

Management of Digital Literacy-Based Work Practice Training in The Boarding School Environment

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ABSTRACT. *The purpose of the study which became the focal point was the management of work practice training based on digital literacy in the boarding school environment. This study uses a qualitative approach with a case study method of data collection is done by triangulation techniques using interviews, document studies, and field observations. With the object of research at the community work Training Center (BLKK) vocational Information Technology and Al-Mizān Islamic boarding school, Jativangi District, Majalengka Regency, West Java province. The results showed that: 1) the planning of training programs in BLKK Al-Mizān that focuses on identifying training needs has been carried out in accordance with SOP or rules, regulations of the Ministry of manpower. 2) the development of training programs in BLKK Al-Mizān which focuses on internal training cooperation still occurs in the dichotomy of departments and sectoral egos and external cooperation with less developed companies and even tiered apprenticeship program cooperation no longer exists. 3) the implementation of the training Program at BLKK Al-Mizān focusing on the implementation of competency-based training (CBT) has not been fully implemented. 4) evaluation of training at BLKK Al-Mizān showed that the assessment of training services has been carried out but the results are limited to the basis for recognition of students and the Al-Mizān Islamic boarding school environment. 5) support the function and use of training management at BLKK Al-Mizān to the function of improving digital literacy in the Al-Mizān Islamic boarding school. The researcher concluded that the management of digital literacy-based work practice training in the boarding school environment runs effectively and equips students to be technologically literate, this is also reflected in the students themselves in the use of digital-based books.*

Kata kunci: Management, Training, Work Practice, Digital Literacy, Boarding School.

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INTRODUCTION

The problem of Labor Quality requires handling and solving a multidimensional nature that positions the labor factor to be very important in the context of globalization, in the middle of the free market AFTA, APEC and WTO, as well as the demands of zero mistake and high quality (Allur, Heras-Saizarbitoria, Boiral, & Testa, 2018; Aminbeidokhti, Jamshidi, & Mohammadi Hoseini, 2016; Annisa, Akrim, & Manurung, 2020). The task of the government to build the quality of human resources employment is currently full of challenges, even many are pessimistic, one indicator is the unemployment rate from year to year is still quite high numbers. Central Bureau of Statistics in its official address www.bps.go.id it stated that the number of labor forces in February 2021 was 139.81 million people, an increase of 1.59 million people compared to August 2020. In line with the increase in the number of labor force, the labor force participation rate (TPAK) also rose by 0.31 percentage points. The

Open unemployment rate (TPI) in February 2021 was 6.26 percent, down 0.81 percentage points compared to August 2020 (Bahri, 2022).

According to (Fauzi, Imroatus, Jumaela, Rohmiyati, & Nasrudin, 2022) the phenomenon of high unemployment in West Java province is caused by the growth of the labor force that is greater than the available employment opportunities, the occurrence of miss match training with the needs of the job market and the limited information on the job market and the low effectiveness of the job market. So according to him, the West Java provincial government has committed to improving the quality of human resources in stages as stated in the rpjmd agenda in 2014-2019, namely building quality human resources.

Elfindri and B. Nasri in (Santosa & Devi, 2021) said “to overcome the problem of manpower is inseparable from the strategy of Human Resource Development in the country, the strong commitment of the state in building quality human resources through increased competence and productivity of Labor, also confirmed in law no.13/2003 on employment”.

Empowerment of Job Training Center is one solution to improve the quality of labor, especially for people who only have a level of education equivalent to Junior High School and high school who usually have low skills and are unable to continue to higher education, job training center is one of the instruments of Human Resource Development which is expected to transfer knowledge, skills, competent and meet the demands of the labor market with a variety of curricula and programs in the job training center (Banmairuoy, Kritjaroen, & Homsombat, 2022; Sa’dullah & Hidayatullah, 2020).

In relation to scientific development media, pesantren faces new consequences with the presence of new internet-based communication technology. The dimensions of *aqeedah*, *Shari’ah*, and *akhlaq*, which are the whole foundation for the development of *tafaqquh fiddin*, are entering a broader meaning. Thus, the pesantren live from, by, and for the community (Azmi, Hadijaya, & Syah, 2022; Ihsan, Ahmad, Hasanah, & Suhartini, 2021).

The concept of digital literacy in pesantren emerged along with the development of media in the world of education where the media becomes an infrastructure that provides quick and extensive information on certain study subjects and religious discourses (Ansori, 2020; Darmadji, 2011; Majid, 1997; Qomar, 2005). In the view of experts, this digital literacy arises as a need for access and management of information where users have the ability to access, analyze, evaluate and create content in sharing. In the context of modern boarding school education, digital literacy is used as a support for learning, data and information access, information evaluation capabilities and as a media to support the curriculum to encourage the creation of media-aware human resources and able to analyze content. Boellstorff, T. (2012) in his book ‘Rethinking Digital Anthropology’ mentioned that the digital world is only an extension of the offline world, and both are the real world where contestation occurs. There is a battle of ideas, domination, culture and influence going on in the offline and online world.

RESEARCH METHODS

The procedure used in this study is descriptive with a qualitative approach. The type of research is a case study. In this study directed to describe and analyze the data in depth about the problem of students in the implementation of digital literacy-based job training activities (Community Training Center) vocational information and Communication Technology at Pondok pesantren Al-Mizan Jatiwangi Majalengka Regency.

The procedure used by the author in this study is a qualitative method using a descriptive approach. In the process of collecting data relating to this study, researchers used observation techniques, interviews, and documentation studies. After collecting data in the form of interviews, documentation, and observations, the data will then be analyzed in more depth so as to form a natural scientific conclusion that can be accepted by various circles.

The reason for choosing this method is that this method is easier because it deals with reality because it describes exploring (descriptive or describing, explaining). After conducting in-depth observations and interviews, researchers constructed messages obtained from informants and mapped the use of e-learning as a form of digital literacy, especially communication and collaboration elements in the form of active participation in digital networks for learning activities. Data analysis techniques are based on The Theory of (Miles, Huberman, & Saldana, 2018), there are three stages in the process of data analysis (1) data reduction, (2) data display, and (3) data conclusion according to the interpretation of researchers. Reduction is done by summarizing, selecting the main things, and focusing on the important things. Presentation of data in the form of brief descriptions, charts, relationships between categories, flowcharts and the like. Drawing conclusions or verification is the third flow in data analysis techniques after data reduction and presentation. The validity of the research data was done by triangulation. Triangulation is a way of obtaining data that is completely valid by using the double method (Creswell, 2012). Data collection techniques that combine from various techniques and data sources that exist. Data triangulation in this study is a triangulation method that is done by combining observation and interview techniques and combining data sources from several research subjects.

RESULTS AND DISCUSSION

Based on the observations made, the results of the study began by reviewing the vision, mission and objectives of BLKK Al-Mizan Majalengka by formulating planning, programs, organizing programs, implementing programs, and evaluating work practice training programs based on digital literacy in the boarding school environment, which are described as below;

Planning of digital literacy-based work practice training program in Pondok pesantren

The planning of the information and Communication Technology vocational community BLK program Al-Mizan certainly refers to the guidelines established by the decision of the Director General of training and productivity development No.2.69 / LP.00.03/II/2020 on technical guidelines for assistance for the community work Training Center Program for Fiscal Year 2020, including all components required therein, namely the vision and mission objectives of BLKK, BLKK plans and planning aspects and guidelines for information and Communication Technology vocational BLKK. This situation we can see with the suitability between guidelines and implementation in the field. BLK vocational Community Information and Communication Technology Al-Mizan implement planning based on technical guidelines that have been in the standard.

Aspects of BLKK planning and guidelines broadly include efforts to achieve predetermined SOP standards. Al-Mizan, head of information and Communication Technology vocational community BLK stated that BLKK has prepared plans for the long term, medium term and operational plans. Guidelines on various aspects are also contained in the technical instructions that have been decided by the Director General of training and productivity development No.2.69 / LP.00.03 / II / 2020 on technical guidelines for community work Training Center Program assistance for Fiscal Year 2020. Blkk orientation is no longer separate on student affairs, curriculum

and so on. But more on the target areas of education in the standard SKKNI and BNSP. While students(learners), curriculum (syllabus), Public Relations and so on is only a device to achieve the standard SKKNI and BNSP that has been set. Aspects of planning concerning the academic field (curriculum), of course on improving the quality of learning. Sub-sub quality improvement can not be separated from the readiness of the teaching staff (mentor) includes the preparation of learning, learning techniques and evaluation techniques.

The structure of the curriculum in the planning process is illustrated in the learning syllabus as follows:

Table 1.1 general group of core competencies in operating software

ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA	TRAINING MATERIALS			TRAINING HOURS	
		Knowledge	Skills	Working Attitude	vision	Skills
1. Choosing the type of software	1.1. The relevant software used is explained according to its types and main differences. 1.2. Benefits, character, advantages and disadvantages of each type of software used outlined theoretically andn melalui contoh karya	<ul style="list-style-type: none"> ✓ Knowledge of the types and functions of graphic design applications. ✓ Knowledge of the benefits of the software used. ✓ Ability to identify the character, advantages and disadvantages of graphic design 	<ul style="list-style-type: none"> ✓ Ability to define and operate graphic design applications for specific activities. 	<ul style="list-style-type: none"> ✓ Follow the training according to the materials that have been given carefully ✓ Maintain order during the training process. ✓ Carry out all tasks given at the time of 		4
2. Setting software	2.1. The facilities in the software are used optimally according to their function. 2.2. Appropriate software is utilized to produce productive design work and optimal work results.	<ul style="list-style-type: none"> ✓ Knowing the menus contained in the software. ✓ Knowing how to use the features contained in the software. 	<ul style="list-style-type: none"> ✓ Can create graphic design files by using the menu and features contained in the software. ✓ Can save and reopen files that have been created 	<ul style="list-style-type: none"> ✓ Follow the training according to the materials that have been given carefully ✓ Maintain order. ✓ Carry out duties in accordance with SOP 		

Table 1.2 Implementation - Based Training Group Design Brief

Competency Unit : Implementation Design

Unit Code : M.74100.005.02

Learning : 24 JP@45 menit

ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA	TRAINING MATERIALS			TRAINING	
		Knowledge	Skills	WORKING ATTITUDE	Knowledge	Skills
01 planing design brief	1.1. Design brief for concept development the design is based on 1.2. Design briefs for third parties are designed based on project briefs.	<ul style="list-style-type: none"> ➤ Knowledge to Design Brief. ➤ Knowledge to project brief. 	<ul style="list-style-type: none"> ➤ Reading, researching, digging and processing data/information from project brief and formulating into design brief. 	<ul style="list-style-type: none"> ➤ Meticulous ➤ Dexterous ➤ Patiently listening ➤ Dare to ask ➤ Polite, not patronizing ➤ Firmness 		
02 Able to operate computer (Ms. office). Office)	2.1. The design project is outlined comprehensively. 2.2. Tujuan desain dinyatakan sesuai project brief 2.3. The scope of the design concludes based on project summary 2.4. Target audience set according to project brief 2.5. Media design is determined according to design objectives 2.6. Design execution time is carried out according to	<ul style="list-style-type: none"> ➤ Knowledge to project brief. ➤ Knowledge to project brief. 	<ul style="list-style-type: none"> ➤ Reading, researching, digging and processing data/information from project brief and formulating into design brief. ➤ Time management. 	<ul style="list-style-type: none"> ➤ Meticulous ➤ Dexterous ➤ Patiently listening ➤ Dare to ask ➤ Polite, not patronizing ➤ Firmness 		4

The table above is one example of a learning syllabus that has been ongoing and implemented in accordance with the learning instructions are also in accordance with standard operating procedures (SOP), as a foothold and guide the implementation of the learning process in the classroom.

Organizing a digital literacy-based work practice training program in Pondok pesantren

Organizing is related to the arrangement of the structure through the determination of activities to achieve the goals of a business entity or organization as a whole or any part of it. Therefore, all BLK activities of the Al-Mizan information and Communication Technology vocational community, which have been planned, are carried out in order to run smoothly and orderly. For example, the information and Communication Technology vocational community BLK Al-Mizan regulates instructors, training personnel, trainees and the administration of the community BLK.

Organizing in BLK Al-Mizan Majalengka information and Communication Technology vocational community is the authority and responsibility of the head of BLKK manager. The head of Administration and curriculum conveys the main responsibility to the BLKK manager.

BLK Al-Mizan Jatiwangi community was established in Kab. Majalengka in 2019. BLK Komunitas Al-Mizan is under the auspices of the Al-Mizan Langensari Foundation which is engaged in education. BLK Komunitas Al-Mizan Jatiwangi has the task of carrying out training, empowerment and competency testing of workers with excellence in the field of Information and Communication Technology. BLK Komunitas Al-Mizan in carrying out its operational activities in coordination with the District Labor Office. Majalengka, Bandung work Training Center, and Directorate General of training and productivity of the Ministry of manpower of the Republic of Indonesia

Skills in utilizing digital literacy to build more flexible, participatory and dialogical learning interactions (Das & Kramer, 2013). Special measures are prepared to optimize students' learning even in the midst of Covid-19. Various forms of digital literacy activities are carried out to create an academic and spiritual atmosphere. This ensures that the Pondok pesantren education system runs continuously and students will be familiar with this literacy culture. It becomes a challenge and a new habit to prepare yourself in the new normal era. Factors of lack of confidence, habits, minimal training, regulations that have not been prepared and less than optimal utilization become obstacles to digital literacy culture (Agustini, 2018). Pondok pesantren has a big role in printing prospective scholars and improving the quality of Islamic education in Indonesia. Pondok pesantren also has a strong relationship in the process of developing student literacy. Continuous efforts are needed to revive the life of student literacy as the strength of Islamic boarding schools in printing prospective scholars.

Implementation of digital literacy-based work practice training program in Pondok pesantren

In the implementation of training (teaching and learning process) instructors are always guided by the lesson plan (lesson plan) that has been made before. In addition, in the implementation of technical material (practice) as a guideline is a job sheet that has been made or prepared. This condition is intended so that in the learning process will always be in accordance with the program (planning) that has been determined beforehand. In the implementation of the transfer of technology to the participants or students of the training the instructors use a variety of

teaching methods in the training. From the available curriculum, the comparison between theory and practice shows that the practice material is more dominant with a ratio of 30:70. Seeing this, the instructors in delivering the material use more demonstration methods when compared to other methods.

Blkk instructors have prepared materials or teaching materials (modules) that are arranged in accordance with the existing curriculum. The preparation of the module in addition to meeting the needs of instructors in collecting or meeting the number of credit lift also to facilitate or assist participants or students in receiving training materials.

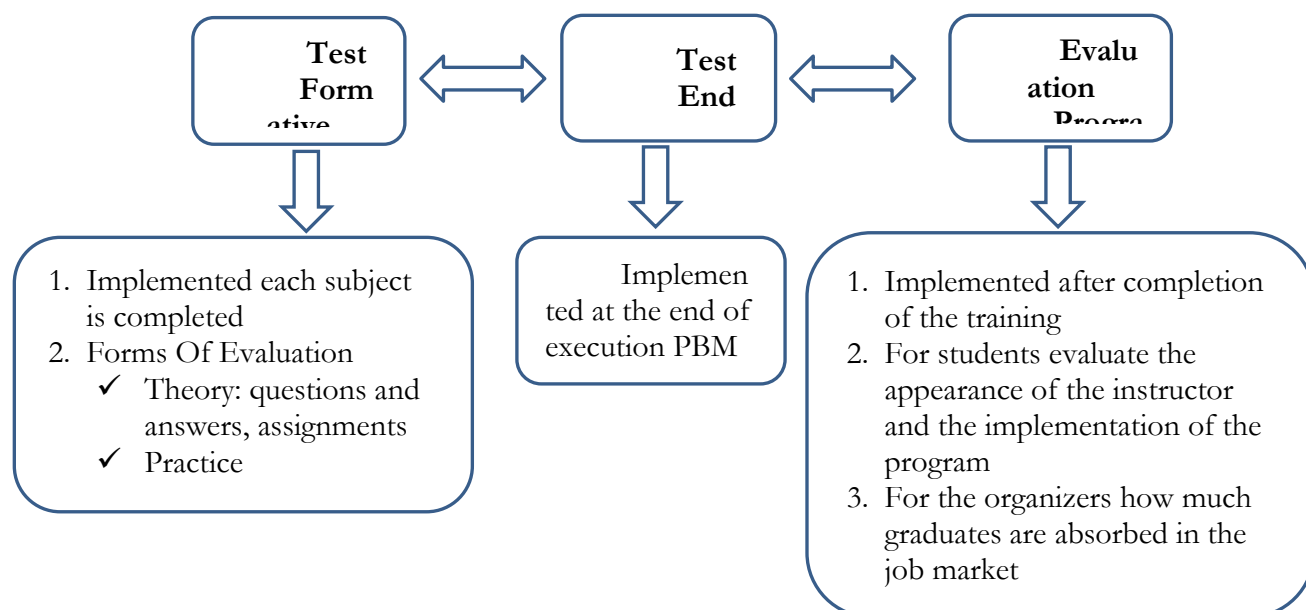
As a guide in learning for instructors is the training curriculum. The existing curriculum is a national standard curriculum issued by the Depatemen of manpower (Pusat) and is valid in all work training centers throughout Indonesia.

As it is known that teaching administration is very important in order to help smooth the teaching and learning process. The teaching administration prepared by the instructor includes a list of participants, lesson plan, job sheet, list of formative and summative values. From the observations we obtained that most of the instructors at the Community Training Center (BLKK) Al-Mizan has prepared the necessary training administration. This is as explained by the head of the training organizer as the instructor coordinator, that in addition to being an obligation for instructors, it is also used as material in obtaining points or credit points for the evaluation and implementation of subsequent training programs.

Evaluation of work practice training program based on digital literacy in Pondok pesantren

Training evaluation is one of the fundamental processes in management. It is with this evaluation that all training activity programs will be visible, whether the implementation of the program is in accordance with the plan or not. Community Training Center (BLKK) Al-Mizan in the implementation of training programs always carry out evaluations both related to the program in general and the evaluation of the learning process in training. Based on the results of interviews researchers with program implementers and training instructors can be obtained as follows:

Figure 1. Evaluation of work practice training program based on digital literacy in Pondok pesantren



Source: Chief Organizer BLKK Al-Mizan

Evaluation for the organizer includes: readiness of the training, facilities provided by the organizer, equipment used in the training practice, training curriculum, allocation of time provided in the training. While the evaluation for training instructors include: instructor readiness, methods used in learning, instructor performance in teaching, mastery of teaching materials, and instructor communication during the learning process. Instruments in the evaluation for students/participants have been provided by the organizer (BLKK) Al-Mizan. It is expected that the implementation of this evaluation can run well and students or participants do not feel burdened. The results of the evaluation by the organizer will be used for improvement in the implementation or implementation of the next training.

Evaluation in the teaching and learning process is carried out in the form of an initial test (pre test) for participants before they follow the training program. Pre test is intended to determine the initial ability of students or participants, thus the steps that must be taken by the instructors in implementing learning strategies will be clear. In addition to the pre-test, the test made/conducted by the instructor is a summative test and final practice. From the test results will be used by instructors in determining graduation or success for students or participants during the training program.

Evaluation for the organizer includes: readiness of the training, facilities provided by the organizer, equipment used in the training practice, training curriculum, allocation of time provided in the training. While the evaluation for training instructors include: instructor readiness, methods used in learning, instructor performance in teaching, mastery of teaching materials, and instructor communication during the learning process. Instruments in the evaluation for students/participants have been provided by the organizer (BLKK) Al-Mizan. It is expected that the implementation of this evaluation can run well and students or participants do not feel burdened. The results of the evaluation by the organizer will be used for improvement in the implementation or implementation of the next training.

Based on the data obtained by researchers, digital literacy culture is a feature of the serious commitment of Al-Mizan Islamic boarding school in opening up and adapting to the development of digital technology. This indicates the existence of academic reforms that are carried out on an ongoing basis so as to build the power of study and religion that is more effective in reaching the wider community, especially in the segmentation of the netizen generation. Thus pondok pesantren Al-Mizan opens academic space in religious learning that is more contextual and relevant. This indicates that the practice of religious learning management in Pondok pesantren Al-Mizan is increasingly adaptive to the Times which has a positive impact on the academic development and competence of students. Digital literacy learning actually provides innovative opportunities so that students can maximize their potential in the field of technology and information. Besides that, digital literacy also provides more real and creative challenges for students to be able to develop their abilities for the better.

DISCUSSION

Planning is basically making decisions now about what to do in the future. Sudjana (Sutarto, 2013: 29) defines planning as a systematic process in making decisions about actions to be performed in the future. According to Novitasari and Sugito (2018: 99) in the Journal of Non Formal Education Research, the planning stage is defined as follows:

“The planning stage was the important stage as the basis for the implementation of the action. The planning of the training was done by involving the trainees in identifying learning needs together, determining the training schedule, determining the venue of the training, and determining the learning media and method”.

Organizational structure, implementation of the implementation of management standards in BLKK Al-Mizan already has a good organizational structure, so it is easily understood about the personnel or stake holders in their positions and positions. The physical condition of the school and the existence of the BLKK organization chart are in the head room of BLKK.

The implementation of the training follows the established plan. However, in the implementation is always a lot of problems that require solving (Dilia, Rony, & Trianawati, 2022). Solving often results in the necessity of changing some things and plans but any changes and adjustments made must always be oriented towards maintaining the quality of training, maintaining the smoothness of the training process, and not harming the interests of participants. The implementation of training is a learning process with the delivery of material carried out by the facilitator with the trainees (Ma'arif, Zuana, & Sirojuddin, 2022).

Evaluation is an activity to collect information describe, interpret to find out whether the objectives that have been determined can be achieved, whether the implementation of the program in accordance with the plan, and or or what impact occurs after the program is implemented so that a decision can be taken to be used as material improvements in the next program (Hafid & Barnoto, 2022; Ilmi et al., 2021; Saadah & Asy'ari, 2022).

This is in accordance with the expression (Amelia, Aprilianto, Supriatna, Rusydi, & Zahari, 2022; Amelia et al., 2022) in order to evaluate the PNF management program can be effective, the strategy that must be used must have the following characteristics: a. Thorough (accurate), meaning that the information resulting from the evaluation must be true, b. Timely, information must be obtained in stock so that improvement efforts can be provided periodically, c. Objective and comprehensive, the evaluation system must be understandable to everyone involved. Focused on strategic evaluation points, the evaluation should be focused on points so that deviations from the standard can be noticed immediately, e. Realistic (economically and Organization realistic), the evaluation system is easy to do so low cost, f. Flexible: program evaluation is flexible enough to deal with unusual things or unexpected or expected events. Perspective and operational, if performance standards are not found, the program evaluation system will show what actions must be taken, h. Accepted by members of the organization (acceptable do organizational Jember), the evaluation system must be acceptable to all staff in the organization.

CONCLUSION

Management standards refer to the guidelines established by the decree of the Director General of training and productivity No.2.69 / LP.00.03/II/2020 on technical guidelines for assistance for the community work Training Center Program for Fiscal Year 2020, including all components required therein, namely the vision and mission objectives of BLKK, BLKK plans and planning aspects and guidelines for information and Communication Technology vocational BLKK. The optimal utilization of digital resources is done so that students are able to produce literacy works that are synergistic with current digital developments. Not only to increase knowledge, digital literacy skills of students are also used to download various yellow books, journals based on the open journal system (OJS) to add insight into the field of religious education of students. Digital literacy develops students' learning outcomes and strengthens educators' positive responses to improve the quality of their teaching.

Training planning in the future should be the Community Training Center (BLKK) Al-Mizan involve third parties (the business world or the industrial world), because third parties will use or hire these workers. The leadership structure should consist of one head or chairman of the management of the Community Training Center (BLKK) assisted by one vice chairman of the manager to assist the duties and obligations of a chairman in supporting the management and quality assurance of the teaching and learning process (KBM).

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