



Transformation of Islamic Boarding Schools Through Vocational Education

Sarno Hanipudin, Taqiyudin Subki, Tri Mulat

^{1,2}Departement of Islamic Education, IAI K.H. Sufyan Tsauri Majenang, Indonesia

Abstract

Introduction to The Problem : Islamic boarding schools are Islamic educational institutions that have a large role in shaping the character of their students, so it is important for Islamic boarding schools to orient themselves towards the skills aspect. **Purpose :** The purpose of this study is to analyze the process, strategy, and impact of the transformation of Islamic boarding schools through vocational education in increasing the independence of students, the relevance of education to the needs of the world of work, and the contribution of Islamic boarding schools to the socio-economic development of society without ignoring the Islamic values that are their identity. **Design/methods/approach:** This research is a type of literature study. In literature research, data is obtained by reviewing documents that are relevant to the research, such as books, articles, magazines. The approach used in this study is qualitative research, which aims to describe and analyze phenomena, events, social activities, attitudes, beliefs, perceptions, and thoughts of individuals or groups. Data in this study were collected through documentation. After the data is collected, the next step is data analysis, which is carried out through three main stages, namely data reduction, data presentation, and drawing conclusions or verification. **Findings :** Research on the transformation of Islamic boarding schools through vocational education found that the integration of Islamic values and work skills is able to create students who are not only spiritually pious, but also professionally competent. Islamic boarding schools that implement vocational education show a significant increase in student independence, readiness to face the world of work, and contribution to the economic empowerment of the surrounding community. Other findings reveal that collaboration with the government, the business world, and other educational institutions is an important factor in the success of vocational programs in Islamic boarding schools. Although still faced with challenges such as limited facilities and teaching staff, vocational Islamic boarding schools have proven to be able to become an alternative education model that is holistic and adaptive to the demands of the times without abandoning its Islamic identity. **Research implications/limitations:** This research still has shortcomings in terms of data aspects and depth of analysis techniques. Additionally, the limited number of informants restricts access to information that needs to be supplemented in further research. **Originality/value :** The results of this study can be an important reference in developing the pesantren model. Further research can be further refined with deeper and more technical themes, thus providing richer information because it involves direct involvement.

Keywords : Transformation, Islamic Boarding School, Vocational, Santri, Curriculum.

Introduction

Pesantren have long been known as traditional Islamic educational institutions that emphasize deepening religious knowledge and shaping the character of students (santri). Amid modernization and the changing times, pesantren continue to stand firm as moral and spiritual strongholds within

society. However, the challenges of the era are no longer limited to moral issues alone, but also include demands for practical skills and economic self-reliance. Many santri, after graduating from pesantren, face difficulties in entering the workforce or even simply earning a living independently. This is largely due to the lack of practical skills they possess. In reality, life outside the pesantren requires more than just the ability to recite the Qur'an or preach. (Sabil Mokodenseho, 2024)

This is where the need for transformation arises. Transformation does not mean abandoning the identity of pesantren, but rather finding ways for pesantren to preserve Islamic values while adapting to the demands of the times. One relevant and highly potential form of transformation is through vocational education. Vocational education is a skills-based education focused on specific competencies that can be directly applied in the workforce. When pesantren adopt a vocational education model, santri not only study religious knowledge but also gain practical skills such as agriculture, animal husbandry, automotive, graphic design, culinary arts, and even digital skills like coding and online marketing.

This transformation has, in fact, already been initiated in several pesantren across Indonesia. Some have even successfully produced santri who are not only well-versed in religious knowledge but have also become young entrepreneurs thriving in their respective fields. However, implementing vocational education within the pesantren environment is not an easy task. Many pesantren still lack access to adequate training facilities, suffer from a shortage of vocational-instructors, and face challenges related to public perception where many still believe that pesantren should solely focus on religious education. (M. Afif, 2019)

Moreover, not all parties have recognized the great potential of combining spiritual values with vocational skills. In fact, when examined more closely, santri with a strong foundation in morals and competent job skills can become agents of change within society. They have the potential to drive the economic empowerment of the Muslim community while upholding Islamic values. This combination of faith and skill is an ideal formula for shaping a young generation that is not only pious on a personal level but also socially and economically productive. (Hanipudin, 2013)

Therefore, serious attention is needed from various parties-ranging from the government, educational institutions, to the private sector-to support the transformation of pesantren through vocational education. This support can take the form of funding, training, curriculum collaboration, and strengthening the entrepreneurial ecosystem within the pesantren environment. Without genuine collaboration, the vision of creating independent and impactful vocational pesantren will be difficult to achieve.

Hence, this paper will explore more deeply how vocational education serves as a strategic pathway in transforming pesantren. It is not merely an additional program, but part of a broader strategy to address contemporary challenges and equip santri with skills relevant to today's needs, all while preserving the pesantren's identity as a center for moral and spiritual education.

Literature Review

Vocational education is an approach to learning that focuses on the development of practical skills and job competencies. According to Sudjana, vocational education aims to prepare students to enter the workforce and develop professionalism in a specific field. In Indonesia, vocational education is generally implemented through vocational high schools (SMK), vocational training centers (BLK), and is now beginning to extend into the pesantren environment. (Puri & Wicaksono, 2023)

Pesantren, as a traditional Islamic educational institution, has historically not been oriented towards vocational education. The main focus of pesantren has been the formation of Islamic character, mastery of classical Islamic texts (*kitab kuning*), and moral development. However, with the passage of time, there has been a growing awareness of the importance of transforming the pesantren curriculum to become more responsive to the needs of society. Zamroni states that pesantren need to revitalize their roles, one of which is by developing skills-based education so that santri can live independently economically without abandoning their religious identity. (Syaibani & Zamroni, 2021)

Several studies have highlighted the initiatives of pesantren adopting vocational education. Hasan, in his research, found that the implementation of vocational programs in pesantren can boost the confidence of santri and open new economic opportunities, especially in the field of small to medium-sized entrepreneurship. (Hasan, 2022) Moreover, vocational pesantren combined with a spiritual approach can foster a work ethic characterized by honesty, discipline, and responsibility. (Nugroho et al., 2023)

However, there are challenges in the implementation of vocational education in pesantren. Limitations in resources, including teachers, infrastructure, and funding, are significant obstacles. Therefore, there is a need for synergy between the government, the industrial sector, and pesantren to ensure that vocational programs in pesantren run optimally and sustainably. Without concrete support, vocational education will only become an additional program that is not maximized. (Susanti & Samani, 2017)

The literature indicates that the transformation of pesantren through vocational education is not only possible but also highly necessary. However, to achieve this goal, an integrated strategy is

required that combines the vision of Islamic education with the needs for modern skills. Vocational pesantren do not merely teach how to work, but also how to work with Islamic values as its foundation.

Methods

This study uses a qualitative approach with a library research method. Library research was chosen because the main focus of this study is to explore information, theories, and previous research findings that are relevant to the theme of the transformation of pesantren through vocational education. This approach is highly suitable for formulating conceptual understanding, observing trends in thinking, and building the foundation of arguments from various existing literature sources. (Mardalis, 2005)

The data in this study were collected from various literature sources related to the topic, including books, scientific articles, journals, research reports, policy documents, and other digital publications. (Suharsimi Arikunto, 2010)

The data were analyzed using the content analysis method. This process was carried out in several stages, namely: 1). Identifying themes from all the literature reviewed, where the researcher identified key themes such as the concept of vocational pesantren, implementation strategies, challenges, and impacts. 2). Categorizing the information, where data from various sources were classified based on relevance and the depth of information. 3). Synthesizing and interpreting the gathered information, not only reorganizing it but also analyzing it critically to find relationships, differing opinions, and gaps between the sources. 4). Drawing conclusions from the analysis, where the researcher constructed arguments and conclusions that lead to a comprehensive understanding of the transformation of pesantren through vocational education. (Nana Sayadiah Sukmadinata, 2015)

Result

The Urgency of Transforming Pesantren in the Modern Era

Pesantren is an Islamic educational institution that has deeply rooted itself in Indonesian society. Historically, pesantren has been known as a place to produce community leaders who not only understand religious knowledge but also possess noble character. However, along with the development of time and the increasingly complex challenges of modern life, pesantren is required to undergo transformation. This transformation does not mean abandoning the Islamic values that are the essence of pesantren, but rather expanding its role to be more relevant and contextual with the needs of the times. (Hanipudin, 2019)

The foundation of the urgency for the transformation of pesantren lies in the massive social, economic, and technological changes occurring in the modern era. The advancement of information technology, globalization, and changes in economic patterns demand that the younger generation possess skills beyond just religious knowledge. Santri, as part of the nation's future generation, must also have competitiveness, not only in terms of spirituality but also in life skills, including in entrepreneurship, technology, and other technical skills. (Sarno Hanipudin, 2024)

Moreover, the changing needs of society also provide a strong reason why pesantren need to undergo transformation. Today, society not only requires religious figures who can teach fiqh or tafsir, but also individuals who can drive the economy of the community, act as innovators in the social field, and be agents of change within society. Therefore, pesantren should not only be an institution for building religious character but must also become a center for community empowerment.

The goal of transforming pesantren in the modern era is to enable pesantren to address the challenges of the times and remain relevant as an educational institution that serves a meaningful purpose. Through the integration of religious education and skills-based education (such as vocational training), pesantren can produce santri who are faithful, knowledgeable, and economically independent. This transformation also aims to expand the access of santri to the workforce, open entrepreneurial opportunities, and strengthen the role of pesantren in community development.

With programs like vocational education in pesantren, santri not only study classical Islamic texts (kitab kuning) but also learn skills such as modern agriculture, sewing, graphic design, mechanics, or even digital entrepreneurship. These skills are highly necessary to face the challenges of the industrial era 4.0, where flexibility and adaptability are key to success.

The benefits of this transformation are substantial. First, pesantren will become more open and inclusive, as it will be able to reach broader segments of society that previously may have viewed pesantren as an institution solely focused on religious studies. Second, santri will have a more complete set of life skills: not only understanding religion but also being able to live independently and contribute tangibly to society. Third, pesantren can also reduce alumni's dependence on formal job markets, as they will be equipped with the ability to create their own employment opportunities. (Brilyanti, 2022)

In addition, this transformation also impacts the strengthening of the community's economy. Pesantren can become a community-based economic hub that drives productive sectors in the region. With santri equipped with skills, the local economy can be driven in a more independent

and sustainable manner. This is, of course, in line with the Islamic ideal of creating a strong, independent, and just society.

Vocational Education: A Bridge to Santri Independence

Vocational education, which focuses on the development of practical and technical skills, has become one of the essential needs in modern education. In the face of rapid societal changes, vocational education provides a concrete solution to address the challenges of economic independence, especially for santri in pesantren. Vocational education not only leads to worldly independence but also strengthens the religious foundation that guides santri to lead a more meaningful life, both in this world and the hereafter. (Amri & Mudatsir, 2022)

The challenges of worldly life are becoming increasingly complex and require practical skills that cannot be acquired solely from theoretical knowledge. Every individual is expected to possess skills that can be applied in daily life, especially in the increasingly competitive job market. Vocational education serves as a bridge to provide directly applicable skills, so that santri not only become individuals who master religious theory but also possess skills that are useful in building an independent economic life.

Santri who participate in vocational education at pesantren acquire various skills that are highly relevant to the needs of the job market. They can study various fields such as agriculture, information technology, handicrafts, graphic design, or even entrepreneurship. This education not only prepares them to work in specific industries but also fosters an entrepreneurial mindset that enables them to create job opportunities for themselves and others. (Rosidi, 2022)

Vocational education provides santri with the opportunity to be more productive and contribute to society. When they possess the necessary skills, they will be more confident in starting their own business or joining the industrial world. Therefore, vocational education in pesantren not only teaches skills but also provides santri with the opportunity to break free from dependence on available jobs and instead choose to create new job opportunities. This aligns with the principle of independence highly valued in Islam, where every individual is encouraged to earn a living in a lawful and productive manner. (Hilyatin, 2020)

However, in addition to its worldly aspects, vocational education in pesantren must also be viewed from the perspective of the hereafter. Just as religious education emphasizes the importance of sincere worship deeds, vocational education must not be detached from the moral and ethical values taught in Islam. A santri who learns vocational skills in pesantren should remain committed to making every activity a form of worship that can earn rewards in the presence of Allah SWT.

For example, in any work that a santri undertakes, whether starting a business or working in a company, they are expected to practice Islamic principles such as honesty, trustworthiness, and avoiding earning profits through unlawful means. The independence achieved through vocational education must also be understood as part of an effort to improve oneself and benefit the community, ultimately leading to happiness in the hereafter.

In this context, vocational education in pesantren serves as a means to teach santri that every skill mastered and every endeavor undertaken can become a source of reward, as long as it is done with good intentions and in accordance with Islamic teachings. This reminds us that Islam teaches that work is a form of worship, and worldly success should not distract us from our ultimate goal, which is to gain the pleasure of Allah SWT and happiness in the afterlife.

Vocational education in pesantren is not only focused on achieving worldly success, but more importantly, it also teaches santri to live a balanced life, where the world and the hereafter go hand in hand. Santri who follow vocational education will realize that their independence in the world is not just for their own benefit, but also as part of their effort to provide benefits to others, do good, and strengthen the economy of the community.

Therefore, pesantren that implement vocational education not only provide technical skills but also educate santri to become individuals with integrity and strong principles. They are trained to always base their actions on religious values, both in the workplace and in everyday life.

The Model of Integrating Religious Values and Work Skills in Pesantren

Pesantren, as an Islamic educational institution, plays a crucial role in shaping a generation that is not only knowledgeable in religious studies but also possesses skills relevant to the needs of modern society. One of the educational models that is now being developed in pesantren is the integration of religious values and work skills. This integration aims to address the challenges faced by modern society, where individuals are required to have a strong understanding of religion as well as practical skills that can support their lives in the workforce. In other words, pesantren serves as a bridge that connects religious knowledge with the professional skills needed for economic independence. (Widodo et al., 2022)

The foundation of this integration model lies in the understanding that in Islam, the world and the hereafter must go hand in hand. A Muslim is expected to not only seek the hereafter through worship and good deeds but also strive to earn a living and develop themselves in this world in a halal and productive manner. Islam teaches that working with good intentions and adhering to proper ethical principles is part of worship. Therefore, education in pesantren not only focuses on teaching religious knowledge such as fiqh, tafsir, or hadith, but also provides skills

training that can help students become economically independent, which ultimately also benefits society.

Vocational education integrated with religious values aims to produce students who are not only knowledgeable but also capable of contributing to the economic development of the community. For example, the skills taught in pesantren can include fields such as agriculture, fisheries, information technology, handicrafts, graphic design, or even entrepreneurship. Every skill learned by students must be grounded in Islamic principles, such as honesty, responsibility, and trustworthiness in every aspect of the work they undertake.

In practice, the model of integrating religious values and work skills in pesantren can be applied in various ways, depending on the needs and capabilities of each pesantren. Some examples of implementing this model include:

1. Teaching Religious Knowledge Integrated with Practical Skills

For example, pesantren that have expertise in agriculture can teach students how to farm properly and in accordance with Islamic teachings, which emphasize the blessings of earning a livelihood and caring for the environment. In this case, students are not only given agricultural theory but also hands-on experience in the field, utilizing modern agricultural technology. Through this approach, students learn not only how to farm well but also how to use farming as a means to attain blessings in their lives.

2. Religious-Based Entrepreneurship Training

Pesantren can also integrate religious values into entrepreneurship training. For instance, students are taught to start businesses based on principles taught in Islam, such as avoiding usury, conducting transactions honestly, and providing benefits to the community. This religious-based entrepreneurship training not only teaches students how to run a business but also emphasizes the importance of ethics in business, where profits are not only for personal gain but also for the welfare of the community.

3. Internship Programs Based on Religious Values

Many pesantren now collaborate with various educational institutions or industries to provide internship programs for students. The purpose of these programs is to offer students direct experience in the workforce outside of the pesantren. However, what differentiates these programs in pesantren is the integration of religious values that must be practiced during the internship, such as honesty, discipline, and working hard with the intention of worship. As a result, students not only acquire skills but also strengthen their character and ethics.

4. Curriculum Development that Integrates Religion and Vocation

The curriculum in pesantren that integrates religious values and vocational skills must be carefully designed so that both aspects can complement each other. Each religious subject, such as aqidah (creed), ibadah (worship), and akhlak (morality), should be combined with practical skills relevant to modern life. For example, in fiqh (Islamic jurisprudence), students not only learn about the laws of worship but are also taught about work ethics, entrepreneurship, and social responsibility in Islam. (Fanny Subarkah & Mubarak Ahmad, 2022)

The model of integrating religious values and vocational skills provides various benefits, both for the students (santri) and for society in general. For the santri, this model helps them become balanced individuals, not only rich in religious knowledge but also prepared to face the challenges of the workforce with relevant skills. Thus, santri will not only be deep thinkers in religious matters but also active players in the economic and social development of society.

For society, the presence of santri who possess vocational skills coupled with a good understanding of religion will undoubtedly have a positive impact. They will become agents of change who bring Islamic values into every aspect of their lives, whether in the workplace, business, or social interactions. Therefore, this integration model will produce a generation that is not only intelligent but also beneficial to the community.

Collaborative Strategies for the Future of Vocational Pesantren

The future of vocational pesantren relies heavily on effective collaborative strategies. Collaboration between pesantren and various parties, including the government, other educational institutions, the business sector, and society, will be key to creating an educational system that is not only relevant to the needs of the times but also provides significant benefits to the community. (Rahman, 2019)

In facing the challenges of globalization and rapid technological development, this collaboration is crucial so that vocational pesantren not only become institutions that teach religious knowledge but also practical skills needed in the workforce.

1. Collaboration between Pesantren and the Government

One of the collaborative strategies that can strengthen the future of vocational pesantren is cooperation with the government. The government has various programs that can support the development of vocational pesantren, such as financial assistance, teacher training, and access to facilities and technology. With government support, pesantren can expand the scope of their vocational education, providing a wider range of skill training that meets the evolving needs of the labor market. Additionally, the government can assist with licensing and certification for

vocational programs offered at pesantren, ensuring that the quality of vocational education is formally recognized.

2. Partnership with the Business World and Industry

Collaboration between vocational pesantren and the business world and industry is essential to ensure that the skills taught at pesantren are relevant to the labor market needs. The business world often requires a workforce that not only possesses theoretical knowledge but also practical skills that are ready to be applied. Therefore, pesantren need to build partnerships with companies or industries to provide internship placements, skill training, or even job opportunities for students after they graduate. For example, pesantren with vocational programs in information technology could collaborate with technology companies to conduct training or provide internship opportunities for students involved in those programs.

3. Synergy with Other Educational Institutions

Collaboration should also be established with other educational institutions, both formal and non-formal. This synergy can broaden the knowledge and resources available for vocational pesantren. For example, pesantren could work with universities or training institutions to develop a more comprehensive curriculum that aligns with the advancement of science and technology. Through such collaborations, pesantren can access wider educational resources, such as teaching from professors or experts in specific fields.

Additionally, collaborating with other educational institutions allows pesantren to expand their networks and provide opportunities for students to pursue higher education. As a result, vocational pesantren students will not only be practically skilled but also academically capable of competing on a global level.

4. Empowerment of the Community and Local Society

Collaborative strategies not only involve external parties but also the empowerment of the surrounding community. As an educational institution based in the community, pesantren should directly contribute to the economic empowerment of the local society. One way to do this is by organizing skill training programs for the general public, such as sewing, farming, or handicrafts that align with the pesantren's expertise.

Through this empowerment, pesantren can focus not only on developing the skills of their students but also contribute to improving the local community's economy. This collaboration can strengthen the pesantren's position as a center for community empowerment, serving not only as an educational institution but also as a means to improve socio-economic well-being.

5. Innovation in Learning Approaches

In today's digital era, innovative learning approaches are crucial to implement in vocational pesantren. Collaborating with educational technology providers, such as online platforms or educational software developers, can help pesantren access more modern and technology-based learning materials. Pesantren can utilize e-learning, learning apps, or digital learning management systems to provide skill training more efficiently and make it accessible to students anytime.

Discussion

The transformation of pesantren through vocational education is a tangible response to the changes of the times and global demands. This study leads to the idea that pesantren, as a traditional educational institution, cannot solely rely on the transmission of religious knowledge, but must also innovate by strengthening the life skills of students to make them more adaptive to the social and economic dynamics of modern society. (Widodo et al., 2022)

According to Jack Mezirow's theory of educational transformation, changes in the education system must lead learners to a transformation in their way of thinking, acting, and understanding the world. This theory aligns with the spirit of vocational education in pesantren, which not only teaches technical skills but also shapes students' paradigms to become independent, professional individuals who remain rooted in religious values. Mezirow emphasizes the importance of critical reflection in the learning process, which is particularly relevant in vocational pesantren, as students are encouraged not only to understand practices but also to grasp the meaning and values behind the skills they acquire.

Previous research findings indicate that the integration of religious education and vocational training can expand the role of pesantren, transforming it from an institution primarily focused on character building and spiritual competence to one that also produces graduates who are ready for work and even capable of creating employment opportunities. In this context, the views of KH. Imam Zarkasyi from Pondok Modern Gontor can serve as a reference. He stated that education in pesantren must encompass three essential aspects: knowledge, Islam, and skills. These three aspects complement each other in shaping the "insan kamil" (perfect human being) who is competent spiritually, intellectually, and socially.

Furthermore, research has shown that one form of this transformation is reflected in the model of integrating religious values into vocational training. Students are not only taught agricultural techniques or handicrafts, but they are also equipped with principles of honesty, responsibility, and Islamic work ethics. This reinforces the opinion of Azyumardi Azra, who asserts

that pesantren is a dynamic social institution capable of adapting to change while maintaining the essence of Islamic education. (Azra, 2015)

However, this transformation does not happen effortlessly and comes with challenges. Some pesantren still face obstacles in terms of human resources, a curriculum that has not yet integrated religious and vocational education, and limited facilities. Therefore, collaborative strategies, as discussed earlier, are needed, involving the government, the business world, and society, to drive the strengthening of vocational pesantren in a systemic and sustainable manner.

Furthermore, from a sociological perspective, vocational pesantren can create added value for the surrounding community. This aligns with the view of Emile Durkheim, who believed that education not only serves to transmit values but also prepares individuals to contribute to society. In other words, santri do not only become devout individuals but also gain productive skills that are beneficial for the economic development of the community.

From the overall analysis and research findings, it can be concluded that the transformation of pesantren through vocational education is not just an alternative but a necessity. This transformation must be implemented in a planned, continuous, and value-based manner so that pesantren remain pillars of Islamic civilization, capable of addressing the challenges of the times while firmly upholding the noble values that define their identity.

Conclusion

The transformation of pesantren through vocational education is a strategic step in addressing the challenges of the modern era, which demands independence, productivity, and high adaptability. Pesantren, which was once known solely as a center for religious learning, is now beginning to open itself to the integration of vocational curricula without abandoning its spiritual roots and Islamic values. This demonstrates that pesantren has great potential in producing a generation of santri who are not only spiritually devout but also excel in skills and are capable of competing in the workforce.

Through vocational education, santri are equipped with practical work skills, ranging from entrepreneurship, agriculture, and technology, to digital skills. Thus, pesantren becomes not only an educational institution but also a center for economic empowerment of the ummah, actively participating in community development. Collaboration between pesantren, the government, the business world, and society becomes a key factor in the success of this transformation. This cooperation enables pesantren to gain access to resources, training, and broader job opportunities for their santri.

Ultimately, the transformation of pesantren through vocational education is not just a technical change, but also a significant effort to strengthen the role of pesantren as agents of social change. Vocational pesantren can provide solutions to issues such as unemployment, economic inequality, and technological lag, while still maintaining religious and moral values. If managed consistently and strategically, vocational pesantren can become an ideal model of education that harmoniously and holistically integrates religious knowledge and worldly skills.

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