



Systematic Literature Review: Strategies of Islamic Boarding School in Indonesia in Responding Global Challenges

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ABSTRACT

This study aims to examine various strategies implemented by Islamic boarding schools in Indonesia in responding to global challenges. Using the Systematic Literature Review (SLR) approach, to obtain data, researchers utilized the POP (Harzing's Publish or Perish) application and the Covidence application according to the Preferred Reporting Items for Systematic Review and Meta Analyses (PRISMA) stages. There are 11 relevant articles out of 300 related articles. Based on the results of the analysis, it shows that the strategy implemented by Islamic boarding schools in responding to global challenges is by modernizing the curriculum through the integration of religious and general knowledge, including mastery of foreign languages and practical skills such as digital literacy, leadership, and entrepreneurship. The instillation of religious moderation values is strengthened to counter radicalism, while international cooperation and the use of digital media support globalization and da'wah. In addition, Islamic boarding schools also develop business units for economic empowerment and independence of students.

INTRODUCTION

Based on Emis data from the Ministry of Religion of the Republic of Indonesia in 2025, there were more than 344,715 Islamic boarding schools spread throughout Indonesia, with the number of students reaching 7,012,124 and the number of Ustadz more than 1,163,167 (KEMENAG, 2025). This number shows the great contribution of Islamic boarding schools in forming a generation of religious and competitive Muslims. However, the era of globalization presents serious challenges for Islamic boarding schools, such as the penetration of foreign cultures, technological gaps, low digital literacy, and the demand to produce graduates who are able to compete at the global level without losing their Islamic identity (Nurmela et al., 2024). Therefore, Islamic Boarding Schools are required to continue to carry out updates and innovations (Haris, 2023), Islamic Boarding Schools are not sufficient to be just centers for teaching yellow books and places for developing ulama cadres, but must also be transformed into Islamic educational institutions that are capable of producing global students: individuals who are religious, moderate, productive, and ready to compete on the world stage (Saini, 2024).

In response to global challenges, several studies have revealed various forms of Islamic boarding school adaptation to the challenges of the times. As in the research conducted by Ayu Wulandari, the strategy of the Miftakhul Ulum Islamic boarding school in responding to the challenges of the times is selective in responding to social change by improving the quality of teachers, updating the curriculum, methods, facilities, and developing the skills of students to be relevant to the demands of the times (Wulandari et al., 2024). In addition, research was also conducted by Izza Jayyidati Fikriyah who revealed that the strategy of the Al-Fauzan Integrated Islamic Boarding School in responding to the challenges of the times by implementing Akdon theory, Akdon theory includes setting targets and performance indicators, designing programs based on vision, mission, and bilingual curriculum, and determining achievement targets to bring the Islamic boarding school to the international level. The bilingual program is implemented through overseas student exchanges, and is evaluated routinely through daily to annual meetings (Fikriyah, 2022).

However, so far there have not been many comprehensive studies that systematically summarize and analyze these strategies from existing scientific literature. Therefore, this study aims to answer the question: What are the strategies of Islamic boarding schools in Indonesia in responding to global challenges?

RESEARCH METHODS

This research is a qualitative research using a systematic literature review (SLR) approach. SLR is a review of similar existing research using strict and structured methods so that it can answer research questions (Triandini, 2019)

The SLR method is carried out with two processes, namely the review process and the journal identification process systematically using the Preferred Reporting Item for Systematic Review and Meta Analyses (PRISMA) guide.

PRISMA is a flowchart-based and evidence-based combination intended to help review authors create systematic literature. In a PRISMA-based literature review, there are three benefits, namely: 1) Defining questions methodically and explicitly, 2) Establishing inclusion and exclusion criteria, 3) Determining the scientific literature database within a specified time (Karim & Hambali, 2024)

Data collection was carried out using the Publish or Perish (POP) application on the Google Scholar database. Data search using keywords Islamic boarding school* Challenges of the times* AND strategy*, Islamic boarding school* challenges of the times* AND strategy*, Islamic boarding school* Global challenges* AND strategy* Data search was limited to the period 2020-2025. In the search using keywords, 300 journals were obtained as shown in table 1.

Table 1. Data search process

Keywords String	Google Scholars
Pondok Pesantren* Tantangan global* AND strategi*	100
Pesantren* tantangan zaman* AND Strategi*	100
Pondok pesantren* Tantangan zaman* AND strategi*	100
Total Articles	300

The resulting data was then identified and screened until extracted using the Covidence application. The study selection process used five criteria. The five criteria are as shown in table 2

Table 2. Inclusion Criteria and Exclusion Criteria

Inclusion Criteria	Exclusion Criteria
1. Scientific work in the form of articles and national proceedings	1. Scientific works are not articles and national proceedings
2. Publishing range 2020-2025	2. Issuance before 2020
3. Indonesia language and English language	3. Not in Indonesian or English
4. Accessible in <i>full-text</i>	4. Not accessible in <i>full-text</i>
5. According to the research topic	5. Does not fit the research topic

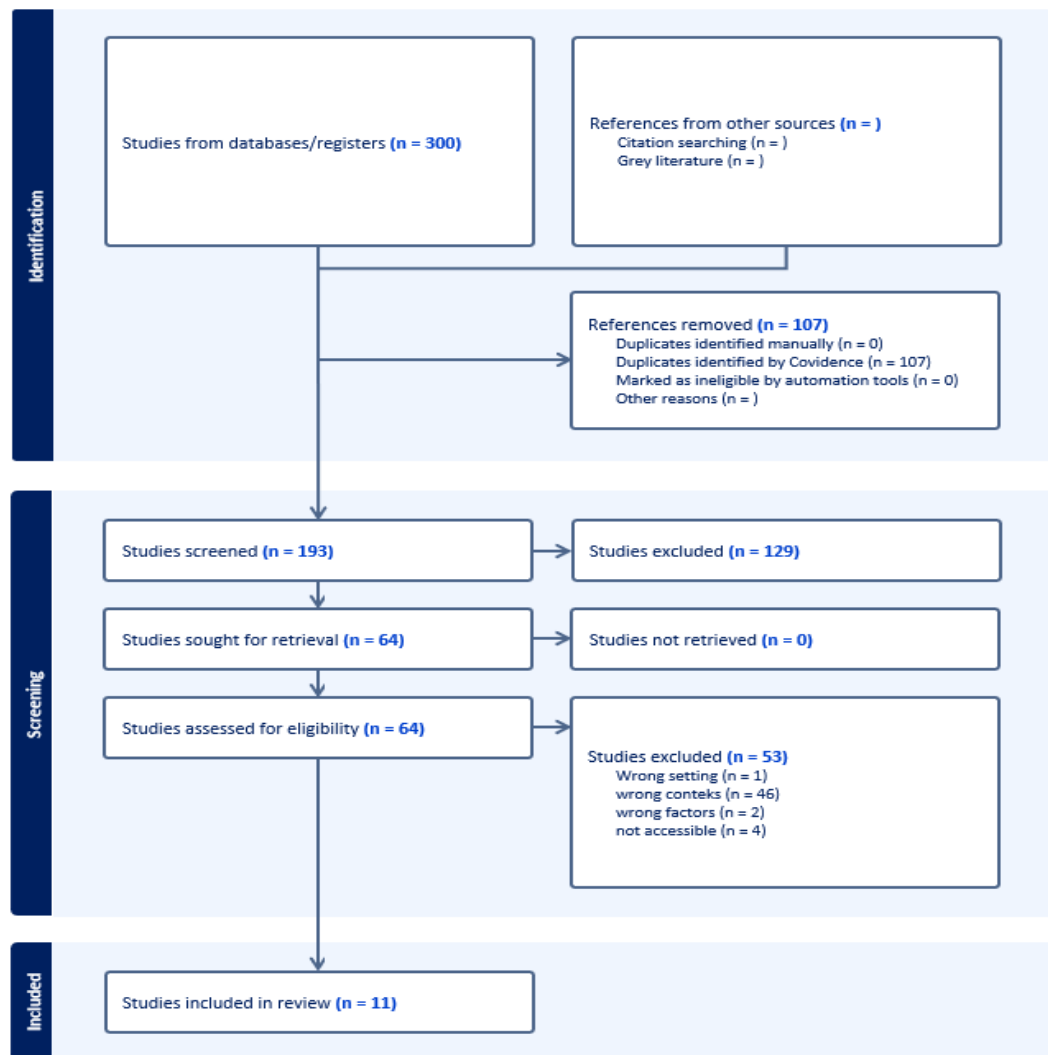


Figure 1. Data Collection Procedure (Covidence-Prisma output)

DISCUSSION AND RESULTS

Islamic boarding schools play a very important and strategic role in the Islamic education system in Indonesia. More than just an Islamic religious education institution, Islamic boarding schools have long been centers for moral development, spiritual development, and character formation of the younger generation. In the midst of the rapid flow of globalization that brings changes to various aspects of life ranging from mindset, lifestyle, economy, to information technology. Islamic boarding schools are required to be able to answer global challenges by adhering to Islamic principles, but also being open to innovation and change.

Therefore, it is very important for Islamic boarding schools to design a comprehensive strategy in responding to global challenges. In research with a systematic literature review (SLR) approach. Researchers will present journals that have been determined to meet the inclusion criteria, then the description of the research results is as follows in Table 1.

o	Author (Year)	Title	Research Results
	M. Mun'im, Pardiman, Supriyanto (2021)	Strategy for Building Entrepreneurship in Santri Students Using Bloom's Taxonomy Education Model	The strategy of Al-Mawaddah Islamic Boarding School in Kudus in responding to global challenges is not only to equip students with sharia knowledge, but also to equip them with entrepreneurship education. This provision includes three aspects: 1). Cognitive in the form of knowledge about entrepreneurship, 2). Affective through entrepreneurship training 3). Psychomotor which involves direct practice to shape the mentality and skills of students.
	Azhar Kholifah (2022)	Islamic Boarding School Education Strategy Responds to Social Challenges in the Digital Era	The strategy of Joresan Islamic Boarding School in responding to global challenges through digital literacy, extracurricular programs, organizational activities, teacher upgrading is expected to be a means of forming creative, innovative, globally-minded, and professional graduates
	Sandy Aulia Rahman, Husin (2022)	Islamic Boarding School Strategy in Facing the Era of Society 5.0	The strategy of the Rasyidiyah Khalidiyah Amuntai Islamic Boarding School in responding to the challenges of the times is to transform the curriculum, build facilities and infrastructure and expand the network by establishing cooperation between educational institutions, holding training in responding to technological advances.
	Ummah Karimah, Diah Mutiarah, Rizki, Muhammad Farhan (2023)	Islamic Boarding Schools and Challenges: Preparing Resilient Students in the Era of Society	The strategy of SMA Ali Maksum Islamic Boarding School in responding to global challenges by transforming the curriculum, forming IMTAQ people, mastering science and technology that is mashlahah, information technology, and doing professional deeds. Development of technology-based facilities and infrastructure, establishing cooperation between educational institutions, character building and development of life skills, leadership and entrepreneurship
	Mohammad Akmal Haris (2023)	The Urgency of Digitalization of Islamic Boarding School Education in the Era of Society 5.0 (Opportunities and Challenges at Al- Amin Islamic Boarding School Indramayu)	The strategy of the Al-Amin Indramayu Islamic Boarding School in responding to challenges in the era of society 5.0, by conducting digital literacy training for students through graphic design courses so that students have the IT competencies needed by the world of work and society.
		Educational Model and Strategy of	The strategy of Miftahul Hikmah Islamic Boarding School in facing challenges in the era

	Edy Kisyanto (2023)	Miftahul Hikmah Parengan Tuban Islamic Boarding School in Facing the Challenges of the Globalization Era	of globalization is to make the following efforts: being selective towards social change, improving the quality of teaching staff, updating the Islamic boarding school curriculum, updating learning methods, developing skills and expertise, and improving facilities and infrastructure.
	Rahmad Fuad (2024)	Improving the Quality of Education in Islamic Boarding Schools Through Curriculum Innovation	The strategy of Islamic boarding schools in responding to global challenges requires renewing the Islamic boarding school curriculum, namely the MTC-based curriculum or Multi Triple Curriculum, meaning a curriculum that prioritizes three advantages, namely, the traditional advantages of Islamic boarding schools, the advantages of language and the advantages of science and technology.
	Iffan Ahmad Gufron, Barnawi, Bilal Hardiansyah (2024)	Considering Non-Dichotomous Global-Oriented Educational Governance At Pondok Pesantren Bina Insan Mulia Cirebon	The strategy of Bina Insan Mulia Islamic Boarding School in responding to global challenges with planned and systematic strategic management, by designing HR competencies, preparing superior programs, and developing curricula that are in line with the demands of the times. Students are given space to choose educational programs according to their respective orientations, with an emphasis on globalization through mastery of foreign languages and integrated learning.
	Miftah, Toto Suharto (2024)	Modern Islamic Education Management at Al Ma'had Al Islamy Islamic Boarding School Era Society 5.0	This Pesantren strategy has integrated technology into various managerial aspects, including learning, administration, and communication. Curriculum updates by including subjects relevant to the needs of Society 5.0, such as entrepreneurship and information technology.
	Asnita Putri Syafrizal, Dewi Yulianti Pratama, Nisrina Hasna, Sifa fauziah, Nurhaeni Sikki (2024)	The Role of Human Resource Management in Facing the Challenges of the World of Education in the Era of Society 5.0 at the Siti Fatimah Islamic Boarding School, Cirebon City	The strategy of Siti Fatimah Islamic Boarding School in facing the challenges of globalization and digitalization by integrating technology into the educational curriculum and involving teachers in educational technology training.
	Muhammad Dzul	The Curriculum of the Islamic Boarding School of Al-	Sirojul Munir Modern Islamic Boarding School utilizes digital technology to support the teaching and learning process and continues to

	Azmi, Irnie Victorynie (2025)	Mu'allimin Al-Islamiyyah (Kmi) to Improve Human Resources in the Era of Globalization at the Sirojul Munir Modern Islamic Boarding School	innovate in the curriculum and teaching methods, in addition to collaborating with educational institutions and holding seminars and facilitating student exchange programs.
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RESULTS

The results of research from 11 journals show that in order to respond to increasingly rapid global challenges, Islamic boarding schools are making various adaptive efforts, one of which is by modernizing the curriculum(Karimah et al., 2023). This is done by integrating the teaching of yellow books as a legacy of classical Islamic knowledge with general sciences such as science, mathematics, information technology, as well as mastery of foreign languages such as English and Arabic(Antika & Muyassaroh, 2025). The goal is for students to have a global perspective but still be based on Islamic values. In addition, Islamic boarding schools also equip students with various practical skills that are relevant to the needs of the times, such as digital literacy(Kholifah, 2022), leadership(Nangimah, 2024), entrepreneurship(Mun'im et al., 2021), and various vocational skills that support their independence after graduation.

Amidst the increasing ideological challenges, Islamic boarding schools also help strengthen the values of religious moderation (wasathiyah) to counter radical and intolerant ideologies. These values are instilled through teaching, habituation, and exemplary behavior from the kiai and teachers, so that the students can become agents of peace and tolerance in society(Teti Rusmiati et al., 2022). Globalization efforts are also carried out by Islamic boarding schools through international cooperation in the form of student exchanges, scholarship programs, and collaboration in global seminars and research(Dzul Azmi & Victorynie, 2025). Along with the development of technology, Islamic boarding schools have also begun to utilize digital media to support the learning and preaching process, such as through e-learning platforms, social media, podcasts, and preaching videos that reach the wider community (Ahmad Gufron et al., 2024).

Moreover, many Islamic boarding schools develop business units and cooperatives as part of the economic empowerment of Islamic boarding schools or "pesantrenpreneur". This economic activity not only trains the independence of the students, but also contributes to the welfare of the surrounding community(Suarni et al., 2021).

CONCLUSIONS AND RECOMMENDATIONS

With the advancement of the times, Islamic boarding schools are required to transform into Islamic educational institutions that not only preserve the treasures of traditional knowledge, but are also able to adapt to the dynamics of the times. Islamic boarding schools continue to innovate in fostering students through the renewal of the education system, strengthening moderate character in religion, utilizing digital media, expanding international networks, and developing economic skills. These efforts are directed at forming a generation of students who have Islamic morals, are open-minded, have expertise, and are able to compete in the global arena. These various strategies are a real response from Islamic boarding schools in responding to global challenges while emphasizing their strategic role in building an Islamic civilization that is relevant to the development of the modern world.

Based on the results of this study, several important recommendations are made. First, the government is advised to provide greater attention and support to Islamic boarding schools, through policies, budget allocations, and the implementation of training programs that are in line with the demands of the digital and global era. Second, Islamic boarding school administrators need to continue innovating their educational systems and expanding their partnership networks with various institutions, both nationally and internationally. Third, students and alumni are expected to develop global competencies, such as technological literacy, cross-cultural communication skills, and leadership skills, enabling them to serve as ambassadors of Islam, a blessing for all the worlds, in various aspects of life

ADVANCED RESEARCH

For future research, it is recommended to conduct further in-depth studies on the concrete implementation of globalization strategies in Islamic boarding schools. Such studies could include the impact of digitalization on the Islamic boarding school education system and the role of alumni in Islamic cultural diplomacy at the global level. Furthermore, research on Islamic boarding school management models oriented toward innovation and economic independence is also needed to strengthen Islamic boarding school competitiveness in the future.

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