



Transforming Traditional Learning Methods in Pesantren: Integrating Technology in Response to Society 5.0 at Pondok Pesantren Khozinatul Ulum Blora

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Abstract

Purpose – This study explores the transformation of traditional learning methods at Pondok Pesantren Khozinatul Ulum Blora in response to the demands of Society 5.0. It investigates how the pesantren integrates modern technology into its educational practices without compromising its traditional identity, aiming to address gaps in existing research regarding the adaptation of pesantren education to contemporary technological advancements.

Methods/Design/Approach – The research employs a descriptive qualitative approach, utilizing a case study method to provide an in-depth analysis of the changes occurring in the pesantren. Data were collected through field observations, structured and unstructured interviews with key stakeholders (e.g., foundation leaders, senior teachers, and pesantren administrators), and relevant documentation. The study applied snowball sampling to select participants and used a systematic process for data reduction, presentation, and analysis.

Findings – The study found significant transformations in traditional learning methods such as Bandongan and Sorogan through the adoption of digital tools, the introduction of practical skills training relevant to modern times, and the use of social media to reinforce traditional values. These changes have enhanced the accessibility, interactivity, and effectiveness of learning while maintaining the pesantren's cultural identity.

Originality/Value – This research contributes to the understanding of how traditional educational institutions can successfully integrate modern technology, preserving cultural values while meeting the challenges of Society 5.0. It offers a model for other pesantrens and similar institutions seeking to modernize their educational practices.

Practical Implications – The findings provide practical insights for pesantrens and traditional educational institutions on effectively incorporating technology into their curricula without losing their cultural essence. The study highlights the importance of leadership, infrastructure support, and ongoing educator training in ensuring successful technology adoption.

Keywords Society 5.0, pesantren education, traditional learning methods, technology integration, cultural preservation

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1. Introduction

The rapid development of civilization has been a major catalyst in driving sustainable innovation and creativity, particularly in the era of the Fourth Industrial Revolution, which is currently unfolding in Indonesia (Wantini et al., 2023). This revolution not only brings technological advancements but also introduces new paradigms in resource management and social interaction. In response to these changes, Indonesian society is now entering a new era known as Society 5.0, where humans are placed at the center of the development of science, technology, and innovation. In this context, the mental preparedness of society, especially in the field of education, becomes crucial to ensure that the next generation can adapt to the demands of the Society 5.0 era (Fikri, 2019). However, significant challenges remain, such as disparities in access to and utilization of technology across various societal strata, which could potentially exacerbate social inequality. Therefore, careful preparation and a deep understanding are required to address these challenges with adequate mental readiness and knowledge (Rahmayani, 2015).

Pesantren, as traditional Islamic educational institutions, have undergone significant changes in facing the challenges of the Society 5.0 era (Azra, 2015). One of the most notable changes is the shift from traditional libraries to the use of the internet as the primary source of information. Whereas libraries once served as the central repository of knowledge for students, the internet now offers faster and broader access, requiring students to develop critical skills in evaluating the information obtained (Danial et al., 2023). Additionally, technological innovations such as artificial intelligence and digital learning platforms have opened new opportunities to enhance the effectiveness of learning in pesantren (Daulay & Dalimunthe, 2021). Despite these advancements, challenges related to infrastructure and training for educators remain obstacles to the optimal use of this technology.

The Society 5.0 era also brings significant moral challenges, particularly related to the negative influence of media content on the younger generation, including pesantren students (Sriyatun et al., 2020). These challenges demand that pesantren not only focus on academic aspects but also on the development of strong moral and ethical values, as well as social skills that can help students navigate various temptations in the digital age (Rahman & H., 2022). Consequently, education in pesantren must be capable of shaping robust character, in line with the religious values being taught.

Although several studies have examined the transformation of education in pesantren within the context of Society 5.0, most of these studies have limitations in terms of methodology, research scope, and data interpretation. For instance, the study by Hamdan Adib (Adib, 2021), which focuses on the transformation at Pondok Pesantren Khozinatul Ulum Blora, is limited to certain aspects of this transformation, without deeply exploring how learning methods have evolved in the Society 5.0 era. Similarly, the study by Nurul Huda (Huda, 2022) discussing the teaching methods of the *kitab kuning* has not fully explored how these methods can be integrated with modern technology.

Based on the review of previous research, several gaps need to be addressed. First, there is an evidence gap related to the transformation of learning methods in pesantren that can address the challenges of the Society 5.0 era. Second, methodological gaps still exist in terms of the research approaches used to study the impact of technology on learning in pesantren. This study aims to address these gaps by focusing on an in-depth analysis of the transformation of learning methods at Pondok Pesantren Khozinatul Ulum Blora.

This research seeks to answer the primary question: How does the transformation of learning methods at Pondok Pesantren Khozinatul Ulum Blora in the Society 5.0 era occur, and what are the factors that support or hinder this process? This question is relevant to addressing the urgent need for the adaptation of pesantren education to the evolving times, particularly in the context of integrating modern technology.

The study aims to identify and explore the various forms of transformation in learning methods that have taken place at Pondok Pesantren Khozinatul Ulum Blora in response to the challenges of the Society 5.0 era. It also seeks to analyze the factors that support or hinder this transformation process. Additionally, the study will explore the implications of this transformation within the Society 5.0 context, with the goal of understanding its impact on the quality of education in pesantren and how these institutions can effectively adapt to the changing times.

This research is expected to make a significant contribution to understanding how pesantren can adapt to the changing times. The findings of this study will provide practical guidance for developing learning methods that are relevant to the demands of the Society 5.0 era, as well as offer new insights into optimal strategies for enhancing the quality of education in pesantren in the face of globalization challenges.

2. Methods

This study employs a descriptive qualitative approach, selected for its ability to provide an in-depth depiction of complex and dynamic phenomena, aligning with the study's aim to understand the transformation of learning methods at Pondok Pesantren Khozinatul Ulum Blora within the context of Society 5.0 (Sugiono, 2014). A case study approach was chosen to enable a comprehensive and contextual analysis of the changes occurring within the pesantren (Darmalaksana, 2020). The primary focus of this research is to address how this transformation process unfolds and to identify the factors that support or hinder this process.

2.1 Sample/Participants

Participants were selected using the snowball sampling method to ensure the collected data was both relevant and profound. This method began by identifying several key informants who possess direct knowledge and experience related to the ongoing transformation. These initial informants then recommended other relevant participants.

Tabel 1. Participant Categories and Roles in Research

No Participant Category	Number of Participants	Selection Criteria	Role in the Research
1 Foundation Chairperson	1	The main leader of the foundation, with deep knowledge of the pesantren's policies and vision	Provides strategic perspectives on the transformation of learning methods.
2 Council of Asatidz	3	Senior teachers directly involved in teaching and implementing new methods	Offers insights into the implementation and challenges of new learning methods in class.
3 Pesantren Management	2	Responsible for daily operations of the pesantren, including the implementation of educational policies	Provides data on policy implementation and its impact on daily activities at the pesantren.

2.2 Data Collection

Data were collected through several methods to obtain a comprehensive understanding of the transformation process. The first stage involved field observations, where the researcher directly observed learning activities and the use of technology at the pesantren

to understand the context and identify key issues (Moleong, 2018). These observations were followed by structured and unstructured interviews with the participants, designed to delve deeper into the transformation of learning methods, as well as the existing challenges and supporting factors (Sugiyono, 2018). Additionally, documentation such as field notes, archives, and other relevant documents were collected to support the validity of the data (Sukmadinata, 2020).

2.3 Data Analysis

Data analysis was conducted through several systematic stages. The first stage was data reduction, where the collected data were selected, focused, and organized to highlight important patterns relevant to the research questions (Mali, 2023). The next stage involved data presentation, where the reduced data were systematically arranged in the form of narratives, tables, or diagrams to facilitate conclusions and a deep understanding of the studied phenomenon (Rijali, 2018). This analysis utilized a critical approach, linking field findings with relevant theories and discourses to provide a rich and contextual interpretation (Fitrah, 2018). The final stage was drawing conclusions, where the results of the analysis were synthesized and interpreted within a theoretical context, aiming to significantly contribute to understanding the transformation of learning methods at Pondok Pesantren Khozinatul Ulum Blora in the Society 5.0 era (Fitrah, 2018).

2.4 Research Ethics

This study carefully considered the ethical aspects of research. Before the research began, ethical approval was obtained from all relevant parties, including written consent from the participants involved. Informants were provided with a comprehensive explanation of the research objectives, methods used, and their rights as participants, including the right to withdraw at any time without consequence. The confidentiality of participants' identities and personal information was strictly maintained to protect privacy and ensure the integrity of this research.

3. Results

This research was designed to explore and analyze how Pondok Pesantren Khozinatul Ulum Blora is responding to the Society 5.0 era through the transformation of its learning methods. Society 5.0 demands deeper integration between advanced technology and everyday life, including in education. Therefore, this study aims to understand the extent to which this pesantren can adopt technology without abandoning its traditional identity.

3.1 Transformation of the Bandongan Method

The Bandongan method is one of the main pillars of the educational tradition in pesantren. In this method, an ustadz or kiai reads the *kitab kuning* (classical Islamic texts) directly in front of the students, who then listen and take notes on the explanations provided. However, in the Society 5.0 era, this method has undergone significant changes with the implementation of more modern technology.

The use of visual aids such as projectors or LCD screens has become an integral part of the Bandongan learning process. These tools are used to display the texts being discussed, followed by visual explanations through digital diagrams or illustrations. A senior teacher at the pesantren revealed, "We now use screens to display learning materials, which makes it easier for students to understand the lessons" (Interview with Dewan Asatidz 2024). This

illustrates how technology has enriched traditional methods by providing a more visual and interactive way to study religious texts.

Furthermore, Bandungan sessions, which were traditionally attended only by students physically present in the classroom, are now recorded and broadcast through digital platforms such as YouTube on the KHOZIN TV channel. This allows the pesantren to extend its reach to a broader audience, including alumni and other Muslims interested in remote learning. Thus, Bandungan has become not only more inclusive but also capable of meeting modern challenges in the dissemination of religious knowledge.

3.2 Transformation of the Sorogan Method

The Sorogan method is an individual learning approach where a student reads a text in front of a kiai or ustadz, who then provides direct corrections and explanations. This tradition is highly personalized and is considered an effective way to ensure a deep understanding of religious texts. However, with challenges such as the pandemic and the need to reach more students, this method has also undergone a digital transformation.

Technology integration in Sorogan is carried out using video conferencing applications such as Zoom. This allows the learning process to continue even when students and teachers are not in the same physical location. A student shared their experience, "With the Zoom application, we can still conduct Sorogan virtually, and this is very helpful, especially when face-to-face learning cannot be done" (Interview with a Student 2024). This success demonstrates the flexibility of the Sorogan method, which has been adapted to the digital context without losing its essence.

Additionally, this digital technology allows the archiving of Sorogan sessions, enabling students to access learning materials whenever needed. This increases the effectiveness of learning and provides opportunities for students to review the material more thoroughly. This transformation is highly relevant in addressing the demands of the Society 5.0 era, which requires flexibility and accessibility in all aspects of life, including education.

3.3 Implementation of the Uswatun Hasanah Method

The Uswatun Hasanah method, which focuses on exemplary behavior, is one of the most important approaches in pesantren education. Pesantren teaches that knowledge is not only to be learned but also to be practiced in everyday life. In this digital era, the values of exemplary behavior are maintained in a way that is adapted to the times.

Social media platforms such as Facebook, Instagram, and YouTube have become new means to disseminate the exemplary values taught in pesantren. Important moments that demonstrate the exemplary behavior of kiai and ustadz, such as discipline in worship or wisdom in decision-making, are now documented and shared on these platforms. "Although there are many changes, we still prioritize exemplary values. Some important moments of exemplary behavior are documented and shared on social media, so they can inspire students and the wider community," said one of the pesantren administrators (Interview with Pesantren Management 2024).

This approach not only makes it easier for students to stay connected with pesantren values, even when they are outside the pesantren environment, but also inspires the general public who may not have direct access to pesantren education. Thus, the pesantren successfully utilizes technology to reinforce its traditional values in the midst of changing times.

3.4 Innovation in Practical Skills and Role-Playing Methods

As part of preparing students for the Society 5.0 era, the pesantren has introduced various practical skills and professional simulations in its curriculum. Activities such as graphic design training, photography, and waste processing are introduced to ensure that students not only master religious knowledge but also have skills relevant to the modern world.

For example, in graphic design training, students are taught to use design software commonly used in the creative industry. This provides them with skills that can be directly applied in the workforce, opening up opportunities for them to contribute beyond the pesantren environment. "We want students to not only excel in religious knowledge but also have skills relevant to the times, so we conduct hands-on training with expert instructors," said an instructor (Interview with an Instructor 2024).

Additionally, role-playing methods are used in *khitabah* (public speaking) training, where students practice speaking in public by taking on roles as religious leaders or community figures. This simulation provides them with practical experience and builds the confidence needed for professional roles in the future. Thus, this innovation expands the scope of pesantren education, preparing students to face challenges outside the traditional educational environment.

3.5 Combination of Lecture, Setoran, and Diklat Methods

Pesantren Khozinatul Ulum Blora also combines various traditional learning methods with modern approaches to enhance students' competencies. The lecture method, which is usually conducted in a conventional manner, is now supported by technology such as screen sharing, which makes material visualization more effective.

Students are also encouraged to submit their memorization (*setoran*) virtually, providing flexibility in time and place for implementing the *setoran* method. This is especially important for students who have limited access to the pesantren physically. "In the lecture method, we use screen sharing to help visualize the material, and in the *setoran* method, students can submit their memorization virtually," said one of the teachers (Interview with Dewan Asatidz 2024).

In addition, training programs (*diklat*) focused on enhancing students' skills are now further strengthened by the availability of specialized websites that support Qur'an learning and other fields. These websites provide various digital resources that can be accessed at any time, giving students the opportunity to learn independently and further develop their skills.

3.6 Supporting and Inhibiting Factors of the Transformation

The transformation at Pondok Pesantren Khozinatul Ulum Blora is influenced by various supporting and inhibiting factors. One of the main supporting factors is visionary leadership and pesantren policies that are adaptive to change. The Chairperson of the Foundation stated, "We always strive to keep up with the times, and this can only be achieved with policies that support innovation and the use of technology in education" (Interview with the Foundation Chairperson 2024). This strong leadership ensures that every adopted innovation has a clear direction and is supported by all elements of the pesantren.

Technological infrastructure support is also a crucial factor in the success of this transformation. The pesantren has invested in technological equipment such as computers, projectors, and stable internet access, all of which are necessary to support digital learning. The pesantren management explained, "We have invested in technological equipment such as computers, projectors, and stable internet access to support digital

learning. This makes it easier for students and teachers to access more interactive and modern learning materials" (Interview with Pesantren Management 2024).

However, behind this success, there are also inhibiting factors that must be addressed. One such factor is the limited training and capacity of teachers in optimally utilizing technology. Although the infrastructure is available, not all teachers feel comfortable using new technology. One of the Dewan Asatidz stated, "Not all teachers feel comfortable using new technology. Some of us need further training to be able to integrate technology well into traditional learning methods" (Interview with Dewan Asatidz 2024).

In addition, the technological access gap among students is also a significant challenge. Students from less privileged families often do not have personal devices such as smartphones or laptops, which becomes a barrier to participating in digital learning. "Students from less privileged families often do not have personal devices such as smartphones or laptops, which becomes a challenge in following digital learning" (Interview with Pesantren Management 2024). This gap can slow down the even adoption of technology throughout the pesantren.

3.7 Implications of the Transformation in the Context of Society 5.0

The transformation of learning methods at Pondok Pesantren Khozinatul Ulum Blora has broad implications, both in improving the quality of education and in strengthening traditional values in a modern context. The integration of technology in learning has allowed for increased digital literacy among students, which is crucial in the Society 5.0 era. "Students now not only learn religious knowledge but also have practical skills such as graphic design and data processing, which are highly relevant in the Society 5.0 era" (Interview with an Instructor 2024).

Furthermore, even though the pesantren has adopted various modern technologies, it remains steadfast in its traditional values that form its identity. Technology is used not to replace these values but to reinforce them and make them relevant to contemporary challenges. "We ensure that technology does not eliminate the original values of the pesantren but rather strengthens them in ways that are relevant to the current era," said one of the pesantren administrators (Interview with Pesantren Management 2024).

This approach demonstrates that pesantren can remain relevant in the modern era without having to abandon their identity. By combining the best of tradition and innovation, Pondok Pesantren Khozinatul Ulum Blora has created an educational model that is not only adaptive but also highly resilient in the face of rapid changes in the Society 5.0 era.

4. Discussion

This study aimed to explore and analyze the transformation of learning methods at Pondok Pesantren Khozinatul Ulum Blora in response to the demands of the Society 5.0 era. The study focused on how traditional educational practices have evolved through the integration of modern technology and the factors that either support or hinder this transformation process. The main findings indicate significant changes in traditional methods such as *Bandongan* and *Sorogan* through the adoption of digital tools, the introduction of new skill training relevant to the modern era, and the use of social media to reinforce traditional values.

These findings suggest that Pondok Pesantren Khozinatul Ulum Blora has successfully integrated modern technology into its educational practices, aligning with the demands of the Society 5.0 era while maintaining its traditional identity. The use of visual aids, digital platforms, and online resources has enriched the learning experience, making it more accessible and interactive. This transformation indicates that the pesantren has not only

adapted to the changes brought by Society 5.0 but has also enhanced the quality of its education, thereby better preparing students to face the challenges of the modern world.

When compared to previous research, this study provides a more comprehensive analysis of how traditional learning methods can be integrated with modern technology (Adib, 2021; Huda, 2022). This study supports the findings that the adaptation of the Bandungan method with technology increases learning effectiveness (Supriyanto, 2020). Additionally, the integration of technology in the Sorogan method is corroborated by the findings of this research (Zuhri, 2016). The sustainability of the Uswatun Hasanah method also aligns with this study's findings, demonstrating that traditional values can be strengthened through social media (Pirrol, 2018). The application of practical skills and role-playing methods supported by technology further supports findings on the importance of practical skills in pesantren education (WINDRA et al., 2021). Finally, the combination of lecture, setoran, and diklat methods supported by technology is consistent with findings that indicate digitization enhances learning effectiveness (Nur'Aini et al., 2024). Overall, this research supports the existing literature that emphasizes the importance of blending traditional methods with new technologies to create a more effective educational model in pesantren.

These findings contribute to the development of educational theory in the context of pesantren by demonstrating how traditional educational institutions can successfully navigate the challenges of a rapidly changing technological landscape. This study shows that integrating technology into traditional educational environments does not necessarily lead to the erosion of cultural values but can instead strengthen them, providing a model for other educational institutions facing similar challenges.

From a practical perspective, this research offers valuable insights for pesantren and other traditional educational institutions on how to effectively integrate technology into their curricula. The successful transformation at Pondok Pesantren Khozinatul Ulum Blora can serve as a blueprint for other institutions seeking to modernize their educational practices while preserving their cultural identity. This study also highlights the importance of infrastructure support, leadership, and ongoing training for educators to ensure the successful adoption of technology.

Despite its comprehensive approach, this study has several limitations. It focuses on a single pesantren, which may limit the generalizability of the findings to other institutions with different contexts or resources. Additionally, this research primarily relies on qualitative data, which, while providing deep insights, may not fully capture the impact of the transformation. Future research could benefit from a broader sample and the inclusion of quantitative measures to complement the qualitative findings.

Future studies should explore the transformation of learning methods in various pesantren, including those in different geographical regions or with varying levels of access to technology. Additionally, longitudinal studies could provide insights into the long-term impact of this transformation on educational outcomes and students' ability to adapt to the demands of Society 5.0. Further research on the specific challenges faced by educators in integrating technology into traditional methods could also provide valuable guidance for training and professional development programs.

In conclusion, this study provides significant insights into how traditional educational institutions such as pesantren can adapt to the challenges of the Society 5.0 era. By successfully integrating modern technology into traditional learning methods, Pondok Pesantren Khozinatul Ulum Blora has created an educational model that is not only adaptive but also highly resilient in the face of rapid changes in this era. These findings highlight the importance of maintaining cultural values while embracing technological advancements, offering a valuable framework for other educational institutions seeking to undergo similar transformations.

5. Conclusion

This study reveals that Pondok Pesantren Khozinatul Ulum Blora has successfully integrated modern technology into its traditional learning methods in response to the demands of the Society 5.0 era. Through the transformation of methods such as *Bandongan* and *Sorogan*, along with the introduction of practical skills supported by technology, this pesantren has developed an educational model that is both adaptive and resilient. The findings demonstrate that the pesantren can maintain its traditional identity while leveraging technological advancements to enhance the quality of education.

These findings provide practical guidance for other pesantren and traditional educational institutions seeking to adopt technology in their curricula without compromising cultural values. However, the focus on a single pesantren limits the generalizability of the findings to other contexts. Additionally, the reliance on qualitative data presents limitations in quantitatively measuring the impact of this transformation.

Future research should include other pesantren with different geographical contexts and levels of technological access, and employ a longitudinal approach to understand the long-term impact of this transformation. In-depth studies on the challenges faced by educators in integrating technology are also needed to provide better guidance for training and professional development programs.

Overall, this study underscores the importance of collaboration between technology and tradition in education and provides a valuable framework for developing learning methods that are relevant to the demands of the Society 5.0 era.

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Naila Intania: Conceptualization, Writing - Original Draft, Writing - Review & Editing, Project Administration. **Nanang Nurcholis:** Methodology, Investigation, Writing - Review & Editing.

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The data that support the findings of this study are available from the corresponding author upon reasonable request.

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No potential conflict of interest was reported by the authors.

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