

## **The Role of Islamic Boarding Schools in Building Generations in the ASEAN Transformation Era**

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### **Abstract**

In this era of transformation marked by the rapid development of digital technology and significant social change, the role of education is becoming increasingly important in shaping a generation that is ready to face the challenges and opportunities that exist. In the ASEAN region, education has a strategic role in preparing a generation that is able to adapt to change, encourage innovation, and contribute to regional development. In the context of education in ASEAN, Islamic boarding schools, as traditional Islamic educational institutions, have a unique role in forming a generation that is strong and has character in this era of transformation. Islamic boarding schools do not only provide religious education, but also build a moral foundation, independence, and skills that are relevant to the times. The purpose of this journal is to analyze the role of Islamic boarding schools in building generations in the ASEAN transformation era. In this study, three main aspects will be reviewed which form the basis of the role of Islamic boarding schools, namely religious education, independence, and mastery of technology. This research is a qualitative descriptive research, namely research that aims to gain a deep understanding of the problems. human and social, not describing the surface part of a reality as quantitative research does with its positivism. The data used in this journal uses the method of literature study (Library research).

**Keywords:** Islamic Boarding Schools; Generation; ASEAN Transformation

### **Introduction**

In this era of transformation marked by the rapid development of digital technology and significant social change, the role of education is becoming increasingly important in shaping a generation that is ready to face the challenges and opportunities that exist. In the ASEAN region, education has a strategic role in preparing a generation that is able to adapt to change, encourage innovation, and contribute to regional development.

In the context of education in ASEAN, Islamic boarding schools, as traditional Islamic educational institutions, have a unique role in forming a generation that is strong and has character in this era of transformation. Islamic boarding schools do not only provide religious education, but also build a moral foundation, independence, and skills that are relevant to the times.

The purpose of this journal is to analyze the role of Islamic boarding schools in building generations in the ASEAN transformation era. In this study, three main aspects will be reviewed which form the basis of the role of Islamic boarding schools, namely religious education, independence, and mastery of technology.

Religious education in Islamic boarding schools has a central role in forming a deep understanding of religious teachings, moral values, and ethics. Generations educated at Islamic boarding schools are expected to have a strong spiritual foundation, as well as the ability to understand and apply religious teachings in everyday life. This is important in forming a generation that has integrity, morality, and an attitude of respect for cultural diversity in ASEAN.

In addition, Islamic boarding schools also provide independence coaching to students. This independence includes the ability to manage time, manage personal finances, and make the right decisions. In the era of transformation, independence is an important quality needed to deal with rapid and complex changes. Generations educated at Islamic boarding schools are expected to have high independence to face challenges and achieve success in various fields of life.

In addition to aspects of religious education and self-reliance, mastery of technology is also an important focus in building generations in the ASEAN transformation era. Islamic boarding schools need to accommodate technological developments by providing knowledge and skills in the use of information and communication technology. Generations that have good mastery of technology will be able to use it productively, connect with global society, and adapt to rapid changes in the digital world.

Through this research, it is hoped that it can provide a deeper understanding of the role of Islamic boarding schools in building generations in the ASEAN transformation era. The results of this research are expected to be the basis for the development of more effective educational strategies in Islamic boarding schools, as well as a greater contribution to the development of a generation that is ready to face change and bring a positive impact to the people of ASEAN.

## **Method**

This research is a qualitative descriptive research, namely research that aims to gain a deep understanding of the problems. human and social, not describing the surface part of a reality as quantitative research does with its positivism. The data used in this journal uses the literature study method (Library research), which is a series of activities related to methods of collecting library data and information with the help of various materials such as: books, magazines, documents, notes, scientific papers and others. others and processed by means of editing, organizing and analysis of the author.

## **Discussion**

### ***Challenges of the ASEAN Transformation Era***

The era of transformation is marked by significant changes in various aspects of life, mainly caused by technological advances and social changes.

One of the main characteristics of the transformation era is the rapid advancement of technology. The development of information and communication technology, such as the internet, cloud computing, artificial intelligence, and the internet of things, has changed the way we work, communicate and access information. This technology affects almost all aspects of life, including industry, education, health, and transportation.<sup>1</sup>

The era of transformation is also marked by an increasingly rapid process of globalization. International trade, information flow and increased human mobility have created closer ties between countries and peoples around the world. This has an impact on cross-cultural interactions, the spread of ideas and values, and global economic integration.

The era of transformation also includes significant social changes. The values, norms and patterns of people's behavior have shifted as a result of changes in the social, economic and technological context. For example, changes in consumer preferences, flexible work patterns, and the emergence of new trends in lifestyle and popular culture.<sup>2</sup>

The era of transformation is often accompanied by industrial disruptions that change the business landscape. The rapid development of technology has changed the

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<sup>1</sup> ML Aljuri, *Digital Transformation Trends in ASEAN*, (Surabaya: UNAIR repository, 2019), p. 14

<sup>2</sup> Ismanto, *Towards Social Transformation of Society* (Yogyakarta: Mercubuana, 2020), p. 7

way goods and services are produced, distributed and consumed. Some traditional industries are facing new challenges, while new sectors are emerging with innovative business models.<sup>3</sup>

The era of transformation is marked by an increase in the speed of change and complexity in various aspects of life. Technological developments and the rapid flow of information make the world more connected and dynamic. This requires individuals and organizations to adapt quickly, master new skills, and face complex challenges.

The era of transformation is often the arena for great innovation. Changes in technology and the business environment create opportunities to create new solutions, products, and services that disrupt or change traditional ways of doing things. Innovation is the key to facing challenges and taking advantage of opportunities in the transformation era.<sup>4</sup>

The era of transformation also often accompanies high uncertainty. Rapid change and increasing complexity creates challenges that are difficult to predict and anticipate. Success in facing the era of transformation requires agility, flexibility, and the ability to adapt to unexpected changes.

Understanding the characteristics of the transformation era is important in planning strategies, developing skills, and dealing with emerging challenges. The era of transformation offers great opportunities, but also demands rapid adaptation and a deep understanding of the changes that are taking place.<sup>5</sup>

The challenges of the ASEAN transformation era are a series of changes that need to be faced by ASEAN member countries in an effort to achieve the goals of regional integration and sustainable economic growth. The following are some of the main challenges faced by ASEAN in the transformation era:<sup>6</sup>

1. Inclusive Economic Growth: ASEAN strives to promote sustainable and inclusive economic growth across the region. The challenges faced include development disparities between member countries, socio-economic disparities within countries, and unequal growth in certain economic sectors.
2. Economic Integration: One of ASEAN's main goals is to achieve an integrated ASEAN Economic Community (AEC). Although steps have been taken to reduce trade and investment barriers between member countries, there are still challenges in implementing policies and ensuring regulatory uniformity across the region.
3. Technological Change: This era of transformation also involves rapid and significant technological change. The challenges faced include ensuring ASEAN countries can effectively adopt and utilize advances in technology, as well as addressing the digital divide between countries and peoples within the region.
4. Climate Change: Climate change is becoming a significant global challenge. ASEAN countries are affected by serious climate change impacts, such as rising sea levels, natural disasters, and environmental damage. ASEAN must work together to reduce greenhouse gas emissions, address vulnerability to climate change, and build resilience to the impacts of climate change.
5. Security and Stability: Security and stability are important prerequisites for sustainable development and regional integration. Challenges facing ASEAN include conflict in the South China Sea, terrorism, illegal trade and transnational crimes. ASEAN should

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<sup>3</sup> MH Ginanjar, *Challenges and Opportunities for Islamic Education Institutions*, (Kebumen: IAINU ejournal, 2022), p. 5

<sup>4</sup> MA Nizar, *The Impact of the ASEAN Economic Community*, (Jakarta: Physical Ministry of Finance, 2021), p. 32

<sup>5</sup> W Setiawan, *The Digital Age and its Challenges*, (jakarta: PT. Gramedia, 2019), p. 3

<sup>6</sup> S Utomo, *Challenges to Modern Law in the Digital Age*, (Jakarta: Media Neliti, 2020), page, 14

strengthen security cooperation and promote dialogue to resolve disputes and maintain regional stability.

6. **Community Empowerment:** Improving people's welfare is the main goal of ASEAN. The challenges faced include reducing socio-economic disparities, strengthening the protection of human rights, promoting gender equality, and ensuring equitable access to education, health and economic opportunities.
7. **Dependence on Natural Resources:** ASEAN countries are highly dependent on natural resources, especially in the energy sector. The challenges faced include reducing dependence on fossil fuels, promoting renewable energy, and managing natural resources in a sustainable manner.

To address these challenges, ASEAN needs to strengthen regional cooperation, improve policy coordination, strengthen regional institutions and mechanisms, and involve civil society, the private sector and other stakeholders in the transformation process. The era of transformation is marked by significant changes in various aspects of life, mainly caused by technological advances and social changes.

#### ***Socio-Cultural Generation 4.0***

Generation 4.0 refers to the younger generation who grow and live in the digital era and technological transformation known as the Industrial Revolution 4.0. The rapid development of digital technologies, such as artificial intelligence, cloud computing, Internet of Things, and virtual reality, has had a significant impact on the social and cultural aspects of this generation's life. The following are some of the socio-cultural characteristics of generation 4.0:<sup>7</sup>

1. **Digital Connectivity:** Generation 4.0 grew up in an era where digital connectivity is widespread and easily accessible. They are connected online through social media, digital platforms and communication networks that allow them to connect with people from various backgrounds and cultures around the world.
2. **Use of Social Media:** Generation 4.0 tends to be very active in using social media such as Facebook, Instagram, Twitter, and others. They use this platform as a means to share information, express opinions, build social networks, and gain recognition from fellow users.
3. **Participatory Culture:** Generation 4.0 tends to have an active attitude in participating and collaborating in various social, cultural and political activities. They are used to taking an active role in expressing their opinion, influencing policy, and contributing to issues they deem important.
4. **Consumption of Digital Content:** Generation 4.0 has a tendency to consume digital content such as video streaming, online music, and digital news platforms. They have access to a broad range of content types and have different preferences in how they access, select, and interact with that content.
5. **Flexibility and Mobility:** Generation 4.0 is often seen as a generation that is more flexible and highly mobile. They are able to work remotely, have a preference for a more dynamic lifestyle, and tend to seek unique and individual experiences.
6. **Multiculturalism and Tolerance:** Digital connectedness and access to various cultures and perspectives have helped generation 4.0 to be more open to cultural diversity. They tend to be more tolerant and accepting of differences, and respect multicultural values.
7. **Knowledge and Online Learning:** Generation 4.0 has greater access to knowledge and information via the internet. They tend to use online platforms to acquire new

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<sup>7</sup> Colin Lankshear, *Social Literacies, Cultural, and Historical Perspective*, (English, Peter Lang, 2020), p., 257

education and skills, such as online courses, video tutorials, and other digital learning platforms.

8. Digital Balance and Real Life: Even though generation 4.0 is digitally connected, they are also increasingly aware of the importance of maintaining a balance between the digital world and real life. They put more effort into creating time for face-to-face social interaction, outdoor activities, and mental recovery from the constant digital influences.

It is important to remember that not all individuals in this generation share the same traits, and individual variations still exist depending on their cultural background, education, and social context.

### ***The Role of Islamic Boarding Schools in Building a Transformational Generation***

Islamic boarding schools are traditional Islamic educational institutions in Indonesia that provide religious, moral and skills education to santri (students). In Islamic boarding schools, students live and study under the guidance of kyai (caretakers) and ustadz (teachers).

Islamic boarding schools have an important role in building a generation that has a strong religious foundation, good moral character, independence, and skills that are relevant to the demands of the times. In Islamic boarding schools, students not only receive in-depth religious education, but also get guidance on Islamic morals and ethics. They are taught values such as simplicity, helpfulness, honesty, and perseverance.<sup>8</sup>

Islamic boarding schools are also a place for students to develop their independence. Santri learn to manage time, manage personal finances, and make independent decisions in everyday life. They are involved in community service activities such as cleaning the hut, preparing food, and taking care of daily needs, so that they acquire practical skills that are useful in everyday life.

In addition, Islamic boarding schools also adapt to the times by providing knowledge and skills in mastering technology. Santri are introduced to the use of computers, the internet and other information technologies so that they can use them productively and be connected to the digital world.

Islamic boarding schools play a role in creating generations who are committed to religion, have good moral character, and are able to adapt to the times. They are expected to be responsible leaders, contribute to society, and maintain Islamic values in living their daily lives.<sup>9</sup>

Islamic boarding schools have a diversity of teaching approaches and methodologies, depending on the traditions and policies of each Islamic boarding school. Some pondok pesantren emphasize religious education and the yellow book (the tradition of the salaf pesantren), while others combine religious education with formal education, foreign languages, or practical skills.

Islamic boarding schools have an important role in building generations who have morals, have strong personalities, and are ready to face challenges in this era of transformation. With applied Islamic values and holistic education, Islamic boarding schools act as educational institutions make a positive contribution in the formation of a quality generation in Indonesia., has an important role in building a transformational

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<sup>8</sup> I Syafe'i, *Islamic Boarding School, Character Building Educational Institution*, (Jakarta, Media Neliti, 2019), page, 43

<sup>9</sup> M Arief, *Development of Islamic Boarding Schools in the Age of Technology*, (Jakarta, Media Neliti, 2021), p. 86

generation. The following are some of the roles of Islamic boarding schools in building a transformational generation:<sup>10</sup>

1. **Religious and Moral Education:** Islamic boarding schools provide strong religious education to the santri (students) to understand and practice religious teachings in depth. They are taught moral values, ethics, honesty, and responsibility. This helps form a generation that has strong moral character in facing the challenges of an ever-evolving era.
2. **Development of Independence:** Islamic boarding schools encourage the independence of students in various aspects of daily life, such as taking care of themselves, managing time, managing finances, and making the right decisions. This independence is an important foundation in facing the era of transformation, where adaptation and independent initiative are urgently needed.
3. **Understanding and Practice of National Values:** Islamic boarding schools also have a role in forming awareness and love for national values. Through religious teachings and practices, students are taught about togetherness, unity, harmony, and respect for diversity in society.
4. **Mastery of Technology Skills:** To build a transformational generation, Islamic boarding schools also need to equip students with knowledge and skills in the use of information and communication technology. This can include basic training on the use of computers, the internet, and relevant applications, so that students can face the digital challenges of today's era.
5. **Socio-Economic Empowerment:** Several Islamic boarding schools are also active in providing non-formal education, job skills, and entrepreneurship training to students. This helps prepare a transformed generation with relevant skills and can improve their socio-economic well-being in the future.
6. **Development of Leadership and Social Engagement:** Islamic boarding schools play a role in shaping the leadership and social involvement of the students. Through organizational activities, boarding school management, and participation in community activities, students are given the opportunity to develop leadership, communication, and collaboration skills that are important in this era of transformation.
7. **Strengthening Scientific Values:** Islamic boarding schools also encourage scientific development and research in the fields of religion and Islam. With critical religious studies and research, the transformation generation can understand and respond to contemporary developments with a relevant scientific perspective.

Through these roles, Islamic boarding schools can make a significant contribution in building a transformational generation that has a strong religious foundation, good moral character, independence, and skills that are relevant to the demands of the times.

## **Closing**

### **Conclusion**

In this era of transformation, Islamic boarding schools have a significant role in building a generation that is ready to face the changes and challenges of the times. With a holistic educational approach, Islamic boarding schools are able to provide in-depth religious education, moral development, independence, and mastery of technology to the students. Through instilled Islamic values and comprehensive education, Islamic

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<sup>10</sup> A Syukri, *Islamic Boarding School Development Steps in the Reconstruction of Science and Technology Religiosity Islamic Boarding School Education and Traditions*, (Yogyakarta, Student Library, 2022), p, 51

boarding schools can become educational institutions that make a positive contribution in the formation of a quality generation in the transformation era.

### ***Suggestion***

Based on research on the role of Islamic boarding schools in building generations in the transformation era, here are some suggestions that can be taken:

1. **Improvement of Curriculum Quality:** Islamic boarding schools need to continue to develop and update their educational curricula to suit the demands of the times. In addition to in-depth religious education, the curriculum must include mastery of technology, critical thinking skills, communication skills, and an understanding of global issues.
2. **Improvement of Teacher Skills:** Teachers in Islamic boarding schools need to receive adequate training and education in order to be able to teach effectively in the context of the transformation era. They need to have a good understanding of technology, innovative teaching methods, and interpersonal skills to guide students in dealing with change.
3. **Collaboration with Other Educational Institutions:** Islamic boarding schools can collaborate with formal educational institutions, such as schools and colleges, to enrich the students' educational experience. This collaboration can include student exchanges, joint curriculum development, and instructor training.
4. **Empowerment of Technology:** Islamic boarding schools need to strengthen their technology infrastructure and integrate the use of technology in education. This includes giving students wider access to computers, the internet, and other relevant digital resources.
5. **Development of Soft Skills:** In addition to religious education and technical skills, Islamic boarding schools need to provide soft skills development to students. This includes leadership skills, teamwork, adaptability, and creativity.
6. **Monitoring and Evaluation:** It is important to carry out regular monitoring and evaluation of the role of Islamic boarding schools in building generations in the transformation era. This will help measure the effectiveness of the education provided, identify strengths and weaknesses, and make necessary improvements.

By implementing these suggestions, Islamic boarding schools can continue to strengthen their role in building a quality, ethical, and prepared generation.

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