

Collaborative Global Mindset in the Adaptation of Arab Cultural Traditions to Local Wisdom in Islamic Boarding School

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Abstract. This study is based on the reality that Islamic boarding schools, as Islamic educational institutions in Indonesia, serve not only as centers of religious learning but also as preservers of cultural identity. Arab cultural traditions introduced through Islamic teachings, such as the Arabic language, etiquette, religious arts, and worship practices, interact with the local wisdom of Islamic boarding school communities. This adaptation process requires a collaborative global mindset to ensure that Arab traditions are embraced without diminishing local identity. The research employs a qualitative approach with an ethnographic method. The subjects are Islamic boarding schools that implement Arab traditions in the daily lives of *santri*. Data collection was conducted using observation, comprehensive interviews, and documentation, followed by both descriptive and analytical analysis. The findings show that the adaptation of Arab cultural traditions in Islamic boarding schools is reflected in several aspects, including Arabic language instruction through the *halaqah* system, the integration of Arab etiquette with local customs, and the development of religious arts such as *qasidah* that merge with regional cultural expressions. A collaborative global mindset is evident in the Islamic boarding school's openness to Arab cultural values while simultaneously preserving local wisdom, creating a unique cultural harmony. This adaptation not only enriches Islamic boarding school traditions but also contributes to local empowerment in education, social life, and culture.

Keywords: Global Mindset, Collaborative, Arab Culture, Local Wisdom, Islamic Boarding School