Collaborative Management Of Islamic Education And Technology For Improving The Competence Of Students In The Digital Era

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Abstract

This study aims to analyze the management of collaboration between Islamic education and technology in improving the competence of students at the Miftahul Huda Gading Malang Islamic Boarding School in the digital era. In the face of rapid technological advancements, it is important for Islamic boarding schools to integrate technology in the learning process and daily life. This study uses a qualitative approach with a case study method to explore how the Miftahul Huda Gading Malang Islamic Boarding School manages the integration of technology in Islamic education. The results of the study show that the implementation of good collaboration management produces students who not only understand the teachings of Islam, but are also skilled in the use of technology. The students acquire digital skills such as graphic design, website creation, and social media management, which they can apply in their daily lives and professional careers in the future. This study concludes that effective collaboration between Islamic education and technology can produce students who have technical skills as well as a deep understanding of religion, as well as prepare them to face global challenges in the digital era. Evidence shows that *pesantren* graduates qualify to become lecturers, teachers, journalists, photographers, technology technicians, programmers, etc.
Keywords: Management; Collaboration; Santri; Competence; Digital.

Abstrak

Penelitian ini bertujuan untuk menganalisis manajemen kolaborasi antara pendidikan Islam dan teknologi dalam meningkatkan kompetensi santri di Pondok Pesantren Miftahul Huda Gading Malang di era digital. Dalam menghadapi kemajuan teknologi yang pesat, penting bagi pondok pesantren untuk mengintegrasikan teknologi dalam proses pembelajaran dan kehidupan sehari-hari. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus untuk menggali bagaimana Pondok Pesantren Miftahul Huda Gading Malang mengelola integrasi teknologi dalam pendidikan Islam. Hasil penelitian menunjukkan bahwa penerapan manajemen kolaborasi yang baik menghasilkan santri yang tidak hanya paham akan ajaran agama Islam, tetapi juga terampil dalam pemanfaatan teknologi. Para santri memperoleh kemampuan digital seperti desain grafis, pembuatan website, dan pengelolaan media sosial, yang dapat mereka aplikasikan dalam kehidupan sehari-hari maupun karier profesional di masa depan. Penelitian ini menyimpulkan bahwa kolaborasi yang efektif antara pendidikan Islam dan teknologi dapat menghasilkan santri yang memiliki keterampilan teknis sekaligus pemahaman agama yang mendalam, serta mempersiapkan mereka untuk menghadapi tantangan global di era digital. Bukti menunjukkan bahwa lulusan pesantren lolos menjadi dosen, guru, jurnalistik, fotografer, teknisi teknologi, programmer dll.
Kata Kunci: Manajemen; Kolaborasi; Santri; Kompetensi; Digital.

INTRODUCTION

Islamic education in Indonesia has an important role in shaping the character and competence of students as potential successors of the nation with noble and competent character. Islamic boarding schools as traditional educational institutions have played a long role in producing a generation that masters religious knowledge, morals, and other skills. However, in today's rapidly developing digital era, challenges in dealing with technological developments are a must for Islamic boarding schools to adapt, so that the education provided remains relevant to the needs of the times. One way to improve the competence of students in the digital era is to collaborate on Islamic education and technology and make good use of all kinds of existing applications and technologies (Sugiarto, 2025).

The development of information and communication technology (ICT) has had a great impact on various sectors of life, including the education sector. Technology provides easy access to information and speeds up the learning process, but it also demands changes in teaching methods (Resti et al., 2024). For this reason, Islamic boarding schools need to open themselves to the use of technology in the learning process so that students not only have skills in the field of religion, but also have qualified digital competencies. This is an urgent need, especially in preparing students to be ready to face increasingly competitive global challenges (Muchasan et al., 2024).

The use of appropriate technology in the world of education can play a role in increasing the effectiveness of learning, both in terms of teaching quality and in the aspect of managing education administration (Wiliyanti et al., 2024). Miftahul Huda Gading Islamic Boarding School Malang, is one of the Islamic boarding schools that has adopted several technologies in teaching and learning activities, there is a need to develop collaborative management between Islamic education and technology in a more structured manner (LP3MH, 2019). This collaboration is important so that students not only master religious knowledge in depth, but also have the necessary skills in the digital world, such as skills in using software,

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searching for information on the internet, and communicating effectively through digital media (Ainurrafiq & Ta'arifin, 2015).

In the digital era, the challenge faced by educational institutions, including Islamic boarding schools, is how to make the most of technology without reducing the essence of Islamic education itself. Therefore, collaborative management between Islamic education and technology needs to be optimized in order to support the improvement of student competence in various aspects of life (Dinana et al., 2024). With good management, Islamic education held in Islamic boarding schools will be more relevant to the times, while still maintaining Islamic values that are the basis of education in Islamic boarding schools. This collaboration management covers various aspects, including human resource management, provision of technological facilities and infrastructure, and curriculum development in accordance with technological developments (Aditya et al., 2024). In addition, the development of teacher or lecturer competence in terms of technology is also an important factor in the success of the collaboration (Musfah, 2018). Through the strengthening of digital skills of teachers and *pesantren* activities later, it is hoped that students can more easily access a wider range of knowledge, including science that comes from outside the Islamic context, but is still in accordance with religious rules.

The Miftahul Huda Gading Malang Islamic Boarding School, as one of the Islamic boarding schools that has tried to integrate technology in the educational process, needs to further develop a collaboration strategy between Islamic education and technology. The first step that needs to be taken is to understand the potential and challenges that exist in combining these two aspects. In addition, it is necessary to conduct research to find out the extent to which the implementation of technology in *pesantren* education can contribute to improving the competence of students, both in the field of religion and other skills. From a managerial perspective, this collaboration not only involves the development of technology in terms of access and delivery of materials, but also involves the participation of all parties involved in *pesantren* education, including *pesantren* caregivers, ustadz/ustadzah, and other parties who have interests in the world of education. The

effective application of technology in Islamic boarding schools requires good coordination and mutual agreement regarding the educational goals to be achieved.

In addition, it is important to realize that education in Islamic boarding schools must still be based on strong religious values and strengthening the character of students (Assidiqi et al., 2024). The use of technology in *pesantren* education must be done wisely, so as not to contradict the Islamic principles that are the foundation of education in *pesantren*. This means that technology must be used to support, not replace, the essence of religious learning that has become a tradition in Islamic boarding schools. The importance of integration between Islamic education and technology in improving student competence in the digital era is increasingly felt along with the development of various new technologies, such as artificial intelligence (AI), big data, and the internet of things (IoT) (Sahila et al., 2024). This is in accordance with research from Anwas which stated that the use of technology in Islamic boarding schools can improve the quality of learning, both in terms of teaching materials and in terms of education management has increased by 23% and makes it more interesting and dynamic. This is because students already know and have the ability to operate various technologies so that they are better prepared to face the challenges of the world of work that increasingly depends on digital skills.(Anwas, 2015)

On the other hand, the use of technology also allows for the creation of more flexible and accessible learning anytime and anywhere. This is important, especially for students who come from areas that may have limited access to formal education. With technology, *pesantren* can expand their educational reach, so that students can learn in a more independent way and according to their needs (Fahrurrozi et al., 2025). Improving the competence of students through the collaboration of Islamic education and technology at the Miftahul Huda Gading Malang Islamic Boarding School can also create new opportunities in curriculum development. A curriculum that is integrated with technology can provide more dynamic and up-to-date materials, and accommodate various learning methods, such as e-learning, video conferencing, and other digital platforms. This will make

it easier for students to learn teaching materials in a more interactive and interesting way. Overall, the implementation of collaborative management between Islamic education and technology to improve student competence in the digital era is a strategic step and needs to be realized immediately, including the Miftahul Huda Gading Malang Islamic Boarding School which is known as a *salaf* Islamic boarding school but has a strong development collaboration with technology in the digital era. This can be seen from the graduates of Islamic boarding schools, some of whom become lecturers, technicians in the digital and technology section and others. Therefore, this research will focus on the collaborative management of Islamic education and technology to improve student competence in the digital era at the Miftahul Huda Gading Malang Islamic Boarding School.

RESEARCH METHODS

This study uses a qualitative method with a case study approach. The qualitative method was chosen because it aims to explore a deep understanding of the collaborative management of Islamic education and technology at the Miftahul Huda Gading Malang Islamic Boarding School in an effort to improve the competence of students in the digital era. The case study approach was chosen because this research is focused on a phenomenon that occurs in one specific place, namely the Miftahul Huda Islamic Boarding School, so that it can provide a more comprehensive picture of the implementation of collaboration between Islamic education and technology.

The type of research used in this study is descriptive-analytical research. The descriptive research aims to describe in detail the application of collaborative management between Islamic education and technology in the Miftahul Huda Gading Malang Islamic Boarding School. The researcher will describe various elements involved, such as strategies applied in education management, the use of technology in the learning process, and the impact on improving student competence. Meanwhile, the analytical research aims to analyze the relationship between Islamic education collaboration and technology in improving student competence in the digital era. This research not only describes the existing phenomenon, but also tries to analyze the factors underlying the success or

challenge in the implementation of the collaboration. Thus, this research is expected to provide a deeper understanding of how technology-based Islamic education management can strengthen the competence of students in the digital era, as well as offer recommendations for the development of educational models in Islamic boarding schools.

In collecting data, this study uses interview, observation, and documentation techniques (Lexy J Moleong, 2018). In-depth interviews will be conducted with Islamic boarding school caregivers, ustadz/ustadzah, as well as several students representing various grade levels to find out their views on the application of technology in Islamic education in Islamic boarding schools. Observation is carried out to directly observe learning activities involving technology, both in the classroom and outside the classroom, so that it can be known to what extent technology is integrated in the learning process. Documentation will be used to collect data related to policies, curriculum, and technology programs implemented in Islamic boarding schools. The data collection was carried out for 2 months, namely October 2 to November 27, 2024.

In addition, the data obtained will be analyzed descriptively to describe how the collaborative management of Islamic education and technology is applied at the Miftahul Huda Gading Malang Islamic Boarding School and its impact on improving student competence. The data analysis techniques used are the analysis of Matthew B. Miles and Michael Huberman who are education experts from the University of Geneva, Switzerland which includes: data reduction, data presentation, conclusion drawing or verification. The data analysis in this study uses words instead of numbers. The data in the study were collected based on the results of semi-structured interviews and processed through recording, recording, and typing, but the analysis still used words that were then spoken (Matthew B Miles, A Michael Huberman, 2020).
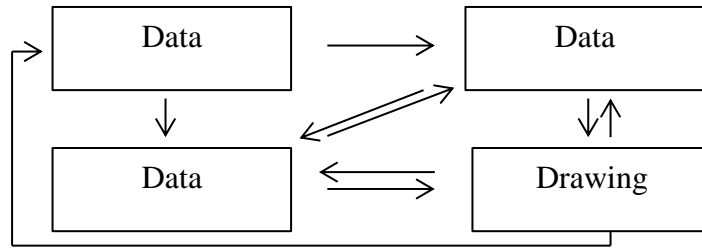
Gambar 1. B Miles Huberman Data *Analysis Structure*.

RESULTS AND DISCUSSION

Profile of Miftahul Huda Islamic Boarding School Malang

In the history of the *pesantren*, the Miftahul Huda Islamic Boarding School (PPMH) Malang or better known as the Gading Malang Islamic Boarding School, has currently been cared for by the fourth generation of caregivers, namely the sons and daughters of KH. Muhammad Yahya. Initially, Pondok Gading was founded by KH. Hasan Munadi in 1768. Then continued by KH. Ismail in 1858. Then in 1971 Pondok Gading was taken care of by KH. Muhammad Yahya, as the third generation. Based on the genealogy of its establishment, Pondok Gading is the third oldest boarding school in Indonesia.

The Miftahul Huda Islamic Boarding School is famous for its hisab knowledge. The results of hisab from the ivory hut are used as a reference to determine the Eid al-Fitr and Eid al-Adha holidays by the community. In addition, the ivory pond is also famous as a Sufism pond, this happens because the ivory pond is a thoriqoh pond, namely thoriqoh qadiriyah and naqsabandiyah. The books read by the people are not far from the nuances of Sufism.

In addition, the ivory hut is also famous because of the guardianship of KH. Muhammad Yahya. It is not uncommon for pilgrims from various places to come to the Gading hut to make a pilgrimage to the tomb of KH. Muhammad Yahya. genealogically, KH. Muhammad Yahya has a lineage with one of the songo guardians, namely Sunan Gunung Jati in Cirebon. Currently, this *pesantren* podok is stated as one of the oldest Islamic boarding schools in Malang City which is part of the *salaf* Islamic boarding school. However, currently this *pesantren* has developed into a modern *salaf pesantren* so that it does not leave the *pesantren* culture and does not leave the world of modern technology.

The education organized by the Miftahul Huda Islamic Boarding School (PPMH) is under the management of Madrasah Diniyah *Salafi*yah Matholiul Huda (MMH). The class system at MMH consists of three levels. Namely the Ula (basic), Wustho (intermediate) and Ulya (upper) levels. Teaching and Learning activities at Madrasah Diniyah *Salafi*yah Matholiul Huda are held at night ba'da Isya', precisely at 19.30-21.00 WIB. The learning process is carried out in the diniyah building which consists of three floors. There are three classes for each level of Ula, Wushto and Ulya. Every student who has completed at each level will graduate and get a diploma equivalent to a public school. The Ula level is equivalent to MI, the wustho level is equivalent to MTs, while the Ulya level is equivalent to MA.

To support the skills of the students, at PPMH extracurricular activities are carried out (khithobiyah, dibai'yah, deliberation masail diniyah, the art of reading the Qur'an and Sholawat) as well as various skills training, including: Hisab science training, faraidh training, journalistic training, Entrepreneurship, *pesantren* media and others with various modern websites and applications to spread the scientific teachings and goodness of *pesantren*.

Collaborative Management of Islamic Education and Technology for Improving Student Competence in the Digital Era

Miftahul Huda Gading Malang Islamic Boarding School is one of the Islamic educational institutions that always strives to develop a curriculum and learning methods that are relevant to the times. In the midst of such rapid technological advancement, Islamic education must be able to adapt to digital innovations in order to prepare the young generation who are not only smart in religious science, but also skilled in technology (Hefni, 2020). Collaborative management between Islamic education and digital technology is the key in creating students who not only master religious knowledge, but are also competent in facing the challenges of the digital world (Haddade, 2023).

In this digital era, technology has become an inseparable part of daily life. Therefore, for the Miftahul Huda Gading Malang Islamic Boarding School, it is

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important to introduce and utilize technology as an effective means of learning even though it does not leave the long-standing Islamic boarding school culture. The collaboration between religious education based on the yellow book and modern technology based on digital allows students to acquire broader and applied knowledge. Technology can be used to enrich religious subject matter with digital resources, such as e-books, learning videos, and other educational applications.

One of the first steps taken by the Miftahul Huda Islamic Boarding School is to involve technology in the teaching and learning process. With the existence of supporting technology devices, such as computers, the internet, and educational applications, students can learn more interactively and interestingly. The learning process that was once conventional by relying on physical books and lectures can now be developed with the use of digital media that allows students to access information faster and easier, so that the tradition of *pesantren salaf* and technological developments are both running in *pesantren*. This was revealed in an interview on Sunday (13/10/2024) with one of the administrators of the Miftahul Huda Islamic Boarding School, Ustadz Sulton, stating that the *pesantren* has begun to adopt technology to support the teaching and learning process. He explained:

" *We at the Miftahul Huda Gading Malang Islamic Boarding School continue to strive to develop our education, not only in the field of religion, but also in digital competence. We realize that technology is an inseparable part of the lives of students today. Therefore, we integrate technology in learning, such as the use of educational applications, online learning platforms, and other digital tools. Our goal is for students not only to be skilled in religious science, but also to be ready to face the challenges of the ever-evolving digital world*."

In addition, the Miftahul Huda Islamic Boarding School also introduced digital platforms that can support the self-development of students. For example, Quran-based learning applications, tafsir applications, or software to explore the science of fiqh and hadith. Thus, students can learn independently outside of formal class hours, access additional resources, and discuss in digital forums with teachers or other fellow students as Nashihin's research on the existence of increasingly advanced student skills and can have discussions by utilizing digital. This approach not only improves technical skills, but also enriches students' understanding of religion directly (Mujtahid et al., 2023). This is as expressed by Ustad Sulton in the results of the interview which said:

" We use technology to make it easier for students to access learning materials when it is needed to make them better understand. For example, we use learning videos uploaded to a special platform for Islamic boarding schools, and we also utilize applications for group discussions, especially if the discussion is batsul masail which invites various students from various Islamic boarding schools. This is very helpful in increasing students' understanding so that they are used to other people in discussing and utilizing technology wisely and well."

The collaboration between Islamic education and technology is also not only limited to teaching religious materials. The Miftahul Huda Gading Malang Islamic Boarding School seeks to integrate Islamic values with the use of technology in daily life, both in non-official events such as ordinary discussions or special trainings for students. For example, students are taught to use social media wisely, understand digital ethics, and recognize the impact of technology on their social and spiritual lives. This is very important so that students are not only technically skilled, but also able to manage their digital lives in accordance with Islamic values.

The development of students' digital competencies is also carried out through training and workshops on more practical technology skills, such as introduction to graphic design, website development, and application development. Through these trainings, students are given the opportunity to acquire additional skills that can be useful in their professional lives in the future. In addition, this skill also provides opportunities for students to contribute to the development of technology that is more in line with Islamic values and can prevent negative things from the wrong use of technology as well as research from Muchasan regarding the importance of technology for students in the future which has a good impact (Muchasan et al., 2024).

In the implementation of this collaborative management, the Miftahul Huda Gading Malang Islamic Boarding School collaborates with various parties, both from educational institutions, the government, and the private sector who have competence in the field of technology. With this collaboration, Islamic boarding schools can gain access to the latest technology, training for teachers, and facilities that support technology-based teaching. This collaboration also helps in building

synergy between the world of Islamic education and digital technology which is growing rapidly such as the Sidogiri Islamic Boarding School (Hasyim, 2023). To optimize this collaboration, the management of the Miftahul Huda Gading Malang Islamic Boarding School prioritizes continuous training for caregivers and teachers in utilizing technology. The teachers were given briefings on how to integrate digital media in the learning process, as well as how to deliver teaching materials by utilizing existing digital devices. This is expected to improve the quality of teaching and accelerate the process of technology adaptation by students.

In addition, the Miftahul Huda Gading Malang Islamic Boarding School also ensures that every student gets equal access to technology. This is done by providing adequate internet facilities, ensuring the availability of devices such as laptops or tablets, and providing training to optimize the use of technology in learning, even though *pesantren* still limit time related to technology so that students are used to using it wisely and well. Thus, every student, without exception, can use technology as a tool to explore religious knowledge and other skills.

Overall, the collaborative management of Islamic education and technology at the Miftahul Huda Gading Malang Islamic Boarding School aims to produce students who are digitally savvy and competent in facing the challenges of the digital era. By integrating technology in religious education, students not only gain a deep understanding of Islamic teachings, but also become skilled in utilizing technology for personal and social benefits. This Islamic boarding school is an example that Islamic education can go hand in hand with technological developments, produce a smart generation and be ready to face a future full of technological challenges. Therefore, the evidence produced by the *pesantren* through various data on *pesantren* graduates related to work from the latest data from 2015 to 2024 was obtained from a total of 609 *pesantren* graduates that 37 became lecturers with different clusters of knowledge, 273 became teachers according to fields including information technology, 14 became journalistic, 6 became photographers, 45 became technicians in the information technology section, 8 became programmers, 68 became administrators or the like in institutions and others. This proves that student graduates are not only preachers or religious

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things in society or institutions, but also prove that student graduates at Miftahul Huda Gading are versatile, including competing in this technological and modern world because they have been equipped by Islamic boarding schools. This also strengthens Ikhwani research related to one of the special programs in Islamic boarding schools, namely language programs that have an influence and also contribute to the future of students both to support college, work and in the community (Ichwani et al., 2023). Likewise, Yusuf's research at the Miftahul Huda Islamic boarding school about the influence of ESQ on students in their lives has a great influence so that students in the field or community to the workplace are strong in undergoing all forms of challenges and looking for opportunities in everything to obtain goodness to their families and others (Yusuf, 2016).

CONCLUSION

Therefore, from the explanation above, it can be concluded that the implementation of good collaboration management at the Miftahul Huda Gading Malang Islamic Boarding School related to the collaboration of Islamic education and technology to improve student competence in the digital era is successful because it can produce students who not only understand the teachings of Islam, but are also skilled in the use of technology. The students acquire digital skills such as graphic design, website creation, and social media management, which they can apply in their daily lives and professional careers in the future. So that this research provides an overview of effective collaboration between Islamic education and technology can produce students who have technical skills as well as a deep understanding of religion, as well as prepare them to face global challenges in the digital era. The form carried out by the *pesantren* is learning and discussion that not only maintains the culture of the *salaf pesantren* but also introduces and uses technology, especially in certain activities, and is supported by the existence of special training and programs for *pesantren* to provide knowledge to students related to the future challenges related to technology and the modern world. The real results show that graduates of the Miftahul Huda Gading Malang Islamic

boarding school in graduate data related to employment from the latest data on students who graduated from 2015 to 2024 were obtained from a total of 609 Islamic boarding school graduates that, 37 became lecturers with different clusters of knowledge, 273 became teachers according to fields including information technology, 14 became journalistic, 6 became photographers, 45 became technicians in the information technology section, 8 became programmers, 68 became administrators or the like in institutions and others.

The suggestion for the next research is to discuss the influence of the success of the program of collaboration activities and also other special activities in the *pesantren* quantitatively so that this can strengthen this research and can also be material for the *pesantren* in the future. In addition, various factors are also involved in it so that later it can be a reinforcement to strengthen student graduates at the Miftahul Huda Gading Malang Islamic boarding school.

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