

Managing Information Transparency in Pondok Buntet Islamic Boarding School, Cirebon

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Abstract

Islamic boarding schools (Islamic boarding schools) currently encounter significant challenges in remaining relevant amid the swift evolution of information technology, while at the same time upholding religious and moral values. One pressing issue is the need for increased transparency in managing information, especially as digital transformation becomes inevitable. This study examines the efforts of Pondok Buntet Islamic Boarding School Cirebon in embracing digital tools to enhance governance transparency. The primary objective is to analyze how Islamic boarding schools manage information openness in the context of modernization and to explore strategies adopted by Pondok Buntet Pesantren in navigating these changes. Employing a qualitative case study approach, data were gathered through in-depth interviews with pesantren administrators and direct field observations. Findings indicate that the pesantren has initiated steps toward an information openness framework, primarily focusing on transparency in religion and community-related activities. Nonetheless, limitations such as inadequate access to technology and the absence of standardized regulations continue to hinder broader implementation. The study concludes by recommending the development of more comprehensive and accessible information systems within Islamic boarding schools to strengthen institutional accountability and transparency in the digital era.

Keywords: Islamic Boarding School; Information Transparency; Digital Governance; Management Boarding School; Modernization Challenges

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Introduction

The rapid development of information technology in this digital era has brought major changes in various aspects of life, including education (Septianingsih et al., 2024). In the midst of these changes, the biggest challenge faced is how to produce a young generation that is not only intellectually intelligent, but also noble and civilized (Fitrianis et al., 2024). Education that is based on religious and moral values is very important to overcome the increasingly widespread moral degradation (Pranoto & Haryanto, 2024). Pesantren, as the oldest educational institution in Indonesia, has a very strategic role in producing a generation that not only masters science but also has a deep Islamic insight and is able to mingle with the community in a spirit of tolerance and togetherness (Azmi et al., 2024; Baroroh & Khobir, 2024; Syahansyah & Fatimatuzzahro, 2023).

Over time, Islamic boarding schools no longer only function as places to study religion, but have also developed into centers of empowerment in various sectors, such as economic, cultural, and social (Bastomi & Zusak, 2024). Pesantren now play a more complex role in shaping society, not only teaching religious values, but also participating in developing local potential and providing solutions to various social problems (Widayanti, 2020). Therefore, in the midst of these important roles, information disclosure is a vital aspect in supporting more transparent and accountable Islamic boarding school governance (Basri & Tabrani, 2015).

Information disclosure in Islamic boarding schools is now increasingly becoming a demand in the modern era. This is increasingly relevant with the existence of regulations such as Law Number 14 of 2008 concerning Public Information Disclosure (UU KIP), which requires public institutions to be more open in providing access to information to the public. In addition, the government's attention to Islamic boarding schools is also evident in Law No. 18/2019 on Islamic boarding schools, which provides a legal umbrella for the management and empowerment of Islamic boarding schools (Khoirurrijal et al., 2023; Wajdi, 2024). These two regulations encourage Islamic boarding schools to be more

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open in terms of fund management, educational programs, and achievements that have been made in accordance with the vision and mission of the institution. This information disclosure is important so that the community, parents of students, donors, and other related parties can access clear, accurate, and reliable information about pesantren activities and policies (Azzahra, 2020).

However, the implementation of information disclosure management in Islamic boarding schools is not without challenges. Some Islamic boarding schools still face obstacles such as a lack of awareness of the importance of transparency, limited technological infrastructure, and cultural resistance to change. Stated that some pesantren managers still consider information disclosure as a threat to institutional autonomy, so its implementation is often inconsistent and only partially carried out. This shows that to realize more transparent and accountable pesantren, it is necessary to conduct a more in-depth study of information disclosure management and strategies to overcome various existing obstacles. This discussion is important so that Islamic boarding school governance can improve significantly and traditional Islamic boarding school values are maintained despite the demands of modernization.

One example of a pesantren that has adopted a combination of traditional and modern approaches is Pondok Buntet Pesantren in Cirebon. Known as one of the oldest Islamic boarding schools in Indonesia, Pondok Buntet dates back to the 18th century AD, founded by Mbah Muqoyim, a clerical figure famous for refusing to compromise with the Dutch. His disagreement with the Dutch colonial influence prompted him to build a pesantren outside the palace walls, as a form of resistance and to educate the people with a pure understanding of Islam. Pondok Buntet was originally established in Bulak Village, which is now a historical site with the santri tomb as a legacy of Mbah Muqoyim.

This pesantren, although still maintaining the teaching of classical books that discuss various religious disciplines, has also developed to follow the needs of the times. Pondok Buntet combines traditional in-depth education on the Quran, Hadith, Tafsir, Balaghah, fiqh, tasawwuf, and various other sciences, with modern education that includes Madrasah Ibtidaiyah to universities. With this combination, Pondok Buntet Pesantren not only produces generations who master religious knowledge, but are also ready to face the challenges of an ever-evolving global world. With the developments that occur, Pondok Buntet Pesantren also plays an active role in economic, cultural, and social empowerment, like Islamic boarding schools in general, and is increasingly open to adopting technology that supports transparency and accountability in the management of institutions. Information disclosure is the key to increasing the credibility of Islamic boarding schools in the eyes of the community, government, and other stakeholders.

Method

This research uses a qualitative approach with a case study method to explore and deeply understand the implementation of information disclosure management in Buntet Pesantren. The qualitative approach was chosen because it is flexible and able to explore rich information from the experiences, perceptions, and views of participants related to the practice of information disclosure in the pesantren environment (Creswell & Poth, 2018; Sugiyono, 2020). As an object of study, Pondok Buntet Pesantren offers a unique context, given its role as one of the oldest Islamic boarding schools in Indonesia, with an educational approach that combines traditional and modern values (Amin, 2019; Jamil, 2021).

The data in this study were collected from two main sources, namely primary data and secondary data. Primary data was obtained through in-depth interviews with three groups of key participants: pesantren managers, santri, and santri parents. Interviews with pesantren managers aimed to understand the internal policies, practices, and constraints faced in implementing information disclosure. Interviews with santri focused on their experiences and perceptions of access to information in the pesantren environment, while interviews with parents of santri aimed to explore their expectations, needs, and satisfaction regarding pesantren transparency. Semi-structured interview techniques were used to keep the interviews focused but provide space for participants to express their views in depth.

In addition, field observations were conducted to understand how the process of managing and delivering information is carried out in pesantren. This observation involves direct monitoring of administrative activities, internal and external communication mechanisms, and interaction patterns between pesantren managers, santri, and the community. This technique aims to complement the data obtained through interviews and provide a factual picture of the implementation of information disclosure in Islamic boarding schools.

Secondary data were obtained through documentation studies of relevant documents, such as annual reports, budgets, internal policies, and other documents related to information management in Islamic boarding schools. The collected data were analyzed using a thematic analysis approach, where researchers will identify the main themes that emerged from the results of interviews, observations, and documents. This analysis aims to find patterns, relationships, and factors that influence information disclosure at Pondok Buntet Pesantren. This process includes data coding, theme categorisation, and interpretation of findings within the relevant theoretical framework. To ensure the validity and reliability of the data, this research uses triangulation techniques, namely comparing and confirming data from various sources (interviews, observations, and documentation) so as to produce more accurate and comprehensive conclusions.

With this approach, this research aims to provide an in-depth understanding of the implementation of information disclosure at Pondok Buntet Pesantren, identify the obstacles faced, and formulate strategic recommendations to improve transparency and accountability in the management of Islamic boarding schools. The findings of this study are expected to be a reference for the management of Islamic boarding schools in the modern era without ignoring the traditional values that characterize Islamic educational institutions.

Results and Discussion

Pesantren Information Disclosure

Information disclosure in Indonesian Islamic boarding schools is strongly influenced by various factors, such as the size of the Islamic boarding school, the level of modernization, geographical location, management method, and educational orientation, both traditional and modern (Isbah, 2020). Over time, many Islamic boarding schools are increasingly accepting advances in technology and communication, as well as the development process that occurs in the world of Islamic boarding school education (Riyanti et al., 2020). Pesantren education in Indonesia has existed since the arrival of Islam in the 13th century, long before the 19th century. At that time, Islamic religious education was delivered to the community through preaching in mosques, prayer rooms, or Islamic boarding schools, focusing on teaching religious values and studying classical Arabic books using non-classical methods (Dhofier, 2016). In the early stages, Islamic boarding schools only emphasized the teaching of religious knowledge, with more classical books discussing the Qur'an, Hadith, Tafsir, Balaghah, and Arabic grammar (Sudarmo, 2021).

Until now, there are three elements that remain the hallmark of Islamic boarding schools, namely the role of the kyai as the main figure, the dormitory as the residence of the students, and the mosque as the center of educational and religious activities (Nur, 2008). Nevertheless, many Islamic boarding schools have transformed into more modern educational institutions, combining religious education with general knowledge without losing the traditional values that have existed for a long time. An example is Buntet Pesantren, one of the oldest Islamic boarding schools in Indonesia, which, despite adopting a modern education system, still maintains the study of classical salafusholeh books, such as the Qur'an, Hadith, Tafsir, fiqh, Sufism, and morals.

Communication and information management in Islamic boarding schools is still relatively simple. Most pesantren do not have a formal management information system (SIM), and decisions regarding information management are generally taken by kyais or pesantren administrators through deliberation. Communication between pesantren residents or with external parties, such as prospective santri guardians, is usually done orally or in writing. For example, the admission of new students is often done by direct communication without any brochures or formal announcements. Information is disseminated mostly through word of mouth, and santri guardians who want to register their children must come directly to the pesantren to get more information (Sholikhah, 2019).

However, information disclosure currently provides great benefits to Islamic boarding schools. Some of the main advantages of information disclosure are:

- a) Increasing public trust, where transparency in the management of Islamic boarding school activities, programs, and funds can strengthen the trust of parents and donors.
- b) Fulfilling accountability demands, given that Islamic boarding schools often receive support from the government, community, and donors.
- c) Supporting digital transformation by encouraging Islamic boarding schools to adopt modern technology, such as utilizing websites, social media, and other digital platforms in their daily activities.

Information openness also allows Islamic boarding schools, such as Buntet Pesantren, to keep adapting to the changing times without losing the traditional values that characterize them. By integrating religious education with general education and utilizing technological advances, Islamic boarding schools are increasingly able to maintain their relevance and public trust, and continue to play an important role in the world of education in Indonesia. Thus, information disclosure has a crucial role in strengthening Islamic boarding schools as educational institutions that continue to develop according to the demands of the times, without neglecting the traditional values that have become their identity.

Communication Information Management

Information in an organization can move either vertically or horizontally, depending on the purpose and direction of communication. Vertical information generally flows from superiors to subordinates in the form of orders, instructions, or reports. This flow is important to ensure that each level in the organization has the necessary information to perform their duties. For example, a manager gives instructions to a subordinate or receives a report on the progress of a project. Meanwhile, horizontal information flows between equal units in the organization, such as when managers from different departments share information to facilitate coordination between units, so that organizational goals can be achieved effectively. The information is used by managers to make decisions that affect the running of the organization.

However, although information is very important, it needs careful delivery and processing to ensure its accuracy. If the information received is incorrect, the decisions taken could be risky and detrimental to the organization. The information received is not always correct; it could be due to ignorance, mistakes, or even data manipulation. Therefore, to ensure the accuracy of information, managers may request detailed reports from each unit. However, this can also be a problem, as each unit tends to hide their shortcomings or mistakes for the sake of maintaining its reputation. Therefore, it is important to have a system that supports transparency and accountability so that the information received remains objective and trustworthy.

Management Information Systems (MIS) have an important role in supporting the process of collecting and distributing information in organizations. According to Gordon B. Davis, SIM is a system that can provide relevant information to support organizational operations, including decision-making. SIM not only collects data, but also processes it into information that can be used for strategic and operational purposes. In this case, SIM becomes a tool that supports data-based decision making, enabling organizations to adapt to change and manage resources more efficiently.

According to (Dimara et al., 2021), the purpose of SIM is to improve information-based management, which enables more informed decision making and assists problem solving within the organizational system. SIM has three main activities: 1) receiving data as input (internal data), which can include operational, financial, or customer information; 2) processing data, i.e. combining and analyzing data to produce relevant information; and 3) producing information as output that can be used by managers for planning, decision-making, and performance evaluation.

Overall, information-communication management plays an important role in data collection, decision-making, and in conveying or communicating decisions to all members of the organization. Ideally, the unit responsible for information management should ensure that the information collected, processed, and disseminated within the organization is accurate, relevant, and reliable. Thus, effective and structured information management can improve organizational effectiveness and efficiency, as well as assist managers in making more informed decisions.

1. Opportunities and Challenges in Information Transparency Management of Islamic Boarding Schools at Pondok Buntet Islamic Boarding School, Cirebon

Opportunity

Development technology will continue to evolve quickly, with new innovations emerging every day. This is an open new opportunity and challenges that must be faced. Important for the public to understand and manage technology development in a wise way, considering the impact on individuals, society, and the environment. Cottage Buntet The Islamic boarding school located in Cirebon is one of the successful examples of cottage Islamic boarding schools that have combined traditional education with modern education methods, using technological progress to increase operational academic and marketing. Success Cottage Buntet in response to developments in the era is visible from various aspects, both in terms of the number of students who continue to develop and also in its current educational

methods are more diverse. At the cottage Islamic boarding school, this education not only focuses on the study of the Salafussholeh books, but also includes formal education from the level base to college high, with the utilization of technology to support various operational aspects. According to Susanto (2014), there are opportunities that can be taken in an open system in the era of technology. This use makes it easier to operate both academic as well as marketing in the cottage Islamic boarding school. Here are some possible useful suggestions:

Implementation of System Management Information

One of the steps to proceed at Cottage Buntet Islamic Boarding School in utilizing technology is implementing an information management system. This system is used for managing academic data, administering Islamic boarding schools, as well as marketing information such as candidate data, students, and alumni. With the existence of this system, management information such as timetable lessons, attendance, exam results, and other activities becomes more organized and efficient. This system also makes it easier to monitor students' academic progress and facilitate coordination between various educational units in the Islamic Boarding School Buntet, from the Elementary Madrasah level until college level.

a) Use of Website and Social Media

Cottage Buntet also utilizes websites and social media to introduce the Islamic boarding school to the public, good for prospective students and parents. The Islamic boarding school website functions as an information platform that presents various details related to educational programs, facilities, and activities at the Islamic boarding school. This site also allows candidate students to register online or get more information about various activities of Islamic boarding schools. In addition, social media such as Instagram and Facebook are used to expand network interaction between Islamic boarding schools with candidate students, parents, alumni, and society. Through this social media, Pondok Buntet is capable of building a more friendly and open relationship with its audience, as well as increasing the image of the Islamic boarding school in the eyes of the public.

b) Organizing Open House Events

Cottage Buntet Islamic Boarding School regularly holds open house events to introduce Islamic boarding school to prospective students and families. Activities This gives the opportunity for candidate students to see directly the facilities available at the Islamic boarding school, interact with the manager of the Islamic boarding school, and get a better picture in depth about life in the Islamic boarding school. This open house is an effective way to introduce Islamic boarding school to society, at the same time give opportunity for parents to evaluate whether Cottage Buntet Islamic Boarding School is the right choice for educating their children.

d) Use Instant Messaging and Email Services

Cottage Buntet Islamic boarding schools also take advantage of instant message services like WhatsApp and Telegram to make it easier to communicate with students, parents, and alumni. Services This makes it easier to deliver information related to academic activities, important announcements, schedules, and other information relevant to the life of Islamic boarding schools. In addition, the use of email is also one of the main communication channels for informing various activities or changes related to academic and administrative. With the existence of this communication technology, Pondok Buntet Islamic Boarding School can ensure that every party involved in it can obtain information quickly and accurately.

e) Digital Marketing Campaign

Cottage Buntet Islamic Boarding School the more optimized marketing through digital platforms. An online marketing campaign using digital advertising through Google Ads and Facebook Ads allows the Islamic boarding school to reach prospective students from various areas more efficiently. This campaign can target relevant audiences, such as parents who are looking for education for their children. With the use of this digital campaign, Pondok Buntet can further introduce the educational programs offered by Islamic boarding schools, as well as the various advantages and facilities it has. This helps Islamic boarding schools to compete in the digital era, where marketing through conventional media is starting to be replaced by technology-based marketing.

f) Partnership with Schools and Other Educational Institutions

Cottage Buntet The Islamic boarding school is also active in weaving partnerships with various educational institutions, both at the local and national levels. This partnership includes cooperation with local schools, universities, and other

educational institutions. This form of partnership includes student exchanges, teacher training, and joint educational activities aimed at enriching the experience and quality of education at Pondok Buntet. This collaboration not only expands the Pondok Buntet network but also introduces the Islamic boarding school to the wider community and helps improve the image of the Islamic boarding school as a modern and leading educational institution.

g) Comprehensive and Diverse Education

Cottage Buntet Islamic Boarding School is known for its comprehensive education approach, which combines traditional religious education and modern formal education. In the Islamic boarding school, students not only learn religious knowledge through the study of classical books, but also obtain an equivalent formal education to education in general schools. Education at the Boarding School Buntet covers Elementary Madrasah, Junior Madrasah, Senior Madrasah, and education tall like Academy Nursing and College of Science Tarbiyah (STIT). In addition, the Islamic Boarding School Buntet also offers non-formal education through institutions such as PKBM, Job Training Center Community (BLKK), and Course and Training Institute (LKP), which provide opportunities for students to develop skills outside formal education. As an effort to ensure management education goes well, Cottage Buntet Islamic Boarding School established the Islamic Education Institute Foundation (YLPI), which is responsible for answering in managing and organizing education at the boarding school Islamic boarding school. This foundation plays an important role in coordinating various educational institutions at the Islamic Boarding School Buntet, and ensuring the quality of education provided is still maintained.

Challenge

Cottage Islamic boarding schools, such as Cottage Buntet, have a big opportunity to increase the quality of their education through utilizing efficient and accurate technology. Technology can process and distribute information quickly, which is very useful in managing learning and communication in Islamic boarding schools. However, even though technology brings many advantages, such as speeding up the search for information and data analysis, its use among students is often not optimal. Many students are more likely to use device technology for entertainment or personal communication rather than for objective Islamic education and preaching. This is a challenge in maximizing the potential of technology in Islamic boarding schools.

To maximize the use of technology in Islamic boarding school education, a more comprehensive approach is needed. Understanding and support from all related parties, such as kiai, teachers, and parents, are very important so that students can be directed to use technology productively. This approach must integrate technology into the learning process without neglecting the religious values that are the basis of Islamic boarding school education. One of the main challenges that needs to be considered is the digital divide, where not all students have adequate access to technological devices or sufficient digital literacy skills. Limited infrastructure, especially in Islamic boarding schools located in remote areas, is often a major obstacle to optimal use of technology (Muid et al., 2024).

In addition, the integration of technology into the curriculum of Islamic boarding school education, which already has unique learning methods such as sorogan, bandungan, and watonan, also requires attention. Curriculum development in Islamic boarding schools must take technology into account as a tool that enriches the learning experience, not as a substitute for traditional learning methods. The role of the kiai as a leader who can provide understanding about using technology with Wisdom is very important in this process. Without support from kiai, integration technology in the Islamic boarding school education system will face Lots of obstacles (Hasan & Asyari, 2022).

With a coordinated approach and full support from all parties in Islamic boarding schools, technology can become an effective tool to increase the quality of Islamic boarding school education in the current development. Development aspects of education, including curriculum and management technology, need to adapt to the needs of the times, but still maintain the characteristics and values of religious Islamic boarding schools. Pondok Buntet must continue to make an effort to overcome the digital divide and increase digital literacy among santri, for technology can be used in a maximum way to support the process of Islamic learning and preaching.

2. Management Strategy Openness Information Islamic Boarding School in Pondok Buntet, Cirebon Islamic Boarding School

In the middle of rapid technological development in the digital era, Pondok Buntet Islamic boarding school, as an educational institution that focuses on religious values, faces big challenges in managing information in a transparent

and efficient way. Openness of information here is not only limited to administrative aspects, but also includes better data management, organized, as well as more open interaction with society. Islamic boarding schools that can manage information with Good will be able to create an environment of higher educational quality and build connections that are better with parents, students, society around, and external parties like the government and other institutions.

Therefore, the Buntet Islamic Boarding School needs to implement management strategies openness, planned, and structured information with okay. This will ensure that all relevant information is available for interested parties and safeguard parties' accountability in every decision taken. With this approach, Islamic boarding schools can not only increase the quality of education, but also strengthen trust and cooperation with various parties, who in turn will support the progress of institutions in the digital era that continues to develop. There are several points that may be considered for information about Islamic boarding schools.

Integrated Information System Development

Pondok Buntet Islamic Boarding School in Cirebon needs to take strategic steps in developing an integrated information system to support effective and transparent management. This system should be accessible to authorized stakeholders and the general public, enabling real-time access to essential data. It can take the form of a web-based platform or a mobile application designed to efficiently manage academic, administrative, and communication-related information. An official website, for example, could serve as both an information hub and a communication tool. It may include details such as the school's vision and mission, academic calendar, student activities, and institutional developments. Such a platform would not only function as a promotional medium but also enhance transparency and public trust through the timely dissemination of accurate information.

According to (Singh et al., 2021), the adoption of digital systems in educational institutions enhances operational efficiency and encourages broader collaboration. Additionally, maintaining data privacy and security, particularly for student information and financial records, is essential to prevent misuse. By implementing an integrated digital system, Pondok Buntet can streamline internal monitoring processes and foster better communication with parents, alumni, and the wider community. The system also supports automated data updates, ensuring a timely and consistent information flow. Ultimately, this advancement will strengthen institutional performance and enable broader participation in educational and social initiatives.

Compilation of Policy Openness Information

A clear policy about openness is very crucial information for Cottage Buntet Islamic Boarding School in Cirebon. Policy This will function as guidelines in determining what information can be published, as well as How method of delivery to the public. As educational institutions, Islamic boarding schools need their own detailed guidelines about information that can be disseminated, such as teaching and learning activities, social activities, fund management, etc. With the existence of this policy, Islamic boarding schools can avoid the distribution of information that is not appropriate or not in accordance with educational objectives. Revealed that the policy of openness of information in educational institutions should be based on principles such as transparency, accountability, and public participation. The purpose is to ensure that all members of the Islamic boarding school, both managers and students, have the same understanding of policy information. Socialization policy. This can be done through various media, both offline, such as meetings, seminars, or training, as well as online through existing digital platforms. In addition, the policy openness information also needs to cover monitoring and evaluation mechanisms to ensure that the policy is implemented effectively.

Education and training for Islamic Boarding School Managers

Pondok Buntet Islamic Boarding School in Cirebon emphasizes the importance of training for school managers and students in information and communication technology (ICT). These training programs aim to improve digital literacy, promote transparency, and enhance accountability in data management and communication. Training includes not only technical skills but also ethical practices in information handling. Santri are also involved, allowing them to contribute to transparency and communication within the school. Integrating digital tools such as mobile apps and social media into the curriculum enables students and staff to share information effectively, engage with the public, and promote the institution's activities. Regular and continuous training ensures the school stays relevant in the digital era and improves the quality of management and services. Pondok Buntet also supports formal and non-formal education from elementary to higher education, including institutions like the Nursing Academy, STIT, and vocational schools. All programs are

managed under the YLPI Foundation, aiming to prepare students for future challenges through quality, tech-integrated education.

Build Partnerships with Media and Social Organizations

Pondok Buntet Pesantren Cirebon has successfully expanded public access to information and enhanced transparency through strategic partnerships with mass media and social organizations. Collaborations with print, electronic, and digital media serve as key instruments in promoting the pesantren's activities and flagship programs, shaping a positive public image, and ensuring the timely dissemination of information. Social media platforms such as Instagram, Facebook, and YouTube are also actively utilized to share updates on student life, educational programs, and community engagement initiatives. This approach not only broadens audience reach but also facilitates direct interaction with the public, allowing constructive feedback that contributes to service improvement.

In addition to media outreach, Pondok Buntet has established strong ties with social organizations, supporting various community development programs and enhancing educational infrastructure. The presence of institutions like the Buntet Pesantren Nursing Academy and the Tarbiyah College (STIT) demonstrates the pesantren's commitment to providing quality and accessible education. Moreover, the network of Madrasah Aliyah and Madrasah Tsanawiyah enriches the educational experience for both students and the surrounding community. Support from the Buntet Alumni Association (IKLAB), which maintains national and international networks, further strengthens the pesantren's role as a globally connected institution. This alumni collaboration opens opportunities for cross-border partnerships and enhances Pondok Buntet's reputation on the global stage. In summary, strategic alliances with media, social organizations, and alumni networks have positioned Pondok Buntet as a progressive Islamic boarding school, committed to transparency, educational excellence, and broader societal impact both nationally and internationally.

Utilization of Social Media

In the digital era, social media serves as a powerful tool for Islamic boarding schools to share information, promote programs, and engage with the public. Platforms like Instagram, Facebook, and YouTube help broaden outreach and build a positive image. Effective and ethical social media management ensures transparency, strengthens public trust, and enhances institutional credibility. Pondok Buntet Pesantren Cirebon exemplifies this practice by actively utilizing social media to showcase educational activities, connect with the community, and increase parental involvement. These efforts contribute to better public relations, improved service quality, and greater community support.

Evaluation and Improvement in general, Periodic

Management openness Information at the Lodge Buntet Cirebon Islamic Boarding School needs to be done in a sustainable way and evaluated in a regular way. This routine evaluation is very important. To ensure that the information conveyed has reached the right audience, both managers of Islamic boarding schools, students, parents of students, and the public around. Pondok Buntet Islamic Boarding School has involved various parties in the evaluation process. This For to obtain bait useful returns in increasing the quality of system information Islamic boarding school. With the existence of this evaluation, Islamic boarding schools can continue to improve the information system they have applied to stay relevant with current development.

According to Paradise (2020), periodic evaluation and improvement are a crucial step to maintain the sustainability and openness of information on Islamic boarding schools. Pondok Buntet Cirebon Islamic Boarding School, with its commitment to continuing to develop, has also done evaluation in a way periodically towards management strategy the information they have. This allows Islamic boarding schools to follow development technology and change the needs of society, at the same time strengthening transparency and accountability in every activity carried out. Evaluation carried out at the Pondok Buntet helps the Islamic boarding school ensure that the information conveyed to the audience is still accurate, clear, and easy to access.

As an effort to ensure management education goes well, Cottage Buntet, the Islamic boarding school, also established the Islamic Education Institute Foundation (YLPI), which is responsible for answering in managing and organizing education at the boarding school Islamic boarding school. This foundation's own role is important in coordinating various educational institutions at the Islamic Boarding School Buntet and making sure the quality of education provided is still maintained. With the existence of the YLPI Foundation, Pondok Buntet Islamic Boarding School can manage

educational programs with more structure and professionalism, so that it is easier to evaluate and improve in a regular way. This provides a strong foundation for management of education transparent, accountable, and appropriate to the needs of the times.

With proper evaluation and organized management through the YLPI Foundation, Pondok Buntet Cirebon Islamic Boarding School can adapt policies and systems information to fulfill the demands of the times and maintain the relevance of the information delivered. Continuous improvement process carried out ensures that the Islamic boarding school is still on the right track in managing information and strengthening openness, as well as accountability in every operational aspect of the Islamic boarding school.

Conclusions

Islamic boarding schools hold a vital position in shaping a morally upright and socially adaptive Muslim generation in Indonesia. As these institutions expand their roles beyond religious education into broader socio-cultural and economic domains, the need for transparent and accountable information management becomes increasingly crucial, particularly in the digital age. Despite facing significant obstacles such as limited technological infrastructure, a lack of awareness regarding transparency, and resistance to institutional change, there are promising developments that indicate a path forward. Pondok Buntet Pesantren Cirebon stands out as a progressive model, showcasing how Islamic educational institutions can embrace transparency and technological tools while preserving their religious values. Through strategic use of social media, partnerships with media and social organizations, and the establishment of a dedicated educational foundation, the pesantren has managed to enhance its public image and operational accountability. This case highlights the potential for Islamic boarding schools across the country to follow suit, provided that inclusive and adaptive strategies are implemented. By integrating modern governance principles with traditional Islamic values, pesantren can remain relevant and impactful in contemporary society, contributing not only to religious education but also to national development through openness, trust, and continuous improvement.

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