



Analysis of Teachers' Learning Approaches at Daarul Ukhuwwah Putri 1 Islamic Boarding School in The Perspective of Yong Zhao's 21st Century Learning Theory

Maryam Pakaya ¹, Elma Toino ², Wardiansyah Putra A Sanur ³, Kiki Rizki Wulandari ⁴

¹ Universitas Muhammadiyah Malang, Indonesia

² Institut Agama Islam Negeri Sultan Amai Gorontalo, Indonesia

^{3,4} Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia

Abstract

The transformation of 21st-century learning encourages educational institutions, including Islamic boarding schools, to develop learning approaches that are not only oriented toward material mastery but also foster creativity, active student involvement, and student-centered learning. This study aims to analyze teachers' learning approaches at the Daarul Ukhuwwah Putri 1 Islamic Boarding School from the perspective of Yong Zhao's 21st-century learning theory. The research uses a qualitative approach with a case study design. Data were obtained through in-depth interviews with teachers as the main informants, non-participatory classroom observations of the learning process, and semi-structured interviews with students as a form of triangulation. The analysis focused on the three dimensions of Yong Zhao's theory, namely *student engagement*, *creativity*, and *personalized learning*. The results showed that students' active involvement was fostered through quizzes, educational games, *sharing activities*, and two-way communication during the learning process. Teachers' creativity is reflected in their ability to integrate lecture methods with various interactive activities, making learning more engaging without compromising the educational characteristics of Islamic boarding schools. Meanwhile, *personalized learning* is achieved through re-explaining the material, providing opportunities for questions, offering learning assistance, and forming study groups tailored to student needs. This study concludes that the implementation of Yong Zhao's 21st-century learning theory in the pesantren environment is better understood as a pedagogical adaptation rather than a comprehensive learning change. These findings show that 21st-century learning values can be contextually integrated with the characteristics of pesantren education through pedagogical innovations that still maintain Islamic educational culture and values.

Keywords: 21st Century Learning; Yong Zhao; Islamic Boarding School; Teacher Learning Approach; Pedagogy of Islamic Boarding Schools.

* Correspondence Address:	maryampkaya@webmail.umm.ac.id			
Article History	Received	Revised	Accepted	Published
	2025-11-19	2026-07-18	2026-07-19	2026-09-15

INTRODUCTION

مقدمة

Islamic boarding schools, as Islamic educational institutions, have a historical role in transmitting religious knowledge and shaping students' character. However, in the era of globalization and the information technology revolution, education is required to not only teach religious content, but also develop critical thinking skills, creativity, digital literacy, and competency collaboration, which are often referred to as 21st-century skills. For example, Yong Zhao emphasized that a good education does not only prepare students to be obedient workers

or technology users, but also to be creative and independent individuals who can innovate in a rapidly changing world (Zhao, 2015). Meanwhile, in the context of Islamic boarding schools in Indonesia, research suggests that 21st-century learning is a concept that integrates technology, information, and globalization into the learning process to produce students who are adaptive, creative, and communicative (Prawoto et al., 2024).

The transformation of 21st-century learning is not merely an effort to integrate technology into the classroom, but requires a change in the educational paradigm that has tended to be oriented towards standardization, uniformity of learning outcomes, and academic success measured through tests (Zhao, 2015). This paradigm is considered incapable of fostering creativity, learning autonomy, and divergent thinking skills needed to address the complexity of social, economic, and technological challenges in the 21st century (Zhao, 2012). Therefore, learning needs to provide a broader space for learners to recognize their potential, take initiative, develop innovative solutions, and learn through authentic, contextual experiences (Fullan & Langworthy, 2014). In this perspective, the success of education is no longer only determined by mastery of material or academic achievements, but also by the ability of students to become creative, adaptive, independent individuals, and be able to create value and contribute to society (Zhao, 2015, 2012).

Based on this perspective, Yong Zhao's 21st-century learning theory is used as an analytical framework in this study to interpret the teacher's learning approach at the Daarul Ukhuwwah Putri 1 Islamic Boarding School. This research focuses on the analysis of the three dimensions that are most relevant to the research objectives and appear the most during the observation and interview process, namely creativity, active student engagement, and personalized learning. These three dimensions are used as the basis for the process of observation, interviews, and data interpretation to understand how the teacher's learning approach is implemented in the context of pesantren education.

In the pesantren environment, especially women's pesantren, a number of important issues have emerged that need to be considered in the implementation of 21st-century learning. First, the integration of digital literacy and technology for students must be carried out without ignoring religious values and pesantren traditions. For example, research on digital literacy in pesantren shows that the use of internet, computer, and smartphone services can help the learning process if balanced with a typical pesantren culture (Faizin et al., 2022). Second, adapting traditional methods such as talaqqi, halaqah, or sorogan into a format that encourages critical thinking, collaboration, and the use of real projects is a challenge in itself. Related studies show that project-based integrative learning strategies in Islamic boarding schools are able to improve students' understanding of religious science as well as 21st-century skills (Yusuf & Ali, 2025).

Several empirical studies in Indonesia have examined the implementation of 21st-century learning in the pesantren environment from various perspectives, such as curriculum adaptation, technology use, digital literacy, and 21st-century competency development in students (Kabul et al., 2023; Khoirunisa & Yulianti, 2024). The results of the study show that pesantren are beginning to try to adapt to the demands of 21st-century education, even though learning practices are still dominated by a *teacher-centered* approach. However, these studies generally still focus on the level of learning implementation and have not provided an in-depth analysis of how teachers' learning approaches are carried out when reviewed using the 21st-century learning theory framework comprehensively. Thus, the characteristics of the teacher's learning approach in the pesantren environment have not been widely understood from a theoretical perspective that is

able to explain the relationship between pedagogical practices and 21st-century learning principles. In addition, it is still unknown how the cultural characteristics of pesantren education affect the way teachers adapt 21st-century learning principles in daily learning practices.

Based on these gaps, this study aims to analyze the learning approach of teachers at the Daarul Ukhuwwah Putri 1 Islamic Boarding School through the three main dimensions of Yong Zhao's 21st-century learning theory, namely *student engagement*, *creativity*, and *personalized learning*. Through this perspective, this study not only identifies the characteristics of teachers' learning approaches, but also interprets how these three dimensions are adapted in learning practices in the pesantren environment. Thus, this research is expected to enrich the study of teacher learning approaches in Islamic boarding schools as well as provide an understanding of how 21st-century learning theory can be applied contextually in Islamic education.

METHOD | منهج

This study uses a qualitative approach with a case study design to analyze the teacher's learning approach at the Daarul Ukhuwwah Putri 1 Islamic Boarding School based on the perspective of Yong Zhao's 21st-century learning theory. The main informant of the study was a teacher of Fiqh subjects who was chosen purposively because they applied a learning approach that combined lecture methods with educational games, quizzes, and discussions. The supporting informants were several students of classes VIIA and VIIB who participated in the teacher's learning. Data were collected through in-depth interviews with teachers, non-participatory observations of the learning process in the classroom, and semi-structured interviews with students. Interviews with teachers aimed to explore pedagogical rationality, learning strategies, and their views on the implementation of 21st-century learning, while interviews with students were conducted as a triangulation of data from observations and teacher interviews.

Observations were made after the initial interview with the teacher to observe the implementation of the learning approach in practice in the classroom. The observation focused on the three dimensions of Yong Zhao's 21st-century learning theory that are most relevant to the research objectives, namely student engagement, creativity, and personalized learning. Data is analyzed through data reduction, data presentation, and conclusion drawing based on an interactive analysis model (Huberman et al., 2014). The validity of the data is maintained through source triangulation and triangulation techniques by comparing the results of teacher interviews, student interviews, and class observations.

RESULT | نتائج

The teachers who were the subjects of the research were chosen purposively because they had a different learning approach compared to other teachers at the Daarul Ukhuwwah Putri 1 Islamic Boarding School. Based on the initial observations of the researcher as a colleague, the teacher combined the lecture method commonly used in the pesantren environment with various interactive activities such as quizzes, educational games, discussions, and experiential sharing sessions. These characteristics make this teacher relevant to be analyzed using Yong Zhao's 21st-century learning perspective.

Student Engagement in Teacher Learning Approaches

The results of the study show that student engagement is one of the main characteristics of the teacher's learning approach at the Daarul Ukhuwwah Putri 1 Islamic Boarding School. Based on the results of the initial interview with the teacher, learning is designed not only to

convey Fiqh material, but also to keep students' attention focused during the learning process. To achieve this goal, teachers combine several learning strategies such as giving quizzes at the beginning of learning, educational games, sharing activities, questions and answers, and discussions.

The results of the observation showed that the teacher opened the learning by reviewing the previous material through a short quiz. During the learning process, teachers actively ask questions to students, provide opportunities to answer, and give appreciation to students who are able to answer correctly. When there are students who start to lose focus or are sleepy, the teacher gives a direct reprimand and re-engages students in learning activities so that the classroom atmosphere remains active and conducive.

The findings were strengthened by the results of student interviews. Vella reveals:

"Ustadzah gives quizzes before starting the new material lesson, then the Ustadzah is enthusiastic in teaching so that we are also excited."

The statement shows that the use of quizzes at the beginning of learning not only helps students recall previous material, but also increases their motivation to follow the learning.

The same thing was also conveyed by Adzra, who explained:

"Hold quizzes, sharing sessions, and do assignments while listening to songs."

The findings show that the variety of learning activities keeps students actively engaged during the learning process.

In addition, Fathina assesses that:

"Studying with Ustadzah Sinta is the only teacher who teaches seriously but is still fun and easy to understand."

Overall, the results of observations and interviews show that students' active involvement is built through a combination of quizzes, educational games, sharing, two-way communication, and classroom management that are able to maintain students' attention and enthusiasm during the learning process.

Creativity in Teacher Learning Approaches

The results of the study show that teachers not only use the lecture method as the main approach in learning Fiqh, but also combine it with various creative activities to create a more interesting learning atmosphere. Based on the results of the initial interview, the teacher used educational games, quizzes, *sharing* activities, and summarizing methods as a strategy so that students do not easily feel bored or sleepy during learning.

The results of the observation show that educational games are used as part of the learning process, not just as an interlude activity. Teachers insert games at certain times to liven up the classroom atmosphere while strengthening students' understanding of the material that has been learned. In addition, teachers also associate new material with previous material through quizzes and triggering questions so that the learning process takes place more dynamically.

The findings were strengthened by the results of student interviews. Adzra explained that teachers deliver material in a variety of ways.

"Explain with interspersed sharing, explain with an exciting summarizing method, and explain with interspersed games."

The statement shows that the variety of learning strategies teachers use helps students understand the material without compromising the fun learning atmosphere.

The same thing was also expressed by Fathina.

"Usually Ustadzah Sinta teaches how to teach it by playing, but there are times when it is serious too."

According to students, the combination of play activities and material delivery makes learning still fun, but learning goals are still achieved.

Overall, the results of observations and interviews show that teachers' creativity is reflected in their ability to combine traditional learning methods with various interactive activities so that learning becomes more varied, interesting, and in accordance with the characteristics of students in the pesantren environment.

Personalized Learning and Student Support

The results of the study show that teachers try to adapt the learning process to the needs and abilities of students during learning activities. Although all students receive the same material, teachers pay special attention to students who have difficulty understanding the material by re-explaining it using simpler language and making sure students really understand the material before continuing learning.

The observation results showed that when there were students who were not able to answer questions or lost focus during learning, the teacher did not immediately continue with the next material. Instead, the teacher again explains the material that has not been understood, provides follow-up questions, and invites students to dialogue until they are able to give the correct answer. The teacher also provides an opportunity for all students to ask questions if they still have difficulty understanding the material.

The findings were strengthened by the results of student interviews. Vella explained that when there are students who do not understand the material, the teacher will ask who does not understand and then explain the material again until the students understand the lesson. In addition, if there is a student who is sleepy, the teacher will wake the student up and make sure that the student has really understood the material being studied.

Similar findings were also conveyed by Adzra who stated that teachers do not get angry easily when students do not understand the material, but re-explain the material and repeat it at the next meeting through muraja'ah activities. According to him, teachers also treat students patiently and adjust explanations to each student's ability.

Meanwhile, Fathina revealed that teachers re-explain the material to students who do not understand the lesson and form a study group consisting of students with diverse abilities so that they can help each other during the learning process.

Overall, the results of observations and interviews show that teachers provide learning support through re-explanations, giving opportunities to ask questions, grouping students in a heterogeneous manner, and paying attention to the learning needs of each student so that the learning process takes place more inclusively and supports student understanding.

DISCUSSION

مناقشة

Student Engagement in the Perspective of 21st Century Learning Theory: Yong Zhao

The findings of the study show that active student involvement is built through the use of quizzes at the beginning of learning, educational games, sharing activities, questions and answers, and two-way communication between teachers and students. These strategies not only increase students' attention during the learning process but also build motivation to learn and create a more interactive classroom atmosphere. These findings show that student engagement is not only determined by the material studied but also by the teacher's ability to design learning experiences that are able to encourage students' active participation.

The findings are in line with the 21st-century learning paradigm put forward by Yong Zhao. Zhao (2015) explains that learning is no longer oriented towards knowledge transfer and standardization of learning outcomes, but must be able to create a learning environment that encourages active engagement, creativity, and intrinsic motivation of learners. Students need to be positioned as learning subjects who actively build their knowledge through meaningful learning experiences so that teachers not only play the role of conveyors of information, but also as facilitators of the learning process (Zhao, 2012).

The findings are supported by various studies in Indonesia that show that students' active involvement is greatly influenced by the learning strategies implemented by teachers. Rahmi dan Saefudin (2024) explained that active learning in Islamic education is able to increase student participation through more intensive interaction between teachers and students. Research by Prawoto et al. (2024) also shows that the transformation of 21st-century learning in Islamic boarding schools is more effective through learning strategy innovation than through the use of digital technology alone. In addition, the research by Fauzan et al. (2022) shows that the creativity of Islamic Religious Education teachers in choosing learning methods has an effect on increasing the activeness, motivation, and involvement of students during the learning process. Similar findings were also reported by Hajroh dan Subhi (2025), who state that the application of game-based learning in Islamic Religious Education learning is able to increase enthusiasm, interaction, and active participation of students in participating in learning.

The results of this study show that the use of quizzes, educational games, sharing, and two-way communication is an effective strategy in building student engagement in the pesantren environment. The findings expand on the results of the study (Kabul et al., 2023), which explains that the implementation of 21st-century learning in Islamic boarding schools still faces challenges in implementing student-centered learning. However, the results of this study show that active student involvement can still be realized without leaving the learning characteristics of the pesantren. Teachers continue to use the lecture method as the main method, but integrate it with interactive activities so that students participate more actively during the learning process.

Based on these findings, it can be understood that the active involvement of students in the pesantren environment does not depend on the use of technology or changes in the curriculum as a whole, but is more determined by the teacher's ability to manage learning creatively, communicatively, and participatively. Thus, the implementation of 21st century learning in Yong Zhao's perspective can be realized through the innovation of learning strategies that maintain the characteristics of pesantren education and Islamic educational values.

Although Yong Zhao's theory emphasizes the importance of active involvement of learners as a key characteristic of 21st-century learning, its application in the context of pesantren needs to be understood contextually. The involvement of students in Islamic boarding

schools is not always realized through full freedom in determining learning activities, as developed in the Western education system. On the contrary, the active participation of students is built in the framework of manners to teachers (ta'zīm), discipline, and responsibility for the learning process. In this study, student engagement continues to develop through quizzes, educational games, discussions, and two-way communication without eliminating the central role of the teacher as a learning guide. The findings show that the principle of student engagement in Zhao's theory can be adapted into the culture of pesantren education through pedagogical innovations that maintain Islamic educational values.

Creativity in the Perspective of 21st Century Learning Theory: Yong Zhao

The findings of the study show that teachers' creativity is reflected in their ability to combine lecture methods that are characteristic of learning in pesantren with various interactive activities, such as quizzes, educational games, experience sharing, summarizing activities, and discussions. These activities are not only used to create a more enjoyable learning atmosphere, but also aim to reduce students' boredom and help them understand Fiqh material more effectively. Thus, the creativity of teachers in this study is not identified from the use of digital technology, but from the ability of teachers to develop varied learning strategies according to the characteristics of students and the learning context in the pesantren.

The findings are in line with Yong Zhao's theory that places creativity as one of the main goals of 21st-century education. Zhao explained that education systems that are too standardized-oriented tend to limit the development of creativity because students are only directed to achieve uniform answers (Zhao, 2015). On the other hand, 21st-century learning needs to provide opportunities for students to explore ideas, try different alternative problem-solving solutions, and develop their unique potential (Zhao, 2012).

In the context of Islamic education, teachers' creativity is understood as the ability to develop innovative learning strategies, methods, and media so that they are able to create a more interesting, active, and meaningful learning experience for students (Fauzan et al., 2022). This approach is reinforced by research by Hajroh dan Subhi (2025), which shows that the application of game-based learning in Islamic Religious Education subjects is able to increase students' creativity, motivation, and active participation during the learning process. Thus, creativity in learning is not only related to the use of varied media but also to the ability of teachers to design learning experiences that encourage active involvement of students.

The findings of this study show that the use of quizzes, educational games, sharing, and discussion is not just a variation of teaching methods, but a form of pedagogical innovation that is able to improve the quality of students' learning experience. The findings are in line with research by Nabilah et al. (2025), which explains that the application of gamification in Islamic Religious Education learning is able to increase the enthusiasm, active participation, and creative mindset of students because the learning process takes place more interactively and is more fun. Research results Hajroh dan Subhi, (2025) also show that the integration of educational games in PAI learning provides opportunities for students to develop creativity through challenging activities while strengthening the understanding of learning materials. Similar findings were also reported by Yolanda et al. (2024), who found that the use of educational games in Nahwu learning in Islamic boarding schools was able to increase learning motivation, student involvement, and create a more active classroom atmosphere.

The findings of this study also show that creativity in learning in pesantren is not always synonymous with radical changes in methods or the use of digital technology. In Yong Zhao's

perspective, creativity is seen as the ability of learners to generate new ideas through an open learning environment. However, in the context of Islamic boarding schools, creativity actually develops through the process of adapting to learning methods that have become traditional. Teachers do not abandon the lecture method, but develop it through educational games, quizzes, sharing activities, and discussions so that learning becomes more interesting without eliminating the educational characteristics of the Islamic boarding school. Thus, the results of this study indicate that creativity in 21st-century learning can be realized through pedagogical innovations that are contextual, not through a total replacement of the learning traditions that have developed in Islamic boarding schools.

Personalized Learning and Student Support

The findings of the study show that teachers seek to provide learning support to students through various strategies, such as reexplaining misunderstood material, giving students the opportunity to ask questions, ensuring student understanding before moving on to the next material, and forming study groups that allow students to help each other. Even though all students learn the same material, teachers try to adapt the way the material is delivered to the needs of students so that the learning process takes place more inclusively and supports the learning success of each student.

These findings are in line with the concept of personalized learning that places students at the center of the learning process. Surur et al. (2024) Explain that personalized learning is an approach that allows teachers to adjust learning strategies based on the needs, characteristics, and development of students so that the learning process becomes more meaningful and able to increase student involvement in learning. Furthermore, the implementation of learning that is responsive to the learning needs of students can also be realized through differentiated learning, namely by adjusting the learning process, methods, and forms of assistance according to the learning readiness of students. This approach is considered to be able to increase active participation and students' understanding of learning materials (Antarikza et al., 2025).

The results of this study show that the personalization of learning at the Daarul Ukhuwwah Putri 1 Islamic Boarding School has not been realized through the provision of different materials to each student, but through the forms of student support provided by the teacher during the learning process. Teachers provide re-explanations to students who do not understand the material, provide opportunities to ask questions, form study groups, and provide assistance to students who have learning difficulties. These findings show that personalization of learning in pesantren emphasizes adjusting teaching strategies more than curriculum differentiation. These results are in line with research by Antariksha et al. (2025), which shows that Fiqh learning in pesantren can apply the principle of differentiation through grouping based on ability, variety of learning methods, and individual assistance without eliminating the characteristics of pesantren learning. Research by Rokhmah et al. (2024) also shows that differentiated learning in pesantren-based schools contributes to the creation of a more conducive learning environment because teachers are able to respond to the diversity of students' abilities more effectively.

In the context of Islamic education, the results of this study expand the findings of Kabul et al. (2023), which state that the implementation of 21st-century learning in Islamic boarding schools is still dominated by classical approaches, so that learning differentiation has not been widely applied. These findings also support research by Prawoto et al. (2024), which explains that the transformation of learning in Islamic boarding schools is more directed at strengthening

teachers' pedagogical competence than changing the curriculum as a whole. In addition, Rahmi dan Saefudin (2024) emphasize that active learning in Islamic education requires teachers to be more responsive to the needs of students through intensive interaction, mentoring, and communication during the learning process. Thus, the form of learning support found in this study shows that the principle of personalized learning can be implemented gradually through strengthening teachers' pedagogical competence without eliminating the collective characteristics that characterize pesantren education.

Based on the overall findings, it can be understood that the implementation of personalized learning in the pesantren environment is more appropriately interpreted as adaptive pedagogical support rather than full individualization of learning. Teachers do not differentiate learning materials for each student, but make adjustments through mentoring strategies, re-explanations, giving opportunities to ask questions, and forming study groups according to the needs of students. These findings show that the concept of personalized learning can be adapted contextually in pesantren education through strengthening teachers' pedagogical competence so that 21st-century learning principles can still be applied without eliminating the characteristics of Islamic education.

The concept of personalized learning developed by Yong Zhao basically places students as individuals who have different needs, interests, and potentials, so that the learning process needs to provide space for differentiation of learning experiences. However, the application of this concept in the pesantren environment requires adjustments to the characteristics of Islamic education culture that emphasizes togetherness, discipline, and collective learning through intensive interaction between teachers and students. Therefore, the personalization of learning in this study is not realized through providing different materials to each student, but through individual teacher attention, re-explanations for students who experience difficulties, the formation of heterogeneous study groups, and mentoring during the learning process. These findings show that Zhao's theory does not contradict the pesantren education system, but requires reinterpretation in accordance with Islamic pedagogical values so that the implementation of 21st-century learning can run without eliminating the distinctive identity of the pesantren.

CONCLUSSION | خاتمة

This study shows that the teacher's learning approach at the Daarul Ukhuwwah Putri 1 Islamic Boarding School contains a number of characteristics of 21st-century learning in Yong Zhao's perspective, especially in the aspects of student engagement, teacher creativity, and personalized learning. Students' active involvement is built through the use of quizzes, educational games, sharing activities, and two-way communication during the learning process. The creativity of teachers is reflected in their ability to adapt the lecture method that is characteristic of Islamic boarding school learning with various interactive activities so that learning becomes more interesting without losing the substance of Fiqh material. Meanwhile, personalized learning is realized through learning assistance, providing opportunities for questions, re-explaining the material, and teachers' attention to students' learning needs.

The findings of this study show that the implementation of Yong Zhao's 21st century learning theory in the context of pesantren cannot be understood as a process of replacing the learning traditions that have developed, but as a pedagogical adaptation process that takes into account the social, cultural, and educational characteristics of Islamic education. Thus, 21st-

century learning in pesantren does not have to be synonymous with the use of technology or comprehensive curriculum changes, but can be realized through innovation in learning strategies that still maintain the identity of pesantren education.

Practically, the integration of the value of ta'zīm for teachers with the demands of creativity in the 21st century can be done through several operational steps. Teachers still maintain the typical learning methods of Islamic boarding schools, such as lectures, halaqah, or book discussions, but are enriched with activities that encourage active student involvement, such as reflective quizzes, educational games relevant to the material, group discussions, presentation of learning outcomes, and the completion of simple case studies. In addition, teachers can provide space for students to express opinions, ask questions, and reflect on learning outcomes without reducing the values of manners, respect (ta'zīm), and discipline that are the main characteristics of pesantren education. Through this approach, students' creativity and active participation can develop in harmony with Islamic educational values so that the transformation of 21st-century learning takes place in a contextual and sustainable manner.

BIBLIOGRAPHY

مراجع

- Antarikza, M. A., Arifin, Z., & Mustofa, A. H. (2025). Optimalisasi Pembelajaran Fiqih di Pondok Pesantren melalui Pendekatan Diferensiasi. *Mujalasat: Multidisciplinary Journal of Islamic Studies*, 3(2), 129–140. <https://doi.org/10.33367/MUJALASAT.V3I2.7738>
- Faizin, Moh., Al Barro, A. A., & Ambar Sari, M. B. (2022). Pesantren Di Era Digital Abad Ke-21: Perspektif Restorasi Muhammad Abduh. *DIMAR: Jurnal Pendidikan Islam*, 4(1), 024–037. <https://doi.org/10.58577/DIMAR.V4I1.99>
- Fauzan, F. A., Hasbiyallah, H., & Fikri, M. (2022). The Creativity of Islamic Religious Education Teachers for Effective Learning. *Jurnal Inovasi Pendidikan Agama Islam (JIPAI)*, 2(2), 120–132. <https://doi.org/10.15575/JIPAI.V2I2.18196>
- Fullan, Michael., & Langworthy, M. (2014). *A rich seam : how new pedagogies find deep learning*. MaRS Discovery District.
- Hajroh, A. Y., & Rifa'i Subhi, M. (2025). Pengembangan Kreativitas Peserta Didik Melalui Pembelajaran Berbasis Game Pada Mata Pelajaran Pendidikan Agama Islam. *Muaddib: Jurnal Pendidikan Agama Islam*, 2(1), 96–100. <https://ejournal.insuriponorogo.ac.id/index.php/muaddib/article/view/4199>
- Huberman, a. M., Miles, M. B., & Saldana, J. (2014). Qualitative Data Analysis: A Methods Sourcebook. In *Qualitative Data Analysis A Methods Sourcebook* (Vol. 47, Number Suppl 4). <http://www.uk.sagepub.com/books/Book239534?siteId=sage-uk>
- Kabul, Fahad, T., Hakim, L., & Mubarak, A. (2023). Relevansi Kurikulum Pondok Pesantren Terhadap Kompetensi Santri Di Abad 21 : (Studi Kasus Pada Pondok Pesantren Sunan Kalijaga Kabupaten Nganjuk). *Ability: Journal of Education and Social Analysis*, 4(2), 112–124. <https://doi.org/10.51178/JESA.V4I2.1260>
- Khoirunisa, T., & Yulianti, E. R. (2024). Pesantren dan Tantangan Abad 21. *Prosiding STUDIUM GENERAL DAN KOLOKIUM Pesantren Dan Pendidikan Di Era Smart Society 5.0*, 1. <https://publikasiilmiah.unwahas.ac.id/ppess/article/view/11776>
- Nabilah, M., Sutriani, & Mardiana, D. (2025). Gamification In Islamic Religious Education: Strengthening Islamic Character Building Through Learning The Prophet's Sirah At

Aisyiyah Elementary School In Cindogo, Bondowoso. <https://Ojssulthan.Com/Asje>.
<https://ojssulthan.com/asje>

- Prawoto, I., Nopasari, D., Aliya Mutia, N., Mekarjaya, D., Gantar, K., Indramayu, K., & Barat, J. (2024). Analisis Pembelajaran Abad 21 dalam Landasan Pesantren Spirit but Modern System di Ma'had Al-Zaytun, Indramayu. *Prosiding Seminar Nasional Ilmu Pendidikan*, 1(1), 231–246. <https://doi.org/10.62951/PROSEMNASIPI.V1I1.25>
- Rahmi, Y. S., & Saefudin, A. (2024). 21st Century Skills-Based Learning at Nahdlatul Ulama Higher Education (Case Study of Islamic Education Program (PAI) at UNISNU Jepara). *J-PAI: Jurnal Pendidikan Agama Islam*, 10(2), 2024. <https://doi.org/10.18860/JPAI.V10I2.26559>
- Rokhmah, I. N., Hariyati, N., Mustaji, M., Roesminingsih, E., & Setyowati, S. (2024). Manajemen Pembelajaran Berdiferensiasi di SMP Islamic International School Pesantren Sabillil Muttaqien Magetan. *Journal of Education Research*, 5(3), 2540–2545. <https://doi.org/10.37985/JER.V5I3.1082>
- Surur, A. M., Ulfa, S., Soepriyanto, Y., & Binti, M. H. (2024). Personalized Learning in a Digital Environment. *Indonesian Journal of Multidisciplinary Educational Research*, 2(1), 79–99. <https://doi.org/10.30762/IJOMER.V2I1.2737>
- Yolanda, R., Muassomah, & Mulya Radhiani, S. (2024). *Permainan Rangking Satu untuk Pembelajaran Nahwu di Pondok Pesantren the First-Rank Game for Nahwu Learning at Pondok Pesantren*. 21(2). <https://doi.org/10.21009/almakrifah.21.02.01>
- Yusuf, Y. S., & Ali, N. (2025). Strategi Pembelajaran Integratif di Pesantren Dengan Menggabungkan Tradisi dan Modernitas. *Journal of Islamic Education Studies*, 3(2), 173–180. <https://doi.org/10.58569/JIES.V3I2.1164>
- Zhao, Y. (2015a). A World at Risk: An Imperative for a Paradigm Shift to Cultivate 21st Century Learners. *Society*, 52(2), 129–135. <https://doi.org/10.1007/S12115-015-9872-8>
- Zhao, Yong. (2012). World Class Learners: Educating Creative and Entrepreneurial Students. *Corwin*, 271.

