Strategic Management in Revitalizing Kitab Kuning Learning in the Digital Era: A Study at the Darul Falah Ponorogo Islamic Boarding School

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Abstract

Islamic boarding school education in Indonesia plays an important role in the preservation and teaching of the Kitab Kuning as an Islamic intellectual heritage. However, the development of digital technology requires pesantren to formulate the right managerial strategy so that the learning of the Kitab Kuning remains relevant in the modern era. The Darul Falah Ponorogo Islamic Boarding School faces challenges in revitalizing the learning of the Kitab Kuning to answer the needs of the times. This study aims to analyze the management strategies applied in the revitalization of Kitab Kuning learning at the Darul Falah Ponorogo Islamic Boarding School in the digital era. The research method used is a qualitative approach with case studies. Data were obtained through in-depth interviews with caregivers, teachers, and students, as well as observations of the learning process in Islamic boarding schools. Data analysis was carried out using thematic analysis techniques. The results of the study show that the Darul Falah Islamic Boarding School has implemented a management strategy that includes the use of digital technology, a learning moodle platform, to support the learning process of the yellow book. Nevertheless, the challenges in mastering technology by teachers and students and the importance of maintaining tradition remain a concern. The revitalization of Kitab Kuning learning with this technology-based strategy has been proven to increase the effectiveness and accessibility of learning in Islamic boarding schools.

Keywords: *Strategic management, Learning revitalization, Yellow book, Digital era, educational technology.*

Abstrak

Pendidikan pesantren di Indonesia memainkan peran penting dalam pelestarian dan pengajaran Kitab Kuning sebagai warisan intelektual Islam. Namun, perkembangan teknologi digital menuntut pesantren untuk merumuskan strategi manajerial yang tepat agar pembelajaran Kitab Kuning tetap relevan di era modern. Pesantren Darul Falah Ponorogo menghadapi tantangan dalam revitalisasi pembelajaran Kitab Kuning untuk menjawab kebutuhan zaman. Penelitian ini bertujuan untuk menganalisis manajemen strategi yang diterapkan dalam revitalisasi pembelajaran Kitab Kuning di Pesantren Darul Falah Ponorogo pada era digital. Metode penelitian yang digunakan adalah pendekatan kualitatif dengan studi kasus. Data diperoleh melalui wawancara mendalam dengan pengasuh, pengajar, dan santri, serta observasi terhadap proses pembelajaran di pesantren. Analisis data dilakukan menggunakan teknik analisis tematik. Hasil penelitian menunjukkan bahwa Pesantren Darul Falah telah

mengimplementasikan strategi manajemen yang mencakup penggunaan teknologi digital, platform moodle pembelajaran, untuk mendukung proses pembelajaran Kitab Kuning . Meskipun demikian, tantangan dalam penguasaan teknologi oleh pengajar dan santri serta pentingnya mempertahankan tradisi tetap menjadi perhatian. Revitalisasi pembelajaran Kitab Kuning dengan strategi berbasis teknologi ini terbukti meningkatkan efektivitas dan aksesibilitas pembelajaran di pesantren.

Kata kunci: *Manajemen strategi, Revitalisasi pembelajaran, Kitab Kuning , Era digital, teknologi pendidikan.*

Introduction

Islamic boarding schools have long been one of the main pillars of Islamic education in Indonesia, with the Kitab Kuning as the core of its curriculum.[1] The yellow book, which contains the treasures of classical Islamic science, is not only a medium of religious teaching but also a means of instilling moral and ethical values.[2] However, in this digital era, learning the Kitab Kuning faces significant challenges, especially in terms of adapting to the needs of the younger generation who are more familiar with modern technology.[3] In the midst of widespread digital transformation, pesantren must strive to maintain tradition while responding to changing times.[4]

The revitalization of the learning of the Kitab Kuning in the digital era is an important strategic issue to discuss, especially because the Kitab Kuning has a fundamental role in transmitting Islamic teachings comprehensively. [5] Various literatures have discussed educational innovations in Islamic boarding schools, including the adoption of technology in the learning process. However, research that specifically explores the learning management strategies of the Kitab Kuning in the digital era is still very limited.[6] This is where the urgency of this research lies, namely to answer the question of how the Kitab Kuning can be taught in a relevant digital context without losing its essence.

Several previous studies, such as those conducted by Faridi, have highlighted the use of digital technology in supporting Islamic education.[7] However, the focus is more on the use of digital media in general, rather than on a strategic approach that is integrated with the context of learning the Yellow Book. In addition, the aspect of strategic

[1] W Iryana and B Sujati, "Digital Literacy in Cibiru Islamic Boarding School, East Bandung Region, Bandung City, West Java (Efforts to Modernize Islamic Boarding School Knowledge)," *Multidisciplinary Study: Journal of ...*, 2021, http://jurnal.iain-padangsidimpuan.ac.id/index.php/multd/article/view/3844.

[2] Musyarrafah Sulaiman Kurdi, "The Urgency of Islamic Education for Cultural Identity (Critical Analysis of the Effective Position of Education as a Pillar of Evolution of Religious Values, Norms, and Religious Awareness for the Young Generation of Muslims)," *IJRC: Indonesian Journal Religious Center* 01, no. 03 (2023): 169–89.

[3] Aulya Hamidah Mansyuri et al., "Optimizing the Role of Islamic Boarding Schools in Islamic Educational Institutions in the Modern Era," *MA'ALIM: Journal of Islamic Education* 4, no. 1 (2023): 101–12, https://doi.org/10.21154/maalim.v4i1.6376.

[4] Martin van Bruinnesen, *The Yellow Book, Islamic Boarding Schools and Tarekat, Islamic Traditions in Indonesia*, cet 1 (Bandung: Mizan, 1995).

[5] Miftahul Ulum, "The Existence of Islamic Boarding School Education: A Critique of the Capitalization of Education," *Ta'lim: Journal of Islamic Education Studies* 1, no. 2 (2018): 240–57.

[6] Sudarsri Lestari, "The Role of Technology in Education in the Era of Globalization," *Edureligia; Journal of Islamic Religious Education* 2, no. 2 (2018): 94–100, https://doi.org/10.33650/edureligia.v2i2.459.

[7] Faridi Zeki Yusuf, "Integration of Digital Technology in Islamic Educational Institutions: (Challenges and Opportunities)," *Relinesia: Journal of Indonesian Religious Studies and Multiculturalism* 7693 (2024): 118–25.

management at the institutional level of Islamic boarding schools, including the alignment between traditional values and technological innovation, has not been given much attention.[8] Therefore, this study aims to fill the gap in the literature.

This study took a case study at the Darul Falah Ponorogo Islamic Boarding School, with the aim of analyzing the application of management strategies applied in the revitalization of Kitab Kuning learning in the digital era. The results of this research are expected to make a theoretical contribution to Islamic education literature, especially related to strategic management in Islamic boarding schools. Practically, this research is also expected to be able to provide applicative recommendations for pesantren managers in integrating modern technology and pedagogical approaches to strengthen the learning of the Kitab Kuning in the digital era.

Method

This study uses a qualitative approach with a case study method.[9] This research was carried out at the Darul Falah Ponorogo Islamic boarding school, This research was carried out for 3 months, starting from September-November 2024. The research subjects include the Head of the Islamic Boarding School or Madrasah Diniyah as a central figure, the head of the Islamic boarding school or Madrasah Diniyah plays an important role in strategic decision-making, including in determining policies, planning, and implementing digital-based Kitab Kuning learning innovations. The head of the pesantren is also a determinant of the success of the management strategy implemented to maintain the relevance of the pesantren tradition in the digital era. Asatidz (Teachers) are the main actors in the process of learning the yellow book. They provide practical perspectives on the implementation of digital learning methods, their adaptation to technology, as well as the challenges faced in the process of integrating modern approaches with the teaching tradition of the Yellow Book. Students as the main beneficiaries of digital-based Kitab Kuning learning provided valuable input on the effectiveness of this method. IT managers support the implementation of technology, their role is also relevant to consider. They help overcome technical obstacles, provide training to asatidz, and ensure the smooth implementation of the digital evaluation system.

The data analysis technique uses an interactive model of miles, huberman, and saldana with activities in data analysis containing four types, namely data *collection,* data *condensation*, data *display*, and conclusion *drawing/verification*. [10] Furthermore, triangulation of techniques is carried out by checking data to the same source with different techniques. [11] The researcher uses various techniques, namely interview techniques, observation and documentation from the data owned by the informant. The data used in this application is data on digital Kitab Kuning learning evaluation innovations using

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[8] Ni Komag Suni Astini, "The Importance of Information and Communication Technology Literacy for Elementary School Teachers to Prepare the Millennial Generation," *Proceedings of the National Seminar of Dharma Acarya* 1, no. 2018 (2019): 113–20.

[9] John W. Creswell, "Qualitative and Quantitative Research Design," *Social Research Methodology*, 2023, https://doi.org/10.4324/9781032624860-9.

[10] Matthew B Miles, Michael Huberman, A, and Johnn Saldana, *Qualitative Data Analysis*, Edition 3, vol. 148 (America: SAGE, 2014).

[11] Sugiyono, *Quantitative, Qualitative, and R&D Research Methods*, ed. Alfabeta (Bandung, 2016).

interviews in checks with observation and documentation. Triangulation techniques are used to obtain data on the application of management strategies applied in the revitalization of Kitab Kuning learning in the digital era.

Result and Discussion

Strategic Management Planning in Revitalizing Kitab Kuning Learning in the Digital Era

The following are the stages of strategic planning in the Revitalization of Kitab Kuning Learning in the Digital Era at the Darul Falah Ponorogo Islamic Boarding School in the form of a table:

Table 1. Strategic Planning Stage in Revitalizing Kitab Kuning Learning in the Digital Era at Darul Falah Ponorogo Islamic Boarding School

Planning Stage	Description
Procurement of Technological Devices	Procurement of technological devices such as computers, tablets, and adequate internet networks to support digital learning. The main goal is to improve the quality of learning the Kitab Kuning in the digital era.
The Importance of Supporting Infrastructure	Focus on infrastructure such as a stable internet network. This is important so that digital-based learning runs smoothly, including evaluation, access to materials, and communication between teachers and students.
Asatidz Training	Providing technical training for asatidz so that they can use technological devices in teaching. The training includes the use of digital applications and pedagogical approaches relevant to the teaching of the Yellow Book.
Socialization to Santri	Involve students in the process of introducing technology. The socialization included the introduction of the digital evaluation system, the use of learning applications, and informal discussions to ensure students' understanding of the benefits of using technology.
Vision and Purpose of Use of Technology	The head of madrasah diniyah formulated a policy with a vision that integrates technology in learning the Kitab Kuning without ignoring the traditional values of Islamic boarding schools. Technology is used to renew conventional learning systems.

Source: *Primary Data*

This table describes the strategic steps structured in planning the revitalization of digital-based Kitab Kuning learning at the Darul Falah Ponorogo Islamic Boarding School. Strategic planning in the revitalization of digital-based Kitab Kuning learning at the Darul Falah Ponorogo Islamic Boarding School is a very important initial stage to ensure the successful implementation of technology in the context of traditional education. The head of the madrasah plays the role of a central figure who formulates policies with a vision to integrate technology effectively without ignoring the values and traditions of the pesantren. In this case, planning begins with the basic steps of procuring technological devices that include computers, tablets, and an adequate internet network. [12] This

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[12] Nur Efendi and Muh Ibnu Sholeh, "Educational Management in Improving the Quality of Learning," *Academicus: Journal of Teaching and Learning* 2, no. 2 (2023): 68–85, https://doi.org/10.59373/academicus.v2i2.25.

procurement aims to facilitate the digital learning process, which is expected to improve the quality of learning in the digital era.[13]

The technology procurement step does not only focus on meeting hardware needs, but also on other supporting infrastructure, such as an adequate internet network.[14] This is very important because digital-based learning requires stable internet access so that the evaluation system, material access, and communication between teachers and students can run smoothly.[15] In this context, the head of the madrasah realizes that technology is not only an auxiliary tool, but as the main means that can accelerate the teaching and learning process. Therefore, the planning of this technological device is an integral part of the grand vision to renew the Kitab Kuning learning system that has been carried out conventionally.[16]

Asatidz training is also one of the pillars in strategic planning. Given that the asatidz are the main actors in education in Islamic boarding schools, the Training Stage. At this stage, Technology Training for Teachers and Students is needed, this training is very important to be implemented in order to optimize the activities of the digital Kitab Kuning learning program at Madrasah diniyah wustho darul falah. Training itself is one of the main keys in the successful application of educational technology.[17] Through training, both teachers and students can understand how to use technology and learning platforms effectively. Technology training for teachers is very important so that they can integrate digital learning in a way that supports the mastery of the material by students.[18] This training includes the use of digital devices, learning applications such as *Moodle*, and technology-based interactive teaching techniques. The Importance of Digital Skills Development, in addition to training for teachers, students also need to be given training on the use of digital devices and learning platforms.[19] Effective digital training can help students in utilizing these devices to access learning materials and interact in online

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[13] Wifa Lutfiani Tsani, Irma Kartika Suryani, and Fatihatul Anwar Azzulfa, "The Existence of the Yellow Book Study in the Digital Era," *Al-Jauhari* 15, no. 1 (2024): 37–48, https://doi.org/10.30603/jiaj.v9i2.3641.

[14] Helaluddin, "Improving Technological Literacy in an Effort to Develop Innovation in the North Maluku Region," *Pendais* 1, no. August (2019): 44–50.

[15] Zeki Yusuf, "Integration of Digital Technology in Islamic Educational Institutions: (Challenges and Opportunities)."

[16] S Nika, N Hidayat, and G H Laihad, "Improving Digital Literacy through Strengthening Self-Efficacy and Visionary Leadership," *Journal of Education Management* 10, no. 02 (2022): 72–76, https://journal.unpak.ac.id/index.php/JMP/article/view/6102%0Ahttps://journal.unpak.ac.id/index.php/JMP/article/download/6102/3356.

[17] Satria Avianda Nurcahyo et al., "Human Capital Development Strategy to Build a Sustainable Organization with Sharia Maqasid in Employees of the Ministry of Religious Affairs of Semarang Regency," *Journal of Economics, Management and Business* 2, no. 2 (2024): 60–69, https://doi.org/10.30787/jiembi.v2i2.1525.

[18] Nurul Hidayati Murtafia Suci Hartati, "Training and Development of Human Resources in Islamic Educational Institutions," *An Naba: Journal of Islamic Education and Education Research* 5 (2022): 86–102.

[19] Muslihati Muslihati et al., "Improving Scientific Writing Skills in Students with a Hybrid Project Based Learning Model," *e-Dimas: Journal of Community Service* 14, no. 2 (2023): 260–67, https://doi.org/10.26877/e-dimas.v14i2.11742.

discussion forums. This is important in the context of the yellow book, because mastery of technology will support students to be more active in learning independently.[20]

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Overall, the strategic planning at the Darul Falah Ponorogo Islamic Boarding School reflects the readiness of the pesantren management in facing the challenges of changing times. With mature and structured steps, this pesantren strives to maintain the relevance of learning the Kitab Kuning to technological developments, without sacrificing the traditional values that have been their identity. This comprehensive strategy shows that pesantren are able to adapt to the digital era wisely, ensuring that learning remains in accordance with the educational goals of pesantren, but also opens wider access for students to develop themselves in the digital world.

[20.] Yuni Fitriani, "Analysis of the Utilization of Learning Management System (LMS) as Online Learning Media During the Covid-19 Pandemic," *Journal of Information System, Informatics and Computing* 4, no. 2 (2020): 1, https://doi.org/10.52362/jisicom.v4i2.312.

[21] Satria Avianda Nurcahyo et al., "Human Capital Development Strategy to Build a Sustainable Organization with Sharia Maqasid in Employees of the Ministry of Religious Affairs of Semarang Regency," *Journal of Economics, Management and Business* 2, no. 2 (2024): 60–69, https://doi.org/10.30787/jiembi.v2i2.1525.

[22] Nurul Hidayati Murtafia Suci Hartati, "Training and Development of Human Resources in Islamic Educational Institutions," *An Naba: Journal of Islamic Education and Education Research* 5 (2022): 86–102.

[23] Muslihati Muslihati et al., "Improving Scientific Writing Skills in Students with a Hybrid Project Based Learning Model," *e-Dimas: Journal of Community Service* 14, no. 2 (2023): 260–67, https://doi.org/10.26877/e-dimas.v14i2.11742.

[24] Yuni Fitriani, "Analysis of the Utilization of Learning Management System (LMS) as Online Learning Media During the Covid-19 Pandemic," *Journal of Information System, Informatics and Computing* 4, no. 2 (2020): 1, https://doi.org/10.52362/jisicom.v4i2.312.

Implementation of Strategic Management in Revitalizing Kitab Kuning Learning in the Digital Era

Table 2. Implementation of digital technology in learning the yellow book

Aspek	Deskripsi
Peran Asatidz	Asatidz berperan sebagai penggerak utama dalam penerapan teknologi, menggunakan aplikasi untuk mengelola evaluasi (kuis daring, tes berbasis aplikasi) yang mempercepat proses evaluasi dan meningkatkan transparansi hasil evaluasi.
Fleksibilitas Pembelajaran	Teknologi memberikan fleksibilitas kepada santri dalam mengakses materi secara mandiri melalui aplikasi yang disesuaikan dengan tingkat pemahaman mereka. Santri dapat belajar dengan ritme yang fleksibel sesuai dengan kemampuan masing-masing.
Transparansi Evaluasi	Dengan aplikasi digital, hasil evaluasi dapat diakses langsung oleh santri, memberikan umpan balik yang cepat dan akurat untuk perbaikan pembelajaran.
Tantangan bagi Asatidz	Beberapa asatidz mengalami kesulitan dalam beradaptasi dengan teknologi baru. Oleh karena itu, diperlukan pendampingan intensif dan pelatihan berkelanjutan untuk meningkatkan kepercayaan diri asatidz dalam menggunakan teknologi.
Pelatihan dan Pendampingan	Pelatihan berkelanjutan diberikan untuk memastikan para asatidz dapat mengintegrasikan teknologi dalam pembelajaran, serta untuk mengatasi masalah teknis yang muncul selama proses pembelajaran digital.
Kolaborasi antara Pihak	Kolaborasi antara manajemen pesantren, asatidz, dan santri memastikan tujuan dan manfaat teknologi dipahami oleh semua pihak. Manajemen berperan dalam menyediakan sumber daya dan mendukung pengembangan teknologi, sementara asatidz berperan sebagai penghubung teknologi dengan santri.
Sinergi dalam Implementasi	Dengan sinergi antara manajemen, pengajar, dan santri, implementasi teknologi dapat dilakukan secara efektif tanpa mengabaikan nilai-nilai tradisional pesantren.
Keberhasilan Implementasi	Keberhasilan transformasi digital menunjukkan bahwa teknologi dapat diterapkan dengan sukses di pesantren, meskipun pesantren lebih mengutamakan tradisi dalam pembelajaran.

Source: *Primary Data*

The implementation of digital technology in learning the Kitab Kuning at the Darul Falah Ponorogo Islamic Boarding School is an integral part of the educational

transformation that adopts a more modern approach, but still maintains tradition.[25] In this case, the asatidz play an important role as the main driver who implements digital applications to manage evaluations, such as online quizzes and application-based tests. The use of this application not only speeds up the evaluation process but also allows for higher transparency, where the results of the evaluation can be accessed directly by students. Transparency in evaluation provides advantages for both parties, both asatidz and students, because it provides opportunities for faster and more accurate improvements.[26] Asatidz can immediately find out the progress of the students, while the students have the opportunity to receive feedback directly and improve their weaknesses.

Another advantage of the implementation of this technology is flexibility in the learning process. In the context of learning the yellow book, students can access the material independently through an application that has been tailored to their needs. The app is designed to match the student's level of understanding, allowing them to learn at a more flexible pace according to their individual abilities. [27] Students who may find it difficult to follow the material in class can repeat the material through the application, while those who understand faster can move on to the next material. This more individualistic approach not only improves students' understanding but also provides a sense of confidence because they can manage their own time and learning methods. The features that are adjusted in this application show the pesantren's understanding of the diversity of students' ability levels in learning.[28]

However, the implementation of technology also faces a number of challenges, especially for asatidz who were previously accustomed to traditional teaching methods. [29] For some teachers who are not familiar with technology, this change can be quite a big obstacle. The process of adapting to new technology takes time and patience. Therefore, the Darul Falah Islamic Boarding School makes strategic efforts to overcome this obstacle by providing intensive assistance and technical training on an ongoing basis. With the training, the asatidz become more confident in using technology and integrating it into the learning process. This mentoring is important because it ensures that each teacher can optimize the use of digital applications to the fullest, as well as be able to overcome technical problems that may arise during learning. In addition, continuous training is an important means to keep asatidz up to date with technological developments and can continue to update their knowledge.[30]

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[25] Martin van Bruinnesen, *The Yellow Book, Islamic Boarding Schools and Tarekat, Islamic Traditions in Indonesia*.

[26] Ari Junaidi et al, *Guidelines for the Preparation of Higher Education Curriculum* (Jakarta: Directorate General of Higher Education, Ministry of Education and Culture, 2020).

[27] Mansyuri et al., "Optimizing the Role of Islamic Boarding Schools in Islamic Educational Institutions in the Modern Era."

[28] Asnawi, "Innovation in Human Resource Management for Marine Transportation Companies in the Digital Age" 7 (2024): 14324–29.

[29] Diyan Yusri, "Islamic Boarding Schools and the Yellow Book," *Al-Ikhtibar: Journal of Education* 6, no. 2 (2020): 647–54, https://doi.org/10.32505/ikhtibar.v6i2.605.

[30] Wijaya Toni and Habibul Umam Lukman, "Challenges and Strategies of Islamic Education Management in the Digital Era," *AN-NAJAH Journal of Islamic Education and Socio-Religious* 03, no. 03 (2024): 35–40.

The importance of collaboration between management, teachers, and students is also seen in the successful implementation of technology at the Darul Falah Islamic Boarding School. This collaboration ensures that everyone is involved in the change process and has the same understanding of the purpose and benefits of using technology in the learning of the Yellow Book. The management of the pesantren, through the head of the madrasah and other administrators, acts as a facilitator who provides resources and supports the development of technology, while the asatidz function as a liaison between technology and students in the field.[31] Santri as the beneficiaries of this innovation are not only involved in the use of technology, but also provide very valuable feedback for the improvement of the digital learning system. With good synergy between all parties, digital innovation can be applied effectively, even in pesantren environments that basically prioritize tradition. This success shows that digital transformation in Islamic boarding schools can occur without ignoring traditional values that have existed for a long time.[32]

The Impact of Strategic Management in Revitalizing Kitab Kuning Learning in the Digital Era

1. Increasing the Understanding of Students Effectively.

Digital-based evaluation allows students to get direct feedback on their learning outcomes. From the results of the interview with Ustadzah eka that:[33]

"Digital-based evaluation is very helpful for students because they can get direct feedback on their learning outcomes. Through features such as interactive quizzes, multiple-choice questions, and digital essay exercises, students can immediately find out where their shortcomings or mistakes are. This allows them to make repairs immediately without having to wait for a long time."

Talking about the effectiveness in increasing students' understanding in understanding the learning of the yellow book, the results of the researcher's observation show that the effectiveness of the management of the digital Kitab Kuning learning system implemented really makes the learning of the Kitab Kuning more interactive. [34] With interactive quizzes, multiple-choice questions, and digital essay exercises, students are faster to find out their shortcomings and mistakes, so they can immediately make improvements. This rapid evaluation process helps students strengthen their understanding of the material taught and develop more in-depth analysis skills of the yellow book.[35]

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[31] Masfi Sya'fiatul Ummah, "Kepemimpinan Transformasional Di Era Digital," *Sustainability (Switzerland)* 11, no. 1 (2019): 1–14, http://scioteca.caf.com/bitstream/handle/123456789/1091/RED2017-Eng-8ene.pdf?sequence=12&isAllowed=y%0Ahttp://dx.doi.org/10.1016/j.regsciurbeco.2008.06.005%0Ahttps://www.researchgate.net/publication/305320484_SISTEM_PEMBETUNGAN_TERPUSAT_STRATEGI_MELESTARI.

[32] Lestari, "The Role of Technology in Education in the Era of Globalization."

[33] Interview, Eka, The Impact of Evaluation Innovation on Learning, 2024

[34] Observation, The Impact of Evaluation Innovation on Learning, 2024.

[35] Dewi Mardhiyana, "Efforts to Increase Student Curiosity through the Application of Project-Based Learning in Mathematics Process Evaluation and Learning Outcomes Course," *Delta: Scientific Journal of Mathematics Education* 5, no. 1 (2017): 1, https://doi.org/10.31941/delta.v5i1.389.

2. More Structured and Measurable Learning.

Even though they are in their respective access areas, the learning of the Kitab Kuning feels like a classroom. Likewise, what was conveyed by Ustadz Ulil who stated:[36]

> "We prioritize the management of the digital Kitab Kuning learning system that is easily accessible, flexible, and supports asatidz in teaching. Currently, this system is still used in the Madin area, this system can also be accessed to various materials, so we can get various sources for certain materials."

Strengthened by the results of Ustadz Cahyo's interview that:[37]

> "Digital evaluation makes it easier for us to get structured and measurable data on student development. With this data, teachers can more easily monitor the progress of each student, starting from grades, achievements, to aspects that need more attention. So, we can understand their development more deeply and thoroughly."

Digital evaluation provides data on student development in a structured and measurable manner.[38] Teachers can easily monitor the progress of students, see their track record of grades, and identify aspects of the material that need re-emphasis[39]. This data makes it easier for teachers to adjust more effective learning methods according to the needs of each student, so that learning becomes more relevant and responsive.[40]

3. Development of Learning Independence in Students.

The independence of student learning is very necessary in learning. By accessing material anywhere and anywhere.[41] Gilang as a student felt the positive impact of learning access with the management of this digital-based Kitab Kuning learning system which was so easy without difficulty, who said in the interview results that:[42]

> "My experience during the vacation yesterday was that I had time online to recite the book, so I can still take part in the recitation from home. Even though I am happy online from Madin, there is still learning for those of us at home, it is for warming up before returning to the Pondok again. But it is also good from home as long as the signal is not disturbed."

From the results of the interview above, it can be concluded that the application of this digital Kitab Kuning learning evaluation innovation makes it easier for students. A wide range that can be accessed makes it easy to provide materials wherever you are as

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[36] Interview, Ulil Abshor, The Impact of Evaluation Innovation on Learning, 2024.

[37] Interview, Cahyo Widiarto, The Impact of Evaluation Innovation on Learning, 2024.

[38] Mohammad Akmal Haris, "The Urgency of Digitalization of Islamic Boarding School Education in the Era of Society 5.0 (Opportunities and Challenges at Al-Amin Indramayu Islamic Boarding School)," *Islamic Management: Journal of Islamic Education Management* 6, no. 01 (2023): 49–64, https://doi.org/10.30868/im.v4i02.3616.

[39] Muh Ibn Sholeh, "Effective Strategies in Education Management to Improve the Quality of Learning," *Tarbawi Ngabar: Journal of Education* 4, no. 2 (2023): 139–64, https://doi.org/10.55380/tarbawi.v4i2.462.

[40] Mustofa Mustofa, "The Yellow Book as Islamic Literature in the Context of Islamic Boarding School Libraries," *tibanndaru : Journal of Library and Information* Science 2, no. 2 (2019): 1, https://doi.org/10.30742/tb.v2i2.549.

[41] Septy Nurfadhillah et al., "The Role of Learning Media in Increasing the Learning Interest of SD Negeri Kohod III Students," *PENSA : Journal of Education and Social Sciences* 3, no. 2 (2021): 243–55, https://ejournal.stitpn.ac.id/index.php/pensa.

[42] Interview, Gilang, The Impact of Evaluation Innovation on Learning, 2024.

long as it is connected to internet.[43] In addition, the program, which is complete with the scope of student attendance, learning evaluation, and assessment, can also be carried out online remotely.

4. Efficiency of Teaching Time and Resources

With the digitization of evaluations, teachers at Madin Wustho Darul Falah can save time previously spent manually assessing exams.[44] This automated system allows them to focus more on coaching and interacting with students, as well as allocate more effective time for in-depth planning and development of teaching materials.[45] In addition, teachers have flexibility in accessing the results of evaluations, which can be used as a reference in developing better learning methods and strategies. Ustadz ulil in his interview: [46]

> "With the digitization of evaluations, we can save a lot of time that was previously used to manually grade exams. This automated assessment process allows us to focus more on coaching and interacting with students. So, we can allocate the time that is usually spent on assessments to explore the material and strengthen relationships with the students."

Strengthened by the results of the interview with Ustadz Cahyo that:[47]

> "In addition to saving time, this digitalization also provides flexibility for teachers to access the results of evaluations at any time. With this easier access, we can immediately find out the development of students, which can be the basis for developing better learning methods and strategies. This flexibility really helps us in designing teaching that is more suitable for their needs."

The digitization of evaluation at Madin Wustho Darul Falah Islamic Boarding School has a positive impact on time efficiency for teachers, especially in the assessment process. Previously, teachers had to spend a lot of time manually grading exams, which often took up time that could have been allocated for other activities. With an automated assessment system, teachers can focus more on character development and direct interaction with students.[48] This allows teachers to delve deeper into the material and create a learning atmosphere that supports the overall development of students.[49] Ustadz Ulil emphasized that this digitalization is not only saving time, but also opens up opportunities

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[43] Haris, "Urgensi Digitalisasi Pendidikan Pesantren Di Era Society 5.0 (Peluang Dan Tantangannya Di Pondok Pesantren Al-Amin Indramayu)."

[44] Darmawan, Arianto Lahagu, and Eliagus Telaumbanua, "Analysis of the Work Environment in Increasing the Work Productivity of Employees of the Botomuzoi District Office, Nias Regency," *Journal of EMBA* 10, no. 4 (2022): 1480–96.

[45] Imron Fauzi, "Innovation in the Evaluation of Islamic Cultural History Learning Using the Kahoot Application in MAN 2 Probolinggo," *Tarbiyatuna: Journal of Islamic Education* 16, no. 1 (2023): 64–76, https://doi.org/10.54471/tarbiyatuna.v16i1.2132.

[46] Interview, Ulil Abshor, The Impact of Evaluation Innovation on Learning, 2024.

[47] Interview, Cahyo Widiarto, The Impact of Evaluation Innovation on Learning, 2024.

[48] Ahmad Muklason et al., "Creation of Interactive Digital Learning Media for Arabic Language Learning Materials (Nahwu and Shorof) for Millennial Students," *Sewagati* 7, no. 3 (2023), https://doi.org/10.12962/j26139960.v7i3.505.

[49] Luh Putu Santiari, I Gusti Ketut Arya Sunu, and Kadek Rihendra Dantes, "The Contribution of Principal Leadership, Work Climate, and Work Motivation to Teacher Performance," *Indonesian Journal of Education Administration* 11, no. 1 (2020): 1–10, https://doi.org/10.23887/japi.v11i1.3149.

for teachers to strengthen relationships with students and provide more personalized guidance.

In addition to time efficiency, digitization of evaluation also provides greater flexibility for teachers in monitoring the development of students.[50] According to Ustadz Cahyo, teachers can access the results of the evaluation at any time, which makes it easier for them to see the progress of students and identify areas that need special attention. With quick access to evaluation data, teachers can more easily design more relevant and effective learning methods and strategies, tailored to the individual needs of students.[51] This flexibility allows for more responsive and adaptive teaching planning, so that teaching at Madin Wustho Darul Falah can continue to evolve according to the demands and needs of modern learning.[52]

5. Increased Relevance and Competitiveness of Institutions

The implementation of the digital Kitab Kuning learning revitalization strategy management provides a more modern and relevant education to the digital era. With more innovative methods, this institution is not only able to improve the quality of Kitab Kuning education but also equip students with digital literacy that is useful in the world of education and the wider community. This makes the institution more adaptive to the demands of the times and attracts the interest of students and parents who want technology-based education. The results of the interview of ustadz ulil as the head of Madin wustho Darul Falah that:[53]

> "With the implementation of digital evaluation, we are trying to make Madin Wustho Darul Falah a more modern and relevant institution in this digital era. This innovative evaluation method not only helps improve the quality of *Kitab Kuning* education but also provides opportunities for students to develop their digital literacy. This is an important provision for them, both in the world of education and in society that is now increasingly dependent on technology."

The implementation of the management strategy for the revitalization of digital Kitab Kuning learning at Darul Falah Islamic boarding schools is a strategic step in making this institution more modern and in accordance with the development of the digital era. With innovative evaluation methods, Darul Falah Islamic Boarding School not only improves the quality of education *in the yellow book*, but also provides students with the opportunity to develop digital literacy.[54] This literacy is an important provision for students in facing the world of education and society that is increasingly dependent on technology.[55] Digital evaluation creates a more relevant and beneficial learning environment for

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[50] Haris, "The Urgency of Digitalization of Islamic Boarding School Education in the Era of Society 5.0 (Opportunities and Challenges at Al-Amin Indramayu Islamic Boarding School)."

[51] Muhammad Kautsar and Siti Julaiha, "Strategic Management Measures in Islamic Educational Institutions," *Journal of Instructional and Development Researches* 3, no. 1 (2023): 24–28, https://doi.org/10.53621/jider.v3i1.203.

[52] Ulya Amelia, "Learning Challenges in the Society 5.0 Era in the Perspective of Education Management," *Al-Marsus: Journal of Islamic Education Management* 1, no. 1 (2023): 68, https://doi.org/10.30983/al-marsus.v1i1.6415.

[53] Interview, Ulil Abshor, The Impact of Evaluation Innovation on Learning, 2024.

[54] Sholeh, "Effective Strategies in Education Management to Improve the Quality of Learning."

[55] Feri Sulianta, *Digital Literacy, Research, and Its Development*, n.d.

students. The results of the interview with Ustadz Cahyo reinforce this view. [56] He emphasized that the management of the digital Kitab Kuning learning revitalization strategy makes the Darul Falah Islamic boarding school more adaptive to the demands of the times. This system provides its own attraction for students and parents who want technology-based education that still maintains religious values.[57] Parents are increasingly appreciating this approach, seeing that their children are not only learning religious material, but also acquiring digital skills that are appropriate to the needs of the modern world. Overall, this innovation has a positive impact on increasing the effectiveness of learning, building the character of student independence, and strengthening the position of Darul Falah Islamic boarding school as an adaptive and progressive educational institution in the digital era.

Conclusion

The Darul Falah Ponorogo Islamic Boarding School has successfully implemented a management strategy that combines tradition with digital technology to revitalize the learning of the Kitab Kuning in the modern era. Through the procurement of technological infrastructure, asatidz training, and the use of learning platforms such as Moodle, this pesantren increases the effectiveness of learning by providing quick feedback, supporting students' learning independence, and saving time and teaching resources. Digital-based evaluation also accelerates the learning process and improves the ability to analyze the yellow book. The digital literacy developed makes pesantren more competitive and relevant to the digital era, without ignoring traditional values. The positive impacts include more structured learning, better student learning independence, teacher work efficiency, and increased institutional competitiveness in the midst of the times. Although the challenge of the gap in technology mastery among teachers and efforts to maintain tradition remains a major concern, the integration of this technology proves that pesantren can adapt to the progress of the times without losing their religious identity.

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[56] Haris, "The Urgency of Digitalization of Islamic Boarding School Education in the Era of Society 5.0 (Opportunities and Challenges at Al-Amin Indramayu Islamic Boarding School)."

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