

IMPLEMENTATION OF MEDIA DIGITALIZATION IN JAMBI PROVINCE ISLAMIC BOARDING SCHOOL

MAISAH^{1*} – NORAINUN² – MARPUAH, S.³

¹ *Sultan Thaha Saifuddin State Islamic University, Jambi, Indonesia.*

² *Private Islamic Institute, Jambi, Indonesia.*

³ *Tun Hussein Onn Universiti Malaysia, Johor Bahru, Malaysia.*

**Corresponding author
e-mail: maisahmaisah123[at]gmail.com*

(Received 10th September 2025; revised 25th November 2025; accepted 02nd December 2025)

Abstract. The implementation of media digitalization in three boarding schools in Jambi Province has not been optimal. The purpose of the research is to analyze the implementation of Media Digitization in Jambi Provincial Boarding Schools. As for the approach in this research, it uses a qualitative phenomenological approach. There are several factors that cause the implementation of Media Digitalization in Jambi Provincial Boarding Schools to be not optimal, such as internal factors that come from within the leadership of the Boarding Schools themselves, who are Kiyai, who do not want to know about the world of Media Digitalization. For the implementation of Media Digitization, it is better left to the young ustaz. In addition, there are external factors that come from outside the leadership itself, still accustomed to using the old tradition of unity education if there is a need for the Boarding School with outside parties. Efforts made by future leaders can be in the form of trying to motivate the teachers to implement media digitization in boarding schools in accordance with the demands of the times.

Keywords: *media, digitalization, implementation, Boarding School*

Introduction

Talking about Digitalization is an era or age in which there has been such advanced development that all important activities can be done digitally. Therefore, according to Maisah et al. (2024), literally digitalization means changing something to digital, aka utilizing technology, which used to store data and communicate manually, for example, using a typewriter, changing to a computer, from a computer to the internet. Likewise, sending letters used to be via Post, Fax changed to the internet (WA, SMS, Facebook) communication used to be via telephone changed to cellphone, used to study only face to face in class changed to learning online and so on which can facilitate all access to realize a predetermined goal. Sukmadinata's opinion, quoted by Ani (2019), there are three bases for the use of media digitalization by teachers, namely:

Philosophical basis

Literally, philosophical means “love of wisdom”. People learn to philosophize so that they become people who understand and act wisely. To be able to understand wisdom and act wisely, they must know and be knowledgeable. This knowledge is obtained through the process of thinking, namely thinking systematically, logically, and deeply. Such thinking in philosophy is often referred to as radical thinking, or thinking to the roots (radic means root), philosophizing is also interpreted as thinking radically, thinking to the roots. Academically, philosophy means an attempt to describe and

express a systematic and comprehensive view of the universe and the position of humans in it. Philosophizing means capturing a synopsis of the confusing events in human experience. Philosophy encompasses the whole of human knowledge, trying to see everything that exists as a whole and trying to know the position of humans in it. For that reason, philosophy is often said to be the "mother of all sciences".

Psychological basis

Psychological conditions are psycho-physical characteristics of a person as an individual, expressed in various forms of behavior in interaction with their environment. These behaviors are manifestations of the characteristics of their life, both visible and invisible, cognitive, affective, and psychomotor behavior. The psychological condition of each individual is different, due to differences in their developmental stages, socio-cultural backgrounds, and also due to differences in factors brought from birth. These different conditions also depend on the context, role, and status of the individual among other individuals. The interactions created in learning situations should be in accordance with the psychological conditions of the students and the conditions of the lecturers/teachers.

Sociological foundations

The use of digital media cannot be separated from the psychological conditions of students. Because sociological conditions also affect the response of students to the types of media used by lecturers/teachers in learning. The suitability of the media to the social conditions of students can increase the effectiveness and efficiency of the media used. On the other hand, the use of learning media that is not in accordance with the social conditions of students will create bias in learning, because the students' focus is not on the content of the media but on the media itself. Therefore, what is meant by Media specifically according to the opinions of several experts that the author can put forward, namely Mantra (2024), explains that media comes from the "Latin" language which means "between". This meaning can be interpreted as a communication tool used to carry information from a source to the recipient. Arsyad (2011), also stated that the word "Media" comes from the Latin word "medius" which literally means "middle", Intermediary or Delivery". In Arabic, media is an Intermediary or Delivery of messages from the sender to the recipient of the message. Ani (2019), explains the meaning of media from two aspects, namely the meaning of language and the meaning of terminology. The word media comes from the Latin word and is the plural form of the word "medium" which literally means "Intermediary" or "Delivery". The keyword media is "Intermediary".

The definition of media in terms of terminology is quite diverse, according to the perspectives of educational media experts quoted by Ani (2012), there are two kinds of media definitions, namely narrow meaning and broad meaning. "Narrow meaning", that media is in the form of: graphics, photos, mechanical and electronic devices used to capture, process and convey information. According to the "broad meaning", namely activities that can create a condition that allows students to acquire new knowledge, skills and attitudes. Bacal (2005), define media as an information channel that connects information sources and recipients. Briggs, states that media is a tool to provide stimulation for students so that the learning process occurs. Anderson, learning media is a media that allows for a direct relationship between the work of a course

developer/subject with students. Hamalik (2003) said that media is a technique used in order to make communication between lecturers/teachers and students more effective in the learning process at school. Media is a container of messages by the distributor to be forwarded to the target or recipient of the message, the material to be conveyed is a learning message, and that the goal to be achieved is the occurrence of a learning process. Based on the many changes that have occurred above, according to the author in several Islamic Educational Institutions in Indonesia in general and in Jambi Province in particular, both State and Private Islamic Education, Islamic Boarding Schools, Madrasah Aliyah, Madrasah Tsanawiyah/Islamic Boarding Schools, and even Madrasah Ibtidaiyah have experienced very rapid changes with the digitalization of the media. In addition, it can also provide convenience positively with the changes that occur such as (1) Make it easier to promote the institution he leads to the community, (2) Make it easier for students to get data about the Institution, (3) Make it easier for educators to access data, both individually and in groups, (4) Making it easier for institutions to collaborate locally, nationally and internationally, and many other things.

Then also the changes that occur with the existence of media digitalization, currently, if seen from the positive session, there are many changes that can be done quickly and provide many conveniences both in the learning process and in accessing Institutional data that is in accordance with what we want. Furthermore, through learning can be done online, this can be seen in the use of media digitalization, the learning system can be done online, the creation of Lecturer Performance Reports can be online, sending Scientific works to be published can be done online and many other things that can provide convenience. Therefore, according to the opinion of experts quoted by Marpuah (2022), stated that in the current era of Digitalization, education has a very broad role, both covering economic, cultural, political or even social aspects, it will provide a very open possibility for anyone to compete in each participating country. Free competition like this requires optimal readiness from each country if they want to continue to be able to participate. Otherwise, the country must be prepared to go bankrupt and leave the competition arena. The development of our science and technology is faced with a situation that is worrying, challenging, and at the same time gives hope. The situation is worrying, because it will allow the loss of the joints and norms of life, issues of poverty, natural disasters, health and a number of other problems. Education is faced with the fragility of values, principles, ethics and morals, we are trapped in a circle of the development of science and technology.

Challenging and hopeful, because these developments also contribute to increasing the prosperity and welfare of humanity. The development of science and technology has encouraged the birth of new industries, opened up jobs, improved relations between countries and so on. The current of Globalization is neither a friend nor an enemy for Islamic Education, but rather a "motor" and "dynamist". If Islamic Higher Education takes an anti-Globalization position, then the "motor" will not be stuck, and Islamic Education will experience an intellectual shutdown or intellectual closure. On the other hand, if Islamic Education is dragged by the current of globalization, without any more power the Islamic identity of an Islamic Education process will be crushed by the "machine". Therefore, Islamic Education is pulling and pulling the current of Digitalization, what is appropriate is pulled and even developed, while what is not appropriate is delayed, released or abandoned. Mastuhu quoted by Abd. Rahman Assegap, closing oneself or being exclusive will be outdated, while opening oneself risks losing one's identity or personality. Previous study explains that the future of

education and future education are two expressions that have interrelated dimensions. The future of education refers to the strategic position of education in the future among other sectors of life, such as economics, politics, law, culture and so on. Meanwhile, future education refers to educational policies and practices that must be implemented in connection with the development and empowerment of human resources to enter life in the future, at least in the 21st century or the third millennium. Islamic Educational Institutions are required to continue to move carefully, adapting to all situations. Adaptation and changes continue to be made in order to prepare for all existing risks, both "stuck" and "smooth". Changes in Islamic Higher Education institutions must be comprehensive, both human resources, existing systems and adequate facilities and infrastructure. In this way, Islamic Educational institutions will exist without losing their identity

Islamic education in Jambi Province must be an example in facing change and adaptation, Islamic education which is the "largest" in Jambi Province, must be able to become an "initiator" as well as a "model" for general education must "metamorphose" into a more reliable, quality Islamic educational institution and have broad support from "stakeholders". All the strengths of the Intra Educational Institution starting from the Leadership, Lecturers, students, staff and all existing potentials must unite in supporting the metamorphosis process. Therefore, a real, serious and critical strategy is needed in analyzing government policies in the education sector. The birth of digitalization has a broad impact, both for society in general in Indonesia and in the environment of Islamic Educational Institutions themselves. Internally, Islamic Educational Institutions must be able to compete with general Educational Institutions, both locally, nationally, and internationally. In a book of Corporate Management and Educational Services Marketing Strategy (Focus on Quality and Service), explains that the increasing use of Information Technology (IT) in various fields, including Islamic Higher Education Institutions, has caused information technology to become a factor that is considered as one of the important components to achieve the goals of the Institution. It is even often said that current and future business competition is a competition of technological strategies. "Those who master technology, in this case information technology (IT), have a better chance of winning the competition". The meaning of "mastering information technology" in this context is understanding information technology and being able to use it effectively to achieve the goals of the institution, supported by the ability of Information Technology Human Resources (HR) that

According to Aprilia and Sowiyah (2020), there are several functions of using digitalization of learning media, including (1) Media as A Source. Media as a source of learning means that the media used by lecturers/teachers can function as a place where learning materials are located. The form of learning media as a source of learning can be in the form of humans, objects, events that allow students to obtain their learning materials. (2) Media as a Tool. Learning media as an aid means that media has a function to help lecturers/teachers achieve learning goals. With learning media, lecturers/teachers can deliver more interesting materials. With the help of learning media, students/students will find it easier to understand the materials being studied. According to several expert opinions quoted by Ani (2019), regarding functions such as Benni Agus, he stated that learning media functions as follows (1) Helps make learning easier for students and also makes the learning process easier for lecturers/teachers, (2) Providing a more realistic experience (abstract becomes concrete), (3) Attracting more students' attention (lessons are not boring), (4) All of the students' senses can be

activated, (5) Can awaken the world of theory with its reality. Four functions of learning media, especially visual media, namely Attention function, visual media is the core, attracts and directs students to concentrate on the content of the lesson related to the visual intent displayed or accompanies the text of the lesson material. Affective function, visual media can be seen from the level of enjoyment of students when learning (reading) illustrated texts. Visual images or symbols can arouse emotions and attitudes of students. Cognitive function, visual media can be seen from research findings that reveal that visual symbols or images facilitate the achievement of goals to understand and remember information or messages contained in images. Compensatory function, learning media can be seen from research results that visual media that provide context for understanding texts help students who are weak in reading organize information in texts and remember them again.

Learning media functions as: (1) raising learning motivation, (2) repeating what has been learned, (3) providing learning stimulus. (4) activating student responses. (5) providing immediate feedback. (6) encouraging appropriate practice. Soeharto, The function of learning media can also be seen from the perspective of the development of the media itself, namely: (1) Initially the media functioned as a tool learning aid, (2) By including audio-visual instruction, the media functions to provide concrete experiences to students, (3) The emergence of communication theory causes the media to have a function as learning message/information delivery tool, (4) With the use of a systems approach in learning, media functions as an integral part of the learning program, (5) Finally, media does not only function as a display for lecturers/teachers. But also as a carrier of information/messages learning needed by students. Furthermore, Saepudin (2022) stated that Civilization and culture and diversity in the era of media digitalization are the result of a cross between various values and life experiences that continue to change and develop in a very fast time unit. Personal human life and communities in the scope of ethnicity, nation, and also religion seem to have lost their traditional foothold. We seem to live in the shadow of a culture or civilization without a name because it is so fluid and open that it continues to move so quickly in all directions as if without a goal. Asafila and Maragustam (2024) also explained that the changes in the media digitalization system that are currently occurring in Islamic boarding schools certainly have a philosophical and historical background. Philosophically, the existence of Islamic boarding schools is an institution that specifically studies, explores, and develops Islamic teachings so that they remain relevant and responsive to developments in the era. While historically, the presence of Islamic boarding schools cannot be separated from the evidence of the struggle for Islamic preaching carried out by Muslim figures. The struggle for Islamic preaching has sacrificed time, energy, thoughts, even property and souls that are priceless. The results of this struggle are considered valuable and have been recorded in the history of Indonesian Muslims, and it would be a shame if the results of this struggle were erased and thrown away. To overcome this problem, changes in Modern Islamic Boarding Schools consider the historical and philosophical backgrounds as above.

This change in the Media Digitalization System is related to political considerations. According to historical records, the establishment of Islamic Boarding Schools cannot be separated from the government's appreciation at that time for the role and contribution of Muslims in participating in fighting for the establishment of the Republic of Indonesia. Based on this, Muslims must be given a proportional place and opportunity in this Republic to popularize and develop Islamic teachings, as well as to

educate Muslims through the opening of Islamic universities. It is through this institution that the process of improving and empowering the quality of human resources can be carried out. In this way, Muslims have the ability and opportunity to participate in building this Republic, and at the same time enjoy the results. The change in the media digitalization system in this Modern Islamic Boarding School is feared to be able to bury the historical political facts of the Muslim community. This concern can be overcome by saying that with the change in the media digitalization system, it will actually produce superior quality Muslim graduates who in turn can play socio-political roles and so on. On the other hand, if the Media Digitalization System is left as it is for the world of Islamic Education today, then Islamic Boarding Schools will only produce graduates whose room for movement is very limited, less able to compete in the competitive global era, and will ultimately be marginalized, and so on. Furthermore, efforts to change the manual system to media digitalization in Islamic Boarding Schools in practice are not easy work besides the need for strong will, sincerity, and ability possessed by the leaders. Islamic Boarding School Management must also be considered regarding the ability to manage the media digitalization system, improve and develop it continuously. This needs to be emphasized because the burden that must be borne and the problems that must be overcome will also be heavier, bigger and more complex. But now the feet have been stepped, the screen has been developed, and the drums have been beaten, there is no other alternative except to continue implementing Media Digitalization.

According to the results of the preliminary study (grand tour) researchers in Jambi Province have hundreds of Islamic Boarding Schools that are worth studying in implementing Media Digitalization. However, in this study only three Islamic Educational Institutions were selected as examples, which researchers found problems with the implementation of media digitalization, with the reason that the three Islamic Boarding Schools represent the Eastern part, namely the Syekh Maulana Qori Islamic Boarding School, the Western part is the Zulhijjah Islamic Boarding School, the Northern part is the As'ad Islamic Boarding School, as explained below.

As'ad Islamic Boarding School Across Jambi City

As'ad Islamic Boarding School is one of the oldest Islamic Education Institutions in Jambi Province, so far the documentation system has mostly been done manually, both by the leadership and staff and the ustad/or teachers who teach. This manual tradition is still being carried out, even though the Media Digitalization system has demanded to eliminate it. According to the results of observations by researchers at the As'ad Islamic Boarding School, it was found that the implementation of media digitalization was still not optimal, this indicates that the leadership of the Islamic Boarding School is still accustomed to using the old system, and does not motivate the ustad to use the media then also the ustad who teach there are only a few people who use media such as Laptops and N-Focus. In addition, it is still seen that the ustad are Gaptex and like to teach without using sophisticated media such as Laptops. Of course, this phenomenon is a very important problem to be studied more deeply about the factors causing this to still occur.

Sheikh Maulana Qori Islamic Boarding School, Merangin Regency

Based on the results of the researcher's observations at the Syekh Maulana Qori Islamic Boarding School in Merangin Regency, related to the Implementation of Media Digitalization, the problem is almost the same as what the researcher found at the As'ad Islamic Boarding School, first the researcher saw that the leadership of the Islamic Boarding School was still technologically illiterate in the use of media digitalization, Second the researcher saw the lack of media available at the Islamic Boarding School and it was not seen during the research that the ustad used the media when carrying out the teaching, Third, there was no strategic planning carried out by the leadership to overcome obstacles in implementing media digitalization at the Syekh Maulana Qori Islamic Boarding School in Merangin Regency.

Zulhijjah Islamic Boarding School, Batang Hari Regency

According to the results of the researcher's observations, Batang Hari Regency has 12 (twelve) Islamic Boarding Schools, one of which is the Zulhijjah Islamic Boarding School which was established in 1995 AD/1415 H. If viewed, Batang Hari Regency is located in the Central part of Jambi Province which has an area of 5,180.35 Km. Therefore, the results of the researcher's findings related to the implementation of media digitalization by the leaders and ustad who teach at the Zulhijjah Islamic Boarding School still seem less than optimal. This can be identified that the leaders of the Islamic Boarding School are still rigid and technologically illiterate in utilizing Media Digitalization, as well as the ranks below them such as ustad or teachers who teach many who use old methods rather than utilizing Media Digitalization. In addition, it is still seen that the location is far from the reach of the internet tower, so that the utilization of Media Digitalization is less functional. Therefore, the change from manual system to Media Digitalization has sufficient rationale and a very strategic role for the development of Islam in Indonesia and the empowerment of the people in order to face the era of globalization that demands high-quality human resources, so that they are able to compete in the global market. There are certainly problems that will disrupt the realization of the Media Digitalization change plan, especially concerns about the loss and shrinkage of the current Islamic Religious Education Subject, as well as other things that are psychologically political. However, various solutions to overcome these problems also exist. It only remains the will, sincerity and ability of the leaders and managers of the Islamic Boarding School today, and in the future. To overcome this, I suspect that if the founders of the Islamic Boarding School in the past were still alive in the present, and saw the major changes that occurred in society, they would certainly take steps to change old traditions into the form of Media Digitalization or others that are more in accordance with the development of the times.

Referring to the background of the problem above, the main question in this study is "why is the Implementation of Media Digitalization in Islamic Boarding Schools in Jambi Province not optimal?". Thus, the sub-topics of discussion in this study are as follows: (1) What is the form of implementation of Media Digitalization in Islamic Boarding Schools in facing media Digitalization? (2) What are the inhibiting factors for Islamic Boarding School leaders in facing media Digitalization? (3) What efforts are made by Islamic Boarding School leaders in overcoming media Digitalization? Research Objectives, (a) To analyze the form of implementation of Media Digitalization in Islamic Boarding Schools in Jambi Province, (b) To analyze the causal factors of leaders in implementing Media Digitalization in Islamic Boarding Schools in Jambi Province, (c) Efforts to overcome the implementation of Media Digitalization in Islamic

Boarding Schools in Jambi Province. Benefits of the study, Theoretically, (1) Adding the results of this study can be used as a guideline for leaders in the implementation of Media Digitalization in Islamic Boarding Schools in Jambi Province, (2) Can be used as input for leaders and Ustad or teachers in implementing Media Digitalization in Islamic Boarding Schools, (3) The results of this study can be knowledge for leaders and Ustad or teachers who teach in Islamic Boarding Schools in Jambi Province. Practically: (1) The results of this study can contribute to thinking about the implementation of Media Digitalization in Islamic Boarding Schools in Jambi Province, (2) The results of the study can add insight and knowledge for leaders and related parties in implementing Media Digitalization in Islamic Boarding Schools in Jambi Province, (3) The results of the study can provide information to the researcher himself, and also to the leaders of Islamic Boarding Schools in Jambi Province.

Research Focus, The discussion in this study is only on the Implementation of Media Digitalization in Islamic Boarding Schools in Jambi Province which takes the research study area, namely the Syekh Maulana Qori Islamic Boarding School in Merangin Regency, the Zuhijjah Islamic Boarding School in Batang Hari Regency, and the As'ad Islamic Boarding School in Olak Kemang Seberang Jambi City, with the reason that the implementation of Media Digitalization is something that has long been demanded by the Government to be implemented in educational units ranging from Kindergarten to Higher Education, Therefore, researchers want to study in more depth the ability of leaders to motivate, guide, and direct their subordinates. in the implementation of Media Digitalization.

Materials and Methods

The approach in this study according to Creswel, uses a qualitative phenomenological approach. It is called qualitative phenomenology, because the nature of the data collected is qualitative, not quantitative, which uses measuring instruments. Through this qualitative approach, it is expected to raise a picture of the quality, social reality and perception of the research target without being contaminated by formal measurements. The qualitative form with a phenomenological approach requires data collection in a natural setting. Based on this working concept, the researcher strives so that the presence of the researcher does not change the situation or behavior of the person being studied.

Results and Discussion

Forms of implementation of digitalization of media in Islamic boarding schools in Jambi Province

Talking about the implementation of Digitalization of Educational media, of course it cannot be separated from several things such as (1) utilization of learning applications, Islamic Boarding Schools must use Mobile or web-based learning applications to provide materials, assignments, and exams to students. (2) Utilization of technology in the classroom, (3) Administration management with an integrated system, (4) Distance learning with an online system. According to the results of the researcher's observations (June 6, 2024) overall in the three Islamic boarding schools that were the targets of the research, namely the As'ad Islamic boarding school, the Zuhijjah Islamic boarding

school, and the Syekh Maulana Qori Islamic boarding school, regarding the form of implementation of Media Digitalization, it was found as in the comparison matrix *Table 1*. The *Table 1* explains that the form of implementation of Media Digitalization in three Islamic Boarding Schools is still largely manual. Therefore, the demand for transformation from a manual system to a media digitalization system is certainly something that must be carried out by Islamic Boarding Schools. The media digitalization system is currently implemented in all educational institutions in Indonesia, both general educational institutions and Islamic educational institutions.

Table 1. *Implimentation of media digitalization.*

No	Forms of Implementation of Media Digitalization	As'ad Islamic Boarding School	Zulhijjah Islamic Boarding School	Sheikh Maulana Qori Islamic Boarding School
1	Utilization of Learning applications	70% are still manual and technologically illiterate	75% Manual and gaptek	85% Old traditions are technologically illiterate
2	Utilization of Technology in the Classroom	95% still teach using classical tools	100% still using classical tools	97% still use classical tools
3	Admin Management with Integrity System	There isn't any yet	There isn't any yet	There isn't any yet
4	Distance learning with online system	cavid period	Covid Times	Covid Times

The implementation of media digitalization is a new innovation that changes the identity of the old traditional system that has been ingrained in use, to a new system that can make it easier to get information and other things needed. Islamic Boarding Schools inevitably have to accept the transformation of media digitalization, otherwise as stated in the theoretical basis of Islamic Education Institutions will be outdated. Therefore, Islamic Boarding Schools must really get used to utilizing media digitalization both in the learning process and in administration and archiving.

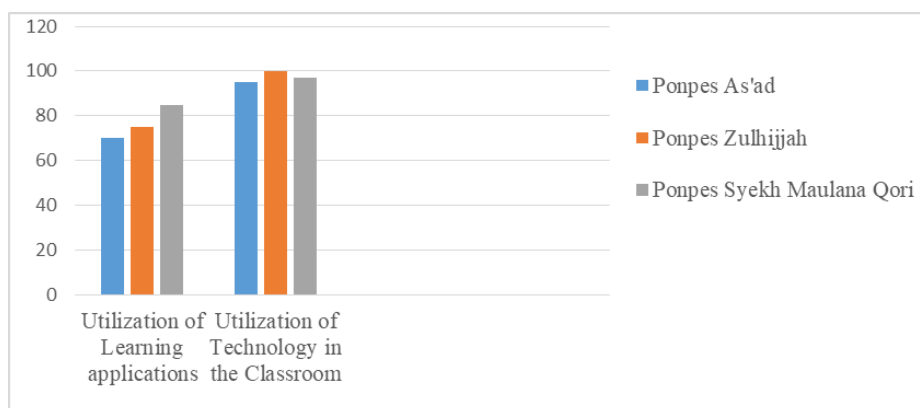


Figure 1. *Implementation of media digitalization.*

Based on the data from the researcher's interview with one of the leaders of the As'ad Islamic Boarding School with the initials NQ, he said that the form of Implementation of Media Digitalization at the As'ad Islamic Boarding School still uses a manual system, and some of them have also been documented using media digitalization such as student documentation, who register to enter the Islamic Boarding School whose files are brought and registered manually by students, then documented by the management staff of the Islamic Boarding School using Media Digitalization. In addition, the documentation data of the ustad who teaches at the Islamic Boarding School is also documented using Digitalization, and then the documentation for the accreditation

package is filled in using Media Digitalization and sent to BAN-PT also online. The statement of the head of the Islamic Boarding School above, was also reinforced by one of the heads of the As'ad Islamic Boarding School Administration with the initials RK (June 8, 2024) who stated that the As'ad Islamic Boarding School has not fully used the Media Digitalization system, they are still accustomed to using a manual system, because students are not allowed to bring cellphones to the Boarding School, except for learning carried out during the Covid period. In addition, not all of the ustads who teach are accustomed to utilizing Media Digitalization/gaptek, but rather teach more fluently using classical media. Another opinion was also expressed by one of the ustads who teaches at the As'ad Islamic Boarding School with the initials ST (June 8, 2024) said that I and the ustads or ustazah who teach here use more classical media, because among the ustads there are still many who are not tech-savvy in utilizing IT, besides that, the IT infrastructure in the Islamic boarding school has not been provided by the leadership, even in the classroom it is not provided at all. Therefore, the media digitalization system at the As'ad Islamic Boarding School has not been implemented optimally.

The results of observations and interview results that researchers requested information related to the implementation of the above media digitalization are representative informants from the many ustad and ustazah who teach at the As'ad Islamic Boarding School. Therefore, it can be understood that the implementation system of Media Digitalization at the As'ad Islamic Boarding School has not been running optimally, because there are still ustad teaching who are not tech-savvy in utilizing IT, then there is also the lack of IT infrastructure in the classroom. However, there is some documentation that has been documented in the Media Digitalization system. The researcher also asked for information from the head of the Zuhijjah Islamic Boarding School, which is one of the key information targeted by the researcher with the initials, LH (June 10, 2024) said that the Media Digitalization implementation system at the Zuhijjah Islamic Boarding School has not been implemented optimally, it is still a manual system. The use of the Media Digitalization system is only a few, such as documenting the accreditation contract because it is online, so operators have no choice but to fill it in and send it online. In addition, it is still a manual system. Another statement was also made by one of the Tu heads with the initials PH (June 20, 2024) who said that the implementation of Media Digitalization in Islamic Boarding Schools had not been carried out properly by all parties, human resources in Islamic Boarding Schools, such as the acceptance of new students is still a manual system, students are taken directly to the Islamic Boarding School, the recruitment system for educators is also still manual, and even the family, kinship and hereditary systems of the Foundation are still visible.

Furthermore, the researcher also asked for information from a cleric with the initials HD (June 20, 2024) who teaches at the Zuhijjah Islamic Boarding School, regarding data on the implementation of media digitalization, namely He said that the Zuhijjah Islamic Boarding School still uses a manual system, because the leaders and the clerics or ustazah who teach at the Islamic Boarding School are mostly technologically illiterate, some even do not have a laptop at all as a teaching medium. In addition, teaching at the Islamic Boarding School uses more classical tools. The results of the researcher's interview above, it can be understood that the implementation of Media Digitalization in Islamic Boarding Schools has not been carried out properly. The system used is still manual starting from student recruitment, teacher staff;

documentation systems are almost all manual. Therefore, the analysis researcher with the results found at As'ad Islamic Boarding School is more or less the same. However, at As'ad Islamic Boarding School, some have implemented media digitalization. Next, the researcher asked for information from the head of the Syekh Maulana Qori Islamic Boarding School in Merangin Regency with the initials MS (June 22, 2024) regarding the implementation system of media digitalization, the researcher obtained information similar to the two previous Islamic Boarding Schools such as the As'ad Islamic Boarding School and the Zuhijjah Islamic Boarding School. That the Syekh Maulana Qori Islamic Boarding School is still using a manual system, except for filling in the accreditation form, it has indeed used Media Digitalization, because an online system has been created by the Indonesian Ministry of Religion. Similar to other Islamic Boarding Schools, researchers also asked for information from the Head of Administration with the initials Ab (June 26, 2024) regarding the implementation of media digitalization. He explained that the Syekh Maulana Qori Islamic Boarding School is the same as other Islamic Boarding Schools, still using a manual system in many administrative matters such as student recruitment, teaching staff or what is called ustad. Although there is an implementation of media digitalization such as through WA from friends to other friends or called WA groups.

The statement above is reinforced by the statement of a cleric with the initials HD (June 26, 2024) who teaches at the Syekh Maulana Qori Islamic Boarding School, Merangin Regency, explaining that the implementation of media digitalization has not been fully implemented by the Syekh Maulana Qori Islamic Boarding School. The implementation of media digitalization requires complete infrastructure provided by the Islamic Boarding School, such as the availability of laptops, N-Focus locally. Then, no less importantly, the clerics are given training on how to implement media digitalization. Based on the data from the researcher's observations and interviews with the leaders and several ustad and ustazah that the researcher made as representatives of the many ustad and ustazah who teach in the three Islamic Boarding Schools that the researcher has asked for information and the information is the same regarding the implementation of media digitalization in the three research locations above, it can be identified that the implementation of media digitalization in Islamic Boarding Schools in Jambi Province has not been running optimally. According to the researcher's analysis, Islamic Boarding Schools are Islamic Educational Institutions that are very thick with religious knowledge, which were established from community self-help and for the community, the majority of which are located on the outskirts of the city, aka far from the reach of the internet. Therefore, the system that has been implemented so far is the traditional system, both in administering documents and in recruiting students and educators. Then also the system carried out by Islamic Boarding Schools, if they want to continue their children's education at Islamic Boarding Schools, Islamic Boarding Schools prioritize the relationship between parents and the leaders of the Islamic Boarding School (parents who accompany their children directly). The aim is to get to know each other better and also for students to entrust their children to the Islamic Boarding School to be given knowledge and also ask for care while their children are studying at the Islamic Boarding School.

Furthermore, Islamic Boarding Schools, if we pay attention to the demands of implementing Media Digitalization, are indeed a new innovation to transform old traditions that have long been the habits of Islamic Boarding Schools into something that is still taboo to implement. Islamic Boarding Schools feel that the traditional system

is faster in bringing students to gain knowledge from the ustada and ustazah who teach them. In addition, it is also feared that the ustaz and ustazah, students in the use of IT are misused. However, researchers see that gradually Islamic Boarding Schools have begun to transform from traditional systems to modern systems in accordance with the demands of the times.

Factors that inhibit leaders in motivating ustad to implement media digitalization

According to the researcher's analysis in carrying out activities, of course sometimes there are obstacles, and there are also factors that support achieving the desired goals. The two factors are internal factors and external factors. Internal factors are factors that come from within the leader himself and external factors are factors that come from outside the leader. In addition, there are supporting factors such as strong motivation to achieve a desired goal, support from various parties to make changes to Islamic Boarding Schools such as the demands of globalization that want Media Digitalization to be applied in all educational units without exception, if not applied there is a threat that Islamic Boarding Schools will be outdated. Therefore, Islamic Boarding Schools must gradually progress in accordance with the demands of the times that are good to follow and develop that are not good to be left behind. Based on the results of the researcher's observations (July 7, 2024) overall in three Islamic Boarding Schools, namely the first As'ad Islamic Boarding School. ZulHijjah Islamic Boarding School, Syekh Maulana Qari Islamic Boarding School, there are indeed indications of internal and external factors of the leadership to implement Media Digitalization, as is known that the As'ad Islamic Boarding School is located across Jambi City, which is not far from the center of Jambi Province.

However, if researchers look at the internet reach, there are not many obstacles, it turns out that it is not a factor of the proximity of the location, but rather the internal factors of the leadership of the Islamic Boarding School itself who are less sensitive to the demands of globalization, as well as in the Zulhijjah Islamic Boarding School, and the Syekh Maulana Qori Islamic Boarding School. In addition, there are also external factors that are obstacles such as being unprepared with IT and not wanting to know about the world of media digitalization. However, the three Islamic Boarding Schools that researchers targeted for research have their own characteristics and uniqueness, as in the comparison matrix below. Based on the table above, it is identified that the three Islamic Boarding Schools have their own characteristics. However, the curriculum implementation system is still predominantly Salafiyah, and utilizes classical tools. This condition is certainly a concern for the leaders of the Islamic Boarding Schools themselves and the Regional, Provincial and Central governments to provide enlightenment to all Islamic Boarding Schools in Jambi Province in general, and more specifically the three Islamic Boarding Schools that researchers use as examples in Jambi Province, so that they can move forward in accordance with the demands of the times in implementing Digitalization of Educational Media.

Table 2. The characteristics of Islamic Boarding Schools.

No	Characteristics of Islamic Boarding Schools	As'ad Islamic Boarding School	Zulhijjah Islamic Boarding School	Sheikh Maulana Qori Islamic Boarding School
1	Leadership Background	Former Qori and former member of the Jambi Provincial DPR	Retired civil servant lecturer at an Islamic university and preacher	Preacher and founder of Islamic Boarding School and former Chairman of MUI, Merangin Regency
2	Leadership Style	Democratic and	Democratic,	Democratic, charismatic,

		charismatic and Gaptak in the implementation of Media Digitalization	charismatic and technologically illiterate in the application of Media Digitalization	still rigid or technologically illiterate in implementing media
3	Curriculum	Salafiyah Curriculum 50% and Khalafiah 50%	Curriculum 60% Salafiyah and 40% Khalafiah	The curriculum is 55% Salfiyah and 45% Khalafiah
4	Learning system	Fullday school still uses classical media	Fullday school still uses classical media	Fullday schools still use classical media, prioritizing SQ, IQ and EQ intelligence as well as entrepreneurship.
5	Santri Clothing	Still Wearing Pants/Skirts for Female Students	Still wearing sarong/skirt for female students	Sarong for men And the female students wear cloth

Furthermore, to further establish the inhibiting factors in implementing media digitalization in three Islamic boarding schools, the researcher first asked for information from one of the leaders of the As'ad Islamic boarding school with the initials NQ (July 8, 2024), which is key information in this study, who said the following. The problem of inhibiting factors in implementing media digitalization at As'ad Islamic Boarding School is (1) Internal factors from the leadership itself who is an elder who is not motivated by the world of media digitalization, because the leadership prioritizes Islamic Religious Education learning by providing a traditional system to its students, then the leadership is indeed unable to utilize media digitalization. (2) External factors, that the leadership of As'ad Islamic Boarding School does not have enough relationships with other parties through the media digitalization system such as with fellow Islamic boarding schools, the City Ministry of Religion, the Provincial Ministry of Religion and the Central Ministry of Religion. The leadership prioritizes the silaturahmi system or visits the parties needed directly. Another statement was also put forward by one of the Administrative Staff of the As'ad Islamic Boarding School with the initials ER (July 8, 2024) who said that there were several factors that hindered the implementation of media digitalization in Islamic boarding schools. First, internal factors from the leader himself, a kiyai no longer wants to know about today's virtual world, the leader only provides motivation to subordinates in utilizing media digitalization which can facilitate the process of problems faced by Islamic boarding schools through the Media Digitalization system.

Furthermore, the researcher also asked for information from several ustad and ustazah who teach at the As'ad Islamic Boarding School, the researcher got the same information. Therefore, in this discussion the researcher only put forward one opinion of the ustad as a representative, namely Ustad with the initials Ad (July 10, 2024) there are many factors that inhibit the implementation of media digitalization such as internal factors of Islamic Boarding Schools which have so far been very thick with religious knowledge and kiyai, therefore, the world of media digitalization is ignored or even not utilized at all unless there is something important to improve the quality of Islamic Boarding Schools whose system must go through media digitalization. Based on the results of the interview above, the researcher also found that there were several factors that supported the leadership of the As'ad Islamic Boarding School who inevitably had to implement media digitalization, such as the demands of the current global world, all Islamic Boarding Schools must use media digitalization, such as sending wholesale Islamic Boarding School Accreditation, Government Regulations, UUD and other technical instructions that must be taken through media digitalization. Then there is also a factor that supports the leadership, namely the existence of an online learning system

that was carried out during the Covid period, it can also be done for further learning. Next, the researcher asked for information from the head of the Zulhijjah Islamic Boarding School with the initials LH (July 10, 2024), still related to the factors that inhibit the implementation of media digitalization at the Zulhijjah Islamic Boarding School, the researcher received the same information as the head of the As'ad Islamic Boarding School, he (the head) said that there was an internal factor in the head of a preacher who was already an elder who did not want to know about the world of media digitalization. The leader prefers to leave it to the young staff to be able to learn the world of media digitalization properly in order to improve the progress of the Islamic Boarding School.

To further strengthen the data related to the factors that inhibit leaders in implementing media digitalization in Islamic boarding schools, the researcher requested information from the Head of Administration with the initials As (July 10, 2024) who explained that there were many inhibiting factors such as (1) The Head of the Islamic Boarding School is a kiyai who does not want to know about the world of media digitalization, the leader is more consistent with the traditional system, (2) The leader does not know how to use media digitalization, (3) The condition of the Islamic Boarding School is not used to the world of media digitalization. The next statement was made by one of the ustads with the initials Hd (July 15, 2024) who said, Internal factors are the main obstacle, because the leader is an educator and motivator who directs his subordinates to do something according to what he wants. In addition, external factors are also an obstacle, the distance between the Islamic Boarding School and the Regency City is far so that the internet coverage is difficult to use, causing the signal to be easily lost. Therefore, Islamic boarding schools utilize the digitalization of existing media if there is a signal. Furthermore, the researcher also requested information data from the head of the Syehk Maulana Qori Islamic Boarding School in Merangin Regency, namely Kiyai with the initials AS (July 25, 2024) he also said that the problem of the world of media digitalization is the world of young people. Therefore, in this Islamic Boarding School I leave it to the ustad who teach to be able to adjust and implement media digitalization, which is appropriate to be applied and which is not appropriate to be released, do not let it be misused by irresponsible people.

Another opinion was also expressed by an Islamic Boarding School Administration with the initials Ab (July 25, 2024) who said that factors that hinder leaders can be in the form of not being able to use IT, leaders who are elderly and less interested in the world and more concerned with the afterlife, the teaching system at Islamic Boarding Schools is still largely traditional and uses classical tools. Media digitalization should not be applied unless it is something important. Based on the opinions of the leaders and the ustads above, it can be understood that there are many factors that inhibit the implementation of Media Digitalization in the Three Islamic Boarding Schools that are examples in the discussion of this study. The factor is the internal factor of the leader himself, a kiyai and an elder, who no longer wants to know about the world of Media Digitalization. In addition, the world of Media Digitalization is embraced and implemented if there is an important need such as sending out the accreditation of the Institution. According to the researcher's observations, besides internal and external factors, there are also supporting factors, namely the demands of the world of globalization, whether they like it or not, the leaders of Islamic Boarding Schools must adapt to the world of Media Digitalization.

Efforts that can be made by leaders to overcome obstacles to media digitalization

According to Efendi (2025) that technological change is a challenge for Islamic Education today, Technology is very important in the era of media digitalization, to deliver Islamic Education to a better and quality one. Because with the development of technology, Islamic Education can be competitive with other Education. Before the researcher discusses the efforts made by the three Islamic Boarding Schools, namely As'ad Islamic Boarding School, Zulhijjah Islamic Boarding School, Syekh Maulana Qori Islamic Boarding School, in order to optimize the implementation of media digitalization, the researcher would first like to explain several advantages possessed by the three Islamic Boarding Schools as in the *Table 3*.

Table 3. *The advantages of the implimentation of digitalisasi media.*

No	Types of Advantages of Islamic Boarding Schools	As'ad Islamic Boarding School	Zulhijjah Islamic Boarding School	Sheikh Maulana Qori Islamic Boarding School
1	Education Level	SDI, MTs, MA	MTs, MA	Formal (MTs, MA) Non-Formal Panti Jumbo Orphanage
2	HR	Ustad and Ustazah some have (S3)	There are Ustads or Ustazahs who all have Bachelor's degrees	Ustad or ustazah already has a Masters degree
3	Student Output	Outstanding students sent to Egypt, Sudan	Outstanding students sent to Egypt, Morocco and Sudan	Outstanding students receive scholarships from the local government and are sent to Egypt
4	Means	Parmanen Building, there is a mosque, Madhad	There is a mosque in the Parmanen building	There is a mosque in the Parmanen building
5	Means	There is already n-Fokus wifi	There is already n-Fokus wifi	There is already n-Fokusa wifi
6	Accreditation Status	Accreditation B	Accreditation B	Accreditation B

The *Table 3* can be understood that the three Islamic Boarding Schools above have advantages which are the strengths of an Islamic Educational Institution that continue to be improved. Therefore, to strengthen the data on the efforts made by the three leaders of the Islamic Boarding Schools, the researcher asked for information from the leaders of the Islamic Boarding Schools, namely: (1) First, the head of the As'ad Islamic Boarding School with the initials NQ (August 1, 2024) there are several efforts that will be made to optimize the implementation of media digitization such as motivating ustad and ustazah to take part in training on the use of Media Digitization in Islamic Boarding Schools. Furthermore, trying to direct ustad and ustazah to have Laptop media, so that they are not technologically illiterate in implementing media digitization. Then also trying to increase learning media in the Santri class. The researcher also asked for information from the As'ad Islamic Boarding School Administration with the initials ER (August 1, 2024) explaining the efforts that will be made by the leadership of the Islamic Boarding School can be in the form of providing the first opportunity for Islamic Boarding School operators to take part in media digitization training, because operators are the heart of the Islamic Boarding School who manage all the data in the Islamic Boarding School. In addition, it also collaborates with various parties related to efforts to optimize the implementation of educational media digitization. Furthermore, the researcher asked for information from one of the ustazah with the initials ZR (August 5, 2024) who stated that the efforts made by the leadership of the Islamic Boarding School were to advise the ustad and ustaz who teach at the Islamic Boarding School to learn how to utilize Media Digitalization, so that it can make it easier to get information and communicate with the outside world online. Another effort by the

leadership of the As'ad Islamic Boarding School is to collaborate with the Ministry of Religion to obtain media infrastructure facilities. Then the researcher asked for information from the head of the Zulhijjah Islamic Boarding School with the initials LH (August 7, 2024), he said that many efforts would be made for the future progress of the Zulhijjah Islamic Boarding School in order to implement Media Digitalization, such as ordering the ustad and ustaah who teach at the Zulhijjah Islamic Boarding School to take part in training, both those carried out by the Ministry of Religion and the Ministry of Education and Culture. In addition, the Islamic Boarding School will collaborate with fellow Islamic Boarding Schools, and other parties related to Media Digitalization.

(2) The next statement was made by the Head of Administration with the initials HM (August 7, 2024) said that the problem of efforts made by the leadership in implementing media digitalization at the Zulhijjah Islamic Boarding School can be in the form of motivating all educators or called ustaz, so that they can utilize media digitalization, both in the learning process and in documenting important data. Then also trying to leave the old tradition that is manual, changing to media digitalization. Furthermore, the researcher also asked for information from a cleric with the initials HD (August 7, 2024) explained that nowadays we admit that it is indeed the era of media digitalization, whether we like it or not all educational institutions must accept it, otherwise they will be left behind. For the Zulhijjah Islamic Boarding School, it does seem difficult to accept and change the old traditional system which is more manual in nature. However, for the condition of the leader who is already an elder, a Kiyai, it is difficult to accept. However, the Kiyai tries harder to hand over to the young ustad and ustazah to be able to adapt to the demands of the times, namely the implementation of Media Digitalization, even though the condition of the Islamic Boarding School is still groping. (3) Third, the researcher requested information from the head of the Syekh Maulana Qori Islamic Boarding School in Merangin Regency with the initials BS (August 10, 2024). The researcher obtained almost similar data, namely that the efforts made by the head of the Syekh Maulana Qori Islamic Boarding School could be in the form of providing guidance and training by calling IT experts to come to the Islamic boarding school and motivating educators or ustad and ustazah to learn how to implement Media Digitalization. The statement of the head of the Islamic Boarding School was reinforced by one of the heads of administration with the initials AB (August 10, 2024) who said that the head of the Islamic Boarding School is a great Kiyai, of course, for worldly affairs, there has been less attention. Because so far the learning process carried out at the Islamic Boarding School has emphasized more on Religious Education. However, regarding efforts to implement media digitalization, the Kiyai leading the Islamic Boarding School has completely handed it over to other managers to be able to adapt to the demands of the times.

Likewise, a cleric with the initials AS (August 10, 2024) explained that the leadership of the Islamic Boarding School was trying to carry out work same with external parties who are indeed professionals in their fields, to provide guidance to the managers of Islamic Boarding Schools on how to implement Media Digitalization. Because implementing Media Digitalization is not easy, there are also important things in its implementation that are difficult to develop on their own. Based on several data from interviews with three leaders of Islamic Boarding Schools and several teaching staff, it can be understood that there are several efforts being made by the Islamic Boarding School. Islamic boarding schools in implementing Media Digitalization can be in the form of utilizing media in the learning process, even though the infrastructure

is very limited. The limitations in the use of media are inseparable from the conditions of Islamic boarding schools which are very thick with studying religious knowledge so that worldly knowledge is ignored. Therefore, according to Saiful Sagala as quoted by Marpuah (2022) Education is a two-sided connection, on the one hand individuals who are growing and developing, and on the other hand social, intellectual, and moral values which are the responsibility of educators to encourage these individuals.

Conclusion

The implementation of media digitalization in Islamic Boarding Schools is still experiencing obstacles or is said to not be running effectively and efficiently. The obstacles can be that the three leaders of the Islamic Boarding School are already elders and kiyai who no longer think much about worldly affairs. In addition, there are factors that the environment of the Islamic Boarding School does not allow for the free use of media digitalization. Media digitalization is only used for important purposes, such as for sending wholesale accreditation of institutions, and sending the names of students abroad.

Acknowledgement

This research is self-funded.

Conflict of interest

The authors confirm that there is no conflict of interest involve with any parties in this research study.

REFERENCES

- [1] Ani, C. (2019): Pengembangan media dan sumber belajar: Teori dan prosedur. – Laksta Indonesia 152p.
- [2] Aprilia, L., Sowiyah, D.H.K. (2020): Learning Management in Developing Teacher Professionalism at SDIT Baitul Jannah Bandar Lampung. – International Journal of Research and Innovation in Social Science 4(10): 487-491.
- [3] Arsyad, A. (2011): Media pembelajaran. – PT Raja Grafindo Persada 2p.
- [4] Asafila, I.M., Maragustam, M. (2024): The Concept of Islamic Education by Abuddin Nata: Relevance and Application in Contemporary Islamic Education. – Jurnal Pemikiran Islam 4(1): 50-61.
- [5] Bacal, R. (2005): Performance Management. – McGraw-Hill Companies 208p.
- [6] Efendi, D.R. (2025): Optimizing Islamic Education Management in Improving the Quality of Learning in Schools. – Jurnal Inovatif Manajemen Pendidikan Islam 4(2): 87-98.
- [7] Hamalik, O. (2003): Perencanaan pengajaran berdasarkan pendekatan sistem. – Bumi Aksara 240p.
- [8] Maisah, M., Syarifuddin, K., Syukri, A. (2024): School Principal Management In Improving Teacher Competency Vocational School In Jambi Province. – International Journal of Multilingual Education and Applied Linguistics 1(2): 26-37.
- [9] Mantra, I.B.N. (2024): Educational Profession. – MEGA PRESS NUSANTARA 235p.

- [10] Marpuah, S. (2022): Akauntibiliti Orang Tua Asuh Dalam Memberi Pendidikan Kepada Anak Yatim Piatu Di Provinsi Jambi, Indonesia. – *Advances in Humanities and Contemporary Studies* 3(2): 103-117.
- [11] Saepudin, A. (2022): Islamic Education in the Context of Globalization: Facing the Challenges of Secularism and Materialism. – *International Journal of Science and Society* 4(1): 393-407.