Revitalizing Salaf Education: Development Trends Towards a Superior and Adaptive Pesantren
Revitalisasi Pendidikan Salaf: Tren Pengembangan Menuju Pesantren Yang Unggul Dan Adaptif

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ABSTRAK

Penelitian ini bertujuan untuk menjelaskan revitalisasi pendidikan salaf sebagai tren pengembangan menuju pesantren yang unggul dan adaptif. Penelitian ini menekankan pentingnya revitalisasi pendidikan salaf guna mengidentifikasi langkah-langkah konkret yang dapat diambil oleh pesantren dalam menghadapi tantangan era modern. Objek penelitian berfokus pada Pondok Pesantren Darussalam.

Penelitian ini menggunakan metode penelitian kualitatif dengan pendekatan studi kasus. Informan penelitian meliputi kepala pondok pesantren dan kepala lembaga ekstrakurikuler media kepenulisan di Pondok Pesantren Darussalam. Data dikumpulkan melalui teknik observasi, wawancara, dan dokumentasi. Analisis data dilakukan menggunakan model Miles dan Huberman, yang meliputi tiga tahapan utama: reduksi data, penyajian data, dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa revitalisasi pendidikan salaf sebagai tren pengembangan menuju pesantren yang unggul dan adaptif meliputi beberapa aspek utama: (1) peningkatan keterampilan digital, (2) pelatihan bahasa asing, dan (3) penekanan pada moderasi beragama. Peningkatan keterampilan digital menjadi sangat penting mengingat teknologi informasi dan komunikasi memainkan peran krusial dalam berbagai aspek kehidupan modern, termasuk dalam bidang pendidikan dan pekerjaan.

ABSTRACT

This study aims to explain the revitalization of salaf education as a development trend towards superior and adaptive pesantren. This research emphasizes the importance of revitalizing salaf education to identify concrete steps that can be taken by pesantren in facing the challenges of the modern era. The research object focuses on Darussalam Islamic Boarding School. This research uses qualitative research methods with a case study approach. The research informants included the head of the boarding school and the head of the writing media extracurricular institution at Darussalam Islamic Boarding School. Data were collected through observation, interview, and documentation techniques. Data analysis was conducted using the Miles and Huberman model, which includes three main stages: data reduction, data presentation, and conclusion drawing. The results showed that the revitalization of salaf education as a development trend towards superior and adaptive pesantren includes several main aspects: (1) improvement of digital skills, (2) foreign language training, and (3) emphasis on religious moderation. The improvement of digital skills is very important considering that information and communication technology plays a crucial role in various aspects of modern life, including in the fields of education and employment..

1. INTRODUCTION

      Salaf education not only preserves traditional values but also strives to develop an adaptive curriculum that is relevant to contemporary challenges in order to produce students who are excellent and

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ready to contribute to society. For students of salaf pesantren to contribute effectively to the community, the salaf education curriculum must respond to increasingly complex changes of the times (Nurmahmudah, 2023; U. Husna & Thohir, 2020; Brooks et al., 2020; Qomarul Huda et al., 2023). The goal is to prepare pesantren graduates who are able to compete and adapt, not only in terms of religious knowledge but also in practical skills needed by modern society. Pesantren such as Darunnajah in Jakarta have begun to implement skill-based education, which includes training in digital technology and entrepreneurship alongside the study of classical Islamic texts. This innovation enables students not only to understand religious teachings but also to master skills that will help them work or engage in entrepreneurship after graduation. Salaf education thus seeks to develop an adaptive curriculum that does not merely maintain traditional values but also equips students with practical competencies, such as digital technology and entrepreneurship, to contribute effectively to society in the modern era.

In recent years, attention to the modernization and development of Islamic education, including salaf education, has increased significantly (Makruf & Jahroni, 2024; Ariadin1 & Syahril Rambe, 2023; Malik, 2024). Many scholars are interested in studying how salaf pesantren adapt to contemporary developments in order to meet the needs of modern society. Scientific articles published in journals such as Jurnal Pendidikan Islam and Studia Islamika show the high number of studies related to adaptive curriculum development in salaf pesantren. One such study examines pesantren education models that combine religious sciences with technological and entrepreneurial skills (Zarkasyi, 2020; Basri et al., 2023; Maemonah et al., 2023). Numerous studies on the revitalization of salaf education indicate significant academic interest in developing pesantren curricula that are more adaptive and relevant in responding to the challenges of the times (Budiharso et al., 2023; Chen, 2015; Maemonah et al., 2023).

The purpose of this research is to explain the revitalization of salaf education: development trends toward superior and adaptive pesantren. Explaining the revitalization of salaf education is important to identify concrete steps that pesantren can take in responding to modern challenges. By understanding existing development trends, pesantren can formulate more effective strategies to improve educational quality so that they can produce students who not only master religious knowledge but also possess relevant practical skills. Previous research has shown that many pesantren have successfully implemented adaptive curricula, such as Pesantren Gontor, which integrates religious education with training in skills such as information technology and entrepreneurship (U. Husna & Thohir, 2020; Teknologi, 2024; Malik, 2024). As a result, many alumni from these pesantren have been able to contribute significantly to society, whether in social, economic, or cultural fields. In addition, seminars and conferences discussing the revitalization of salaf education have been organized by various institutions, indicating interest and the need for an in-depth examination of these trends. Revitalization of salaf education is essential to help pesantren respond to the challenges of modern times by formulating adaptive curriculum development strategies, thereby producing students who not only master religious sciences but also relevant practical skills, as demonstrated by the success of Pesantren Gontor and the active participation in seminars and conferences on this issue.

The preliminary arguments in this research on the revitalization of salaf education as a development trend toward superior and adaptive pesantren include: digital skills enhancement, foreign language training, and emphasis on religious moderation. Digital skills development has become crucial because, in today's modern era, information and communication technology plays a vital role in various aspects of life, including education and employment (Tanjung et al., 2024; Rachman et al., 2024; Maemonah et al., 2023). Pesantren that integrate digital skills into their curriculum will be better able to prepare students to compete in an increasingly digitalized world. Pesantren Gontor has already implemented digital skills training in its curriculum, such as information technology and coding instruction. As a result, many graduates of this pesantren have successfully worked in leading technology companies and quickly adapted to work environments that require digital competencies (Formica, 2022; Withorn et al., 2021; Ahmad, 2015). The enhancement of digital skills in pesantren, as applied at Pesantren Gontor through IT and coding instruction, is therefore essential to prepare students to compete and adapt in an increasingly digitalized workforce, thus increasing their opportunities for success in top technology companies.

2. METHOD

This study was conducted at Pondok Pesantren Darussalam, which has been implementing curriculum revitalization to become a superior and adaptive Islamic boarding school. Using a qualitative case study design, data were collected through in-depth interviews with administrators, teachers, students, and alumni, participatory observation of learning and extracurricular activities, and document analysis. The

head of the pesantren and the head of the extracurricular multimedia institution served as key informants. Data were analyzed thematically following Miles and Huberman's framework—data reduction, data display, and conclusion drawing—while triangulation was applied to ensure validity. This approach provided a comprehensive understanding of how the pesantren integrates digital skills, foreign language training, and religious moderation into its curriculum, along with the challenges and outcomes of these efforts.

3. RESULT AND DISCUSSION

Digital Skills Development

Salaf pesantren have begun providing digital skills training, such as computer use, programming, and media literacy, to make students more adaptive to technological developments and prepared to face the digital era (Muhammad et al., 2022; Adolph, 2016a; Tanjung et al., 2024). The rapid advancement of technology has transformed various aspects of life, including education and employment (Zekos, 2003; Management: A Selected Annotated Bibliography, Volume IV, 1985; Management: A Selected Annotated Bibliography, Volume II, 1983). In this context, digital skills training has become an inevitable necessity for salaf pesantren students to compete in a world increasingly dominated by technology. Basic competencies such as computer use, programming knowledge, and media literacy are essential to face challenges in the digital era. According to data from the Central Bureau of Statistics of Indonesia (BPS), digital skills are among the top five most needed competencies in Indonesia in 2023 (Ningsih, 2024; Teknologi, 2024; Jelbuk et al., 2024). Several pesantren, such as Pondok Pesantren Nurul Jadid in Probolinggo, have even collaborated with technology training institutions to provide coding training for students as an effort to equip them with the necessary skills.

Gambar 1

Based on the image above, it shows that there is growing interest among students in the Darussalam multimedia extracurricular program, which demonstrates consistent growth. This can be seen from the significant yearly increase, reflecting students' rising enthusiasm toward multimedia, whether in terms of videography skills, journalism, or creative expression through multimedia. The increase in participants not only reflects students' enthusiasm in developing multimedia but also indicates the success of the extracurricular program in attracting students' interest and talents in the multimedia field. This enthusiasm is also accompanied by the high number of participants in various workshops, seminars, and training sessions. Thus, digital skills training in salaf pesantren aims to prepare students to be adaptive to technological developments and competitive in the digital era.

Foreign Language Training

Mastery of foreign languages such as Arabic, English, and others has begun to be implemented as part of efforts to enable pesantren graduates to contribute at the international level (Imami, 2022; M. A. Husna et al., 2022). Enhancing graduates' competitiveness in the global arena, mastery of foreign languages—particularly Arabic and English—is a crucial skill to prepare students to communicate and compete internationally (Adolph, 2016b; Zainal Arifin, 2021; Siyono, 2023). Arabic is important for a deeper understanding of Islamic literature, while English serves as the global language used across disciplines, economics, and diplomacy (Herdian et al., 2020; Davies et al., 2024; Alazmi, 2024). This opens wider

opportunities for pesantren graduates to contribute not only at the national level but also in international forums. Several pesantren, such as Pondok Modern Darussalam Gontor, have incorporated Arabic and English learning as compulsory subjects and use these languages in daily communication within the pesantren environment. As a result, many graduates from these pesantren have been admitted to international universities or employed in international institutions based in both Arab and Western countries.

Gambar 2.

Looking at the flow of the diagram, the introduction of foreign languages at Darussalam demonstrates a strong focus on developing foreign language proficiency, particularly Arabic and English. This is based on the need for students to have adequate language skills to broaden their horizons and access Islamic literature as well as international references. Through various programs, the pesantren has successfully created an environment that actively and comprehensively supports foreign language learning. The first stage in mastering foreign languages at Darussalam is intensive language introduction. At the beginning of the learning process, students are introduced to the basics of Arabic and English, both in grammar and everyday vocabulary. This introduction is delivered by qualified teachers in their fields, using interactive methods that involve direct practice. Students are trained not only to understand theory but also to apply it in simple conversations.

To strengthen language mastery, the pesantren regularly invites foreign language practitioners from outside, including academics, lecturers, and native speakers. Their presence provides new experiences for students in listening to and speaking Arabic and English directly, ultimately accelerating their comprehension process. These practitioners also provide insights into different linguistic cultures, enriching students' understanding of the importance of communication skills in a global context. Darussalam also has a special dormitory for students who wish to deepen their foreign language studies. In this dormitory, students are required to communicate in the designated language, whether Arabic or English, in daily activities. This environment supports the natural development of foreign language habits, accelerating students' mastery of the target language as they are continuously exposed to authentic language contexts.

The foreign language learning process at this pesantren is not conducted without evaluation. Every month, special evaluations are held focusing on students' language abilities. These evaluations cover reading, writing, speaking, and listening skills, adjusted to each student's proficiency level. Monthly evaluations provide an overview of students' progress and serve as a guide for teachers to adapt their teaching methods to meet students' needs. In addition to routine programs, the pesantren also organizes special activities to enhance language mastery. For Arabic, the pesantren holds a Dauroh Bahasa Arab in the form of intensive training. During this program, students participate in a series of classes, discussions, and in-depth conversation practices for several consecutive days. This program helps students develop Arabic

skills comprehensively, from reading classical texts to active speaking. Meanwhile, for English, the pesantren organizes an English Camp, which is an enrichment program conducted outside the classroom using more relaxed yet effective methods. In the English Camp, students are engaged in various activities such as presentations, debates, language games, and direct interaction in English. This method helps students gain more confidence in communicating and applying English in diverse situations.

Through all these efforts, Pondok Pesantren Darussalam Blokagung Banyuwangi has succeeded in building an environment that holistically supports foreign language acquisition. Students are expected not only to understand Arabic and English as academic subjects but also to use them as tools of communication that support their academic life and global interactions. In conclusion, foreign language mastery at the pesantren aims to enhance students' competitiveness so that they can contribute at the international level through communication skills and global literature comprehension.

Emphasis on Religious Moderation

Salaf pesantren are developing curricula that emphasize moderation in religious practice, enabling students to become tolerant peace agents capable of confronting extremist ideologies (Moderation, 2024; Setiawan & Prasetiya, 2023; Lubuklinggau, 2024). The focus on religious moderation aims to equip students with a balanced understanding of Islam so they are not easily influenced by extremist ideologies. A moderate religious attitude allows students to distinguish between peaceful Islamic teachings and interpretations that tend toward extremism (Wutsqo et al., 2024; Tantra, 2024; Amalia, 2024). This is crucial for maintaining harmony in a multicultural society and preventing radicalization. Pesantren such as Darussalam in Banyuwangi have incorporated the principles of wasathiyah (moderation) into their curricula, teaching tafsir and fiqh with an emphasis on tolerance. Darussalam also organizes seminars on religious moderation and the negative impacts of extremism, aimed at shaping students into peace agents.

Interview excerpt:

"At Pesantren Darussalam Blokagung, we strive to instill the principle of wasathiyah or moderation in religion among our students. We realize that it is very important for students to have a balanced religious understanding, especially in today's challenging times. Therefore, our curriculum is designed to encourage a tolerant and peaceful understanding of Islam, enabling students to distinguish between true religious teachings and potential extremist deviations. In a diverse society such as Indonesia, it is crucial for students to understand religion with a moderate attitude. This ensures they can live harmoniously with all groups and are not easily swayed by extremist ideologies that may cause division. We want Darussalam students to be peace agents prepared to confront deviant ideologies with strong foundations."

Pesantren Darussalam Blokagung, Banyuwangi, has a specific approach in shaping a curriculum that emphasizes religious moderation or wasathiyah. Through this curriculum, the pesantren seeks to equip students with a balanced, peaceful, and tolerant understanding of Islam. The main goal of this approach is to nurture a generation of students who not only possess deep religious knowledge but are also capable of becoming peace agents in society, particularly in facing the growing threat of extremist ideologies. The process of cultivating moderate attitudes at Darussalam is carried out comprehensively, both inside and outside the classroom. In class, the teaching of tafsir and fiqh is conducted using a contextual approach, encouraging students to understand the historical and social background of Islamic teachings. This aims to help them see Islam as a religion that upholds peace and unity. Instruction is delivered critically, enabling students to distinguish between genuine Islamic teachings and interpretations that tend toward extremism. The ultimate goal of this approach is to create a peaceful and harmonious environment in which students can serve as role models and ambassadors of peace in their communities.

The interview highlights the efforts of Pesantren Darussalam Blokagung in shaping students with a moderate understanding of Islam, preparing them to face the challenges of extremist ideologies while maintaining harmony in a diverse society.

4. CONCLUSION

Salaf pesantren are adapting to contemporary developments through the enhancement of digital skills, mastery of foreign languages, and the implementation of religious moderation. Digital skills training—such as computer use, programming, and media literacy—is designed to help students become more adaptive to technological advances. Pesantren such as Nurul Jadid in Probolinggo have collaborated with technology training institutions to provide computer programming courses, thereby improving students' competitiveness in the modern labor market. Mastery of foreign languages, particularly Arabic and English, has become a priority in preparing students to compete at the international level. Arabic is essential for understanding Islamic literature, while English opens opportunities for communication in global contexts. Pesantren such as Darussalam Gontor have made both languages compulsory in learning and daily communication, supported by programs such as Dauroh Bahasa Arab and English Camp, which effectively combine theory and practice. In addition, pesantren emphasize religious moderation (wasathiyah) as an effort to prevent radicalization. The principle of moderation is taught through contextual approaches in the teaching of tafsir and fiqh, as well as through seminars that strengthen the understanding of Islam as a peaceful and tolerant religion. Pesantren Darussalam Blokagung in Banyuwangi stands as an example of the successful implementation of this principle, producing students who serve as agents of peace in multicultural societies. Through the integration of digital skills, foreign languages, and religious moderation, salaf pesantren not only preserve traditional values but also equip students with relevant competencies to face the challenges of the modern era, both nationally and internationally..

5. ACKNOWLEDGE

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