



The Transformation Model of Islamic Boarding Schools as an Incubator for Sharia Entrepreneurship in the Digital Economy Era

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Abstract

This study aims to examine the transformation of pesantren education in promoting sharia-based entrepreneurship through a vocational education approach at the Riau Technology Islamic Boarding School. In facing the challenges of the Industrial Revolution 5.0, Islamic boarding schools are required not only to produce graduates who are spiritually religious but also technically and economically competent. This study uses a qualitative approach using the case study method, where data is collected through observation, in-depth interviews, and documentation. The findings of the study show that the integration of the vocational curriculum with Islamic values can shape the character of students as independent and ethical young entrepreneurs. The Sharia-based business unit managed by students serves as a real-world learning platform that not only hone skills but also instill Islamic trading principles. These findings show that the Islamic boarding school-based vocational education model has significant replication potential in other Islamic education contexts. This study recommends strengthening the curriculum, strategic partnerships, digitizing learning, and business mentoring for students as a further step in developing sharia entrepreneurship in the pesantren environment.

Abstrak

Penelitian ini bertujuan untuk mengkaji transformasi pendidikan pesantren dalam mempromosikan kewirausahaan berbasis syariah melalui pendekatan pendidikan vokasi di Pondok Pesantren Teknologi Riau. Dalam menghadapi tantangan Revolusi Industri 5.0, pondok pesantren dituntut tidak hanya menghasilkan lulusan yang religius secara spiritual tetapi juga kompeten secara teknis dan ekonomi. Penelitian ini menggunakan pendekatan kualitatif menggunakan metode studi kasus, di mana data dikumpulkan melalui observasi, wawancara mendalam, dan dokumentasi. Temuan penelitian menunjukkan bahwa integrasi kurikulum vokasi dengan nilai-nilai Islam dapat membentuk karakter mahasiswa sebagai wirausahawan muda yang mandiri dan beretika. Unit bisnis berbasis Syariah yang dikelola oleh mahasiswa berfungsi sebagai platform pembelajaran dunia nyata yang tidak hanya mengasah keterampilan tetapi juga menanamkan prinsip-prinsip perdagangan Islam. Temuan ini menunjukkan bahwa model pendidikan vokasi berbasis pondok pesantren memiliki potensi replikasi yang signifikan dalam konteks pendidikan Islam lainnya. Penelitian ini merekomendasikan penguatan kurikulum, kemitraan strategis, digitalisasi pembelajaran, dan pendampingan bisnis bagi mahasiswa sebagai langkah lebih lanjut dalam mengembangkan kewirausahaan syariah di lingkungan pesantren.

Kata Kunci: Transformasi Pendidikan, Kewirausahaan Syariah



INTRODUCTION

Pesantren is known as the oldest Islamic educational institution in Indonesia, having played an important role in shaping scholars, educators, and community leaders since before independence (Hadijah, 2024). Entering the era of the Industrial Revolution 5.0, pesantren face a new dynamic that demands major reforms in their educational approach (Mahrisa et al., 2020). This era emphasizes the collaboration between technological advances and human values, where the focus is not only on automation and artificial intelligence but also on strengthening spirituality, harmonious human relationships, and social sustainability (Mahrisa et al., 2020).

In this reality, pesantren are not only expected to produce graduates who are religious but also able to overcome socio-economic problems in real terms, especially in the aspect of entrepreneurship (Gunartin, Heri Pratikto, Agung Winarn, 2025). Changes in the approach to education in Islamic boarding schools are essential to overcome the challenges of unemployment, economic inequality, and people's dependence on the unstable informal sector (Robbaniyah & Lina, 2023).

One form of innovation that has emerged is the implementation of vocational education (Harmanto & Sobirin, 2023) in the Islamic boarding school environment. This model, as seen in Islamic boarding school-based vocational high schools (SMK), not only equips students with technical skills but also strengthens their moral and spiritual foundations (Cianjur News, 2025). Therefore, the education system (Nelli et al., 2024) a design that can integrate Islamic values, life skills, and sharia-based entrepreneurial principles in a comprehensive and balanced manner is needed.

The Riau Technology Islamic Boarding School is a real example of this transformation effort. Through the implementation of vocational school programs with a sharia approach, Islamic

boarding schools provide formal education based on the national curriculum combined with Islamic values in every aspect of learning, including entrepreneurial practices. The curriculum equips students not only with skills such as information technology, digital design (Janati et al., 2023), and micro business management, but also instilling the character of sharia entrepreneurship based on honesty, responsibility, and justice in accordance with the principles of Islamic muamalah (Riau Technology Islamic Boarding School, 2023).

In addition, the existence of productive business units managed directly by students who implement sharia business agreements such as musyarakah, ijarah, and mudharabah makes Islamic boarding schools relevant and valuable entrepreneurship incubation centers (Fattah & Muchlis, 2024). This shows that the function of Islamic boarding schools has now developed, not only as a religious educational institution, but also as a driver of social and economic change based on Islamic values (Siswanto & Muhammad, 2024).

Such an approach is deeply aligned with the overarching goal of national education: to cultivate resilient, self-reliant, and globally competitive human resources that remain rooted in the nation's religious and cultural identity (Stuart O'Neill, 2024). Based on this background, this study aims to explore in depth how the transformation process of pesantren education, especially through the vocational school program at the Riau Islamic Boarding School of Technology, can facilitate the emergence of entrepreneurship students based on sharia principles.

The results of this research are expected to be an important contribution in designing a contextual and applicative pesantren-based vocational education model to be widely implemented in various regions in Indonesia (Ramadan, 2025). Pesantren has long been known as an



Islamic educational institution that plays an important role in the development of religious knowledge and character formation among the community since ancient times (Sahri & Aziz, 2023).

Unique learning models of Islamic boarding schools, such as sorogan and bandongan, as well as the pesantren system that fosters closeness between students and teachers, are the main characteristics of these institutions. In its development, pesantren face significant challenges in carrying out self-transformation, especially in the face of modernization and technological advances (Yasin & Khasbulloh, 2022). The paradigm shift in pesantren education must not undermine the essence of traditional values that have been upheld for centuries, but must be aligned with the demands of 21st century competencies, including technological proficiency and economic skills (Kompasiana, 2024).

This transformation concept requires pesantren to be more adaptive, both in terms of curriculum (Moosa & Haji, 2025) Teaching methods, and institutional management models (Rahayu & Baqi Ghrafiza, 2024).

Vocational education is designed to prepare students to enter the workforce directly with practical skills. Based on Law No. 20 of 2003, vocational education plays an important role in strengthening the competitiveness of the workforce. In the context of Islamic boarding schools, the integration of vocational education is a strategic step that can expand the role of Islamic boarding schools from just religious education institutions to centers for skill-based economic empowerment.

The integration of vocational education in Islamic boarding schools is a response to the needs of the times, which not only requires students to become religious leaders but also to become productive economic actors. Pesantren-based vocational schools are a model that not only provides mastery of technical skills

but also internalizes Islamic values in the learning process (Jazil et al., 2021).

The implementation of vocational education in the pesantren environment has an impact on increasing the economic independence of students, especially through their involvement in productive business units. To support the success of this program, contextual and integrative learning approaches, such as project-based learning, that combine theory, practice, and ethical values simultaneously (Siti Mahmudah, Fakhruddin, 2019).

Entrepreneurship in the Sharia perspective is a business practice that is based on the principles of justice, transparency, and responsibility, and avoids the elements of usury, gharar, and speculation. In the era of Society 5.0, the character of Islamic entrepreneurship must be formed through the internalization of moral and religious values in business practices. It involves applying ethical principles such as honesty, integrity, and social responsibility, while maintaining faith and adherence to the teachings of Islam. As technology advances rapidly, Islamic entrepreneurs are expected to utilize it ethically to boost business growth without sacrificing moral standards. Success in Islamic entrepreneurship also requires positive traits such as confidence, perseverance, and creativity. By integrating moral and religious values into the business, entrepreneurs can achieve success while upholding ethical and spiritual integrity (Muttaqin et al., 2023).

The implementation of Sharia entrepreneurship in Islamic boarding schools generally uses sharia business contracts such as mudharabah, musyarakah, and ijarah, which are in accordance with the principles of fiqh muamalah. This approach not only trains students to enter the business world but also shapes business ethics in accordance with religious guidance. The sharia entrepreneurship model applied in Islamic boarding schools has great potential in



building an inclusive, independent, and sustainable microeconomic ecosystem (Muhammad Zuhirsyan, 2019)

The Industrial Revolution 5.0 brought a paradigm shift that emphasized collaboration between humans and technology, where the use of technology was directed to support human well-being holistically. This concept emerged as an improvement of the Industrial Revolution 4.0, which focused more on automation and efficiency (Rame et al., 2023). In Society 5.0, humans remain at the center of technological innovation and decision-making, so the values of ethics, spirituality, and social sustainability are given significant attention (Afriyanti et al., 2024).

In the field of education, including pesantren education, the 5th Industrial Revolution demanded the integration of mastery of digital technology and the development of strong character. Islamic boarding schools have great potential in fostering a generation that is not only intellectually and technologically intelligent but also has high moral awareness. Therefore, pesantren education must develop an approach that integrates technology, spirituality, and entrepreneurship rooted in Islamic values to remain relevant in today's dynamic society (Afriyanti et al., 2024).

Several previous studies have shown the contribution of Islamic boarding schools in the development of entrepreneurship education. This research reveals three models of entrepreneurship education in Islamic boarding schools. First, inculcating the values of responsibility, independence, and family spirit in student life. Second, introducing business units owned by Islamic boarding schools and training students through internship-based programs training in the workplace. Third, intensive coaching through mentoring by experts in the field of entrepreneurship. These three approaches are expected to be able to encourage the birth of independent santripreneurs in Indonesia (Ghafar, 2023).

This research aims to understand how the concept of vocational education is understood and implemented by the Islamic boarding school community, as well as to examine the education system applied at SMK Syubbanul Wathon Tegalrejo Magelang. Using a qualitative case study approach, data was obtained through interviews, participatory observations, and documentation from various informants such as foundation chairs, caregivers, school principals, vice principals, teachers, kiai, and students.

The results of the study show that the concept of vocational education in the Islamic boarding school environment is based on the value of *ngluru ngilmu*, which is a sincere and honest relationship between teachers and students. Systematically, vocational education in this vocational school involves internalizing the context into the vision, mission, and goals of the school; the implementation of the national curriculum (KTSP) combined with the curriculum of Islamic boarding schools; integration of formal and religious learning processes; and the output of graduates who not only have vocational skills, but also religiosity, independence, discipline, and strong foreign language skills. Graduate achievement shows that 44% immediately work, 42% continue their studies at university, and 14% choose traditional Islamic boarding school or entrepreneurship paths (Mardani & Susiawati, 2023).

RESEARCH METHODOLOGY

This study uses a qualitative approach with a case study design. (Muhammad Wahyu Ilhami, 2024) This approach was chosen to gain a deep understanding of the transformation of Islamic boarding school education in supporting sharia entrepreneurship within the Riau Technology Islamic Boarding School. Case studies are considered appropriate because they allow researchers to thoroughly explore the



phenomena that occur in a particular location while considering the surrounding social and cultural context.

The case study approach is particularly useful when the phenomenon being studied is difficult to separate from its context, and it provides room for a rich exploration of the dynamics that occur in reality. In this context, the Riau Islamic Boarding School of Technology is used as a single unit of analysis that describes the application of vocational education based on Islamic values.

The research was conducted at the Riau Technology Islamic Boarding School, which is located in Riau Province, Indonesia. This location was chosen deliberately because it has implemented an integrative program between vocational education and sharia entrepreneurship. The study is scheduled to last for three months, from July to September 2025.

This research involves various parties who are directly involved in the education system and entrepreneurship programs in Islamic boarding schools. Informants were selected using purposive sampling techniques with the criteria of active involvement in planning, implementation, or experience in learning activities and productive businesses at Islamic boarding schools.

The informants consist of: a) Islamic Boarding School Leaders, who determine the direction of education and entrepreneurship policies; b) Vocational school teachers and program managers, who understand the implementation of skills-based curriculum; c) Vocational school students, who participate in business learning and training activities; d) The manager of the Islamic Boarding School business unit, which runs a business in accordance with sharia principles; e) The number of informants will be determined based on the principle of data saturation, i.e. when interviews and observations no longer produce significant new information.

Data was collected using the following techniques; a) In-depth interviews: The researcher conducted semi-structured interviews with key informants to explore their ideas, experiences, and perceptions regarding educational and entrepreneurial practices in Islamic boarding schools; b) Participatory observation: The researcher directly observes learning activities, entrepreneurial practices, and business unit management carried out by students and teachers; c) Documentation: Various documents such as curriculum, activity reports, photos, videos, and records of business activities will be analyzed as supporting data sources; d) Triangulation: The validity of the data is maintained through triangulation of techniques and sources, namely by comparing information from various methods and informants.

Data analysis was carried out in stages using a thematic analysis approach according to Miles and Huberman (2014), which includes; a) Data Reduction: Data obtained from the field are filtered, organized, and grouped based on relevant thematic categories; b) Data Presentation: Information is presented in the form of descriptive narratives, tables, and visual models to facilitate the interpretation of meaning; c) Conclusion Withdrawal and Verification: The initial findings are re-examined and validated through cross-data comparisons to ensure accuracy.

RESULTS AND DISCUSSION

The results obtained from this study are:

Integration of Vocational Education with Sharia Values

An interview with the Principal of the Riau Islamic Boarding School stated: "*We are committed to not only equipping students with technical skills, but also strong Islamic values. Every subject, whether computer technology, design, or entrepreneurship, is always associated with the principles of fiqh muamalah, business ethics, and social responsibility.*" This is reinforced by

productive teachers who mention that this approach makes students more aware that business is not just about profit, but also about blessing and justice. This research found that the Riau Islamic Boarding School has implemented vocational education that is fully integrated with Islamic values.

The curriculum not only focuses on developing technical skills such as digital technology and business management, but also internalizes Islamic principles, such as entrepreneurial ethics, sharia business ethics, and understanding of fiqh muamalah. Teaching and learning activities are carried out with an approach that emphasizes character building, where values such as honesty, hard work, and the intention to worship through entrepreneurship are instilled from the beginning. This process underlines that vocational education in Islamic boarding schools is not only about meeting economic needs but also about building students' spiritual identity as entrepreneurs with integrity.

This is in line with integrative Islamic education theory, which emphasizes the importance of character and spiritual development, as well as life skills, in a comprehensive education system. The following is an overview of the process of developing sharia-based entrepreneurship in Islamic boarding schools:



Figure 1. Sharia-Based Entrepreneurship Formation Flow Diagram

The Implementation of Sharia Entrepreneurship in the Santri Business Unit

A business unit supervisor explained: *"We guide students in managing business units in accordance with sharia contracts. For example, when there is a printing partnership with an external party, they use ijarah or musyarakah contracts. This hands-on practice is much more effective than theory alone."*

Students are also trained to prepare simple financial statements, understand the rights and obligations of business partners, and resolve conflicts through consultation. A 12th grade Multimedia student shared: *"I used to think that business was only for adults. But here, I was taught from the beginning how to run a small business. But the most important thing is that I learned that selling has its own ethics: you have to be honest, not cheating, and not unfair."* Interviews with other college students revealed that direct involvement in business made them more confident and not afraid to try entrepreneurship after graduation.

Another important finding is the existence of productive business units managed by students with a sharia-based system. Students are not only trainees but also actively involved in the management and development of Islamic boarding school businesses, such as design services, halal food production, and ethical online businesses. Every transaction in this business unit uses sharia economic schemes, such as mudharabah (profit sharing), musyarakah (capital partnership), and ijarah (service rental).

The following is a list of entrepreneurship that has been implemented at the Riau Technological Islamic Boarding School (PTR):

1. Green House



Figure 2. Green House

2. Cultivation of hydroponic plants (lettuce, celery, pakcoy)



Figure 3.
Lettuce

Figure 4.
Celery



Figure 5. Pakcoy



Figure 7. Visit of SMK Abdurrah to PTR Green House

3. Cultivation of chili plants



Figure 8. Chili Nursery

4. Spinach chips and tempeh emping



Figure 9. Spinach Chips



Figure 10. Tempeh Emping

5. Ginger Juice



Figure 11. Ginger Juice

Thus, pesantren not only creates a practical space but also introduces the Islamic economic system in a real and actionable way. This hands-on experience reinforces experiential learning and helps students understand how to run a business that is halal, fair, and beneficial to the wider community.



The Role of Islamic Boarding School Leadership in Encouraging Educational Innovation

Interviews with pesantren leaders emphasize: *"We want our graduates to not only find jobs, but also create jobs. We have established partnerships with several halal MSMEs and sharia cooperatives as partners in product and marketing practices."*

One of the key factors for the success of educational transformation at the Riau Islamic Boarding School of Technology is the visionary and inclusive role of its leaders. Leaders not only function as decision-makers but also as agents of change and value mentors in the pesantren environment.

Through a collaborative approach, pesantren leaders involve various internal and external parties to support the integration of vocational and sharia education. This support includes curriculum development, teacher training, and business networking for students. This leadership model aligns with a transformative approach in education, where leaders act as agents of change, driving the creation of adaptive and value-based learning systems.

The Contribution of the Educational Model to Islamic Education Reform

Based on the above findings, it can be concluded that the model of integrating vocational education and sharia entrepreneurship in Islamic boarding schools has an important contribution in preparing a competitive young generation with a strong moral foundation. Pesantren is not only a place of religious learning but also a center for Islamic entrepreneurship training and inclusiveness. This model has great potential to be replicated in various Islamic boarding schools in Indonesia as part of contextual, innovative Islamic education reforms that can answer the challenges of the times, especially in the era of the Industrial Revolution 5.0, which

demands mastery of technology and spiritual values simultaneously.

CONCLUSION

The transformation of pesantren education through the integration of sharia-based vocational models, as implemented at the Riau Faculty of Technology, shows a strategic contribution in shaping the profile of pesantren students as entrepreneurs who not only have technical skills but also show strong moral and spiritual character. The synergy between the vocational curriculum and Islamic values allows Islamic boarding schools to produce graduates who can not only adapt to the dynamics of the workplace but also have the capacity to create employment opportunities independently, based on Islamic ethical principles such as honesty, justice, and social responsibility.

The vocational education model in this pesantren is not limited to the transfer of practical skills but is also designed to internalize the values of muamalah into every entrepreneurial activity carried out. Sharia-based business units managed by students function as an effective entrepreneurship laboratory as well as serve as a medium to foster ethical character in Islamic business practices. Therefore, the approach applied by the Riau Technology Islamic Boarding School can be used as a reference in developing a contextual, productive and oriented Islamic education system that is oriented towards strengthening the character and economic competitiveness of the Muslim youth generation.

To strengthen the transformation of pesantren education in promoting sharia-based entrepreneurship, it is recommended that the sharia-based vocational education model be replicated in other Islamic boarding schools throughout Indonesia, while still considering the local context of each school. In addition, the vocational curriculum needs to continue to be



improved through the integration of the principles of fiqh muamalah and Islamic business ethics that are more applied. These efforts must also be supported by strategic partnerships with the halal industry, Islamic financial institutions, and Islamic business actors to expand the network and market access for Islamic boarding school students. In addition, a continuous business incubation and mentoring program is needed to foster vocational boarding school graduates so that they can manage and develop businesses in accordance with sharia principles. In the context of the Industrial Revolution 5.0, the digitization of learning and marketing is also a necessity so that Islamic boarding schools can produce young Muslim entrepreneurs who can compete globally without sacrificing Islamic values.

To enrich the study on the development of Islamic entrepreneurship-based pesantren education, further research is recommended for Analyzing the effectiveness of the sharia vocational model in various types of Islamic boarding schools (salaf, khalaf, modern Islamic boarding schools, and integrated Islamic boarding schools) to see the extent to which institutional cultural variations affect the successful implementation of similar models. Not only that, but further research recommendations are also important in the development of Sharia Entrepreneurship Competency Evaluation Model which is more comprehensive, covering spiritual aspects, business ethics, digital literacy, and halal industry skills.

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