

THE ROLE OF PESANTREN IN THE EMPLOYMENT OF WORKERS IN THE INDUSTRIAL ERA 4.0 (Study at Pondok Pesantren Attanwir Bojonegoro)

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Abstract

This article aims to explore the role of Pondok Pesantren Attanwir Bojonegoro in absorbing labor in the Industry 4.0 era. The study focuses on the transformation of Pondok Pesantren Attanwir from a traditional institution to a modern institution, and the efforts made by the institution to develop the creativity of its students. The article also discusses the challenges and prospects of pesantren in character education in the Industry 4.0 era. This research uses a qualitative approach with data collected through observation, interviews, and documentation. The research findings show that Pondok Pesantren Attanwir has played an important role in absorbing the workforce in the Industry 4.0 era by equipping its students with the necessary skills and knowledge to adapt to the ever-changing job market.

Keywords: *Pesantren, Labor Absorption, Industrial Era 4.0*

INTRODUCTION

Pondok pesantren is the oldest Islamic religious education institution in Indonesia, with a "complex" dormitory system, which grows and is recognized by the surrounding community. Here, students receive religious lessons through a recitation system, or madrasah, under the guidance of one or several kiai, who are characterized as charismatic and independent in all respects. (Ali, 2011). The Industrial Revolution 4.0 is a concept first introduced by German economist Professor Klaus Schwab. At the core of the Industrial Revolution 4.0 is the convergence of physical and digital technologies through analytics, artificial intelligence, cognitive technology, and the Internet of Things (IoT), which enables more informed decision-making. It is about building a connected digital enterprise (Sullam, 2020). However, the Industrial Revolution 4.0 is now changing the way people live and worse, society itself, changing the concept of work, the structure of work, and the skills required in the world of work. This era has also changed the way we view education. Not just the way of teaching, but more importantly, the changing perspective on the concept of education itself (Sullam, 2020).

Islamic boarding schools are the main choice of parents to entrust their children to learn religious knowledge (tafaqquh fiddin) and morals to be implemented in everyday life. The passing of the bill on pesantren by the House of Representatives on Tuesday, October 16, 2019 makes pesantren and religious education have a strong legal basis in its implementation. It was the pesantren that provided education during difficult times, the period of struggle against the invaders and is a center of study that remains strong and reliable until now. The industrial revolution 4.0 period is a challenge for boarding school education. boarding school education. Traditional education is characterized by sorogan, bandungan and wetonan methods. These three classical methods are often seen by learning experts as boring methods regardless of the success and output of students who have been tested. In addition to the learning methods in Islamic boarding schools, there is also something unique about keeping students away from technology or cellphones. This phenomenon is a challenge for researchers on how the boarding school strategy is to provide general knowledge, especially technology during the industrial revolution 4.0 (Mualif Muhammad, Dadang Kurnia, 2020).

Islamic education has been known to play an important role in shaping the character of students and providing them with the necessary skills and knowledge to adapt to the

ever-changing job market. In the Industry 4.0 era, the role of Pondok Pesantren in absorbing labor is becoming increasingly important. In its development, Pondok Pesantren Attanwir, Talun Village, Sumberrejo Subdistrict, Bojonegoro Regency Sumberrejo Bojonegoro Regency seeks to adapt to the development of the modern world, without leaving its characteristics as a pesantren educational institution that follows the ahlussunnah wal jamaah school of thought. As a semi-modern traditional da'wah institution, Attanwir Islamic Boarding School in Talun Village, Sumberrejo District, Bojonegoro Regency has a dual function of da'wah and education. Therefore, the role and function of the Attanwir Islamic Boarding School in Talun Village, Sumberrejo District, Bojonegoro Regency is very strategic, and the role is gradually always pursued in accordance with the ability and development of the situation at any time (Rofiq, 2022).

This article aims to explore the role of Pondok Pesantren Attanwir Bojonegoro in absorbing labor in the Industry 4.0 era. The study focuses on the transformation of Pondok Pesantren Attanwir from a traditional institution to a modern institution, and the efforts made by the institution to develop the creativity of its students. The article also discusses the challenges and prospects of pesantren in character education in the Industry 4.0 era.

LITERATURE REVIEW

Pesantren Education

Pesantren is the oldest Islamic educational institution that has functioned as one of the strongholds of Muslims, a center for da'wah, and a center for community development. Informally, pesantren in Indonesia has functioned as an institution that shapes the character and personality of santri. As an Islamic educational institution, pesantren has five main elements: huts or dormitories where students live, mosques, students, teaching of classical books (kitab-kitab klasik), and kiai. Madrasah is a form of development of the traditional Islamic education model, namely pesantren. The presence of madrasah is one of the efforts to reform Islamic education in Indonesia. So it is not wrong to say that madrasah is a modern educational institution in the midst of pesantren as one of Indonesia's educational institutions (Helaluddin, 2018).

Pesantren have a spiritual responsibility to practice Islamic values and traditions, as well as a social responsibility to help overcome social problems such as disintegration, poverty, and moral decline in society. Pesantren are not only responsible for solving

problems related to religious ideology, but are also involved in solving social problems. Religious education in pesantren aims not only to strengthen faith and Islam, but also to strengthen students' skills and knowledge in social issues. So it can be concluded that religious education has an important role in pesantren, both in strengthening faith and Islam, as well as in improving students' skills and knowledge in social issues. In addition, pesantren can also help improve the social status of santri and build religious harmony through the religious education provided (Ihsan Fauzi & Abdussalam, 2022).

Pesantren have the potential to develop the community's economy through opening employment and business opportunities. Some pesantren have proven their success in becoming economic actors and empowering the economy of the surrounding community. The Ministry of Religious Affairs issued the Pesantren Independence Roadmap program which was prepared with the aim of developing Islamic boarding schools, not only as educational institutions, but also as pilot economic movements (Azzahra, 2021).

Curriculum Integration with World of Work Needs

Integrating the pesantren curriculum with the needs of the world of work is beneficial and important. Integrating the pesantren curriculum with the needs of the world of work allows pesantren to produce graduates according to the needs of the labor market, improving the quality of education. Increasing the competitiveness of pesantren graduates by integrating the pesantren curriculum and the needs of the world of work. This increases the competitiveness of pesantren graduates in the labor market (Anwar, Huda, & Maghfiroh, 2022). By integrating the pesantren curriculum and the world of work, pesantren graduates have skills and knowledge that match the job market. This increases employment opportunities. In facing the challenges of the world of work, pesantren need to integrate the curriculum with the needs of the world of work. This keeps pesantren relevant and makes a positive contribution to society. The integration of the pesantren curriculum with the needs of the world of work is important and beneficial. It can improve the quality of education, graduates, employment opportunities, and adjust to the evolving world of work (Mutiara, 2019).

Concept of Employment

According to Law No. 13 of 2003 Concerning Manpower Article 1, labor is every person who is able to carry out work both inside and outside the employment relationship in order to produce goods and services to meet the needs of the community. According to Law No. 13 of 2003 Concerning Manpower Article 8 regarding manpower planning and employment information includes: employment opportunities, job training, labor productivity, industrial relations, working environment conditions, Wages and Labor welfare (KEMENPERIN, 2003). Labor issues continue to have continuously received attention from various parties, such as the government, educational institutions, communities and families. education, community and family. The government sees the problem of labor issues as one of the central even of national development, because labor is essentially a development force that contributes a lot to the success of the nation's development, including its contribution to the success of the nation's development, including development in the manpower sector itself. Where the development of manpower development aims to:

1. Empower and utilize the workforce optimally,
2. To create equal employment opportunities and labor supply in accordance with national development, in accordance with national development,
3. Providing protection for workers in realizing welfare, and
4. Improve the welfare of workers and their families..

In labor development, the government is expected to compile and determine labor planning. Manpower planning is intended to be used as a basis and reference in policy formulation. Strategy and implementation of sustainable manpower development programs. Most people on the face of the earth in Indonesia realize that in the implementation of national development, labor has a very important role and position as an actor (actor). and a very important position as an actor in achieving the goals of national development goals In line with that, labor development is directed at improving its quality and contribution to development as well as protecting its rights and interests in accordance with human dignity. Manpower development is organized on the principles of integration and partnership. Labor is a person who works or does something, a person who is able to do work, both inside and outside the employment relationship (Kebudayaan, 2011). Sumarsono states labor as all people who are willing to work. to

work. The definition of labor includes those who work for themselves or their families who do not receive payment in the form of wages or those who are willing to work and are able to work but there is no work available. or those who are willing to work and are able to work but there are no work opportunities so they are forced to be unemployed. work opportunities so that they are forced to be unemployed. Labor is everyone person who is able to do work in order to produce goods or services, both to meet their own needs and for the community. both to meet their own needs and for the community (Faridatul, 2014).

The absorption of alumni of Attanwir Bojonegoro Islamic Boarding School in the world of work greatly affects the pesantren in improving its entrepreneurship education. Because with the existence of quality entrepreneurship education taught in pesantren, the outcomes or alumni are absorbed in the world of work. In addition, the existence of Attanwir Bojonegoro Islamic Boarding School will increase trust in the community. Alumni will maintain the credibility of the pesantren. The credibility that alumni students apply in the world of work is honest, taking risks, not taking a lot of profit, according to Sharia, being able to innovate, being able to see opportunities, and so on.

Industrial Era 4.0

The fourth Industrial Revolution era is characterized by artificial intelligence, super computers, genetic engineering, nanotechnology, automated cars, and innovation. These changes are occurring at an exponential pace and will impact the economy, industry, government, and politics. In this era, the world has increasingly become a global village. Industry 4.0 is a term first coined in Germany in 2011 that is characterized by a digital revolution. It is a digitally connected industrial process that includes various types of technology, from 3D printing to robotics that are believed to increase productivity (Satya, 2018). Indonesia is committed to building a globally competitive manufacturing industry through accelerating the implementation of Industry 4.0. This is marked by the launch of Making Indonesia 4.0 as a roadmap and strategy for Indonesia to enter the digital era that is currently running.

The Ministry of Industry designed Making Indonesia 4.0 as an integrated roadmap to implement a number of strategies in entering the Industry 4.0 era. The implementation of Industry 4.0 aims to create economic growth. In the roadmap, there are five industries

that are the focus of implementation, namely: food and beverages (F&B), textiles, automotive, electronics, and chemicals. These five industries are the backbone of the economy that are expected to be able to provide a large leverage effect, increase competitiveness, and make a real contribution to the Indonesian economy. In addition, Making Indonesia 4.0 contains 10 national initiatives that are cross-sectoral in nature to accelerate the development of the manufacturing industry (Satya, 2018).

The industrial revolution created increased employment opportunities. As factories became more productive, managers and employees were required to be able to operate them which led to a flow on effect of new and innovative products being produced (Savitri, 2019). As a community institution, Islamic boarding schools play an important role in the growth of technology, which inevitably requires Islamic boarding schools to follow technological advances based on the industrial revolution 4.0. Technological advances that occur at this time from time to time have accumulatively driven the industrial revolution and this generational difference requires the world of education to improve its quality system dynamically (Wati, Lubis, & Walid, 2021).

RESEARCH METHODS

This research is qualitative research which is a scientific activity to collect data systematically, sort them according to certain categories, describe and interpret the data obtained from the research. collecting data systematically, sorting them according to certain categories, describing and interpreting data obtained (Manab, 2014). The research method used in this article is a qualitative method with a case study approach. The data collection techniques used in this research are interviews, observation, and documentation. Interviews are used to obtain information about the perceptions and experiences of the parties concerned, while observation is used to observe the behavior and activities that occur at Pondok Pesantren Attanwir Bojonegoro. In addition, documentation is also used to obtain written data related to Attanwir Bojonegoro Islamic Boarding School. In many qualitative studies, researchers generally use triangulation techniques in the sense of using interviews and observations. The correct data collection technique will produce data that has high credibility (Rahardjo, 2011).

RESULTS AND DISCUSSION

Profile of Pondok Pesantren Attanwir

Attanwir Islamic Boarding School in Talun Village, Sumberrejo District, Bojonegoro Regency was established in 1925 AD. K.H. Muhammad Sholeh as the founder began to pioneer teaching activities for children in a musholla. This activity began with learning to read and write Arabic letters, reading the Qur'an, procedures for worship and so on. With all its limitations, the founder continued to try to meet the expectations and demands of the people in accordance with the capabilities possessed at that time. If initially the implementation of teaching and learning with a weton system only, then in 1951 it was added to the classical system, namely by opening diniyah with a 2-year study period 10. In the next journey, the trust of the people in the Attanwir Talun Islamic Boarding School Sumberrejo Bojonegoro is very high and continues to grow. The students are also increasingly flocking to the Attanwir Talun Sumberrejo Bojonegoro Islamic Boarding School, both from outside the village or from outside the village, even from outside the Bojonegoro area, so that the facilities and infrastructure for teaching and learning activities and places of worship need to be added and improved, and there must be an expansion of the pesantren area. So entering 1957 AD, with the help and guidance of H. Maskun and H. Idris (both from the city of Bojonegoro) he both agreed to make a permanent mosque with a size of 16 x 11 meters (Hamam, 2023).

The building's shape and model is still the same as before, there has been no change, only the addition of the south terrace and the front terrace and is named the Al-Muttaqin mosque. In the learning process at Pondok Pesantren Attanwir Talun Sumberrejo Bojonegoro, students still take the state exam, so that when they graduate, the diploma obtained in the state exam gets a state diploma that can be used as a provision to face an increasingly global and formal world. As has been formulated in a joint decision in a leadership meeting, namely the education of book study achievement guidance aims to develop the potential of students in reading and understanding salaf books such as fathul qorib, fathul muin, and fathul wahab in order to become human beings who are faithful and devoted to God Almighty, noble, knowledgeable, capable, and the complexity of the objectives of book study achievement guidance education at Madrasah Aliyah Pondok Pesantren Attanwir Talun Village, Sumberrejo District, Bojonegoro Regency requires complex implementation as well (Rofiq, 2022).

Practical Skills Development outside of Religious Education at Pondok Pesantren Attanwir Bojonegoro.

Pondok Pesantren Attanwir Talun Sumberrejo Bojonegoro has developed an educational program that not only focuses on religious education, but also on developing practical skills for its students. Here are some of the practical skills development carried out at Pondok Pesantren Attanwir Talun Sumberrejo Bojonegoro:

1. Calligraphy art training: Pondok Pesantren Attanwir Talun Sumberrejo Bojonegoro provides calligraphy art training to its students. This training aims to develop the art and aesthetic skills of the students.
2. Life skills training: Pondok Pesantren Attanwir Talun Sumberrejo Bojonegoro also provides life skills training to its students. This training aims to equip students with skills needed in daily life, such as cooking skills, sewing, and so on.
3. Development of agricultural skills: Pondok Pesantren Attanwir Talun Sumberrejo Bojonegoro also develops an agricultural program as one of the practical skills for its students. This program aims to teach students how to grow crops and manage agricultural land.

With the development of practical skills outside of religious education, Pondok Pesantren Attanwir Talun Sumberrejo Bojonegoro hopes that its students can have skills that can help them face challenges in the Industrial 4.0 era (Hamam, 2023).

Curriculum Integration with the Needs of the World of Work at Pondok Pesantren Attanwir Bojonegoro

Attanwir Bojonegoro Islamic Boarding School has integrated the pesantren curriculum and Madrasah Aliyah curriculum to meet the needs of the world of work in the Industrial 4.0 era. The following are some of the curriculum integration efforts carried out at Attanwir Bojonegoro Islamic Boarding School:

1. Integration of pesantren curriculum and Madrasah Aliyah curriculum: Attanwir Bojonegoro Islamic Boarding School has integrated the pesantren curriculum and Madrasah Aliyah curriculum to meet the needs of the world of work in the Industrial 4.0 era. This integration aims to develop the practical skills and academic knowledge of the students.

2. Technology skills training: Attanwir Bojonegoro Islamic Boarding School also provides technology skills training to its students. This training aims to equip the students with technological skills needed in the Industry 4.0 era.
3. English skills training: Attanwir Bojonegoro Islamic Boarding School also provides English skills training to its students. This training aims to equip students with English skills needed in the era of globalization.

With the integration of the curriculum, Attanwir Bojonegoro Islamic Boarding School hopes that its students can have the skills and knowledge needed to face the challenges of the Industry 4.0 era and meet the needs of the world of work (Fara Diba & Muhid, 2022).

Collaboration of Pondok Pesantren Attanwir with industry and job training institutions.

Pondok Pesantren Attanwir Bojonegoro has established cooperation with industries and job training institutions to prepare students to face the world of work. Here are some of the collaborations that have been carried out by Attanwir Bojonegoro Islamic Boarding School:

1. Cooperation training with formal education institutions: Attanwir Bojonegoro Islamic Boarding School has organized training in collaboration with formal education institutions in an effort to prepare skilled workers and competency tests
2. Entrepreneurship training: Attanwir Bojonegoro Islamic Boarding School also provides entrepreneurship training to its students through coffee cultivation. This aims to equip students with the skills and knowledge needed in the entrepreneurial world.
3. Pesantren and community cooperation in developing sharia entrepreneurship: Attanwir Bojonegoro Islamic Boarding School also cooperates with the community in developing sharia entrepreneurship. This collaboration aims to strengthen the synergy between pesantren and the community in developing sharia entrepreneurship.
4. POS application solution for Kopontren Attanwir Bojonegoro: The Untag Surabaya Community Service Team provided a solution by utilizing information technology to the Attanwir Islamic Boarding School Cooperative (Kopontren) in Bojonegoro

Regency. This aims to help Kopontren Attanwir in managing finance and administration.

5. Construction of workshop buildings and vocational training equipment: Attanwir Bojonegoro Islamic Boarding School also built a workshop building and job training equipment. This aims to equip students with practical skills needed in the world of work.

In accordance with what was said by Gus Fuad, as the Caregiver of the Boarding School as well as the current Leader of the Boarding School, that with the cooperation carried out, Attanwir Bojonegoro Islamic Boarding School hopes that its students can have the skills and knowledge needed to face challenges in the Industry 4.0 era and meet the needs of the world of work (Sahal, 2023).

Modern Learning Concept of Pondok Pesantren Attanwir Bojonegoro

Along with the times the concept of learning in Islamic boarding schools also innovates in following the changes so that students are not left behind in the development of the modern era. With the existence of modernization in the world of pesantren, there are also different responses. Some pesantren accept modernization but still interspersed with classical learning and provide an adaptive response. By adopting the schooling system carried out in formal education. There are also those who refuse and do not want the learning process of the students they educate to be handled by the government, they think that modernization changes will threaten the existence of typical education that has been applied by pesantren since ancient times (Fatmawati & Yazid, 2023).

So that there is diversity in the educational process applied in each boarding school. In this case, the term modern boarding school emerged (Tolib, 2015). In the modern era learning methods are called classical methods, courses and training. On average, modern boarding schools try to combine traditionality and modernity of education. Such as boarding schools that provide classical education and teaching by using the boarding school system as well as the school or madrasa system. Here the role of Kiai and Ustadz is only to supervise as a coach for the students (Sahal, 2023).

According to Barnawi, modern Islamic boarding schools have undergone a significant transformation both in their education system and institutional system. both in its education system and its institutional system. Usually, students are taught religious

education, general education and mastery of English and Arabic. The administration system and management system are very disciplined and neat. Since the 1970s, pesantren have developed and have formal education from their part. Such as, primary education, secondary education to higher education and began to apply principles in management, organization, administration and financial management (Nurmadiansyah, 2016).

At this time, Attanwir Islamic boarding school applies modern methods but in no way abandons the traditional methods that were taught by KH. Muhammad Sholeh. Now Attanwir boarding school emphasizes on Arabic, English, Javanese and Indonesian language programs that are applied in the daily learning process. On Thursdays, Attanwir Boarding School holds Muhadharah activities for students in grade 2 of Madrasah Tsanawiyah to grade 6 of Madrasah Aliyah with the hope that students can dialogue, learn in these 4 languages. With this activity, students are also trained to be confident to speak in public which will be useful when plunging into society (Sanadi, 2023).

As for other activities applied in the boarding school Attanwir in the learning method of courses, classical and activities that emphasize psychomotor abilities. In addition to those mentioned above, the Attanwir Islamic boarding school also provides a forum for santri who have hobbies of art, sholawat, qiro'ah, scouts, pmr and pmi, choirs and are taught in what is needed in general education such as Chemistry Lab. Language Lab and technology (Lab. Computer) (Hamam, 2023).

Innovation in Integrated Pesantren Curriculum Development in the Industrial Revolution 4.0

Educational innovation is a medium-scale change for the improvement and replenishment of functional perspectives. For this situation the idea of development is in the educational plans and educators. Development is a thought or strategy that is perceived to observe something new for a person or group. The goal is to solve a particular problem (Fara Diba & Muhid, 2022).

The development of PAI curriculum can be done gradually in accordance with The principle of relevance shows changes in the implementation of PAI curriculum in accordance with the times. The development of PAI curriculum is expected to be able to answer all the challenges that occur in the 21st century. Preparing PAI theories that are practical in nature where students spend more time practicing the material (Dewi, 2019).

Innovative learning expects teachers to have the option to encourage students to be innovative, both in terms of imaginative thinking and in terms of creative accomplishment. Inventive reasoning is a creative yet objective capacity. Innovative learning generally starts with reasoning that determines or identifies something, discovers a phenomenon and relates it to the theory being studied and comes up with something that was not there before or improves on something that was. The learning system in Islamic schools must be improved in order to answer the difficulties in industry 4.0 (Fara Diba & Muhid, 2022).

As the results of an interview with Gus Mansur as the head of the teaching section of Pesantren. At Pondok Attanwir as a pesantren institution, the traditional system that is still relevant to the current conditions and situation is still maintained. The traditional system that is still relevant to the current conditions and situation is maintained. While the modern system that is deemed better is also applied, so there is a combination of the Traditional system with the Modern system, as well as the Curriculum used is a combination of the Government Curriculum (Ministry of Religion) with the Pesantren Curriculum, in the sense of religious studies, in addition to the Modern Pesantren Gontor-style curriculum is also not abandoned. Of course, the implementation is adjusted to the existing situation and conditions (Hamam, 2023).

Future Challenges and Opportunities

The future challenges and opportunities faced by Pondok Pesantren Attanwir Bojonegoro in the context of their role in labor absorption in the Industry 4.0 era are as follows:

Challenges:

1. Changes in labor needs: In the Industry 4.0 era, labor needs have changed significantly. The challenge for Attanwir Islamic Boarding School is to continuously update their curriculum and educational programs to suit the evolving needs of the workforce.
2. Technology integration: The Industry 4.0 era is characterized by the adoption of digital technology and automation. Attanwir Islamic Boarding Schools need to face the challenge of integrating these technologies into their curriculum and learning for the students to master relevant technological skills.

3. Global competition: In the era of globalization, competition in the job market has become more competitive. Attanwir Islamic boarding schools need to face the challenge of preparing the santri to compete globally and have sufficient competitive advantage.

Opportunities:

1. Value-based skills: Attanwir Islamic Boarding School has opportunities to develop value-based skills, such as leadership, work ethics, and interpersonal skills. These skills are essential in the Industry 4.0 era which emphasizes human values.
2. Partnership with industry: Attanwir Islamic Boarding Schools can establish partnerships with industries and job training institutions to expand employment opportunities for students. These partnerships can provide access to santri for internships, job training, and job opportunities relevant to their field of study.
3. Entrepreneurship development: Attanwir Islamic Boarding School has the opportunity to develop entrepreneurship among the santri. In the Industry 4.0 era, entrepreneurship is becoming increasingly important as a source of employment and innovation. Attanwir Islamic Boarding School can provide training and support for students who have interest and potential in this field.

Taking on the challenges and utilizing these opportunities, Attanwir Bojonegoro Islamic Boarding School can continue to play an active role in labor absorption in the Industry 4.0 era and make a meaningful contribution to the development of the potential of the students.

CONCLUSIONS

Based on the results of the discussion in this article, it can be concluded that Pondok Pesantren Attanwir Bojonegoro has played an active role in labor absorption in the Industrial 4.0 era through the development of practical skills, curriculum integration with the needs of the world of work, and cooperation with industry and job training institutions. However, Pondok Pesantren Attanwir Bojonegoro is also faced with several challenges, such as changing labor needs, technology integration, and global competition. To overcome these challenges, Pondok Pesantren Attanwir Bojonegoro can take advantage of existing opportunities, such as developing value-based skills, establishing partnerships

with industry, and developing entrepreneurship among students. In addition, Pondok Pesantren Attanwir Bojonegoro can also update their curriculum and educational programs to suit the evolving needs of the workforce. As a suggestion, Pondok Pesantren Attanwir Bojonegoro can continue to develop programs that are relevant to the needs of the world of work and strengthen partnerships with industries and job training institutions. In addition, Pondok Pesantren Attanwir Bojonegoro can also utilize information technology to improve the effectiveness and efficiency of learning. Pondok Pesantren Attanwir Bojonegoro can thus continue to play an active role in labor absorption in the Industry 4.0 era and make a meaningful contribution to the development of the potential of the students.

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