Relevance and Adaptation of *Sorogan* Method in Modern Islamic Boarding Schools: Opportunities and Challenges

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ARTICLE INFO	ABSTRACT
	This study aims to identify Santri's perceptions of the challenges and opportunities in learning the *sorogan* method in Modern Islamic Boarding Schools. The research method is a descriptive qualitative approach with data collection through in-depth interviews, observation, and documentation studies. Data analysis was conducted through thematic coding to find the main patterns of santri perceptions related to the implementation of the *sorogan* method. The results showed that *sorogan* has significant advantages as an individualized learning method, especially in improving in-depth understanding of the yellow classical books and shaping santri characters, such as patience, discipline, and responsibility. However, the challenges faced include time constraints due to the tight schedule combining formal and *diniyah* curricula and the need to adapt to technology. On the other hand, great opportunities are seen in integrating technological elements, such as audio or video recordings and learning applications, which can complement the effectiveness of this method. This research also proposes the Hybrid *Sorogan* model, which combines the traditional *sorogan* approach with modern technological innovations, to answer the needs of Modern Islamic Boarding Schools without losing the core values of this method. The research conclusion confirms that the *sorogan* method remains relevant and adaptive to the needs of the times, provided that strategic and innovative management is carried out. The findings contribute to the pesantren education literature and offer practical guidance for developing tradition-based learning methods in a modern context.

How to Cite:

INTRODUCTION

Pesantren education has a strategic role in building the character, scientific insight, and skills of santri in Indonesia. One of the typical traditional learning methods in pesantren

is *sorogan*. This method is more effective than other methods in the pesantren world. By the way, the santri face the kiai or ustadz individually to receive lessons directly. The ability of the santri can be controlled by the ustadz and the kiai, and this system allows a teacher to supervise, assess, and guide the maximum ability of a person in mastering Arabic. The teacher knows not only the interests and intelligence of the Santris but also their personality, nature, and character as a whole person (Fauzan, I., 2018).

Theoretically, the *sorogan* method can be analyzed through the perspective of constructivism learning theory developed by Vygotsky. Vygotsky emphasizes the importance of scaffolding or guidance in the learning process, where a mentor (in this case, the kiai) provides the necessary assistance to maximize the development of individual potential (zone of proximal development) (Yuill & Carr, 2018). The *sorogan* method reflects this practice as santri receive direct guidance tailored to their needs and level of understanding. This makes *sorogan* a highly personalized learning approach based on social interaction. In addition to constructivism theory, behaviorism learning theory can also be used to understand the effectiveness of *sorogan*. According to Skinner, learning processes involving positive reinforcement and direct correction contribute to forming desired behaviors (Schlinger, 2021). In *sorogan*, repetition and direct correction by the teacher create positive feedback that reinforces santri learning.

However, in the modern era, pesantren face significant challenges along with the development of information technology and the transformation of society's needs. Modern Islamic Boarding Schools, which combine traditional education with the formal education system, face the dilemma of maintaining conventional values while responding to the changing times. The characteristics of Modern Islamic Boarding Schools are prioritizing education in the formal school system and emphasis on the modern Arabic language (more specifically on speaking/*muhawarah*). The yellow classical book recitation system, whether *sorogan*, *wetonan*, or *madrasah diniyah*, is wholly abandoned, or at least if it exists, it is not mandatory (Tholib, Dr, 2015).

On the other hand, the *sorogan* learning method still has excellent opportunities to be developed, especially in creating personalized and meaningful learning. Utilizing technology, such as digital platforms, to support individual learning can be a solution to adapt the *sorogan* method to the Modern Islamic Boarding Schools context (Saifullah et al., 2024). In addition, Santri's perception of this method is one of the essential indicators for assessing its effectiveness amid increasingly complex learning dynamics (Wirani, 2021).

Previous studies have examined the *sorogan* method's relevance in the modern era. For example, Fitri (2022) highlighted that the application of the *sorogan* method in learning the yellow book is so that the Santris explore not only religious knowledge but also can practice it daily so that the knowledge is not only helpful for themselves but also useful for others. However, applying the *sorogan* method also has obstacles, namely limited lesson hours and many santri. If the ustadzah is constrained regarding limited time, then the ustadzah must be able to manage time as much as possible so that the santri can deposit the entire lesson. Another study by Humaidah (2018) showed that the efforts made by educators in applying the *sorogan* method went well because ustadz always tried to use the *sorogan*

method in learning the yellow book. It can be seen from the various efforts made by ustadz, including fostering a sense of enthusiasm in the teacher, understanding the science of nahwu and *shorof*, consistently applying in class, making Santri attendance, and conducting assessments. The obstacles educators face are mastering time and energy, nahwu, and *shorof* knowledge, causing boredom, lack of rest, and lack of effectiveness and efficiency (Al Amin, 2021). Furthermore, Ummah (2016) stated that with the *sorogan* method, the ustadz can provide guidance, direction, and detailed understanding in learning, reduce Santris' incomprehension in specific knowledge, and help Santris bring other skills. In addition, the success of the *sorogan* method can also be seen from the number of books mastered by the santri.

However, most previous studies have focused on the effectiveness of this method from the perspective of teachers or pesantren institutions. In contrast, in-depth studies on the perceptions of santri as the primary learning subject are still limited. Thus, this study offers a new perspective that has not been widely explored, especially regarding the personal experiences of santri in facing the challenges and opportunities of learning the *sorogan* method in Modern Islamic Boarding Schools (Saadatzadeh et al., 2022).

This study explores Santri's perceptions of the challenges and opportunities in learning the *sorogan* method in Modern Islamic Boarding Schools. By understanding santri perceptions, pesantren can design relevant and innovative learning strategies without neglecting the traditional values that characterize pesantren education. This analysis is also expected to contribute to developing pesantren education models that are adaptive to the needs of the times while strengthening the roots of the Islamic scientific tradition in Indonesia. Through this study, it is hoped that a comprehensive picture of how the *sorogan* method can continue to be relevant and effective in a Modern Islamic Boarding Schools environment can be found, as well as innovation strategies that can answer the challenges of the digital era in education.

LITERATURE REVIEW

Learning Methods in Modern Islamic Boarding Schools

Tholib (2015) explained that the characteristics of modern Islamic boarding schools are prioritizing education in the formal school system and putting emphasis on the contemporary Arabic language (more explicitly speaking/*muhawarah*). The yellow classical book recitation system, whether *sorogan* recitation, wetonan, or madrasah diniyah, is wholly abandoned, or at least if it exists, it is not required to be followed. However, the *sorogan* method, when viewed in terms of educational science, is a modern method because the teacher or kyai and santri know each other intimately, and the teacher has a good grasp of the material that should be taught. The Santri also learns to make preparations in advance. Similarly, the teacher already knows what is suitable for the Santri and what methods should be used specifically to deal with the Santri. In addition, the *sorogan* method is also conducted freely (no coercion) and free from the constraints of formality. Thus, what is essential is not

an attempt to replace the *sorogan* method with a lecture model, as in modern education, but to innovate the *sorogan* method into the latest *sorogan* method (new style).

According to Arief (2021), the tradition of Islamic education in Modern Islamic Boarding Schools that is preserved today is manifested through the development of the school curriculum with local content of the pesantren, as well as the packaging of classical kitab texts into a new style with various explanations compiled by a team of writers from the education unit, as well as through the implementation of non-formal education institutions, namely *tafaqquh fid din* and *madrasah diniyah*. In the form of classical learning methods, namely, the *bandongan* method, *sorogan*, *bahstul masail*, *wetonan*, *halaqoh*. Until the guidance of Sufism through *toriqoh qodiriyah wan naqsabandiyah*. Through efforts to preserve the tradition of Islamic education, salaf values are formed in the Pondok Pesantren Darul' Ulum in the form of tolerance, Sufism, courtesy, independence, discipline, simplicity, and cooperation.

Sorogan **Method**

According to Afif (2019), learning with the *sorogan* system at Pesantren Tarbiyatun Nasyi'in has proven very effective. The *sorogan* system is intensive because a santri can receive lessons and transfer values to deliver culture to pesantren. This method in the modern world can be equated with the term tutorship or mentorship. This kind of teaching method is recognized as the most intensive because it is done one-on-one, and there is an opportunity for direct questions and answers (Nandang et al., 2023). This system allows a teacher to supervise, assess, and guide a santri to the maximum level of mastery of reading the book. So, the researcher recommends that to improve the achievements of the santri, especially in studying the yellow classical books, the pesantren should maintain the *sorogan* method as one of the still existing in the world. The *sorogan* system has been proven to be more effective and efficient for Santris in improving their understanding of the pesantren's unique books.

In addition, according to Ahmad (2022), the *sorogan* method has been proven to be highly effective and significant in achieving learning outcomes. Because, in this method, the teacher guides the maximum ability of the santri in mastering the material. In addition, the application of this *sorogan* method aims to enable Santris to develop critical thinking skills, dare to express opinions, and ask questions, which, of course, uses a suitable method that will influence the critical thinking skills of santri.

Furthermore, Nabila (2022) stated that learning the Qur'an using the developed *sorogan* method resulted in a more effective improvement than learning the *sorogan* method that was not designed. Zahrani (2024) integrated intelligence technology (AI) and the *sorogan* method. Researchers say that the integration of technology (AI) and the *sorogan* method in the context of Islamic education are urgent and cannot be ignored, especially in the face of the development of an increasingly advanced digital era. As a technology-inclusive religion, Islam encourages using technology to help human life in the practical realm. In this case, integrating AI and the *sorogan* method is an appropriate means to facilitate a deeper understanding of religious teachings.

METHOD

This study uses a qualitative approach to understand Santri's perceptions of the challenges and opportunities in learning the *sorogan* method in modern pesantren. This research was conducted at Al-Wafa Islamic Boarding School in Bandung. This location was chosen based on specific criteria: a pesantren combining classical traditions with modern innovations and a population of santri actively learning the *sorogan* method.

Data were collected through semi-structured interviews and observations. Interviews were conducted for 30-45 minutes to explore experiences, challenges, and opportunities in learning the *sorogan* method. This study interviewed 10 samples: Adi, Ibnu, Fauzan, Hikam, Kelvin, Shobirin, Rezky, Miftah, Razi and Rahmat. Observations were conducted during five sessions to record the interaction patterns of santri and teachers, the level of participation, and the challenges that arose, with documentation in the form of field notes. Data validity was maintained through triangulation of interview and observation results and member checking with participants. Data were analyzed using thematic analysis, starting with coding, grouping into themes, and interpreting the data to produce consistent and relevant findings.

FINDINGS

Effectiveness for Deep Understanding and Personal Engagement

Deeper Understanding of the Yellow Islamic Book Texts

The results show that the *sorogan* method significantly improves santri understanding of the yellow classical books and supports a more in-depth and personalized learning process. Based on the interviews, the main findings of the research can be explained as follows:

In this interview, Adi and Ibnu share their perspectives on *sorogan*, a traditional learning method in pesantren. This method emphasizes direct guidance from a kiai, where complex sentences or concepts are explained clearly and. Adi highlights the personalized nature of *sorogan*, while Ibnu appreciates how it deepens his understanding of the connections between ideas in the texts being studied, something he feels is challenging to achieve through self-study. As Adi explains:

"*Sorogan* is like direct guidance. If a sentence is difficult to understand, the kiai immediately explains it."

Also explained by Ibnu:

"This way, I can understand the relationship between sentences in the book. If I study on my own, I would miss a lot."

Based on the interviews above, the *sorogan* method allows Santris to gain a deep understanding of the contents of the yellow classical books. Direct interaction with the kiai helps explain grammatical concepts and text logic clearly. This process makes it easier for Santris to understand the context and relationships between text parts that might be missed if they study independently.

Exploration and Critical Thinking on the Contents of the Book

In this interview, Hikam and Rezky discuss the intellectual depth fostered by *sorogan*, a traditional learning method in pesantren. Hikam emphasizes the kiai's role in urging students to delve into the reasoning behind the texts rather than merely reading them. Similarly, Rezky highlights how *sorogan* nurtures critical thinking by encouraging students to analyze and engage with the content, moving beyond rote memorization to a deeper understanding of the material. As Hikam explains:

"Kiai always encourages us not only to read but also understand the arguments behind the text."

Also explained by Rezky:

"*Sorogan* teaches us to think critically about the book's content, not just memorize."

In the sorogan method, Kiai provides a literal explanation of the text and guides santri to explore the arguments and differences of views in the book. This encourages santri to think more critically and analytically, developing a deeper understanding and connecting with the context of the book's content.

Personal Attention and Increased Confidence

Santri values personal attention from the kiai in the learning process. This approach allows them to directly correct weaknesses, increase their confidence, and build a more interactive learning relationship. In this interview, Fauzan reflects on the confidence he gained through the *sorogan* method in pesantren. He shares how the direct guidance from the kiai allows him to identify and correct mistakes immediately, creating a supportive learning environment that fosters understanding and self-assurance. As *Fauzan* explains:

"I feel more confident because of the direct guidance from the kiai. If I make a mistake, I can correct it right away."

The personal approach in the *sorogan* method allows Santris to correct mistakes directly with the guidance of the kiai. This not only boosts confidence but also creates a more supportive and efficient learning environment.

Challenges in the *Sorogan* Method

Limited Time Due to Busy Schedule

In this interview, Kelvin and Miftah discuss the challenges of balancing *sorogan* with their demanding schedules in pesantren. Kelvin points out how accumulating tasks can limit the time needed to engage fully in sorogan. Miftah adds that the packed daily routine, stretching from dawn to night, often makes it difficult to maintain complete focus during these sessions, highlighting the need for better time management and prioritization in their learning journey. As Kelvin explains:

"Sometimes there are tasks that accumulate, so the time for *sorogan* is not maximized."

Also explained by Miftah:

"Our schedule is hectic, from dawn to night, so it is difficult to focus fully on *sorogan*."

Lack of Method Flexibility in the Digital Age

In this interview, Rahmat shares his thoughts on the *sorogan* method, acknowledging its effectiveness while expressing curiosity about incorporating more modern approaches. He suggests that updating the method with contemporary techniques could make the learning experience more engaging and appealing for students. As Rahmat explains:

"The method is good, but if there is a more modern way, it might be more interesting."

Based on the above interview, Although the *sorogan* method is beneficial, santri feels that this approach lacks flexibility in accommodating the learning needs in the digital era. They suggest integrating this traditional method with modern technology to make learning more interesting and relevant to the current generation.

Psychological Pressure in the Learning Process

In this interview, Shobirin reflects on the emotional challenges of the *sorogan* method, describing how it can sometimes feel tense and intimidating. He shares that the pressure to answer the kiai's questions correctly can be stressful, highlighting this traditional learning approach's high expectations and rigorous nature. As Shobirin explains:

"*Sorogan* sometimes makes me tense, especially if I can't answer the kiai's questions."

The intensive *sorogan* approach, especially directly interacting with the kiai, can cause psychological pressure for santri. This tension arises mainly when students cannot understand the material or fail to answer questions during the learning process. This suggests the need for a more supportive approach to reduce stress in learning.

Opportunities for the Development of the *Sorogan* Method in the Modern Era

The results show that santri sees great potential in developing the *sorogan* method by utilizing technology to increase the flexibility and efficiency of learning. Their suggestions include the use of audio or video recordings, the development of self-learning apps, and a combination of face-to-face and online learning. These findings illustrate the need to adapt the *sorogan* method in the digital era. A detailed explanation follows:

Use of Audio or Video Recordings for Reaccess

In this interview, Razi and Kelvin discuss the potential benefits of integrating technology into the *sorogan* method. Razi suggests recordings of the kiai's explanations could allow students to review and study independently. Kelvin adds that such technology would be invaluable for those who need extra time to grasp the material thoroughly, making the learning process more flexible and inclusive. As Razi explains:

"If there is a recording from the kiai, we can study again at our leisure."

Also explained by Kelvin:

"I think this technology can help friends who need more time to understand."

Audio or video recordings of *sorogan* lessons effectively support santri, who needs additional time to understand the material. With recordings, students can repeat the material delivered by the kiai at their leisure, making learning more flexible.

Application Development for Independent Practice

In this interview, Shobirin highlights the role of technology in enhancing independent learning within the *sorogan* method. He suggests that applications, such as Arabic grammar quizzes, can complement traditional teaching by providing students with additional tools to practice and strengthen their understanding on their own, fostering a more self-directed approach to learning. As Shobirin explains:

"Applications such as Arabic grammar quizzes can help us learn more independently."

Santri suggested the development of a *sorogan*-based learning app that allows them to practice independently. Features such as grammar quizzes or *sorogan* learning simulations can help strengthen individual Santri's understanding while complementing face-to-face learning with kiai.

Combination of Face-to-Face and Online Learning

In this interview, Ibnu shares his perspective on modernizing the *sorogan* method by integrating online learning. He believes that combining traditional teaching with digital platforms would make the process more flexible, allowing students to balance their studies with other responsibilities while still benefiting from the guidance of their kiai. As **Ibnu** explains:

"If this method is combined with online learning, it will be more flexible."

Santri sees an opportunity to combine the traditional *sorogan* method with online learning. This combination can help overcome the constraints of busy schedules by providing flexibility for santri to access learning materials anytime and anywhere without compromising the essence of direct interaction with the kiai.

Santri's Perception of the Relevance of the *Sorogan* Method to the World of Work

The results show that the *sorogan* method provides a deep understanding of the yellowIslamic classic books and instills values such as discipline, patience, and independence that are relevant to the world of work. Nevertheless, Santri realizes that there is a lack of mastery of modern technology as an additional provision for competing in the professional world. The following is a detailed explanation:

Discipline and Independence Character Building

In this interview, Fauzan and Hikam discuss the character-building aspects of the *sorogan* method. Fauzan emphasizes how it instills discipline, as a consistent review of the

material is essential to succeed. Hikam adds that *sorogan* helps develop patience and thoroughness, shaping students' mentality to approach learning with dedication and care. As Fauzan explains:

"I learned to be disciplined because if I don't repeat the material, it will be difficult in the *sorogan*."

Also explained by Hikam:

"*Sorogan* builds our mentality to be more patient and thorough."

The *sorogan* method instills structured and organized study habits. Santris must prepare themselves before the *sorogan* session, encouraging them to study independently and repeat the material. In addition, the in-depth and intensive learning process trains them to be more patient and thorough, highly relevant qualities such as time management, task completion, and perseverance.

Limitations in Mastering Modern Technology

In this interview, Adi suggests that integrating technology lessons into the pesantren curriculum could better equip students for the demands of the modern workforce. He believes adding this element to the traditional learning approach would provide a more well-rounded education, preparing students for spiritual and professional challenges. As Adi explains:

"If pesantren can add technology lessons, we will be better prepared for the world of work."

Although the *sorogan* method effectively builds character and traditional competencies, santri feels they lack opportunities to learn technology relevant to the modern world. They suggested that pesantren add a curriculum that includes technology training, such as using computers or other digital skills, to be better prepared for the demands of an increasingly competitive world of work.

Innovation Strategies for the Development of the *Sorogan* Method

Combining Sorogan with Group Discussion

In this interview, Rahmat emphasizes the value of peer discussions in enhancing the learning process after *sorogan*. He believes engaging in conversations with friends allows for a quicker and deeper understanding of the material, complementing the guidance provided by the kiai and making the learning experience more collaborative and effective. As Rahmat explains:

"Discussion with friends can help us understand faster after *sorogan*."

Santris realizes that the learning process through the *sorogan* method can be strengthened by group discussions. After the *sorogan* session, group discussions can help santri deepen their understanding through brainstorming and explaining the material. It also provides a space for them to discuss things that may have been missed or unclear during the *sorogan*.

Utilization of Digital Media for Practice and Self-Evaluation

In this interview, Razi explores the potential of digital media as a supplementary tool for learning. He highlights the value of online quizzes, suggesting that they can effectively practice and reinforce the material studied in *sorogan*, offering a convenient and interactive method for students to assess their understanding and track progress. As Razi explains:

"Digital media such as online quizzes can be a good tool for practice."

Santris suggested using digital platforms like online quizzes to enrich their learning experience. It can help them review lessons, self-evaluate their understanding, and prepare for the next *sorogan* session. It can also provide instant feedback that accelerates the learning process.

Based on the interview results above, it can be concluded that the *sorogan* method has advantages in building the depth of understanding and character building of santri. However, challenges such as time constraints, schedule pressure, and lack of innovation become obstacles. The santri sees excellent opportunities to use technology to support this learning. They also suggest combining traditional methods with modern strategies to make learning more relevant to today's needs without losing pesantren values. This finding shows the importance of adaptation in the *sorogan* method to remain relevant in the modern era.

DISCUSSION

The results of this study reveal that the sorogan method remains an important pillar in the learning process of modern Islamic boarding schools. However, it is faced with various significant challenges. The interpretation of these findings highlights several crucial points. The *sorogan* method allows santri to receive intensive personal attention from the kiai, contributing significantly to their understanding of the yellow classical books. This finding reflects that *sorogan* is not only a teaching tool but also an individualized mentoring process that pays attention to the specific needs of the santri. This approach demonstrates the scaffolding theory, where personalized interactions between teachers and Santris serve as a supportive framework to help Santris reach the maximum ability they cannot achieve independently (Silalahi, 2019).

The very tight schedule, due to the combination of the diniyah curriculum and the formal education curriculum, is a significant obstacle in maximizing the effectiveness of the *sorogan* method. This suggests a structural challenge that needs to be resolved to create a better balance between traditional learning and the demands of modern education. Santri showed a very open attitude towards using technology to complement *sorogan* learning. Their requests for audio/video recordings, digital platforms, and online quiz apps reflect their understanding of the potential of technology to facilitate the repetition of material and self-evaluation. This indicates that traditional values can be maintained by strategically integrating elements of modern innovation. This interpretation suggests that the *sorogan* method is relevant in the context of Islamic educational traditions and capable of adapting to changing times when equipped with appropriate innovations (Hamdani, 2018).

This research has a close relationship with some previous studies in terms of strengthening theory and developing new perspectives. Ahmad's research (2022) revealed

that *sorogan* provides space for santri to comprehensively understand the yellow classic texts due to direct guidance from the kiai. This finding is supported by our research, which found that santri felt more confident and directed in understanding the book's contents because of the direct corrections and explanations given in the *sorogan* process (Hidayati, 2021).

In addition, Afif (2019) highlighted the importance of technological innovation in supporting pesantren education. This study reinforces these findings with concrete evidence of santri needs, such as the proposal of audio/video recordings, quiz-based applications, and online platforms to expand access to learning.

Most previous studies have focused on the effectiveness of the *sorogan* method without considering the structural challenges in Modern Islamic Boarding Schools. This study adds a new dimension by showing that the very tight schedule between the *diniyah* curriculum and the formal curriculum is a significant challenge for santri to optimize learning (Fauzan, I., 2018; Mardiana et al., 2023; Moh. Syafi'i et al., 2023).

Moreover, our findings show that *sorogan* not only functions as a method of knowledge transfer but also as a means of character building for santri, such as discipline, patience, and critical thinking skills. This aspect has not been widely discussed in previous studies and is a new contribution to the discourse on pesantren education.

The results of this study make a significant contribution to the existing academic literature by integrating the findings within several theoretical frameworks and contemporary discussions. The *sorogan* method aligns with the principle of constructivism, which emphasizes the importance of meaningful learning through direct interaction with the teacher. Scaffolding by kiai in the *sorogan* process helps santri understand complex concepts in the kitab kuning, in line with the zone of proximal development theory (ZPD) (Vygotsky, 1978).

This research enriches the discourse on pesantren modernization by showing that traditions such as *sorogan* can be integrated with modern technological elements without losing their essence. Santris accepts innovation and considers it a compliment that enriches their learning experience. This research also contributes to the literature on character education by showing that the *sorogan* method plays a role in shaping moral and ethical values, such as patience, discipline, and responsibility, which are highly relevant in building the character of santri.

From previous findings, such as those of Suteja and Qoriny, this research offers a new modified theory called the 'Hybrid *Sorogan* Model: An Innovated Tradition (Maulidiya & Nuha, 2023). This learning model consists of three main components that complement each other. The traditional aspect remains at the center, where direct interaction between kiai and santri is the core of learning. This approach provides opportunities for santri to receive in-depth, personalized correction, thus strengthening their understanding. As a complement, the Modern Innovation Aspect is introduced to support the learning process. Digital technologies, such as audio/video recordings, online platforms, and quiz apps, assist santri in material repetition and self-evaluation. In addition, the hybrid learning model provides much-needed flexibility amidst Santris' busy schedules. The last component is Collaboration and Reflection, where after the *sorogan* session, Santri discusses things in small groups to

share their understanding. This creates a collaborative learning environment and strengthens their soft skills, such as communication and teamwork (Suteja et al., 2022).

This research yields several implications that can be categorized into theoretical, practical, and policy. The theoretical implications include contributing to enriching the traditional education literature by showing how classical methods such as *sorogan* can be modified to face the challenges of the times. In addition, this study strengthens the theories of constructivism and behaviorism through contextual evidence from educational practices in pesantren (Hambali et al., 2022). The practical implications include two target levels, namely for pesantren and santri. For pesantren, this study suggests using technology such as learning recordings and digital applications to enrich the learning process, as well as the need to adjust the schedule of activities so that santri has enough time to maximize learning. For santri, this research encourages the development of technology and time management skills to be better prepared for the demands of the modern world. Finally, regarding policy implications, the Ministry of Religious Affairs can develop guidelines for integrating technology into the pesantren curriculum, supporting traditional methods such as *sorogan*. In addition, policies are needed to encourage the implementation of hybrid learning in Modern Islamic Boarding Schools to balance tradition and innovation.

This research illustrates that the *sorogan* method is a pedagogical asset that is relevant in the past, present, and future. By combining tradition with modern innovation, this method can continue to be integral to Modern Islamic Boarding Schools education, preserving noble values while remaining relevant in the face of globalization challenges.

CONCLUSION

This research shows that the *sorogan* method has significant advantages in supporting in-depth learning and character building of santri, such as patience, discipline, and responsibility. Nevertheless, modern Islamic boarding schools face challenges due to time constraints due to the integration of formal and diniyah curricula and the need to adapt to technology. However, significant opportunities are seen in the development of this method through the integration of technological elements, such as recorded learning and online applications, which can increase effectiveness without losing traditional values.

As a new contribution, this research offers the Hybrid *Sorogan* model, which combines traditional methods with modern innovations. This model provides a solution to increase the flexibility and relevance of the *sorogan* method in Modern Islamic Boarding Schools. This research also enriches the pesantren education literature by providing a new perspective on tradition-based education that is adaptive to modernization and providing practical guidance for managing pesantren education in the future.

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