

THE IMPACT OF HIGHER EDUCATION ON ISLAMIC BOARDING SCHOOL

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ABSTRACT

This study aims to analyze the impact of the presence of higher education institutions within Islamic boarding schools (pesantren) on the transformation of the education system, human resource development, and the social life of the surrounding community. The method used is a literature review by examining various scientific sources in the form of books, journals, previous research results, and official documents relevant to Islamic boarding school education and higher education. Data were analyzed descriptively and analytically through a process of grouping, comparing, and synthesizing concepts and expert findings. The results of the study indicate that higher education institutions within Islamic boarding schools have a positive impact in the form of integrating religious education and modern academics, improving the intellectual and professional quality of students and the Islamic boarding school community, and strengthening the role of Islamic boarding schools in community empowerment. However, this study also found challenges in the management of Islamic boarding school higher education institutions, particularly in maintaining a balance between traditional Islamic boarding school values and the demands of higher education quality, so that an adaptive and sustainable management strategy is needed.

Keywords: Higher Education; Education System Transformation; Human Resource Development; Community Empowerment; Tradition–Modernity Integration.

INTRODUCTION

Islamic boarding schools (pesantren) are the oldest Islamic educational institutions in Indonesia, playing a strategic role in shaping the character, morals, and knowledge of the Muslim community. Since their inception, pesantren have been known as centers of religious education, emphasizing mastery of Islamic knowledge, moral development, and the development of students' independence. Over time, pesantren have functioned not only as traditional educational institutions but also as centers for da'wah (Islamic outreach), social empowerment, and strengthening local culture. However, with changing times and the demands of globalization, pesantren face the challenge of adapting to developments in science and technology, as well as the increasingly complex needs of society (Nurina, 2015).

One form of pesantren adaptation to these dynamics is the establishment of universities within the pesantren environment. Pesantren universities emerged in response to the needs of students and the community for higher education that remains grounded in Islamic values. The presence of these higher education institutions is expected to bridge the gap between traditional religious education and modern academic education. By integrating Islamic and general science curricula, higher education institutions in Islamic boarding schools offer a holistic educational model, producing not only academically knowledgeable graduates but also graduates with religious character and noble morals (al Idrus, 2016).

The development of higher education institutions in Islamic boarding schools is also influenced by national policies in the field of higher education, which encourage expanding access and improving the quality of education. The government, through various regulations, opens opportunities for Islamic boarding schools to provide higher education, whether in the form of institutes, colleges, or universities. This situation has encouraged many large and developing Islamic boarding schools to establish higher education institutions as part of their institutional strengthening strategy. Thus, Islamic boarding schools

are not only places for primary and secondary education but also centers for scientific development up to the higher education level (Jaudi, 2024).

The presence of higher education institutions in Islamic boarding schools has various impacts, both positive and challenging, on the Islamic boarding school education system itself. On the positive side, higher education institutions can improve the quality of human resources in Islamic boarding schools, including students (*santri*), *ustaz* (teacher), and administrators. Students have the opportunity to pursue higher education without having to leave the *pesantren* environment, thus maintaining the process of religious and character development. Furthermore, academic activities such as research, community service, and scientific discourse contribute to enriching the intellectual tradition of the *pesantren*, which has traditionally focused on the study of yellow books and classical education (Tohet & Cahyono, 2020).

However, the presence of higher education institutions within Islamic boarding schools also poses a number of challenges that require careful consideration. The integration of the traditional Islamic boarding school education system with the modern higher education system does not always proceed smoothly. Differences in academic culture, learning methods, and educational orientations can create tensions within the institution's management. If not managed effectively, concerns about the erosion of distinctive Islamic boarding school values, such as simplicity, obedience to the *kiai* (religious leader), and classical scholarly traditions, are frequently raised.

Beyond impacting the internal environment of Islamic boarding schools, higher education institutions within Islamic boarding schools also impact the surrounding community. The presence of higher education institutions encourages local economic growth, increases social activity, and opens up spaces for interaction between the Islamic boarding school and the wider community. Islamic boarding schools are no longer viewed as closed institutions, but rather as centers for the development of knowledge and community empowerment. Graduates of Islamic boarding school institutions are expected to play an active role in various sectors of life, whether as educators, social leaders, academics, or professionals, possessing strong moral and Islamic integrity (Imaduddin, 2024).

On the other hand, the demand for the quality and competitiveness of Islamic boarding school graduates presents a unique challenge. In an era of global competition, universities are required to produce graduates who are not only spiritually superior but also academically and professionally competent. This requires Islamic boarding schools to continuously innovate in their management, improve the quality of their lecturers, develop their curricula, and provide adequate facilities and infrastructure. Thus, Islamic boarding schools can compete with other universities without losing their Islamic and Islamic boarding school identity (Mutiah, 2020).

Studying the impact of universities on Islamic boarding schools is crucial. This research is expected to provide a comprehensive overview of the influence of universities on Islamic boarding school life, from educational, social, cultural, and institutional perspectives. By understanding these impacts, Islamic boarding schools and educational stakeholders can formulate higher education development strategies that align with Islamic boarding school values and address the challenges of the times. This introduction serves as a foundation for further examining how universities within Islamic boarding schools play a role in the transformation of Islamic education in Indonesia...

METHOD

The research method used in this study is a literature review, which is done by reviewing and analyzing various written sources relevant to the topic of the impact of higher education in Islamic boarding schools. Data sources were obtained from scientific books, national and international journals, previous research results, laws and regulations, and official documents related to Islamic boarding school education and higher education (Nawali, 2018). Data collection techniques were carried out through identification,

selection, and grouping of literature that has a substantial relationship with the focus of the study. The collected data were then analyzed descriptively and analytically by comparing, interpreting, and synthesizing various expert views to gain a comprehensive understanding of the impact of the presence of higher education in Islamic boarding schools from an educational, social, and institutional perspective. The results of this literature review are expected to provide a strong conceptual framework and theoretical foundation for the research discussion (Tiodara & Rahmandani, 2018).

RESULTS AND DISCUSSION

The Transformation of the Islamic Boarding School Education System Due to the Presence of Higher Education

The transformation of the Islamic boarding school education system due to the presence of higher education is a significant phenomenon in the development of Islamic education in Indonesia. Initially known as traditional educational institutions with a primary focus on teaching Islamic sciences through the yellow books (*kitab kuning*), the *sorogan* (religious study group), *bandongan* (religious study group), and *halaqah* (religious circle), *pesantren* began to experience significant changes when higher education was introduced into their environment. The presence of higher education encouraged *pesantren* to adapt their educational system to meet the demands of the times without abandoning their *pesantren* identity. This change is evident in the integration of classical religious education with modern, more systematic and structured academic education (Wahyuni & Djazilan, 2025).

One of the most prominent forms of transformation is curriculum integration. Higher education institutions within *pesantren* develop curricula that combine Islamic sciences with general knowledge, such as education, economics, law, technology, and social sciences. This integration aims to produce graduates with both spiritual depth and adequate intellectual abilities. Students not only study classical texts but are also equipped with theories, scientific methodologies, and analytical skills relevant to the needs of the modern world. Thus, Islamic boarding schools are no longer viewed as educational institutions isolated from scientific developments, but rather as institutions capable of adapting and innovating.

In addition to the curriculum, learning methods in Islamic boarding schools have also undergone changes with the arrival of higher education. The traditional learning system, which emphasized memorization and understanding of texts, has been supplemented with methods such as discussions, presentations, research, and scientific writing. Academic culture such as seminars, public lectures, and scientific discourses have become part of Islamic boarding school life. This transformation in methods provides space for students to develop critical, argumentative, and reflective thinking skills, which are essential in higher education. However, the values of obedience, politeness, and respect for teachers remain as hallmarks of Islamic boarding schools (Wahyuni & Djazilan, 2025).

The presence of higher education has also impacted the institutional structure and management of Islamic boarding school education. Islamic boarding schools (*pesantren*) are required to manage higher education professionally in accordance with applicable academic standards, including in administration, quality assurance, and learning evaluation. This encourages them to reform their management systems, without abandoning the leadership of the *kiai* (Islamic cleric) as the central figure. The *kiai* retains a strategic role in determining the direction of Islamic boarding school education, while the academic management of higher education institutions is carried out collectively and systematically.

The transformation of the Islamic boarding school education system due to the presence of universities has also brought about a shift in educational orientation. While previously, Islamic boarding schools emphasized the formation of *ulama* (Islamic scholars) and religious leaders, with the presence of universities, this orientation has expanded to include the formation of Muslim scholars ready to contribute in various fields of life. Islamic boarding schools have begun to prepare students for the world of work, community service, and global challenges, without diminishing their primary mission of developing morals

and Islamic values. This shift in orientation strengthens the position of Islamic boarding schools as educational institutions relevant to the needs of modern society (Muqorrobin, 2023).

Despite its many positive impacts, the transformation of the Islamic boarding school education system also presents its own challenges. The process of integrating traditional and modern systems requires balance to prevent the dominance of one side. Islamic boarding schools must be able to maintain the traditions of classical scholarship and Islamic boarding school values amidst the academic demands of higher education. Therefore, the transformation of the Islamic boarding school education system due to the presence of higher education must be understood as a dynamic, evolving process. With proper management, Islamic boarding schools can become models of integrative, adaptive, and sustainable Islamic education amidst changing times..

The Impact of Higher Education on the Development of Human Resources in Islamic Boarding Schools

Human resource development is one of the most significant impacts of the presence of higher education within Islamic boarding schools. The presence of higher education provides greater opportunities for students to develop their academic and intellectual potential without having to abandon the traditions of the Islamic boarding school. Students are not only equipped with a deep understanding of Islamic sciences but also acquire general knowledge and academic skills relevant to the needs of the times. This fosters the development of a more comprehensive profile of Islamic boarding school graduates, namely individuals who possess a balance between intellectual, spiritual, and moral intelligence (Hidayat et al., 2025).

Higher education within Islamic boarding schools also plays a crucial role in improving the quality of students' competencies through a more structured and academic-based learning system. The implementation of a higher education curriculum, which includes lectures, scientific discussions, scientific writing, and research, fosters students' critical and analytical thinking skills. This provides added value for students who were previously more accustomed to traditional learning methods such as *bandongan* and *sorogan*. The integration of these two methods creates a dynamic learning environment and enriches the students' learning experience both intellectually and methodologically.

In addition to impacting students (*santri*), the existence of higher education also positively influences the development of human resources among Islamic boarding school teachers (*ustadz*) and educators. Many *ustadz* are encouraged to pursue higher education or improve their academic qualifications to meet higher education standards. This process indirectly enhances the professionalism of Islamic boarding school educators, both in terms of mastery of material, teaching methodology, and research skills. With improved teacher quality, the transfer of knowledge in Islamic boarding schools becomes more effective and relevant to contemporary scientific developments (Muqorrobin, 2024).

Higher education institutions within Islamic boarding schools also foster the growth of a strong academic culture within the *pesantren* environment. Activities such as seminars, scientific discussions, research, and the publication of scientific works have become part of *pesantren* life. This academic culture broadens the horizons and ways of thinking of the *pesantren* community, while strengthening the Islamic intellectual tradition that has long been a hallmark of Islamic boarding schools. Thus, Islamic boarding schools are known not only as centers of religious education but also as centers for the development of contextual Islamic knowledge and thought.

From an institutional perspective, human resource development through higher education also strengthens the managerial and leadership capacity of Islamic boarding schools. Islamic boarding school administrators involved in higher education management are required to possess professional administrative, strategic planning, and educational management skills. This fosters the development of Islamic boarding school cadres who possess not only spiritual depth but also the skills to manage educational institutions in a modern and accountable manner. This capacity building is crucial for the

sustainability and competitiveness of Islamic boarding schools amidst rapid social change (Hidayat et al., 2025).

Furthermore, developing Islamic boarding school human resources through higher education also impacts the increasing role of graduates in society. Graduates of Islamic boarding school institutions have broader opportunities to contribute in various sectors, such as education, da'wah (Islamic outreach), social affairs, government, and the professional world. Armed with strong academic knowledge and Islamic values, graduates are expected to become agents of change, bringing moral, ethical, and scientific values to social life. This strategic role demonstrates that higher education institutions within Islamic boarding schools serve not only as educational institutions but also as a means of empowering human resources, with a broad impact on the development of the community and the nation.

Overall, the presence of higher education institutions within Islamic boarding schools significantly contributes to the development of superior, character-driven, and competitive human resources. The integration of higher education and Islamic boarding school traditions creates a conducive learning environment for the formation of a generation capable of facing global challenges without losing their Islamic identity. With proper management, higher education institutions within Islamic boarding schools can become a driving force for the sustainable improvement of the quality of human resources within Islamic boarding schools (Setyawan, 2017)..

The Influence of Islamic Boarding School Universities on Social Life and the Surrounding Community

The influence of Islamic boarding school universities on social life and the surrounding community is one of the significant impacts of the presence of higher education institutions within the Islamic boarding school environment. The presence of universities makes Islamic boarding schools not only centers of religious education but also centers for the social and intellectual development of the community. Islamic boarding schools open up broader interaction between the Islamic boarding school academic community and the surrounding community, creating a more dynamic and participatory relationship. The community no longer views Islamic boarding schools as exclusive institutions but rather as strategic partners in educational, social, and religious development.

From a social perspective, the presence of universities within Islamic boarding schools encourages increased community participation in various academic and religious activities. Activities such as seminars, training, scientific studies, and community service organized by Islamic boarding schools provide direct benefits to the surrounding community. The community gains access to new knowledge, strengthening of Islamic values, and practical skills that can be applied in everyday life. This strengthens the role of Islamic boarding schools as agents of social transformation, contributing to improving the quality of community life (Buntoro & Shobaruddin, 2023).

In addition to their social impact, Islamic boarding schools (pesantren) also significantly influence the economic aspects of the surrounding community. The presence of students, lecturers, and educational staff encourages the growth of local economic activities, such as boarding houses, food stalls, transportation services, printing shops, and various other micro-enterprises. The increased economic turnover indirectly creates job opportunities and increases community income. Thus, Islamic boarding schools with higher education institutions contribute to local economic development and strengthen the independence of surrounding communities.

Islamic boarding schools also play a role in building social awareness and sensitivity to community issues. Through community service programs, students and lecturers are directly involved in empowerment activities, such as educational mentoring, skills training, religious counseling, and social activities. This involvement not only benefits the community but also shapes the character of students who possess social awareness, empathy, and responsibility as members of society. These values align with the goal of Islamic

boarding schools to produce individuals with noble character and who are beneficial to the community (Prastyo, 2022).

In the cultural and religious sphere, Islamic boarding schools (pesantren) contribute to strengthening Islamic traditions within the community. Islamic scholarly studies developed in Islamic boarding schools can enrich the community's religious understanding in a moderate and contextual manner. Pesantren serve as centers of religious reference, not only teaching religious practices but also providing an inclusive, tolerant, and responsive understanding of Islam to social issues. This is crucial for maintaining social harmony and preventing the development of narrow religious understandings within the community.

However, the influence of Islamic boarding schools (pesantren) on society also presents its own challenges. Rapid social change resulting from the influx of academic culture and modernity sometimes creates friction with traditional community values. Therefore, Islamic boarding schools are required to position themselves wisely in building social relations with the surrounding community. An approach based on local wisdom, dialogue, and community participation is key to ensuring the acceptance of Islamic boarding schools and providing sustainable benefits (Mustopa et al., 2021).

Overall, higher education in Islamic boarding schools has a significant impact on social life and the surrounding community, encompassing social, economic, educational, and religious aspects. With proper management, Islamic boarding schools (pesantren) can strengthen their role as centers of education and community empowerment. Synergy between pesantren, universities, and the community is a crucial foundation for creating positive and sustainable social change and establishing pesantren as Islamic educational institutions relevant to the needs of the times.

Challenges and Opportunities for Managing Higher Education Institutions in Islamic Boarding Schools

Managing higher education institutions within Islamic boarding schools presents complex and interrelated challenges and opportunities. The primary challenge that often arises is the difference in character between the traditional Islamic boarding school education system and the university system, which demands modern academic standards. Islamic boarding schools have traditionally been known for their educational model based on the exemplary behavior of the kiai (religious teacher), emotional closeness, and the study of classical texts that emphasize manners and morals. Meanwhile, universities require the implementation of formal administrative systems, institutional and study program accreditation, curricula based on learning outcomes, and academic culture such as research and scientific publications. These differences require Islamic boarding school administrators to adapt without losing the distinctive values of Islamic boarding schools.

Another challenge lies in the availability and quality of human resources, particularly lecturers and educational staff. Islamic boarding schools are required to have lecturers who are not only academically competent and meet formal educational qualifications, but also understand and practice the values of the Islamic boarding school. The limited number of lecturers with these qualifications often presents a barrier, particularly in meeting accreditation standards and improving the quality of the institution. Furthermore, the increasing administrative and academic burden demands that Islamic boarding school administrators improve their management professionalism, which is sometimes not fully aligned with the traditional, centralized leadership patterns of Islamic boarding schools (Susilo, 2021).

From a curriculum perspective, the challenge of managing higher education in Islamic boarding schools is evident in the effort to balance Islamic material with general knowledge. A curriculum that overemphasizes modern academic aspects has the potential to diminish the uniqueness of Islamic boarding schools, while a curriculum that is too dominant in Islamic studies can reduce the competitiveness of graduates in the workforce. Therefore, an integrative curriculum is needed that combines the strengths of

Islamic boarding school traditions with the demands of 21st-century competencies, such as critical thinking skills, digital literacy, and professional skills.

Despite these challenges, managing higher education in Islamic boarding schools also opens up significant opportunities for strengthening Islamic boarding school institutions. The presence of higher education can enhance the image and appeal of Islamic boarding schools in the eyes of the community, especially the younger generation seeking higher education based on Islamic values. Islamic boarding schools are no longer viewed solely as traditional educational institutions, but as centers for the development of knowledge and competent and moral human resources. This can expand their collaborative networks with various parties, including the government, the business world, and other educational institutions (Fikri et al., 2024).

Another opportunity is the development of an academic culture within the Islamic boarding school environment. Research activities, seminars, scientific discussions, and community service, which are part of the Tri Dharma of Higher Education, can enrich the intellectual tradition of Islamic boarding schools. Students and lecturers are encouraged not only to master classical religious texts but also to examine contemporary issues using a scientific approach. Thus, Islamic boarding schools can play an active role in providing solutions to various social, economic, and religious problems facing society (Hasan, 2017).

Higher education management within Islamic boarding schools also opens up opportunities for the production of graduates with dual strengths: academic competence and moral-spiritual strength. Such graduates have great potential to become agents of change, able to bridge Islamic values with the needs of modern society. However, maximizing this opportunity requires a strong commitment from all Islamic boarding school stakeholders to continuous innovation, quality improvement, and ongoing evaluation. With proper management, Islamic boarding school higher education can not only survive but also thrive as a model of relevant and competitive Islamic education in the global era (Dinata et al., 2025).

CONCLUSION

The presence of higher education institutions within Islamic boarding schools (pesantren) has had a significant impact on the transformation of the Islamic boarding school education system, human resource development, and the social dynamics of the surrounding community. The integration of religious education and modern higher education has encouraged Islamic boarding schools to become more adaptive educational institutions, without abandoning the Islamic boarding school values that serve as their primary identity. Higher education institutions play a crucial role in improving the intellectual, professional, and religious character of students and the Islamic boarding school community, while simultaneously expanding the Islamic boarding school's contribution to the social and economic empowerment of the community. However, the management of higher education institutions within Islamic boarding schools also faces various challenges, particularly in maintaining a balance between tradition and modernity and improving the quality and competitiveness of graduates. Therefore, a sustainable management strategy based on Islamic boarding school values is needed so that higher education institutions can become instruments for strengthening Islamic education and agents of constructive change amidst the changing times.

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