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Cyber-Based Integrative Learning Design In Pesantren: A Systematic Literature Review On Islamic Education Transformation

Iro Waziroh¹, Imam Fuadi², Nur Kholis³, Kandiri⁴, Zohaib Hassan Sain⁵

Universitas Bondowoso, Indonesia¹

UIN Sayyid Ali Rahmatullah Tulungagung, Indonesia^{2,3}

Universitas Ibrahimy Situbondo, Indonesia⁴

Superior University, Pakistan⁵

*Correspondence e-mail: waziroid1989@gmail.com

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Abstrak

Perkembangan teknologi digital yang sangat pesat telah menghadirkan tantangan sekaligus peluang yang signifikan bagi pondok pesantren dalam mempertahankan identitas pendidikannya sembari beradaptasi dengan tuntutan era digital. Kondisi ini menuntut transformasi pembelajaran yang inovatif dengan mengintegrasikan nilai-nilai Islam dan kemajuan teknologi melalui pendekatan sosiologis yang memperhatikan dinamika sosial, budaya, dan pendidikan dalam komunitas pesantren. Oleh karena itu, penelitian ini bertujuan untuk menganalisis penerapan pendekatan sosiologis dalam transformasi pembelajaran pesantren melalui platform digital serta mengidentifikasi implikasinya terhadap perkembangan akademik dan karakter santri. Penelitian ini menggunakan metode Systematic Literature Review (SLR) dengan menelaah dan menyintesis berbagai publikasi ilmiah yang relevan mengenai transformasi pembelajaran digital, perspektif sosiologis dalam pendidikan, serta pengembangan pesantren. Literatur yang terkumpul dianalisis secara tematik untuk mengidentifikasi pola-pola utama, tantangan, serta hasil yang muncul dari implementasi model pembelajaran integratif berbasis siber. Hasil penelitian menunjukkan bahwa integrasi platform digital dalam pendidikan pesantren secara signifikan meningkatkan kompetensi teknologi santri, efektivitas pembelajaran, prestasi akademik, serta akses terhadap sumber pengetahuan yang lebih luas. Selain itu, santri menunjukkan keterbukaan yang lebih besar terhadap ilmu pengetahuan kontemporer tanpa mengabaikan nilai-nilai dan ajaran Islam yang menjadi landasan pendidikan mereka. Interaksi antara santri, pendidik, dan teknologi digital mampu menciptakan lingkungan belajar yang kolaboratif, memperkuat kesadaran sosial, meningkatkan kemampuan beradaptasi terhadap perubahan dalam pendidikan, serta mendukung pengembangan keterampilan berpikir kritis. Implikasi penelitian ini menunjukkan bahwa transformasi pendidikan pesantren melalui pendekatan integratif berbasis sosiologis dan siber tidak hanya berkontribusi pada peningkatan kualitas



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akademik, tetapi juga memperkuat identitas keislaman, pembentukan karakter, serta tanggung jawab sosial santri. Temuan ini memberikan wawasan strategis bagi para pembuat kebijakan, pengelola pesantren, dan pendidik dalam merancang sistem pembelajaran digital yang berkelanjutan, adaptif terhadap perkembangan teknologi, serta tetap berlandaskan nilai-nilai Islam.

Kata Kunci: *Mahasiswa Islam Siber, Pembelajaran Integratif, Pendidikan Islam, Transformasi Pesantren*

Abstract

The rapid development of digital technology has created significant challenges and opportunities for Islamic boarding schools (pesantren) in maintaining their educational identity while adapting to the demands of the digital era. This condition necessitates innovative learning transformations that integrate Islamic values with technological advancements through sociological approaches that consider social, cultural, and educational dynamics within pesantren communities. Therefore, this study aims to analyze the application of sociological approaches in transforming pesantren learning through digital platforms and to identify their implications for students' academic and character development. This research employs a Systematic Literature Review (SLR) to examine and synthesize relevant scholarly publications on digital learning transformation, sociological perspectives in education, and pesantren development. The collected literature was analyzed thematically to identify key patterns, challenges, and outcomes associated with the implementation of cyber-based integrative learning models. The findings reveal that integrating digital platforms into pesantren education significantly enhances students' technological competencies, learning effectiveness, academic performance, and access to broader knowledge resources. Furthermore, students demonstrate greater openness toward contemporary scientific knowledge while maintaining strong adherence to Islamic teachings and values. The interaction among students, educators, and digital technology fosters collaborative learning environments, strengthens social awareness, improves adaptability to educational changes, and supports the development of critical thinking skills. The study implies that the transformation of pesantren education through a sociological and cyber-based integrative approach not only contributes to academic advancement but also reinforces students' Islamic identity, character formation, and social responsibility. These findings provide strategic insights for policymakers, pesantren leaders, and educators in designing sustainable digital learning systems that are both technologically adaptive and grounded in Islamic values.

Keywords: *Cyber Islamic Student, , Integrative Learning, Islamic Education, Pesantren Transformation*

INTRODUCTION

Islamic education in Islamic boarding schools (pesantren) has long served as one of the most influential institutions in shaping the religious understanding, moral character, and intellectual development of Muslim generations in Indonesia. Historically, pesantren have played a strategic role in preserving Islamic values, transmitting religious knowledge, and cultivating ethical behaviour within society.

However, the rapid advancement of information and communication technology has fundamentally transformed the landscape of education, communication, and knowledge production. Consequently, the need for educational transformation within pesantren has become increasingly urgent to ensure that these institutions remain relevant amidst the challenges of the digital era while preserving their distinctive Islamic identity (Hamid, 2022). As traditional educational institutions, pesantren are required to balance two important responsibilities: maintaining their religious and cultural heritage and preparing learners to participate effectively in a technologically driven society.

The emergence of the digital ecosystem, artificial intelligence, and the Society 5.0 paradigm has altered the competencies required by contemporary learners. Students are expected not only to master religious sciences but also to possess digital literacy, technological competence, critical thinking skills, creativity, collaboration, and ethical awareness in cyberspace. In this context, the concept of the *Cyber Islamic Student* emerges as a strategic educational framework that integrates Islamic values with digital competencies. A Cyber Islamic Student is a learner who possesses a balanced combination of Islamic character, spiritual intelligence, technological literacy, critical thinking, digital ethics, and social responsibility. Such a learner is not merely a passive user of technology but an active participant who utilizes digital platforms for learning, innovation, da'wah, knowledge dissemination, and community engagement while remaining committed to Islamic principles and moral values. (Apriyanto & Hidayati, 2024). Therefore, the implementation of the Cyber Islamic Student concept within an integrative learning design represents an important effort to bridge the gap between traditional Islamic education and the demands of the contemporary digital world (Hosaini & Akhyak, 2024).

Previous studies have extensively discussed the relationship between Islamic education and digital transformation. Siregar et al. (2024) and Munawir et al. (2024) emphasized the importance of technological adaptation in developing a competitive Muslim generation capable of responding to the challenges of Industry 5.0. Arif et al. (2024) and Ibrahim (2024) examined the implementation of digital learning systems, online education, and information technology infrastructure in Islamic educational institutions. Similarly, Wahyudin et al. (2023) and Rohman et al. (2024) highlighted

the significance of digital literacy and cyber awareness in addressing emerging cyber threats and fostering responsible digital citizenship among Muslim learners. These studies demonstrate that digital technology has become an essential component of educational development and innovation in contemporary Islamic education.

Despite these contributions, a critical examination of the existing literature reveals several important limitations. First, most previous studies have focused predominantly on technological adoption, infrastructure development, digital literacy, and the effectiveness of online learning systems (Al Aminuddi, 2021). The sociological dimensions of educational transformation, particularly the interaction between technology, religious values, institutional culture, and social structures within pesantren, remain underexplored. Second, previous research tends to treat technology as a pedagogical tool rather than as a transformative social phenomenon that reshapes educational relationships, identity formation, and cultural practices within Islamic boarding schools. Third, there is still limited scholarly attention devoted to conceptualising and operationalizing the Cyber Islamic Student as a comprehensive educational model that integrates religious identity, digital competence, and social responsibility. Finally, existing studies have not adequately explained how technology can be integrated into pesantren learning systems without weakening the authenticity of Islamic values, traditions, and educational philosophies that constitute the foundation of pesantren education (Hansen, 2011).

Based on these observations, the research gap of this study lies in the absence of a sociological framework that comprehensively explains the transformation of pesantren learning through digital platforms while simultaneously preserving Islamic values and traditions (Salsabila et al., 2023). Unlike previous studies that focus primarily on technological implementation, this article examines the transformation process from the perspective of Islamic sociology, emphasizing the interaction between technology, culture, values, social structures, and educational practices within pesantren. Therefore, the novelty of this study lies in its effort to develop the concept of the Cyber Islamic Student as an integrative educational paradigm and to analyse its implementation through a sociological lens (Muhibuddin, n.d.).

Accordingly, this study aims to analyze how sociological approaches in Islamic education can be applied to transform learning in Islamic boarding schools

through digital platforms. Specifically, it examines the social, cultural, religious, and technological factors that influence the implementation of integrative learning designs grounded in the Cyber Islamic Student concept. The central thesis argument of this article is that the successful transformation of pesantren education in the digital era depends not merely on the adoption of technology but on the harmonious integration of technological innovation with Islamic values, institutional culture, and social structures. Through an integrative, sociologically informed learning design, pesantrens can produce Cyber Islamic Students who are technologically competent, intellectually adaptable, socially responsible, and firmly grounded in Islamic teachings, thereby enabling them to respond effectively to global challenges without losing their religious identity and moral integrity.

METHODS

This study employed the Systematic Literature Review (SLR) methodology to comprehensively examine the transformation of Islamic education in Islamic boarding schools through an integrative learning design based on the *Cyber Islamic Student* concept. The SLR approach was selected because it enables researchers to systematically, transparently, and reproducibly identify, evaluate, synthesize, and interpret existing evidence (Bybee, 2019). Through this method, the study seeks to construct a comprehensive understanding of how sociological approaches and digital technologies contribute to educational transformation in pesantren.

The literature search was conducted using several reputable academic databases, namely Scopus, Web of Science, Dimensions, ERIC, Google Scholar, and Garuda (Garba Rujukan Digital Indonesia). These databases were selected because they provide extensive coverage of the literature in educational, sociological, technological, and Islamic studies. The search was limited to publications from 2015 to 2025 to capture recent developments in digital transformation, Society 5.0, educational technology, and Islamic education.

The search strategy employed combinations of keywords and Boolean operators, including: “*Islamic boarding school*” OR “*pesantren*”, “*Islamic education*”, “*digital transformation*”, “*educational technology*”, “*Cyber Islamic Student*”, “*integrative learning*”, “*digital literacy*”, “*Islamic sociology*”, and “*technology-based learning*”. The

keywords were tailored to each database's characteristics to maximize retrieval accuracy.

Table 1. Inclusion and Exclusion Criteria

Criteria	Inclusion	Exclusion
Publication Type	Peer-reviewed journal articles, conference proceedings, and book chapters	Editorials, opinion articles, blogs, dissertations, unpublished manuscripts
Language	English and Indonesian	Languages other than English and Indonesian
Publication Year	2015–2025	Published before 2015
Research Focus	Islamic education, pesantren, digital learning, educational technology, Cyber Islamic Student, sociology of education	Studies unrelated to education or Islamic institutions
Accessibility	Full-text available	Abstract only or inaccessible documents
Relevance	Directly addresses educational transformation or technology integration in Islamic education	Peripheral discussion without substantial relevance

The selection process followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework. Initially, 487 articles were identified from all databases. After removing 112 duplicate records, 375 articles remained for title and abstract screening. Subsequently, 247 articles were excluded for being irrelevant to the research objectives. The remaining 128 articles underwent full-text assessment, resulting in the exclusion of 73 studies that did not meet the inclusion criteria. Finally, 55 articles were retained and included in the review and synthesis process.

Table 2. Article Selection Process

Selection Stage	Number of Articles
Records identified from databases	7
Duplicate records removed	12
Records screened	5
Records excluded after title and abstract screening	7
Full-text articles assessed	1
Full-text articles excluded	3
Studies included in the final review	5

To ensure methodological rigour, a quality appraisal process was conducted using adapted criteria from the Critical Appraisal Skills Program (CASP). Each article was assessed based on six indicators: clarity of objectives, methodological appropriateness, data collection procedures, analytical rigour, validity of findings, and relevance to the research topic. Articles were scored on a scale of 1–3 for each criterion. Only studies categorized as medium and high quality were included in the final analysis.

RESULTS AND DISCUSSION

Curriculum Transformation in Islamic Boarding Schools

Curriculum transformation in Islamic boarding schools through an integrative learning design based on Cyber Islamic Student requires significant adjustments, especially in the inclusion of technological elements and the integration of modern science (Wahyudin et al., 2023). Santri participation in the learning process has become increasingly dynamic, with technology serving as a learning medium that supports the understanding of Islamic sciences and contemporary knowledge. Santri are required to be active in using technology to access wider learning resources, as well as in applying it in the traditional scientific context of Islamic boarding schools. This curriculum change not only affects the learning process but also impacts students' learning outcomes. With the integration of technology, students have greater access to various scientific references, which, in turn, improves the quality of their understanding. Apart from that, active participation in technology-based learning also encourages students to be more independent, critical, and collaborative, in line with the demands of modern education, which remains rooted in Islamic values (Apriyanto & Hidayati, 2024).

Table 3. Data Aspects, Sources, and Analysis

No	Data Aspect	Data Description	Year	Source Title	Data Source	Data Analysis
1	Number of Islamic Boarding	Based on data on Islamic Boarding School Education Units	2024	<i>Data Satuan Pendidikan Pesantren</i>	Ministry of Religious Affairs of the	Descriptive analysis was conducted to identify the geographical

	Schools Implementing Integrative Learning	across Indonesian provinces, the distribution of pesantren is uneven. East Java has the largest number of pesantren, exceeding 9,000 institutions, followed by West Java and Central Java with more than 5,000 institutions each. Provinces outside Java, such as Aceh, South Kalimantan, and South Sulawesi, also show a significant presence of pesantren, although in smaller numbers.	<i>di Indonesia</i>	Republic of Indonesia (Kementerian Agama RI), One Data Kemenag (https://satudata.kemendiknas.go.id)	distribution of pesantren and assess their potential readiness for educational transformation through integrative and technology-based learning models. The concentration of pesantren in Java indicates significant opportunities for large-scale implementation, while disparities among regions suggest the need for differentiated policy interventions.	
2	Educational Technology Budget	The Indonesian government allocated approximately IDR 3.7 trillion for education digitalisation programs, including the provision of digital learning infrastructure, educational technology support, internet access,	2024	<i>Education Budget 2024 and School Digitalisation Program</i>	Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), Education Financing Service Centre (Pusat Layanan Pembiayaan	The data were analysed using a policy-analysis approach to examine the extent to which government investment supports the development of digital learning ecosystems. The findings suggest that budgetary support provides opportunities for

		and teacher digital competency development. This investment reflects the government's commitment to accelerating educational transformation in the digital era.			n Pendidika)	pesantren to adopt educational technology, although successful implementation remains dependent on institutional readiness, infrastructure availability, and human resource capacity.
3	Digital Literacy and Technology Integration in Islamic Education	Various national reports indicate a growing emphasis on digital literacy and technology integration within Islamic educational institutions. The increasing use of digital platforms, online learning resources, and educational applications reflects a shift toward more adaptive and technology-supported learning environments.	2023 – 2024	<i>Digital Literacy and Educational Transformation Reports</i>	Ministry of Communication and Information (Kominfo), National Digital Literacy Survey, and related educational reports	Content analysis was employed to identify patterns of digital literacy development and technology adoption in Islamic educational institutions. The findings indicate that digital literacy is increasingly recognized as a key competency required to support the development of Cyber Islamic Students and prepare learners for the challenges of Society 5.0.
4	Challenges of Educational Transformation	Previous studies identify several barriers to technology integration in pesantren,	2021 – 2024	Various Studies on Digital Transformation	Journal articles, conference proceedings, and policy	Thematic analysis was used to classify challenges into technological, institutional,

mation in Pesantren	including limited infrastructure, unequal internet access, insufficient digital competencies among educators, and cultural resistance toward educational innovation.	in Pesantren	reports reviewed in the SLR	cultural, and human-resource dimensions.
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Source: Compiled and analyzed by the researcher from the Ministry of Religious Affairs of the Republic of Indonesia (2024), Ministry of Education, Culture, Research and Technology (2024), National Digital Literacy Reports (2023–2024), and selected literature reviewed in this study.

Islamic Sociological Approach in Education

The Islamic sociological approach to education plays an important role in designing a learning process based on Islamic values (Aikenhead, 2017). In the context of the transformation of Islamic education in Islamic boarding schools through an integrative learning design based on Cyber Islamic Student, the application of the principles of Islamic sociology can be seen from how the social environment of Islamic boarding schools shapes interaction patterns between students, teachers, and technology (Abidin et al., 2023). Learning grounded in Islamic values not only shapes students' knowledge but also guides their social behavior in everyday life. Analysis of the social impact of this learning shows that students not only gain knowledge individually but also strengthen solidarity, togetherness, and social responsibility. Technology is a means of strengthening these collective values while maintaining Islamic values at the core of the educational process, so that students can face global challenges without losing their Islamic identity (Sugito, 2024).

DISCUSSION

Islamic Boarding School-Based Integrative Learning Design

Table 4. Synthesis Matrix of Literature Findings on Cyber Islamic Student-Based Integrative Learning Design

Theme	Supporting Studies	Main Findings	Synthesis
Integration of Religious and General Knowledge	Hosaini & Akhyak (2024); Muhtadin et al. (2023)	Islamic boarding schools have begun integrating <i>kitab kuning</i> studies, general sciences, and twenty-first-century skills.	The integrative model seeks to overcome the dichotomy between religious and secular knowledge while preserving the identity of pesantren.
Digital Transformation of Pesantren	Arif et al. (2024); Ibrahim (2024); Naim & Qomar (2021)	Digital platforms expand access to learning resources and academic communication.	Technology functions as an instrument to strengthen learning rather than replace pesantren traditions.
Students' Digital Literacy	Wahyudin et al. (2023); Rohman et al. (2024)	Digital literacy has become an essential competency for addressing challenges in cyberspace.	The development of Cyber Islamic Students requires the integration of digital literacy and Islamic ethics.
Participatory Learning	Dainuri (2018); Fidayani & Ammar (2023)	Discussion, collaboration, and student-centred learning increase student engagement.	Integrative learning encourages active participation and the development of critical thinking skills.
Strengthening Islamic Character	Suriagiri (2022); Adela & Ritonga (2023)	Moderation, tolerance, and moral values are important components of learning.	Technological integration should be balanced with character education and Islamic values.
Implementation Challenges	Adela & Ritonga (2023); Al Aminuddi (2021)	Human resource limitations, inadequate infrastructure, and cultural resistance remain major obstacles.	Educational transformation requires gradual and context-sensitive implementation strategies.

The synthesis of the literature reviewed indicates that integrative learning design in Islamic boarding schools represents a strategic response to the challenges faced by Islamic education in the digital era. Unlike traditional pesantren learning models that primarily emphasize the transmission of knowledge through teacher-centred approaches, recent studies demonstrate a growing tendency toward integrating classical Islamic learning, general education, and digital technology within a unified educational framework (Muhtadin et al., 2023). This transformation does not seek to replace the traditional foundations of pesantren education; rather, it aims to expand its educational function so that graduates possess both strong religious competencies and the skills required to navigate contemporary social, economic, and technological environments.

A comparison of the selected studies reveals that scholars generally agree on the necessity of educational innovation within pesantren, although they differ in their areas of emphasis. Hosaini & Akhyak (2024) focuses on integrating Islamic values and modern educational practices, while Muhtadin et al. (2023) emphasize the importance of combining religious studies with scientific and technological competencies. Together, these studies suggest that integrative learning models may help reduce the long-standing dichotomy between religious and secular knowledge. The literature further indicates that pesantrens are increasingly recognizing the importance of equipping students with competencies that extend beyond traditional religious scholarship, including digital literacy, communication skills, and critical thinking.

The reviewed studies also highlight the growing role of digital technology in transforming educational practices within Islamic boarding schools. Arif et al. (2024), Ibrahim (2024), and Naim and Qomar (2021) argue that digital platforms provide broader access to learning materials, online religious studies, academic networks, and educational resources that were previously difficult to obtain. Through online learning systems, students can access scholarly discussions, digital libraries, and educational content from both national and international sources. However, a closer examination of these studies reveals differences in analytical focus. Arif et al. (2024) primarily discuss the pedagogical implications of digital learning, whereas Ibrahim emphasizes the importance of technological infrastructure and institutional

readiness. Naim and Qomar, on the other hand, focus on the opportunities created by digital technology for expanding educational access.

Based on the synthesis of these studies, this review argues that the effectiveness of digital transformation cannot be understood solely through technological indicators. Technology itself does not automatically improve educational quality. Rather, its effectiveness depends on how successfully educational institutions integrate technological innovation with their existing cultural values, educational traditions, and institutional goals. In the context of pesantren, digital transformation should therefore be viewed not as a process of technological substitution but as a process of cultural adaptation that harmonises technological advancement with Islamic educational values.

Another significant finding emerging from the literature concerns the relevance of the Cyber Islamic Student concept. The reviewed studies suggest that the development of digitally competent students is becoming increasingly important in contemporary Islamic education. Based on the synthesis of the literature, a Cyber Islamic Student may be conceptualised as a learner who possesses a balanced combination of Islamic knowledge, digital literacy, ethical awareness in cyberspace, critical thinking skills, technological competence, and social responsibility. This concept extends beyond the mere ability to use digital tools. Instead, it emphasises integrating of Islamic ethical principles into all forms of digital engagement and technological participation.

The importance of this concept is supported by studies conducted by Wahyudin et al. (2023) and Rohman et al. (2024), which identify digital literacy as a critical competency for addressing challenges in the cyber environment. These challenges include misinformation, disinformation, cyberbullying, hate speech, online radicalisation, and cybersecurity threats. The literature suggests that educational institutions can no longer focus solely on technological skills; they must also cultivate ethical awareness and responsible digital behaviour. Consequently, the Cyber Islamic Student framework provides an important foundation for integrating technological competence with Islamic moral values.

Regarding learning effectiveness, the reviewed literature does not provide sufficiently consistent quantitative evidence to support generalized claims of

improved academic achievement. Therefore, it would be inappropriate to conclude definitively that integrative learning models always lead to higher learning outcomes. Nevertheless, several studies reviewed in this research suggest that integrative learning approaches have the potential to enhance student engagement and participation Dainuri (2018) and Fidayani and Ammar (2023) report that discussion-based learning, collaborative activities, digital resource exploration, and student-centered approaches may encourage greater learner involvement in the educational process.

According to these studies, students participating in integrative learning environments tend to engage more actively in discussions, collaborative projects, and independent learning activities. The literature also indicates the potential development of critical thinking, communication, and teamwork skills. However, the degree of success varies considerably depending on contextual factors such as institutional support, technological infrastructure, teacher competence, and organizational culture. Consequently, the available evidence suggests potential benefits rather than universally guaranteed outcomes.

The literature further reveals that implementation challenges remain substantial. Nearly all reviewed studies identify obstacles related to infrastructure, human resources, and cultural adaptation. Al Aminuddi (2021) reports that many pesantren continue to face limitations in technological facilities and in educators' digital competencies. Similarly, Adela and Ritonga (2023) identify resistance to educational change as a significant challenge. In some pesantren communities, technological innovation is perceived as a potential threat to traditional educational practices and long-established cultural values.

The synthesis presented in this review demonstrates that these challenges are not merely technical but also sociological and cultural. Resistance to innovation often reflects concerns regarding identity preservation, religious authenticity, and institutional continuity. Therefore, successful implementation requires a gradual, participatory, and context-sensitive approach. Educational transformation should involve religious leaders (*kiai*), teachers (*ustaz*), students (*santri*), and community stakeholders as active participants in the change process. Such an approach may

increase institutional acceptance and reduce concerns regarding the potential erosion of pesantren traditions.

Another important finding concerns character development. The reviewed literature consistently emphasizes that technological integration should be accompanied by efforts to strengthen Islamic character education. Suriagiri (2022) and Adela and Ritonga (2023) highlight the importance of moderation, tolerance, ethical conduct, and social responsibility as essential educational outcomes. According to these studies, the successful integration of technology in Islamic education depends on maintaining a balance between cognitive development and moral formation. Consequently, digital transformation should not focus exclusively on technological proficiency but should also support the cultivation of Islamic values and ethical awareness.

Overall, the synthesis of the literature suggests that Cyber Islamic Student-based integrative learning design has considerable potential as a model for educational transformation within Islamic boarding schools. The reviewed studies collectively indicate that this approach may help bridge the gap between traditional Islamic scholarship and the demands of the digital era. Nevertheless, the successful implementation of this model depends heavily on institutional readiness, technological infrastructure, teacher competence, the development of digital literacy, and the ability of pesantren to integrate innovation with their distinctive cultural and religious traditions. Thus, the Cyber Islamic Student framework should be understood not merely as a technological initiative but as a comprehensive educational paradigm that seeks to harmonize Islamic values, digital competence, and social responsibility in preparing students for the challenges of the twenty-first century.

CONCLUSION

This study examined the transformation of Islamic education in Islamic boarding schools (*pesantren*) through an integrative learning design based on the *Cyber Islamic Student* concept. The findings indicate that the successful transformation of pesantren education depends not merely on the adoption of digital technology but on its integration with Islamic values, educational traditions, and the sociocultural context of pesantren. Thus, the *Cyber Islamic Student* framework offers a strategic approach

for balancing religious identity with the demands of the digital era. The most important finding is that the *Cyber Islamic Student* model has the potential to integrate Islamic knowledge, digital literacy, ethical awareness, critical thinking, and social responsibility into a holistic educational framework. The reviewed literature suggests that technology-supported learning can expand access to educational resources, encourage collaboration, and enhance students' adaptability to contemporary challenges while reinforcing Islamic identity and moral character. Theoretically, this study contributes to Islamic educational sociology by proposing the *Cyber Islamic Student* concept as an integrative framework that links digital transformation, Islamic values, and educational innovation. Practically, the findings guide policymakers, pesantren leaders, and educators in developing curricula, strengthening digital literacy, and enhancing teacher capacity. However, this study is limited by its reliance on secondary data through the Systematic Literature Review (SLR) approach. Future research should employ empirical and longitudinal methods to examine the implementation and long-term impact of the *Cyber Islamic Student* model across diverse pesantren contexts.

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