

## Transformation of Islamic Boarding School Education to Address Moral Challenges in the Digital Era

Arman Paramansyah<sup>1</sup>, Loso Judijanto<sup>2</sup>, Zulvia Trinova<sup>3</sup>, St. Rahmah<sup>4</sup>, Zulihi<sup>5</sup>

<sup>1</sup>Sekolah Tinggi Ilmu Tarbiyah Al-Marhalah Al-'Ulya, Bekasi, Indonesia; paramansyah.aba@gmail.com

<sup>2</sup>Indonesia Palm Oil Strategic Studies, Jakarta, Indonesia; losojudijantobumn@gmail.com

<sup>3</sup>Universitas Islam Negeri Imam Bonjol, Indonesia; zulviatrinova@uinib.ac.id

<sup>4</sup>Universitas Islam Negeri Antasari Banjarmasin, Indonesia; strahmah12268@gmail.com

<sup>5</sup>Institut Agama Islam Negeri Fattahul Muluk Papua, Indonesia; zulihi@iainfm.ac.id

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### Abstract

This research aims to explore how pesantren education can be adapted to answer the moral challenges faced by the younger generation in the digital era. Using the library research method, this study analyzes literature from various sources to understand the contribution of pesantren in facing contemporary moral issues. This study integrates the findings into a theoretical framework to highlight the relevance of pesantren education in the context of digital moral challenges. The results of the study show that various moral challenges, such as cyberbullying, social media addiction, and exposure to negative content, have a significant impact on children and adolescents. This phenomenon results in a decrease in empathy, the quality of social interaction, and an increase in negative behavior in cyberspace. Through strengthening religious values, character building, discipline, and examples from the kyai, Islamic boarding school education has proven effective in forming moral, responsible, and resilient students who can face the dynamics of the times. With this holistic approach, pesantren can become a relevant and adaptive educational model to answer moral challenges in the digital era.

### Keywords

Digital Challenges; Contemporary; Islamic Boarding School Education; Morals; Traditional Solutions

### Corresponding Author

Arman Paramansyah

Sekolah Tinggi Ilmu Tarbiyah Al-Marhalah Al-'Ulya, Bekasi, Indonesia; paramansyah.aba@gmail.com

## 1. INTRODUCTION

In the digital era, technological advances have changed how humans interact, obtain information, and live their daily lives. However, behind the various conveniences offered, the digital era also brings significant challenges, especially in the field of morals and ethics (Arif et al., 2024; Sagala et al., 2024). Phenomena such as cyberbullying, social media addiction, and access to inappropriate content are increasingly prevalent, especially among children and adolescents. These challenges require strong moral education interventions to ensure that individuals maintain integrity and responsibility in utilizing technology (W. H. Putra & Wijayanti, 2021). Pesantren, as a traditional educational institution in Indonesia, has long played an important role in the formation of morals and character (Huda et al., 2023; Silfiyasari & Zhafi, 2020). With an education system that emphasizes discipline, independence, and responsibility through religious teachings and kyai guidance, pesantren provides tradition-based



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solutions that can be adapted to overcome the moral challenges of the digital era (Fathoni, 2019; Wijayanti & Aisahningsih, 2023).

These challenges are even more complex as children and adolescents, as active users of technology, face negative impacts such as decreased empathy, social isolation, and the normalization of inappropriate behavior. Phenomena such as cyberbullying, social media addiction, and technology abuse have become serious issues affecting the psychological and moral well-being of the younger generation. This shows that technological advances not only provide benefits but also require serious attention in the aspects of moral and ethical education. Cyberbullying, social media addiction, and free access to negative content such as pornography are the main issues affecting the moral development of the younger generation, which has an impact on their mental health and social relationships (Fadly, 2024; Khodijah et al., 2021; Suhartini et al., 2024).

Previous research conducted by Khodijah et al. (2021) and Suhartini et al. (2024) showed that digital challenges such as cyberbullying and social media addiction hurt the moral development of children and adolescents. (Khodijah et al., 2021; Suhartini et al., 2024) Meanwhile, Maryono's research (2022) discusses the importance of pesantren in shaping disciplined and responsible character through religious education. (Maryono, 2022) This research offers a new approach that integrates traditional pesantren education methods into moral formation strategies in a digital context. This answers contemporary challenges with tradition-based solutions that have proven effective in shaping character. Although many studies have discussed pesantren education and moral challenges in the digital era separately, there has yet to be a comprehensive study linking the role of pesantren education in overcoming digital moral challenges. This research aims to fill this gap.

This research offers novelty by integrating the traditional approach of pesantren education with contemporary moral challenges in the digital era. In contrast to previous studies that tended to separate traditional education and digital challenges, this study highlights how pesantren can adapt and utilize digital technology to strengthen moral education. In addition, this study also emphasizes the importance of digital literacy as part of the pesantren curriculum so that students cannot only face moral challenges but also become agents of positive change in the digital society. This study aims to explore how pesantren education can be adapted to answer the moral challenges faced by the younger generation in the digital era.

## 2. METHODS

This study uses a qualitative research method with a library research approach, which aims to explore and review literature relevant to pesantren education as a solution to moral challenges in the digital era. This research relies on an in-depth analysis of secondary data from literature sources, including books, journal articles, research reports, and other scientific works related to digital challenges, pesantren education, and moral education theory. This approach allows researchers to make use of a wide range of scientific references that have been published to provide a comprehensive and theoretical overview of the research topic. The main focus of the research is on the theory of moral education from Thomas Lickona, which is the basis for discussing the importance of moral knowledge, feelings, and behavior in shaping individual character. The data used in this study were obtained through literature search techniques from libraries and e-journals indexed by Sinta and DOAJ. Data collection was carried out by identifying relevant sources, including literature on digital challenges such as cyberbullying, social media addiction, and access to negative content. The data also includes a study of the role of pesantren in shaping the character and morals of students, both from a historical perspective and in the implementation of the contemporary education system. The data analysis process involves classifying information based on the main themes, namely the moral challenges of the digital era, the concept of moral education, and the contribution of pesantren in character formation. Furthermore, data synthesis identifies patterns, similarities, and differences between the analyzed

literature. The results of this analysis are compiled in the form of theoretical and practical interpretations that support the research objectives, namely how pesantren can be adapted as a relevant moral education model in the digital era.

### 3. FINDINGS AND DISCUSSIONS

#### *Result*

Digital challenges to morals are increasingly emerging along with technological advances that affect daily life, as conveyed by Fadly (2024); one of the main challenges is cyberbullying, where online harassment can damage self-esteem and emotional well-being, especially for children and adolescents. In addition, addiction to social media and online games can result in decreased empathy and self-control, thus neglecting social and family responsibilities. Social interactions that have shifted to cyberspace also reduce the quality of interpersonal relationships. The lack of face-to-face communication reduces a person's ability to show empathy and understanding, which are part of moral values. In addition, the ease of access to pornography and inappropriate content on the internet affects moral development and sexual behavior, especially for young people. Anonymity in cyberspace often encourages negative behaviors, such as trolling and harassment, as all individuals are not held accountable for their actions. Social pressure on social media also triggers self-image and honesty issues, where many individuals feel the need to fake their identity or appearance to be socially accepted. This challenge requires strong digital moral education to ensure the responsible use of technology (Fadly, 2024).

According to Khodijah et al. (2021), digital challenges to morals in the modern technological era greatly affect the development of children and adolescents. One form of problem that arises is cyberbullying, where online harassment or intimidation causes serious emotional damage to the victim. Technology facilitates this bullying to occur on a wider scale, negatively impacting the individual's self-esteem and psychological well-being. In addition, social media and gaming addiction are also a major problem. This addiction distracts attention from real social interactions, reduces empathy, and leads to social isolation. As a result, the quality of social interaction decreases as technology reduces direct relationships between individuals. This has eroded moral values such as empathy, understanding, and solidarity. Another problem is access to inappropriate content, such as pornography, which is often not filtered by children. This access affects their moral and social development. Additionally, anonymity in cyberspace gives individuals the freedom to act irresponsibly, which fuels negative behaviors such as trolling and harassment. This challenge shows the need for strong digital moral education to form good character (Khodijah et al., 2021).

According to Suhartini et al. (2024), digital challenges to morality are growing in line with the rapid development of technology. First, unlimited access to information allows the spread of content not by moral values, such as violence, pornography, or hoaxes. This can affect a person's behavior, especially easily influenced adolescents. Second, cyberbullying is a serious problem where a person can hurt or insult others anonymously, which can have a negative psychological impact. Third, addiction to technology, especially social media and online games, leads to disruption of social life, mental health, and productivity. The lack of digital literacy is also a challenge, where users are unable to filter correct and relevant information (Adiyono, 2021; R. Putra & Wijayanti, 2021). This condition creates problems distinguishing between facts and misinformation, obscuring users' morality. Thus, digital literacy and ethics in the use of technology are needed so that individuals can use technology wisely and not get caught up in negative things. (Suhartini et al., 2024).

Thomas Lickona argues that moral education should include three main aspects: moral knowledge, moral feelings, and moral behavior. (Damariswara et al., 2021; Saiful et al., 2022) According to Lickona, morality is not only limited to theory but must be practiced and become a habit in daily life. (Fitriyani,

2021; Susanti, 2022; Taulabi & Mustofa, 2019) This means that a person needs to know what is right and wrong, feel the importance of these moral actions, and apply them consistently in their behavior (Maryono, 2022). Education systematically transforms cultural and social values for the next generation (Kariadi et al., 2021; Rafsanjani & Razaq, 2019). Education not only aims to teach academic skills but also to shape individual characters into human beings with noble and noble character. Therefore, education plays an important role in shaping a generation with character and can positively contribute to society. (Maryono, 2022).

According to KH. Abdulrahman Wahid, an Islamic boarding school, is inhabited by students, both boys and girls, who want to gain knowledge, especially Islamic religious knowledge.(Lestari, 2024; Reswari et al., 2023; Umam, 2024)The The word "pesantren" itself comes from the word "pondok," which is taken from the Arabic language and is referred to as "funduq," which means dormitory or hotel. In Islamic boarding schools, students get not only formal education but also in-depth religious education, with the guidance of a kyai or teacher who is the center of teaching. The pesantren functions as a place to shape the students' character, discipline, and responsibility through education and daily life in the dormitory.(Nasution, 2020)As traditional Islamic educational institutions in Indonesia, Islamic boarding schools have long been a place for students to get religious education and moral development. In the pesantren education system, kiai play a central role as educators, while students are educated in a dormitory environment. Learning at Islamic boarding schools usually uses the wetonan and sorogan methods; students listen directly to kiai lectures about classical books. This method is designed to instill religious knowledge and form noble morals.(Herningrum et al., 2020).

Morals in the context of education are values related to good and bad behavior accepted by society. The formation of morals in individuals can be done through formal and non-formal education, including in Islamic boarding schools. In Islamic boarding schools, moral learning is carried out through textbooks and examples provided by kyai and the pesantren environment, which emphasizes the importance of discipline, independence, and responsibility.(Herningrum et al., 2020; Maryono, 2022)Education at Islamic boarding schools focuses on academics and student character formation. Students are taught to live independently, disciplined, and responsibly through various activities that have become part of the pesantren culture, such as congregational prayers, reading books, and other daily activities. The culture of this pesantren plays a very important role in forming the morals of students, who are expected to become individuals with noble character, religious obedience, and high integrity.(Herningrum et al., 2020; Maryono, 2022)According to Ahmad (2021), the role of Kiai in Islamic boarding schools is very important as an empowerer, meaning that Kiai plays a role as a motivator and reinforcer in character education for students. Kiai not only plays a role as a teacher of religious science but also as a role model for behaving and having noble character. Through guidance and example, Kiai helped shape the students' character, such as discipline, independence, responsibility, and noble character. Kiai also leads various activities at the Islamic boarding school, which aims to instill moral and religious values in students' daily lives so that they grow into individuals with integrity.(Ahmad, 2021).

Thomas Lickona's theory that moral education should include moral knowledge, moral feelings, and moral behavior is very relevant to today's digital challenges to morality. As Suhartini et al. (2024) state, digital challenges such as unlimited access to information and cyberbullying demand comprehensive moral education, where individuals know about morality, feel it, and practice it in real action. Islamic boarding school education that focuses on the formation of morals through the example of kyai and religious teachings aligns with this approach. Lickona emphasized the importance of making morals a habit. This aligns with the pesantren method, which uses habituation through daily activities such as congregational prayers, reading books, and life discipline. As explained by Maryono (2022), pesantren education instills moral values through the example of kyai and a supportive environment. This method of education allows morality to be embedded in students' lives, which is in line with Lickona's concept of the importance of consistent moral action. Cyberbullying, social media

addiction, and access to inappropriate content are significant challenges in the digital age. Field data show that technology addiction reduces social interaction and undermines moral values such as empathy and solidarity. (Khodijah et al., 2021).

Lickona's concept of moral feelings is crucial here, as these digital challenges undermine an individual's ability to empathize with others. Islamic boarding school education, focusing on positive social interaction and moral development, is a relevant solution to this problem, according to the theory of KH. Abdurrohman Wahid, an Islamic boarding school, is a place where students learn religion with the guidance of kyai. Data from the study shows that pesantren play an important role in shaping students' character, such as discipline and independence, which are needed in facing moral challenges in the digital era. Islamic boarding school education, which combines formal education and moral teaching, plays an important role in overcoming problems such as cyberbullying and social media addiction. Addiction to online games and social media leads to decreased self-control and social responsibility. (Fadly, 2024). Islamic boarding school education that emphasizes discipline and responsibility can be a solution to overcome these problems (Hamruni, 2017; Mahrissa et al., 2020; Syaife'i, 2017). The education system in Pesantren emphasizes the importance of time management and independence, which helps students develop strong self-control, which is very relevant in dealing with technology addiction. Lickona's theory also emphasizes that moral education must be carried out systematically, and this is in line with a structured pesantren system (Thomas Lickona, 2009). In pesantren, learning is carried out regularly and planned, with an emphasis on the formation of noble morals through the teaching of classical books (Ma'arif, 2019; Maryono, 2022; Nasution, 2020; E. Silfiyasari & Zhafi, 2020). Learning methods such as wetonan and sorogan create an environment that makes students familiar with the moral values taught so that they can apply them in daily life.

In the context of digital challenges, anonymity in cyberspace often encourages negative behaviors such as trolling and harassment (Khodijah et al., 2021). Lickona's theory about the importance of moral behavior is relevant here because pesantren education aims to form students who have integrity and are responsible for their actions in the real world and cyberspace. The role of kyai as a moral role model is also very important in answering digital challenges. Kyai teaches religious knowledge and provides examples of daily behavior, which is needed to shape students' character. As explained by Ahmad (2021), kyai is an empowerer who helps students develop discipline, responsibility, and independence, which are important values in facing moral challenges in the digital era. The culture of pesantren that emphasizes the importance of empathy, solidarity, and discipline is also relevant to Lickona's theory of the importance of moral feelings and behavior. Focusing on positive social interaction and social responsibility, Pesantren helps overcome the negative impact of social interaction shifting to cyberspace, where empathy and solidarity are often diminished. (Suhartini et al., 2024).

The results of the study show that digital challenges to morals are becoming more prominent, especially with the rise of cyberbullying, social media addiction, and easy access to inappropriate content. Data on the ground show that these challenges negatively impact individuals' moral and social development, especially in children and adolescents. (Fadly, 2024; Suhartini et al., 2024). Cyberbullying is one of the main problems in the digital era. Online harassment can damage the self-esteem and mental health of victims, who are often children and adolescents. (Khodijah et al., 2021). Cyberbullying also reduces empathy and increases aggressive behavior, which is very contrary to the moral values taught in Islamic boarding schools. In addition, addiction to social media and online games is also a big challenge. This addiction diverts the individual from social responsibility and reduces the quality of interpersonal relationships. (Fadly, 2024) Individuals addicted to technology tend to experience a decrease in empathy and the ability to interact with others healthily, negatively impacting their character formation.

Easy access to inappropriate content, such as pornography, is also a serious problem. Children and adolescents who are exposed to such content can experience impaired moral development and unhealthy sexual behavior (Suhartini et al., 2024). This shows the importance of strong moral education

in guiding them in using technology wisely. Anonymity in cyberspace also triggers negative behaviors such as trolling and harassment, where individuals feel irresponsible for their actions (Khodijah et al., 2021). This behavior contradicts the moral values taught in Islamic boarding schools, where responsibility and integrity are strongly emphasized.

Research also shows that education for pesantren is important in answering digital moral challenges. Through in-depth religious education, pesantren helps students develop a strong and responsible character (Maryono, 2022). The pesantren culture emphasizes discipline, independence, and responsibility, which helps students face digital challenges better. The role of kyai as a moral role model is also very important in shaping students' character. Kyai provides guidance and example in daily behavior, which helps students develop strong moral values (Ahmad, 2021). This role model is relevant in facing moral challenges in the digital era, where negative behavior is often triggered by anonymity in cyberspace.

The study's results also show that pesantren education focuses not only on the academic aspect but also on character building. The students are educated to live independently, disciplined, and responsibly through various daily activities at the Islamic boarding school. (Maryono, 2022) This habit helps students to have strong self-control, which is very important in dealing with addiction to technology and social media. Thus, pesantren education can be an effective solution in facing moral challenges in the digital era. Through religious education and character building, pesantren helps students have integrity and responsibility, which are needed to face various moral challenges in cyberspace.

### ***Discussion***

Technological transformation has had a major impact on people's social, cultural, and moral lives. The digital era, marked by rapid advances in information and communication technology, has changed how humans live, interact, and obtain information. However, this progress also brings complex moral challenges, especially for the younger generation. Phenomena such as cyberbullying, social media addiction, and unlimited access to negative content are issues that require serious attention. In this context, Islamic boarding school education based on Islamic religious traditions has great potential to be a solution by instilling strong moral values in the younger generation. This approach is relevant in shaping the character of individuals who can face the negative influence of technological developments.

One of the biggest challenges that arise in the digital age is cyberbullying. This phenomenon refers to using technology to commit bullying or other negative behaviors that aim to hurt other individuals online. Studies show that more than 37% of adolescents have been victims of cyberbullying, which significantly affects their mental health (Kowalski et al., 2014a; Thomas Lickona, 2009; Twenge et al., 2018). The effects include decreased self-confidence, increased anxiety, and impaired social relationships. This exposure to online bullying demonstrates the urgent need for a more comprehensive approach to moral education to raise awareness about the negative impacts of these behaviors and shape a more responsible young generation in using technology.

In addition, social media addiction is another moral challenge that is no less serious. Social media, while offering many benefits, such as global connectivity and ease of information sharing, also presents a risk of addiction. Teens who spend more than three hours a day on social media are more prone to experiencing symptoms of depression and social isolation. Shallow content often presented on social media can distract them from meaningful learning and direct interaction. Pesantren, with a disciplined education system, can offer an approach that helps reduce this dependence, guiding students to focus more on building positive character (Twenge & Campbell, 2009).

The ease of internet access also brings another challenge, namely increased exposure to negative content such as pornography and violence. This content can damage the younger generation's morale and lower their values standards (Kowalski et al., 2014b). In this context, pesantren plays an important

role as a moral fortress through a religious-based education approach. By internalizing religious values, pesantren provide reinforcement of morality that can protect the younger generation from the influence of harmful content.

Islamic boarding schools have a distinctive approach to character formation through religious education. This religion-based character education teaches universal values such as honesty, responsibility, and compassion. This approach is in line with the theory of moral education developed by Thomas Lickona, which emphasizes the importance of moral knowledge, moral feelings, and moral behavior (Thomas Lickona, 2009). By instilling these three aspects, pesantren forms individuals who understand moral values and can feel and practice them in daily life.

One of the advantages of pesantren in moral formation is the example of kyai. Kyai not only acts as an educator but also as a role model who provides concrete examples of how moral values are applied in life (Rahman, 2017). The role of this kyai has a great influence on students because the example shown is a model that they can imitate. This distinguishes pesantren from other formal educational institutions, which tend to rely on an academic approach.

In addition to examples, pesantren teaches discipline and independence through strict rules. Life in Islamic boarding schools requires students to undergo a structured routine, including study schedules, worship, and other activities (Anderson, 2018). This discipline helps students to form positive habits and face the temptations of technology wisely. The values of independence also provide provisions for students to become individuals who can take responsibility for their actions.

Integrating digital literacy with moral education is an important step in facing the challenges of the digital era. Digital literacy in Islamic boarding schools can include teaching about the ethics of using technology, online security, and the use of technology for positive purposes (S. Sagala, 2024). By combining digital literacy with moral education, pesantren can responsibly equip students with the skills to navigate the digital world (M. Arif, 2024). This allows students to become smart users of technology and moral individuals. Collaboration between Islamic boarding schools and formal education institutions can enrich the curriculum by integrating digital literacy and moral values. This cooperation program can include training on online communication ethics and dealing with cyberspace risks. Islamic boarding schools can also use technology to educate students about the dangers of cyberbullying, the impact of social media addiction, and how to protect themselves from harmful content (M. Silfiyasari & Zhafi, 2020). These programs can be implemented through seminars, training, and technology-based learning modules. In addition to Islamic boarding schools, families and communities play an important role in overcoming moral challenges in the digital era. Parents have a responsibility to guide their children in using technology responsibly. They must ensure their children are exposed to positive content and protected from negative influences. Parental guidance can include an open discussion about the moral implications of online actions and the importance of being a responsible digital citizen. In addition, mosques and religious communities can be places of education about digital morals, for example, through lectures that focus on the ethics of using technology. The government also has an important role in overcoming digital moral challenges through regulations and policies. Strict regulation of harmful content, such as pornography and violence, is needed to protect the younger generation from negative influences. Governments can work with tech companies to filter out morally damaging content. In addition, national digital literacy programs should be integrated into school curricula to ensure that students receive early education on ethics in the use of technology.

By integrating religion-based character education with digital literacy, pesantren can play an important role in shaping a resilient and moral generation in the digital era. Collaboration between Islamic boarding schools, formal education institutions, families, communities, and the government is the key to creating a digital environment that supports the moral development of the younger generation. If combined with digital literacy, Islamic boarding school education that emphasizes moral values and discipline can be an effective solution to face moral challenges in the digital era.

#### 4. CONCLUSION

This study concludes that pesantren education, with an approach based on religious values, discipline, and example, has great potential to answer the moral challenges the younger generation faces in the digital era. Islamic boarding schools can integrate traditional moral values with contemporary needs by strengthening digital literacy. Digital literacy programs that teach the ethics of using technology, online security, and the use of technology for positive purposes can help students understand and face the challenges of the digital world responsibly. With this holistic approach, pesantren can become a relevant and adaptive education model in the digital era. Collaboration between Islamic boarding schools, formal education institutions, families, and the government is also important to ensure the creation of an educational ecosystem that supports the formation of the moral character of the younger generation. This approach includes strengthening curricula that integrate digital literacy with moral education, better parental supervision, and government policies that protect children from harmful content on the internet. Further research can examine how pesantren practically integrate digital literacy into their curriculum, including their challenges and success strategies.

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