

OPTIMIZATION OF STUDENT (SANTRI) MANAGEMENT IN THE DIGITAL ERA AT MODERN ISLAMIC BOARDING SCHOOLS

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ABSTRACT: This study examines the optimization of student (santri) management in the digital era within modern Islamic boarding schools (pesantren). The research is motivated by the rapid development of information technology, which requires pesantren to adapt their management systems while maintaining Islamic values. This study employs a qualitative approach using a library research method by analyzing relevant literature on student management, Islamic education, and digital transformation. The findings reveal that student management in pesantren encompasses planning, organizing, implementation, supervision, and evaluation processes that are integrated with character building and academic development. In the digital era, optimization can be achieved through the digitalization of administrative systems, the implementation of pesantren management information systems, the use of digital learning platforms, and technology-based character development. These innovations enhance efficiency, transparency, and effectiveness in managing students. However, challenges such as limited technological infrastructure, low digital literacy, and concerns about negative impacts of technology remain significant. Therefore, a balanced integration between traditional pesantren values and digital innovation is essential to create adaptive, effective, and sustainable student management systems in modern pesantren.

Key words: student management, pesantren, digital era, digitalization, Islamic education management;

INTRODUCTION

Pesantren are among the oldest Islamic educational institutions in Indonesia and have made significant contributions to character building and the development of community education. In addition to functioning as religious educational institutions, pesantren also serve as centers for the moral, social, and cultural development of santri (students). Over time, pesantren have undergone dynamic transformations, particularly in the areas of educational management and student administration. This transformation demonstrates that pesantren are not static institutions, but rather adaptive to social change and the development of the times.

Pesantren management is a crucial aspect in ensuring the sustainability and quality of education. One of the primary components of pesantren management is

student management (kesiswaan or kesantrian), which refers to the process of managing students from admission, guidance, supervision, to the completion of education (Balqis 2026). From the perspective of educational management, systematic student management directly contributes to the success of the learning process and character formation. Therefore, student management must be implemented through integrated managerial functions, including planning, organizing, implementation, and evaluation (Hakim 2022).

In the global context, studies on Islamic education management indicate that Islamic educational institutions are required to integrate traditional values with modern management approaches in order to remain relevant in the era of globalization (Pangestu 2025). Furthermore, the development of digital education has transformed the paradigm of educational management from conventional systems to technology- and data-based systems. Digital technology enables educational management to become more efficient, transparent, and accountable, while also supporting more flexible and adaptive learning processes (Husaini dkk. 2026). In this context, digitalization is not merely a supporting tool, but an integral part of the modern educational management system.

Along with the advancement of information technology, the educational world has experienced significant changes, including within the pesantren environment. Digital transformation in Islamic education has become an unavoidable necessity, especially for pesantren with large numbers of students and complex management systems. The digitalization of pesantren management can support student data management, administrative systems, activity supervision, and communication with parents or guardians more effectively (Balqis 2026). Nevertheless, the adoption of digital technology also brings new challenges, particularly regarding its influence on students' behavior and mindset. Uncontrolled access to information has the potential to cause various problems, such as the spread of invalid information, radicalism, and the degradation of moral values (Salsabiilaa dkk. 2025).

In this context, the optimization of student management in the digital era becomes a strategic issue that deserves serious attention. Pesantren are not only required to utilize technology to improve management efficiency, but must also be capable of integrating technology with Islamic educational values as their distinctive characteristic. This optimization can be carried out through various strategies such as the digitalization of student administration, the use of pesantren information systems, the development of digital learning platforms, and the strengthening of technology-based character development. With an integrated management system, pesantren can monitor student development more comprehensively and sustainably.

However, based on the existing literature review, there remains a significant research gap. Most studies on pesantren management still focus on traditional aspects and have not comprehensively examined the integration between student management and digital transformation. In addition, studies on the digitalization of Islamic education tend to emphasize learning aspects (e-learning), while research concerning the optimization of digital-based student management in pesantren remains relatively limited. Another gap lies in the lack of conceptual models that systematically integrate pesantren managerial functions with the utilization of digital technology. Therefore, studies are needed that can connect the concepts of student management, pesantren educational values, and digital transformation within a comprehensive analytical framework. Thus, research on optimizing student management in the digital era in modern pesantren is highly important. This study is expected to contribute to formulating more effective, adaptive, and technology-based student management strategies, as well as enriching the study of Islamic educational management in facing the challenges of the digital era.

METHOD

This study employs a qualitative approach using the Systematic Literature Review (SLR) method to comprehensively examine the concepts and strategies for optimizing student management in the digital era within modern pesantren. The SLR approach was chosen because it enables the process of searching, selecting, and analyzing literature to be conducted systematically, transparently, and structurally, thereby producing a more valid and accountable scientific synthesis. In addition, this method allows for the identification of research gaps and the development of a stronger conceptual framework in the study of Islamic educational management (Creswell 2018).

The research process was carried out through several stages, namely identification, screening, eligibility, and inclusion of literature. In the identification stage, the researcher searched for scientific articles through various databases such as Google Scholar, Scopus, and national journal portals using keywords such as pesantren management, student management, Islamic education management, and digital education. The next stage was the screening process, which involved the preliminary selection of articles based on titles and abstracts to ensure their relevance to the research topic. At this stage, literature that was not directly related to student management or did not discuss the context of Islamic education was excluded.

Furthermore, the eligibility stage was conducted by assessing the content of the articles in greater depth. The inclusion criteria in this study were: (1) scientific articles

discussing pesantren management, student management, or the digitalization of Islamic education; (2) published within the last 10 years; (3) possessing clear research methodologies; and (4) relevant to the focus of the study. The exclusion criteria included opinion-based articles, articles lacking a clear methodological foundation, or articles not directly related to the research topic. The final stage was inclusion, namely determining the articles to be used as the primary sources in the analysis. This process was conducted to ensure that the literature used possessed strong academic quality and substantial relevance.

The data sources in this study consisted of primary and secondary data. Primary data included scientific journal articles directly discussing pesantren management, student management, and digital transformation in Islamic education. Meanwhile, secondary data included books, research reports, and theoretical references supporting the analysis. Data collection was conducted through documentation studies of articles that had passed the SLR selection process (Sugiyono 2020).

Data analysis was conducted using descriptive qualitative analysis techniques with a thematic synthesis approach. The collected data were identified, classified, and analyzed to discover patterns, relationships between concepts, and trends in research findings. The analysis process was carried out iteratively until a comprehensive understanding of strategies for optimizing student management in the digital era was obtained. To ensure data validity, this study employed source triangulation by comparing various literature sources from different references.

Tabel 1. Daftar Artikel yang dianalisis

No	Author & Year	Title	Research Focus	Main Findings
1	Wibowo (2019)	<i>Pesantren Management</i>	Student management	Student management determines the quality of education
2	Ariyanto (2022)	<i>Student Management</i>	Managerial functions	Planning and evaluation are important in student development
3	Widodo (2024)	<i>Digitalization of Pesantren</i>	Information systems	Digitalization improves management efficiency
4	Asri et al. (2025)	<i>Digital Challenges</i>	Student behavior	Technology influences students' mindsets and behavior

No	Author & Year	Title	Research Focus	Main Findings
5	Selwyn (2016)	<i>Digital Education</i>	Digital education	Technology transforms modern educational systems
6	Bates (2019)	<i>Teaching in a Digital Age</i>	E-learning	Technology integration enhances learning effectiveness

RESULTS AND DISCUSSION

1. The Concept of Student Management in Pesantren

Student management in pesantren is an integral part of the educational management system that is not only oriented toward administrative aspects, but also toward character development, potential enhancement, and the internalization of Islamic values. From the perspective of educational management in general, student management is understood as a systematic process that includes planning, organizing, implementation, and supervision of all student activities from the admission process to the completion of education (Kobandaha dkk. 2025). However, within the context of Islamic education, this concept expands in meaning because it emphasizes not only academic aspects but also spiritual and moral dimensions as the primary goals of education.

A comparison between perspectives shows differences in emphasis in understanding student management. General educational management approaches tend to focus on management efficiency and measurable learning outcomes, whereas in the pesantren perspective, student management emphasizes the process of moral formation and habituation of religious values in the daily lives of santri. This is in line with the view of Hidayat, who emphasized that the student management system in pesantren is holistic because it encompasses formal and non-formal activities such as kitab studies, congregational worship, and social development. Thus, student management in pesantren cannot be equated with student management in formal educational institutions in general.

Furthermore, in the context of modern pesantren, there has been an integration between modern managerial approaches and traditional pesantren values. Rohman (2021) demonstrated that modern pesantren have begun adopting structured formal educational systems, so student management also includes the development of academic competencies and skills. Meanwhile, Luthfiyah emphasized the importance of a structured management system to monitor student development comprehensively, including academic, spiritual, and behavioral aspects (Luthfiyah dan Iqbal 2025). The

synthesis of these two perspectives indicates that student management in modern pesantren is moving toward an integrative model that combines managerial efficiency with the strengthening of Islamic values.

Thus, it can be concluded that the concept of student management in pesantren is a holistic and integrative management system that aims not only to regulate student activities administratively, but also to shape students' character and personality comprehensively. This synthesis demonstrates that the uniqueness of pesantren student management lies in its ability to integrate academic, spiritual, and social dimensions into a sustainable management system.

2. Transformation of Pesantren in the Digital Era

The development of information technology has brought significant changes in various sectors of life, including Islamic education. Pesantren, as traditional educational institutions, have also undergone transformation processes to adapt to the demands of the digital era. This transformation is not only related to the adoption of technology, but also involves a paradigm shift in educational management, from conventional systems toward more adaptive, data-based, and integrated systems. In this context, the digitalization of pesantren can be understood as a strategic effort to improve the effectiveness and efficiency of educational management through the utilization of information technology (Solich 2025).

However, digital transformation in pesantren cannot merely be understood as a process of technologization. The synthesis of various studies indicates that the digitalization of pesantren must include three main dimensions: managerial, pedagogical, and cultural dimensions. In the managerial dimension, technology is used to support administrative systems, student data management, and information-based decision-making. In the pedagogical dimension, technology expands access to learning through digital platforms, making the learning process more flexible and interactive. Meanwhile, in the cultural dimension, digitalization must remain grounded in pesantren values such as morality, discipline, and the Islamic scholarly tradition. This demonstrates that digital transformation in pesantren is adaptive rather than substitutive to the traditional system.

In line with this, digital literacy has become an essential competency that santri must possess. Aziz asserted that digital literacy includes not only technical abilities in using technology, but also critical skills in filtering information and ethics in interacting within digital spaces (Aziz dan Chamami 2025). In the pesantren context, digital literacy has an additional dimension, namely the integration of technology use with Islamic values. Therefore, strengthening digital literacy in pesantren aims not only to improve

technological competence, but also to shape students who are wise and responsible in utilizing technology (Hakim 2022).

Nevertheless, digital transformation also presents challenges that cannot be ignored. Uncontrolled use of technology has the potential to shift traditional pesantren values such as discipline, simplicity, and close relationships between santri and kiai. Therefore, Dwi emphasized that the digitalization of pesantren must be carried out selectively and purposefully while preserving the identity and culture of pesantren (Dwi dkk. 2025). This synthesis indicates that the success of digital transformation is determined not only by the sophistication of the technology used, but also by the institution's ability to maintain a balance between innovation and tradition.

Based on this synthesis, a framework for pesantren digitalization can be formulated, including the following main stages and components:

1. Management Digitalization
the development of pesantren information systems for student administration, activity monitoring, and data-based decision-making;
2. Learning Digitalization
the utilization of e-learning platforms, digital media, and online learning resources to improve learning quality;
3. Strengthening Students' Digital Literacy
the development of technical, critical, and ethical competencies in technology use;
4. Integration of Pesantren Values
ensuring that all digitalization processes remain grounded in Islamic values and pesantren culture;
5. Evaluation and Control
monitoring technology use to ensure alignment with the educational objectives of pesantren.

This framework demonstrates that the digital transformation of pesantren is not merely a process of technology adoption, but rather a systemic process involving the integration of managerial, pedagogical, and cultural aspects. Thus, the digitalization of pesantren can become a strategic instrument for improving educational quality without eliminating the distinctive identity of pesantren as value-based Islamic educational institutions.

3. Digitalization of the Student Administration System

The digitalization of student administration is one of the strategic steps in optimizing student management in modern pesantren. The implementation of digital-based administrative systems enables student data management to be conducted more

effectively, efficiently, and accurately. From the perspective of educational management, digitalization functions not only as a technical support tool, but also as a system that supports data-based decision-making and enhances institutional management transparency.

In traditional administrative systems, student data management is generally carried out manually through written documentation. This method has various limitations, such as the potential for recording errors, the risk of data loss, and difficulties in searching and updating information (Fithri dkk. 2025). These conditions indicate that manual systems are less capable of meeting the management needs of modern pesantren, which typically have large numbers of students and complex activities.

In contrast, administrative digitalization enables the integration of student data into a centralized information system. Data such as student identities, academic development, disciplinary records, and daily activities can be accessed in real time by pesantren administrators (Syauqi dan Ersi 2023). Furthermore, this system also supports more effective communication between pesantren and students' parents or guardians through digital platforms, allowing information regarding student development to be delivered quickly and transparently (Huda dan Hidayat 2026). Thus, digitalization not only improves operational efficiency, but also strengthens institutional accountability.

Empirically, the implementation of administrative digitalization has been adopted in several modern pesantren in Indonesia. For example, several large pesantren have developed Pesantren Information Systems (Sistem Informasi Pesantren/SIP) that integrate student data, financial management, attendance records, and activity reports into a single digital platform. Through this system, pesantren administrators can monitor student attendance automatically, manage digital payments, and systematically prepare student development reports. In addition, parents or guardians can access information through mobile-based applications, such as daily activity reports, academic scores, and disciplinary records. This implementation has proven to improve management efficiency and reduce administrative errors that frequently occurred in manual systems.

Other studies also indicate that pesantren implementing administrative digitalization experience improvements in the quality of educational services, particularly in terms of information accessibility and management transparency. However, the success of digital system implementation is strongly influenced by the readiness of human resources, technological infrastructure, and internal policy support

within the pesantren. This demonstrates that administrative digitalization is not merely a matter of technology, but also concerns organizational readiness as a whole .

Thus, the digitalization of student administration systems can be understood as a transformation from conventional management systems toward more modern, integrated, and data-based systems. The existence of such systems not only improves management efficiency and accuracy, but also strengthens transparency, accountability, and the quality of educational services in modern pesantren.

4. Pesantren Management Information System

The Pesantren Management Information System (Sistem Informasi Manajemen Pesantren/SIMP) is a strategic innovation in managing pesantren education in the digital era, functioning to integrate various managerial activities within a single technology-based platform. Unlike conventional fragmented approaches, SIMP enables the management of data and information to be conducted centrally, in real time, and system-based. From the perspective of modern management, information systems function not only as administrative tools, but also as decision support systems that enhance the effectiveness of decision-making (Munawwaroh dan Anwar 2026).

Conceptually, the pesantren management information system can be understood through a model consisting of four main components: input, process, output, and feedback. At the input stage, the system collects various types of data such as student identities, academic data, attendance records, and daily activities. The process stage involves data processing through integrated digital systems to produce relevant and structured information. Subsequently, at the output stage, the information is presented in the form of reports, dashboards, or notifications that can be used by pesantren administrators and students' parents or guardians. The final stage is feedback, namely the use of such information for continuous evaluation and policy improvement. This model demonstrates that SIMP is not merely a data storage tool, but a dynamic system that supports the entire cycle of educational management (Muhammad Rizqy dkk. 2023).

In addition, SIMP generally includes various key features such as student data management, digital attendance systems, student activity monitoring, and educational evaluation systems. The integration of these features enables pesantren administrators to obtain information quickly and accurately, thereby improving operational efficiency (Zainuddin, 2023). Furthermore, the system also contributes to enhancing transparency and accountability, as information related to student development and institutional policies can be accessed more openly by relevant stakeholders.

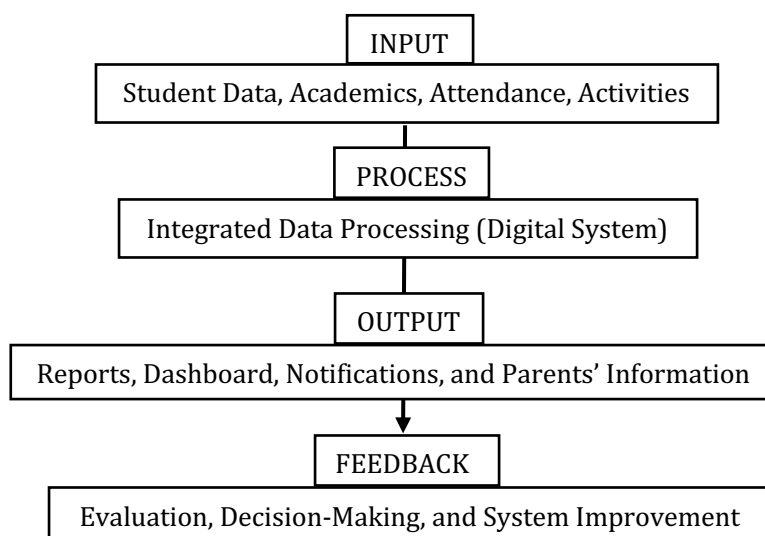
Nevertheless, the implementation of pesantren management information systems is not free from challenges. Critically, the success of SIMP heavily depends on

the readiness of human resources, technological infrastructure, and the organizational culture of pesantren. Many pesantren face obstacles in implementing digital systems due to limited technological competencies among administrators and educators. In addition, resistance to change also becomes an inhibiting factor, particularly in pesantren environments that strongly maintain traditional systems. This indicates that digitalization is not merely a technical issue, but also closely related to the social and cultural aspects of the institution.

On the other hand, there are risks that need to be anticipated, such as dependence on technology, data security issues, and the potential reduction of direct interaction between students and caregivers. If not managed properly, digital systems may reduce the values of personal closeness that characterize pesantren education. Therefore, the implementation of SIMP must be carried out adaptively while maintaining the principles of value-based education.

Thus, the pesantren management information system can be understood as a strategic instrument capable of improving the effectiveness, efficiency, and quality of pesantren educational management. However, its success is highly determined by the ability of pesantren to integrate technology with traditional values and organizational readiness in facing digital transformation.

Figure 1. Pesantren Management Information System Model



5. Digital-Based Character Development for Santri

Character development is one of the primary objectives of pesantren education, emphasizing the formation of morality, discipline, and responsibility among santri. In

the digital era, the process of character development can no longer rely solely on conventional approaches, but must also be adapted through the utilization of technology, which has become an integral part of young people's daily lives. Therefore, digital-based character development can be understood as the integration of pesantren educational values with the directed and systematic use of information technology (Anis Fatihatul Madaniah dkk. 2023).

Conceptually, digital technology has great potential as a medium for character development, particularly through the dissemination of educational and religious content. Fauzi (2021) demonstrated that the use of digital media such as religious lecture videos, Islamic podcasts, and online learning platforms can strengthen the internalization of Islamic values among santri. However, the synthesis of literature indicates that the effectiveness of character development is determined not only by the availability of content, but also by how such content is integrated into a structured and sustainable development system.

Therefore, an operational approach is needed in implementing digital-based character development in pesantren. This approach can be formulated into several strategic stages. The first stage is planning, namely determining the character values to be developed, such as honesty, discipline, responsibility, and digital ethics. These values are then translated into technology-based programs, such as Islamic digital literacy curricula or digital media-based learning content.

The second stage is implementation, namely carrying out character development programs through various digital media. Forms of implementation may include the provision of religious content through pesantren digital platforms, the use of learning applications to strengthen character values, and the habituation of positive digital activities such as application-based daily reflections or structured online discussions. In addition, pesantren can also implement digital activity monitoring systems to ensure that technology use remains aligned with the values being instilled (Hakim 2022).

The third stage is supervision and evaluation, namely monitoring the behavioral development of santri in technology use. Evaluation is conducted not only based on offline activities, but also includes students' behavior in digital spaces, such as communication ethics, the types of content accessed, and involvement in positive digital activities. Digital literacy programs become an essential part of this stage because they function to increase students' awareness regarding ethics and responsibility in technology use (Husaini dkk. 2026).

The fourth stage is strengthening the pesantren digital culture, namely building a digital environment that supports character development. This can be achieved

through regulations governing technology use, the habituation of positive content, and exemplary behavior from caregivers and educators in the use of digital media. Thus, character development is not merely programmatic in nature, but also becomes part of the pesantren culture.

Critically, digital-based character development faces challenges such as the potential misuse of technology, limitations in supervision, and gaps in digital literacy among pesantren administrators. Therefore, successful implementation heavily depends on the integration between technology, development systems, and pesantren values. Without such integration, the use of technology may instead weaken the objectives of character education. Thus, digital-based character development for santri is not merely the utilization of technology, but rather a systematic process involving value planning, program implementation, continuous supervision, and the formation of a positive digital culture. This approach enables pesantren to maintain their identity as value-based educational institutions while remaining adaptive to the development of the digital era.

6. Supervision and Evaluation of Santri in the Digital Era

Supervision is one of the primary functions in student management aimed at ensuring that all student activities are carried out in accordance with the rules and educational objectives of pesantren. In the pesantren context, supervision is not merely administrative in nature, but also encompasses moral development and discipline. Along with technological advancements, systems of student supervision and evaluation have transformed from manual approaches to more systematic and integrated digital-based approaches.

In the digital era, student supervision can be conducted through various technologies such as digital attendance systems, activity monitoring applications, and online-based reporting systems. Sutopo demonstrated that the use of QR code- or RFID-based digital attendance systems can improve attendance data accuracy and reduce the potential for attendance manipulation. These findings are consistent with global studies on education management systems, which emphasize that monitoring digitalization improves transparency and efficiency in student management (Bates, 2019; Selwyn, 2016). In practice, several modern pesantren have implemented such systems to monitor student attendance in activities such as congregational prayers, learning sessions, and extracurricular activities. Examples such as increased attendance at Pondok Modern Gontor should be understood as illustrations of field practices rather than academically verified empirical findings; therefore, their use in this study is descriptive and supportive in nature.

In addition, student activity monitoring applications have also developed by utilizing technologies such as integrated dashboards, GPS, and digital notification systems. These systems enable pesantren administrators to monitor student activities more comprehensively, including activities outside the dormitory environment. Conceptually, this approach aligns with the Islamic principle of supervision (*hisbah*), which emphasizes the importance of value-based social control. However, the use of technologies such as AI-based CCTV systems or location tracking must be critically examined, particularly concerning ethical aspects, privacy, and the boundaries of supervision in education.

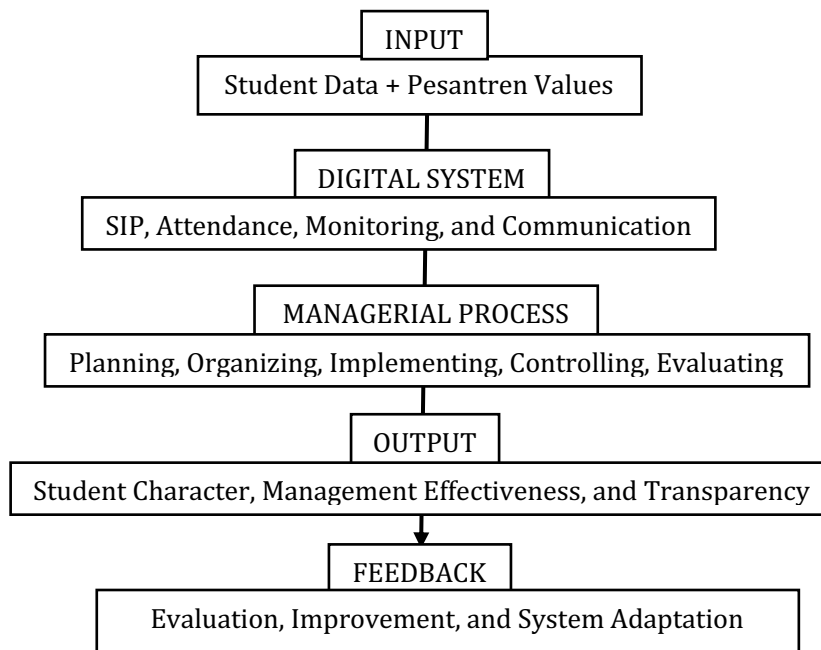
In the evaluation aspect, digital technology enables the analysis of student data to be conducted more systematically and evidence-based. Latif showed that the management of academic data, attendance, and violations through digital systems can help educational institutions identify patterns of student behavior and determine appropriate interventions. In the global context, the use of learning analytics and educational data mining has proven capable of improving the effectiveness of educational evaluation through predictive and data-based approaches (Siemens & Baker, 2012). However, the use of advanced technologies such as machine learning in pesantren remains conceptual and has not been widely supported by specific empirical studies; therefore, it should be positioned as a developmental potential rather than an established practice.

Furthermore, digitalization also enables integration between pesantren and parents through automatic reporting systems based on applications or digital communication platforms. This increases transparency and strengthens family involvement in the process of student development. From the perspective of Islamic education, parental involvement is an essential aspect of maintaining and developing the character of the younger generation, as reflected in the values of family education.

Nevertheless, the implementation of digital-based supervision and evaluation systems also faces various challenges, such as resistance to change, limited digital literacy, and data security risks. Neil Selwyn emphasized that the digitalization of education does not always produce positive impacts if it is not balanced with institutional readiness and a clear ethical framework. In the pesantren context, these challenges become even more complex because institutions must maintain a balance between technological innovation and the traditional values that form their identity. Therefore, a more appropriate approach is a hybrid model, namely combining technology-based supervision with direct and humanistic mentoring approaches (Kobandaha dkk. 2025). Thus, supervision and evaluation of santri in the digital era can be understood as a transformation toward a more effective, transparent, and data-

based system, while still requiring a critical approach in its implementation. Technology is not a substitute for the role of educators, but rather a supporting tool in improving the overall quality of student development.

Figure 2. Digital Student Management Model in Pesantren



CONCLUSION

This study concludes that student management is a strategic component in the management of pesantren education, encompassing administrative aspects, character development, and comprehensive student supervision. In the digital era, the optimization of student management can be achieved through the integration of pesantren management systems with digital technology, such as administrative digitalization, management information systems, and technology-based development platforms, without neglecting Islamic values as the primary foundation of pesantren education.

Theoretically, this study contributes through the development of a conceptual model of digital student management in pesantren that integrates managerial functions with technology- and value-based approaches. This model expands the study of Islamic educational management from conventional approaches toward systems that are more adaptive, integrated, and data-driven.

From a policy perspective, these findings imply the need to strengthen pesantren digitalization strategies through the development of technological infrastructure, the enhancement of digital literacy among human resources, and the formulation of

guidelines for implementing digital-based student management that remain aligned with pesantren values. Thus, pesantren can optimally utilize technology to improve the quality of education while preparing santri to face global challenges.

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