

## Modern Islamic Boarding School Education Management: Adaptation Strategies to Face the Challenges of Globalization

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### ABSTRACT

Pesantren have an important role in the Islamic education system in Indonesia, but globalization presents new challenges that require adaptation in various aspects of education management. This article discusses the adaptation strategies applied by modern pesantren in facing the challenges of globalization, focusing on curriculum integration, technology utilization, and human resource management. The research method used is a literature study by analyzing various literatures related to pesantren education management. The results showed that modern pesantren adopt innovative approaches, such as implementing a global competency-based curriculum, utilizing digital technology in learning, and strengthening Islamic values to maintain pesantren identity. The case study of Pesantren Nurul Ilmi Darunnajah 14 Serang, Banten, shows that the combination of traditional values and modern approaches can produce graduates who are ready to face the challenges of the times. In conclusion, pesantren need to continue to develop a balanced adaptation strategy to remain relevant in the era of globalization without losing the core values of Islamic education.

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## **INTRODUCTION**

In the context of Islamic education in Indonesia, pesantren are institutions that play an important role in shaping the character and knowledge of the younger generation. In this context, modern pesantren have characteristics and educational management approaches that each contribute to the formation of the identity and competence of santri. Modern pesantren adapt to the times, integrate the general curriculum with religious education and utilize technology to improve the quality of learning.

Globalization, which is characterized by worldwide economic, cultural, and technological integration, has a significant impact on the education system, including pesantren. Globalization in education not only changes the way people learn and teach, but also affects the curriculum, teaching methods, and management of educational institutions. On the one hand, globalization provides opportunities for pesantren to broaden students' horizons and improve the quality of education through access to information and technology. On the other hand, there is a risk that the traditional values that characterize pesantren can be eroded by the more dominant influence of outside culture. However, with the increasingly complex challenges of globalization, salaf and modern pesantren are faced with the need to adapt to remain relevant in the world of education. Modern pesantren, which often integrate the general curriculum with religious education, strive to create graduates who not only have strong religious knowledge, but also the skills and competencies needed in the digital era. This adaptation covers various aspects, from curriculum development to the application of technology in the teaching and learning process. Therefore, adaptation strategies become very important for salaf pesantren to maintain their identity while still meeting the demands of the times.

In facing these challenges, education management in modern pesantren can help pesantren plan a more comprehensive curriculum, manage human resources effectively, and improve teaching quality. Several studies have shown that good management can improve the quality of education in pesantren and prepare students to compete at the global level (Hayati, 2015).

The integration of technology in learning is also one of the important strategies to improve the effectiveness of education in pesantren. Along with the times, many pesantren have begun to adopt modern approaches without abandoning the existing Islamic values. For example, some pesantren have started to incorporate general subjects into their curriculum and use information technology to support the teaching and learning process (Dini Handoko, 2019). This approach not only aims to improve the academic skills of santri but also to equip them with the practical abilities needed in the world of work. However, this adaptation process does not always go smoothly. Many pesantren are still trapped in a traditional mindset that assumes that change can threaten the sustainability of Islamic values. Therefore, it is important for pesantren managers to understand that adaptation does not mean losing identity; rather, it is a strategic step to strengthen the position of pesantren in an increasingly complex society (Ali & Ghazali, 2024).

This journal will discuss various adaptation strategies that can be applied by modern pesantren in facing the challenges of globalization. It explores how educational management in pesantren can be strengthened through the application of technology and a more relevant curriculum as well as how to maintain a balance between tradition and modernity. Thus, it is hoped that this research can contribute to the development of educational management in salaf pesantren as well as provide insights for other Islamic educational institutions in facing similar challenges.

## **LITERATURE REVIEW**

Islamic boarding school (pesantren) management has undergone significant changes to meet the demands of a rapidly globalizing world. Historically, pesantren focused solely on religious teachings. But today, many pesantren are shifting towards a more modern approach that blends spiritual values with practical knowledge and professional management practices (Ali & Ghazali, 2024; Bashori, 2017).

### ***Principles and Changes in Pesantren Management***

Managing a pesantren involves organizing people, facilities, and finances to achieve educational goals. Effective pesantren management follows the classic POAC (Planning, Organizing, Actuating, and Controlling) framework, as explained by Terry (2012) and emphasized in Islamic education management literature (Edison et al., 2016; Kusasi, 2023). The kyai, or religious leader, plays a key role—not only in spiritual matters but also in setting the vision and direction of the school (Aini, 2020; Faj, 2011).

### ***Modernization as a Strategy to Adapt***

Modern pesantren now offer not only religious education but also general subjects, technology skills, and life skills. This transformation helps students become more prepared for the modern world while keeping Islamic traditions alive (Astuti & Sukataman, 2023; Azhari, 2018). The goal is to balance religious values with the realities of globalization, where pesantren must stay relevant and competitive (Dini Handoko, 2019; Diah Robiatul Adawiah et al., 2024).

### ***Effects of Globalization on Pesantren***

Globalization brings both benefits and challenges. It opens access to international education and innovation, but it also exposes pesantren to new values and lifestyles that may conflict with Islamic teachings (Hairiyah, 2020; Moh. Irmawan, 2016). Traditional pesantren, such as those with a Salafi orientation, face the challenge of staying true to their roots while adapting to modern changes (Indra, 2016; Iryana, 2015).

### ***Challenges and How to Overcome Them***

Many pesantren face issues like limited funding, lack of trained teachers, and reluctance to adopt new systems (Iing, 2021; Muhisom & Rusdiani, 2022). To solve these problems, pesantren need to apply better management practices,

develop their leadership, and get more support from education policies. A clear strategy that supports both national goals and Islamic principles is important (Suherman & Cipta, 2024; Nuril Indah et al., 2018).

### ***Leadership in the Modern Era***

The leadership of the kyai or the school head is very important in facing changes. Leaders must not only manage religious affairs but also guide the school through educational and organizational challenges. Strong leadership based on Islamic values helps pesantren stay united and ready for future challenges (Khaudli & Sabudin, 2022; Aini, 2020).

### ***Applying Management Functions in the Global Context***

To survive and grow in the era of globalization, pesantren need to apply complete management systems. This includes planning, managing teachers and students, updating curriculum, and setting performance standards. Using modern management tools while staying grounded in Islamic teachings is the key to their long-term success (Edison et al., 2016; Hayati, 2015).

## **METHODOLOGY**

In this research, the method used is a literature study or literature, namely by collecting data that involves analyzing and synthesizing information in the literature relevant to the research topic. The library study method or literature (library research) can be defined as a series of activities related to library data collection methods, reading and recording and processing research materials. Starting from identifying the research topic under study. Collecting library sources by searching for library sources that are relevant to the research topic. These sources can be books, scientific journals, conference papers, theses, research reports, and other online sources. Next, the sources were selected to determine their relevance to the research topic. Then analyze the information obtained from various sources. Identify patterns, trends, differences, or similarities between different perspectives or approaches to the research topic. And finally summarize the information that has been collected from the sources.

## **RESULT AND DISCUSSION**

Globalization is a phenomenon that has changed the face of the world in various aspects, including economic, cultural, social and educational. This process involves international integration that occurs through the exchange of products, ideas, and values between countries around the world. In Indonesia in the context of education, globalization has a significant impact on Islamic educational institutions, especially pesantren.

Globalization does not appear suddenly; it is the result of a series of processes that take place over centuries. Since ancient times, humans have conducted trade between countries. This activity involves not only the exchange of goods but also ideas and culture. Trade routes such as the Silk Road that connected Asia with Europe became one of the earliest examples of global integration (Detikedu, n.d.).

Apart from trade, the spread of religion also plays an important role in globalization. For example, the spread of Islam to various parts of the world through Muslim traders who brought religious teachings as well as scientific knowledge. This created an increasingly complex network of intercultural interactions.

In the 18th and 19th centuries, the industrial revolution in Europe brought about major changes in production and technology. These advances facilitated more efficient international trade and accelerated the process of globalization. The development of information and communication technology, especially the internet, has changed the way people interact and exchange information. Today, information can be accessed quickly from anywhere in the world, making geographical boundaries increasingly blurred. Changes in world politics also encourage globalization. Pesantren as a traditional Islamic educational institution in Indonesia has not escaped the impact of globalization.

Pesantren is a religious non-formal educational institution that has played a role as a pioneer of struggle, the spearhead of resistance and the last shield of national defense in fighting against the Dutch and Japanese imperialists. Pesantren is an educational institution that is unique and different from other educational institutions (Bashori, 2017). Pesantren is unique with an education model that is categorized as a salaf pesantren which only has the potential to educate students to become prospective scholars (Hairiyah, 2020).

The Ministry of Religious Affairs defines Pesantren in the Pondok Pesantren Guidance Manual as an Islamic religious education and teaching institution provided in a non-clastic manner where books written in Arabic by great scholars since medieval times are taught by a kyai, while the students usually live in the boarding school (Kusasi, 2023).

Various types of education streams can basically be known from the thoughts conveyed by experts in the field of education in Indonesia and the educational institutions they established. Various types of educational institutions usually illustrate the diversity of interests and backgrounds of their founders. For example, the Budi Utomo school was founded for the sake of unity. There are also those due to religious interests such as educational institutions under the auspices of social and religious organizations such as NU, Muhammadiyah, and others (Sumantri, 2021).

Pesantren as traditional Islamic educational institutions in Indonesia have not escaped the impact of globalization. Globalization encourages pesantren to update their curriculum to make it more relevant to the needs of the times. Many modern pesantren have started to integrate general subjects with religious education to prepare santri to face challenges in the world of work. This creates graduates who not only have strong religious knowledge but also practical skills. The following are some of the challenges of globalization faced by modern pesantren from various sides and layers of society:

#### Globalization Challenges for Modern Pesantren

##### a. Academic Orientation

Modern pesantren are often too academically oriented, neglecting aspects of spirituality and Islamic values (Nuril Indah et al., 2018). The

focus on academic achievement can result in neglecting the character education of students, so they lack good morals in living their daily lives. Modern pesantren must create a balance between academic achievement and character education so that students are not only intellectually intelligent but also have good morals. For example, character development programs need to be included in the curriculum.

b. Value Shift

Globalization brings an influx of new values from outside cultures that can affect the mindset of santri. This value shift can cause conflict between traditional Islamic values and modern, more secular values (Indra, 2016). Modern pesantren need to find ways to maintain a balance between the two values so as not to lose their identity.

c. Negative Influence of Technology

Although technology can improve the quality of education, there is a risk that santri will be exposed to negative content on the internet and social media. Modern pesantren must have a strategy to educate santri on the wise use of technology to avoid being affected by harmful information. Education on the wise use of technology should be part of the curriculum of modern pesantren. Santri need to be trained to use technology as a learning tool without being affected by negative content.

d. Competition with Public Schools

Modern pesantren also face intense competition with public schools that offer formal education with the national curriculum. Many parents prefer to send their children to public schools because they are considered more promising in terms of future careers.

In this case, modern pesantren need to establish cooperation with the surrounding community to increase support for their educational programs. This cooperation can create synergy between pesantren and the community and increase parents' trust in these educational institutions.

Educational institutions including pesantren have school-based management that organizes and organizes pesantren so that they can run according to their functions. Kenneth Andrews found that strategy is a pattern of determining decisions and actions to change a condition desired by the organization in the future as a response to the demands of changes in the organizational environment (Aini, 2020).

According to Ricky W. Griffin, management is a process of planning, organizing, coordinating, and controlling resources to achieve goals effectively and efficiently (Dacholfany, 2021). The following are the basic functions of management that can be applied in pesantren education institutions:

### ***Planning***

Planning is a very important management function, planning contains a description in making decisions, policy directions and goals that must be achieved. (Edison, Emron, Anwar, Yohny, Komariyah, Imas, 2016) In this case it is important to pay attention to making plans in the short, medium and long

term to face the challenges of globalization. One of the short-term programs that can be made by pesantren educational institutions is as follows:

- 1) Increasing Foreign Language competence by organizing intensive programs to improve foreign language skills, such as Arabic and English, so that pesantren can be more open in interacting globally
- 2) Creating a local curriculum to strengthen understanding that integrates local, cultural, and religious values with educational materials that are relevant to global developments.
- 3) Introduction of Information Technology by providing training in the use of information and communication technology to santri so that they are able to face technological challenges in the era of globalization.

Furthermore, the medium and long-term programs that can be made by pesantren educational institutions are as follows:

- 1) Opening International Programs by providing programs or cooperation with international institutions for student exchanges or joint study programs to broaden the horizons of pesantren in a global context.
- 2) Multicultural Skills Development by holding activities that introduce and strengthen understanding of diverse cultures and religions so that pesantren are able to face the challenges of multiculturalism in globalization.
- 3) Use of Educational Social Media by utilizing social media as a tool to promote pesantren, share activities, and establish relationships with educational institutions in various parts of the world.
- 4) Entrepreneurship Development by providing entrepreneurship training to santri to prepare them to face the challenges of the global economy and become agents of change in society.
- 5) Soft Skills Enhancement by conducting training to develop skills such as leadership, communication, teamwork, and problem solving to prepare pesantren to contribute in a dynamic global context.
- 6) Establishing Partnerships with Industries because establishing partnerships with industries or companies can provide opportunities for pesantren to understand industry trends and global workforce needs, and provide relevant training.

All of these steps show the importance of integrating local values with global competencies. With careful planning, pesantren can transform into educational institutions that not only maintain cultural and religious identity, but are also able to compete and contribute internationally.

### ***Organizing***

According to George R Terry, organizing is a basic activity of management that is carried out to organize all the resources needed including the human element, so that work can be completed successfully. (Terry, George R., 2012) Organizing in pesantren education institutions must be structured and clear. There are leaders and subordinates. Organizing in Islamic education is the process of determining structure, activity, interaction, coordination, structural design, authority, and tasks in a transparent and clear manner. In

Islamic educational institutions, whether individual, group, or institutional. (Hidayat & Wijaya, 2017) Determining pesantren administrators must be a selection process in order to ensure that they have the same thoughts as the pesantren and have the right qualifications and have a strong commitment to the objectives of the pesantren.

Organizing in pesantren educational institutions is a management that aims to organize in a structured manner through the division of tasks. The management must be in accordance with the duties and functions of each internal pesantren, where each task and function has its own role and responsibility in an effort to succeed the goals to be achieved.

In facing the challenges of globalization, organizing in pesantren needs to adopt the following strategies:

- 1) Adjusting education programs to global needs following technological, economic, communication, cultural and political developments.
- 2) Provide training to teaching and administrative staff to be able to integrate education that is relevant to global challenges, such as mastering digital literacy and having an understanding of global issues.
- 3) Utilizing information and communication technology to support the teaching and learning process with e-learning.
- 4) Cooperating and building networks globally.
- 5) Empowering students to adapt to global changes.
- 6) Conducting character education that can strengthen faith and embed a solid understanding in facing the challenges of globalization.

Organizing can be seen as a significant administrative activity in structuring and forming cooperative relationships among members. The main purpose of organizing is to ensure that all actions in an institution or organization take place symmetrically, harmoniously, and synchronously. This means that every action does not overlap with each other, so that everything can be directed towards a common goal (Khaudli & Sabudin, 2022).

Through proper organization, institutions or organizations can create a stable and productive work atmosphere. A well-designed structure will help divide tasks and responsibilities clearly, so that each individual understands his or her role in achieving the vision and mission of the organization. In addition, organizing also facilitates smooth communication among all members, so that coordination and collaboration can run more easily.

As such, organization is an important basis for achieving operational efficiency and effectiveness. Furthermore, good organization will increase member motivation and participation, and maintain a positive organizational culture. Finally, effective organization will help the institution or organization achieve its goals together without distraction or internal conflict.

### ***Actuating***

Actuating or implementation is an effort to mobilize members to work together for the goals to be achieved together, identical to motivating, actualizing, action, moderating, mobilizing etc. (Astuti & Sukataman, 2023) Management in pesantren education institutions is important to pay attention

to how the planning that has been made properly, with the division of tasks and functions that have been arranged in a structured manner can be implemented properly. Starting from short-term, medium-term to long-term programs.

In management, implementation is a crucial stage that aims to link organizational goals with the activities carried out (Diah Robiatul Adawiah et al., 2024). This process ensures that all actions and activities carried out are in line with the vision and mission of the organization. In other words, implementation serves as a bridge between strategic planning and day-to-day operations.

Effective implementation involves setting up and organizing resources, both human and material, so that they can operate optimally. In this context, managers need to provide clear directions to team members regarding their respective duties and responsibilities. In addition, it is important to create a work environment that supports collaboration and communication between members, so that each individual feels motivated to contribute.

With good supervision in place, implementation can be continuously regulated and encouraged in line with organizational goals. This includes monitoring progress, evaluating results, and adjusting strategies where necessary. Thus, implementation is not just about executing plans, but also a dynamic process that enables the organization to adapt to changes and achieve its set goals effectively. Through planned and directed implementation, organizations can increase efficiency and effectiveness in achieving the desired goals.

When the Pesantren Institution implements an educational plan, there are several things that need to be considered (Azhari, 2018).

- 1) Ensure that the educational objectives to be achieved are clear and measurable. Goals must be in accordance with the needs of students, vision, and mission of pesantren education institutions as a balance to face the challenges of globalization.
- 2) Select or develop a curriculum in accordance with educational objectives. The curriculum must also include academic aspects, character development, skills, values relevant to the challenges of globalization without separating religion from life.
- 3) Choose learning methods that are in accordance with educational objectives, the characteristics of the students, and the context of education that is in accordance with reality and not imaginary. Use a variety of learning approaches and techniques to meet diverse learning needs in line with the challenges of globalization.
- 4) Ensure the resources needed to implement the plan are available and can be used effectively. This includes human resources (teachers, educators), educational facilities and infrastructure, and learning materials.
- 5) Involve all parties involved in education planning, including santri, parents, teachers, support staff and the community. Communicate the goals, expectations, and roles of each clearly. Given that this is an important part of the success or failure of a plan in its implementation.

- 6) Ensure the learning environment is safe, comfortable and supportive for students and education staff. Prioritize the safety and physical, mental, and emotional well-being of everyone involved in the education process when facing the challenges of globalization.
- 7) Be open-minded to the changes and challenges of globalization that may emerge and occur during the implementation of the plan. Be flexible and ready to adjust the plan according to the needs and dynamics at hand.

In facing the problems of education in the era of globalization, Santoso S. Hamijoyo offers five basic strategies that can be applied. These strategies are designed to improve the quality of education and the relevance of educational institutions in the context of rapid change (Hayati, 2015).

- 1) Strengthening education in Science and Technology is key to preparing students for global challenges. This includes the integration of technology in learning and the development of relevant skills.
- 2) Embedding moral and ethical values in the curriculum is essential to shaping students' character. Education that focuses on noble morals will produce individuals who are not only intellectually intelligent but also have integrity.
- 3) The education process should be conscious and well-planned. This includes the preparation of a mature learning plan so that educational goals can be achieved optimally.
- 4) Building effective communication between educators and students is essential. Good interaction will support the teaching and learning process and increase students' understanding of the material.
- 5) Educational institutions need to be flexible and able to adapt to changing times, including technological developments and community needs. Thus, education can remain relevant and useful for students.

By implementing these strategies, educational institutions can be better prepared to face the challenges of globalization, improve the quality of education, and produce graduates who are competitive at the international level.

### ***Controlling***

Controlling is the last bridge in the functional chain of management activities. Controlling in pesantren educational institutions has two limitations, first; control is a process or activity to determine the achievement of predetermined plans. Second; the control in question is an effort to obtain information (feed back) from the implementation of activities that have been carried out (Hidayat & Wijaya, 2017).

George R. Terry explains that supervision in management includes several important aspects that must be considered (Muhisom & Atik Rusdiani, 2022). First, assessing work to ensure that all activities are in accordance with predetermined standards. Second, effective supervision is needed so that the management process runs well and the desired results can be achieved. Third, supervision must indicate the necessary corrective actions when there are deviations from the plan. Furthermore, quantity control and quality control

serve to ensure that the output produced meets the expected criteria. In addition, time control is essential to keep all activities carried out according to a predetermined schedule. Finally, cost control must also be considered to ensure that all expenditures remain within the limits of the established budget, and overall control is necessary to provide a complete picture of the organization's overall performance. By paying attention to all these aspects, institutions can ensure that managerial objectives are achieved effectively and efficiently.

Control in the context of management is a process to ensure that the activities carried out are in accordance or not with previous planning (Suherman & Cipta, 2024). It is important to monitor the implementation of the plan on a regular basis to ensure that educational objectives are achieved. Record all results of implementation in the plan and identify them as a whole. This is a way for the management of the pesantren education institution to find out whether the objectives of the pesantren education institution that have been arranged in the plan are achieved or not and why they are achieved or not achieved and how to make the goals that are not achieved become achieved.

The control system in pesantren educational institutions has the main purpose of fostering, guiding, directing, and monitoring the implementation of various activities (Faj, 2011). Through this approach, the institution seeks to ensure that every activity carried out is in accordance with the values and goals that have been set. One way to achieve this goal is to provide clear assignments to students and teachers, so that they have a directed responsibility in carrying out educational activities. In addition, habituation is an important aspect in this control system. By accustoming santri to carry out activities in a disciplined and consistent manner, it is hoped that they can internalize the positive values taught. Training is also an integral part of this system, where the institution provides opportunities for santri to develop the skills and knowledge needed in the teaching and learning process.

Through a combination of assignment, habituation, and training, pesantren educational institutions try to create role models that can be followed by santri. Thus, this control system not only functions as a supervisory tool, but also as a means to build the character and integrity of the students in living their daily lives.

Pesantren Nurul Ilmi Darunnajah 14 Serang, Banten, is an example of a modern pesantren that adopts an adaptation strategy to face the challenges of globalization. In this context, this pesantren not only maintains traditional Islamic values but also seeks to adapt to the times.

Pesantren Nurul Ilmi Darunnajah 14 is located on Jl Raya Palka Km 05 Sindangheula Village, Pabuaran District, Serang Regency, Banten. It was established with the aim of creating a generation that not only understands religious teachings but is also ready to compete in the global world. Since its inception, Pesantren Darunnajah has been committed to becoming an educational institution that integrates religious curriculum with general subjects. This reflects an effort to answer the challenges of the times, where graduates are expected to not only have strong religious knowledge but also practical skills that are relevant to the needs of the working world.

Pesantren Nurul Ilmi Darunnajah 14 is a Modern Islamic Boarding School with the Tarbiyyatul Mu'alimin wal Mu'alimat Al-Islamiyyah (TMI) education system which has a vision to produce cadres of leaders of the people who are *mutafaqqih fiddin*, independent and bring *mashlahat* to the people (Nurul Ilmi Darunnajah 14, n.d.).

The curriculum of Pesantren Nurul Ilmi Darunnajah 14 Serang, Tarbiyatul Mu'allimin wa al-Mu'allimat al Islamiyah level is a combination of the curriculum of Pondok Modern Darussalam Gontor and the National curriculum and Salafiah Pesantren. The teaching system used is classical, with methods that encourage student activeness in learning and by continuing to follow developments in the field of educational theory / teaching methodology.

The fields of Arabic and English are taught directly in the original language, as well as the Islamic religious sciences taught in Arabic, the aim being, among other things, that students are able to understand and explain them in the original language. Other fields of study are taught in the national language.

To further support the mastery of Arabic and English, extracurricular activities are also organized, including; *Muhadhoroh* (speech practice, *muhadatsah*/conversation, publishing wall magazines, providing new vocabulary (twice a day), and taking action against violators of language discipline. In addition, there are also extracurricular activities that can support global needs such as *Santri TV*, *Santri digital* and *robotic*.

## **CONCLUSIONS AND RECOMMENDATIONS**

Pesantren have a significant role in the Islamic education system in Indonesia. Globalization as a major challenge requires pesantren to not only maintain their religious identity but also be able to adapt to the demands of the times. Globalization brings various significant challenges, including technological developments, socio-cultural changes, and the demands of a knowledge-based economy. In the context of pesantren, these challenges include:

1. Increased penetration of foreign cultures can erode traditional Islamic values that are the foundation of pesantren.
2. Pesantren are required to produce graduates who not only understand religion but are also able to compete in the global workforce.
3. Digital transformation requires pesantren to utilize technology in the learning process without losing the spiritual essence.

Pesantren education management must be able to respond to the demands of the times without losing its identity. Pesantren Nurul Ilmi Darunnajah 14 shows that adaptation to globalization can be done by combining tradition and innovation. With the TMI curriculum, the use of technology, character education, and international networks, this pesantren is a model of how Islamic educational institutions can answer the challenges of globalization. This approach not only ensures the relevance of pesantren in the modern era, but also strengthens its role in shaping a generation of Muslims with character and global competence.

## ADVANCED RESEARCH

Modern pesantren in Indonesia must balance preserving religious identity with adapting to globalization. Pesantren Nurul Ilmi Darunnajah 14 shows successful adaptation through curriculum innovation, digital integration, character education, and global networking. Future research can develop a management framework that combines tradition with modernization, focusing on leadership, curriculum, and technology to produce globally competent Muslim students while maintaining Islamic values.

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