditions of Pesantrens with the demands of the digital era. An adaptive and relevant Pesantren-based educational management model for technological developments is rarely found in the literature (Budiyanto, Hartono, & Munirah, 2022)

The current social situation reflects the complex dynamics between the traditions of Pesantrens, religious values, and the impact of technological disruption on society, especially in the field of educational management from various lines and levels such as Raudhatul Athfal, Madrasah Ibtidaiyah, Tsanawiyah, and Aliyah. This is in line with Ngalim Purwanto's (2019) research on educational management, contemporary views, and Islamic learning, which can provide a conceptual foundation for the world of education. Meanwhile, the research of Yusuf Qardhawi (2017) and Zainuddin MZ (2020) discusses the role of pesantrens in maintaining religious values by involving management theories from Peter Drucker (2009) and the educational transformation model compiled by Michael Fullan (2016). So, this article has the potential to bring innovative ideas in educational management that are responsive to the challenges of the times. To summarise, understanding the values of Pesantrens and religious learning is considered a modern educational management strategy. This research is expected to significantly contribute to educational thinking and practice amid technological disruption.

In the face of increasingly rapid technological advances, all sectors are faced with the demand to innovate to maintain their existence. The millennium era requires every sector to innovate for its survival. When Islam and its sharia are attacked and faced with attacks, Muslims need to take action according to their respective scientific specializations. Therefore, Islamic religious education in the era of disruption is critical in terms of sociology, academics, nature, and content. The urgency of Islamic education in the era of disruption cannot be ignored; it requires treatment that can prove its success.

Disruption refers to significant changes that can change how an industry operates. Clayton M. Christensen, a professor of business administration at Harvard University, introduced

this term. Disruption occurs because of significant technological discoveries that affect the course of an industry, causing it to not run as usual. In previous studies on "Pesantren-Based Education Management: Transformation of Religious Culture Learning in the Era of Disruption," several trend maps or large groups can be identified in the literature. First, several studies, such as those conducted by Abdullah (2018) and Salim (2019), tend to focus on the traditional aspects of Pesantrens in maintaining the integrity of religious values. Second, research conducted by Fatimah (2020) and Alwi (2021) emphasizes the impact of technology on learning in Pesantrens. In addition, research by Sulaiman (2017) and Rahmawati (2019) discusses Islamic education management in general.

In addition, this study emerged as a direct response to the gap in previous studies related to pesantren-based education management, especially in transforming religious culture learning in the era of disruption. This study aims to fill the knowledge gap that is still inadequate regarding integrating education management and technology in education management. Several previous studies have focused more on the traditional aspects of pesantren or technology separately, without paying adequate attention to how both dimensions can complement each other and positively impact education management. By identifying this gap, this study seeks to provide a unique contribution by detailing how pesantren-based education management, combining aspects of traditional and modern values, can be the key to creating relevant and dynamic education amid technological disruption. Thus, the specific objectives of this study are to explore and understand in depth the relationship between pesantren-based education management, learning transformation, and the sustainability of pesantren's religious and cultural values in facing the dynamics of the times.

This study aims to uncover and prove that the transformation of religious culture learning in the era of disruption is part of the approach to Pesantren-based education management. So that this will be the basis for creating a relevant and adaptive education model. The main argument that wants to be proven is that Pesantrens, as Islamic educational institutions, can transform by utilizing the principles of modern management and technology. In this context, innovative education management is expected to maintain the essence of Pesantren's religious and cultural values by aligning itself with the changing times. So that the essence of the values of goodness in education will survive and never fade. The transformation of learning that utilizes technology is directed to increase knowledge absorption, expand access to information, and enrich students' learning experiences from various lines and levels without sacrificing religious values. By proving the ability of Pesantrens to adapt new methods and technologies, this study contributes to the understanding that Pesantren-based education management is not only about maintaining ancient traditional values but also creating space for the development and continuity of sustainable education in the era of disruption.

## **RESEARCH METHODE**

In the research on managing religious culture education in the era of disruption based on Pesantrens, the approach used is a case study (Bogdan & Bilken, 1992; "Doing Qualitative Research in Education Settings," 2023). This study aims to deeply understand the practice of education management in Pesantrens when facing changing times. The data for this study consists of two main types, namely primary and secondary data. Primary data was obtained through in-

depth interviews with Pesantren stakeholders such as leaders, teachers, and students, participant observation of educational activities in Pesantrens, and collection of internal Pesantren documents. Meanwhile, secondary data involves the analysis of official Pesantren documents related to education policies, curriculum, and evaluation, as well as literature studies related to education management and religious education in the era of disruption.

Data collection techniques include in-depth interviews, participant observation, and documentation (Creswell & Poth, 2018; Huberman & Miles, 2002). Data analysis was carried out using the Miles Huberman interactive model, which includes the stages of data condensation to summarise critical information, data display to display data clearly, and conclusion drawing/verifications to conclude the data that has been analyzed and verify it with Pesantren stakeholders (Miles, M.B, Huberman, A.M, dan Saldana, 2014). With this approach, it is hoped that the research can provide a comprehensive understanding of educational management in Pesantrens in the context of the era of disruption and produce relevant recommendations for the improvement and transformation of Pesantren education.

## **RESULT AND DISCUSSION**

### **Religious Education Management Culture in the Era of Disruption Based on Pesantren s**

Educational management plays a crucial role in facing the challenges of education in the current era of globalization and disruption. Education is considered a long-term investment in human resources, and Indonesia needs to prepare human resources that are professional, strong, and ready to face global challenges. Good quality education indicates a country's progress, and the Indonesian Ministry of Education and Culture is committed to creating a golden generation by 2045. In the context of educational management, leadership plays a central role. Educational leadership can be understood as a process, a human collectivity, or a science and art. As a process, leadership emphasizes how people work together to achieve goals effectively and efficiently. Leadership can also be viewed as a human collectivity, where groups work together to achieve common goals. Scientifically and artistically, leadership involves the relationship between leadership and its principles.

Educational management in Pesantrens has its challenges, especially in managing human resources that continue to grow. Educational transformation in Pesantrens needs to consider the role of internal change agents, who manage resources effectively to achieve goals. Human resource development in Pesantrens includes organizational design, organizational development, career planning, human resource planning, performance systems, compensation, salaries, and employee archiving. Building a global-minded organization is the main focus, where each member, especially educators, and education personnel, must have intelligence, social skills, action, imagination, flexibility, enthusiasm, and the ability to overcome obstacles. The leadership of the pesantren, especially the caretaker, or kiai, has a vital role in implementing leadership. The leader of the Pesantren must meet Al-Farabi's requirements, namely ability, skills, integrity, and in-depth knowledge.

Pesantren education should also be integrated into the national education system to provide flexibility in individual education. However, to achieve stable leadership restructuring, pesantren must overcome several challenges, such as technological and knowledge weaknesses, standardization of the education system, and authority gaps. Religious culture learning becomes an integral part of Pesantren education, where religious values are instilled through various

activities such as congregational prayer, infaq, 5S principles, tadarus, and tahfidz. Integrating religious culture into the curriculum is essential to form students' characters that balance solid faith and active involvement in social and national life.

The transformation of sustainable education in Pesantrens faces several challenges, but educational management has a crucial role in ensuring the sustainability and relevance of learning. Collaboration with other educational institutions, local communities, and industry is essential. Pesantrens can also contribute to participation in changes to the national education system and become centers of innovation and educational research—the importance of integrating spiritual culture into the focus in shaping better student personalities. Through the role of all parties, including the government, school environment, parents, and educators, spiritual culture can shape a generation that is moral, intelligent, and sustainable in the era of disruption.

Good education can produce professional, strong, and ready-to-use human resources. In addition, superior education is considered a measure of a country's progress. The Indonesian Ministry of Education and Culture is trying to educate the golden generation in 2045. The goal is to realize a quality, advanced, independent, modern Indonesian society. One of Indonesia's commitments to the Sustainable Development Goals (SDGs) is the goal of superior education. However, education management must be balanced to achieve a good education.

Leadership is usually described as a group of people who are responsible for directing the efforts and activities of others to achieve common goals. There are three different ways to view leadership: as a process, a human collective, or a science and art. As a process, leadership emphasizes how people work together to achieve goals effectively and efficiently. Leaders must combine, coordinate, and mobilize resources to achieve organizational goals. Leadership can also be described as a human collective in which people work together to achieve common goals. In science and art, leadership involves the relationship between leadership and its principles (Geier, 2016). The terms “educational leadership” and “educational administration” differ in the context of education. Educational administration includes cooperating with resources to achieve educational goals effectively and efficiently. This is called educational leadership. Educational leadership is often defined as activities, utilization of resources, and efforts to achieve specific goals. According to each perspective, the scope of educational leadership can be divided into three parts.

**Table 1 Scope of Educational Management**

<b>Working Area</b>	<b>Object of Work</b>	<b>Activity Function</b>
1. Overall Management of the Country	1. Student Management	1. Making a Plan
2. Managing a Province	2. Management of Educational Governance	2. Organizing
3. Managing a Work Entity	3. Facilities and Infrastructure Management	3. Guide
4. Classroom Management	4. Management of Education Implementation	4. Exploring Coordination
	5. Financial Management	5. Channeling Communication
	6. Community Savings Fund Management	6. Monitor/Assess

The quality of education continually evolves with societal changes, requiring educational institutions to have effective change agents who drive innovation and manage resources to meet goals. In this context, human resources, especially educators and staff, face qualifications, training,

professional growth, and performance challenges. To meet educational standards professionally, they need thorough guidance. As a traditional educational institution, Pesantren must remain dynamic to align its goals with community needs. Effective human resource management in Pesantren focuses on organizational development, career planning, performance management, compensation, and organizational processes to support continuous improvement and adaptation.

Pesantren education management significantly contributes to national education (Ferawati, Ferawati, Ghani, 2022; Hasyim, 2020; Ridwan, 2022). Parents have the responsibility to continue to do so in line with the principles of the dynamics of the times and the flexible needs of society. Several aspects of the role of Pesantren education management in the context of national education can be described as follows: (1) Integration of Religious and National Values: Pesantren education management needs to play a strategic role in ensuring the curriculum integrates religious values with national values. This aims to ensure that Pesantren graduates have a balanced character between solid faith and active involvement in social and national life. (2) Development of Educational Leadership: Pesantren education management can help develop quality educational leadership, especially for Kyai or Pesantren caretakers. Structured leadership development and coaching help Pesantrens become more dynamic and responsive centers of education to the development of national education needs. (3) Participation in Changes to the National Education System: Pesantren can contribute to its participation in changes to the national education system. By understanding the needs and demands of national education, pesantren can contribute constructive ideas and partner in formulating education policies. (4) Implementing the Principles of Islamic Education Management: Applying Islamic educational management principles, such as sincerity, honesty, trustworthiness, fairness, responsibility, dynamic, practicality, and flexibility, can help Pesantrens become more effective educational institutions. Educational management based on Islamic principles can also positively contribute to harmonizing religious and national values. (5) Formation of Student Character: Pesantren education management plays a vital role in shaping students' character. By emphasizing aspects such as integrity, initiative, intelligence, social skills, action, imagination, flexibility, and enthusiasm, Pesantrens can produce graduates who are not only academically intelligent but also have strong personalities (Maksum, 2016; Rohman & Muhtamiroh, 2022; Yusuf, 2021). (6) Development of Educator and Education Personnel Skills: Pesantren education management can focus efforts on developing the skills of educators and education personnel. This includes training, coaching, and professional development to improve their qualifications and performance and positively impact the quality of Pesantren education and, more broadly, national education. (7) Collaboration with Other Educational Institutions: Through effective education management, Pesantrens can establish cooperation with other educational institutions, both at local, national, and international levels. This collaboration can create mutually beneficial synergies in improving the quality of education and enriching the educational experience for students. Moreover, (8) Educational Innovation and Research: Pesantren education management has a role in stimulating innovation and educational research within the institution. By encouraging research and innovation activities, Pesantrens can become centers for developing new methods and approaches that other educational institutions can adopt. By combining intelligent educational management, integration of religious values, and collaboration with various parties, Pesantrens has great potential to become an inspiring model for sustainable educational transformation in Indonesia.

Educational management plays a vital role in shaping Indonesia's future education, especially in meeting globalization challenges that require transparency and competitiveness. Education is a long-term investment in human resources, crucial for the nation's development, to create a "golden generation" by 2045 as part of Indonesia's commitment to the Sustainable Development Goals (SDGs). Education leadership is multifaceted, encompassing collaboration and efficient resource management to achieve educational goals. Educational management spans various levels, from national to classroom management, covering student management, governance, facilities, finance, and more, with functions like planning, implementation, guidance, coordination, communication, and evaluation.

Pesantren education requires particular attention, especially in managing human resources, such as educators and staff, who face challenges in qualifications, professional development, and performance. Effective management is necessary for Pesantren to adapt to environmental and community needs, and leadership in this context emphasizes qualities like ability, integrity, and deep knowledge. The principles of Islamic education management, such as sincerity, honesty, and trustworthiness, are fundamental in guiding Pesantren's education leadership.

Religious Culture Education Management in Pesantren aims to blend traditional Islamic values with modern technology and management approaches to keep these institutions relevant in the era of disruption. Historically, Pesantren emphasizes religious education rooted in spiritual, moral, and ethical practices. However, with technological advancements transforming education, Pesantren faces the challenge of adapting while preserving its identity. Traditionally structured, Pesantren curricula and management must now incorporate technology-based learning, digital literacy, collaboration, and critical thinking skills. This shift requires a flexible, innovative approach that maintains the core values of moral formation and Islamic teachings, aligning Pesantren with modern educational needs without sacrificing their foundational identity.

Some steps taken in religious culture-based education management in this era of disruption are (1) Integration of Technology in Management and Teaching: Pesantren has begun to use information technology to support the administration and learning processes. Technology-based management systems such as Learning Management Systems (LMS) or online learning applications have begun to be implemented but remain within the framework of religious values. (2) Adapting the Curriculum to the Needs of the Times: The Pesantren curriculum, which previously focused more on teaching yellow books, began to be combined with contemporary subjects, such as digital literacy, Islamic economics, and other general knowledge. The goal is for Pesantren graduates to have relevant competencies in the modern era. (3) Guidance for Teachers and Students in Digital Literacy: The Pesantren realizes that technology cannot be avoided. Therefore, efforts to provide digital literacy for teachers and students are part of educational management. However, the use of technology remains within a framework that supports Islamic ethical values, such as the wise use of social media.

## **The Process of Integrating Traditional and Modern Values in the Era of Technological Disruption in Religious Education**

Integration between traditional and modern values in religious education in Pesantren is the primary key to maintaining a balance between maintaining religious heritage and following the development of the times. This integration process occurs in several ways: (1) Dualism Approach in Curriculum: The modern pesantren curriculum combines teaching religious sciences (Tafaquh fi Addin) with general knowledge relevant to today's needs. While traditional subjects are still taught, modern technology and science are also introduced, creating a balance between the two. (2) Selective and Ethical Use of Technology: Technology is not simply adopted in its entirety but is selected to align with Islamic ethical principles. For example, technology is used to access broader learning resources and spread da'wah while maintaining moral boundaries. (3) Transformation of Learning Methods: Pesantren has begun implementing blended learning methods combining face-to-face and online learning. This allows for a more interactive teaching process without abandoning traditional approaches, such as halaqah or book study.

## **Pesantren-Based Educational Management Model: Transformation of Religious Culture Learning in the Era of Disruption**

The pesantren-based education management model that can transform religious culture learning in the era of disruption is a flexible, adaptive model based on integrating traditional values with modern technology. Here are the main elements of this model: *First*, Value-Based Management: This model places Islamic values as the foundation in decision-making, curriculum management, and interactions within the pesantren environment. Although technology is adopted, each implementation is strictly checked to ensure it is by religious principles. *Second*: Strengthening the Capacity of Teachers and Students: This model emphasizes the importance of increasing the capacity of teachers and students in terms of technology. Teachers must be equipped to manage online classes while students are taught technological skills relevant to current developments without neglecting traditional lessons. *Third*, Implementation of Flexible and Adaptive Management:

This model allows Pesantrens to adapt to external changes without changing the essential character of the institution. This adaptive management can include periodic revision of the curriculum, the use of digital platforms for the learning process, and openness to innovations that do not conflict with Islamic values. *Fourth*, Collaboration with the Modern World: Pesantren is not only a center for religious teaching but also collaborates with the modern world, such as working with general educational institutions, technology companies, or other relevant sectors. This aims to create graduates who can adapt to various fields but still uphold Islamic principles. With a transformational education management model, Pesantrens are expected to survive technological disruption and develop into relevant, responsive institutions rooted in a strong religious culture.

## **Discussion**

### **Religious Education Management Culture in the Era of Disruption Based on Pesantrens**

Religious Culture Education Management in the Era of Disruption Based on Pesantrens is an approach that integrates the traditional values of Pesantrens with modern technology and management in the context of Islamic education (Khoiruddin & Zuhdi, 2019; Ruslan & Irham, 2022; Sholehuddin, Munjin, & Adinugraha, 2021; Syarif, 2017). As a long-established Islamic



educational institution, Pesantren emphasizes education based on religious values, especially religious culture, which includes spiritual, moral, and ethical aspects in everyday life (Daheri, Warsah, Morganna, Putri, & Adelia, 2023; Saimima, 2022). However, in this era of technological disruption, Pesantrens face a significant challenge to remain relevant and competitive without ignoring their traditional identity.

Educational management in Pesantrens is generally tradition-centric, where the curriculum, teaching methods, and institutional management often adhere to old patterns. With the entry of the era of technological disruption, the global education system has experienced a significant shift, such as the emergence of technology-based learning methods, curriculum digitalization, and the need for 21st-century skills that emphasize digital literacy, collaboration, and critical thinking. This transformation requires Pesantrens to adopt a more flexible and innovative approach to their management systems.

Pesantren, as one of the oldest Islamic educational institutions in Indonesia, is known for its traditional approach that emphasizes education based on religious values, especially religious culture. Spiritual, moral, and ethical aspects are the main focus of education in pesantren (Khoiruddin & Zuhdi, 2019; Ruslan & Irham, 2022; Sholehuddin et al., 2021; Syarif, 2017). However, the era of technological disruption brings new challenges to this traditional education system. Pesantren must remain relevant to an increasingly digitalized world while maintaining its traditional identity.

Educational management in Pesantrens is still tradition-centric, where teaching methods and institutional management tend to maintain old patterns that focus on direct religious teaching. The entry of the era of technological disruption, where digitalization and 21st-century literacy are significant, encourages Pesantrens to transform, especially in educational management. Essentially, pesantrens must combine Islamic traditions with modern technology to remain relevant amidst changing times.

### **Integration of Technology in Management and Teaching**

The use of technology in education, including in preschool, can be seen by implementing technology-based learning management systems, such as the Learning Management System (LMS). In this context, technology can facilitate the management of Pesantren administration, distribution of learning materials, and facilitating distance learning for students who cannot be physically present. For example, many teachers have started using digital applications and platforms to distribute teaching materials; even studies of yellow books can now be accessed online (Barizi, Isroani, & Jamilah, 2023; Iskandar et al., 2023).

In the perspective of Talcott Parsons' Social System Theory, Pesantrens that integrate technology into educational management are an example of an adaptation process, where this traditional institution makes adjustments to remain relevant to the social and technological developments around it. The adaptation function in Parsons' theory emphasizes how a social system such as Pesantren must be able to adapt to changing external conditions. Here, technology plays a role as a tool of adaptation without eliminating the religious and cultural identity that has existed for centuries. (Lischka-Schmidt, 2023; Shodiq, 2023; Weiss & Gomes Neto, 2021)

### **Adapting the Curriculum to the Needs of the Times**

In this modern era, Pesantrens graduates are expected to understand religious knowledge in depth and have skills relevant to the times' development. Therefore, many Pesantrens have begun integrating more contemporary curricula, such as digital literacy (Barrios-Rubi & Espitia, 2023; Kholifah, 2022), Islamic economics, and general science. This approach allows students to have competencies that the needs of the world of work in the modern era without having to leave their Islamic identity.

Kurt Lewin's Change Management Theory provides a framework for understanding how these changes can be made. Lewin describes three stages of change: unfreezing, changing, and refreezing (Axelrad, 1951; Eysenck & Lewin, 1952). In the unfreezing stage, students begin to open themselves to the need for change in the curriculum by adding more relevant subjects. In the changing stage, Pesantrens modify the curriculum, and in the refreezing stage, the integration of religious knowledge and contemporary knowledge becomes a permanent part of the Pesantren education system. (Khoirurrijal, Fadriati, Sofia, Anisa Dwi Makrufi, Sunaryo Gandi, Abdul Muin, 2022; Nanang Qosim, 2019).

If Parsons focuses on the function of adaptation in social systems, then Lewin provides a more detailed model of change in the context of change management. In this case, Pesantren is a social system that adapts to remain relevant. At the same time, changes in curriculum and learning methods are part of a more extensive transformation process according to the stages proposed by Lewin. Both complement each other in understanding how Pesantrens can adopt technology without abandoning their identity (Ali Nur Aida, Maryam, Febiola, Agami, & Fawaida, 2020; Iskandar et al., 2023; Marzuki & Yusuf, 2019; Prideaux, 2003).

### **Guidance for Teachers and Students in Digital Literacy**

Pesantren also realized that digital literacy is inevitable in the era of disruption. Therefore, teachers and students must be trained to use information technology in learning and daily activities. One of the main challenges in using technology is how it can be used ethically according to Islamic values. Pesantrens emphasizes the wise use of technology and social media so that students are technically proficient and morally and ethically knowledgeable.

The Transformational Leadership Theory introduced by Bernard M. Bass can be used to explain the critical role of the *kai* as a leader in this transformation process. (Geier, 2016; J. M. Longshore, 2011; John M. Longshore & Bass, 1987) *Kyai*, as a spiritual authority figure in Pesantrens, must be an agent of change who can lead adaptation to technology without losing focus on religious values. *Kyai* plays an essential role in providing direction and inspiration to teachers and students on how technology can be used to strengthen Islamic values, not the other way around (Marzuki & Yusuf, 2019; Wahidah, 2022). In Peter Drucker's theory of knowledge workers, technology enables teachers and students in Pesantrens to become relevant knowledge-based workers in the information age (Álvarez Campos, 2023; Azzahra, 2020; Drucker, 2004). Drucker sees technology as a means to increase productivity and efficiency, which aligns with the vision of transformational leadership, where *Kyai* leads this change with a clear and inspiring vision. Both theories focus on human development and how technology can aid that process.

Religious culture-based education management in Pesantrens faces significant challenges in the era of technological disruption. Pesantrens must be able to integrate modern technology into their management systems without ignoring traditional Islamic values. By applying theories of social adaptation, management change, and transformational leadership, Pesantrens can become

an educational institution that remains relevant and competitive in the modern era without losing its identity and religious values that have become its hallmarks. (Hadie Efendy, 2018; Khadavi, 2023; Lakomski & Evers, 2020)

### **The Process of Integrating Traditional and Modern Values in the Era of Technological Disruption in Religious Education**

Integrating traditional and modern values in religious education in Pesantrens is crucial to balance preserving religious heritage and adapting to current developments. This integration process can be analyzed in three main ways (Fajriani, 2021; Kusnandi, 2017; Taulabi, 2015): a dualism approach in the curriculum, selective and ethical use of technology, and transformation of learning methods.

#### ***Dualism Approach in Curriculum***

The dualism approach in the curriculum that combines the teaching of religious knowledge (Tafaquh fi Addin) with general knowledge is essential in modern education, especially in the pesantren education system. This combination aims to create a balance between preserving religious values and adapting to the development of modern science and technology. This approach is based on the belief that effective education must encompass a variety of disciplines to produce individuals who think critically, are adaptive, and can contribute to society.

As proposed by John Dewey, it emphasizes the importance of comprehensive education involving various disciplines. According to Dewey, education must facilitate forming individuals who are independent, creative, and able to think critically in facing the complexities of modern society (Gao & Lu, 2023; Riddle, 2022). Dewey argued that education should not only focus on the transfer of knowledge but must also shape the character and ability of individuals to adapt to rapid social and technological changes. This pluralism is relevant in the context of Pesantren education. Religious knowledge remains the primary foundation, but general knowledge and modern skills such as technology, science, and society must also be taught to prepare students to face global challenges. This integration provides opportunities for students to apply religious teachings in everyday life with broad knowledge relevant to the modern world (Lubis, Husti, & Mustofa, 2023; Maulani, Umasih, & Rochalina, 2021).

In the context of Pesantrens, this integration model bridges traditional Islamic values and modern developments. Modern Pesantrens implement a curriculum that combines Tafaquh fi Addin with general knowledge. With subjects such as mathematics, science, information technology, foreign languages, and religious studies, students are invited to view life more comprehensively and holistically. According to Hasan Langgulung, Pesantrens must adopt a curriculum approach adaptive to global change without abandoning Islamic principles.

The thoughts of Syed Muhammad Naquib al-Attas stated that Islamic education should aim to form a human being who is balanced between intellectual, spiritual, and moral. Al-Attas argued that religious knowledge and general knowledge cannot be separated because both play a role in forming insan kamil, a perfect human being in the perspective of Islam Islam (An-Naim, 2010; Johnston, 2009; Parray, 2010). Education in Parus allows students to have significant scientific skills and strong faith so that they are ready to face the challenges of the times.

Integrating traditional and modern values in the religious education curriculum can also be seen as a dialogue between tradition and modernity. In this process, religious education preserves traditional religious values and updates its teaching approach by utilizing modern science. For example, Pesantrens adopts educational technology such as online learning, digital learning resources, and blended learning methods to enrich the teaching process. This allows the curriculum to remain relevant and responsive to the demands of the digital world.

Freire emphasized that education should encourage students to engage critically in learning, not just become passive recipients of knowledge. In the context of Pesantrens, students not only study religious knowledge textually but are also trained to apply these teachings in real life and interact with modern challenges, such as technological developments and global issues.

The implementation of the dualism approach in the curriculum presents several challenges. First, there is a concern that the focus on general knowledge may reduce the intensity and quality of religious education in Pesantrens. In addition, competent human resources in both fields are needed to implement this integrative curriculum effectively. Sheikh Yusuf al-Qaradawi emphasized the importance of maintaining balance in the curriculum so that teaching religious knowledge and general knowledge do not negate each other.

However, the approach presents an excellent opportunity for Pesantren education. By combining religious knowledge and general knowledge, students can be prepared not only to become religious experts but also professionals in various fields so that they can contribute more widely to society. This also strengthens Pesantrens' relevance in the era of globalization, where technical skills and a deep understanding of religion are in great demand.

The dualism approach in the curriculum that combines the teaching of religious knowledge with general knowledge is a strategic integration model in the context of modern education, especially in the pesantren environment. By adopting the theory of educational pluralism, pesantren can create individuals who are critical, adaptive, and have strong characters while maintaining their religious identity. Implementing this model requires balance and adequate resources, but the benefits for students and society are significant.

### ***Ethical Use of Technology & Transformation of Learning Methods***

The use of technology in religious education must be done selectively and under Islamic ethical principles. In the study of digital literacy, it is emphasized that technology should be a tool that supports educational goals, not a threat to existing values (Jonassen, 2010). In Pesantrens, technology can access broader learning resources, enrich students' learning experiences, and spread *da'wah* more effectively. However, it is essential to maintain moral boundaries in the use of technology (Dewantara, 2021). For example, teachers and students must be equipped to assess information from the internet and use technology responsibly.

With this approach, technology is seen as a tool to strengthen religious values. Integrating traditional and modern values through technology can create a dynamic and interactive learning environment where students receive information and are actively involved in learning.

The transformation of learning methods in Pesantrens, primarily through implementing blended learning, provides an opportunity to combine face-to-face teaching with online learning. A varied and interactive learning approach can increase student motivation and engagement. (Dziuban, Graham, Moskal, Norberg, & Sicilia, 2018). Blended learning allows students to learn independently while still getting guidance from teachers, integrating traditional methods, such as

halaqah, with digital platforms. In this way, students are exposed to religious teachings and trained to think critically and creatively in responding to modern issues. This method provides flexibility in learning, allowing students to access materials anytime and anywhere while maintaining the direct interaction essential in religious education. Through this experience, students can internalize traditional values while being open to the updates needed in a modern context.

Integrating traditional and modern values in religious education in Pesantrens is an important step to ensure the relevance of education in the era of technological disruption. The dualism approach in the curriculum, the selective and ethical use of technology, and the transformation of learning methods are critical elements in achieving this integration. In this way, Pesantrens preserves religious values and prepares students to face the challenges and dynamics of the ever-changing era.

The era of disruption demands transformation in education, and the concept of continuing education is essential to ensure the sustainability and relevance of learning. Religious culture learning integrated with Pesantren education management is expected to be a vehicle for transformation that can respond to challenges in the era of disruption. Continuing education reflects a new paradigm in education, where learning focuses on mastering knowledge, character development, and the sustainability of traditional values. Continuing education encourages learners to continue learning throughout life and integrates religious and cultural aspects.

Learning about religious culture is an essential foundation in continuing education. Integrating religious values, ethics, art, and cultural traditions can motivate students to implement life and build strong characters. As educational institutions with unique religious and cultural approaches, Pesantren can become agents of transformation in continuing education. By adopting an inclusive curriculum, parents can form academically intelligent students with solid characters (Rohman & Muhtamiroh, 2022; Soleha, 2018).

The role of Pesantren education management is the key to the success of sustainable education transformation. Effective management must combine local wisdom, technology, and global needs without sacrificing the essence of religious and cultural values that characterize Pesantrens. Sustainable education transformation requires holistic human resource development (Aryati & Suradi, 2022; Djalilah, Muzakar, Suhardi, & Kartiko, 2024). Pesantren education management needs to ensure that teachers and education personnel have competencies that are not only academic but also in supporting religious and cultural aspects. Collaboration and external involvement are essential strategies for realizing sustainable education in Pesantrens.

Collaboration with various parties, such as educational institutions, local communities, and industry, can bring additional experience and resources that support sustainable education. Although faced with the challenge of adapting to technological developments and global dynamics (Huda, Arif, Rahim, & Anshari, 2024; Sain, Serban, Abdullah, & Thelma, 2025). Pesantrens have an excellent opportunity to become centers of sustainable education that make a real contribution to forming a moral, intelligent, and sustainable generation in the era of disruption. With innovative management, Pesantrens can become an inspiring model in realizing the transformation of sustainable education in Indonesia (Arif, Aziz, & Abdurakhmonovich, 2024; Masturin, 2022, 2024).

### ***Religious Culture Learning in the Era of Disruption***

Religious culture has long existed in education, but practical instillation efforts require serious handling from various parties. By definition, religious culture refers to two words: religion and culture. Religion refers to things related to religious values, while culture is related to habituation. Therefore, based on this definition, religious culture can be interpreted as the habituation of religious values carried out by schools to shape the mindset of students, both in the school environment, family, and society. (Khadavi, 2023; Khoiruddin & Zuhdi, 2019; Wagner & Benavente-Mcenerly, 2008)

To improve students' character, the model of habituation of religious values can be applied in various activities, such as performing obligatory prayers in congregation, encouraging sunnah prayers, encouraging the habit of giving alms, implementing the 5S principle (smile, greeting, greeting, polite, and courteous), supervising tadarus and tahfidz, and many more. To make religious culture a program and an essential means to prepare a quality generation, these activities should be a shared responsibility (Aziz, Nasution, Lubis, Suhardi, & Harahap, 2024; Rustiana & Ma'arif, 2022).

*First*, it is expected that the government, through the Ministry of Education and Culture and the Ministry of Religious Affairs, can incorporate religious culture into the curriculum. This will allow schools to evaluate the various activities related to religious culture that they have done. For any challenges to be overcome quickly, the relevant ministries must communicate well with all stakeholders, including schools. *Second*, the school environment, such as the madrasah, must create a learning environment that prioritizes student character formation by always providing moral messages. This principle emphasizes that religious values must continue to be conveyed to students in every subject taught. Schools must also communicate with parents to instill religious values in families with strict supervision. *Third*, do your best to play a supervisory role while students are in the family environment. After students finish in the school learning space, parents are responsible for the growth of their children. Parents must monitor their children's activities to ensure they are by the school curriculum (Saimima, 2022). Educators, such as teachers, ustaz, and ustadzah, have an essential role in overseeing student development from a moral and social perspective. Therefore, it is necessary to work together to determine the progress of students' learning each semester based on the daily records of each subject teacher (Fitriani, Anam, & Maulana, 2024; Nadif, Nusucha, & Rofiq, 2023; Rohmadiyah, Zamroni, & Ismawati, 2024).

### ***Pesantren-Based Educational Management Model: Transformation of Religious Culture Learning in the Era of Disruption***

The pesantren-based education management model that can transform religious culture learning in the era of disruption is a flexible, adaptive model based on integrating traditional values with modern technology (Abu Kholish, Moch. Khoirul Anam, & Abrori, 2022; Raihani, 2020). The following are the main elements of this model: (1) Value-Based Management: This management model places Islamic values as the primary foundation in decision-making, curriculum management, and interactions within the pesantren environment. Although technology is adopted, each implementation is strictly checked to ensure it is by religious principles. (2) Strengthening the Capacity of Teachers and Students: This model emphasizes the importance of increasing the capacity of teachers and students in terms of technology. Teachers must be equipped to manage online classes while students are taught technological skills relevant to current developments without neglecting traditional lessons. (3) Implementation of Flexible and Adaptive

Management: This model allows Pesantrens to adapt to external changes without changing the essential character of the institution. This adaptive management can include periodic revision of the curriculum, the use of digital platforms for the learning process, and openness to innovations that do not conflict with Islamic values. (4) Collaboration with the Modern World: Pesantren is not only a center for religious teaching but also collaborates with the modern world, such as working with general educational institutions, technology companies, or other relevant sectors. This aims to create graduates who can adapt to various fields but still uphold Islamic principles. With a transformational education management model, Pesantrens are expected to survive technological disruption and develop into relevant, responsive institutions rooted in a strong religious culture.

## **CONCLUSION**

This study concludes that Religious Education Management Culture in the Era describes the complex dynamics between Pesantren traditions, religious values, and the impact of technological disruption on society, especially in education management from the Raudhatul ethical level to aliyah. In the context of education management, the study's results combine management theories from Peter Drucker and the educational transformation model by Michael Fullan, potentially bringing innovative ideas in education management that are responsive to the challenges of the times.

The theoretical implications of this study include the concept of pesantren-based education management and the transformation of religious culture learning in the era of disruption. Practically, this study provides recommendations, such as expanding the discussion of religious values, integrating modern management and technology, and the importance of forming students' personalities through religious culture.

These recommendations can be the basis for relevant and adaptive education policies. In facing the study's limitations, it must be acknowledged that it has not explored all dimensions of integrating pesantren-based management and technology. Therefore, further research is needed to explore the aspects that have not been covered more deeply. The recommendation for the direction of the following research should examine in more detail the impact of this transformation on the continuity of religious and cultural values of pesantren. Thus, this study is expected to contribute significantly to educational thinking and practice amid technological disruption.

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